

Camp Program & Property Management



CONTENTS

Section I: Managing the Council Outdoor Program, 1-1

- Scouting's Purposes and the Outdoor Program, 1-2
- Fundamentals and Depth of the Outdoor Program, 1-8
- Property and Facilities for an Effective Outdoor Program, 1-10
- Administering the Year-Round Outdoor Program, 1-14
- Finance and Insurance, 1-19
- Conservation, 1-21
- Resident Camping, 1-23
- Leadership in a Scout Camp, 1-26
- Camp Administration and Procedures, 1-37
- Outdoor Program Policies, 1-45
- Youth Protection Guidelines, 1-50
- Resources, 1-52

Section II: Camp Business Management and Commissary Operation, 2-1

- Introduction, 2-2
- Budgets, 2-3
- Property Management Records, 2-11
- Handling Cash in Camp, 2-22
- Trading Post Operation, 2-27
- Purchasing and Receiving, 2-32
- Methods of Camp Feeding, 2-37
- Menu Building and Diet, 2-42
- Food Ordering and Control, 2-44
- Patrol Cooking Administration, 2-57
- Hike and Trail Foods, 2-68
- Dining Hall Practices, 2-70
- Resources, 2-73

Section III: Boy Scout Summer Camp Program, 3-1

- Aims of Scouting and Boy Scout Camping, 3-2
- The Method of Boy Scout Camping, 3-3
- The Program Director and Staff, 3-6
- The Program in Camp, 3-17
- Evaluating the Camping Experience, 3-33
- Scout Skills in Camp, 3-38
- Hikes and Outpost Camping, 3-41
- Woods Tools and Campcraft, 3-44
- Orienteering and Compass Activities, 3-45
- Ecology/Conservation Activities, 3-46
- The Craft Program, 3-52
- Camp Special Events and Contests, 3-55

- Campfires, Music, and Singing, 3-60
- Traditions in Camping, 3-64
- Program Equipment and Literature, 3-67

Section IV: Venturing Camping Guide for Councils, 4-1

- Programs for Venturers, 4-2
- Why Have a Venturing Camp? 4-2
- Considerations in Planning, 4-3

Section V: Aquatics, 5-1

- BSA Aquatics Instructor, 5-2
- Safe Swim Defense, 5-3
- BSA Snorkeling Safety, 5-8
- Safety Afloat, 5-10
- The Swim Test, 5-12
- Aquatics Program, 5-18
- Aquatics Administration, 5-31
- Aquatics Safety, 5-41
- Cub Scout Aquatics, 5-57
- Method of Instruction, 5-60
- Teaching Swimming, 5-63
- Merit Badge Instruction, 5-71
- Ropework, 5-79
- Aquatics for the Disabled, 5-81
- Water Games and Events, 5-83
- Program Area Facilities and Layout, 5-86
- Equipment Maintenance and Repair, 5-96
- Resources, 5-100

Section VI: Shooting Sports, 6-1

- The Job of the Shooting Sports Director, 6-2
- Scope of Shooting Sports, 6-3
- Shooting Sports Personnel and Range Safety Supervision, 6-5
- Rifle Shooting, 6-7
- Shotgun Shooting, 6-17
- Muzzleloading Rifle Shooting, 6-20
- Archery, 6-26
- Resources, 6-39

Section VII: Chaplain's Guide for Scout Camps, 7-1

- A Scout Is Reverent, 7-2
- Chaplain's Information, 7-3
- The Chaplaincy Program, 7-6
- The Chaplain's Role in Camp, 7-8
- The Chaplain as Counselor, 7-14
- Chaplain Relationships, 7-19
- Resources, 7-26

Section I

Managing the Council Outdoor Program

CONTENTS

Scouting's Purposes and the Outdoor Program, 1-2
Fundamentals and Depth of the Outdoor Program, 1-8
Property and Facilities for an Effective Outdoor Program, 1-10
Administering the Year-Round Outdoor Program, 1-14
Finance and Insurance, 1-19
Conservation, 1-21
Resident Camping, 1-23
Leadership in a Scout Camp, 1-26
Camp Administration and Procedures, 1-37
Outdoor Program Policies, 1-45
Youth Protection Guidelines, 1-50
Resources, 1-52

SCOUTING'S PURPOSES AND THE OUTDOOR PROGRAM

Outdoor activity is the most appealing feature of the Scouting program. Youth are drawn to it because it offers opportunities for fun in hiking, camping, swimming, boating, canoeing, high-adventure experiences, and touring. This appeal is woven into the program from Cub Scouting through Boy Scouting and Venturing.

Underlying the appeal of fun and adventure in the outdoors are the serious purposes of Scouting. Outdoor activities provide a vehicle for the achievement of Scouting's primary goals.

It is the purpose of the Boy Scouts of America to provide for youth an effective program designed to build desirable qualities of character, to train them in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who

- Are physically, mentally, and emotionally fit.
- Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
- Have personal and stable values firmly based on religious concepts.
- Have the desire and skills to help others.
- Understand the principles of the American social, economic, and governmental systems.
- Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
- Have a keen respect for the basic rights of all people.
- Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and the forums of the world.

The Scope of the Outdoor Program

Scouting's outdoor program is tailored to meet the needs and desires of youth and their families. Activities are planned to match the desires and abilities of the Scout's age level.



Cub Scouting

Cub Scouting offers several different camping opportunities for Tiger Cub Scouts, Cub Scouts, and Webelos Scouts. Tiger Cub Scouts may attend day camp, council-organized family camp, and pack overnights. Wolf and Bear Cub Scouts may attend day camp, resident camp, council-organized family camp, and pack overnights. Webelos Scouts may go on den overnight campouts and may participate in the activities listed above for Wolf and Bear Cub Scouts. Cub Scout dens are urged to have backyard campouts and cookouts. Den and pack picnics and outings can provide additional fun.

Cub Scout day camps and resident camps sponsored by a council offer a variety of theme-related outdoor experiences, including age-appropriate sports.

With their parents and den leaders, Webelos Scouts will begin enjoying short-term camping programs as a den, preferably as the guest of a local Boy Scout troop on a weekend campout. Additionally, the resident camp program will offer more challenging experiences to prepare the Webelos Scouts for their transition into Boy Scouting.



Boy Scouting/ Varsity Scouting

Hiking, campouts, extended camping trips, tours, and expeditions are a vital part of the Scouting experience. The lure of these adventures is the reason most youth join. These experiences come to the Boy Scout through the troop he joins and with the patrol in which he finds identity.

Camping and hiking put meaning into the patrol method. Most indoor meetings are focused on preparation for hiking and camping.

The simple skills essential to living in a primitive setting are inherent in the Boy Scouting program. The boy learns to respect and conserve the blessings of God in his natural surroundings. When disaster strikes he can cope with it. He uses head, heart, and hands when he provides for himself and others in the outdoors.

Learning these skills in his patrol and troop is a part of his adventure in Scouting as he progresses through the ranks.



Venturing

Venturing reveals wider horizons in outdoor adventure. The activities of Venturing will extend beyond those experienced by Boy Scouts. They will include high adventure and adult sports such as sailing, waterskiing, scuba diving, fishing, mountaineering, cave exploration, and horseback riding.

Many vocational and hobby interests such as forestry, conservation, archaeology, geology, photography, and astronomy are naturals in the camp setting. Exploration of other subjects unrelated to the outdoors also has its place in this environment.

The two general types of Venturing outdoor programs are expeditions and encampments.

- *Expeditions* are moving camps, such as auto tours, sea cruises, backpacking treks, canoe trips, historic trail trips, river floats, mountain climbs, swamp explorations, bicycle hosteling, burro or horse packing, and snow-travel outings.
- *Encampments* are stationary camps, such as the council camp, military installations, state or national parks, or a special Venturing camp.

Expeditions or encampments may be short- or long-term and are year-round opportunities. Venturing expeditions may be held close to home or may reach a great distance, depending on the equipment, leadership, facilities, and finances available.

National Emphasis in the Outdoor Program

Standards used in developing outdoor program levels in the Boy Scouts of America include consideration of the age, maturity, and physical abilities of the youth involved. Camping opportunities should include a progression of learning experiences for a youth to gain the camping knowledge, skills, self-reliance, and physical endurance necessary for living in the out-of-doors.

Quality Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews as well as districts and councils must offer the appropriate level of Scouting's outdoor program to their membership on a year-round basis. Quality leadership, experienced and trained in outdoor programs, is required for all camping activities. The BSA annually sets challenging goals for units, districts, and councils to measure their effectiveness in delivering outdoor programs to their members.

Program opportunities include the following.

For Cub Scouts (including Tiger Cub groups and Webelos Scout dens)

Backyard camping, trips, tours, picnics, sports, biking, pushmobile rodeos, kite flying, pinewood or rocket derbies, family camping, winter activities, physical fitness, fishing, and boy and parent campouts are encouraged.

Cub Scout day camp is conducted by a council or district in a council camp, city park, or other centrally located site within the district. It offers a theme-related daily program to boys and their leaders. Crafts, sports, games, fun, and recreational activities are supervised by qualified staff leaders.

Cub Scout/Webelos Scout resident camp offers a multiday camping experience for a boy, his parents, and his leaders in an established council camp to provide a variety of theme-related outdoor programs.

Councils with established *family camping* areas may offer several program options for families to enjoy the many facilities at camp. Youngsters could enjoy the day camp, resident camp, or scheduled Cub Scout camp activities, yet camp with their family. Other events may include weekend programs on a year-round basis for families or packs.

For Boy Scouts

Hiking, camping, swimming, boating, conservation, camporees, Klondike derbies, orienteering, shooting sports, athletics, archery, historic trails, jamborees, 50-miler trips, and cycling are available to the Boy Scout.

For Venture Patrols (and older Boy Scouts)

In addition to all of the activities offered to Boy Scouts, more challenging programs for older Scouts may include mountaineering, wilderness backpacking treks, canoe expeditions, sailing, caving, skiing, rappelling, high-adventure camping, whitewater rafting, leadership training, and other physical activities.

Boy Scout Camps

Most councils own and operate one or more camping facilities to serve the outdoor program needs of their youth and adult members. Many camps also can accommodate other community organizations and programs.

Long-term camps, usually held during the summer, as well as short-term or weekend camping opportunities are essential for Boy Scouts. Generally, troops camp under their own leadership and the camp provides a highly trained and qualified summer camp staff to cover all areas of program opportunities.

In camp, Scouts receive training to qualify for merit badges and a variety of outdoor experiences. Scout camp emphasizes the patrol method of troop operations to strengthen the boy-adult leadership roles in Scouting so that a troop may function as a unit. In cases where troop leadership is not available, Scouts may attend as individuals and will be assigned to a provisional troop.

The Ideal in Scout Camping

The ideal for Scout camping is for the troop to operate under its own leadership, either on or off the council campsite.

Where Scout camping is conducted on a council campsite, it should be organized on a troop and patrol basis and administered on the principle that it is a training camp for the benefit of all units in the council.

The principle holds true whether a boy attends with his own troop under its own leadership or whether his experience is in a provisional camp troop under provisional leadership. The important thing is that a boy should have a patrol experience in a troop. The administration of the program as far as the boy is concerned should be through a Scoutmaster, assistant Scoutmasters, a senior patrol leader, and patrols organized under patrol leadership. Under no circumstances should the individuality of the troop, whether chartered or provisional, or its leaders be submerged.

The program of the camp will be based in large measure upon the needs, desires, and experiences of each troop and its members. If the program is to be fitted to these needs, the type and extent of services will vary with each troop.

The troop's relationship with camp administration will be similar to its year-round relationship with council administration. The troop (chartered or provisional) will be the program unit. The troop's officers will deal directly with its own members. The purpose of the camp is to provide experiences for the troop that will make the troop better able to plan and conduct its own program. Therefore, the services of the camp staff are of a counseling, coaching, and supervisory nature. The program is developed cooperatively by troop leaders and the central camp staff.

In council-operated camps, troops should learn to promote and conduct swimming and aquatics, nature and conservation programs, craft activities, and games, and to use the patrol method for Scouting. The success of the program should be measured by the extent to which the troop has learned to stand on its own feet, to use its boy leaders, to train its own instructors in various skills, to acquire new interests that may serve to stimulate the building of a vital program for the ensuing year, and to strengthen the individual boys.

Although the fundamental plan in Scout camping is to recognize and maintain unit organization, we should not allow the method of feeding in camp to be the determining factor in camping on a troop basis. As a service to troops, councils have a responsibility to provide:

- Camp-planned menus with raw food issued to patrols in troops and the necessary equipment and training needed for cooking by patrols

or

- Meals cooked and served in a central dining hall

or

- Prepared meals delivered to a campsite

When troops prepare their own meals in camp, cooking is done by patrols on their own sites. Cooking requirements in the advancement program should become a part of the troop camping program. Much of this can be accomplished in the natural setting and activities of trail and outpost camping experiences.

For Venturers

The young men and women in Venturing crews have a wide range of interests. Each council must consider the needs of Venturers for outdoor programs and facilities. Programs may include Ranger Award skills; high adventure; socials; sports; leadership training; recreation; and district, division, cluster, or council events.

Elsewhere in this manual are program suggestions, procedures, and policies relating to areas where the council camping committee can assist crews with their outdoor program.

There are important differences in the outdoor program for Venturers.

- Venturing outdoor activities must include experiences beyond those available to younger boys and must consider coed involvement.
- Venturers should have a voice in choosing and planning activities.
- Venturing outdoor programs should be as challenging as adult activities.

National High-Adventure Programs

For real excitement, it is hard to beat the national high-adventure bases. Designed for older Boy Scouts, Varsity Scouts, and Venturers, each area offers the training, equipment, and support they will need to embark on a wilderness trek that will challenge their skills, strength, and willpower, and fill them with magnificent memories of mountains, forests, and water. Local councils have information and application forms for all the bases, or units may write directly to the bases that interest them.

Philmont Scout Ranch

Explore the rugged high country of northern New Mexico with a unit or council contingent on a 12-day backpacking expedition or as a member of a horse-mounted cavalcade. Philmont also offers individual programs that include Rayado (advanced backpacking trek), ROCS—Roving Outdoor Conservation School, Order of the Arrow Trail Crew, Venturing trek, and Ranch Hands program. Philmont covers more than 137,000 acres of mountains, forests, prairies, and streams. It is a challenging, inspiring backpackers' paradise ranging from 6,700 feet to 12,441 feet in elevation. Staffed camps in the backcountry offer specialized program opportunities, including rock climbing, black-powder rifle shooting, living history, horse riding, archaeology, conservation, and many others.

The Autumn Adventure backpacking program is offered during the fall. Treks of various lengths can be planned to view fall colors and wildlife. During the winter months a winter camping program called Kanik teaches the basics of cold-weather camping.

The Philmont Training Center serves as the national training center of the Boy Scouts of America, offering various weeklong conferences led by a faculty of experienced volunteer and professional Scouters. The training center offers an exciting program for the entire family.

Philmont Scout Ranch
Route 1, Box 35
Cimarron, NM 87714
Telephone: 505-376-2281

Florida National High Adventure Sea Base

The clear waters of the Florida Keys and Bahamas offer unlimited opportunities for exploring coral reefs on extended voyages aboard watercraft and sailboats. Snorkel and scuba dive amid pillars of coral surrounded by multicolored tropical fish. Explore a primitive island, search for the wreckage of galleons, fish for sailfish and marlin in the Gulf Stream waters, experience windsurfing, and study the marine life of North America's only living reef.

Florida National High Adventure Sea Base
P.O. Box 1906
Islamorada, FL 33036
Telephone: 305-664-4173

Northern Tier National High Adventure Program

The Sioux and Chippewa once traveled this northern lake country. Rough French-Canadians came after them, heavily laden with furs. Headquartered in the beautiful Superior-Quetico boundary waters of Minnesota and Ontario, the Northern Tier National High Adventure Program offers extensive wilderness canoeing expeditions in prime fishing waters. Additional program opportunities exist in satellite bases located in Atikokan, Ontario, and Bissett, Manitoba. Travel by float planes is required to participate in these remote facilities.

A winter camping program known as Okpik is offered at the base headquarters near Ely, Minnesota. Cold-weather camping and travel with dogsleds are featured.

Northern Tier National High Adventure Program
P.O. Box 509
Ely, MN 55731-0509
Telephone: 218-365-4811

High-Adventure Camps

In addition to the national high-adventure programs of Philmont, Florida Sea Base, and the Northern Tier, many councils offer a high-adventure program that originates from the council camp or other base camp facility. These high-adventure activities are available to older Boy Scouts, Varsity Scouts, and Venturers. While troop, team, or crew leadership is strongly encouraged, individuals may be accepted, depending on the programs offered. See the BSA Web site at <http://www.scouting.org/boyscouts/directory> for information about specific council high-adventure programs. This Web site is updated annually.

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

Age- and rank-appropriate guidelines have been developed based on the mental, physical, emotional, and social maturity of Boy Scouts of America youth members. These guidelines apply to Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews.

	 TIGER CUBS (WITH ADULT PARTNER)	 WOLF/BEAR CUB SCOUTS	 WEBELOS SCOUTS	 BOY SCOUTS	 OLDER BOY SCOUTS, VARSITY SCOUTS, AND VENTURERS
 OUTDOOR SKILLS					
Camping—Day					
Camping—Family					
Camping—Resident					
Camporees			Visit Only		
Conservation Projects					
Cooking Outdoors					
Fire Building					
Fishing					
Fueled Devices					
Hiking—Day					
Hiking—Multiple Day					
Horseback Riding					
Hunting					Venturers Only
Map and Compass	Map Only				
Mountain Bike Day Rides					
Mountaineering/Scrambling/ Cross-Country Travel					
Orienteering					
Pioneering					
Rope Bridges (Check requirements for height restrictions.)					
Survival Training					
Winter Camping					
 SPORTS					
Field/Wide Games					
Flag Football					
Gymnastics					
Ice Hockey					
Ice Skating					
Martial Arts—Defensive					
Roller Blades/Skates					
Scooters—Nonmotorized					
Skateboarding					
Skiing/Snowboarding					
Sledding/Tubing					
Soccer					
Street Hockey					
 TOOLS					
Axes					
Bow Saws					
Hand Ax					
Hand Tools					
Pocketknife					
Power Tools					
 TREKKING					
Backpacking—Overnight, Backcountry					
Bike Treks—Day Ride					
Bike Treks—Multiple Overnights					
Horse Treks					
Search and Rescue Missions					
Search and Rescue Practice					
Ski Touring—Multiple Days and Nights Carrying Gear					

	VEHICLES				
	Driving Derbies				
	Go Carts (Commercial)				
	Motorized Off-Road Bikes				
	Snowmobiles				
	AIRCRAFT				
	Commercial Flight Experience				
	Ground School				
	Hands-On Flying Experience				
	Orientation Flight				
	SHOOTING				
	.22 Rifle				
	Archery—Field				
	Archery—Target, Action (Moving targets)				Council/District Outdoor Programs Only
	BB Guns				Council/District Outdoor Programs Only
	Catapults				
	Shotgun				
	Slingshots				Council/District Outdoor Programs Only
	AQUATICS				
	Canoeing—Flat Water				Council/District Outdoor Programs Only
	Canoeing—Flowing Water				
	Kayaking—Flat Water				Council/District Outdoor Programs Only
	Kayaking—Flowing Water				
	Motorboating—Adult Operated				Council/District Outdoor Programs Only
	Motorboating—Youth Operated				
	Rafting—Flat Water				Council/District Outdoor Programs Only
	Rafting—Flowing Water				
	Rowing—Flat Water				Council/District Outdoor Programs Only
	Rowing—Flowing Water				
	Sailboarding				
	Sailing—Adult Operated				Council/District Outdoor Programs Only
	Sailing—Youth Operated				
	Discover Scuba Training				
	Scuba				
	Snorkeling (For swimmers only)				
	Surfing				
	Swimming				
	Tubing				
	Waterskiing				
	CLIMBING				
	Belaying				
	Bouldering				
	Caving (Other than simple novice activities)				
	Climbing—Commercial or Horizontal Wall				
	Climbing—Rock				
	Climbing—Vertical Wall or Tower				
	Initiative Games				
	Lead Climbing				
	Project COPE				A Few Low-Course and High-Course Activities
	Rappelling				
	Snow and Ice Climbing				

FUNDAMENTALS AND DEPTH OF THE OUTDOOR PROGRAM

Four Fundamental Outdoor Skills

Skills related to ecology/conservation, outdoor living, aquatics, and physical fitness are program priorities for Scouting. Training emphasis should relate all of these to practical living; for example, fire building and cooking for the purpose of providing warmth and wholesome food, not just to pass a requirement for advancement. Youth should be made conscious of the need to keep in condition and protect themselves from natural hazards.

In mastering these skills, young people become more self-reliant and resourceful. They become prepared to care not only for themselves, but also for others.

Ecology/Conservation

Woodcraft is knowing how to live in the wilderness, making wise use of natural resources. We must provide through the camping program the opportunity for youths to gain practical knowledge of the “ways of the woods”; to know the plants and animals; to find their way by use of natural phenomena such as stars, sun, wind, waterways, ridges, and animal trails; and to know the art of personal protection and survival.

Outdoor Living

Outdoor living experience puts the mark of an outdoorsman on a youth. It helps young people become skillful campers who know how to use shelter for protection against sun, wind, rain, and cold; who know how to make a comfortable ground bed, build fires in good or adverse weather, cook in the open, protect food and gear from wildlife and the elements, and properly use the knife and ax; and who know the skills of field sanitation.

Aquatics

Aquatics is recreation and transportation in the water. Swimming, boating, and canoeing are popular activities that have almost universal appeal to youth. The aquatics program is significant because it combines fun and skill with physical development.

Physical Fitness

Personal fitness is necessary to make many skills effective. Hiking, camping, swimming, rowing, canoeing, fishing, observing wildlife, rendering first aid, enjoying social experi-

ences, and getting the most out of life depend upon personal fitness for full enjoyment.

We must stress the necessity for acquiring and retaining good physical condition and healthy mental attitude through wholesome companionships, proper relationships, balanced diet, sufficient sleep, relaxation, good health habits, and practice in agility, balance, and control. Through personal fitness a youth becomes prepared for a healthful and useful life.

The summer camp program should stress all these Scouting fundamentals.

The Order of the Arrow

Those familiar with camping know that there are values beyond the gear and gadgets, the schedules and mechanics. They know that a happy camping experience depends upon satisfactory human relationships and successful interaction between individuals and between groups of campers.

Camping spirit grows out of a successful camping program. Spiritual values must be cultivated and given opportunity for expression.

Naturally, we think of certain occasions and the opportunities they offer—the campfire, the devotional exercises led by camp chaplains, and the Scout leader’s minute. These are all significant in the development of Scouting traits.

But there is another opportunity that has significance. This is Scouting’s national honor society, the Order of the Arrow. The Order places a premium upon desirable traits of a good camper.

The purpose of the Order is to

- Recognize those campers—Boy Scouts, Varsity Scouts, and Scouters—who best exemplify the Scout Oath and Law in their daily lives, and by such recognition cause other campers to conduct themselves in such manner as to warrant recognition.
- Develop and maintain camping traditions and spirit.
- Promote Boy Scout camping, which has its greatest effectiveness as a part of the unit’s camping program, and help strengthen the district and council camping program both year-round and in the summer camp, as directed by the camping and activities committee of the council.
- Crystallize the Scout habit of helpfulness into a life purpose of leadership in cheerful service to others.

The Order is democratic in its formation. Those admitted to membership are chosen by their fellow Scouts in their own unit.

The methods by which the Order operates are open. While an air of mystery surrounds the ceremonies, Scoutmasters and other leaders—parents and clergy—may witness these events with certain conditions. The element of mystery is used because of its enormous appeal to boys.

The Order of the Arrow is founded on the ideals of the Scout Oath and Law, placing particular emphasis on brotherhood, cheerfulness, and service. Nearly every council of the Boy Scouts of America has an active lodge of the Order of the Arrow. It is fully integrated into the national program by the Boy Scout Division.

The cofounder, Dr. E. Uner Goodman, stated:

“The Order of the Arrow is a thing of the individual rather than of the mass. In our scheme, each individual is important. This has always been stressed. Indeed, certain of our ceremonies were developed with particular boys in mind. The very ideals of brotherhood, cheerfulness, and service spring into life in the flesh and blood appearance of real individuals. Yes, in the Order each member is important, for what each one does counts in establishing the Order’s success. Such an idea is basic to our democracy in America.

“The Order of the Arrow is a thing of the out-of-doors. It was born on an island wilderness. It needs the sun and rain, the woods, the plains, the waters, and the starlit sky.

“We pick up the lore and tradition of the American Indian and glorify him today. The Indian was a lover of the open air and his culture is ours to preserve.

“It is hoped that one of our greatest achievements will be the strengthening of Scouting as an out-of-door experience. In this respect we have a double task:

“We have a quantity job to do, for still too large a percent of our troops are not camping.

“We have a quality job to do to secure genuine camping that produces self-reliance in the individual camper.

“For out of life in the open comes a precious ingredient that our country and any country needs if it is to survive—self-reliance that makes men strong in time of stress.

“The Order of the Arrow is a thing of the spirit rather than of mechanics. Organization, operational procedure, and paraphernalia are necessary in any large and growing organization, but they are not what count in the end. The things of the spirit count:

“Brotherhood—in a day when there is too much hatred at home and abroad.

“Cheerfulness—in a day when the pessimists have the floor.

“Service—in a day when millions are interested only in getting or grasping rather than giving.

“These are of the spirit, blessed of God, the great divine spirit.

“As we go forward with our plans to organize and operate our camps in the best possible way, let us not lose sight of the great opportunity we have to build men of good character through the proper use of the Order of the Arrow in the camping program.”

The Scout Uniform in Camp

We are always looking for things that can heighten camp spirit. One that must not be overlooked is the Scout uniform.

The uniform, designed as practical, rugged garb suitable for relaxed wear, is an important part of camp equipment. In addition to its usability, the uniform says something to the youth who wears it and to the people who see it.

The public has an attitude of expectancy toward Scouting. It regards highly the character implication that our uniform suggests. That uniform is more than just a shirt and a pair of slacks. It has something of the spirit of goodwill, helpfulness, and unselfishness woven into its fabric. Use of the uniform welds a group into a more solid unit. It erases artificial distinctions of wealth and position. It elevates every member of the group.

Depth of Program

To each youth at a Scout camp will come moments of deep value and lasting impression in the camping experience. No one can guarantee these values, no one can establish them in a program schedule, no one can assess the results. We can establish a tone within the program or create and suggest circumstances that may result in depth of meaning and understanding for a youth. In this we deal in faith and hopefulness.

When, before the break of day, young people and their adult leaders climb to the summit of a lofty hill or mountain and from there observe the panorama below, when they gaze in wonder at the first streaks of dawn signifying the birth of a new day, then can come to each one a lasting spiritual joy never before experienced. God is there! A new creation is taking place!

When the adult leaders and their small groups sit quietly in the waning shadows of the evening campfire and the leaders speak softly, recounting the blessings of the day and the hopes and plans of the morrow, then can come a depth of spiritual understanding for each one present.

When, in the clamor and excitement of daily activities, one boy in discussion with another draws himself erect and makes the Scout sign and says, “Scout’s honor”—here may be the beginning of a practice that demands that a man’s word be as good as his bond.

The program in camp should contribute to lofty but understandable religious concepts and a spiritual awareness for youth. These things happen when the staff individually and collectively presents a straightforward, happy appearance to all. A staff example of helpful friendliness sets the tone of the camp. Most youth are quick to sense the pattern set by responsible adults. Admiration for these adults prompts young people to follow them.

PROPERTY AND FACILITIES FOR AN EFFECTIVE OUTDOOR PROGRAM

Camping Properties

A major asset in nearly every council is the camp property. Many councils own and operate more than one camp. Some councils have a large reservation that includes two, three, or more independent camps. Those councils that do not operate a camp must provide camping for their members. This is generally accomplished by using the property and facilities of a neighboring council.

Across the nation, many thousands of acres of valuable recreational land are owned and managed by the Boy Scouts of America and its local councils. The public trusts Scouting to wisely use and manage each parcel of land. It is essential that this public trust be preserved. Good land management includes proper development with an established ecology/conservation program that fosters the wise use of all natural resources, plus an ongoing maintenance program of the property and its facilities so that future generations will also enjoy Scouting's outdoor program.

The Scout Reservation

Each property has its own special program potential. This must be carefully studied before any steps are taken to develop facilities.

The projection of an outdoor program to meet the challenging needs of the present and future must consider all of Scouting's outdoor program. This involves consideration of the needs of Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers, as well as training of leaders in outdoor skills.

Many services and facilities are essential to meet program demands. These can best be provided on a Scout reservation where there may be more than one camp plus other facilities to support the entire outdoor program.

Adult Leader Training

The modern Scout reservation is an ideal setting in which to train leaders in outdoor skills. Facilities needed for reservation services may do double duty in training leaders. This eliminates the need to develop special training facilities, sometimes called training centers. A property that is close to an urban center may be suitable for adult leader training.

Special equipment may be needed to supplement the regular program equipment available for unit use.

Alternate Properties

Some of Scouting's outdoor program needs can be satisfied by using land and facilities provided by community and private resources. The parks, natural areas, forest lands,

and water resources provided by local, state, and federal governments play an important role in meeting the needs of Scouting's outdoor program. To a lesser degree, private lands can supplement the resources of a local council.

Leaders should be alert to any opportunity to work with local groups. Often when the council's needs are apparent, an effort is made to provide for them. Areas for picnicking, hiking, aquatic activities, and short-term camping can supplement facilities available on council-owned sites.

Properties and Facilities

Each local council, when updating its long-range plan, should include a committee to analyze the use of existing properties; evaluate current programs; consider new programs; and make recommendations for future utilization, development, acquisition, or disposition of properties and facilities. Using data from other committees of the long-range planning group such as membership, finance, and health and safety, an action plan covering 10, 20, or more years should be developed for the management of council camping properties, facilities, and programs. Use of current demographic information is critical to facility planning.

Resources, literature, and professionals of the national office, including the Engineering Service, Boy Scout Camping and Conservation Service, Health and Safety Service, and the Scoutreach, Cub Scout, Boy Scout, and Venturing Divisions, are available to assist councils in developing such action plans. The council should call professionals from the Engineering Service when changes in properties or facilities are being considered.

Using Alternate Scout Properties

Some councils have found that sharing a camp or using another council's camp is a practical and economical alternative to owning property. A variety of such agreements has been worked out, depending upon the needs or desires of each council. Area, regional, and national support is available to assist in developing cooperative efforts between councils to provide the outdoor program levels for each segment of Scouting's membership.

Using Other Alternate Properties

Unit picnics, hiking, aquatic activities, short-term camping, Scouting shows, day camps, and other events can often be held close to home by using the property and facilities of others. Owners' permission and letters of agreement or contracts are encouraged to protect the interests of all concerned.

Scout Camp Facilities

Campsites

Campsites should be located to avoid unwanted distractions of every type, with proximity of neighboring campsites being one of several possible factors to be considered. The general rule is that campsites should be separated by about 450 feet to provide the desired buffering. Campsite capacities usually run from nine to 15 or more tent sites. Permanent facilities should include, as a minimum, a latrine with a washstand. Campsites should be selected and maintained for their natural appeal—they are the camper's community and home while in camp.

Aquatics

A waterfront, a swimming pool, or both often will be found in camp. Each requires a high degree of qualified supervision and specified safety equipment and standards. Learning and enjoying swimming, lifesaving, rowing, canoeing, boating, sailing, waterskiing, snorkeling, and other water sports is a lifetime asset to a camper.

Both a waterfront and a swimming pool require various permanent facilities that may include docks, floats, lookout towers, boat and canoe storage, a shower house, latrine, service building, buddy boards, and fencing.

Shooting Sports

Ideally, camps will have several different areas that provide for activities such as the following.

Rifle Range

Permanent facilities include a well-defined backstop with adequate fencing combined with natural barriers. A covered shelter with platform and locked storage area is also needed. Use .22-caliber rimfire rifles with a 50-foot target range. Qualified supervision is an absolute must at all ranges.

BB Gun Range

This may be a temporary range located almost anywhere in camp provided that a safe backstop of canvas, carpet, or straw plus a well-defined firing line and adequate safety measures have been established. Many camps simply establish a 15-foot target zone on their existing rifle range.

Shotgun Range

A large open field with a north to northeasterly direction of fire is ideal for trap- or skeet-shooting in camp. Shooting sporting clay targets is a popular activity for Boy Scouts and Venturers.

Muzzleloading Range

This sport is now popular at many Scout camps. Qualified supervision is essential. It is generally conducted at the

established rifle range in camp. Safe storage of gunpowder and equipment must be considered when this program is offered.

Archery Range

An area of 150 by 250 feet is required for a safe archery range. It should be located in a level area of camp. Archery ranges require adequate fencing, target stops, locked storage, and some form of temporary or permanent shelter.

Action Archery

A trail along which several targets are located at different angles for the archer to discover provides for the thrill of a hunt. Natural cover, trees, obstacles, hills, etc., make the trail even more challenging. Although no permanent facilities are required, supervision from a qualified archery instructor is a must.

Project COPE

An acronym for Challenging Outdoor Personal Experience, COPE is a course and program designed for campers 13 years of age or older. Several events are sanctioned and each event requires a permanent installation. See the *Project COPE* manual, No. 34371B, for further information. National Camping School training for COPE directors is required. See the National Project COPE Standards, No. 20-172.

Climbing/ Rappelling

Councils may elect to offer a camp climbing program using a national site, a climbing wall or tower, or a portable facility. See *Topping Out*, No. 32007, for more information. National Camping Schools train climbing directors who may train climbing instructors over a three-day period. A climbing director or a 21-year-old climbing instructor must supervise this activity at camp. See the National Climbing/ Rappelling Standards, No. 20-120.

Athletic Field

Team sports in a Scout camp provide a healthy recreational outlet for a camper's boundless energy. Capture the flag, softball, soccer, and touch football need only an open field. A backstop and well-defined bases are all the facilities required for softball; goal posts, with or without netting, will serve for soccer and touch football.

Campfire Area

A closed circle with log benches or a sloping amphitheater with seating, stage, and lighting is a traditional part of all Scout camps. Songs, stories, skits, and ceremonies provide fun, fellowship, and inspiration for campers. This "council ring" should be large enough to accommodate campers as well as visitors. Permanent facilities will vary depending on how elaborate a facility is planned.

Chapel

A structure located in a serene place at camp helps to remind campers of their duty to God. Most camps, with support from their relationship committees and religious institutions, have established a chapel area to conduct worship services for campers. Some are simple and use the natural beauty of their surroundings. Others are more elaborate and include living quarters for the camp chaplain.

Dining Hall

Good food and good program will attract a camper for many seasons. The dining hall, complete with kitchen facilities, is often the major building in a camp. Local and state laws are important considerations in operating this facility. Proper food storage and handling, garbage and sewage disposal, cleanliness, pest control, lighting, and ventilation are just some of the requirements that require constant attention. Several methods of feeding may be used in a camp. Unit cooking in a campsite, heater-stack meals, services of a caterer, or using a camp kitchen staff to cook and serve meals in the dining hall are the most common. Some camps provide a combination of these methods. When planning the location of a dining hall, consider these two primary concerns:

- Convenience to campsites
- Minimal intrusion of service and delivery vehicles

In a camp where only unit cooking is done, the dining area may be a small facility for staff located in a general-purpose building or commissary structure.

Dining halls that are insulated and heated can be used for other functions such as meetings, dining, and group activities throughout the year.

Health Lodge

The medical function is crucial to camp. The campers' first visit in camp may be as they get their medical recheck. A basic health lodge may consist of an examination or treatment room, ward room, bathroom, and sleeping room for the camp health officer, or the council may use a portion of another building for medical purposes.

An insulated health lodge can be adapted as a multipurpose facility for year-round use.

Shower Facilities

Camps are to provide all campers, leaders, and staff members access to clean and comfortably warm showers on a regular basis throughout the week. If separate facilities are not available for male and female camp participants, camps are to establish a schedule that gives separate showering times for male and female campers, leaders, and staff members. Because BSA Youth Protection policies require that adults and youth are not to shower at the same time, camps

must provide separate showers for camp staff members that are also available to adult unit leaders in camp.

Camp Headquarters

Many factors determine the type of building that will house the administrative offices of a camp. A simple one-room structure may be adequate, but generally a larger and more versatile building is appropriate. Many camps combine several functions into a central office building. Core functions include communications (telephone, computers, radio base, fax machine, copy machine, and mail), administration (officers, record keeping, and record storage), and meeting space (staff and leaders). This may include offices—for the reservation director, camp director, business manager, and program director—conference room, meeting room, kitchen, storage room, equipment issue, and trading post. Some headquarters buildings may have a bedroom or two for off-season use by the campmaster corps.

The camp office should be a place where the serious business of administering a camp can be accomplished. It is a place where leaders, parents, campers, and the public expect to see efficient office operation.

Program Shelters

Shelters provide protection from the elements. They get campers out of the rain or protect them from the hot sun. Although a large tarp or dining fly may suffice, many camps have one or more permanent program shelters. Some shelters even have siding with windows and screening. Handicraft is a good program to set up within a shelter. Merit badge instruction, group demonstrations, conservation projects, leaders' meetings, and other activities make good use of program shelters.

Additional use of shelters with picnic tables will be made if a fireplace or cooking spots are provided.

Cabins

Cabins or cottages to accommodate staff families, if well-designed, also may be used for family camping and to provide housing for campers such as Cub Scouts. During the off-season, cabins can be used to house families or groups for training and conference-type events conducted at camp.

Equipment Building

A secure building for storing camp equipment during the off-season is highly recommended. This building may have several functions including ranger's workshop, equipment issue, vehicle garage, and maintenance shop. Many camps have a secured maintenance area that includes one or more buildings or sheds to accommodate these functions. For safety as well as appearance, no camp should have a junkyard of used vehicles, equipment, or lumber.

Ranger's Residence

The camp ranger or property superintendent has a full-time job. The ranger's many functions are essential for the proper maintenance, protection, and administration of the camp. The ranger is a respected member of the community and projects good public relations to all camp users, neighbors, visitors, officials, and others who enter the camp. The ranger's home should be attractive and comfortable. Ranger residences are most often located on the main entrance road to camp and include a room with an outside entrance to serve as an office.

Maintenance of Camp Facilities

The buildings and equipment of a camp are program tools. Their maintenance is important to the success of program and services to campers and units. Well-kept facilities and equipment assist in building good camp morale, develop respect for property, and enlist the cooperation of staff and campers in their upkeep. The program is improved because equipment is available and usable.

Good maintenance and housekeeping develop good public relations. The contributing public as well as parents, leaders, campers, and neighbors are impressed by well-kept, attractive facilities.

It is good business management to establish a sound program of maintenance. Dollars saved through early maintenance will ensure the investment of more money to meet expanding needs.

Utility Maintenance Map

The council will need to maintain an up-to-date map of the camp on which locations of the following facilities are clearly indicated: (1) all roads and trails; (2) utility lines—gas and electric; (3) water lines, well pumps, etc.; (4) filter beds, septic tanks, grease traps, and sewage lines; (5) buildings, campsites, program areas, and outpost camps.

Factors in Proper Maintenance

Maintenance must be planned. Periodic and careful inspection of all facilities and equipment, using a maintenance inventory and checklist, is the first step toward success.

The Engineering Service will provide a maintenance inventory, checklist, and other forms for a complete check of all buildings and equipment. The inspection should be made by members of the property and maintenance subcommittee of the council camping committee. Provision is made for estimating costs of repairs and replacements, thus providing a guide for the operating budget of the council. It should

be adequate each year to meet immediate needs. For most facilities it is possible to project cost of maintenance well in advance, so an orderly plan will result. This is important, since the camp ranger's work schedule will depend upon approved maintenance expenditures.

It is good business to use good-grade materials. Temporary repairs are costly and can lead to the downgrading of the entire camp.

Original design plays an important part in the maintenance of facilities. Poor design or cheap construction may well be more costly in the long run.

Tools are important in maintenance. Also vital are proper storage, workshop, supplies, and personnel to get the job done.

Maintenance Personnel

The camp ranger is a key to good maintenance. The council with a large investment in facilities and equipment cannot afford to be without a year-round resident ranger. When the long-term camp is not operating, the ranger's duties will differ to some extent, since no other staff member is likely to be in camp. At this period of the year the ranger works under the direction of the Scout executive or designated staff member, and should not be confused by well-intentioned directions from volunteer leaders.

Duties may include:

- Supervising all property and facilities and keeping the camp in good repair
- Checking in and out all groups using the camp
- Maintaining good housekeeping practices
- Establishing and keeping good relationships with neighbors as well as the Scouting population
- Submitting required reports on work completed, problems, work plan, petty cash account, equipment rentals, etc.
- Assisting as much as possible with unit program services
- Supervising staff related to maintenance and such work crews as may be used in completing projects in camp

The ranger occupies a key spot in the personnel structure of the council. The ranger's influence is felt by more campers and leaders than any other council staff member. Equipment worth thousands of dollars is under the ranger's control. Careful selection of the right person is an important responsibility of the Scout executive.

Some councils will have a year-round resident camp caretaker who by training and experience is not qualified to be called ranger. This type of employee may serve only part-time but does provide guard services. The caretaker may perform routine maintenance services and may be available to supervise short-term use of facilities.

ADMINISTERING THE YEAR-ROUND OUTDOOR PROGRAM

The Camping Committee

The camping committee is responsible for the total outdoor program of the council. Accordingly, council and district camping committees should include representatives from Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing. Promotion and operation of Cub Scout day camp, Cub Scout and Webelos Scout resident camp, Boy Scout camp, Venturing camp, and high-adventure camping are equally important.

The camping committee's annual work schedule, contained in this chapter, should be developed to accommodate the needs at each level of Scouting's membership. A close working relationship with other council and district committees is essential for the success of Scouting's outdoor programs.

Major Areas of Responsibility

Guiding the outdoor program for Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing is an important year-round responsibility of the local council camping committee, with support from the local council properties committee. The job may be summarized under the following major areas.

- Develop local camping policies and program according to national standards, policies, and safety measures including high-quality year-round camping, hiking, facilities, and leadership. The council's risk management committee can provide assistance and expertise for special projects.
- Give supervision to the Order of the Arrow through the lodge lay adviser and in consultation with the Scout executive.
- Develop supporting helps for the Campways BSA tour and travel program. Guide units in the purpose and use of the tour permit system and supervise all camping off council-controlled sites.
- Establish long-range needs for campsites and facilities.
- Procure, develop, control, and maintain council campsites, establishing effective conservation practices and programs to enhance this important program resource.
- Prepare an annual budget to support the full outdoor program.

Managing business affairs of the year-round outdoor program on council property generally involves reservations for use of facilities by units, including payment for camp fees and statistical reports on attendance of units, youth, and leaders.

Other responsibilities include maintenance and servicing of physical facilities on a year-round basis, and supervision of staff related to these services. This includes the camp ranger's work schedule.

The trading post or other food service facilities provided by the council must be managed.

If equipment for unit use is available for rental, then its proper maintenance, storage, and issuance must be a part of the year-round job.

The Scout executive or designated staff member is responsible for guiding this year-round phase of the program. No other phase of council service directly affects so many units, leaders, and youth for so great a period of time. This is a big job. A carefully planned work schedule is essential.

CAMPING OFF COUNCIL SITES

All camping off council-supervised sites is the responsibility of the local council. The primary instrument to help meet standards in this situation is the local or national tour permit application. Permits should be issued only on evidence that the unit meets Scouting's standards plus any state requirements for permits. The council has an obligation to help these units provide the highest quality program under safe conditions.

Work Scheduling

Success in getting big things done is determined by how well smaller tasks are completed on time. Here is a method to help the busy staff member who is responsible for guiding the council's task of building youth through a challenging outdoor program.

The Scout executive and the camp director are naturally related to all of the subject areas listed below. These responsibilities will be shared with other professional and camp staff personnel as well as members of the camping committee.

It is important to pin down definite responsibilities and establish a schedule for their completion.

Detailed deadline dates will vary in each local council. For this reason the quarterly checklists that follow are suggested as a foundation for the development of detailed items in a work schedule.

Note: Although these checklists are written primarily for Cub Scout/Boy Scout resident camping, they can be applied to Venturing camps.

First Quarter September-October-November

- Prepare camp for short-term use.
- Review past summer camp season, conduct postcamp inspection, and make recommendations.
- Establish a year-round promotion plan.
- Publish or bring up-to-date year-round outdoor promotion material and summer camp promotion material.
- Report results and plans to the executive board.
- Schedule a fall meeting of the Order of the Arrow to discuss the year's program.
- Publish a camp leaders' guide.
- Establish winter camping plans.
- Have final summer camp staff appraisal with director.
- Set dates for next season's precamp leader training.
- Prepare end-of-season financial report and next year's budget.
- Finish inventories; estimate next year's needs.
- Review insurance coverage.
- File workers' compensation report.
- Recognize unit camp leadership at roundtables, district meetings, in bulletin, etc.
- Present district honor roll of National Camping Award troops and National Summertime Award packs.
- Recruit and train district leaders to reach every unit with year-round outdoor promotion.
- Promote use of camper savings plan.
- Classify all units as "never go camping," "sometimes go camping," or "always go camping" for promotion follow-up.
- Winterize sanitation facilities.
- Establish budget needs for equipment and repairs as indicated from maintenance checklist.
- Prepare for winter protection of all equipment.
- Organize Scouter work parties.
- Lay out schedule for camp ranger.

Second Quarter December-January-February

- Have a meeting of the Order of the Arrow to follow up service projects and camp promotion, and to set plans for unit elections.
- Meet with religious advisory committees to review, plan, and promote religious awards.
- Seek outdoor program specialists and resources for camping programs, especially in the fields of physical fitness, shooting sports, and aquatics.
- Set camporee and Venturing activity plans.
- Develop conservation projects for council properties.
- Hold camp staff reunions.
- Hire key staff and sign them up for National Camping School.
- Meet with key staff on plans for season and suggestions for staff prospects.
- Cultivate prospective staff members and arrange Christmas vacation interviews.
- Supervise winter camp leadership, including campmaster corps.
- Announce final plans for precamp training for leaders of chartered units.
- Secure state and local permits for operation of camping reservation.
- Establish administration procedures; order forms and supplies.
- Hold Scouting Anniversary Month features on outdoor promotion.
- Continue promotion by camping committee and the Order of the Arrow at unit meetings of committee members, leaders, and parents.
- Have roundtable and district meeting features on outdoor and long-term camping programs.
- Produce newspaper features on outdoor plans and outdoor events.
- Establish summer camp menu and food requirements.
- Secure food bids and test quality of products.
- Recondition kitchen equipment and commissary gear.

- Monitor necessary ice-safety measures.
- Secure written agreements with hospitals on methods of handling camp emergencies.
- Secure cooperation of medical associations with examinations and inspections.
- Secure necessary medical and nursing personnel for long-term camp.
- Schedule maintenance and new construction.
- 120-150 days before camp opens, hold inspection.

Third Quarter March-April-May

- Set up camp visitation schedule by United Way and other community leaders, service clubs, etc.
- Clear use of off-council property.
- Conduct spring conservation projects.
- Hold Order of the Arrow unit elections.
- Complete summer camp staff training plan.
- Have precamp training for unit leadership.
- Meet with all central staff personnel to make plans for summer.
- Arrange for camp staff and camper transportation to camp (if needed).
- Plan camping committee visit to camp.
- Check all insurance policies.
- Give final instructions to units, campers, and staff.
- Hold outdoor camping exhibits.
- Have camping promotion at spring district and council events.
- Produce radio, newspaper, and television outdoor features.
- Review status of camp reservations.
- Arrange and promote Scouter visits to camp.
- Place orders for food supplies; establish sources for perishable foods.
- Order trading post supplies.
- Set up business procedures for food cost accounting, inventories, and trading posts.
- Set up emergency procedures with police and fire departments, forest service, state and local health service.
- Analyze drinking water and swimming water.

- Set up fireguard plan and check fire-fighting equipment.
- Hold work parties for maintenance and construction.
- Check for fire and windfall hazards.
- Check automotive equipment.
- Arrange for waste disposal.
- Hold camp roundtables.
- Ready water supply, piping, and equipment.
- Ready all latrines and showers.
- Order fuel as needed.
- Check operating condition, safety, and cleanliness of the camp using the Precamp Inspection Checklist.

Fourth Quarter June-July-August

- Have camping committee meeting at camp.
- Check with cooperating clergy for religious services; promote religious awards.
- Assist Venturing crews in carrying out expeditions.
- Set up off-duty schedule to comply with state wage and hour laws.
- Establish final plans for regional camp analysis and attendance by camping committee, health and safety or risk management committee, and executive board.
- Provide welcome and well-planned check-in and orientation for units and leaders.
- Invite institutional leaders to visit camp.
- Accept and check deliveries of food supplies.
- Establish storeroom, kitchen, inventory, and check procedures.
- Supervise daily the storeroom, kitchen, dining hall, dishwashing, and trading post operation.
- Have regular food cost accounting and report to camp director.
- Check daily on quantity and quality of food in dining hall and on campsites.
- Check on camper cleanliness—personal, quarters, and equipment. Establish pride in a neat camp.
- Regularly recheck drinking water and swimming water.
- Visit health lodge daily to review logbook and see bed patients.

- See that first-aid kits are available for hikes, outpost camps, waterfront, etc.
- Be sure fire equipment is operative and all hands are trained.
- Train all units in Safe Swim Defense plan.
- Make regular check of all outpost sites.
- Plan and hold neighbors' day at camp; also invite service clubs, etc.
- Carry out camp conservation projects.
- Visit camps at off-council sites.
- Schedule daily supervisory trip around camp.
- Hold staff appraisals and in-service training.
- Hold morale events for staff and families.
- Supervise business practices in handling trading posts, food sales, vehicle operation, etc.
- Have Scouter visits to camp.
- Send human-interest stories to newspapers.
- Have effective checkout procedure.
- Develop plan for closing, with complete checklist and staff reports.
- Check items related to workers' compensation.
- Take inventories; estimate next season's needs, repairs, and replacements.
- Have units sign up for next season's camp, reserving sites while still in camp.
- Develop a maintenance and capital improvement schedule.
- Prepare the camp for off-season use.

Campmaster Plan

The campmaster corps, in its simplest concept, is a group of selected, trained volunteers who serve at camp as consultants. They provide general counseling service like the commissioner, and give direction and leadership to skills training. Campmasters may perform two functions. First, they are administrators, checking units into and out of campsites, handling emergencies, and making a report to the ranger and/or council service center. Second, they are camp program specialists, hobbyists, naturalists, merit badge counselors, and Ranger Award consultants.

How to Organize the Campmaster Corps

The campmaster corps is made up of outstanding council Scouters carefully selected from among former successful Scoutmasters, unit committee members, Wood Badge-trained Scouters, merit badge counselors for outdoor subjects, and outdoors specialists. Campmasters are appointed by the council camping chair and are a part of the responsibility of the subcommittee on program and personnel.

These principles will serve to guide their work.

- One campmaster (usually) serves one to four units per weekend.
- Campmasters render commissioner-type service to the units in camp, working with and through unit leaders.
- An annual schedule is made up with campmasters assigned for each short-term weekend.
- A campmaster unable to serve arranges for a substitute from among other corps members. Notify the council service center of the change.
- Campmasters supply their own transportation, bedding, and food.
- Campmasters serve three to six times a year, depending on the number of campmasters in the corps.
- The corps is a select group and may be limited to a fixed number.
- These Scouters must be trained in the Scout method of camping, purposes of Scout camping, and the patrol method in camping. They should have completed outdoor training and, when possible, Wood Badge training.
- These Scouters coordinate the work of any specialists or merit badge counselors present so troops and other units receive maximum benefit from these skilled people.
- Each campmaster submits a report on experiences with each unit and an appraisal of the unit's effectiveness.
- Campmasters are responsible to the Scout executive, camp ranger, or other executive on duty.

The council (camp) should supply campmasters with the following:

- Suitable quarters for sleeping, sanitary facilities, etc.
- Program tools and materials that may be available or loaned to units
- Campmaster corps training and/or insignia
- Equipment, facilities, and plans to respond to emergencies

- In-camp transportation, if needed
- Checkout and report forms
- Results of campmaster corps operation include:
- Better camping for more units
- Good program service at camp
- More advancement opportunities for youth
- Specialty program features
- Excellent human resources, hobbyists, counselors, etc.
- Opportunity for youth and leaders to meet Scouters with interesting hobbies
- Greater respect for camp property, buildings, woods, etc.
- Less maintenance and expense
- Higher morale of camp ranger
- Unit leaders looking forward to this special program help
- More campers and units in camp
- Real assistance to new units and new leaders
- Less chance of accident

The Campmaster's Responsibilities

As a camp administrator, the campmaster arrives in camp as early as possible (on Friday, preferably), checking in with the camp ranger and getting personal quarters in shape. The campmaster walks through the areas, noting any conditions needing attention. The campmaster greets units as they arrive and makes sure that adult leadership is on hand. He or she shows units to their campsite or quarters. He or she checks all units out of campsites in a prescribed manner. The campmaster reminds unit leaders to get a good night's sleep before driving and to stop as often as necessary to avoid driving while drowsy. Driving without adequate rest can cause accidents on the trip home. Lastly, the campmaster makes a written report to the ranger or council service center.

The National Camping Service will supply on request a complete guide for setting up, training, and supervising a council campmaster corps.

FINANCE AND INSURANCE

Budgeting the Outdoor Program

Camp is an ideal location to conduct training in the programs of the Boy Scouts of America. It is the function of the local council to provide coaching and training services to units in all phases of the program.

The Scout camp provides for extension of the services of the local council into the out-of-doors. Therefore, it is essential that the camps of a local council be regarded as Scouting educational centers, warranting the same basic financial support accorded to all other elements of the program; i.e., quality service, adequate equipment, and supervisory leadership.

The local council is responsible for providing sound financial support in the operation of summer camps. Most local councils include the following expenses in the council annual operating budget: maintenance of buildings and grounds, equipment, repairs, taxes, insurance, promotion, and maintenance staff salaries.

Items usually included in camper fees are food costs, transportation of campers (if provided), health services, camp staff salaries, and expendable program equipment and supplies.

Because it is the responsibility of each chartered unit to provide proper leadership for its own youths, it is customary to include the cost of unit leadership in camper fees.

A selected and trained adult staff in long-term camps is vital to the success of our program. These staffers are short-term employees who are serving to satisfy a peak demand for quality customer service.

Insurance

Adequate insurance is vitally important to every local council. The following information includes the liability coverages provided through the National Council for all local councils, and suggestions on other coverages to be carried by the local council. Because of varying needs, each council must make its own decisions on those coverages carried locally, such as fire, fidelity and surety bonds, and automobile liability and automobile physical damage.

Liability Insurance

General liability: The National Council and all local councils have coverage through the National General Liability Insurance Program, which covers all official Scouting activities. Transportation is considered part of an official Scouting activity only if the transportation was planned by the troop committee as part of the activity. Information con-

cerning this coverage and its limits is furnished annually to local councils by the Risk Management Service and can be found in Section 19 of your (tomato-red) *Risk Management Notebook*. The first \$2 million of this coverage is self-insured and is supported by premium payments from the National Council and local councils. The coverage provided under this program includes camp operations or programs, owned premises, and non-owned automobile liability (but only on an excess basis). Vehicles not owned by the local council and used in Scouting activities usually are owned by a volunteer or an employee. This self-assumed coverage follows the guidelines of an insurance contract, and the claims are handled by a professional claims investigation company. Coverage is primary for local councils, the National Council, and employees of each, as well as for the chartered organizations and *registered* volunteers with the exception of auto and maritime liability.

This information is intended as a guideline only; for more specific information, please refer to the programs information furnished in the *Risk Management Notebook*, or contact Risk Management Service at the national office. When this coverage is revised, the Scout executive is notified. Copies of the policy are furnished to the local councils on request.

Umbrella liability: Risk Management has purchased umbrella general liability excess of our self-insured \$4 million coverage. The combined policy limits are more than \$15 million annual aggregate.

Automobile liability: Auto liability must be purchased by the local council through its own agents and should cover all owned and long-term leased automobiles with a \$500,000 combined single limit, and must include non-owned automobile liability coverage on council employees. The National Council must be an additional named insured on the policy, and a certificate of insurance must be furnished to the National Council with each local council charter renewal. The auto liability coverage furnished by the National Council will pick up only after \$500,000 has been paid, regardless of whether you purchased insurance for the first \$500,000. Premiums for automobile liability coverage are paid by the local council directly to its own insurance agent.

All vehicles used in a Scouting activity must have at least the liability limit required by state law. Recommended coverage is a minimum of \$100,000 combined single limit or \$50/\$100/\$50. Any vehicle designed to carry 10 or more passengers is required to have limits of \$500,000 CSL or \$100/\$500/\$100.

Risk Management Service at the national office furnishes information via ScoutNET to local councils on all the liability coverages. When additional information is needed, please contact Risk Management Service at extension 2228.

Other Insurance

The following coverages should be considered by each local council according to need and affordability. The Risk Management Service at the national office is available for advice and specific recommendations. Many local councils have insurance or risk management committees who review council coverages. Others use the services of reputable local agents with a broad background in insurance.

Property Insurance

This generally should be carried on an all-risk replacement cost basis for buildings and contents. This coverage can be extended to cover business interruption loss of revenue or extra expenses after a fire or other insured loss. Package policies are sometimes available at a premium savings and include property coverage, crime, and other coverages. Seek the advice of the insurance committee or broker/agent. It is prudent to update values every five years and report the updated values to your insurance company.

Accident and Sickness Insurance for Scouts and Scouters

This insurance furnishes medical reimbursement for accidents or sickness up to the limits of the policy as well as accidental death payments if accidents occur while involved in an official Scouting activity. Many parents already have this protection through family health plans and school or other group insurances. It is not considered a violation of policy for a council to make information about accident and sickness insurance available. However, the council should not permit its name to appear on any application blank, promotional literature, or form of policy prepared by an insurance company. The council may make available to units a list of insurance brokers or agents who will sell accident insurance, together with the facts and rates of various policies.

The Mutual of Omaha plans, through the National Council, are provided with charter renewal kits. Only the council-wide plan includes coverage for sickness that first manifests itself during an official Scouting activity; the campers and unit plans cover only accidental injuries that occur during an official Scouting activity.

Event Cancellation Insurance for Camp

Event cancellation insurance is coverage for loss of revenue or expenses caused by a cancellation, curtailment, postponement, or abandonment of an event. The coverage is associated more with one-time events or events that are dependent on a specific performer but can be tailored for a summer camping season or Cub Scout day camp. The National Office purchased event cancellation insurance for the 2001 National Scout Jamboree and the BSA contingent to the International Scout Jamboree.

Event cancellation coverage places the council in a position to reimburse registration fees when the event is cancelled because the facilities are no longer available, the performer withdraws, weather becomes hazardous, etc.

Event cancellation and business interruption coverage differ. An important point regarding business interruption losses is that coverage will be triggered *only* if the council suffers direct physical loss or damage to its property as a result of a covered loss, usually fire, windstorm, flood, etc.

To make sure you get the event cancellation coverage you need and to avoid overlapping coverage with business interruption insurance, complete a risk analysis. Ask the question, "What event or events could close down camp for a week? For the whole summer?" If one of the answers is *fire on the camp premises*, more than likely you have business interruption coverage under the council's property insurance policy. If one of the answers is *mad cow disease*, you need to look to an event cancellation policy for coverage.

CONSERVATION

The following resolution prepared by the task force on conservation was approved by the National Executive Board.

Whereas the . . . Boy Scouts of America realizes that the conservation of our natural resources—the soil, the streams, the forests, and the wildlife which inhabits them—is a pressing national problem, vital to the future of this country; and

Whereas the stated purpose of the Boy Scouts of America is to promote the ability of youth to do things for themselves and for others; and

Whereas this committee believes that in the participation in conservation and work projects, Scouts find enjoyment and a chance to develop in the out-of-doors:

Be it resolved, That this committee go on record as favoring the inclusion of these projects as a valuable addition to the camping and activities program; and

Be it further resolved, That the existing camping properties of the Boy Scouts of America be utilized for the furtherance of these projects of conservation, cultivation, and production; and

Be it further resolved, That in the development of such a program, we keep in mind the enduring values which will accrue far beyond the period of any specific projects.

Conservation— Our Responsibility for the Future

The vital importance of natural resources to the future of America places a serious responsibility on all who work with the youth of today.

The wise use of soils, forests, waters, grasslands, and minerals is tremendously important to the future of a peaceful world. The physical strength of America depends upon its natural resources. Our ability to remain free and keep America strong depends in part upon these resources. Equally important are the human values stemming from our natural beauty areas, parks, monuments, and recreational areas, where millions of Americans gain spiritual and physical benefits.

We have a tremendous and important opportunity to be of service to America. A Scout conservation program can be of great influence in the thinking of our own members. Through our growing membership, we have the ability to influence millions.

Conservation is protection and improvement of our country's outdoor areas. We must foster wise use and planned maintenance of our soils and waters, and proper use and systematic perpetuation of our forests and ranges. Sound use and intelligent management of our fish and wildlife also are vital. We must maintain the quality of our environment.

We should realize that ours is truly a grassroots program. Cub Scout, Boy Scout, Varsity Scout, and Venturing projects must be keyed to the needs and problems of the local community. Obviously, council and unit programs must be developed locally, based on local needs and opportunities, as the land across America and the resulting conservation problems and techniques vary so widely.

We must also realize that conservation is a science, with many thousands of trained professionals representing federal, state, and independent agencies working for a common cause. It is essential that we work with these agencies and professional technicians. They stand ready to help and guide us. Many conservation problems now exist because of ill-advised and ill-planned activities in the past. To be of service to our country we must gear our efforts to locally planned operations of professional conservationists. Our hope for the future lies in the youth of today—youth that must see their future tied to the soil, water, forests, and other natural resources.

Here is an activity area that has its roots in the activities and objectives of camping. It can be the most significant and far-reaching service and citizenship project that the youth of any land have ever attempted.

Our camps provide the place to begin. Let us make every one of them a shining example of the latest and best in conservation practice so that, with true conviction, future generations of youth may sing, "I love thy rocks and rills, thy woods and templed hills."

Conservation Purposes and Objectives

- To create in youth an awareness of conservation needs both at home and afield
- To maintain and improve all camping properties to serve the present program needs and those of the future

The best way to attain these objectives is through a carefully developed land-use plan. There should also be a written long-range plan (schedule) for carrying out this plan.

What Is a Conservation Plan?

A land-use or conservation plan for a piece of property is an inventory of the soil, water, forest or grass, fish, and wildlife resources of the property, with an analysis of their present condition, potential productivity, and potential problems. This plan includes a program designed to improve the physical condition of the property based on the use of that property.

How Is the Conservation Plan Developed?

- The council camping and activities committee chair requests assistance in the development of a land-use plan from the Natural Resource Conservation Service, the state forest agency, the U.S. Forest Service, the Bureau of Land Management, or industry.
- When the plan has been written, the camping and/or properties committee reviews the recommendations of the resource agencies and arrives at a long-range camp development and management plan.
- The next step is to develop in writing a year-by-year program for putting the conservation aspects of the plan into operation.
- It is the responsibility of the camping and activities committee to put the conservation plan into operation and make it effective.

Who Carries Out the Conservation Plan?

- This plan, like any other major council project, should have the support and backing of the executive board of the council. Formal vote on the land-use plan by the board should be the first step.
- Some phases of the conservation plan will require the use of heavy equipment and work crews. These are sometimes available at no charge from federal, state, or private conservation agencies or industry.
- Some phases of the conservation plan will necessitate the use of older youth and adult volunteer workers.
- Many phases of the conservation plan may be carried out by youth as a regular part of their camping program either at short-term or at resident camps. All phases are coordinated through the conservation plan.
- The camp ranger will occupy a key position in giving year-round attention to projects related to the plan.

Guiding Principles of a Conservation Plan

- Keep all camping properties in a natural or semi-wilderness state.
- Camp property should be an example of good conservation practices.
- Where there is suitable water, fishing should be permitted. Fishing areas can be improved with the guidance of experts in this field.
- Wildlife management practices should be carried out under the guidance of experts in this field.
- Materials, equipment, and tools should be made available so that Scout groups and individuals may engage in conservation projects.
- Facilities and camping sites must be provided for units' use. Their location and maintenance are an overall part of the conservation plan.
- Hunting on camp property is permitted with approval of the local council executive board.
- Multiple use of land may be feasible, for example, harvesting timber or granting grazing rights. Any such use should be consistent with the statement on the primary use of camps and with the conservation plan as established by professionals in conservation.

Five-Point Council Conservation Program

1. Recruit professional conservationists as members of council and district camping and activities committees.
2. Develop a long-range conservation plan for all council-owned properties and combine it with the camp development plan so that there is one long-range plan for every acre.
3. Develop a written program of conservation activities for youth in camp, based on the conservation plan.
4. Recruit a trained ecology conservationist for camp staff.
5. Develop a written list of conservation projects for units in their home communities and districts, complete with "why," "what," "where," "who," and "how." Distribute this list to all unit leaders.

RESIDENT CAMPING

A resident camp is one in which Boy Scouts, Varsity Scouts, or Venturers participate for three or more consecutive days. It may be on or off the council camping site, and it may be an expedition or tour.

Wherever the camp is held, the local council is responsible for seeing that the experience meets Scout camping standards. This is the duty of the council and district camping and activities committee with the guidance of executive staff personnel.

Note: Boy Scout camping is covered in more detail in Section III of this manual, “Boy Scout Summer Camp Program.” For Venturing camping, see Section IV, “Venturing Camping Guide for Councils.” For residential camping of Cub Scouts and Webelos Scouts, refer to appropriate literature.

The Council Summer Camp

The camp or Scouting reservation is Scouting’s outdoor educational center. One of its purposes is to provide facilities and leadership for training units in the outdoor program activities and in the Scout method of operation.

The camp is the laboratory of Scouting, where the council camp leaders, the unit leaders (youth and adult), and the campers work together to learn the best that Scouting can offer in developing better troops and crews, qualified Scouters, and skillful, self-reliant boys and young adults. Where this is true, the council summer camp becomes a special place for every participant, whether youth or adult.

The camp should also be a practical demonstration area for the best conservation practices.

The camp is organized and operated in much the same manner as a council. The central staff parallels the council executive staff and commissioner staff, whose responsibilities are

- To aid in unit organization
- To provide helps
- To counsel with leaders on their problems
- To secure and dispense information
- To share experiences
- To secure aid in solving problems
- To give inspiration
- To do cooperative program planning

Like the year-round council program, the camp has special events to stimulate the troop or crew by creating the need for preparation and adding color, spirit, and purpose.

The camp provides these community services that parallel services in the home community or council:

- Mail service (post office)
- Trading post (store)
- Food service (grocery or restaurant)
- Health lodge (medical center)
- Chapels (places of worship)

Recreational and educational facilities in the home community have the following counterparts in camp:

- Nature trail (museums, parks)
- Activity areas (playgrounds)
- Campfire circle (theaters)
- Camp library (library)
- Aquatics area (community pool)
- Mature counselors who advise troops (commissioners)
- Personnel for teaching skills (merit badge counselors)
- Trails and outpost camps (community hiking places and overnight sites)

The central services in a camp community are geared to

- Teach leaders the best methods in leadership skills.
- Give camping supervision in accordance with policies, standards, and state regulations.
- Provide leadership for activities on an interunit basis.
- Build spirit, fire enthusiasm, and ensure success.

The following statements clarify the unit’s place in the Scouting method as it serves the individual and uses the services of the camp community.

- An assigned campsite is the unit’s outdoor meeting place. This is the base from which, and within which, the unit operates.
- Each unit should have a separate site for its exclusive use while in camp.
- The unit is responsible for its program in camp as it is at home.

- The unit program is developed cooperatively by the unit's own leaders with the counsel of the central camp staff.
- The unit program and the general camp program must provide for flexibility in participation by youth. It should build progressively on past experience and meet the individual needs of the unit.

The patrol or special-interest groups operate within the framework of the troop or crew program. Here arrangements are made for individuals to participate in specialized instruction or informal activities of their own choosing.

The roundtable meeting is as necessary in camp as in council operation. It provides an opportunity for camp leaders and unit leaders to meet together.

Commissioner service by qualified, mature staff members rounds out the service of the camp community.

The camp director must recognize that the camp program should be viewed through the eyes of a young person, but the services provided must be guided to meet the needs of units and their leaders. The local council, then, has these objectives at its camp: to help each unit make maximum use of its own resources; and to enrich the unit's experience through program services, interunit events, and training opportunities for youth and leaders.

The Scout method of camping also emphasizes the right and responsibility of chartered organizations to provide a Scouting program for their youth that supports the organizations' objectives and interests and the desires of parents.

The Program in Camp

The unit's own campsite is the heart of the program while the unit is in camp. It is here that basic outdoor skills are learned and practiced under the watchful eye of the unit leader. Most of the requirements can be met when simple program facilities are available in the campsite. Each unit should handle lower rank advancement under its own leadership, with camp staff assistance as needed.

Purposes of Camp Activities

The major activities or interests in the camping program fall into five broad divisions. These are outdoor skills activities, aquatics, handicrafts, shooting sports, and conservation. The aims of each activity follow.

1. Purposes of Outdoor Skills Activities

- To help youth develop the basic skills of hiking and camping
- To teach youth to appreciate and understand the outdoors by making the best use of their own facilities and their natural surroundings
- To train units in the skills of campcraft and woodcraft so that they will be qualified to camp successfully on their own
- To provide knowledge of health and safety practices and to create an environment in which youth may develop healthy mental attitudes so that personal fitness may be a reality

2. Purposes of Aquatics

- To help youth be skillful and at home in the water, relaxed and confident in their ability to swim well
- To instruct youth in self-preservation, methods of aiding others when necessary, and properly using and caring for aquatic equipment
- To give youth fun in and on the water and promote activities that will have recreational value in later life
- To make better use of facilities for aquatic sports such as fishing, sailing, boating, and canoeing
- To develop coordinated and strong bodies
- To help units carry on a year-round aquatic program that is safe
- To prepare unit leaders to carry out a program of instruction in swimming, boating, and rescue methods on a year-round basis

3. Purposes of Handicrafts

- To answer the creative urge to make something
- To provide a practical means for youth to improve the physical environment by making things of beauty or usefulness for themselves or others
- To learn patience, self-expression, and coordination of mind and muscle

- To teach the skills of various advancement and hobby interests and how to make use of nature's materials
- To train units in skills that can become program interests in the year-round program, giving them a grounding in handicrafts materials to work with, methods of teaching, and how to improvise

4. Purposes of Shooting Sports

(Shooting sports for Scouting include archery, riflery, and shotgun shooting.)

- To provide advanced skills related to the outdoors that add color and variety to the camping program
- To teach skills that help build in youth and adults a lifelong interest in the outdoors
- To make a practical contribution to sound safety and conservation programs, teaching accident prevention and wise use of all natural resources, including fish and wildlife
- To provide program resources that enrich the year-round program of Boy Scout troops, Varsity Scout teams, and Venturing crews

5. Purposes of Conservation

- To help youth develop the right attitudes regarding the importance and wise use of natural resources by showing young people that these resources are to be used, but used intelligently and in such a way that they will always contribute to our well-being
- To contribute to the rebuilding and wise use of America's resources by actual work on the land, in the forests, and along the waterways
- To carry out such activities as erosion control, forest-fire detection and prevention, and wildlife habitat improvement so that youth learn some of the techniques necessary for continued productivity of these resources

In our camp program activities, we have a unique opportunity to achieve these objectives. There is no better place than the outdoors to teach appreciation of these resources.

All our outdoor activities—handicrafts, outdoor skills, aquatics, shooting sports, hiking, camping, special conservation projects—are directly related to the conservation of our natural and human resources.

LEADERSHIP IN A SCOUT CAMP

Why a Camp Staff?

Every unit in camp must have a program of adventure with value to every participating camper. To accomplish this objective, the staff works in several fields of leadership:

- Helping train leaders to make their programs effective
- Counseling with leaders to make the patrol, den, or crew method effective
- Counseling leaders for a complete understanding of the purpose of camping
- Helping every camper, by example and through personal effort, to have a happy, worthwhile experience

The program in camp under the leadership of the unit and program staff needs facilities, equipment, commissary, business administration, health and sanitation services, and maintenance. Staff members who perform these services are vitally important to success. The qualifications and functions of staff members are explained in this chapter.

Each staff member should demonstrate certain basic qualities and live by the highest standards. Staff members must show evidence of their acceptance of the Scout Oath and Law as guiding principles in daily life, practice good sportsmanship, and be resourceful at times of special needs. They must always set a good example.

Staff Relationship to Program and Administration

Staff members set the tone for camp. Individual responsibilities vary, but every position has three aspects: supervising, counseling, and instructing.

Staff Members as Supervisors

Certain functions and activities in camp require personal supervision at all times by the camp staff. These include the health program of the camp, waterfront operations, shooting sports, inspection of all campsites, camp sanitation, the dining hall and its operation, and supervision of cooking on campsites and at outpost camps.

Standards related to proper diet, health, youth protection, sanitation, cleanliness, and safety are crucial and must be maintained at all times. Staff members responsible for these functions are expected to enforce rules, regulations, and practices that are necessary to maintain the standards required by the Boy Scouts of America and governmental authorities in the area. Mature, responsible, and qualified people are necessary for such positions.

Supervision involves more than inspection; it includes

counseling and instruction. This is also true of many other camp activities.

Staff Members as Counselors

One of the most significant duties a staff member has in camp is the counseling relationship. This means friendly, understanding helpfulness. Every staff member must be alert to sense the needs of leaders and campers and be prepared to help them in informal ways by making suggestions, giving words of encouragement, and helping on the spot with simple problems, referring special problems to the camp director or related staff member.

More formal and follow-through counseling is the task of the staff member holding a commissioner assignment. The commissioner's position and method of work are described elsewhere in this manual.

The payoff of good counseling is found in a well-organized unit, a balanced program, improved and inspired leaders, and happy campers.

Staff Members as Instructors

The glamour of camping is found in its skills. A youth wants to be a good camper, to know his way in the woods, to swim, to handle watercraft, to be able to save a life, to conserve natural resources, and to do a hundred other things associated with self-reliance and the pioneer skills of living. The most important resources we have in Scouting to impart these skills are people—competent, well-adjusted staff members to share their knowledge with leaders and campers. The proper use of this knowledge in working with leaders and youth is our insurance against mediocrity in program or in skill.

Camp Staff Positions

Principal staff positions are described beginning on this page.

Camp Director

The director of a long-term camp should be the most capable person available for this responsibility. Since the camp provides a training experience for leaders, it is important that the director be familiar with local council program, methods, and personnel; be at least 21 years old (age 25 or older preferred), with at least two seasons of prior administrative or supervisory experience; and hold a current (within five years) card for camp management from a National Camping School as provided by the Boy Scouts of America.

Responsibility for Administration. The camp director is

responsible for the management and operation of the entire camp. The camp director may delegate supervision of certain employees to key staff members, but all employees are ultimately answerable to the director.

The camp director

- Is a friendly counselor with responsibility and authority for clearly interpreting the policies and practices of the camp.
- Is the chief morale officer.
- Is directly responsible to the Scout executive and, through the Scout executive, to the camping committee.
- Must interpret policies and standards for camping as established by the National Council and the local council, and require compliance by the staff and campers.
- Must maintain such records as are required for the businesslike operation of the camp.
- Must see that there is complete understanding of all procedures related to health and safety; i.e., regulations, use of equipment, standard practices. The camp director supervises the camp health officer.

In addition, the camp director must supervise or monitor

- All purchasing, storage, preparation, and issuance of food, together with proper accounting, menu development, and kitchen and dining hall management
- The operation of a trading post
- The purchase, storage, issuance, and control of camp equipment
- Frequent inspections of the camp, giving due consideration to supplies and equipment and the operating practices of units

Responsibility for Program. Major program features and resources must be thought through in advance. The necessary personnel, equipment, and supplies must be provided. Supervision must be given to the staff members responsible for program. Schedules for weekly and daily program features must be developed in cooperation with the program director. The camp director must see that the program is sound and effective.

Responsibilities for Maintenance. The camp director must have an understanding of camp physical facilities and problems related to their use and operation.

Responsibility as an Educator. The camp director must train the camp staff for their positions in camp.

Responsibility as Staff Leader. A camp director must

- Properly select competent and capable staff members.
- Understand all tasks in camp and give each staff member an outline of his or her responsibilities.

- Provide adequate training for all staff.
- Inspire confidence and trust in all coworkers.
- Supervise and monitor staff performance to recognize worthwhile achievement and to correct deficiencies.
- Conduct staff meetings or counseling sessions as needed to maintain a high level of efficiency and morale.
- Fairly but firmly enforce all policies, rules, and regulations of the camp, including those related to alcohol, drugs, and child abuse.
- Protect staff members from abuse.
- Share an honest evaluation of performance with each staff member to encourage personal development.

Camp Health Officer

The camp health officer must be a responsible adult and have current minimum training as a first responder from any nationally recognized organization. This person must have advanced cardiopulmonary resuscitation (CPR) training and be licensed in one of the following areas: physician, nurse practitioner, registered or licensed practical nurse, physician's assistant, medical student, paramedic, Emergency Medical Technician, or first responder.

The camp health officer supervises health and safety practices on-site, provides care for nonserious injuries on-site, and maintains the first-aid log. The camp health officer's specific duties include the following.

- Administer first aid for injuries.
- Assist the camp physician with medical rechecks.
- Maintain the first-aid log.
- Perform a daily check of hot and cold charts in the dining hall.
- Accompany serious injury cases to a nearby medical care facility.
- Perform other duties as assigned by the supervisor related to health needs in camp.

The council must appoint a physician, licensed by the state to practice medicine, to be in charge of medical care and health supervision for the camp. This supervisory physician will be responsible for providing written instructions and procedures in accordance with state regulations, for the camp health officer to follow. The physician must approve the employment of the health officer and be available to support the needs or concerns of the health officer throughout the camp season.

Persons selected to fill this position shall meet all general standards required for staff members.

Program Director

The program director's personal qualifications must include

- A thorough knowledge of all phases of good camp program
- An understanding and working knowledge of the advancement requirements and the program of Scouting
- Ability as a mature adult (at least 21 years old) to win the respect and confidence of volunteer unit leaders
- Ability to get along with others—both volunteers and members of the program staff
- The leadership skills to delegate responsibility, coordinate plans and ideas of others, and measure results
- The personality to be a diplomat
- An open mind to be alert to new ideas and methods
- A valid National Camping School card

General Responsibilities. The program director must

- Direct the overall program of the camp, including general camp activities.
- Plan program content for leaders' meetings.
- Schedule time of program staff in conjunction with weekly program as developed by leaders.
- Periodically measure the personal aptitude and effectiveness of members of program staff during the season.
- Know each leader and unit's background, needs, desires, and weaknesses, to effectively aid the unit in running a balanced program.
- Evaluate effectiveness of program to make improvements during the season.
- Provide basis for improving next year's program through a written report with recommendations at the end of the season.
- Determine well in advance those camp activities that, because of their nature or limited facilities, must be operated on a fixed schedule.
- Develop specifications that clearly define the responsibilities of each program staff member.

Administrative Responsibilities. The program director must

- Act as chair of camp roundtable, upon assignment by the camp director.
- Develop coordinated weekly program of all units in camp.
- Work with the camp director to hire program staff members.
- Develop a daily (or weekly) staff assignment sheet cover-

ing specific activities and facilities.

- Handle or participate in certain activities and frequently drop in on others to be certain of quality of staff operation.
- Meet with program staff as needed.
- Coordinate planning and preparation for special events.
- Submit an inventory of all program equipment to the supervisor, usually the camp director.
- Operate within the budget.
- Carry out other responsibilities as assigned.

Program Staff

The program director and counselors are responsible for all phases of program, including woodcraft, campcraft, aquatics, and personal fitness. They should possess the following qualities:

- A sincere desire to serve
- Necessary technical knowledge and skills for their position
- Ability to maintain standards of achievement
- Ability to use the Scout method of teaching inventiveness and originality
- Ability to respond in emergencies
- Outdoor, vocational, or hobby interests

Commissioner

The commissioner is a camp staff member, 18 years of age or older, who has a working knowledge of the Boy Scouts of America. Commissioners should have the personality and general ability to work with both young people and adults. Important traits of a commissioner include a neat appearance (uniform), tact, cooperation, cheerfulness, sincerity, adaptability, promptness, and ability to take the initiative. In addition, commissioners can be most helpful if they have working knowledge of several camping skills and the ability to understand and evaluate the situations and circumstances they observe. The commissioner is first and foremost a sympathetic counselor and a program resource. In recruiting commissioners, care should be taken to secure the right people.

Camp Commissioner's Duties. The commissioner is responsible for helping units and individuals have a purposeful program of fun and adventure. The first general duty of the camp commissioner is to perform that task so that the units become stronger and better organized, and learn how to program their own activities. The commissioner is directly responsible to the camp program director. Leaders should come to the commissioner with all problems related to program or administration.

Note: Commissioners should live in the vicinity of the units they serve. This will assure staff support readily at hand for each unit.

Ecology/Conservation Director

The ecology/conservation director

- Knows well the natural history, ecology, and conservation aspects of the camp area
- Obtains a copy of the conservation plan for the camp with the yearly schedule of projects to be carried out and reviews with camp director
- Knows where nature and conservation fit into the advancement program of the Boy Scouts of America and becomes familiar with the requirements, including those for merit badges
- Submits an ecology/conservation equipment and materials list to the program director
- Coordinates the overall program of ecology/conservation of the camp and integrates with other program phases
- Shares with program director and camp commissioners a listing of ecology/conservation program opportunities available during camp
- Coordinates with camp director the posting of a list of conservation projects taken from the conservation plan to be carried out by individuals, groups, and units
- Assists units, groups, and individuals in carrying out meaningful conservation projects so that campers understand the “why” of the project
- Helps leaders interpret ecology/conservation advancement requirements and, when requested, assists in making conservation advancement happen
- Maintains on-the-ground teaching aids to better interpret conservation concepts to campers: nature trail, marked forestry plots, erosion control displays, soil profile, weather station, etc.
- Counsels the camp staff on careers in conservation
- Directs and coordinates the efforts of additional related staff to meet the camp program needs

Shooting Sports Director

This is a camp staff position for an adult 21 years of age or older requiring training by the BSA’s National Camping School. In most councils the shooting sports director operates the marksmanship programs in camp and supervises the archery program.

Marksmanship Range Officer

The marksmanship officer must be an adult 21 years of age or older, and hold current instructor certification from the National Rifle Association (NRA) in the specific firearm for which the officer is giving supervision or training. Training from NRA in rifle, shotgun, and pistol as well as muzzleloading rifle, shotgun, and pistol is offered in the shooting sports section of the National Camping Schools. **Note:** Handguns are not part of the Boy Scout summer camp program.

Assistant range officers must be at least 18 years of age and hold a current assistant rifle/shotgun instructor’s certificate from NRA.

BB gun shooting programs in camp should be supervised by a qualified range officer. See *Cub Scout Resident Camp Manual*. **Note:** Use of BB guns is not permitted in some states.

Archery

The archery program must be directed by a qualified adult staff member. The shooting sports director provides direct supervision to the archery program in camp.

Aquatics Staff

Supervision of aquatics must be provided by an adult at least 21 years old (preferably older) qualified as an aquatics instructor and holding a National Camping School aquatics card from the Boy Scouts of America. Current training in cardiopulmonary resuscitation–basic life support (CPR–BLS) also is required.

Assistants on the aquatics staff should be at least 18 years old, have BSA Lifeguard rating, and be trained and qualified by experience for instructing in the specific subjects to which they are assigned, i.e., swimming, lifesaving, rowing, canoeing, sailing, waterskiing, etc.

Camp Chaplains

Camp chaplains should meet all of the basic qualifications required for key members of the program staff. In addition, they should have had preparation for their assignment through training required and provided by the religious faith they represent.

It is desirable that they be selected by the religious committee of their council and have the approval of local Scouting authorities.

Their specific functions will be to carry out their religious assignment in accordance with the established pattern and beliefs of their faith. This will include conducting worship services or other formal observances and giving personal counseling as appropriate.

Chaplains will provide help in dealing with special problems as may be related to the morale of the camp, visit those who are ill, provide counseling in cases of bereavement,

cooperate with the camp director in helping establish a spiritual tone within the camp program, organize campers for special service projects as may be related to religious activities, and provide information about the religious awards of the various faiths.

In addition, chaplains should take part in camp activities that are best suited to their personal skills, hobbies, and interests. They should be regarded as members of the camp staff, participate in staff meetings, and give spiritual leadership that may be indicated or desired at staff functions or in working with individual staff members.

Program Aides

Many programs in camp can benefit from the services of program aides. These are Boy Scouts, Varsity Scouts, or Venturers at least 16 years of age who have the skills and leadership abilities required to be full-time staff members. Labor laws and child work permits, as applicable in the state, must be complied with.

Program aides, during weeks of Cub Scout camping, may be assigned to serve as den chiefs to assist den and pack leaders with program and to provide supervision in the campsite.

Counselors In Training

Boy Scouts, Varsity Scouts, or Venturers at least 14 years of age may serve on the camp staff under certain conditions. A Counselor In Training (CIT) program must be established in the camp and directed by an adult staff member. The CIT program must include a variety of program leadership experiences for Scouts and Venturers as well as opportunities for personal growth in Scouting. Proper use of a CIT program in camp allows a camp to recognize honor campers and evaluate them for future service on the camp staff. It is a leadership development opportunity for the Scout or Venturer.

Business and Commissary Staff

Those who serve the physical needs of the camp play a vital role in the success of a program for campers. Often campers' first impressions come from the staff on duty in the camp office. The general appearance of the camp tells its own story to campers and their parents. Certainly an attractive, well-stocked, well-operated trading post makes a lasting impression. All of these are a part of the business operation of a camp. All affect program.

Business Manager

Handling the business affairs of the local council camping program requires the direction of a carefully selected person. The business manager should know the Scouting program, understand camping policies, and be familiar with the

year-round business procedures of the council. Sound business practices and establishment of orderly procedures in all camp operations are essential.

Courtesy, integrity, fairness, and promptness in dealing with Scouters, the public, salespeople, and associates are most important. The business manager must be a good leader and understand the fundamentals of effective staff management.

Responsibilities include:

- Registration (check-in) and reception
- Commissary food services and records
- Trading post operation
- Cash accounting and banking
- Camp-provided transportation and hauling
- Equipment and supplies, maintenance, issuance, controls, records
- Budget controls (with camp director)
- All records and reports as assigned

Trading Post Manager

An adult is preferred for this job. Minimum age should be 18. The trading post manager should be responsible for supervision of staff, if any, related to this service. In addition, the manager

- Opens and closes trading post on schedule
- Keeps accurate records of income, expenditures, and inventories, and reports them to the business manager
- Maintains good housekeeping in and around the trading post
- Maintains supplies in agreed-upon quantities

Quartermaster

The quartermaster has complete responsibility for all equipment related to program and administration (not including maintenance equipment). The quartermaster should be mature and capable enough to handle these duties:

- Establish a complete and accurate preopening inventory of all supplies.
- Keep accurate records of all items issued.
- Know condition of all equipment and take steps necessary to maintain it in good condition.
- Report replacement needs to the business manager.
- Keep supply room or storage facilities in good condition.
- Establish a complete closing inventory and submit reports to the business manager.

Ranger

During the operation of long-term camp, the ranger should be responsible to the camp director or business manager. The ranger's duties should be clearly defined and understood by all staff members. Requests for the ranger's help and services should clear through one person. While camp is in operation, the ranger should be responsible for

- Proper functioning of all facilities such as water supply system, septic tanks, hot water storage and heating, toilets, trucks, cars, ranges and kitchen equipment, electrical equipment, lighting, and filtering equipment
- Maintaining and supervising projects related to camp improvements
- Issuing supplies and equipment related to maintenance
- Proper functioning and service of all fire-fighting equipment
- Setting up and carrying out a regular schedule of preventive maintenance
- Informing the camp director or business manager of problems related to the ranger's service
- Properly disposing of garbage and waste material
- Maintaining a current inventory of all supplies and equipment related to maintenance
- Supervising trucking services and maintenance staff

Size and Quality of Staff Needed

There are no fixed rules for determining the number of staff members needed because of the varying conditions in camps—distances, topography, physical facilities, program resources, and financial resources. In some camps, swimming may be in a pool, and boating, canoeing, and sailing may not be possible. The number on the aquatics staff would thus be affected by physical limitations. In other camps, horses or pack animals may be available, and staff leadership must be provided for such services. In general, the following formula will meet average needs.

- The number of general direction and management staff members will be equal to the number of units to be served at one time. Thus, a camp serving 12 units would require 12 staff members related to general management.
- The number of program staff members will be equal to one and a quarter times the number of units to be served. Thus, in a 12-unit camp, 15 program staff members are needed, for a total of 27 staff members for the entire camp. The camp personnel organization chart shows the staff needed.

Mature people are required for the operation of a modern camp. At least half of the program staff should be adults. The ratio of adults to younger staff members on the management staff is not as important, but the camp director, health officer, commissary officer, head cook, and maintenance supervisor or ranger must be adults.

To determine the number of staff members needed, list the services to be provided.

General direction—Camp director

Management—Business: registration, records, trading post operation, clerical functions

Commissary and equipment control—Cooks, kitchen help, dining hall operation, commissary service to units

Health and safety—Medical and first-aid services, inspections

Maintenance—Care of property, servicing of facilities, truck or rolling stock control

Program—

- General program direction: program director, camp commissioner guidance for leaders.
- Program services: Outdoor skills (campcraft, ecology/conservation, hiking, outpost camping, pioneering); aquatics (swimming, boating, canoeing, sailing); shooting sports (riflery, archery); specialties (campfires, games, sports, handicrafts, horsemanship, Venturing activities).
- Analyze the nature of the jobs to be done.
- Consider the number of times a day or week certain services are to be offered.
- Consider the number of units and campers in camp.
- Consider appropriate size group for effective teaching or participation in the programs being offered.
- Certain activities, such as aquatics, riflery, and horsemanship, will require close supervision.
- Staff members serving as commissioners have a full-time job.
- Think through a schedule of time off, recognizing that some staff members must replace those who are off duty.

Organization charts are helpful, but care must be taken that the camp director does not become a victim of an organization chart. Provide for needed flexibility as influenced by the quality, maturity, ability, and capacity of staff members.

The positions indicated on the chart are functions in every camp operation. In a small camp, several of the functions are the responsibility of a single person, while in large camps more than one person might be required for a single function.

If provisional unit leaders are needed, write them in under "Others."

What Staff Is Needed?

This is a worksheet to help each camp consider its needs
in light of attendance, facilities, and program resources.

Classification of camps. Write in number of staff needed for size of camp.					
					Indicate any features requiring special or extra staff helps.
Approximate number of troops or units	4	7	10	15	
Estimated number of campers	70-90	100-150	160-230	240-306	
Camp director	1	1	1	1	
Assistant camp director or business manager					
Commissary and equipment manager					
Cooks					
Kitchen helpers					
Health officer (M.D., registered nurse, or first-aider)					
Clerical helpers					
Ranger or caretaker					
Program director					
Camp commissioners					
Outdoor skills director					
Program aides					
Ecology/conservation director					
Outpost camping specialist					
Project COPE director					
Aquatics director					
Climbing director					
Shooting sports director					
Chaplains					
Others					

Indicate opposite each position the number of staff members needed (if needed) for the camp size indicated. Fill in additional positions in blank spaces, if required.

Quality Staff and Training

Training is one of the marks of quality. Key staff members should hold valid National Camping School cards. Training by other organizations providing qualified training is acceptable if recognized in the standards for camping by the Boy Scouts of America or in this manual. Examples of other organizations whose training standards are recognized by the Boy Scouts of America are American Red Cross, National Rifle Association, National Archery Association, and theological schools for chaplains.

Local council camp staff members, 18 years of age or over, may attend National Camping Schools. National Camping Schools provide training for camp directors, business managers, commissary officers, program directors, commissioners, program counselors, chaplains, and staff members for aquatics, outdoor skills, ecology/conservation, and property management.

Local council training may be given to all other staff members whose positions do not require nationally recognized training. Local council staff training should be conducted by a team of National Camping School-trained instructors. The minimum training period is 3½ days.

Balancing the Staff

Use the list of staff needed, following approval of council officers responsible for passing on staff and budget.

Mature, qualified leaders are required. While the fundamentals of Scouting have not changed, the practices in our camps have changed to the extent that we now place greater emphasis on providing program services to units rather than on the operation of a single static program for the entire camp. Counseling with leaders and providing on-the-job training are functions that require mature judgment and practical experience in meeting problems.

Younger staff members are important. While the ratio of adult leaders needs to be increased, it is also important that young leaders be recruited as aides and assistants. Proper incentives and training should be provided that will result in experienced staff members who have grown up in the camp.

Sources for Staff Members

- Members of local council staff and commissioners
- Schoolteachers and administrators
- Clergy
- Eagle Scouts (National Eagle Scout Association)
- Venturers
- Council Scouters whose work is of a seasonal nature
- Self-employed Scouters or others whose time is planned by themselves, i.e., professionals and business executives

- Students and faculty of colleges
- Professionals in the fields of forestry, conservation, fish and wildlife management, recreational planning, and related interests are available to help some camps on special projects.
- Outdoor hobbyists such as hunters, fishers, archers, biologists, geologists, and zoologists may be available to serve for short periods at least.
- Merit badge counselors in outdoor subjects should be checked as possible short-term or long-term specialists.

Recruiting Procedures

- Distribute application blanks.
- Make a record of available personnel.
- Check personal references and secure mandatory clearance as may be required by law.
- Check qualifications of applicants against staff needs.
- Interview and recruit staff for principal positions early in the year. Key staff members assist in recruiting, particularly for positions under their immediate supervision.
- Start staff meetings early in the year to
 - Follow up recruiting.
 - Make early plans.
 - Provide training.

Secure two to five applications for each position to be filled. Do not depend on applications to come in. Make a personal appeal to those you know are qualified and whom you desire to be staff members.

All camp staff members should be currently registered members of the Boy Scouts of America. If any staff members are not registered at the time of employment, register them before camp opens.

Employment Practices

The camp director has an obligation to screen carefully the staff employed by the camp. The camp director must be familiar with laws related to employment such as minimum pay, hours and conditions of work, and time off. The director must check all references listed on staff applications. Some states make it possible for a criminal record check with the state or FBI. If such provisions are available in your state, consider taking advantage of this check. If an employee will operate a council vehicle, consider a driving-record check. Your insurance company may require a license check on all drivers of insured vehicles.

A phone follow-up on references listed by staff applicants is often used, but when such a procedure is followed there should be a careful list of questions to ask. Include questions

about child-related activities. Make notes of answers to each question. Date these notes and keep them on file for future reference. Also date and file any other notes that might be gathered through other types of follow-up.

A letter of employment must be drafted covering the terms of agreement, stating specifications of the job; period of employment; salary or wages; our stand regarding alcohol, drugs, and smoking; conduct; appearance; time off; uniform; requirements; and special privileges. This letter should be delivered to each camp employee prior to employment, with a copy to be retained by the executive or camp director. The employee should acknowledge acceptance of the terms in writing.

Camp staff salaries must be paid twice a month. It is best if salaries are paid one week after they are earned. This allows the checks to be produced in a timely and accurate manner. At the end of a pay period, the camp director completes a list of those who are to be paid and the number of days or hours worked. The list would include new hires and terminated employees.

Note: This process of paying salaries one week after they are earned should be written into the staff guidebooks.

All problems of employment cannot be solved by a standard statement. They must be judged according to local conditions and the needs of the camp. These problems include such items as transportation, days off, use of personal cars, permission to leave camp, some personal time each day, relationship to camps nearby, and personal visitors in camp. All such items must be openly discussed and be in writing to avoid misunderstanding.

Leadership on a Scout Reservation

The leadership picture is somewhat different on a multicamp Scout reservation than at a single camp serving 10 to 14 units on one parcel of land. This is because a properly designed Scout reservation includes some central services that meet the needs of more than one camp. These services may include:

- Property management and maintenance through a camp ranger or property superintendent
- Central administration facilities for business management and commissary
- Central health services

For these services there are such central facilities as a controlled entrance with ranger's home and office; a maintenance area; a building or buildings for administration, storage, and warehouse; and a health lodge to serve all camps.

The reservation's staff includes a resident director, a ranger or property superintendent and staff, business and commissary manager and staff, and a physician or other qualified personnel for health services.

Because this reservation staff serves all camps, the staff requirements for each individual camp are reduced. Each camp director, who is responsible to the reservation director, has time to give greater leadership to program and staff supervision.

It is important that each camp director be held responsible for everything that goes on in that director's camp. There must be team play between the reservation staff and the related staff members in each camp. For example, each camp has its own trading post manager. In operating their trading posts, the managers are part of their own camp's staff and are responsible to their camp director. But each director must see that the trading post manager does the job as defined by the reservation management.

Training Camp Staff

Improving camping on a year-round basis is among the important objectives of the council summer camp. A well-trained camp staff is the key to this realistic task of training units, their members, and leaders. At least 3½ days of training must be provided for all staff members, preferably at camp during the week before camp opens. Councils operating a Cub Scout/Webelos Scout resident camp are required to conduct staff training as outlined in the Cub Scout/Webelos Scout Camp Manual.

Opportunities for Staff Training

- At home or at camp, well in advance of camp, during school vacation periods
- On the job during camp
- Staff meetings devoted to training
- Training by departments—commissary, aquatics, etc.
- Individual coaching
- Use of library for helps

Unit Leadership in Camp

Unit leaders are not members of the central camp staff. They are directly responsible to their chartered organizations, are in charge of their campers, and are subject to the policies of Scouting and the regulations established by the camp.

Leaders guide the program of their units in camp, coordinate their interests and activities, and help individual members to get the most out of camp life. Unit leaders are members of the camp roundtable where they may secure information, get help in solving problems, share experiences with others, participate in cooperative planning, and renew their spirit through wholesome, inspiring associations.

The unit leader's principal responsibility is to provide maximum opportunities for campers to learn to plan, to

take leadership responsibilities, to share with others, and to grow in the spirit and skills of Scouting. The wise camp director will seek to uphold and enhance the dignity of the leader's position, encourage the development of campers, and adroitly provide program helps. The director will offer personal counseling and assistance tailored to the needs of each leader.

Keep these fundamentals in mind:

- The council exists to serve chartered organizations and their units in using the Scouting program.
- Our prime responsibility is to serve campers as members of units.
- The unit leader is the link between the services of the camp and the camper in camp.
- The objectives of the camp will be properly met through competent leadership in the unit.
- The camp provides an opportunity for the leader to grow in ability as a leader with social, administrative, and camping skills.

Standards for Troop Leadership in Camp

The troop shall be under the leadership of competent Scouters, preferably the registered troop leader and assistant. If they are not available, other Scouters may be temporarily designated as troop leaders and assistant leaders for the duration of the camp, with full responsibility for maintaining discipline and directing the work of patrols and personnel of the troop organization.

The leader of a troop must be a registered adult Scouter 21 years of age or older. This is also required for a provisional troop in camp. Assistant leaders must be over 18 years old.

Competence for the job to be done is of tremendous importance. "Any person 21 years of age or older" is not a standard; it is only a prerequisite.

Standards for Den or Pack Leadership in Camp

Ideally, Cub Scouts and Webelos Scouts will attend camp, either day camp or resident camp, with their own den or pack leadership. This will involve adult leaders and parents as well as Boy Scouts serving as den chiefs.

For Cub Scouts and Webelos Scouts, the adult leader in charge must be 21 years of age or older. Assistant leaders must be at least 18 years or older. A den chief must be a registered Boy Scout or Venturer.

Webelos Scout dens should have their own campsites and should not be camped with the younger Cub Scouts. This will facilitate the more progressive program of activities planned for Webelos Scouts.

Steps in Recruiting Camp Leadership

- Secure understanding of executive board, commissioners, operating committees, unit committees, and unit leaders with respect to the basic responsibility of the chartered organization to provide leadership for summer camp.
 - Begin far ahead to secure camp commitments through unit committee action by
 - Making use of the opportunity at charter review.
 - Making use of chartered organization representatives.
- Sell the unit leaders and committee on the importance of the summer camp experience to the year-round program.
 - Offer help to leaders going to camp by
 - Offering a flexible schedule of dates.
 - Giving program helps and information about program and personnel resources of the camp.
 - Making services of a competent camp commissioner available.
 - Providing registration and reservation methods easy to understand and follow.
 - Locating sources of needed equipment.
- Develop a plan for encouraging employers to provide time off for employees who are leaders to go to camp by
 - Having a Scouter contact the leader's employer. (This is effective if the Scouter is a valuable employee with an outstanding record.)
 - Having a representative of the chartered organization contact the employer. (In some areas, arrangements can be made jointly with the unions and the employer.)

Training Troop Camp Staff

Local councils must provide proper training of troop leaders responsible for camping. Several methods may be used to accomplish this:

- Introduction to Outdoor Leader Skills provides general training in camping. This course was designed principally for Scoutmasters, assistant Scoutmasters, and committee members.
- Troop camp staff training is successfully provided by many local councils. The adult and junior leaders train together as a team covering outdoor skills activities, commissary, aquatics, camp promotion, and other specialties.

- Each is trained for his or her specific assignment, and all are trained together on such subjects as objectives, general program, organization plans, and special features.

Special Orientation and Planning

Meetings are held for troop leaders eight to 10 weeks before they go to camp.

Primary features of this type of training:

- Complete information on camp facilities, practices, personnel, and program resources is provided.
 - Participants learn policies relevant to BSA Youth Protection.
 - Leaders who will be responsible for driving unit vehicles will learn the hazards of driving while fatigued.
 - Planning and coordination of each troop's camping program is completed. This presupposes that troop leaders have had some advance opportunity to develop their program in general and list their highlights.
-

Roundtables Operated in Districts

Some special programs during the year should be built around camping. This can help the year-round program and help prepare leaders for long-term camping.

Personal Coaching

Take the basic information directly to the leaders of units going to camp. Commissioners may help with this. All leaders going to camp should know how the camp operates, the opportunities provided for units, and the specific responsibilities of leaders.

CAMP ADMINISTRATION AND PROCEDURES

Discipline

Discipline of campers is the unit leader's responsibility, except in emergencies or extreme cases where the camp director may have to intervene. However, the camp director, camp commissioner, or competent staff members should always be willing to help leaders.

There should be clear, concise statements in reference to behavior of the staff, unit leaders, and campers. These laws of the camp should be sound and reasonable and apply to everybody in the camp, including staff and visitors.

Punishment should be a last resort. The real objective should be to help the individual make good.

Any form of child abuse, including hazing, must not be tolerated.

Establish traditions on the correct thing to do at camp and make it clear that the Scout Oath and Law are the accepted code and constant guide to all relationships within the camp. The staff members are the interpreters of the spirit of Scouting as well as the skills of the outdoors.

Be prepared to deal with the problems that are most likely to arise. Some examples of disciplinary problems are leaving camp without permission; swimming after hours; unnecessary noise at night; raiding, hazing, stealing; and staff sneaking out of camp, or behaving improperly in or out of camp. Think through the possible causes and effects of these and other breaches of discipline and determine in advance the possible course to be taken. Most of these problems can be averted. Be clear. Be considerate. Be sure. Be fair. Be firm.

Mail Service

Mail is distinctly personal and confidential. It is legally the property of the sender in the custody of the United States Postal Service until delivered to the person addressed. It must be delivered as quickly and directly as possible.

Develop a standard plan in your camp for the delivery of mail. Announce stated times for delivery. Do not allow this to be an example of haphazard planning. The two generally accepted methods are to

- Deliver to each campsite.
- Have a unit representative call for it.

A mailbox for outgoing mail in a prominent place is required. Have the time of mail collections noted on the box. Collections should be regular.

Relationship of Units to Administration

Make clear to units the procedures for these:

- Sending and receiving mail
- Handling complaints
- Telephone service
- Lost-and-found articles
- Using personal and camp vehicles
- Daily schedule
- Procedures in leaving camp

Establish definite understanding on the responsibility of each unit to keep its campsite clean, take care of sanitary facilities, and maintain neighborly relations with others.

Permits—Use of Private Property

- Secure fire permits in areas requiring them.
- Do not allow trespassing onto private property without permission.
- Insist on proper conduct on the part of all making use of private property.
- Establish friendly relations with all residents and property owners around the camp by inviting them to certain functions in the camp. This will lead to understanding and personal support. If neighbors are not sympathetic to Scouting, the camp should be doubly careful not to trespass on their property. You may win respect later.

Visitor Control Privileges, Use of Equipment

The camp is fundamentally for campers and for training leaders to serve them more effectively. There is no obligation to make its services available to visitors or parents. All must be treated courteously, however, and good judgment must be exercised.

In establishing controls, it has been found desirable to

- Have a visitors' day with some time limits established and make this plain in all printed announcements.
- Provide a parking area; do not allow autos to be driven throughout the camp.
- Establish a procedure for taking care of visitors. Someone in camp should guide them—a camper, Scouter, or staff member, depending on the circumstances.
- Establish a picnic area near the parking lot. Provide tables, water, and sanitary facilities.
- Provide for registration of visitors. Make clear at that time the procedures to be followed in camp.
- If visitors use facilities and equipment, they must do so under regulation and only if such use does not interfere with normal activities.
- When visitors are allowed to use program areas such as aquatics or the rifle or archery range, proper supervision and safety procedures must be provided.

Camp Service Period

A service period is the time set aside for a community service project. It can have citizenship training value. Usually only a few campers from each campsite will be needed on any one day. Routine jobs around camp, such as general cleanup, wood detail, filling fire buckets, and other special projects involving trail repair, conservation, and general camp improvement, can be done.

Assignments can be made by assigning projects to campsites or having leaders select projects at the round-table meeting.

Naturally each unit accepts responsibility for proper cleanup or improvement of its own site.

Emergencies in Camp

The best defense against an emergency is preparedness. Emergencies have happened in camps—missing campers; fires, floods, windstorms; epidemics, serious illnesses, serious accidents, fatalities. Development of clear-cut, well-understood policies and practices governing the actions of staff and campers in such emergencies is a responsibility of the local council. Be sure the staff is familiar with all types and causes of emergencies.

The first step toward developing policies or a plan of action is listing the possible hazards. Consider each, one at a time; discuss its possible nature; and fill in the information

as listed below. Be certain emergency information is available in a conspicuous place such as the camp office and the local council service center, posted near the telephone.

- Name, address, and telephone numbers of council officers:
 - Scout executive
 - Council president
 - Chair, health and safety committee
 - Chair, camping committee
- Name, address, and telephone numbers of local officials:
 - Fire
 - Police/sheriff
 - Rescue squad/ambulance
 - Hospital
 - Camp physician

A complete roster of everyone in camp is important as a checklist if anyone is missing and as a source of information if anyone's home must be reached.

The following examples of procedures will be helpful in establishing local policies and practices. Plans for handling emergencies in camp must be in writing.

Missing Person

• Possible Explanations

- Wandered off alone and may be in camp
- Left camp for nearby town without permission
- Decided to go home without giving notice
- Sleepwalking
- Lost—did not return with group on hike; wandered away from outpost camp
- Missing from the waterfront

• Protective Procedures and Policies

- Roster by units in camp, with each camper's name and address.
- Bed check every night and roll call each morning.
- Hiking procedures to include:
 - List of campers on hike.
 - Periodic head count of group by leaders.
 - Responsible leaders at front and rear of party, with a minimum of two leaders with every party on an extended hike.
 - Stress responsibility of each hiker to stay with the patrol or group.

- Always use the buddy system.
- Smallest hiking group suggested—three or four. If one is hurt, one can remain with the victim and the other go for help.
- Know the surrounding country.
- Post possible hazards.
- Erect railing or post warnings around dangerous areas in camp.
- Instruct leaders and campers about possible hazards.
- Enforce clear-cut rules for leaving camp.
- Practice safe waterfront procedures.

Fire

- **Possible Explanations**
 - Forest fires nearby, threatening camp
 - Fire in camp—danger to buildings, sleeping quarters, or surrounding forest
 - Fire caused by combustible materials, lightning, or electrical failure
- **Protective Measures**
 - Enforce “no flames in tents” rule.
 - Take care that there is no open flame within 10 feet of any tent. Each tent should be stenciled “No Flames in Tents.”
 - Organize Scout fireguard.
 - Have fire-fighting equipment sufficient in type and quantity to protect structures, tents, field, and forest.
 - Schedule frequent fire drills and checking of equipment; check with fire protection officials.
 - Conspicuously post telephone numbers and location of emergency help.
 - Have map of roads and trails readily available for access to fire and for escape, if necessary.
 - Properly store gasoline, kerosene, and other combustible materials. Vapor of one pint of gasoline will render 200 cubic feet of air flammable and explosive.
 - All stoves or lamps using liquid fuel must be filled, lighted, and placed under the guidance of an adult.
 - Establish fire trails and maintain them.
 - Allow no explosives or fireworks in camp.
 - See *Camp Health and Safety* for details of Camp Fireguard Plan.

Flood

- **Possible Explanations**
 - Danger of flash floods to groups in outpost camps
 - Rising river in camps with low areas
- **Protective Measures**
 - Give proper instruction to leaders of hike groups.
 - Locate campsites on high ground.
 - Note possible evidences of previous high water, but always allow for safety factor.
 - Do not permit sleeping in low areas.
 - In permanently established camps with low areas on a river or tidewater area, keep all camp improvements on high ground, especially sleeping cabins, tents, and health lodge.
 - Bridges should be constructed to provide free stream flow and prevent jam of debris during high water.

Tornado or Windstorm

- **Possible Hazards**
 - Falling limbs or trees
 - Collapse of buildings
- **Protective Measures**
 - Remove all dead branches or standing dead trees from sleeping and activity areas.
 - Instruct campers and leaders to get out of buildings or shelters and get down as low as possible.

Epidemics or Mass Illnesses

Reference: *Camp Health and Safety*

- **Possible Hazards**
 - Food poisoning
 - Outbreak of contagious disease
 - Contaminated drinking water
- **Protective Measures**
 - Be certain of cleanliness of food handlers.
 - Regularly inspect kitchen and dining hall to ensure proper washing and storage of dishes, safe refrigeration and storage of food, proper protection of dairy products—delivery, storage, dispensing.
 - Frequently recheck water supply for safety.

- **Other Safety Measures**

Have a written evacuation plan in place.

Always have emergency transportation ready in camp.

Use proper sanitary waste treatments.

Obtain recommendations from a physician acquainted with public health practices covering emergency situations.

- **Notification of Parents**

Immediately notify parents in case of serious illness. When parents are notified, take care not to frighten or excite them, and emphasize that everything is being done for their child's comfort. Parent notification should be through the Scout executive.

Serious Accidents or Fatalities

- **Possible Causes**

Falls, motor vehicle accidents, lightning, drowning, bee stings, animal bites

- **Procedures**

Care for the injured person.

Get medical help, alert hospital, and arrange transportation.

Notify council authority—Scout executive, council president, or duly appointed council leader.

Notify parents through Scout executive.

Notify legal authorities.

Council authority should notify national office (director of Health and Safety) and regional office by fax, followed by a copy sent by mail. Follow instructions on the Preliminary Report of Fatal or Serious Accidents and Illnesses.

Collect (in writing) all facts as soon as possible, including statements of witnesses.

As part of its overall wildlife plan, the camp must have a wildlife plan that is distributed to campers and leaders with pre-camp literature or upon arrival at camp. Inventory potential nuisance animals in or around your camp. Nuisance animals are those that create conflict with camper safety, property, natural features, and camp facilities or operations. Your camp wildlife plan should include only the animals that live in and around your camp. Research the nuisance animals you identified, and recommend ways to minimize human encounters and how to respond to an encounter. Possible sources of information include:

- U.S. Department of Agriculture
- U.S. Fish and Wildlife Service
- USDA Forest Service
- National Park Service, U.S. Department of the Interior

- State parks and wildlife division
- State department of health
- State department of fish and game
- Other BSA local councils

See the *Risk Management Notebook*, or call Risk Management at extension 2228 for a model plan that can be downloaded and adapted for your council's use.

Special Hazards

- Walk-in refrigerators must have release handle on inside.
- All electrical wiring, fixtures, outlets, panels, etc., must meet established electrical codes, including the use of ground fault circuit interrupters where appropriate.

Safe Transportation

This outline should be used as a reference in the training of all unit leaders before going to camp or on tour.

Automobiles

Automobiles are the most popular form of transportation, particularly for small groups. They are more comfortable and more economical than buses and have the added advantage of being able to get to places not easily accessible by larger vehicles.

The temptation to travel at excessive rates of speed and to overload seems to be greater with automobiles than with other vehicles. Comfort as well as safety should be considered on any extensive trip, and speeding and overcrowding do not contribute to either. Five persons to each car and seven to each station wagon should be the limit if personal baggage is carried.

The national Health and Safety Committee, after a study of accident case reports submitted over a period of years, has developed guidelines for vehicle safety. Several of these are pertinent to automobile travel.

- Vehicles should be emptied completely of people when stopped for any reason on the side of the road.
- If cars require repairs, particularly when tire changes are to be made, they should be driven off the road, if possible. If not, be sure that the vehicle is emptied and passengers are kept off the road. If a disabled car or truck is still on the road at night, be sure that a red flare or flashing light is plainly visible at all times. Parking lights and driving lights should be turned off so approaching cars will not mistake the disabled vehicle for one moving on the road. A rear guard with a flashlight should be placed 75 feet back of the vehicle to signal approaching traffic.

- Riding outside of any vehicle **MUST NOT BE PERMITTED.**

There are some general rules governing transportation by automobile:

- Tour leader must be at least age 21.
- All occupants must use safety belts.
- Vehicles must be inspected and certified in good condition as to brakes, steering, lights, tires, etc.
- All driving should be done in daylight hours.
- Drivers must comply with traffic and speed regulations.
- There should be a relief driver for every group if trip exceeds two days' travel.
- Adequate property damage and public liability insurance must be carried.

Avoid the Risk Zone

The Risk Zone is a state of physical and mental fatigue that is a major cause of highway crash fatalities. Camp leaders can heighten the awareness of drivers to this danger by reviewing the Driver's Pledge. Drivers who will transport youth to and from the campsite should not wait until they are in the car to think about avoiding the Risk Zone. The Driver's Pledge is a commitment to planning ahead and avoiding killer fatigue.



The Risk Zone

Driving while fatigued is a transportation concern that the Boy Scouts of America is addressing. The BSA hopes to raise awareness of the dangers of drowsy driving with the help of The Risk Zone campaign. A special roundtable program has been developed on the subject. The following Driver's Pledge is an important piece of the campaign and emphasizes that planning ahead is the best defense to avoid "killer fatigue" in the first place.

Driver's Pledge

- I will not drive when I feel fatigued. I realize that when I am fatigued, I process information more slowly and less accurately, and this impairs my ability to react in time to avoid accidents.
- I will arrange my schedule so that for several days before a driving trip, I will get a good night's sleep every night to avoid the cumulative effects of not getting enough sleep.
- I will make trip preparations far enough in advance so that last-minute preparations don't interfere with my rest.
- I will make travel plans that take into account my personal biological clock and will drive only during the part of the day when I know I will be alert.
- I will be smart about engaging in physical activities during Scouting outings and will make sure that I will be ready to drive alert.

Suggested Camp Bus Guidelines

Before operating the bus, all drivers must be required to meet Federal Motor Carrier Safety Administration requirements.

Use of the bus is limited to the transportation of Scouts to and from the camp or excursions that are part of the camp program. In the event the driver develops a medical condition or some other unforeseen emergency and cannot perform his or her duties or cannot complete the designated route, an alternate driver will be designated to complete the route. The alternate driver will be determined by the camp director. Personal use of the bus is not allowed.

Bus Driver Selection

Requirements 1 through 10 are required by law. Bus drivers must:

1. Be 21 years of age or older.
2. Possess a state commercial driver's license (CDL) Class B with "P" endorsement. Camp directors should perform a visual check of the driver's license, performing the following checks:
 - Check that the expiration date has not passed.
 - Check the signature on the license against that on the application.
 - Check for any restrictions on the license.
 - Ensure that the photo on the license resembles the person.
 - Verify that the person has only one license.
3. Provide a copy of his or her motor vehicle driving records (MVR). MVRs may be obtained by contacting the state agency that is responsible for motor vehicle records or through a private service vendor. The state agency has a small fee for the records and it usually takes a while to get the results. A private service vendor, such as DAC Services, Tulsa, Oklahoma (telephone 800-331-9175), usually can get the results of an MVR within two to three days. Some states could provide the records in a shorter time. Results can be provided by phone, fax, or mail. Some vendors also can notify you of an MVR change on individual drivers. These providers generally will charge different prices for each level of service.
4. Be able to safely operate the type of bus provided.
5. Be able to demonstrate the knowledge and requirements for school bus operators as prescribed by the state.
6. Be in good health and physically able to perform all duties of a driver (physically qualified).
7. Agree to submit to random drug and alcohol testing.
8. Agree to complete the daily pretrip inspections and the daily bus log.
9. Successfully complete a driver's road test.
10. Be able to speak and read English well enough to converse with the general public, understand highway signs and signals, respond to official questions, and make legible entries on reports and records.
11. Agree to uphold all policies of the Boy Scouts of America and provide a positive image to the community.
12. Be properly trained in CPR.

MVR Minimum Acceptable Criteria

- No more than two moving violations in the past three years
- No more than two accidents in the past three years
- Maximum of three moving violations and accidents in the past three years

A person will not be considered to become a bus driver if his or her MVR reflects any of the following.

- A DUI/DWI for the previous seven years
- Multiple DUI/DWI violations
- Record of felony use of a motor vehicle or evading an officer
- Revoked, suspended, or withdrawn license

Drug and Alcohol Testing

Federal law requires that all drivers submit to random drug and alcohol testing. The camp will randomly test at least twice a year. The camp director will determine the unannounced random testing times. In addition, the driver is required to submit to a post-accident test within 48 hours after he or she is involved in an accident.

Driver Training Recommendations

In addition to what is required by law for bus drivers, risk management recommends that the supervisor review with the driver the following.

Pretrip/Posttrip Inspection

Demonstrate what is done during the inspection. Emphasize that if repairs are needed, they should be reported immediately for repair.

Preventive Maintenance Schedule

When beginning each shift, the bus driver should

check all fluid levels and add fluid if needed. Visually inspect all belts and hoses for any defects or wear. Look under and around the engine for spills or leaks that could cause mechanical problems. In addition to these daily checks, follow the vehicle maintenance guidelines that are recommended in the vehicle maintenance schedule booklet provided by the manufacturer/dealer.

Decision Driving Training

The decision driving and commentary drive will sharpen the driver's skills and provide added awareness to the driver's surroundings. This should be done in addition to the road test that is required at the initial hiring process.

Accident Reporting

Review with the driver what is needed if an accident occurs. In the case of an accident involving other persons or property, instruct the bus driver not to give statements to anyone other than the camp director, Scout executive, Boy Scouts of America management, insurance personnel, or law enforcement. The bus driver should be sympathetic but not admit fault at the accident scene. To determine who is at fault, a complete investigation is needed.

Youth Protection Training

Even though the bus driver may not be a registered Scouter, he or she is interacting with Scouts.

Bus Safety, Maintenance, and Inspections

The camp shall systematically inspect, repair, and maintain the bus under its control. Any repair needs should be directed to the camp ranger.

Pretrip Inspections

The pretrip inspection is done before each shift to verify that the needed repairs were done. The next shift bus driver should also sign off that the repair was made. The law states that this is your certification that the defects have been corrected.

Each day before operating the bus, the driver should review the previous posttrip inspection form and be satisfied that the motor vehicle is in safe operating condition.

- Service brakes
- Parking brake
- Steering mechanism
- Lights and reflectors
- Wheels and rims
- Tires and tire tread (front tires must not have recapped or regrooved tires)
- Horn
- Windshield wipers (all)
- Revision mirrors

Interior checks

- Safe handhold and railings
- Floor covering signal devices
- Emergency exit handles (including roof hatches)
- Red-lighted emergency door light
- Required fire extinguisher is in working order
- Required emergency reflectors are operational
- Seats secure to floor (also driver's seat)

Posttrip Inspections

Bus operator must inspect the bus at the end of each shift. The report must specify any concern or repair needed. If there are no safety concerns, the report must state the same. These forms will be reviewed for repair needed by the next shift's operator. Any repair needs should be directed to the camp director.

Maintenance Program

Follow the manufacturer's schedule of maintenance. The schedule is listed in detail in the vehicle maintenance schedule booklet.

Periodic Annual Inspection

The law requires an inspection every 12 months on all commercial motor vehicles. The inspection must be performed by a qualified inspection service. It is the responsibility of the camp/council to make sure that the inspector is qualified and certified to perform the annual inspection. Proof must be retained on the bus (usually a sticker, report, or decal), and documentation of this inspection should be kept in the bus maintenance file. Law requires inspection on file for 14 months from the report date.

Driver's Log Required by the BSA

The bus driver will record accurate and true time records for:

- Date, day of week, and beginning shift time
- The day's beginning odometer reading (beginning mileage)
- The days' ending odometer reading (ending mileage)
- The total number of hours the driver is on duty each day
- The time the driver reports for duty each day
- The time the driver is released from duty each day
- The total time for the preceding seven days

Each Monday before the shift begins, each bus driver will turn in the previous week's driver's log to the camp business manager. The camp will retain the driver's logs for at least one year.

Accident Reporting

Responding to injuries is not the driver's first concern. When an injury situation arises, be responsive and caring, but do *not* admit liability or suggest that com-

pensation will be offered. If injuries are involved, contact emergency personnel, such as 9-1-1, immediately.

In the event that the bus is involved in an accident or motor vehicle collision, the driver must contact the camp director as soon as possible. The camp director will notify the Scout executive, who will notify Risk Management at the national office.

Liability Claims

All injured persons that were involved in the accident could be a liability claim. This includes drivers and passengers of the other vehicles involved as well as Scouts. Record information obtained at the scene on the accident report form, or "glove box kit," located inside the bus.

Workers' Compensation

If the bus driver, or another employee, is injured, notify Risk Management. Complete the workers' compensation claim form and fax it to the insurance company's workers' compensation claims office that serves the camp.

Accident and Sickness

The council may have purchased accident and sickness coverage from Mutual of Omaha benefiting Scouts and Scouters. If Scouts and/or Scouters are injured, a completed claim report should be mailed to the Mutual of Omaha claims office.

Record Keeping Required by Law

Record Keeping Requirements for Driver's File

The camp will maintain driver qualification files on-site. A copy of each of the following items, including a copy of the employment application, will be kept in the individual's "driver's file."

- Copy of driver's CDL Class B with "P" endorsement driver's license
- Current physical examination form done every two years. The driver will keep the medical examiner's certificate on his or her person while operating the bus.
- Motor vehicle driving record (MVR)
- Background check from previous employer for previous three years
- Annual update of driver's statement of violations
- Verification of written road test performed by supervisor
- Results and verification of random alcohol and drug testing

Record Keeping Requirements for Bus Maintenance File

The camp will maintain all maintenance logs (i.e., pre- and posttrip inspections and vehicle inspection forms). The repair records are kept in a maintenance file. As required by law, the maintenance file must contain the following.

- Identifying information, including the vehicle unit number, make, serial number, year, and tire size
- A schedule of inspections to be performed, including type of inspection and due date
- Records of tests conducted on buses with push-out windows, emergency doors, and marking lights.
- All maintenance and repair records

The law requires that these records be retained for one year at the camp. Once the bus is no longer in the camp's control (via sale, salvage, or trade-in), retain the records on file for six months. Risk Management recommends these records be retained for five years.

Buses, Trucks, Trailers

For groups of 20 or more people, buses offer safe, comfortable, and economical transportation. Chartered buses of established transportation companies are best. They have the added advantage of insurance coverage, which must be provided by common carriers.

Some state laws permit the use of school buses. Such buses can sometimes be secured for actual running expenses and wages of the driver, who is experienced in driving groups of children. A commercial driver's license is required to operate a bus, and federal law requires random drug testing of bus drivers. During the summer vacation period school buses may not be covered by insurance. This possibility should always be investigated. The cost of extending the coverage is usually moderate. The use of a privately owned bus is not recommended.

Trucks are not to be used for the transportation of passengers.

Trailers must never be used for carrying passengers. Trailers may be used for carrying equipment, provided they meet the safety, lighting, and licensing requirements of state laws.

Health and Safety Protection

Camp Health and Safety contains all basic information needed by camp directors, health officers, health and safety committees, and other professional and volunteer Scouters related to camping. The publication should always be available in the local council service center and camp. It is available from Bin Resources, at the national distribution center.

OUTDOOR PROGRAM POLICIES

During its long history of service to youth, the Boy Scouts of America has accumulated much experience and know-how on camping. From this experience have come policies for camping that have been found useful for leaders. They are covered in this chapter. Camp leaders should consider them as guides to good practice in all Scout camps.

Statement of Religious Policy

Scouting has enjoyed the cooperation of nearly every religious group in America. This is largely because the Boy Scouts of America recognizes religion as an integral part of the character-building process and encourages youth to adhere to the beliefs and practices of their own faith.

The 12th point of the Scout Law requires that the religious customs and needs of youth be respected and observed. At camp it is the responsibility of the camp director to provide for the total welfare of all. This includes, of course, the campers' spiritual welfare. Long before the opening of camp, the camp director makes arrangements for young people of different faiths to carry out their respective religious duties. To this end, the camp director will find it helpful to seek the cooperation of the religious advisory committees of the local council.

Besides providing for specific religious observances, the camp program offers opportunities for the daily practice of religion by each individual, such as grace before meals and a period of quiet before taps for campers accustomed to saying prayers before retiring. The general spirit of the camp is such that the spiritual life of the youth is strengthened, so that campers return home with a deeper sense of reverence for God and a firmer desire to be faithful in their religious duties.

Naturally the attitude of the camp staff will play an important part in the success of the religious service at camp. The staff should make every effort to see that religious services are as attractive as campfires or any other camp activities. Personal participation of staff members in these religious services will set the best example.

Policy on Purpose and Method of Scout Camping

Scout camping shall be by pack, troop, team, or crew under adult leadership living comfortably by dens, patrols, squads, or crews in the outdoors through the application of Scouting's methods and skills.

Chartered Unit Camping. This is the standard method. Long experience has proved it is the most effective.

Provisional Camping. This is a supplementary method, often required, that provides a camping experience for youth who cannot camp with their chartered unit. Qualified, adult provisional leadership shall be provided by the council.

Provisional camping is used to meet one or more of the following conditions:

- When the chartered organization and unit committee have exhausted all reasonable means to secure leadership
- When a camper wants to remain in camp for an extended period
- When the camping experience is of a special nature and participation is limited, such as jamborees, junior leader training, and special Venturing events
- When an experimental program is launched and the selection of a limited number of campers is required

Scout Camps, Purpose in Local Council. Scout camps shall be year-round training centers for Scouting methods and good unit operation.

Policy on General Camping

It is the policy of the Boy Scouts of America to

- Appreciate and emphasize the benefits of camping to the individual youth.
- Keep uppermost at all times the ideal method of Scout camping—camping on a chartered-unit basis.
- Encourage the unit committee to fully discharge its responsibility to provide outdoor program opportunities to all members on a year-round basis.
- Develop an overall camping program best suited to the needs of the particular council.
- Provide or otherwise arrange for camping sites best suited to this camping program.
- Develop a long-range plan for providing physical facilities paralleling program needs.

Patrol Camping and Hiking

When such patrol camping and hiking happens, the responsibility for supervision will be vested in the chartered organization, unit committee, and Scoutmaster. It shall be the responsibility of the local council to set standards and procedures that will assure that such patrol camping and hiking is conducted under proper safeguards.

It is recommended that patrol short-term camping take place only upon written request of the Scoutmaster and with the Scoutmaster's assurance that permission has been secured from the parents of the Scouts involved.

Patrol camping areas on council property supervised by campmasters can help to assure the success of such campouts.

Resident Camping for Cub Scouts

Resident camps will consist of two or more nights in an established Scout camp owned or operated by the council during the normal summer camping season.

Certain assurances and specific standards have been developed and must be maintained by the local council. These include:

- All Cub Scout and Webelos Scout resident camps shall be conducted in accordance with established standards as given in *National Standards for Resident Camp*.
- Councils must provide program, camp staff, and den leadership as outlined in *Resident Camp for Cub Scouts, Webelos Scouts, and Families*.
- Councils must provide appropriate training for camp staff and pack leadership as outlined in *Resident Staff Training Guide*.

Policy on Tours and Expeditions

Tours and expeditions by Scouting groups under chartered or provisional leadership shall be encouraged and regulated under the BSA tour permit system.

This is administered by a system of local and national tour permits. See *Tours and Expeditions* for more information.

District Camps

The Boy Scouts of America does not approve the development of district camps as such. This is based upon our fundamental policy that in council operation there is but one council, one executive staff, one executive board, one treasury and treasurer, one set of books, and one annual audit for the entire council.

Districts participate democratically in the development of uniform council policy and program through their representatives, the executive board, and council committees. It is through the district committees that these adopted policies and programs are put into effect. However, the district is only the administrative unit of the Scouting organization; as such, it has no legislative or policymaking power.

Camping facilities should be developed in the council on the basis of overall needs, as recommended after careful study by the camping and activities committee, which is composed of representatives from all districts of the council.

Responsibility for development of these facilities rests with the council executive board and the council committees. This includes the raising of all funds on a councilwide basis, planning, and construction, as well as maintenance, operation, and control.

Policy Regarding Operation of a Resident Boy Scout Camp

Providing opportunities for Boy Scouts and/or Varsity Scouts to attend resident summer camp (three or more consecutive days and nights) is a responsibility of each local council. A council may elect to operate its own Scout camp or to enter into an agreement with one or more neighboring councils to enable its Scouts to attend resident camp. Every camp operated under the Boy Scouts of America must be a nationally accredited or conditionally accredited camp, meeting all of the mandatory standards in the *National Standards for Resident Camp*, as well as the required number of the quality standards.

A registered Boy Scout troop or Varsity Scout team may participate in a resident camping experience on its own or may elect to camp together with another registered unit. A local council has the responsibility for approving the operation of resident camping by units on or off council property. This is accomplished through council approval of a local or national tour permit and verification by the unit to the council that mandatory standards in the *National Standards for Resident Camp* are being met. Units operating camps and calling them Scout camps without proper BSA council approval assume full responsibility for liabilities in the area of health and safety, emergency procedures, management of food service and sanitation, risk management, and maintenance of equipment and facilities, land use, and security.

When a non-BSA organization uses council property, the guidelines set forth in "Non-Scout Use of Scout Facilities" from the *Risk Management Notebook*, Section 23, must be followed. A Boy Scout resident camp must meet the national standards for resident camp accreditation. A non-Scout organization must provide the council with a hold-harmless agreement and a certificate of liability insurance in the amount of \$1 million naming the Boy Scouts of America as an additional insured.

Unit-Owned Facilities on Council Property

It is the policy of the Boy Scouts of America that no unit shall be encouraged to develop its own exclusive, permanent campsite or facilities on council-owned property.

In cases where chartered organizations have funds available and desire to develop permanent facilities on council property, the project should be approved by the local executive board only under the following conditions:

- All camp facilities of a permanent nature shall be the property of the council, subject to the rules and regulations as recommended by the council camping committee.
- Responsibility for maintenance and operation of such facilities shall rest with the local council.
- All facilities of a permanent nature shall conform to the long-term architectural plan for the property.
- All facilities of a permanent nature shall be for the use of all units.
- When permanent facilities are financed and developed by individual units on council property, such units are entitled only to a priority on reservations. Such reservations should be made by a specified advance date.
- All rights to priorities cease when the unit charter lapses.

Policy on Unit-Owned Camps or Cabins Off Council Property

Units shall not be encouraged to build or develop permanent cabins or camp facilities off council property. The reasons are these:

- Considering the extent of use, there is no justification for making the expenditures involved in the development of cabins or a permanent camp for one unit.
- Ownership of a permanent cabin or campsite encourages the use of that one place only; for the greatest benefit, campers should go camping at many different places of interest.
- Cabins or permanent buildings used year-round for camping purposes do not support the camping aims and ideals of the Scouting movement. Youth learn little about camping when all they have to do is turn a key, open a door, and throw their blankets on a bed.
- Vandalism is always a threat, and the abuse of unprotected property by outsiders is always a problem.
- Experience with such cabins and camps has shown that within a period of two years, after the original enthusiasm has waned, there is a continuous problem of building maintenance, repairs, and insurance costs.

- Experience has shown that such camps or cabins often become hangouts where individuals are apt to develop unsociable traits and habits. Such cabins and camps require constant supervision, and adult leadership must be present at all times.

Use of Scout Camps by Other Groups

It is the policy of the Boy Scouts of America that a Scout camp may be made available on a limited basis to non-Scouting organizations that have supported Scouting or whose missions are compatible with Scouting, as a service to the community, under the following conditions.

- That it does not interfere with the use of the camp for its intended purposes by the BSA.
- That it does not interfere with Scout usage of the property, preferably does not overlap with usage by Scouts themselves, and does not exceed 10 percent of the total annual usage of the property.
- That the group shall provide qualified adult leadership plus additional trained staff in sufficient numbers to adequately conduct its programs and effectively provide for the safety, health, and well-being of all participants.
- That all standards and certifications as may be required by law or in keeping with accepted practices be complied with. (See *National Standards for Cub Scout/Boy Scout/Venturing Resident Camp*, No. 19-108.)
- That there be a definite written memorandum of understanding, properly endorsed by both parties, that covers terms of use for the property, including a hold-harmless agreement and proof of adequate liability and other insurance coverage as appropriate.
- That the program of the group to be accommodated, as well as the leadership, shall be in harmony with the principles of Scouting.
- That preference shall be given to nonprofit organizations.
- That the guidelines found in Non-Scout Use of Scout Facilities from the *Risk Management Notebook*, section 23, are followed.

Camp Staff Employment

It is the policy of the Boy Scouts of America to offer equal employment opportunity, training, development, advancement, and pay on the basis of qualifications and ability without regard to race, color, national origin, sex, age, religion, disability, or any other criterion prohibited by applicable law that is unrelated to the person's ability to perform the job assigned.

Termination of employment will be for "just cause." Continued employment is based on performance satisfactory to the employer, council needs, and/or budgetary limitations.

An employee of the Boy Scouts of America whose job requires direct involvement in its program must be willing to subscribe to the Declaration of Religious Principle, a fundamental precept of Scouting.

Land Management

All properties owned and operated by the Boy Scouts of America shall be managed in accordance with written conservation plans to improve properties with use, and serve as examples of sound conservation and land-use principles.

Standards for camps require up-to-date land-use plans supported by projects for campers with evidence that these plans are being carried out.

Under prescribed conditions, hunting on Scouting properties is encouraged as part of wise management of natural resources.

Each property shall have a professionally prepared conservation and land-use plan.

Unit Camps Off the Council Campsite

A local council of the Boy Scouts of America has the responsibility for approving the operation of a unit camp whether it is on or off the council campsite. When such a camp is conducted off the council campsite, additional problems arise in assuring a safe and satisfactory camping experience.

Local councils must require all units desiring to conduct long-term camps to give certain assurances. As a minimum it is recommended that the following be determined.

- The name, age, address, experience, and qualifications of the Scouter serving as camp director
- The names and ages of other adult leaders
- The number of youth campers and their groupings
- The exact location of the campsite and the best route for reaching it
- A copy of the daily program
- A copy of the camp menu
- Required tour permit: if fewer than 500 miles from the homes of the participants, a local tour permit; if more than 500 miles from their homes, a national tour permit
- Written details covering emergency procedures and medical emergencies that include arrangements made for police, fire, rescue squad, and hospital protection
- Written approval of chartered organization

Attendance at unapproved camps will not qualify a unit for the Quality Unit Award.

The Order of the Arrow

The Order of the Arrow shall be recognized as Scouting's national camping honor society. It shall exist primarily as a service organization emphasizing that a good Scout camper is not only proficient in outdoor skills, but also practices the principles of Scouting expressed in the Scout Oath and Law and in the tradition of the Good Turn.

The Order of the Arrow uses the desire of campers to perpetuate associations made through camping.

Fundamental principles of acceptable camping honor societies require that they be

- Democratic in formation
- Not secret
- Scoutlike in intent and purpose
- Rooted in the troop or team
- Under the leadership of young men (under 21 years of age) with the guidance of adult coaches or advisers

Use of the Order of the Arrow is recommended for each local council.

Overnight Camping for Webelos Scouts

One or two overnight outdoor experiences for the Webelos Scout and a parent (or other adult) are recommended annually for each Webelos den.

The Webelos den is a transitional group. It is between Cub Scouting and Boy Scouting, and so its program should be an "in-between" program. Webelos Scouts do more than Cub Scouts but less than Boy Scouts in the outdoor program.

Webelos Scout overnight camping should be in warm weather on a site reasonably close to home. It can be on grounds of privately owned facilities (such as farms, cottages, or cabins), suitable public campgrounds, or council camps, where certain conditions can be met and facilities are available.

Since Webelos den overnights are warm-weather experiences, tents should be used, utilizing shelter and equipment that families frequently have. Where nearby cabins or shelters are available, they would serve only for emergency protection and a base for water, toilet facilities, etc.

When council facilities are used, certain guidelines will apply:

- Separation of den tent sites, so each den carries on its own program
- Isolation from Boy Scout camping sites and activity areas to protect the appeal of Scout camping

- Parking reasonably close to facilitate the carrying of heavy gear
- Water (tested and safe); latrines, one seat per 15 persons; safe area for fires
- Adequate waste disposal, including water
- Existing structures for emergency use only (**Note:** The warm-weather nature of Webelos Scout camping requires no new structures.)
- Camp ranger or volunteer on hand to receive Webelos Scouts and acquaint them with facilities and safety factors

Camping Standards

Comprehensive standards shall be established and supervised by the Council Services Division as a basis for the administration of Scout camps and the outdoor program.

Standards presently exist that pertain to objectives, leadership and organization, campsites, equipment, commissary, program, health, safety, sanitation, accounting and records, insurance, and contracts and agreements.

- These standards are a guide to the established National Standard Camp Rating.
- Scout camps are inspected and rated annually by the Field Operations staff and regional committee members.
- Councils are charged with responsibility for approving the operation of independent unit camps, using standards prescribed.
- Each local council shall determine the conditions under which patrol short-term camping and hiking under patrol leadership will take place.
- Designated Scouting officials have the authority to close Scout camps that fall below certain minimum standards.

YOUTH PROTECTION GUIDELINES

Child abuse is a critical problem in America, with several million incidents reported each year.

- Emotional abuse occurs when a young person is continually berated and denigrated, severely jeopardizing the youth's self-esteem.
- Physical abuse is the bodily injury of a child.
- Sexual abuse is any sexual activity between an adult and a child or between children when there is an unequal distribution of power, as is the case when one child is significantly older or larger.

Units are strongly encouraged to periodically conduct Youth Protection training for their youth members, parents, and guardians. The video *A Time to Tell* was produced by the BSA to address the problem of sexual abuse of boys ages 11 through 14. The video is supported by a leader's guide that emphasizes the key issues and provides an agenda for the training session. It is recommended that a member of the unit committee be responsible for Youth Protection training. Parents and guardians should be informed in advance that this video will be shown, and they should be encouraged to attend the viewing.

Additional training is available for Scouting's adult volunteers in the form of a 90-minute videotaped session titled *Youth Protection Guidelines: Training for Volunteer Leaders and Parents*, which prepares them to conduct Scouting activities in accordance with Youth Protection guidelines. *Youth Protection: Boy Scout and Cub Scout Leader Training Module* is an abbreviated version of the 90-minute Youth Protection training course, and is specifically tailored for leaders working with Cub Scout-age and Boy Scout-age youth.

Combating Child Abuse

The Boy Scouts of America considers child abuse unacceptable and has developed a five-point strategy to combat it:

- Educate Scouting volunteers, parents, guardians, and Scouts to aid in the detection and prevention of child abuse.
- Strengthen leader selection procedures to prevent offenders from entering the BSA leadership ranks.
- Strengthen policies that create barriers to child abuse within the BSA program.
- Encourage Scouts to report improper behavior in order to identify offenders quickly.
- Swiftly remove and report alleged offenders.

If at any time you suspect an instance of child abuse within the Scouting movement, you must contact your local council Scout executive immediately. Each Scout executive has established contacts with local child protective and law enforcement agencies, and is aware of procedures to be followed to ensure that children will be protected from any further abuse.

As volunteers in Scouting, adult leaders are cautioned not to be investigators of allegations of child abuse. Reports of suspected abuse can best be handled by trained professionals working in cooperation with the local council Scout executive. All states provide immunity from liability to those who report suspected child abuse as long as reports are made in good faith.

Sexual Abuse

Child molesters—individuals who sexually abuse children—do not fit into any convenient profile. They come from all walks of life; they can be respected community professionals or even members of their victims' own families. Children also sometimes molest other children, an activity that is often considered insignificant.

With their parents, guardians, or other trusted adults, all boys joining a Scout troop must complete the exercises in the parent's guide *How to Protect Your Children from Child Abuse*, found in the front of the *Boy Scout Handbook*. This educational program for BSA members and their families includes the "three Rs" of Youth Protection.

The "Three Rs" of Youth Protection

- **Recognize.** A young person must *recognize* situations that could place him at risk of being molested, know how molesters operate, and understand that anyone can be a molester.
- **Resist.** A child needs to know that his *resistance* to the possibility of sexual abuse can be sufficient to discourage most child molesters.
- **Report.** By *reporting* attempted or actual molestations, a child can protect himself and other children from further abuse. He must know that he will not be blamed for what took place.

Four Conditions Must Be Present

For child sexual abuse to occur, four conditions must be present:

- There must be an offender with the motivation to abuse sexually.
- The molester must overcome internal inhibitions against abusing.
- The molester must overcome external barriers to abusing.
- The molester must overcome resistance by the child.

The Boy Scouts of America takes strong steps to ensure that these conditions are not present within Scouting. Foremost among them is the integrity of its adult leaders. Being a registered Scout leader is a privilege, not a right. The quality of the program and the safety of youth members require that leader selection be taken very seriously. Councils work closely with chartered organizations to guide them in recruiting the best possible leaders for their units.

While there is no way to detect every potential child abuser in advance of attempted or actual abuse, the Boy Scouts of America clearly conveys the message that Scouting is a hostile environment for individuals who want to abuse children.

BSA Policies

In addition to carefully choosing adults to be leaders, the BSA structures further protection for children into its programs. The following policies have been adopted by the Boy Scouts of America to provide additional security for youth and to protect adult leaders from situations in which they might be vulnerable to allegations of abuse.

- **Two-deep leadership.** Two registered adult leaders or one registered adult leader and a parent or guardian of a participant, one of whom must be at least 21 years of

age, are required on all trips and outings. The chartered organization is responsible for ensuring that sufficient leadership is provided for all activities. This requirement also applies to the activities of provisional troops and of the Order of the Arrow.

- **No one-on-one contact.** One-on-one contact between an adult and a youth member is not permitted. In situations that require personal interaction, such as a Scoutmaster conference, the meeting must be conducted in view of at least one other adult.
- **Respect of privacy.** Adult leaders must respect the privacy of youth members in situations such as changing into swimsuits or taking showers at camp. In similar situations, adults should also protect their own privacy.
- **Separate accommodations.** When camping, no youth is permitted to sleep in the tent of an adult other than his own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for females. Where separate facilities are not available, separate shower times for males and females should be scheduled and posted.
- **No secret organizations.** There are no “secret” organizations recognized within the Boy Scouts of America. All aspects of Scouting are open at any time for observation by parents or guardians and unit leaders.
- **No hazing.** Physical hazing and initiations are prohibited by the Boy Scouts of America and may not be included as part of any Scouting activity.
- **Appropriate attire.** Proper clothing is required for all Scouting activities. Skinny-dipping is not condoned by the BSA.
- **Junior leader training and supervision.** Adult leaders must monitor and guide the leadership techniques used by junior leaders and ensure that BSA policies are followed.

RESOURCES

Boy Scout Handbook, No. 33105

Camp Health and Safety, No. 19-308A

Conservation Idea Sheet: Conservation Planning for Boy Scout Camp Properties, No. 21-300

How to Protect Your Children From Child Abuse: A Parent's Guide, No. 46-015

National Standards for Cub Scout/Boy Scout Resident Camp, No. 19-108C

Precamp/Postcamp Inspection Checklist, No. 19-134

Preliminary Report of Fatal or Serious Injury or Illness, No. 19-148

Project COPE, No. 34371B

Resident Camping for Cub Scouting, No. 13-33814

Staff Training and Parent Orientation Guide, No. 13-167

Risk Management Notebook on ScoutNET, No. 10-510SN

A Time to Tell video, No. AV-09V004

Tours and Expeditions, No. 33737C

Youth Protection: Boy Scout and Cub Scout Leader Training Module video, No. AV-09V010

Youth Protection Guidelines: Training for Volunteer Leaders and Parents video, No. AV-09V001A

Section II

Camp Business Management and Commissary Operation

CONTENTS

Introduction, 2-2
Budgets, 2-3
Property Management Records, 2-11
Handling Cash in Camp, 2-22
Trading Post Operation, 2-27
Purchasing and Receiving, 2-32
Methods of Camp Feeding, 2-37
Menu Building and Diet, 2-42
Food Ordering and Control, 2-44
Patrol Cooking Administration, 2-57
Hike and Trail Foods, 2-68
Dining Hall Practices, 2-70
Resources, 2-73

INTRODUCTION

The procedures and practices recommended in this manual apply to all types of camping programs offered by a council—Cub Scout day camp or resident camp, Boy Scout resident camp or high-adventure camp, and Venturing encampments, as well as non-Scout camping by a school, religious, or citizens' organization.

This section is to be used by camp directors, camp business managers, and others related to the financial aspects of camp operations. The purpose of this material is to establish basic procedures for the fiscal management of Scout camps.

All accounting functions of camp operations are centralized in the council service center. However, much of the support procedures and documentation must originate in camp. Good fiscal procedures at camp ensure accurate and timely reports generated to help manage the camp in a professional and businesslike manner. These procedures also assure auditors and the Scouting constituency that assets are properly protected and the community is receiving full value for its invested dollars.

The processes and procedures described in this manual are carefully detailed to be useful to councils of all sizes. Each council must analyze its own procedures and adapt its systems to meet the control objectives in a cost-effective manner. Internal accounting control objectives generally include control over authorization of transactions, recording of transactions, access to assets, and asset accountability. The controls should reflect the unique environment, characteristics, and risks inherent in the camp operation. Controls also provide important benefits. They improve the quality of information and reduce the possibility of error, mismanagement, or fraud.

BSA Position on Camp Financing

The operation of Scout camps by local councils is relative to all phases of the Scouting program. The Scout camp provides on a year-round basis, the extension of the services and program of the local councils into the out-of-doors. Its utilization includes long-term camping, weekend or short-term camping, family camping, Cub Scout day camp, over-nighters and extended camping, camporees, Venturing activities, troop leader development, adult Scout leader training, Wood Badge training, showando, and other specialized training experiences. It is essential, therefore, that the Scout reservations and camps of a local council be recognized as year-round activities, camping, and training centers, warranting the same basic financial support accorded all other elements of the program, i.e., proper service center and adequate supervisory leadership.

It is the responsibility of each local council to provide sound financial support in the operation of Scout reservations and camps by effectively managing the council annual operating budget. Many councils cover expenses related to maintenance of buildings, grounds and equipment, repairs, taxes, insurance, year-round utilities, administrative salaries, and maintenance staff salaries. Expenses usually included in camper fees are food costs including its preparation, transportation (if provided), medical services, seasonal staff salaries, seasonal utilities, expendable program equipment, supplies, and depreciation.

It is the recognized responsibility of each chartered unit to provide qualified leadership for its membership. Therefore, it is a common practice to include in the fees of campers attending camps as members of a provisional unit, the cost of unit leadership.

Systems and Procedures

The formulation of systems, procedures, and controls must start with council management. It is an evolutionary process and not static. Controls may change as conditions change, but they must be based on mutual agreement of the several people involved in, and responsible for, fiscal stewardship. Depending on size and structure of the council, those people could include the Scout executive, accountant or bookkeeper, director of support service, director of camping, or camp director.

Important characteristics of the organizational structure and procedures established are

- Clear lines of responsibility
- Clear definition of responsibility
- Authority commensurate with responsibilities
- Clear policies and procedures
- Segregation of duties

The last item, segregation of duties, is a key to a system of checks and balances. Tasks necessary to complete a transaction either are performed by different individuals, two or more working together, or are independently reviewed. Responsibilities are assigned to personnel in such a manner that no one individual, including any director, controls all aspects of processing a transaction.

Management must play a responsible role in the control process by attention to the day-to-day financial routine, and through inquiries and observation. A well-phrased question can be a more effective control technique than a well-structured set of formal procedures.

BUDGETS

Year-Round Camping Budget

All council camping expenses, exclusive of those expenditures related to resident summer camp, should be provided for in the year-round camping budget. If the same facilities are used for both year-round camping and summer camp, the council camping committee must determine the proportion of expenses to be charged to each budget.

Council Budgeted Support

For year-round camping the council must budget support to cover the following expenses:

- Insurance premiums on policies such as comprehensive general liability, property, extended coverage, extra expense, motor vehicle, marine, and bus endorsement*
- Maintenance staff salaries, including housing, Social Security, workers' compensation, and retirement for the camp ranger, caretaker, or other maintenance staff
- Expected annual maintenance costs for all facilities based on maintenance schedule and checklist
- Promotion expenses for publication and distribution of such material as the annual directory of camping opportunities and the leaders' camping manual
- Taxes or contributions to local government

Though council camp lands are often tax-exempt, they frequently receive public assistance in the form of fire protection, public security, etc. Therefore, the council should seek the opportunity of making payments for these services in lieu of taxes. The council should make every effort to identify itself as part of the local community.

Resident Camp Budget

The primary function of the Scout summer camp is to train and motivate Scouting units so that they do a better job year-round. Long-term summer camps provide units with an essential program service of the council. The summer camp experience is a principal part of the total Scouting program. It should not be considered a profit center.

The fundamental policy on camp financing calls for budgeted council support for the summer camp program. Limit expenditures from camper fees to costs related to food, transportation, seasonal staff salaries, medical service, and expendable program items.

When Scouting's needs are presented to the community chest or United Way, the council must carefully explain the camping policy. The professional staff, camping committee, finance committee, and executive board should stand firm on the policy of providing sound financial support for the operation of the camp. It is the council's responsibility to provide this financial support either from allocations of the community chest or united fund, or through supplementary fund-raising efforts.

The council camping committee, therefore, develops a summer camp budget that takes into account the two sources of income for resident camp: council support provided by the council operating budget, and the total fees of summer campers.

Council Budgeted Support

The items covered by council budgeted support are the same as those listed under budget support of year-round camping. Included are administrative staff salaries (except professional salaries), maintenance costs, insurance, promotional materials, and taxes.

Support From Fees

Receipts and expenditures from camper fees vary according to participation. It is important that this phase of budgeting receive careful attention. The following expenses for resident camp should be met from camper fees:

- Program staff-related salary and benefits
- Wages and related benefits (such as Social Security) for cooks, commissary help, dishwashing help, and sanitation personnel
- Food expenses, including costs related to ordering (postage, phone), transporting, and handling; replacement of dishes and paperware
- Fuel, light, and trucking costs related to food service and waste disposal
- Program supplies, program equipment (replaced on a planned obsolescence schedule), and expendable program items
- Medical services, including costs of medical and first-aid supplies; salaries, housing, and food costs for nurse, doctor, and first-aid staff; costs of health and accident insurance paid for by campers*
- For provisional campers, salaries of unit leadership

*In considering insurance coverage, the recommendations of a specially constituted insurance advisory committee are helpful.

Budget Building for Summer Camp

Building a budget for summer camp is a precise process that must be objectively scrutinized. Factors include fixed costs (overhead), variable costs, projected numbers of campers, and unanticipated expenses. Income must be forecast conservatively while expenses must be projected to anticipate more costs than expected.

A comprehensive working camp budget is necessary to

- Provide adequate food, equipment, supplies, services, facilities, and staff to meet the needs and desires of campers and leaders.
- Determine camp fees from projected expenses.
- Account for the expenditure of money.
- Wisely use the money allocated for camp expenditures.
- Support Scouting's needs for fund-raising projects.
- Identify where money is being spent for camp.
- Keep camp inventories to a minimum.
- Determine the portion of camp expenses to be allocated from the council budget.

Although many factors affect the successful financial operation of a camp, none is more important than knowing how many campers will attend and how many weeks to operate. A successful camp should operate at or near optimum capacity. Thus, aggressive camp promotion can enhance attendance, but once attendance is known, management must tailor the number of weeks to provide maximum usage.

For example, take the optimum operating capacity and subtract the actual enrollment from that. Take the difference and multiply by the camp fee. This gives the gross number of additional dollars the camp would have if operating at capacity. It would cost approximately 50 percent of that amount to cover the expenses of those additional campers. The remaining 50 percent represents additional money to be applied to overhead and current operating expenses. Continued promotion may fill those spots. If not, reducing the weeks of operation must be considered.

In this situation, some councils have shortened the camp season while others have inserted a vacation week. To ensure that they can attract a competent staff with viable summer employment during a shortened season, some councils share a staff with a neighboring council. Once these decisions are made, budgeting can begin.

Before the first meeting of the budget committee, two worksheets must be prepared. The first is a budget worksheet. The second is a camp staff and salary guide. These worksheets will have "budgeted" and "actual" figures from the previous year.

When the committee meets, its first consideration is the expense items based on attendance and weeks. The staff organization is determined, including number of positions to be filled and the maximum salary for each position. Use the camp staff and salary guide worksheet. When the worksheet is finished, total salary cost must be determined including the projected costs of Social Security, unemployment, and workers' compensation taxes.

The next item to be considered is commissary expense. The rising cost of labor and raw food must be reflected in the final figure. The anticipated number of campers must be determined.

Use a five-year record of attendance to determine the anticipated number of campers. The attendance record is based on membership as of June 30 of each year, the number of campers attending, and the percentage of Scout membership that attended camp.

Note: Do both a Cub Scout and a Boy Scout projection chart.

	1997	1998	1999	2000	2001	2002
Membership 6/30	1,165	1,204	1,201	1,256	1,306	1,280
Campers	473	501	532	543	562	550
Percentage	40.6	41.6	44.3	43.2	43.0	43.0

Based on projected membership goals of June 30 of the next year, estimate conservatively the number of campers for the next season. Once the number of campers and staff is determined, the commissary figure can be determined.

To figure camp commissary costs, first figure the overhead costs, which include salaries, payroll taxes, insurance, supplies, and laundry. Second, determine raw food costs. Recent history shows that raw food costs are increasing at a substantial rate each year. Accurate sources are directors of food service in institutions, restaurant managers, and the U.S. Department of Agriculture. Be sure to price out all menus. There is no more critical area of costs than the camp commissary.

Next determine the rest of the expense items. Keep in mind rising costs of materials and labor. Any new equipment will add fuel costs (gasoline, propane, diesel, and electric) and increased maintenance or repair.

Next consider income items, other than camper fees, such as visitor meals, program fees, equipment rental, net trading post sales, transportation fees, etc. After all income other than camp fees is determined, deduct the sum from the total expenses. Divide that figure by the anticipated youth attendance. The individual camper fee is now determined. This budget must then be reviewed and approved by the council finance committee and executive board.

BOY SCOUTS OF AMERICA

ALL TRAILS COUNCIL

Budget Worksheet
Trail Valley Scout Camp
(Five-Week Season)

	20XX Budget	20XX Actual	20YY Proposed
INCOME BASED ON:			
Boy weeks	520 @ \$60	\$ 562	550 @ \$65
Family campers	200 @ \$3	186	108 @ \$3
6701 Camping fees	31,800	34,278	36,290
6702 Rental revenue	100	132	125
6703 Visitor meals	200	232	225
6704 Program fees	650	672	650
6705 Commissary sales	150	185	200
6707 Transportation fees	4,000	3,846	4,000
6709 Milk reimbursement	500	532	525
6710 Surplus government food	500	495	500
6711 Trading post sales	7,000	7,895	7,800
6712 Less cost of sales	(5,850)	(6,553)	(6,500)
Net	1,150	1,342	1,300
Other income	0	137	0
6731 Total income	\$39,050	\$41,851	43,815
EXPENSES			
7009 Salaries	\$10,790	\$10,840	\$11,625
7201 Social Security taxes	722	741	786
7202 Unemployment taxes	250	245	275
7203 Workers' compensation insurance	200	224	250
8103 Program supplies	800	1,047	1,000
8104 Food and commissary supplies	18,800	21,487	23,000
8105 Sanitation and janitorial supplies	400	394	400
8106 Office supplies	100	105	125
8108 Medical supplies	100	147	150
8131 Other supplies expense	200	251	250
8201 Telephone expense	250	246	250
8301 Postage expense	25	47	50
8302 Freight expense	100	124	125
8302 Utilities	100	142	150
8415 Equipment maintenance	300	470	450
8502 Gas and oil, vehicles	1,000	1,130	1,200
8702 Repairs, vehicles	250	235	250
8703 Conference expense—National	250	273	275
8831 Camping School	520	562	550
9422 Insurance—campers	\$36,357	\$40,040	\$42,636
Surplus (deficit)*	\$2,693	\$1,811	\$1,179

*Any projected deficit must be covered by the council budget. Advance approval is required by the camping committee and the executive board.

BOY SCOUTS OF AMERICA

ALL TRAILS COUNCIL

Camp Staff and Salary Guide
Summer 20YY
(Six-Week Employment—Five-Week Session)

POSITION	No. 20XX	MAXIMUM SALARY 20XX	No. 20YY	MAXIMUM SALARY 'YY
Camp Director	1	\$2,000	1	\$2,100
Camp Ranger	1	0	1	0
Program Director	1	0	1	0
	3	\$2,000	3	\$2,100
POSITION (21+)				
Aquatics Director	1	\$1,800	1	\$1,900
Chef	2 @ \$1,000	2,000	2 @ \$1,050	2,100
Climbing Director	1	1,400	1	1,500
Nurse	1	1,100	1	1,150
Project COPE Director	1	1,100	1	1,150
Shooting Sports Director	1	1,500	1	1,600
Trek Leader Director	1	1,500	1	1,600
	8	\$10,400	8	\$11,000
POSITION (18+)				
Aquatics Assistant	1	\$850	1	\$900
Commissioners	1	700	1	750
Ecology/Conservation Director	1	500	1	525
Outdoor Skills Director	2 @ \$500	1,000	2 @ \$500	1,100
Shooting Sports Assistant	1	900	1	1,000
Trading Post Manager	2 @ \$700	1,400	2 @ \$750	1,500
Commissary Assistant	10	\$6,050	10	\$6,525
POSITION (16+)				
Kitchen Assistant	1	\$300	1	\$320
Ranger Assistant	1	300	1	320
Program Aides	2 @ \$225	450	2 @ \$235	470
Aquatics Aides	3 @ \$225	675	3 @ \$235	705
Ecology/Conservation Aide	1	450	1	475
	8	\$2,175	8	\$2,290
POSITION (CIT)				
Program	2	\$0	2	\$0
Aquatics	2	0	2	0
Ecology/Conservation	1	0	1	0
Shooting Sports	1	0	1	0
Trading Post	1	0	2	0
Clerk	2	0	1	0
Commissary	1	0	1	0
	10	0	10	0
	39	\$20,625	39	\$21,915

Controlling Camp Expenditures

Once the budget is developed and approved, controlling expenditures is important. This control begins on the first day of each year. The formal accounting of expenses must necessarily be done by the council bookkeeper.

Develop a budget control sheet to record all invoices. Many councils now use the sheet shown on page 2-6. Most people who use it call it the “keep me out of trouble” sheet. It is designed to tell you exactly where you stand each week. As purchases are made, the amount and details of the purchase are recorded in the proper places.

How to Use the Camp Invoice Transmittal and Budget Control Sheet

Rules for use:

1. All purchases must be made through purchase orders or contracts.
2. Accept no deliveries of goods unless accompanied by an invoice or a packing slip that shows total amount purchased, the cost of each item, and the total cost of items delivered. This is necessary as deliveries from the same company may need to be charged to different accounts.
3. Start using the Invoice Transmittal and Budget Control sheet with the first purchase and deliveries made for the camping season.
4. The *person responsible for the camp budget* must use this form. This is not the official record for the camp. It is an invoice transmittal and budget control for the person responsible for the camp budget. It will aid the bookkeeper in keeping accurate records and in following up on purchase orders and invoices.
5. When camp opens, add up all purchases made previously for the camp and place this figure on line F at the bottom of the page.
6. Continue to keep accurate accounting by invoice and other weekly cost items such as salaries and utilities. At week-end, add down and across for total weekly expense, line A.
7. Place under weekly totals any offsetting receipts such as trading post income or meals for visitors—line B. This will give the net weekly expense by subtracting line B from line A and placing on line C.
8. Multiply paid campers in camp times individual fees and place on line D. *Do not* plan on any more fees than people in camp. Place the difference between line D and

line C on line E. This represents the cash position for this week.

9. Bring forward from line G the previous week’s “to-date position,” if this week is not the first week of camp, and place figure on line F. If this is the first week of camp, you will already have the preopening expenses on line F as explained in rule 5. Place the difference between line E and line F on line G to obtain your “to-date position” compared to income.
10. Take weekly inventories. The trading post inventory (at cost)* should be entered on line H. The commissary inventory (at cost) should be entered on line J. Line K indicates position of camp.
11. This completed sheet, all invoices, and bank deposit slips must be in the council service center every Monday morning during camp operation. Bank deposit slips must equal offsetting receipts plus any camper fees collected in camp.

*Note that this differs from trading post sales inventory referred to in the Trading Post Operation section. That inventory is carried to retail to compare with cash receipts.

Saving Money in Camp

Administration

1. Assure a full camp with adequate promotion.
2. Closely account for miscellaneous income.

Maintenance

1. The checking of meter installations by an electrical contractor or the power company might eliminate unnecessary meters.
2. Save copper, brass, bullet jackets, and lead at the rifle ranges for resale.
3. Install automatic shutoffs: faucets, lights, heat, etc.
4. Keep camp personnel from trying to repair equipment with which they are unfamiliar.
5. Make regular periodic inventories.
6. Observe good conservation practices—avoid “temporary” repairs.
7. Do preventive maintenance—use oil, grease regularly.
8. Secure the warehouse—keep it locked.
9. Require payment for damage or vandalism—set prices.
10. Eliminate the collection of junk in camp—sell it.

11. Implement a long-range plan.
12. Centralize maintenance and storage system.
13. Maintain emergency generator.
14. Maintain automatic chlorination.
15. Make a vehicle check—tight check, in writing.
16. Use standard sizes—windows, plumbing, etc.
17. Use volunteer help where possible.
18. Store vehicles, equipment, and materials under cover.
19. Have wire guards on windows and electric lights.

Commissary, Feeding, and Dining Hall

1. Establish a well-advertised, posted, fair price list for all meals served to visitors. Establish a convenient method for all visitors to pay.
2. Maintain an accurate food-cost accounting system to eliminate the possibility of overspending the food budget.
3. Use pan-ready, portion-controlled meats.
4. Use the telephone to locate material at the best prices. Carefully schedule buying trips to town.
5. Secure competitive bids on all purchases involving large expenditures.
6. Check garbage to eliminate menu items campers do not eat.
7. Keep food under lock and key.
8. Use advisers who know good commissary practices.
9. Serve liquid with meals.
10. Have an arrangement for returned foods.
11. Make effective use of leftovers.
12. Control the menu based on actual needs.
13. Check, by actual count, the amounts of all deliveries.

Trading Post

1. Take advantage of discounts by paying all bills promptly.
2. Establish all sales at the trading post as cash at retail prices.
3. Have regular inventories.
4. Use vending machines where possible. (Save aluminum cans for recycling.)
5. Have only one person responsible for trading post receipts and accounting.
6. Keep the trading post locked when not in use.

Program

1. Have a written checkout system for all equipment issued.
2. Conduct regular inventories.
3. Keep materials repaired by preventive maintenance.
4. Have rental equipment.
5. Charge for damages from misuse or vandalism.
6. Train all in the proper use of the equipment.
7. Have a sale of equipment at the end of the season.
8. Have an understanding of what is expendable and what is not.

Staff

1. Use carefully selected, qualified retirees on the camp staff, if possible.
2. The staff should know its responsibility and attend to it.
3. Staff members with specific tasks should make periodic reports.
4. Have a pay phone installed for all staff use.

Weekly Budget Control Work Sheet

Week No. _____ Date _____

Income	Budget	Actual to Date	Projected	Total
Camping fees (including family camp)	\$36,290			
Rental revenue	125			
Visitor meals	225			
Program fees	650			
Commissary sales	200			
Transportation fees	4,000			
Mileage reimbursement	525			
Government surplus food	500			
Trading post (net)	1,300			
Other income	<u>0</u>			
Total Income	\$43,815			

Expenses	Budget	Actual to Date	Projected	Total
Salaries	\$11,625			
Social Security	786			
Unemployment taxes	275			
Workers' compensation insurance	250			
Program	1,000			
Commissary	23,000			
Sanitation supplies	400			
Office supplies	125			
Medical supplies	150			
Other	250			
Telephone	250			
Postage	50			
Freight	125			
Utilities	1,500			
Equipment maintenance	450			
Gas and oil	1,200			
Repairs	250			
Conference	275			
Insurance	<u>550</u>			
Total Expense	\$42,511			

Summary	
Total Income	\$43,815
Total Expense	<u>\$42,511</u>
Surplus (deficit)	<u>\$ 1,304</u>

Budget Control Sheet

Food Control Sheet

BREAKFAST

Item	Amount Used	Unit Cost	Total

Total number of paid campers	_____	Total meals	_____	Total Cost	_____
Total number of adult leaders	_____	Total cost per youth	_____		
Total number of camp staff	_____				

LUNCH

Item	Amount Used	Unit Cost	Total

Total number of paid campers	_____	Total meals	_____	Total Cost	_____
Total number of adult leaders	_____	Total cost per youth	_____		
Total number of camp staff	_____				

DINNER

Item	Amount Used	Unit Cost	Total

Total number of paid campers	_____	Total meals	_____	Total Cost	_____
Total number of adult leaders	_____	Total cost per youth	_____		
Total number of camp staff	_____				

SUMMARY

Total number of paid campers	_____	Total meals	_____
Total number of adult leaders	_____	Total cost per youth	_____
Total number of camp staff	_____		



PROPERTY MANAGEMENT RECORDS

Local councils have built up a considerable investment in camp property and equipment. Scout camps offer striking evidence of the community's support of our program. It is important, then, that we give council property the best possible care.

In this chapter we consider the basic records necessary to good property management: property, facilities, equipment, maintenance, and safety and sanitation records.

Property Records

Leases, easements on council-owned property, insurance policies, and deeds to property are legal documents that should be filed in a safe place. Attached to each deed should be a surveyor's map on which complete boundary descriptions are recorded. Working copies of the surveyor's map also should be available for use at the property.

Aerial photographs and base maps of the property are essential property records. The base map (scale 1 inch per 100 feet, showing 5-foot contours) indicates all existing natural and built features such as:

- Roads
- Trails
- Power lines
- Wells
- Streams
- Structures
- Contour lines
- Property boundaries
- Parking area
- Springs

A site development plan for the camp, showing all future development approved by executive board action, will guide the council's leadership in carrying out long-range development of facilities. The Engineering Service of the national office keeps a complete file of site development plans it prepares for local councils. Copies may be secured upon request.

There should also be a recorded conservation plan for each camp property. This plan is closely related to the site development plan.

In addition, there should be a maintenance plan for the camp property. Plans should be in writing and follow the steps in Engineering Service design standard, "Guide for Preparation of Camp Maintenance Plan," D172.

Facilities Records

Complete records should be maintained for all structures and physical improvements made on the property. The following information should be kept in separate folders for each facility.

- Date of completion
- Cost, name, address, and telephone number of the contractor
- Plans and specifications and list of materials, showing construction changes from original design
- Equipment record on all permanently installed equipment
- Record of any later modifications, including dates and costs
- Detailed information on location of underground connections, water, sanitation, and lighting

Some councils include photographs of each facility with the records.

Mechanical Equipment Records

Individual records should be maintained on costly mechanical equipment such as vehicles, power equipment, pumps, generators, dishwashers, ranges, and water heaters. The record forms can be developed locally and kept in a ring binder for easy reference. They will serve as a guide for maintenance, service, and replacement.

A reference file of all operating and service manuals for mechanical equipment should also be maintained.

Program Equipment Records

Unlike property (and property improvements), which is relatively stationary, equipment in the course of one camp season may be issued to many different individuals and used in several areas. Accurate, up-to-date records are indispensable to effective control of equipment.

When camp opens, closing equipment inventories from the previous year must be available. After checking the closing inventories, the staff prepares opening inventories. With the inventories as basic records, equipment may be issued to staff members.

Mechanical Equipment Record

Camp _____	Boy Scouts of America
_____ Council	Date _____
Type of equipment _____	Location _____
Specific function _____	
Manufacturer _____	Model No. _____ Serial No. _____
Design data _____	Capacity _____ Horsepower _____ AC or DC _____
	Volts _____ Amperage _____ Other _____
<u>Purchased from:</u>	<u>For repair parts and service contact:</u>
_____	_____
_____	_____
Date purchased _____	Phone _____
Installed by _____	Original cost _____ Replacement cost _____
Year scheduled for replacement _____	Guarantee good until _____
Location of operation manual _____	

Manufacturer's recommendations for operation and service:	
Frequency and maintenance _____	

Off-season service _____	
Preparation for winter use or storage _____	
Procedure for activating _____	

Camp _____
 _____ Council
 Storage location _____ Date _____

Item	Total count	Condition (No. in each category)			Remarks
		OK	Needs repair	Inadequate	

Inventory and Maintenance Checklist for Equipment

Camp _____ Council
 Equipment assigned to _____
 Date of issue _____ Received by _____

Item	Total count	Inventory during season (post dates)		Returned end of season	
				No.	Condition

Equipment Issue and Inventory Report

Closing Inventories

When the operating period of the summer camp begins, the staff must check closing inventories that catalog all the equipment in camp. The Inventory and Maintenance Checklist for Equipment and Equipment Issue and Inventory Report forms were developed for this purpose.

Closing inventories are prepared by the staff at the end of each camp season and should be filed in a safe place. Loss by fire or theft can be verified through inventories when insurance claims are filed.

When summer camp is not in operation, all equipment usually is under the jurisdiction of the camp ranger. It may then be issued and used to meet the program needs of year-round camping.

Opening Inventories

When summer camp reopens, program equipment and some maintenance items such as small tools, shovels, and cross-cut saws are turned over to the camp staff. All items must be signed for. The ranger continues to have responsibility for the maintenance equipment that the ranger retains.

All equipment is checked against closing inventories. Items needing repair or replacement should be withdrawn from use and repaired or discarded. Newly purchased items are added to the lists and opening inventories are established. A replacement schedule for all equipment should be prepared.

For items such as dishes and silverware, it may be advantageous to keep perpetual inventories in order to prevent sudden shortages of critical items.

A sample inventory list for a patrol cooking site is shown on page 2-15.

WEEKLY INVENTORY _____
(Year)

CAMP _____ DEPARTMENT _____

OPENING DATE _____ CLOSING DATE _____

ITEM	OPENING INVENTORY	WEEK OF		WEEK OF		WEEK OF		WEEK OF	
		In/Out	Close	In/Out	Close	In/Out	Close	In/Out	Close
Plates—dinner, 10-inch	260	48/6	302	/4	298	/		/	
Cups	307	/5	302	24/1	325	/		/	

Weekly Inventory

Weekly Inventories

During the period when equipment is in use, it is necessary to maintain regular weekly inventories of many items. This may be done on a perpetual inventory card or list on which items are described and a running total maintained. This information is kept by each department separately, with weekly reports given to the business manager.

Several methods are effective in keeping a perpetual inventory. The simple 3-by-5-inch card file is one effective method. Or, a weekly inventory sheet may be developed on 8-by-11-inch paper as shown above.

The opening inventory is determined by actually counting the items. Compare that count against the closing inventory count of items marked "OK," plus repaired items, plus new items received, less discarded items.

The weekly inventory record then shows all new items received for which invoices have been checked and processed. Discarded, broken, and lost items are noted as reported. These are subtracted from any new items received to give the net gain. This is added to the last inventory total. If there are no new items "in," then any discarded, broken, or lost items are subtracted from the last inventory total. The book record should be verified each week by an actual count of the items.

Inventories should be taken at the same time each week. During inventory period, all items should be in their proper storage place.

The regular inventory is an important phase of good business management and should be treated as being as important as cash accounting. Every item on the inventory represents a cash investment.

Program Equipment

Equipment represents a large part of the council's investment in camping. Depreciation is rapid because of use and misuse; proper maintenance will ensure maximum life.

Program equipment may include

- Nature paraphernalia
- Axes and bow saws
- Rifles and range equipment
- Aquatics equipment
- Archery equipment
- Game equipment
- Fishing tackle
- Campfire and ceremonial gear
- Craft tools and equipment
- Hike and trail equipment
- Mapping gear

List items under each heading in an inventory that identifies all articles. During the period of program activity these items will be turned over to various staff members. Each staff member should be made responsible by signing for the equipment and is given an inventory listing quantity and condition of the equipment.

Check-In				
Number Items		Items OK	Lost or Damaged	Value
_____	3-4 two-man tents—regular wide wall	_____	_____	\$ _____
_____	6-8 upright poles	_____	_____	\$ _____
_____	3-4 ridgepoles	_____	_____	\$ _____
_____	3-4 tent platforms	_____	_____	\$ _____
_____	8 cots (optional)	_____	_____	\$ _____
_____	1 dining fly (12' × 16')	_____	_____	\$ _____
_____	1 cooking fly (12' × 12')	_____	_____	\$ _____
_____	1 cooking point	_____	_____	\$ _____
_____	1 patrol food chest	_____	_____	\$ _____
_____	1 patrol table (3' × 8')	_____	_____	\$ _____
_____	1 tail chef cook kit	_____	_____	\$ _____
_____	1 chef's tool kit	_____	_____	\$ _____
_____	2 hot-pot tongs	_____	_____	\$ _____
_____	1 2½-gallon water container	_____	_____	\$ _____
_____	2 decanter pitchers	_____	_____	\$ _____
_____	2 wash buckets	_____	_____	\$ _____
_____	1 griddle	_____	_____	\$ _____
_____	1 bow saw	_____	_____	\$ _____
_____	1 Scout ax	_____	_____	\$ _____
_____	1 camp shovel	_____	_____	\$ _____

Other items the patrol needs should be furnished by the troop.
Patrol Cooking Equipment Checklist

Troop Camping Gear

Issued camping gear will be for troop use on the troop site.
 This may include

- Tents and flies
- Necessary camp tools
- Stoves
- Tables and benches
- Cots and cot pads
- Patrol cooking utensils
- Eating gear
- Troop fire-fighting equipment

Troop leaders should account for this equipment before final checkout at the end of the troop's camping period.

In some instances it may be necessary to maintain a supply of extra blankets to protect campers who are inadequately equipped.

ARTICLE	Plates	Date	Inventory No.			
DESCRIPTION	Dinner		Opening 260			
SIZE, ETC.	10"		Closing _____			
Winter Storage						
	6/20	Date	Date	Date	Date	Date
Received	48					
Discard	6	4				
Balance	302	298				

Card-Type Inventory

Kitchen and Dining Hall Equipment

This gear is usually stored and used in the same facilities. The equipment in a modern camp kitchen and dining hall represents a large investment of money. Breakage often takes a heavy toll on dishes. Responsibility for supervision and care of these items must be given to a responsible staff member.

Complete perpetual inventories of all this equipment are important. Keeping perpetual inventories will uncover carelessness and will help keep items in adequate supply.

SUPPLY AND EQUIPMENT TRANSFER—CAMP

Date _____

FROM: Settlers
Pioneer
Outpost
Service Center

TO: Settlers
Pioneer
Outpost
Service Center

Charge: Program
Trading Post
Commissary
Other _____

Item	Amount	Cost/unit	Total

Shipped by _____

Received by _____

Grand Total _____

Maintenance Equipment

Maintenance equipment should be under the control of one person, preferably a ranger. A good ranger will take pride in keeping tools and equipment in good condition; the ranger will be responsible for their use and proper control. In this category will be found the following:

- Tools for carpentry, plumbing, electrical, masonry, tinsmith, and blacksmith work
- Auto and truck repair kits
- Central camp fire-fighting equipment
- Supplies of lumber, roofing, and boat and canoe repair materials
- Tent repair material and equipment
- Wire, pipe-fitting supplies, paint, and brushes
- Picks, shovels, bars, and ground-moving tools

Storage of Equipment

For most camps there are two storage periods. During the period of camp operation, equipment must be easily available for use. It is under the supervision of a responsible staff member. Proper storage facilities for this season are

important. Provide closet, chest, and other facilities that will provide for orderly storage, an accessible location, and a systematic method for handling and maintaining all items.

The camp ranger assumes the responsibility for the care of equipment during off-season periods. The ranger should play an important role in the final closing inventory and in seeing that equipment is properly stored. The ranger should have copies of closing inventories.

Issuance of Equipment

Staff members are responsible for keeping the equipment issued to them in good condition. They also must maintain inventories.

When several items are issued to a staff member or program area for the entire season, a locally developed equipment issue and inventory record should be used to record the transaction.

Many program items are issued to staff, campers, and units for short-term use. In such cases an inexpensive sales book with a carbon copy offers the simplest method of control. The person issuing the equipment should list the items taken, date of issue, person receiving the equipment, and date it is to be returned. The recipient must sign for the equipment. The original sales slip goes to the recipient and the carbon is retained until the equipment is returned.

Maintenance Job Card

(Use 5-by-8-inch index file card.)

Camp: _____	
Facility/Location: _____	
Work to Be Done: _____	
Originated by: _____	Date: _____
Materials to Be Ordered or Furnished by: _____	
Materials _____	
_____ Estimate _____	
Cost Estimate: _____	Date to Start: _____
Date to Complete: _____	Person Responsible: _____
Estimated by: _____	Date: _____
Supplies, Tools, and Equipment: _____	
_____ Date Completed: _____	
Job No.: _____	Priority: _____
Classification: _____	
Authorized by: _____	Date: _____
Labor to Be Furnished by: _____	Date: _____
Worker-Hours: _____	By: _____

Suggested priority:

- A. Deadline date set below
- B. Before opening summer camp
- C. Future scheduling (long-range maintenance)

Suggested classification:

- OP Operational procedures and supplies
- MAIN Maintenance
- IMP Major or minor improvements to existing facilities
- NC New construction
- EQUIP Equipment program and maintenance
- PERM Permanent charting for future maintenance and replacement; i.e., paint in 2002; replace dishwasher in 2003.

Use reverse side of card to indicate:

1. Actual quantities used
2. Brand names and source of purchase or donation; include serial number, model, or part number
3. Suggestions for improving quality of work and/or methods used when this or similar work is repeated
4. Equivalent monetary value of work accomplished, as if it were done under contract

Note: When approved, place job card in visual rack at camp maintenance center. This card can become permanent record of action taken.

Equipment Charges

The recent practice of using a sliding scale in determining camp fees has initiated the practice of charging rentals for certain equipment. This allows a unit that can supply a large part of its own camping equipment to reduce the cost for youth to camp.

Such charges should be carefully scaled so replacement costs are covered over a normal period of use. Only items that naturally would be used by a fully equipped unit should be included.

Many councils do not include charges for central staff services, maintenance, repairs, or promotion in the council operating budget.

Equipment Maintenance

Secure good quality equipment. Issue it in good condition. Expect and insist that it be returned in good condition. When this has been done, half the maintenance battle is won.

One of the responsibilities of the staff member to whom equipment is issued is to see that it is maintained in good condition. Success in this will largely be determined by the ability to demonstrate and train campers in its proper use and care. Youth and leaders should learn to take pride in keeping good equipment in good shape.

In spite of the best practices, ax handles will break, paddles will split, equipment will be damaged. When this happens, take the damaged item out of circulation until repairs are made.

Maintenance Records

The council's investment in costly equipment and facilities must be protected by a careful maintenance program. The maintenance checklist, job card, summary schedule, routine operations check card, service schedule, and weekly report provide an effective system for keeping equipment and facilities at top operating efficiency.

Maintenance Checklist

A checklist for surveying all facilities and equipment in a typical camp is available from the Engineering Service at the national office. When used periodically by qualified maintenance workers from the council camp committee, the Maintenance Checklist, Engineering Service D163, will reveal areas in which maintenance work is needed.

Maintenance Job Card

Maintenance jobs are listed individually on job cards similar to the one illustrated. A job or project number is assigned, and work to be done is described with detailed information on materials needed and estimated costs.

Maintenance Summary Schedule

All the maintenance projects are listed on the maintenance summary schedule. This is a convenient form for analyzing estimated maintenance costs for the coming year. When completed, the cost figures are presented through proper channels to the executive board of the council for approval as part of the camping budget.

Maintenance Summary for Budget and Scheduling Purposes

Year Ending _____, 20____

Name of Project _____

Job Card _____

Funds _____ Req'd _____ Appv'd _____

Scheduled Date _____ Start _____ Comp _____

Assignment _____

Emp Hired Cont Vol Svc Proj Unit Proj OA Camp Staff

ROUTINE OPERATIONS CHECK CARD						JOB NO. _____
Camp _____	Date _____					FREQUENCY (CHECK ONE)
Facility and Location _____						_____ DAILY _____ SEASONAL
Time of Year _____	Originator _____					_____ WEEKLY _____ YEARLY
						_____ MONTHLY _____ OTHER
Scheduled Maintenance or Inspection Check: _____						
Materials, Supplies, Tools, and Equipment Needed: _____						
Person Responsible _____ Estimated Time of Job _____ hours						
Technician or Resource Contact _____						
DATE CHECKED	ACTUAL TIME	INITIALS	DATE CHECKED	ACTUAL TIME	INITIALS	DATE CHECKED

ROUTINE OPERATIONS CHECK CARD

Routine Operations

Routine operations involve those jobs that are repeated and can be anticipated and scheduled in advance. This work is frequently neglected because of the pressure for completing the more tangible phases of camp maintenance and new construction. Unless this routine work is done regularly, costs for repairs and replacements will increase.

A considerable share of the ranger’s time must be scheduled for the routine care of facilities, property, and equipment. This work can be anticipated and scheduled in advance on a daily, weekly, monthly, or seasonal basis. Unanticipated operations—usually resulting from storms or emergencies—also may take major time of personnel and must be recognized as a factor in scheduling.

A detailed record of each individual routine operation is necessary to permit consolidation of this data into a simple workable schedule. The routine operations check card or similar card system can be used to compile this data.

Weekly Maintenance Report

Each week the camp ranger or other responsible person should submit to the council a report that summarizes work completed during the week.

End-of-Season Check

Near the end of the summer operating season, a systematic check of maintenance needs should be made. Using a checklist permits the council to establish an effective and realistic budget and work schedule for necessary repairs and replacement. The inspection should be made by technical personnel who may represent the council professional staff, ranger or caretaker, property and maintenance subcommittee, camping committee, health and safety committee, and camp development committee.

A maintenance job card should be filled out for each maintenance project. This is used for budget preparation and work scheduling and also becomes a permanent record of work accomplished.

Off-Season Storage

When the closing inventory has been made, all equipment must be readied for off-season (winter) storage. This involves cleaning, repairing, counting, and recording the location of all items. The following hints may help those responsible to do a more effective job.

- A properly designed warehouse or storage facility with bins, chests, rodent-proof areas, shelves, hooks, and closets will make winter storage more effective. Consult Engineering Service D802 regarding a maintenance yard. “A place for everything and everything in its place” is a good slogan.
- Tents must be completely dry. They may be rolled and stored in vermin-proof rooms or chests. In very humid climates it may be desirable to keep them hanging if space permits.
- Rope should be coiled and hung.
- Mattresses must be clean and dry. Covers must be laundered. Mattresses must be stored in a vermin-proof room. Do not pile more than six to eight high.
- Stoves should be cleaned thoroughly, inside and out; disconnected; stovepipes wrapped, chimney top covered; greased; and, if in a damp climate, the stove plates covered with heavy paper.
- Cooking gear that is aluminum or copper need not be greased. Black iron gear should be lightly greased with vegetable oil and stored upside down.
- Dishes should be stacked carefully on shelves.
- Cutlery should be wrapped in wax paper and stored in vermin-proof drawers or containers.
- Tools should be cleaned and lightly oiled and then stored with care. For example, saws should be hung.
- Lanterns and lamps should be emptied and cleaned, with fuel discarded at a service station or other approved facility, before they are stored.
- Boats and canoes should be stored upside down with the weight resting at two points on each gunwale. Consult the manufacturer for proper storage instructions.
- Paddles and oars should be stored flat, or vertical with the blade end up.

- Lumber should be piled according to size and placed indoors if possible. If it must be stored outside, it should be covered and space allowed between boards for air to circulate.
- Some foods can be stored in camp if they will not spoil or freeze. Vermin-proof containers are essential.

When a ranger or caretaker is available, it is wise to leave a stove connected in the storage building and warm the building at least weekly. This will reduce rust damage.

Safety and Sanitation Records

A precamp safety and sanitation inspection of the camp and its facilities must be conducted by the council health and safety committee. The inspection should bring to light areas needing corrective action. The report of the inspection becomes an important camp record.

In camp there should be a posted record for the following:

- Fire extinguishers (inspection dates on tags)
- Tests for residual chlorine (when used)
- Test of water in swimming pool
- Results of water-sampling test
- Fireguard plan
- Temperature charts (hot and cold)

Write-Off Procedures

All equipment, buildings, and tools of a significant value are carried as assets on the council's books in the capital fund. From time to time, these items may wear out, or become obsolete and no longer needed in camp. When this occurs, a decision on disposition must be made by the proper authority (camping or finance committee).

It is the camp director's responsibility to advise the Scout executive, by written memo, of the circumstances so that the Scout executive may follow through. If available, purchase and maintenance records should be attached and any salvage value noted. This provides the Scout executive with the necessary information to

- Arrange authorization to dispose of the item.
- Notify the bookkeeper to adjust the records of the capital fund.
- Adjust insurance coverage (if appropriate).

Gifts In-Kind

Gifts received on behalf of Scouting place upon each staff member an obligation of stewardship. This is as important with gifts in-kind as with cash. Gifts of supplies or equipment place a special obligation on all, not only to thank the donor, but to be sure the gift is properly credited and recorded in the books. Subsequently, we are required to use the material to enhance the camp program, as determined by the donor.

It is important to know that all gifts in-kind are treated as both expenses and income. The council probably will show the income as a fund-raising activity.

Staff members receiving gifts in-kind should fill out the report below to be sent to the Scout executive. A copy should be retained at camp.

GIFTS IN-KIND			
Items	_____		

Estimated Value	_____		
Donated by: Name	_____		
Address	City	State	Zip
_____	_____	_____	_____
Phone	E-mail Address		
_____	_____		
Received by	_____		
Date Received	_____		



HANDLING CASH IN CAMP

Most funds related to camping are handled in the council service center. However, trading post operation, equipment rentals, program income, emergency purchases, and the payment of fees in camp necessitate the handling of money in camp.

Cash Receipts

Cash from camp fees, trading post income, and other revenue is received at the camp business office. Payments are sometimes made for last-minute arrival, stayovers, and visitors' meals.

At the camp business office, all money turned in should be receipted on a machine furnished by the council service center. A block of numbered receipts, of the same type used in the council service center, may be assigned with the receipt machine. An alternate, and preferred, method would be the issuance of prenumbered "camp receipts," specially designed for camp. These could list income such as trading post, camp fees, program revenue, and visitors' meals. The camp business manager, camp director, or both are instructed in any coding or special processing procedures required. The receipts become part of the regular council accounting system. Each must be accounted for in a weekly report on cash received.

The receipts are made in triplicate for all cash received. They are coded and the purpose of payment is stated on each so that the council service center can credit income properly. The original copy goes to the person making payment; the duplicate goes into the cash box, pending the weekly transmittal report to the council service center; and the triplicate is retained in camp.

There should be a depository account with a local bank. Weekly receipts sent to the council service center should balance with deposits made. Deposit slips should be sent with receipts.

Receipts with errors are marked "void." The original and carbon of voided receipts are included with the transmittal report to the council service center. The third copy is retained with other camp copies of receipts.

Note: No cash receipts should ever be used for purchases, thereby circumventing purchase orders.

Camp Fees

Reservation fees are received at the council service center and are paid on a unit basis. The camp business office must be kept up-to-date by the council service center on the status of reservations and fee payments for each unit.

When the unit arrives in camp, the leader verifies the roster and pays any balance due, including fees for extra campers. The business office issues a receipt to the unit leader

for fees paid. Unit number and purpose of payment must be indicated on the receipt.

When a unit pays camp fees at the council service center after the roster has been sent to camp, the council service center should ask the unit leader to show a copy of the receipt to the camp business manager when the unit checks in at camp. The council service center should verify receipt of camp fees by memorandum to the camp.

The original copy of the machine receipt for camp fee payments goes to the person making payment, the duplicate is retained in the council service center, and the triplicate copy goes into the unit's reservation file in the council service center where copies of receipts from previous payments are filed.

Refunds

The camp should make no cash refunds. Approved check requisitions for refunds are transmitted to the council service center for processing. This is done weekly by the business manager or camp director as part of the regular accounting process.

Trading Post Income

The trading post manager should be issued a petty cash/exchange fund for making change. This fund is for making change only and not used as a regular petty cash fund for disbursement. Each evening cash receipts for that day's sales are turned in to the camp business manager, leaving only the replenished cash fund in the trading post cash box.

Arrangements should be made for daily night deposits in a local bank. These deposits should be credited to a deposit-only account whereby only the council can make withdrawal. A machine receipt (in triplicate) is made out for the money turned in. The original copy is given to the trading post manager for the trading post record, the duplicate goes into the camp office cash box pending transmittal report to the council service center, and the third copy is retained at the camp business office.

Starting a Petty Cash Fund

The petty cash fund is money set aside to pay for small, incidental expenses. The amount of money kept on hand in the petty cash fund varies from camp to camp. Every camp determines how much money it needs to keep in its petty cash fund and establishes this figure as the fixed amount of the fund. This amount is usually between \$150 and \$300.

Once the fixed amount is determined, the fund is established by writing a check to "petty cash" or to the person who

_____ Council
PETTY CASH VOUCHER
Date <u>JUNE 11</u> 20 <u> </u> \$ <u>7⁰⁰</u>
Amount <u>Seven and ⁰⁰/₁₀₀</u> Dollars
ATTACH RECEIPT FOR PURCHASES
For <u>2 lbs., 6 d nails, hinges, hasp</u>
Charge to Account <u>Camp maintenance</u> 8413-01-22
Approved <u>J.R. Welsh</u> Received by <u>Herbert Johnson</u>

is the petty cashier. The petty cashier cashes the check and keeps the money at the office in a box in a locked drawer.

Controlling the Petty Cash Fund

Even though the amount of money kept in the fund is relatively small, it is still necessary to maintain records of payments. One of the most common methods of keeping records is to use petty cash vouchers. A petty cash voucher records the amount of the payment, the purpose of the payment, to whom the payment was made, the date, and other details. Receipts must be obtained and attached to the voucher as further verification of the expenditure. This is important for audit purposes.

Besides maintaining a records system of vouchers and receipts, some camps also use a petty cash book. As petty cash vouchers are prepared, their details are entered in the petty cash book. The difference between the totals for the petty cash payments and the fixed amount in the fund should always equal the amount of money in the petty cash box.

Replenishing the Petty Cash Fund

Naturally, as cash is paid out of the fund, the amount of cash on hand decreases. Therefore it is necessary to replenish the petty cash fund from time to time. Replenishing the petty cash fund should be based on receipts turned in to the council service center. Follow these steps when replenishing the fund.

1. Total the vouchers to see if the total agrees with the total spent according to the petty cash book. Count the money in the petty cash box to see if the total agrees with the balance in the petty cash book.
2. Request a replenishment check made to "petty cash" or to the petty cashier.
3. Rule and balance the petty cash book.

4. Cash the replenishment check and place the money in the petty cash drawer.

Rules of the Petty Cash Fund

- The petty cash fund is under the sole custody of the person assigned as petty cashier.
- The petty cash fund is kept in a separate petty cash box, which is locked when unattended.
- Petty cash vouchers are prepared in ink and show the date, item purchased, the amount in words and numbers, the account to be charged, the signature of the person receiving payment, the signature of the supervisor, and initials of the custodian.
- Each voucher is supported by a sales ticket or other satisfactory evidence of disbursement.
- At all times the total of the vouchers plus cash must equal the amount of the original fund in the petty cash box.
- The petty cash fund is always reimbursed at least monthly so that the total expenses for the month will be recorded in the general ledger.
- Loans to employees out of the petty cash fund are not permitted.
- Check cashing is not permitted.

Transmittal of Funds to the Council Service Center

Large amounts of cash should never be held in camp. A depository account should be set up at a local bank. Make frequent deposits (daily if possible). Mail deposit slips weekly to the council service center with supporting receipts.

The camp business manager must first balance total machine receipts with cash and checks on hand. Receipts are kept in numerical order and are totaled according to account number or type of transaction.

A cash transmittal record (see pages 2-25 and 2-26) is then prepared in duplicate. On the transmittal form, remittances are broken down according to the source of the income. Total receipts should equal the totals on the transmittal forms. The transmittal form and the invoice and budget control transmittal should be received every Monday morning in the council service center.

- Use registered mail with return receipt requested to transmit the report to the council service center, which should verify receipt by memorandum.
- The camp business manager retains, with the camp records, his or her copy of the transmittal record and the third copy of each machine receipt.

- Once the transmittal record is received in the council service center, all accounting is done there. The machine receipts become an integral part of the council's accounting system.

Depository funds are drawn to the regular council account following the council accounting office receiving the transmittal.

Cash Boxes

There should be three cash boxes in camp. Funds from these boxes are never mixed. The first cash box is for petty cash, as explained. The second box is the business manager's cash box for receiving fees and revenue in camp. The third is the change box for the trading post.

To check the balance in the cash boxes:

1. Total all machine receipts since the last transmittal to the council service center. There should be receipts for all trading post sales.
2. Set aside cash to cover receipt totals. Only the original petty cash for change should be left in the trading post cash box.
3. Total the petty cash slips in the camp business office cash box.
4. The total cash in both cash boxes plus the total of petty cash slips should equal the original petty cash fund.

Only one person should be held responsible for the cash box in the camp business office. All shortages and overages must be reported immediately to the camp director and Scout executive.

Corrections may be made with the Scout executive's approval when the weekly report is made to the council service center.

Other Revenue

Normally "other" revenue such as visitor meal tickets, equipment rentals, and rifle range income is handled at the business office. However, if monies are collected at places other than the business office because of remote location or other problems, special procedures must be arranged to transmit these revenues each evening to the business manager. In these cases, prenumbered temporary field receipts are issued on the spot, and the other copies transmitted with the money. The alternative is to issue a bill on the spot that is settled at the business office. In this case, copies of the bills are transmitted to the business manager each evening. In any case, all accounts should be settled daily.

PETTY CASH BOOK											PAGE 1									
DATE	EXPLANATION	VOL. NO.	RECEIPTS		PAID		DISTRIBUTION						OTHER ACCT'S	NO.	AMOUNT					
							PAOO-8103	COMMISS. 8104	MAINT. 8413											
JUNE 9	ESTABLISHED FUND		250	—																
10	MAILED PACKAGE	1			1	60								POSTAGE	8301-01-21			1	60	
11	NAILS & HARDWARE	2			7	20						7	20							
16	JOHNSON GEN. STORE	3			38	87	18	40		8	23		12	15						
19	BILL'S SPORTING GOODS	4			7	48	7	48												
19	SUPERIOR PHARMACY	5			12	15								MED. SUPPLIES	8108-01-21			12	15	
26	WORTH'S SUPERMARKET	6			19	56	4	43		19	13									
28	GREG'S FEED STORE	7			24	00	2	9	00											
30	END OF THE MO. TOTAL		250	—	110	86	55	31		22	45		19	35					13	75
30	BALANCE				137	14														
					250	00														
30	BALANCE		139	14																
JULY 5	TO REPLENISH (OK #208)		110	86																
5	NEW BALANCE		250	—																

Petty Cash Book

SUMMER CAMP CASH TRANSMITTAL RECORD

Office of Business Manager

Camp _____ Day _____ Date _____

TRADING POST DETAIL

Total cash on hand \$ _____

Less petty cash \$ _____

Sales (see below) \$ _____

	No.	Amount
Checks		\$
Twenties		
Tens		
Fives		
Ones		
Halves		
Quarters		
Dimes		
Nickels		
Cents		
Total		\$

INSTRUCTIONS

1. Count *all* trading post money *first*.
2. Retain \$25 (suggest \$7 in ones; \$10 in quarters; \$5 in dimes; \$2 in nickels; \$1 in pennies if possible).
3. List deposit breakdown.
4. Roll coins in wrappers.
5. Stack currency (face up, in proper order) with largest bills on bottom, singles on top.
6. Use rubber bands to secure currency and checks.
7. Attach tape.
8. Use separate envelopes for all *other* cash included in bag.
9. **MAKE TURN-INS DAILY!!**

Envelopes Enclosed for:	(Check)	AMOUNT
_____	_____ Horse corral	\$ _____
	_____ Range tickets	\$ _____
NOTE: Retain carbon; send original in money bag.	_____ Guest meals	\$ _____
_____	_____ Camp photos	\$ _____
	_____ Stamp order	\$ _____
	_____ Other _____	\$ _____
	(Specify)	

COMMENTS

Signed: _____

SUMMER CAMP CASH TRANSMITTAL RECORD

Camp _____ Date _____

Attached herewith are receipts numbered from _____ to _____, inclusive.
Please credit memo receipts as follows:

- 6701 Camper fees (current year) _____
- 6702 Rental revenue _____
- 6703 Visitors meals _____
- 6704 Program fees _____
- 6705 Resale supplies and commissary _____
- 6707 Transportation _____
- 6711 Trading post _____
- 6731 Miscellaneous _____
- 2630 Camp fees deferred for next year _____
- 8201 Telephone reimbursement—credit to account _____

Total _____

Bank Deposit Slips

- No. _____
- No. _____
- No. _____
- No. _____

Total _____



TRADING POST OPERATION

The camp trading post or camp store is much like a general store, stocking everything from soup to toothbrushes. It is a business operation and should follow sound business practices. Reasonable profit should be provided in pricing items for sale, and every sale is a cash-and-carry transaction.

One person—the trading post manager—should be completely responsible for the trading post operation. The manager should be at least 18 years old and be able to keep accurate records of cash and merchandise. The manager must be absolutely trustworthy. A friendly but business-like personality is essential in good customer relations. Any assistants working in the trading post should have the same qualifications.

General trading post management practices follow. Specific details must be decided in each camp.

Trading Post Management Practices

The camp trading post should be open for business during most of the daytime hours. Simply post the hours when it will be open. This practice eliminates compulsive buying. (“If I don’t get it now, it will be too late.”)

The camp should not operate a banking system for campers. Guidance may be given to unit leaders and parents by suggesting the amount a youth might reasonably spend while in camp. The council suggests that the unit leader arrange to safeguard money carried by campers. Proper handling of this question can be a positive step in building character.

All sales to campers and staff are on a cash basis. Further, all items sold to staff and campers are cleared through the trading post since this is the one place in camp for handling such transactions in a businesslike way.

Before the trading post opens, the business manager or camp director will determine a list of items to be carried. These are the general categories:

- Scout equipment, including knives, compasses, canteens, cooking equipment, and uniform replacement parts
- Candy, ice cream, milk, soft drinks, etc.
- Sundries such as soap, toothpaste, shaving cream, toothbrushes, combs, and apparel such as T-shirts, sweat-shirts, neckerchiefs, and rain gear
- Handicraft materials and Scouting literature such as *Boys’ Life*, merit badge pamphlets, and handbooks

Only authorized personnel should be permitted to work in the trading post. This is only fair, because the manager is held accountable.

Controls are established through a regular weekly inventory and daily cash reports. All inventories are based on

retail prices. Proper stock controls are established so the trading post manager may reorder in time to maintain stock; invoices are processed promptly.

Before Camp Opens

Be sure that the trading post refrigeration units are working. Check for proper vermin-proofing of the building. Are storage, shelving, and display areas adequate? Clean up and paint. Wash all windows. Place trash containers in convenient locations.

Place orders for merchandise. BSA Supply Division items should be ordered on receipt of the order forms. This service supplies the council with a complete recap of all items shipped and quantities returned. Use this with the holdover inventory to establish the current year’s order. Copies of last year’s trading post sales by item are essential for determining the current year’s order. See the Trading Post Manager’s Guide.

How many candy bars should be on hand? Last season’s record will help. Suppose X number of a particular candy bar was sold last season. We know the number of camper-weeks from attendance figures. Simply divide the total number sold last season by camper-weeks to get the average number of candy bars sold to one camper during one week. Then get an estimate of attendance figure by the average number of candy bars sold to one camper for one week, and you get the initial number of candy bars needed. Do this for each item, provided supplies can be received weekly.

If new items are to be made available, it is necessary to reduce proportionally the quantities of other items ordered. The camper’s buying power has these same limitations.

Selection of a supplier is important. Ideally, all supplies should be delivered into camp on specified days. This will help in placing orders. Another factor to consider is the supplier’s willingness to take back excess stock. All of this should be considered when the business manager shops for “price.”

When Camp Opens

The trading post manager and assistants are checked in by the business manager, who reviews all procedures and responsibilities with the staff.

An inventory of all on-hand items should be taken. Unusable items such as candy bars that rodents have gotten into are tracked as damaged merchandise. This is compared with the end-of-year inventory. The trading post manager takes a new inventory and provides an account of all hold-over stock as well as invoices for the current season’s supplies. In each case these are checked against items on hand as to quantity and quality. Inaccuracies and damaged items

Camp _____, _____ Council
 Boy Scouts of America Year _____

TRADING POST WEEKLY SALES REPORT	Week of _____							
	to _____							
A. Retail value of opening inventory								
B. Retail value of orders received during week								
Total								
C. Total retail value of opening stock plus receipts								
D. Retail value of closing inventory								
E. Retail value of stock to be accounted for (C minus D)								
F. Daily cash receipts	S							
	M							
	T							
	W							
	T							
	F							
	S							
G. Total weekly receipts								
H. Difference between E and G—plus or minus to be accounted for in writing. Copy to Scout executive.								

A. Summary figures A, B, and D taken from Trading Post inventory form, No. 70-505 (shown on page 2-31).

B. Any difference between E and G should be explained by the trading post manager, in writing, approved by the camp business manager and the camp director with a copy to the Scout executive.

are checked out by the business manager and proper adjustments made.

When checking in new stock, it is important that one shipment from one supplier be checked at a time. This will avoid confusion and assist in spotting discrepancies.

Some stock should be placed on display and the reserve stock properly stored.

Checked and initialed invoices are given to the business manager for processing. A complete opening inventory of all items is prepared and priced at retail. The trading post manager signs for this and is held accountable. The trading post manager also signs for a revolving fund to provide change for business.

Stock Control

It is impossible to sell items when they are out of stock. Therefore, a minimum stock supply should be established for each item. When this is reached the item should be reordered.

A regular weekly inventory must be taken and computed at retail prices. When this is balanced against cash deposits, errors can be checked immediately. The weekly inventory helps the manager determine rate of sales and take steps in reordering.

Reordering

Reordering supplies is the job of the trading post manager. It is best done by requisition approved by the business manager. All items received by reorder should be treated as were the original shipments. All items are charged to the trading post at wholesale price and sold at retail.

Cash Records

Cash records are a vital part of trading post operation. The first money received is the revolving fund, which is held until final accounting. All cash on hand at the close of each day in excess of this amount is turned over to the business manager, who issues a receipt for it.

Trading post operations in the council bookkeeping system should be clearly defined. All bills are to be supported by checked invoices and are paid by the council through its regular business channels. All bills should be paid promptly.

The trading post account should be balanced every day and closed at the end of the season.

Since all sales are for cash, there are no problems with billings. Often the camp program will include prizes of candy bars and other items. In such cases the program director should pay for them at retail price from the direc-

tor's own petty cash fund. Staff treats are handled in the same fashion through the camp director's expense account or petty cash fund.

The director must at any moment be able to produce evidence of cash or merchandise as evidence of good stewardship.

At Close of Season

It is important to list and pack all returnable goods and arrange to have suppliers give receipt and credit for them. All items to be held over are inventoried and carefully packed. Items to be transferred to the council service center for resale are listed and priced, and receipts secured.

Make a final cash report balancing out with the business manager, who issues a receipt for all cash, including revolving fund and inventoried supplies. All facilities are prepared for closing, and a physical equipment inventory is prepared as a part of the trading post manager's suggestions for the next season before the staff departs.

In many camps the camp trading post is kept open year-round as a service to units and youth in short-term camping. This can be a financial as well as a program asset to the camp.

Purchasing for the Trading Post

Purchasing is done through purchase orders. When supplies are delivered, duplicate invoices are used to check the merchandise. Both purchase orders and invoices are discussed in "Purchasing and Receiving" in this manual. The BSA Supply Division furnishes the camp with a complete summary and analysis of the previous season's business in its own merchandise. The analysis is received early enough to allow for intelligent planning for the next season's needs. Representatives from the Supply Division can provide valuable guidance in establishing sound inventory and trading post procedures.

Weekly inventory forms furnished by the Supply Division provide full control of stock. The closing inventory for one week is the opening inventory for the next. In arranging stock, items should be grouped so that the inventory may be taken quickly.

When the weekly inventory is complete, a weekly sales report should be compiled. All shortages and overages must be explained in writing to the camp director and Scout executive. Evidence of poor management demands corrective action.

WEEKLY TRADING POST INVENTORY

Camp _____, _____ Council Boy Scouts of America

Page	Class _____ Supplier _____ Description	1	2	3	4	5 Opening date _____		6 _____ Week _____ to _____				
		Size or Color	Retail Value (each)	Carry over inventory from last year	New stock received this year	Opening count	Total retail value	Reorder Received	Value	Count	Total retail value	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
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21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
	Total this page											
	Grand total											

6 Week to				6 Week to				CLOSING								
Reorder Received	Value	Count	Total retail value	Reorder Received	Value	Count	Total retail value	Opening count and receipts	Total sold	INVENTORY					Cat. No.	
										Count	Retail value each	Retail value total	Cost value each	Cost value total		
																1
																2
																3
																4
																5
																6
																7
																8
																9
																10
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																31
																32

No. 70-505



PURCHASING AND RECEIVING

Councils purchase a great variety of materials, supplies, and services. During the precamp season, usually one or two individuals will make all the requests for purchases. Once camp is in operation, however, many individuals are requesting goods or services. Sound business management requires that authorization be under the supervision of one person, and requests as well as authorization be in writing.

Before doing any purchasing, requirements must be determined and lists developed in various categories: commissary, trading post, program, operating supplies, etc. Depending on budget and quantity, several factors can be determined. Some items can be purchased from specialty sources or traditional suppliers, and large purchases may be put to bid. Significant savings can be obtained through bidding.

Sealed bids are invited on detailed specifications. Items must be described in such a way as to ensure measuring comparable standards, including delivery and terms of payment. These invitations are issued to any qualified supplier interested in doing business. Sealed bids usually are used for large purchases, such as items or services \$10,000 or more in value.

Open bids are used for orders between \$5,000 and \$10,000 and awarded based on similar standards. Open bids give more flexibility in negotiation, since the supplier may have an opportunity to suggest alternative items that could serve the same purpose for less cost. Orders for less than \$5,000 are frequently based on telephone quotes or visits by sales representatives. All telephone quotes should be confirmed in writing.

Additional specific information on bidding is in this manual under "Food Ordering and Control."

Follow these general procedures when placing an order for goods or services:

1. A *purchase requisition* is to be prepared in duplicate by the employee initiating the request. The completed form should include the assigned budget designation (the account number) and should be approved by the individual responsible for that particular phase of camp operation.
2. The original of the requisition is forwarded to the employee authorized to arrange the purchase and issue a *purchase order*. Purchase orders are to be prenumbered and all numbers accounted for; spoiled or voided forms should be retained. In an emergency an order may be placed by phone, but the vendor should be given the number of the purchase order that will follow by mail.
3. The number of copies of the purchase order form may vary, but the following should be provided: the white original vendor's copy and the blue acknowledgment copy are sent to the vendor as the authority to ship items ordered and submit an invoice subject to conditions printed on the back. The acknowledgment copy is to be signed by the vendor and mailed back to the council. An orange control copy is filed numerically by the employee authorized to arrange purchases. A yellow accounting copy is filed alphabetically by vendor and processed by the bookkeeper as described in the *Local Council Accounting Manual* under "Processing Vendors' Invoices." A pink receiving copy is routed to the camp director as the authority to accept the items when delivered. This copy would be arranged to have space following the description of items ordered in which to record the quantities received. By means of a short carbon and/or blocking out certain columns, the quantities and prices of items shown on the other copies of the purchase order may be deleted from this copy if the council believes it desirable for control purposes.
4. The receiving copy is filed at camp until the shipment is received. This copy should be checked against the delivery invoice; items backordered, damaged, substituted, or missing should be noted. Notations should give all details to provide a comparison for the bookkeeper to obtain authorization for payment.
5. The receiving copy and invoice are recorded on the camp Invoice Transmittal and Budget Control sheet, then stapled together and returned to the council service center at the end of each week with a copy of the Invoice Transmittal and Budget Control sheet.

Check Requisition

When a request for a check is not supported by an invoice or some other documentary evidence, a *check requisition* should be prepared. If no forms are available, a formal memo may act as a substitute document. The use of check requisitions is important in a camp setting, such as for refund of fees, a travel advance, or buying a large amount of postage stamps for resale at the trading post. The check requisition should include all information necessary to support the disbursement and the accounts to be charged, and should be signed by an authorized person. Check requisitions should be requested well in advance of the needed date to allow ample time for processing. Check requisitions should only be used when a purchase order is not accepted.

_____ Council

Purchase Requisition

No. _____

To: _____ Date _____

Please purchase the following items:

_____ Approximate Value \$ _____

Indicate source of supply if known.

Quantity	Cat. No.	Description

Purpose or use _____		Date ordered _____	Purchase Order No. _____
When wanted _____	Charge Account No. _____	From _____	

Requester's signature _____ Approved _____

Original	COPY	COLOR	DISTRIBUTION
Duplicate	Purchase Requisition	White	To Employee Placing Orders
	Requester's Copy	Yellow	Retained by Requester

FILLER/DATE	CHECKER/DATE	PACKER/DATE	TRUCK	VAULT
FREIGHT CHGS	B/L #	WT/SHIPMENT	SHELVES	CTN#

518
 Pick Ticket Number 2
 Pick Batch Number 06/20/02
 21:32
 243
 903



WHL

NDC BOY SCOUTS OF AMERICA
 800-323-0732
 BOY SCOUTS OF AMERICA
 2109 WESTINGHOUSE BLVD
 PO BOX 7143
 CHARLOTTE NC 28241-7143
 PL1

010587450082124542025
 HT BSA CAMP ROY C MANCHESTER
 IO SHAWNEE TRAILS COUNCIL #200
 P 1531 CROSS ROAD
 BENTON KY 42025
 CUST PO# 053102RCMRO

31508351 SALES ORDER # 1058745 00821245
 S SHAWNEE TRAILS COUNCIL #200
 OT FOR CAMP ROY C. MANCHESTER
 LO 301 LEITCHFIELD RD/PO BOX 487
 D OWENSBORO KY 423020487
 CUST SHIP INSTR.

PAID BY: AR CUST PO # 053102RCMRO

LINE NO.	ORDERED QTY	BACK ORDER	PICKED BIN	ITEM	DESCRIPTION	UOM	UNIT PRICE	EXTENDED PRICE	RETAIL PRICE
9	2	0	2 FA017D	02587	SHIP#1 EARLIEST DELIVER DATE: NOW DELIVER NLT: 7/01/02	2 EA	\$15.00	\$30.00	\$18.95
8	2	0	2 FA020B	14007	BUCKLE FLYING EAGLE PWTR	2 EA	\$18.50	\$37.00	\$23.50
22	8	0	8 FB046C	00017A	WATCH POCKET FLYING EAGLE	8 EA	\$3.40	\$27.20	\$4.25
18	6	0	6 FB051F	00562	BUCKLE UNIVERSAL EMBLEM	6 EA	\$3.39	\$20.34	\$5.30
17	2	0	2 FB051F	02625	BUCKLE UE PWTR	2 EA	\$11.00	\$22.00	\$14.95
4	3	0	3 FB054A	02635	BUCKLE EAGLE BSA PWTR	3 EA	\$10.78	\$32.34	\$13.95
16	3	0	3 FB054E	00563	BUCKLE BSA/FLAG	3 EA	\$12.53	\$37.59	\$16.50
35	6	0	6 FB056D	02224	STAFF SHIELD FLEURDELIS	6 EA	\$3.40	\$20.40	\$4.25
30	12	0	12 FB056F	02231	STAFF SHIELD RANK EAGLE	12 EA	\$3.40	\$40.80	\$4.25
1	4	0	4 FB057A	02504	BOLO EAGLE RWB CORD	4 EA	\$4.07	\$16.28	\$5.10

Continued on Next Page

Boy Scouts of America
Council Name
Address

Order No. _____
This number must show on
all invoices and packages.

Date _____

PURCHASE ORDER

To: _____

Ship to:
Ship via:
Delivery date:
Terms:

Please supply the following subject to conditions on reverse, acknowledge, and advise shipping date by return mail.

Quantity	Description	Unit Price	Amount
<p>Separate invoice must be made for this order and for each separate shipment.</p> <p style="text-align: center;">_____ Authorized signature _____</p> <p>Sales tax exemption information (if applicable): _____</p>			

Purchase orders are to be printed locally, prenumbered, and used as follows:

Original	Copy	Color	Distribution
1st Copy	Purchase Order	White	To Vendor
2nd Copy	Acknowledgment Copy	Blue	Returned by Vendor to Council
3rd Copy	Control Copy	Orange	Retained by Employee Placing Order
4th Copy	Accounting Copy	Yellow	See <i>Local Council Accounting Manual</i>
	Receiving Copy	Pink	To Related Employee

_____ Council

Check Requisition

Date _____

Please draw check payable to _____

EXPLANATION	Account to Be Charged	Amount
TOTAL		

Requester's signature _____ Approved _____

Date paid _____ Check No. _____

Receiving

An important element in the control system for purchasing and paying for goods is the documentation of delivery of those goods. Experience has shown that particular attention must be paid to this function. Careless handling or unscrupulous delivery personnel will result in the camp not receiving its full delivery of merchandise. Receiving responsibilities should not be left to young staff members who may be inexperienced or easily intimidated.

All deliveries received at camp should be based on purchase orders. As noted earlier, a delivery invoice should be checked against the original purchase order. However, some commissary supplies such as bread and milk, or trading post supplies such as ice cream, candy, and beverages are ordered by phone prior to delivery. In this case, the business office should write a confirming purchase order, which is then compared with delivery slips.

It is important to check the processing dates stamped on milk cartons or bread wrappers. Be sure the food received is not "leftovers" from the previous day's delivery route. Discrepancies should be called to the attention of the delivery person immediately. The processing date is also important to control the rotation of perishable items.

When checking invoices against purchase orders, each item should be checked and notations made of backorders, damaged merchandise, differences in quantities, or substitution of items. Notations also should be made of date and time of delivery. This may be necessary to determine the cash discount period. All completed purchase orders, invoices, and delivery slips are to be returned to the council service center as quickly as possible for proper and timely processing. (Use invoice control sheet.)

These documents must be signed by the person receiving goods or merchandise, and by the person authorized to approve payment.

Frequently, items delivered will be used by different departments at camp such as commissary, program, trading post, or maintenance. The invoice should be classified by the person knowledgeable of the ultimate use of the items.

Want List

For supplies that must be replenished during the camping season, staff members may use a purchase requisition to make known their needs. If the items requested are not in stock, purchase orders may be made out by the camp business manager. If the requested supplies cannot be furnished because of cost, the business manager or camp director should make this known to the staff member involved.

Paying Bills

Bills are paid by the council service center through normal accounting procedures. Checks are drawn on the basis of approved invoices. Wherever possible, take advantage of cash discounts.

When there is an agreement for the return of merchandise at the end of the season, final payment of bills may be held up for adjustment, or the supplier may agree to issue a refund check for returns.

METHODS OF CAMP FEEDING

Feeding in a Scout camp is an important part of program. Every camper likes to eat. Well-prepared meals served in an appetizing manner are great in developing camp morale.

A carefully prepared menu will improve the eating habits of young people, and the consumption of well-balanced meals in adequate quantities will help build strong bodies. Under good leadership, mealtime in camp can be an adventure in fun and fellowship through which many common courtesies can be taught.

These results can be achieved by any of several feeding methods used in Scout camps.

Methods of Feeding

It is easy to become the victim of traditional patterns or to travel in a well-worn rut. As in all other phases of camping administration, it is vitally important that food services be flexible enough to meet the full program needs of every camper. No one method of food service will do the whole job. The modern Scout reservation with more than one camp may provide a combination of methods of cooking and feeding.

Central Cooking

This method is commonly used in camps with a kitchen and attached dining hall. All but cookout and trail meals are prepared in the central kitchen by employees. Several feeding methods may be used.

Central Feeding in the Attached Dining Hall. Most meals are served in the dining hall. This method of feeding has the following advantages:

- Economy by mass purchasing and mass feeding
- Creation of only one area where sanitation must be controlled
- Paid cooks turn out better prepared food
- The menu and quality of food can be closely controlled by the camp administration
- Potential morale value of a large group in the dining hall
- Saving of program time for campers

Central Feeding in a Dining Hall in Another Sectional Camp. Using this plan, meals are prepared in the central kitchen and sent out in stockpots to a dining hall some distance away. The food service area here has minimum equipment and staff. Advantages are similar to central feeding, and there is no extensive investment in kitchen and cooking facilities in the second section.

Unit Feeding. This plan provides for hot food service by heater stack from the central kitchen. The unit may receive one or more meals per day as it may elect. Troops eat by patrols. Patrol-size heater stacks will assure patrol identity.

Cookouts

The skills of cooking are closely related to program activities in camp. The commissary staff must recognize its close relationship to program and provide for flexibility in feeding to meet program needs. This will involve the stocking of foods suitable for cookout and trail meals as well as for foods needed to meet advancement requirements. Success in meeting these needs will start when food supplies are ordered. Small-sized packages and cans will be needed. Dried and smoked foods will play an important part in making this experience successful. Some camps operate a commissary store allowing campers and units the experience of buying food that they cook during their week in camp.

Pretrip coaching and training is a must for at least the leaders in charge. The program and commissary staff must be a team in making these experiences meaningful.

The cookout may be a unit or a campwide experience. Usually it is a one-meal event. It should never be a forced activity simply because it's the cook's day off. The menu should be carefully planned and quantities plentiful. Why not plan to have broiled, roasted, or barbecued chicken for this adventure?

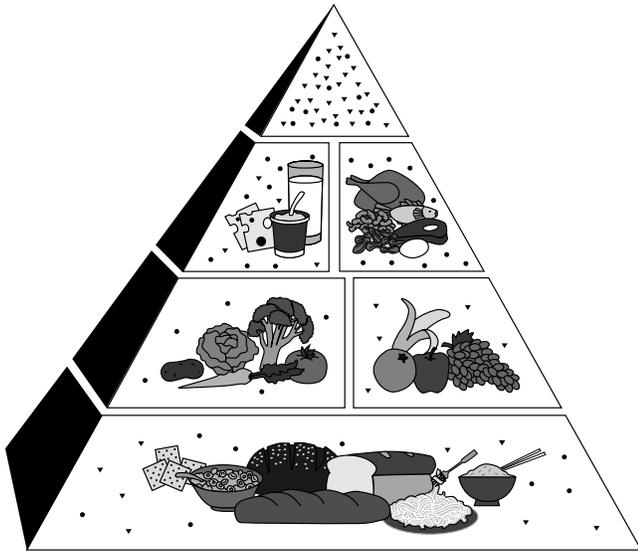
Cooking may be done by any combination of patrols, groups, crews, or buddies.

Trail and Outpost Cooking

No matter how troops are fed in camp, each boy should have the experience of hiking and camping along the trail, afoot or afloat. In this setting Scouts have a new and fresh experience in living, and cooking plays an important part in the program. Ideally, every Scout will have at least three meals on the trail or at outpost camps. Some meals help him meet advancement requirements, some may be by individual or buddy cookery, others by patrols.

The troop ideally will share in menu planning, determining quantities, and making up orders. Naturally all will become involved in proper packing and preparation of meals.

The camp staff must be organized to provide the coaching needed to assure success. If the troop is inadequately equipped, the camp should have available, through loan or rental, equipment to assure a good trail experience. Advance planning and scheduling are necessary to prevent confusion and to establish an orderly issuance of both food and equipment.



Food Guide Pyramid

Essentials of an Adequate Diet

The camp director need not be an expert in dietetics but does need to understand a few fundamentals. This manual will not go beyond the essentials. The wise director will secure the help of experts who might serve on a food advisory committee. Such people can be found in schools, hospital staffs, and industry. A carefully selected commissary director will know how to develop menus, order food, and work with the staff. All key staff related to camp feeding must know the food needs of young people.

But remember, the ideally planned and balanced meal serves no purpose if campers will not eat it.

Teenagers generally have poor eating habits. They do not eat enough fruit or vegetables or drink enough milk.

Group dynamics at mealtime provide an opportunity to affect eating habits. For this reason variety can be introduced. An active life in the outdoors makes it doubly important to provide extra food to supply the calories needed.

Nutrition is the science of food and its relation to health. *Diet* is the combination of foods eaten. A well-planned diet produces the nutrients for good health.

There are six basic food groups. Each group supplies a substantial part of essential nutrients. The following minimum daily allowances should be considered when menus are planned.

Meat and Poultry Group

This group includes beef, veal, lamb, pork, poultry, fish, shellfish (shrimp, oysters, crabs, etc.), organ meats (liver, kidneys, etc.), dry beans or peas, soybeans, lentils, eggs, seeds, nuts, peanuts, and peanut butter. Each person should have **two basic servings daily**.

What is a serving? Count 2 to 3 ounces of cooked lean meat, poultry, or fish without bone as a serving. One egg; $\frac{1}{2}$ to $\frac{3}{4}$ cup cooked dry beans, dry peas, soybeans, or lentils; 2 tablespoons peanut butter; and $\frac{1}{4}$ to $\frac{1}{2}$ cup nuts, sesame seeds, or sunflower seeds count as 1 ounce of meat, poultry, or fish.

What is in it for you? These foods are valued for the protein, phosphorus, vitamins B₆ and B₁₂, and other vitamins and minerals they provide. It is good to vary the choices among these foods, as each has distinct nutritional advantages. For example, red meats and oysters are good sources of zinc. Liver and egg yolks are valuable sources of vitamin A. Dry beans, dry peas, soybeans, and nuts are worthwhile sources of magnesium. The flesh of fish and poultry is relatively low in calories and saturated fat. Seeds (sunflower or sesame, for example) contribute polyunsaturated fatty acids, which are an essential part of a balanced diet.

Cholesterol, like vitamin B₁₂, occurs naturally only in foods of animal origin. All meats contain cholesterol, which is present in both the lean and fat. The highest concentration is found in organ meats and in egg yolks. (Dairy products also supply cholesterol.) Fish and shellfish, except for shrimp, are relatively low in cholesterol.

Is getting enough iron a problem? It can be. Meats are reliable sources of iron. So are whole-grain and enriched breads and cereals, dry beans, and dry peas, but the body can make better use of the iron these foods provide if they are eaten at the same time as a good source of vitamin C (orange juice, for example), or along with meat.

Dairy Group

This group includes milk in any form: whole, skim, lowfat, evaporated, buttermilk, and nonfat dry milk; also yogurt, ice cream, ice milk, and cheese, including cottage cheese. The number of basic daily servings is based on 8-ounce servings of fluid milk. (For milk product equivalents, see page 2-39.)

Children under 9	2 to 3 servings
Children 9 to 12	3 servings
Teens	4 servings
Adults	2 servings

What is a serving? Count one 8-ounce cup of milk as a serving. Common portions of some dairy products and their milk equivalents in calcium (not in calories) are:

Portion	Calcium Equivalent
1 cup plain yogurt	1 cup milk
1 ounce cheddar or Swiss cheese (natural or process)	$\frac{3}{4}$ cup milk
1-inch cube cheddar or Swiss cheese (natural or process)	$\frac{1}{2}$ cup milk
1 ounce process cheese food	$\frac{1}{2}$ cup milk
$\frac{1}{2}$ cup ice cream or ice milk	$\frac{1}{3}$ cup milk
1 tablespoon or $\frac{1}{2}$ ounce process cheese spread; or 1 tablespoon Parmesan cheese	$\frac{1}{4}$ cup milk
$\frac{1}{2}$ cup cottage cheese	$\frac{1}{4}$ cup milk

Note: You will get about the same amount of calcium in each of these portions, but varying amounts of calories.

Milk used in cooked foods—such as in creamed soups, sauces, and puddings—can count toward filling your daily quota in this group.

What is in it for you? Milk and most milk products provide calcium and riboflavin and contribute protein and vitamins A, B₆, and B₁₂. Dairy products also provide vitamin D, when fortified with this vitamin. Fortified (with vitamins A and D) lowfat or skim-milk products have essentially the same nutrients as whole-milk products, but fewer calories.

Bread/Cereal Group

This group includes all products made with whole grains or enriched flour or meal: bread, biscuits, muffins, waffles, pancakes, cooked or ready-to-eat cereals, cornmeal, flour, grits, macaroni and spaghetti, noodles, rice, rolled oats, barley, and bulgur. Each person should have **six to 11 servings daily**.

Select only whole-grain and enriched or fortified products. Check labels.

What is a serving? Count as a serving one slice of bread; $\frac{1}{2}$ cup to $\frac{3}{4}$ cup cooked cereal, cornmeal, grits, macaroni, noodles, rice, or spaghetti; or 1 ounce ready-to-eat cereal.

What is in it for you? Whole-grain or enriched products are important sources of B vitamins and iron. They also provide protein and are a major source of this nutrient in vegetarian diets. Whole-grain products contribute magnesium, folic acid, and fiber.

Most breakfast cereals are fortified at nutrient levels higher than those occurring in natural whole grain. In fact, some fortification adds vitamins not normally found in cereals (vitamins A, B₁₂, C, and D). However, even these cereals, if refined, and other refined products (enriched or not), may

be low in some other vitamins and trace minerals, which are partially removed from the whole grain in the milling process and are not added. For this reason, it is important to include some less-refined or whole-grain products in your diet.

Vegetable Group

Each person should have **three to five servings** of vegetables daily. Frequently include deep-yellow or dark-green vegetables (for vitamin A).

What is a serving? Count $\frac{1}{2}$ cup of chopped raw or cooked vegetables as a serving, or 1 cup of leafy raw vegetables, or a typical portion—a wedge of lettuce, a bowl of salad, one medium potato, etc.

Fruit Group

Each person should have **two to four servings** of fruits daily. Include one good vitamin C source each day. Frequently include unpeeled fruits and those with edible seeds, such as berries (for fiber).

What is a serving? Count as a serving one piece of fruit, a wedge of melon, half a medium grapefruit, $\frac{3}{4}$ cup of juice, $\frac{1}{2}$ cup of canned fruit, or $\frac{1}{4}$ cup of dried fruit.

What is in it for you? The fruit and vegetable groups are important for their contribution of vitamins A and C and fiber, although individual foods in these groups vary widely in how much of these they provide. Dark-green and deep-yellow vegetables are good sources of vitamin A. Most dark-green vegetables, if not overcooked, are also reliable sources of vitamin C, as are citrus fruits (oranges, grapefruit, tangerines, lemons), melons, berries, and tomatoes. Dark-green vegetables are also valued for riboflavin, folic acid, iron, and magnesium. Certain greens—collard, kale, mustard, turnip, and dandelion—provide calcium. Nearly all vegetables and fruits are low in fat, and none contains cholesterol.

Fats, Oils, and Sweets

This group includes foods like butter, margarine, mayonnaise and other salad dressings; candy and sugar; jams, jellies, syrups, sweet toppings, and other sweets; and soft drinks and other highly sugared beverages. Also included are refined but unenriched breads, pastries, and flour products.

Some of these foods are used as ingredients in prepared foods or are added to other foods at the table. Others are just “extras.”

What is a serving? No serving sizes are defined because a basic number of servings is not suggested.

What is in it for you? These products, with some exceptions such as vegetable oils, provide mainly calories. Vegetable oils generally supply vitamin E and essential fatty acids. Fats and oils have more than twice the calories, ounce for

ounce, than protein, starches, or sugars, but they keep hunger pangs away longer. Unenriched, refined bakery products are included here because, like other foods and beverages in this group, they usually provide relatively low levels of vitamins, minerals, and protein compared with calories.

Added Nutrients

Many modern foods have nutrients added to replace those lost during processing. The informed commissary director will specify that food with these added nutrients be supplied. Three methods are used:

1. *Enrichment*—vitamins and minerals added to flours and cornmeal after milling bring the finished product up to a whole-grain standard.
2. *Fortification*—a larger amount of nutrient is added to a food than it naturally contains.
3. *Restoration*—nutrients are put back into a food after their loss in processing.

Learn to read labels. Buy enriched, fortified, or restored foods to assure best nutrition.

ENERGY REQUIREMENTS FOR BOYS AND ADULTS		
ACTIVITY	ENERGY EXPENDED	
	Calories per pound per hour	
	BOYS	ADULTS
Sleeping	0.4	0.4
Sitting	0.9	0.7
Singing	1.0	0.8
Standing	1.2	0.7
Dishwashing	1.3	0.9
Walking slowly	1.5	1.3
Active exercise	4.3	2.9
Swimming	4.8	3.2
Running	5.0	3.7
Rowing	8.5	7.3

Scouts in camp should be provided with 3,600 to 4,000 calories daily. A local dietitian can tell if the menu meets this standard.

Calories

The chief concern for the camp commissary director is to provide balanced meals in large enough portions. Calories normally will take care of themselves. A dietitian checking the menu and portions can quickly tell if there are enough calories. Do not skimp on portions. Pound for pound, young people expend more energy than adults.

Conservation of Nutrients

A well-planned menu can fail to meet the nutritional needs of young people because of poor-quality raw foods, improper storage and refrigeration, or poor preparation and cooking. The following suggestions will assure better health and better meals.

- Serve fruits and vegetables with skins on as often as acceptable.
- Prepare uncooked fruits and vegetables as close to serving time as possible to retain nutrients. Keep covered and refrigerated.
- Do not overcook fruits and vegetables. Use as little water as possible. Cook in a covered pot.
- Heat canned vegetables to serving temperature. Do not boil.
- Save water in which vegetables have been cooked or heated for use in soup.
- Do not use soda in vegetable cookery.
- Frozen foods are nutritionally about equal to fresh-picked items.
- Do not order or accept delivery of inferior-quality foods.

Providing Food for the Health Lodge

Generally, campers or staff are not housed in the health lodge for long periods. If it is necessary to transport food, this information should be given to the dining hall director.

The dining hall director should properly schedule meals in accordance with the health officer. Food should be transported from the kitchen in containers that keep it at the proper temperature. It should be served attractively, on time. It may be necessary to supply the health lodge with a supply of fruit juice or ice cream, as needed, at the direction of the health officer.

Special Milk Program

The purpose of participating in the Special Milk Program is not to save money but to provide more nutrition for campers by making it possible for the council to serve more milk at no increase in the food budget.

The Special Milk Program is administered locally with overall administration by the U.S. Department of Agriculture. If the council is not familiar with the local and state administration of the program, the local school dietitian can help. For information, contact the Director, Child Nutrition Division, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA 22302; telephone 703-305-2590; Web site: <http://www.fns.usda.gov>.

Food Service by a Commercial Food Management Company

In recent years some camps have employed food management companies to operate their food services. A food management service is a caterer who agrees, for a price, to provide meals for campers and staff. Price depends upon menu, quantity, quality, service, and equipment to be provided by the company. Some companies may require a minimum number of campers per week. The company contracts with the council to provide meals for all personnel, accepting responsibility to draft the menu, determine quantity, employ personnel for food preparation, and, in some cases, be responsible for garbage disposal, dishwashing, etc.

For a definite cost per meal per person, the food service company agrees to furnish the following:

- All food served in the dining room at regular meal time
- Food for all hikes or cookouts
- All labor for kitchens
- Paper goods (paper bags, paper napkins, paper plates)
- Cleaning supplies (soap powder for dish machine, pot sink, and washing of kitchen floor)
- Unemployment insurance on all kitchen personnel
- Disability insurance on all kitchen personnel
- Workers' compensation liability insurance on all kitchen personnel
- Food product liability insurance on all persons consuming food
- Uniforms for all kitchen personnel
- Transportation to and from camps for all kitchen personnel

Food service usually does not include:

- Snacks
- Special banquets of any kind
- Special diets
- Maintenance and repairs of any equipment
- New equipment, silverware, chinaware, glassware
- Waiters for the serving of meals in dining rooms
- The cleaning of tables, floors, and windows in dining rooms
- Supervision of waiters in dining rooms
- Any paper goods or cleaning supplies in the dining rooms, with the exception of paper napkins

The employment of such a service must never dictate restrictions in the many alternate feeding methods in Scout camping. Such food service should be prepared and able to handle any one or more of these feeding methods:

- Meals prepared in a central kitchen and served in an attached or distant dining hall, or sent by heater stack to units at their own sites or to family camp personnel in their own quarters or dining areas
- Raw food issued to units for one or more meals per day
- Trail or hike foods issued to units as scheduled for outposts, trail trips, and cookouts
- Snack meals for staff as agreed upon by both parties
- Full-time food service

Many of the problems involved in feeding campers and staff are assumed by the food service management company. However, it is only fair to say that the cost is usually higher. It must be remembered that the council gets what it pays for. These people are in business to make money, though some companies have moved into camp service to provide year-round employment for their key people. This is particularly true of companies that serve colleges, schools, and some industries, which may have a sharply reduced summer load.

MENU BUILDING AND DIET

“How’s the food?” The answer determines in large measure the reputation enjoyed by the camp. “Boy, did we eat!” Spirits rise with that exclamation, no matter who cooked or where the meals were prepared.

The camp menu should be planned well in advance. First steps in this process are taken during the current camping season, because the next season’s menu will have some of its foundation on experience. Early in the fall the menu for the coming summer should begin to take shape. The person responsible should consider the following in developing the menu.

- Help is available. A food expert in the council can help in developing a nutritious menu.
- Good nutrition through a balanced diet and adequate portions is a must and requires an understanding of the food groups. (See the previous chapter.)
- The food likes and dislikes of local youth must be understood. Experience, school dietitians, and informal surveys will help. Do not be overly influenced by your own personal likes and dislikes.
- Budgeted food allowance will be a vital factor in determining menu.
- Current food costs must be understood. U.S. Department of Agriculture bulletins indicate trends. Adequate cost records from previous seasons should be available and used as a guide. Share problems with sales representatives and others who make food their full-time job. Prepare to change to meet fluctuating costs.
- What is the nature of the equipment to be used? Who will prepare the meals? The menu for patrol cooking must be simpler than for meals prepared in a central kitchen. To have camp-baked pies without oven space is impossible. Balance use of equipment for every meal. Can the cooks prepare it? Consider their workload.
- Will this menu be transportable? This is especially important for heater-stack feeding.
- A complete file of kitchen and kid-tested recipes is necessary. Each recipe must be precosted as a foundation for projecting current food costs.
- Patrols and troops should have a hand in building their own menus. Hikes, outpost camps, and trail trips provide such opportunities. Troops preparing their own meals in camp will draw or purchase food from the camp commissary or trading post. Food must be available in patrol-sized packages.

- Plan meals with contrasting textures and colors, crisp and soft, cold and hot, with garnishes, etc.
- Provide a variety of spices for adding zest to otherwise bland-tasting foods.

Sources for Menu Building

Look first at previous menus. Retain the meals campers enjoy. Vary food combinations to eliminate monotony. Food likes vary from section to section. Find out what campers like to eat by asking them, their parents, and their unit leaders.

Dietitians in the community can help. Many commercial firms have menu and recipe suggestions available. Check with local suppliers. The *Scoutmaster Handbook* and the *Fieldbook* provide excellent help for the troop as it builds its own menus for long- and short-term camping.

Recipes

A good menu cannot be set without a good recipe file. Recipes should be established for 50 or 100 servings or patrol-sized groups. Only those recipes to be used are issued to the cook, who is instructed to follow them. In some cases the cook’s advice may be sought in advance. Food orders are based on items specified in menu and recipes. This practice will assure standard results and consistent food costs. There are many recipe sources. Many can be found on the Internet by searching for “large quantity recipes” or “food service recipes.”

Mechanics of Menu Planning

Allow time for this important task. Do it in the early fall while last season’s experience is fresh. Food orders cannot be compiled until the camp menu is established. Assemble all records, charts, and references that may be needed or helpful, and use a menu planning sheet similar to the one shown.

Riffle through recipe cards and files for ideas for main dishes and desserts. Have new recipes kitchen- and camper-tested. This can be done by seeking the cooperation of unit leaders and others. Early planning will permit testing and may save money. Compile a meal-by-meal recipe file on which the menu is based.

Check quantities and portions carefully. Scout camp portions must approach army specifications rather than school lunch portions.

Breakfast is often a neglected meal. Nutritionally it may be the most important. Be sure it is substantial.

Include menu suggestions for cookout and trail foods.

	SUN	MON	TUES	WED	THUR	FRI	SAT
BREAKFAST Fruit Cereal and milk Meat or eggs Bread, jelly, jam, peanut butter, butter or margarine Beverage (cocoa) Coffee for adults							
LUNCH Substantial dish Vegetable Bread, jelly, jam, peanut butter, butter or margarine Dessert Beverage (milk) Coffee for adults							
DINNER Meat or fish Potatoes Vegetables Salad Bread, jelly, jam, peanut butter, butter or margarine Dessert Beverage (milk) Coffee for adults							

Menu Planning Sheet

Flexibility of Menus

During the period of camp operation, conditions will develop that may suggest slight or even drastic changes in the menu. An alert business manager will be aware of these conditions and act accordingly. Some examples are suggested.

- An unexpected early fresh-produce harvest might put corn, fresh melons, peaches, or other local produce within the budget. Such items should be substituted in the menu for canned foods, which will keep and can be returned for credit.
- The meat supplier might come up with a fine buy in a roast or other cut of meat. If the change will save money or provide an unexpected variation in menu within the budget, then make the switch.

How Many Menus?

For dining-hall operation and heater-stack feeding, a two- or three-week basic menu is best. The staff will appreciate the variety evident in this kind of planning. It will not increase food costs. Such planning will eliminate repetition. Variety can be effected by some simple techniques. A beef stew this week becomes a beef vegetable pie next week. A simple change in salads, vegetable combinations, desserts, and recipes can provide variety.

The patrol cooking menu probably will follow a one-week pattern, but even this may provide adventure.

FOOD ORDERING AND CONTROL

When menus have been decided upon, the next step is to determine their cost. This is done before the necessary supplies are ordered and is essential for control of your camp costs. Precosting the menu is, in fact, the only way to stay within a food budget.

Consult with suppliers for reasonable estimates of food costs at camp time. Develop costs on the basis of a multiple of 50 or 100 servings.

Using the meal-by-meal recipe file established for the menu planned, establish the estimated cost per serving for every recipe. All items on the menu should be precosted. This will produce cost per meal per person served and cost per week.

If the cost is within the budget, take the next step: make up the food order. If appreciably under the budget, review the menu, check quantities, put in a luxury item, or add a dessert or vegetable to increase nutrition.

If the precost figures are over the budget allowance, be grateful for precosting. Check the menu; substitute some low-cost, nutritious meals.

When the menu has been precosted, there is no need for daily food cost accounting during camp, provided recipes are followed and food quantities issued from the stock room are controlled. There is no need for panic when food costs are high on one day. The menu planned and precosted will balance out costs to keep within the budget.

A word of caution: Staple foods stocked in advance have fixed prices for camp food cost-accounting purposes. However, this is usually not true for meats and fresh produce. Be alert to prices and fluctuations in market conditions. Adjust menus as needed to avert disaster. Maintain a costing file.

Beef Stew With Vegetables—100 portions			
(Ingredients taken from recipe card, which gives instructions for preparation)			
ITEM	AMOUNT	UNIT COST (Estimated)	TOTAL COST
Diced beef chuck	30 pounds	\$.50 per pound	\$15.0000
White pepper	½ ounce	.75 per pound	.0235
Salt	6 ounces	.06 per pound	.0225
Flour	12 ounces	.07 per pound	.0525
Paprika	2 ounces	.0987	.0987
Fat or drippings	4 ounces	.0562	.0562
Onions	6 pounds	.0640 per pound	.3840
Tomato puree	1 No. 10 can	.8250 per can	.8250
Garlic			.0437
Mixed spice			.0115
Bay leaves			.0115
Whole cloves	8	.85 per pound	.0115
Carrots—cubed	8 pounds	.05 per pound	.4000
Celery—diced	6 pounds	.10 per pound	.6000
Potatoes—cubed	8 pounds	.03 per pound	.2400
Sugar	1 ounce	.09 per pound	.0056
			Total \$17.7632
Basic ingredient cost (meat) \$15.00			
Auxiliary ingredient cost \$2.76			
Estimated cost per portion $\$17.76 \div 100 = \$.18$			
Meat cost is the only appreciable variable.			
Other ingredients will not vary enough to affect total cost.			

USE CURRENT AND LOCAL PRICES.

Example of Precosting a Recipe

Portion Control

Portion control does not mean skimpy servings. Standard production as to quality and quantity comes from standard recipes. Because food is purchased on the basis of measured recipes, it is important to measure servings. Kitchen personnel must be provided with ladles and spoons for dishing up properly sized portions and instructed on how to serve portions for each food item.

Seconds can be given by controlling initial distribution, which should provide an adequate portion for every camper. By holding out a part of the allowed portion, it is possible to give seconds.

Portion control in issuing cooked food requires the use of suitable scoops. The following table will serve as a guide in the use of proper scoop sizes.

Scoop No.		Level Measure
6	=	$\frac{2}{3}$ cup
8	=	$\frac{1}{2}$ cup
12	=	$\frac{1}{3}$ cup
16	=	$\frac{1}{4}$ cup

Computing Food Quantities

An estimate of camp attendance is essential before intelligent decisions can be made in determining food quantities. Good camp promotion practices will help. An estimate of food quantities should be established by the first of the year. Past attendance will be a factor to consider. With attendance facts in hand, the next step may be taken.

How many portions per pound, can, or package? Experience will no doubt serve as a basis for these decisions. Quantity cookbooks will serve as a guide.

Can Substitution Table

One No. 10 can	=	Seven No. 1 tall cans
One No. 10 can	=	Five No. 2 cans
One No. 10 can	=	Four No. 2½ cans
One No. 10 can	=	Two No. 3 cylinders

Common Food Measures

3 teaspoons	=	1 tablespoon
2 tablespoons	=	1 fluid ounce
4 tablespoons	=	$\frac{1}{4}$ cup
6 tablespoons	=	$\frac{3}{8}$ cup
8 tablespoons	=	$\frac{1}{2}$ cup

16 tablespoons	=	1 cup
1 cup	=	8 fluid ounces
2 cups	=	1 pint
2 pints	=	1 quart

Compiling and Computing Food Quantities

1. Build a good basic daily menu and record it.
2. Determine daily recipes and list all ingredients.
3. Tally daily totals of all ingredients needed.
4. Tally period, weekly, or seasonal total of all foods needed, based on projected attendance.
5. Establish bid list and specifications for all items needed.

Food Specifications

As quickly as food needs are known, contracts with suppliers should be made. There is value in dealing with familiar firms year after year, but decisions on where to buy should be made annually after a study of conditions and fresh contacts with several dealers. Good relationships require that suppliers be selected fairly and impartially on the basis of formal bids. For the best results, close relations should be developed between the camp commissary buyer and the food dealers. The camp buyer should explore the possibility of getting some supplies from farmers in the camp neighborhood and should become familiar with the following food specifications.

Specifications for Canned Foods

Canned foods constitute a large portion of the food purchased for Scout camps. It is essential that the buyer have basic information, including a knowledge of grades, styles of packs, and container sizes.

Federal standards for grading have been established for many canned fruits and vegetables, and the terms involved have come to have general meaning in the food field. A general definition of the four grades follows.

Grade A, or fancy: Usually as nearly perfect as nature and canning permit. Product should be tender, succulent, of fine form, free from blemishes and extraneous matter, and have a clear liquor.

Grade B, or extra standard or choice: Nearly as good as "fancy." May be the best pack of the season. May have been packed for "fancy" until some defect or blemish was discovered.

Grade C, or standard: Good edible food and wholesome in every respect, but includes fruits and vegetables not fit for "fancy" or "extra standard" because of (1) off-color, (2) hard

portions, (3) lack of symmetry or uniformity, or (4) poor trimming, coring, or peeling. Often this grade lacks tenderness, as in peas, or has broken pieces.

Grade D, or substandard: Frequently an item packed for “standard” and found to be inferior in quality. Produce is pure, but likely to be tough, flavorless, off-flavor, or unattractive. This represents a small percentage of the entire commercial pack.

In most cases, food purchased for Scout camps will be choice or standard, with the emphasis on choice. Money frequently can be saved by taking advantage of special packs, such as “broken slice” pineapple for cobbler. The type of pack frequently influences the uses to which the food may be put. Whether an item is “water packed” or “syrup packed” will make a material difference in price; hence, the buyer must be acquainted with differences in type.

Common Pack Types and Abbreviations

W.P.—water packed	N.S.—no added sugar
B.P.—brine packed	N.S.A.—no salt added
J.P.—juice packed	A.S.—added sugar
S.P.—syrup packed	S.A.—salt added

Most canners use brand names to denote quality. When the camp buyer is not an expert in foods, it is best to acknowledge it frankly and seek the best advice of a reliable sales representative. Good buys may result, but beware of “bargains.” The real test in food cost economy is cost per portion placed on the table. In some instances it may be more economical to pay more per can, pound, or crate because the portion yield is greater.

When ordering canned foods or seeking bids, be sure to specify the grade or brand desired for every item. Seek the help of local food specialists if necessary.

Container		Products		
Industry Term	Consumer Description			
*Suitable sizes for patrol cooking	Approx. Net Wt. (check label)	Approx. Cups	Cans per Case	
*8 ounce	8 ounces	1		Fruits, vegetables
Picnic	10 ½ to 12 ounces	1¼		Condensed soups, small quantities of fruits, vegetables, meat and fish products
*12 ounces (vacuum)	12 ounces	1½	24	Used largely for vacuum-packed corn
*No. 300	14 to 16 ounces	1¾	24	Pork and beans, baked beans, meat products, cranberry sauce, blueberries
*No. 303	16 to 17 ounces	2	24	Fruits, vegetables, meat products, ready-to-serve soups
*No. 2	1 pound 4 ounces or 1 pint 2 fluid ounces	2½	24	Juices, ready-to-serve soups, a few fruits and vegetables
*No. 2½	1 pound 13 ounces	3½	24	Fruits, some vegetables (pumpkin, sauerkraut, spinach and other greens, tomatoes)
*No. 3 cylinder	3 pounds 3 ounces or 1 quart 14 fluid ounces	5¾	12	Fruit and vegetable juices, pork and beans, condensed soup, some vegetables for institutional use
No. 10	6 ½ pounds to 7 pounds 5 ounces	12–13	6	Fruits, vegetables for restaurant and institutional use

Product Packaging

Specifications for Meats

Meat is the costliest item in the food budget. Nutrients provided by meat are essential to good health. Careful buying and low-temperature cooking of economical cuts will keep the budget balanced and provide nutritious meals.

Find a meat supplier in whom you have confidence. Share menu and budget limitations with the supplier. Seek that person's help in producing the best within the budget.

The commissary director should have a basic understanding of meat cuts, grades, and cooking techniques. Details are available from the National Live Stock and Meat Board, 444 N. Michigan Ave., Chicago, IL 60611; telephone 312-467-5520, fax 312-467-9729. Every commissary director should have this information covering fundamentals in the commissary reference file.

Meat considered for the camp menu will include cuts from beef, veal, pork, and lamb. Chicken and turkey are always popular on the menu. The most acceptable variety meats will be liver and, in some areas, tongue. Most young people enjoy processed meats, including hot dogs, bologna, pressed ham, and other luncheon meats.

The Federal Meat Inspection Act, enforced by the U.S. Department of Agriculture, protects consumers by guaranteeing that all inspected and stamped meat comes from healthy animals, slaughtered and processed under sanitary conditions and suitable for human consumption. The stamp on the carcass is a circle. The number identifies the slaughterer; the ink is a harmless vegetable dye.

The U.S. Department of Agriculture follows the same practice with chickens and turkeys. No meat should be purchased for Scout camps without this minimum protection.

Grading of meats indicates quality. Quality has little bearing on nutrition, though it does have an effect on acceptability. Very tough cuts, when properly prepared, will have the same or better nutritive values than prime meats.

The U.S. Department of Agriculture grades much of the meat sold. Beef, veal, and lamb are graded from top grade down as *prime*, *choice*, *good*, and *commercial* (remaining grades are unsuitable). The grade imprint is made with a roller stamp that leaves its mark the full length of the carcass with edible ink. Some packers give brand names to indicate grade.

Three factors are considered in grading all meat carcasses:

1. **Conformation.** The term "conformation" covers the general build, form, shape, contour, or outline of the carcass, side, or cut. Good conformation implies short necks and shanks; deep, plump rounds; thick backs and full loins; well-fleshed ribs; and thick flank.
2. **Finish.** The term "finish" refers specifically to the quality, amount, color, and distribution of fat. The best finish implies abundant marbling—meaning an intermingling of fat with lean and a smooth, even covering of firm fat over the exterior surface of the carcass, side, or cut. A high degree of finish adds to the attractiveness of the cut. But its selling point is that it is palatable and juicy, and has a fair proportion of fat.
3. **Quality.** Quality refers to the color of the fat and leanness, the texture of the meat, the amount of fat and degree of marbling, and the color and character of the bone.

These **guiding principles** in buying, cooking, and serving meats will be helpful:

- Buy only U.S. government-inspected and stamped meats, chicken, and turkey. (Generally the greatest yield will come from choice or good grade.)
- Meat costs will be less when pan-ready and boned cuts are used.
- Find one or more reliable suppliers. Share problems with them. Be alert that you receive the quality specified in the order.
- Low-cost cuts in good or choice will produce nutritious meals when properly cooked.
- High-temperature cooking is the greatest enemy of greater yield. Roasts cooked at 325°F will yield 10 to 15 percent more meat than when cooked at 500°F. Moderate-temperature cooking also saves fuel.
- Dry-cured smoked hams will yield more than wet-cured. Boned hams will probably give greater yield.
- Large cuts of meat will continue to cook for as long as 45 minutes after they are removed from the heat.
- Permit roasts and turkeys to "set" before carving. Boned roasts will give greater yield if a slicing machine is used.
- Some packers have portion-sized cuts, pan ready. With some cooking methods—patrol cooking, for instance—these cuts may be more economical to purchase. Cost per portion is known in advance.

Specifications for Fresh Fruits and Vegetables

It is sound economy to pay enough to secure top quality in fresh vegetables and fruits. Top quality gives greater nutrition. Specify fresh, crisp-looking greens that are free from blemishes, bruises, and decay. Dark-green vegetables produce more vitamin A. Wilted, soft, poorly shaped, and bruised vegetables are not economical.

Specifications for Milk, Dairy Products, and Eggs

Use only pasteurized milk graded A. Local and state laws often govern the handling of milk. Be sure these are obeyed. The Boy Scouts of America does not recommend use of bulk milk.

Dried and evaporated milk are valuable in cooking. Margarine is acceptable as a butter substitute. Ice cream precut into servings is recommended.

Eggs graded A are recommended for poaching, boiling, and frying; grade B eggs are suitable for use in cooking. Eggs are sold by size and weight, classed as extra large, large, medium, and small. Pound for pound it is usually cheaper to buy small eggs.

Frozen eggs, when available, are fine for cooking. Dried eggs are satisfactory in cooking when they are thoroughly cooked in processing.

Specifications for Frozen Foods

Camp menus get a lift when a frozen fruit or vegetable can be added or substituted for fresh foods. "Specials" frequently are available during summer months. Additional cost may be offset by less waste than when using fresh foods. Be sure proper storage is provided, or plan to use frozen foods immediately. Follow cooking directions on packages. Purchase institutional-sized packages.

The list of menu items that follows shows the uncooked quantities per 100 persons and the resulting cooked individual portions for youths in camp. The individual cooked portions are based on average yields from good quality raw foods purchased and properly prepared and processed in the kitchen or on the patrol site.

Item	Quantity per 100	Cooked Portion
Soup	6½ gallon	8 ounces
Roast meats (boneless)	35 pounds	3½-4 ounces
Stews (with vegetables)	30 pounds	8 ounces
Meat loaf (ground meat)	30 pounds	5 ounces
Salisbury steak	30 pounds	5 ounces
Roast turkey	75 pounds	3½-4 ounces
Turkey (fricassee)	50 pounds	6-8 ounces
Veal cutlets	25 pounds	4 ounces
Chops (pork or veal)	33 pounds	5 ounces
Potted or Swiss steaks	33 pounds	5 ounces
Frankfurters (10 to a pound)	25 pounds	2½ each
Fish (boneless)	25 pounds	4 ounces
Chicken (fryers)	60 pounds	6 ounces
Fowl (stewed-creamed)	45 pounds	½ cup
Cold cuts		
(meat and cheese)	25 pounds	4 ounces
(2) Croquettes or (1) cutlet:		
Ham (boneless)	25 pounds	2 2-ounce or 1 4-ounce
Beef or veal (boneless)	25 pounds	2 2-ounce or 1 4-ounce
Turkey or chicken (boneless)	16 pounds	2 2-ounce or 1 4-ounce
Fritters:		
Ham (boneless)	9 pounds	2 2-ounce
Banana	50 each	2 2-ounce
Pineapple	1 No. 10 can	2 2-ounce
Apple	1 No. 10 can	2 2-ounce
Corn	2 No. 10 cans	2 2-ounce
Canned vegetables	4 No. 10 cans	3 ounces
Beans (baked)	6 No. 10 cans	¼ cup
Canned fruits	3 No. 10 cans	3 ounces
Fruits and vegetable juices	11 No. 5 cans	5 ounces
Potatoes:		
Peeled	30 pounds	4 ounces
Unpeeled	40 pounds	4 ounces
Carrots (fresh)	25 pounds	3-3½ ounces
Cabbage (fresh)	25 pounds	3-3½ ounces
Onions (fresh)	30 pounds	3-3½ ounces
Spinach (fresh)	25 pounds	3-3½ ounces
Peas (split) (soup)	6 pounds	¾ cup
Beans (dried)	11 pounds	¾ cup
Macaroni	6 pounds	¾ cup
Rice	7 pounds	¾ cup

An Aid to Food Buying

Number to be fed 75

Day _____

BREAKFAST MENU

LUNCH MENU

SUPPER MENU

Chilled grapefruit and orange juice

Dry cereal

Fresh milk

French toast with syrup

Toast with jelly and margarine or butter

(A) Ingredients and Unit	(B) For 100	(C) For 75	Ingredients and Unit	For 100	For 75	Ingredients and Unit	For 100	For 75
Grapefruit juice— No. 3 cylinder	12	9						
Dry cereal (ind.)	100	75						
Sugar—pounds	2½	1.87						
Milk—half-pints	100	75						
French toast and syrup								
Milk (evaporated) —14½ ounces	6	"						
Eggs—dozen	3⅓	"						
Sugar—pounds	½	"						
Bread—20-ounce loaves	8	"						
Syrup—pints	7	"						
Toast								
Bread—20-ounce loaves	4	"						
Butter—pounds	3	"						
Jelly (from stock)								

Note: Write in lunch and supper menus in same way as breakfast menu above.

Under A above, write in all ingredients needed for breakfast menu, also purchase unit needed.

Under B above, write in how much of purchase unit is needed to feed 100.

Under C above, since 75 persons are being fed, multiply each item under B by .75, and record total basic units needed. (If 125 persons were being fed, you'd multiply by 1.25, etc.)

When this form is completely filled out, transfer all information to the chart on the next page.

Menu and Food Quantities for One Day

Date _____

Feeding No. _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)*	Notes
Ingredients (List all ingredients from chart on previous page.)	Purchase Unit	Breakfast for 100	Lunch for 100	Supper for 100	Day's totals for 100	Purchase unit needed to serve 75	Cost per purchase unit	Total cost to serve 75 persons for one day	
Meats, fish, poultry									
Bacon	pound								
Beef, ground	pound								
Eggs									
Fresh	dozen	3½			3½	2½	\$.40	\$1.00	
Milk and milk products									
Fresh milk	half-pint carton	100			100	75	\$.055	\$3.03	
Evaporated	14½-ounce can	6			6				
Fats and oils									
Butter	pound	3	3	3	9	as above	as above	as above	*Add totals in column 9, and divide by number of persons being fed (75) to get cost per day per person. Enter this cost here. \$ _____
Sugars									
Sugar (granulated)	pound	3	4	4	11	"	"	"	
Cereals and cereal products									
Dry cereal	individual package	100			100				
Bread	20-ounce loaf	12	8	8	28	"	"	"	
Vegetables									
Canned	can sizes vary								
Fresh lettuce	head		5	2	7	"	"	"	
Fruits and juices									
Canned grapefruit juice	No. 3	12			12	"	"	"	
Fresh fruit juice									
Beverages									
Condiments									
Miscellaneous									
Syrup	pint	7			7				

Note: Under column 7 above, since 75 persons are being fed, multiply each item in column 6 by .75 and enter the result in column 7. Under column 8 above, write in the cost of each purchase unit noted in column 2. For totals in column 9, multiply items in column 7 by items in column 8.

Daily Food Issue and Estimated Raw Food Costs

Total Food Needed for _____ Persons _____ Weeks

(This is a summary of all daily menus and items of food needed.)

(Example) Ingredients (List all items to be used.)	(b) Purchase Unit	(c) No. Times Served	(d) Total Purchase Units	(e) No. Units Wholesale Pack	(f) Total No. Wholesale Packs Needed	(g) Grade and/ or Other Specification
Meats, fish, poultry Bacon Beef, ground Beef, stew Ham, boned	pound, can, jar, etc.					
Eggs Fresh Powdered						
Milk and milk products _____ _____ _____						

(a) See listing of ingredients on Daily Food Issue and Estimated Raw Food Costs.

Notes

- Column (b)—Record here how food is packaged for sale (by weight, size of can, etc.).
- Column (c)—Record here total number of meals in which items are used in the period by taking tally from daily food issue charts.
- Column (d)—Tally from daily food issue—each day’s total purchase unit needed (column 7) item by item. Enter total in this column.
- Column (e)—Number of cans, packages, pounds, etc., in a case or wholesale unit or package, e.g., No. 10 cans of peaches packaged six per case. Potatoes are 100 lbs. per bag.
- Column (f)—Divide figure in column E into column D and enter result in column F. This figure is to be used in securing bids.

Use additional columns for other data, such as bid price, items ordered, and delivery date. Suppliers who know your complete needs will be more interested in giving best prices on perishable and staple products. This chart can give an estimate of those needs.

Total Food Requirements Work Sheet

Ordering Food

Two or more reliable firms handling various classifications of foods should be selected and a letter of invitation prepared, to which are attached specifications and quantities desired. It is wise to include other terms, such as:

- The exact date and hour by which bids must be filed.
- The free-on-board point of delivery.
- Conditions governing return of unused goods at close of season.
- Delivery schedules based on storage space available.
- Condition of payment, time, discounts, etc.
- Indication that quantities given are estimates for bidders’ guidance and that payments will be made on the basis of actual deliveries.
- Statement that the bid opening is private and right is retained to reject any or all bids.
- Bid must cover all items on list.
- Bids should be opened and tabulated by a committee.
- For the average-sized camp, it may not be advisable to split the items of a bid.
- Placing bids should be determined by quality, responsibility of the bidder, and price.

- Willingness to supply samples for testing. (Quality can be determined only by sampling. Sampling and testing take place at one time and place with a committee present to give opinions. Have a good dietitian on this committee who can set up the procedures to be followed. A school or industrial kitchen will provide a good setting.)
- Bids need not be asked for annually.

Purchasing

All orders for supplies are submitted on purchase order forms that are printed locally. All the purchase orders must be approved by the camp business manager or camp director. Suppliers must be informed of this procedure.

The number of suppliers should be kept to a minimum, and credit should be established with each so that bills may be paid by check.

- If bids are used, properly signed letters to the successful bidders are necessary. Refer to the bid request for terms of the deal. Send letters to those companies that lose out.
- Concentrate buying with a minimum of firms each year.
- Use written purchase orders.
- Pay bills promptly.
- Purchase in quantities.

Seasonal Purchasing at “Bargain” Prices. It was a “bargain,” a “real buy”; therefore, 500 cases of tomatoes were delivered to the council on March 15. They had to be warehoused. There were enough canned tomatoes for five years. This was an expensive bargain.

Beware of appealing prices on items you can’t use. Buy only to meet the needs of a planned menu. Off-season purchases of special packs or items priced low because of heavy supply or for any one of several reasons can be good business if done intelligently and with good advice from experienced food experts.

Freezer storage of meats may make it possible to save dollars by purchasing when prices are low. Carcass meat purchases are not necessarily the most economical way to buy.

Kitchen, Dining Hall, and General Supplies. The many incidental supplies needed to operate a camp can consume many valuable dollars. Careful purchasing using the bidding method will save money.

Included in this list are paper goods—napkins, paper towels, plates, cups (hot and cold), toilet paper—and sponges, mops, brooms, soaps, scouring compounds, steel wool, dishcloths, matches, chalk, nails, screws, hinges, and paints.

This is only the start. Make up that list early on the basis of last season’s holdover inventory. Classify it and put it out for bid if quantities warrant. The less weekly shopping done, the more that can be saved. Be on good terms with local suppliers so your last-minute needs can be taken care of.

Receiving

Be sure that the camp gets the correct quantity and quality of what it orders. Probably the greatest weakness in camp management is overlooking these points.

The commissary director must ensure that one or more persons are on hand when deliveries of food are made. It is his responsibility to check the quantity, weight, condition, and quality of every item. It is particularly important to check weights of meats. The receivers must understand specifications and be able to appraise quality. Merchandise under par is rejected. The checked order and supplier’s invoice are given to the commissary director for processing. Food received is placed in proper storage, with the oldest items rotated to the front so that they are used first.

Be sure that all suppliers understand that their delivery personnel are not authorized to leave the camp without a signed receipt.

Invoices are subsequently matched with purchase orders to determine if orders were filled accurately. Shortages are noted for follow-up.

To assure proper accounting in the council service center, the invoice is coded and approved by the business manager for payment. All invoices should be transmitted to the council service center as soon as possible to facilitate prompt payment of bills. (See “Purchasing and Receiving” in this manual.)

Camp staff related to receiving must understand the importance of this job. Acceptance of a short count or inferior merchandise can result in insufficient amounts of food for campers.

Daily Perishable Food Inventory

The commissary director should be personally responsible for taking a daily perishable food inventory, preferably at a regularly prescribed time. Right after lunch is best. This inventory is used to guide the commissary director in placing orders for perishable foods.

Food-Cost Control

Precosting of camp menus gives you *estimates* of what meals will cost. It is best to have an accurate record of *actual costs*. A food-cost control procedure is needed.

Weekly food-cost control can be achieved through menu costing each week. When an accurate record of food issued to cooks or to patrols is maintained, cost of meals may be computed. It does record spoilage before food goes to the cooks, and it should take into account snacks consumed with or without permission.

The best method is a weekly inventory. Here is how to use this cost accounting method.

Taken at (same time) each day

Camp _____ week of _____ to _____

Note: Use these headings on 8 ½-by-11-inch paper.

Day of Week									
Items	Unit	M	T	W	T	F	S	S	Remarks
Potatoes	100-pound bag	3*	4	3					
		2*	1						

*3. Enter here amount on hand.
*2. Enter here amount received since last inventory.

Daily Perishable Food Inventory

Item	Issue Size	Last Saturday on Hand (Date)	Received	This Saturday on Hand (Date)	Used	Unit Cost	Total Cost
		(June 1)		(June 1)			
Cocoa	Case of 100 1½-ounce packages	100	0	50	50	\$.03	\$ 1.50
Beans (dry)	Bag—50 pounds	75	50	85	40	.14	5.60
Flour (enriched)	Bag—50 pounds	85	0	55	30	.09	2.70
Sugar (granulated)	Bag—50 pounds	150	75	50	175	.11	19.25
Sugar (brown)	Case of 48 1-pound boxes	75	2 cases; 96 pounds	57	56	.14	7.84
Sugar (confectioner's)	Case of 48 1-pound boxes	29	1 case; 48 pounds	54	23	.14	3.22
Corn (whole)	Case of six No. 10 cans	5 cases	2 cases	4 cases	3 cases	.95	17.25
Beef (stew)	10-pound packages	35	50	10	75	.81	60.75
Beef (roast)	10-pound rolls	40	100	55	85	.89	75.65

Food-Cost Control Chart

Total This Page	\$193.76
Total Brought Forward	<u>135.20</u>
Total Food Cost	<u>\$328.96</u>

Column 1 lists items in one food group. Use separate pages for staples, produce, meats, trading post, etc. (As an aid in taking inventory, have your list of items correspond to the way goods are stored in your storeroom. Set up your inventory book so that you can start at one point and move in a clockwise direction around the room, checking items as you go.)

In column 2, put a short description of the manufacturer's packing method. Column 3 is the inventory of the item last Saturday. Column 4 shows the number or amount of the item received this week and added to the inventory. Column 5 is the amount on hand at the latest inventory.

The total of columns 3 and 4 minus column 5 is the amount of the item used during the past week. The unit cost is placed in column 7. Multiplying column 6 by column 7 gives the total cost for this item during the past week.

And, of course, the total cost of all items on all pages in your inventory book would give the total cost of food used during the week. These inventory sheets should be filed each week with the camp business manager.

Included in this inventory are such items as all meats, dairy products, margarine, fresh and frozen vegetables and fruits, and bakery goods. (While the inventory is being taken, a close inspection can be made of the kitchen and refrigerators.)

The form suggested here is a work sheet that is destroyed at the end of the week or period. It should be reproduced (8½-by-11-inch size) locally. Keep it on a clipboard.

The menu will indicate the need to order or to stand fast. The rough-draft daily order sheet may then be used to make up purchase orders or can be used as a basis for telephone orders from the supplier. Also reproduce the daily order sheet on 8½-by-11-inch paper.

<p>Meats Order on Monday-Wednesday-Friday</p> <hr/> <hr/> <hr/>	<p>Produce Order on Tuesday-Thursday-Saturday</p> <hr/> <hr/> <hr/>
<p>Dairy Order daily</p> <hr/> <hr/> <hr/>	<p>Groceries Order weekly</p> <hr/> <hr/> <hr/>

Daily Order Sheet

Storage

Storage space in camp is usually at a premium. Proper design should provide a room off the loading platform that is reasonably cool, well-ventilated, insect- and vermin-proof, and dry. Shelving should be away from the walls for proper cleaning and air circulation. Floor space should be available for case-goods storage. Pallets should be available to keep cases off the floor. Covered GI cans provide for safe and dry storage for flour, rice, etc. Ideally, the storeroom should provide work space for the commissary director.

Every item received and stored should be carefully inventoried. A record is made of all food taken from storage. The cook is issued daily all items needed for the meals to be prepared in quantities specified by the commissary director. Exceptions to this are such staples as sugar, flour, salt, pepper, condiments, fats, and oils.

Storage space can be used best when not pushed beyond capacity. Seek the cooperation of suppliers by having two or more deliveries of staples during the operating period.

Have a place for everything and rotate oldest items to the front. Insist on good housekeeping.

Refrigeration

Fresh foods that require refrigeration should be refrigerated as soon as they are received. All refrigerators (walk-in, reach-in) and freezers must be kept clean.

Reliable thermometers should be placed conspicuously in each refrigerator. Daily temperature readings are posted on Keep It Cold charts. The commissary director makes a daily inspection when taking the daily perishable food inventory.

When frozen foods are used, they should be stored on delivery in a freezer that maintains a temperature of 0°F to 20°F. Do not accept delivery of partially thawed frozen food unless it will be used immediately. Never refreeze foods. Use of a freezer storage guide will assure good results.

Kitchen and Dining Hall Supplies Inventory

For items such as soaps, paper goods, and cleaning supplies, a weekly supplies inventory similar to the weekly food inventory may be used. For dishes, silverware, miscellaneous equipment, and supplies used in the dining hall, kitchen, and commissary, a perpetual inventory or a special weekly inventory is used. A card file is used for the perpetual inventory, and a list-type inventory is used for the weekly inventory.

The list-type weekly inventory is made up locally. There should be a separate list for each camp location (dining hall, commissary, kitchen).

The same form may be used for camp equipment.

FOOD	HOW TO STORE	WILL KEEP	TEMPERATURE
Meats, fresh, whole cuts	Covered loosely.	3 to 4 days	33°F to 36°F
Meats, fresh, chopped	Covered loosely.	24 hours	33°F to 36°F
Meats, cured (ham, bacon, etc.)	Wrapped tightly.	7 days	33°F to 36°F
Seafood, fresh	Wrapped tightly.	24 hours	23°F to 30°F
Poultry, fresh-killed, ready-to-cook	Wrapped lightly.	1 to 2 days	33°F to 36°F
Meats, cooked	In container, covered.	1 to 2 days	33°F to 36°F
Butter and margarine	Wrapped in original covering.	3 weeks or more	45°F
Cheese, hard	Wrapped.	4 weeks or more	36°F to 38°F
Cheese, soft	Wrapped or in original container.	4 to 5 days	39°F to 41°F
Eggs	Stored in case or carton.	2 to 3 weeks	45°F
Milk and cream	In original containers.	3 to 4 days	40°F to 45°F
Fruits	Unopened: in original containers. Opened: sort, wash, and dry.	7 days or more*	40°F to 50°F (bananas 60°F to 70°F)
Vegetables	Unopened: in original containers. Opened: sort, wash, trim sparingly, and dry.	7 days*	40°F to 50°F

*Depends on degree of ripeness or maturity.

Note: Foods stored at higher-than-specified temperatures will not keep as long as chart indicates.

Refrigerated Food Storage Guide

PERPETUAL INVENTORY

Article _____ Card No. _____

Description (size, color, etc.) _____

Source of supply _____

Price (date) _____

Opening inventory _____ Date _____ Winter storage _____

Dates											
Received											
Discarded											
Balance											

WEEKLY INVENTORY

(year)

Camp _____ Department _____

Opening date _____ Closing date _____

Item	Opening Inventory	Week of _____											
		In	Out	Close									

Kitchen and Dining Hall Supplies Inventory

PATROL COOKING ADMINISTRATION

The patrol method comes into its own in the outdoors. In a camp setting the patrol swings into high gear. This is especially true when the camping troops elect to cook their own meals.

Putting the Patrol Method to Work

The troop pays a full fee for food and is issued raw foods based on a standard menu. Recipes and instructions are provided. Precamp training for troop leadership includes practice and coaching in meal preparation. Each patrol then prepares its own meals on its site. Troop leaders eat as guests with patrols.

The camp commissary service must be prepared to issue food to meet the needs of patrols of various sizes.

The advantages of patrol cooking include these:

- The patrol method is stimulated by patrol cooking and carries over into all phases of the camp program as well as back into the year-round outdoor troop program.
- There are morale values that come from a troop living and eating together. The camping experience becomes complete.
- A major responsibility of good camping is placed upon the troop, and the training results are good. Scouts may learn to cook, plan menus, compute food needs, and purchase food.
- Principles of sanitation and health can be taught through a real experience.
- No paid cooking staff is necessary.

Because this is a training experience, it is vital to have the camp provide expert coaching for troops doing their own cooking. Program commissioners are responsible for the success of the patrols in this experience and should serve as cooking advisers.

Facilities on troop and patrol sites must be adequate to assure proper food preparation, sanitation, and dishwashing. Guidance must be provided in the development of meals so that they will be quickly prepared, appetizing, balanced, and liked by youth and leaders.

Be sure to establish a system that will quickly inform the commissary staff of the following facts:

- Troops in camp by troop number.
- Number of patrols in each troop. Name of each patrol. Number of boys in each patrol. Number of adults in each troop.
- Troop site assignment of each troop.

- Camp staff and their assignments to troops and patrols as guests.
- Outpost camps schedules or trail trips planned by day, departure time, return time.
- Special foods required for Scout advancement.
- Special diets for people with ulcers, diabetes, allergies, etc.

Purchasing, Receiving, and Storing

Purchasing practices for patrol cooking are basically similar to other food purchasing procedures. Sampling for quality is important. Boys will not eat food unless it looks good and tastes good. The local marketing area may be such that better prices will be given by local retail outlets than by wholesale distributors. Each council must establish its best sources of supply.

All nonperishables in the grocery and staple foods line may be bought and stocked in advance. Perishables, like fresh produce, meats, bakery goods, and dairy products, will be ordered weekly or more often, depending on camp storage capacity and the ability of suppliers to deliver to camp.

In most instances, items should be packaged in sizes and quantities suitable for issue directly to patrols. There are risks involved in repackaging perishable items in camp. Fresh meat should be ordered so that it goes directly from the refrigerator to the patrol. Deep-freeze facilities will help to assure good quality. Frozen meats and other frozen foods may be assembled for issuing in advance without danger of spoilage. However, time must be allowed to assure that frozen food is just about pan ready when it is drawn by the patrol.

Receiving merchandise delivered to camp for patrol cooking requires the same care as in any other method. Quantities and quality should be checked as deliveries are made. The storage area should be organized to expedite the issuing procedure. Case goods can be stacked on pallets and left in their original cartons or boxes. At no time need there be more than one partially full carton or box of any one item. This procedure will expedite the weekly inventory.

When the storeroom is properly organized, items may quickly be located and inventoried. For instance, keep all canned vegetables in one area, and fruits, beverages, staples, cereals, etc., in their own areas. Leave enough aisle space so dollies or carts may pass through easily. Rough handling of case goods should be reduced to a minimum. The Engineering Service provides a design sheet to guide councils in the development of commissary storage facilities for patrol cooking. Ask for D110.

Equipment and Facilities of the Unit Service Building

The commissary in the unit service building of a patrol-cooking camp requires many pieces of permanent equipment. They are:

Reach-in refrigerator—17 cubic feet minimum. It should be near the counter and have space for refrigerated items such as butter, mayonnaise, and meats, which are added to patrol boxes at the last minute.

Walk-in refrigerator—67 cubic feet minimum.

Freezer—16 cubic feet minimum, for storage of frozen foods and meats.

Ice machine—capacity about 10 pounds per patrol per issue. An additional 16-cubic-foot reach-down freezer is required for storage of bagged ice. The two should be located side by side, preferably near the issue counter.

Water heater—40 gallons minimum.

Shelving—for storage of extra staples, food boxes, and miscellaneous equipment. Should be 14 inches high, 20 inches deep.

Two sorting tables—covering three-quarters of the length of the serving counter and 30 inches wide. The tables should have lower storage shelves large enough to hold a sorting box overflowing with food.

Cleaning supplies—for housekeeping. There should be a separate slop sink, mops, brooms, and cleaners for cleaning floors and shelf surfaces.

Closet—for storage of cleaning supplies.

Food preparation area—should include a work counter, drainboard, and sink with both hot and cold water.

Front issue counter—about 20 inches high so that youths may remove supplies from food box without having to take the box from the counter.

Pallets—for storage of case goods. Permanent shelving is not needed for case lots. Individual items from partly used case lots should remain on top of full cases.

Sorting tubs or boxes—square or rectangular; not round. Plastic washtubs are recommended for ease of cleaning and durability. Best size is 18 to 20 inches long, 15 to 18 inches wide, and 8 to 10 inches deep. One is needed for each patrol to be served, plus at least six extra. (The extras are used to store items put up in advance, such as staples.) Label the boxes on two opposite sides with unit number, patrol name, and number of persons.

Patrol packs—for carrying food to patrol sites. One is needed for each patrol to be served, plus six for replacements. These may be pack baskets with replaceable plastic

liners, or plastic waste baskets fastened to pack frames with shock cord. The pack should be washable, have a plastic liner, be rigid, and be easily carried on the back.

Screened food-handling room—required in most states. It should be equipped with large spoons, measuring cups, and similar utensils, plus sinks, hot water, drying rack board, and cleansers for cleaning utensils.

Chalkboard or chart—for listing patrol food issue to indicate quantities, changes, and situations requiring special attention.

File cabinet and files—for menus and instruction sheets, staple issue list, etc.

Plastic trash-disposal cans—with covers and disposable plastic liners. One needed in food-handling room, one near walk-in refrigerator (these two may be combined); one near issue counter and sorting table; one on porch food issue counter.

Patrol trash-disposal system—to keep a neat camp. Require that all garbage and nonburnable trash be brought in at least daily to a central point near the commissary. This eliminates the need for truck traffic to unit sites. Campers may bring the garbage in plastic bags issued for ice, pack liners, or trash-can liners.

Produce scale—to check delivered weights of meats, dairy products, and produce.

Other supplies—drip pans for thawing food in walk-in refrigerator. (In some states, the law requires that thawing be done inside a walk-in refrigerator.)

Optional useful items include:

Dollies—for transporting cases of food.

Desk, chair, and file cabinet—to provide complete view of commissary operation from receiving to dispensing.

Patrol and Unit Site Sanitary Practices

These guiding practices and principles will help.

- All burnable trash and garbage should be disposed of on the patrol site. Tin cans and foil should be burned out (if burning is permitted), crushed, and placed in garbage pails.
- Waste or garbage pails with liners and covers (paper or plastic) should be used for all waste that cannot be burned. If no liners are used, pails must be washed clean. Pails should be emptied daily.
- Most wet garbage and nonburnable trash can be returned to the commissary in the plastic bags that were used for food issue, or additional bags can be issued for the purpose.

- Insist on a safe, sanitary method for washing and sterilizing dishes. Use water at a rolling boil or an approved sanitizing agent.
- Dispose of waste water in an approved fashion. Each unit site must have a waste-water disposal.
- Dispose of all perishable food items after each meal.
- Hold unit leaders responsible for regular health and sanitation inspections and the cleanliness of their areas. Program commissioners are responsible to double check.

- Staff should be alert to sanitation conditions when visiting a patrol.
- Keep staple food items protected in the food chest. Also keep in the food chest the nonperishables issued daily.
Each unit site must have the following:
 - Water supply, washstand, and drinking fountain
 - Latrine, near water
 - Waste-water disposal
 - Two garbage and trash cans with plastic liners and covers

FROM FOOD GROUP	BREAKFAST	LUNCH	SUPPER
1. Bread, cereal, rice, and pasta group. 6 to 11 servings daily.	Ready-to-eat or cooked cereal; buttered toast with jam	Four slices of bread with butter or margarine	Pound cake; bread with jam and butter
2. Vegetable group. 3 to 5 servings daily; some raw, some cooked.		Carrot sticks	Onions, carrots, peas, and potatoes
3. Fruit group. 2 to 4 servings daily; some raw, some cooked.	Orange juice	Apple and raisins	
4. Milk, yogurt, and cheese group. 2 to 3 servings daily.	Cocoa or instant hot chocolate, made with milk	Cheese sandwich and milk	Milk
5. Meat, poultry, fish, dry beans, eggs, and nuts group. 2 to 3 servings daily; equivalent to 2 to 3 ounces of cooked lean meat, poultry, or fish.	Boiled egg	Luncheon meat sandwich	Beef ragout with vegetables
Sample: A daily food list for seven Scouts that includes foods from each food group.	Cereal (½ box or 7 individual packets) Bread (1¼ pounds) Butter (¼ pound) Peach jam (10 ounces) Orange juice (7 individual servings) Hot chocolate (7 packets) Milk (3 quarts) Eggs (7)	Bread (28 slices) Butter (¼ pound) Carrots (½ pound) Apples (7) Raisins (7 small boxes) Sliced cheese (8 ounces) Milk (3 quarts) Luncheon meat (12-ounce can)	Bread (1¼ pounds) Butter (¼ pound) Strawberry jam (10 ounces) Onions (3) Carrots (1 pound) Peas (1 No. 303 can) Potatoes (4 pounds) Milk (3 quarts) Chuck cut for stew (2½ pounds)

Basic Food Group Meal Planning Guide

Item	Purchase Unit	Number of Servings
Stew beef, boneless	1 pound	3 to 4
Beef, ground		
hamburgers	1 pound	3 (fewer for one-pot meals)
Salisbury steak	1 pound	4
Beef, Swiss steak	1 pound	3
Chicken, fried	1 pound	2
Ham, boneless	1 pound	3
Cold cuts	1 pound	4 to 5
Frankfurters	1 pound (10 per pound)	5
Cheese (cheddar)	1 pound (1-ounce slices)	16 slices
Meats (canned luncheon meats)	12 ounces	4 to 6 sandwiches
VEGETABLES (fresh)		
Potatoes	1 pound	2
Carrots	1 pound	3 to 7 (depends on use)
Celery	1 bunch	7 to 8 (depends on use)
Cabbage	1 pound	4 to 7 (depends on use)
Lettuce	1 head	5 to 8 (depends on use)
Onions	1 pound	Depends on use
MISCELLANEOUS		
Rice	1 pound	5-6
Macaroni	1 pound	5-6

Packaged convenience or processed foods such as biscuit mixes, cake mixes, and canned stews all have instructions, as well as the number of servings.

Food Items Most Frequently Used

Patrol _____ Troop _____ Date _____

Patrols: Please check the items needed, and turn in to troop leader so that this order may be deposited in the staple box at the commissary building before 3:00 p.m. Requested items will be placed in the 4:30 p.m. issue on the same day.

_____ Jam (12-ounce jar)	_____ Salt and pepper shakers
_____ Peanut butter (1-pound jar)	_____ Shortening (1-pound can) or cooking oil (1 plastic bottle)
_____ Mustard (small)	_____ Liquid soap (1 plastic bottle)
_____ Cocoa	_____ Matches (1 box, safety)
_____ Salt (1-pound box)	_____ Towels (1 roll)
_____ Instant chocolate (individual package)	_____ Flour (1-pound bag)
_____ White sugar (1-pound box)	_____ Small box of scouring pads
_____ Brown sugar (1-pound box)	
_____ Syrup (1 bottle)	

Staple Issue and Order Form

DESCRIPTIONS Check labels carefully			Cans Per Case	Products Packed in Various Cans
APPROXIMATE				
Size and Weight	Cups	Servings		
6 to 7 ounces	1	3 to 4	24 to 48	Frozen and concentrated juices
8 ounces	1	1 to 2	Varies	Fruits and vegetables
10½ to 12 ounces	1½	2 to 3	Varies	Condensed soups, some vegetables, fruits, and meat products
12 ounces	1½	4	24	Corn
No. 300 14 to 16 ounces	1¾	Varies with product	24	Pork and beans, meats, cranberry sauce, blueberries
No. 303 16 to 17 ounces	2	Fruits and vegetables 4 to 5	24	Fruits, vegetables, meat products, ready-to-serve soups
No. 2 1 pound, 1 ounce or 1 pint, 2 fluid ounces	2½	5	24	Juices, ready-to-serve soups, some fruits and vegetables
No. 2½ 1 pound, 13 ounces	3½	7 to 8	24	Fruits; some vegetables like sauerkraut, spinach, tomatoes
No. 3 3 pounds, 3 ounces 1 quart, 14 fluid ounces	5¾	6 to 8, more for juices	12	Fruits and vegetables, juices, pork and beans, some condensed items

This guide will help the commissary determine orders from suppliers as well as the number of cans to issue to patrols.

Individual portion sizes and packages will simplify ordering and distribution. For instance, individual servings of hot chocolate, tea (bags), bouillon, etc., will reduce waste and simplify meal preparation, dishwashing, etc.

A Guide to Can Sizes and Servings

Daily Commissary Routine

The rotation of duties should take place after lunch. New cooks take over for the afternoon issue and supper preparation. If the troop or crew or a patrol or group desires to be away from the unit site for lunch, it has the essential food issue for that meal well in advance. The commissary staff does one major food distribution job a day rather than three. The major afternoon issue is a heavy one and may require extra hands for its pickup.

Perishables and refrigerated items must be picked up directly before each meal. Often, lunch will not require a special pickup.

Menu, food lists, order of preparation, and cooking instructions should be given to patrols for three meals in advance. In the first method, this information would be given out with the breakfast issue, and in the second method with the supper issue. Any changes in menu or food list because of supply should be recorded on the patrol menu and instruction sheet.

FIRST DAY**Breakfast**

Orange juice
Cold cereal
Bacon and eggs
Toast and jam
Milk
Cocoa

OR

Orange
Cold cereal
Scrambled eggs
Bacon
Bread and butter
Jelly
Milk
Cocoa

Lunch

Cold cuts
Peanut butter and jam
Beverage

OR

Potato chips
Lettuce and tomatoes
Catsup and mustard
Bread and butter
Chocolate brownie
Milk

Supper

Hamburger
Corn
Applesauce
Bread and butter
Milk

OR

Canned roast beef
Mashed potatoes
Green peas
Lettuce wedges
French dressing
Bread and butter
Pineapple chunks
Cookies
Strawberry punch

FIFTH DAY**Breakfast**

Apple juice
Corn flakes
Milk
Eggs
Bread and jam
Milk
Cocoa

OR

Orange juice
Cereal with milk
Fried eggs
Bread and butter
Jelly
Cocoa

Lunch

Tuna sandwiches
Apple butter
Fresh plums
Cupcakes
Beverage

OR

Tuna-egg salad
Fritos
Lettuce and tomatoes
Bread and butter
Fruit cocktail
Milk

Supper

Fish sticks
Green beans
Carrot and raisin salad
Bread and jam
Cake (yellow)
Milk

OR

Chopped beef steak
Mashed potatoes
Buttered carrots
Bread and butter
Strawberry shortcake
Grape beverage

SECOND DAY**Breakfast**

Grapefruit juice
French toast
Syrup and jelly
Milk
Cocoa

OR

Apple juice
Cold cereal
French toast
Pork sausage
Syrup
Butter
Milk
Cocoa

Lunch

Frankfurters
Potato chips
Mustard and buns
Apple or orange
Beverage

OR

Hamburger on bun
Lettuce and tomatoes
Catsup and mustard
Shoestring potatoes
Cupcakes
Milk

Supper

Beef stew
Potatoes and onions
Carrots
Bread and butter
Pudding
Milk

OR

Pan-broiled ham
Boiled potatoes
Boiled carrots
Cole slaw
Bread and butter
Baked apple
Lemon-lime beverage

SIXTH DAY**Breakfast**

Grapefruit juice
Cold cereal
Bacon and eggs
Toast and jam
Milk
Cocoa

OR

Pineapple juice
Cold cereal
Sweet rolls and butter
Milk
Cocoa

Lunch

Cold cuts
Tomatoes
Lettuce
Peanut butter and jam
Beverage

OR

Sloppy joes on buns
Hash brown potatoes
Lettuce and tomatoes
Ice cream bar
Lemonade

Supper

Frankfurters
Pork and beans
Cornbread
Lettuce
Milk

OR

Smoked brown-and-serve
sausages
Baked beans
Cole slaw—vinegar and oil
Bread and butter
Ice cream bar
Fruit punch

THIRD DAY**Breakfast**

Orange juice
Cold cereal
Scrambled eggs
Bread and jam
Milk
Cocoa

OR

Pineapple-grapefruit juice
Cold cereal
Scrambled eggs
Bread and butter
Jelly
Milk
Cocoa

Lunch

Grilled cheese sandwich
Apple butter
Cupcakes
Milk

OR

Bacon-lettuce-tomato sandwiches
Potato chips
Applesauce
Doughnuts
Milk

Supper

Baked ham
Rice
Green beans
Pineapple
Milk

OR

Charcoal-broiled steak
Fried potatoes with onions
Corn
Celery sticks
Bread and butter
Vanilla pudding
Raspberry punch

SEVENTH DAY**Breakfast**

Orange juice
Pancakes and syrup
Prunes
Cocoa
Milk

OR

Apple juice
Cold cereal
French toast
Pork sausage
Syrup
Butter
Milk
Cocoa

Lunch

Hot dogs
Cheese
Carrot sticks
Banana
Beverage

OR

Cold-cut sandwiches
Apple-butter sandwiches
Tossed salad
Milk
Cookies

FOURTH DAY**Breakfast**

Blended juice
Biscuits and jelly
Hot cereal
Prunes
Milk
Cocoa

OR

Cantaloupe
Corn flakes with milk
Buttermilk pancakes
Pork sausage
Syrup
Butter
Cocoa

Lunch

Macaroni and cheese
Green beans
Celery
Bread and jelly
Beverage

OR

Hot dogs and buns
Mustard, relish
Shoestring potatoes
Tomato wedges
Fresh fruit
Milk

Supper

Broiled steak
Fried potatoes
Onions
Cranberry sauce
Tomatoes and lettuce
Milk

OR

Fried chicken
Spaghetti and tomato sauce
Green beans
Tossed salad
Bread and butter
White sheet cake
Orange beverage

MENU FOR: LUNCH SECOND DAY

Cold-cut sandwiches
 Apple-butter sandwiches
 Tossed salad
 Milk and cookies

UNIT NO. PATROL NAME

Total persons to eat this meal (campers + leaders + staff + guests)

Give number

Check off by patrol	FOOD ITEMS	PERSONS SERVED	
		Issue for 6 to 8	9 to 11
	Slices—Cold cuts	16	22
	Jar —Apple butter	1 12-ounce size	1 16-ounce size
	Loaves—Bread	2	2
	½ pound—Butter	1	1
	Bottle—French dressing	1	1
	Large—Tomatoes	2	3
	Prints—Milk	(exact count item)	
	Head —Lettuce	1 (small)	1 (large)
	Packages—Cookies	1-pound size	1½-pound size

Use from STAPLES: mustard, peanut butter, salt, pepper.
 All individual items will be exact count.

UTENSILS: None

PREPARATIONS: Read FULL instructions TWICE before starting.
 FIRE: (No fire if paper plates are used.)
 COOKS: 1. Wash off patrol table. Wash hands.
 2. Make meat sandwiches. Make apple-butter sandwiches.
 (One of each for each person.)
 3. Core lettuce by smacking head, stem down, on tabletop. The core will twist out. Remove outer leaves and wash head. Tear lettuce into bite-sized chunks. Wash tomatoes and cut into small chunks and add to lettuce. Pour dressing on salad. Mix well and serve.
 4. Set out mustard, milk, and peanut butter.
 5. Serve cookies for desert.

SAY GRACE BEFORE EATING. TACK THIS SHEET TO YOUR PATROL FOOD BOX.
 (On meals where needed, add "DON'T FORGET THE DISHWATER.")

Patrol/Crew Menu and Instruction Sheet for Lunch

MENU FOR: DINNER THIRD DAY

Mulligan stew
 Mixed vegetables
 Cake with fruit sauce
 Bread and milk

UNIT NO. PATROL NAME

Total persons to eat this meal (campers + leaders + staff + guests)

Give number

Check off by patrol	FOOD ITEMS	PERSONS SERVED	
		Issue for 6 to 8	9 to 11
	Pounds—Ground beef	2	3
	Large—Onions	2	3
	Small can—Tomato soup	2	3
	Small can—Mixed vegetables	2	3
	8-ounce package—Elbow macaroni	2	3
	Package—Cake mix	1 (small)	1 (large)
	Jar—Peach preserves	1 12-ounce size	1 16-ounce size
	Prints—Milk	(exact count item)	
	Loaves—Bread	1	1
	¼ pound—Butter	1	1

Use from STAPLES: shortening, salt, pepper, sugar.
 All individual items will be exact count.

UTENSILS: Two pots and one bowl

PREPARATIONS: Read FULL instructions TWICE before starting.

FIRE: Two boiling fires

COOKS: 1. Clean patrol table. Wash hands.
 2. Put 4 quarts of water over fire to boil.
 3. Peel onions and chop them up fine. Put 2 tablespoons shortening in a pot and place over fire. When hot, add onion and fry until light brown. Add broken-up beef, stirring occasionally. When meat is slightly browned, pour in cans of condensed tomato soup. Add 1 cup of water, 1 level teaspoon of sugar, and ½ level teaspoon of salt. Heat to simmering. Simmer for 10 minutes.
 4. Place vegetables in a small pot and heat.
 5. When the water boils vigorously add 1 teaspoon salt, then, while stirring, pour in elbow macaroni gradually, so that water does not stop boiling. Boil briskly for 10 minutes or until macaroni is tender. Keep stirring or it will stick to bottom of pot. Do not overcook. Drain off water. Add thoroughly drained macaroni to meat mixture.
 6. Set out bread, butter, and milk.
 7. Cut angel cake into slices, one for each person. Put contents of jar of preserves in pot. Add ¼ cup water and mix well. Pour this fruit sauce over cake slices before serving.

SAY GRACE BEFORE EATING.

READ INSTRUCTIONS—FOLLOW INSTRUCTIONS—TACK THIS SHEET TO YOUR PATROL BOX.
 Don't forget to heat dishwater—should be on fire during meal.

Patrol/Crew Menu and Instruction Sheet for Dinner

Item	No. per Person	Plus Extra	Number of Persons in Patrol							
			5	6	7	8	9	10	11	12
Paper plates	18	20	110	128	146	164	182	200	218	236
Hot cups	6	12	42	48	54	60	66	72	78	84
Cold cups	15	12	87	102	117	132	147	162	177	192
Food dishes	9	12	57	66	75	84	93	102	111	120
Paper towels	Two rolls issued one at a time; additional rolls for sale at the trading post.									

Weekly Patrol Paper Products Issue

Paper Products

The menu will affect selection of paper goods. Some plastic or paper bags may be needed for packaging or repackaging bulk or packaged foods.

Paper towels are excellent for wiping off dishes or tableware before dishwashing. They may also be used effectively for cleaning patrol table tops and are easily substituted for napkins. Care must be taken to see that they are not misused and wasted.

Training for Patrol or Crew Cooking

Unit leaders, both adult and youth, must be trained to give leadership in patrol or crew cooking. This may be accomplished in several ways.

Ideally, the adult and youth leaders should be coached by council leadership in a weekend precamp training session. The patrols or crews may then test the camp menus, recipes, and food preparation on precamp overnights and at camporees.

Scoutmasters should be coached to come to camp with organized patrols. These camp patrols should be as nearly like natural patrols as possible. In a troop, it will facilitate food issue if patrols are kept about the same size. However, do not change natural patrols. When camp patrols need to be formed, they should include from five to seven members.

Every program staff member should be skilled in patrol cooking. Informal coaching by these adults, as they are guests for meals, will be a valuable asset to a patrol. Each adult serving as a program commissioner has a primary task in this part of camp program.

In some instances, these adults may need to demonstrate the steps to take in preparation of meals. Patrol cooks report to a specified area for this briefing (schedule it at leaders' meetings). Every precaution must be taken to assure a happy, successful experience for every patrol. Again we emphasize that the camp staff eat breakfast and the evening meal with patrols for the first two or three days.

Cooking instructions, both oral and written, play a vital role in assuring success. They must be simple and concise. Take nothing for granted; "walk through" (test) each set of instructions. Do you say what you mean? For instance, do not say, "Put it on the fire to cook," if all that is needed is to heat it. Canned vegetables may be heated in their own containers after opening the can.

Refer to the menus, food lists, and recipes in the *Cooking* merit badge pamphlet. In precamp training for unit leaders, the following information should be included. It should be written to meet local conditions and procedures.

- **Introduction.** Introductory statement and a word of welcome.
- **Patrol duty roster.** Explain its use. Provide a copy for posting on patrol food storage chest.
- **Menu.** Tell leaders about meal patterns, i.e., substantial breakfast, lunch (no fire), good supper, etc. Point out that the patrol will be given a menu sheet or card each time the patrol draws food. This card will include supper, breakfast, and lunch menus, food lists, and order of preparation including recipes.
- **Food issue.** Explain staple issue; tell when and where to draw food, including nonperishables and perishables. Explain procedure as well as carrying devices to be used. Point out that there will be plenty to eat.
- **Food storage.** Explain use of food storage chest for staples and nonperishables. Emphasize that cooked or perishable foods should not be stored.
- **Fires.** Tell about recommended fuel, camp stoves if any, use of charcoal, fire safety, etc. If wood is used, urge patrols to keep a supply of dry wood on hand, well protected from the weather.
- **Campsite sanitation.** Explain procedure for disposal of wastewater and garbage, dishwashing procedure, and safe storage of dishes.

- **Daily menus, food lists, and preparation instructions.** Patrols should receive a set of these from their Scoutmasters early in the spring. This will permit some precamp testing.
- **Unused, unopened food.** Unused, unopened food items should not be permitted to accumulate on patrol sites.

If too much food is being issued, the commissary should be notified and requested to reduce the amount of these items issued. The program commissioner should do this. Unused items should be returned to the commissary.

FOOD SAFETY

Cooking Chart

Measure With Food Thermometer

- 185° F** Whole chicken and turkey (measure in leg joint)
- 165° F** Reheating all refrigerated leftovers, such as chicken breasts, stuffed pasta, meat, or fish
- 160° F** Hamburger, ground fish or meat, ham, pork, or eggs
- 145° F** Rare roast beef
- 140° F** Reheating canned, frozen, or commercial processed food

Cooling

Cooked food should be cooled from 140° F to 70° F within two hours, and from 70° F to 41°-45° F within four hours. Cool foods in shallow pans (3 inches deep or less).

Cooked chicken parts should be one deep on trays. Spread out the trays in a refrigerator or freezer. *Do not* cool food in cooking pots.

Hot Holding

Cooked food may be held above 140° F for an indefinite time for service.

Cooked food may be held up to four hours below 140° F and then must be *discarded*.

Thawing and Storage

Thaw frozen food in a refrigerator. Keep meats and fish on trays on the lower shelves of a refrigerator. Food thermometers should be tested at least once a week using an ice-water slush. The food thermometer must indicate 32° F. If not, adjust the thermometer if possible. Otherwise, the inaccurate thermometer must be discarded and replaced.

This FOOD SAFETY CHART must be prominently displayed in every camp kitchen and used as a resource by all food preparers. It is based on FDA and USDA codes. Local codes prevail if more strict.

BOY SCOUTS OF AMERICA

This form must be turned in to the commissary director one meal before the next food issue.

Premeal order for BREAKFAST on _____
(Date)

Troop _____ Patrol _____ Camp _____

Scouts	_____	_____
		(Cooks for the Day)
Leaders	_____	_____
		(Patrol Leader's Signature)
Staff	=====	_____
		(Patrol Leader's Signature)
Total	_____	_____
		(Leader's Signature)

CUT ALONG THIS LINE

This form must be turned in to the commissary director one meal before the next food issue.

Premeal order for LUNCH on _____
(Date)

Troop _____ Patrol _____ Camp _____

Scouts	_____	_____
		(Cooks for the Day)
Leaders	_____	_____
		(Patrol Leader's Signature)
Staff	=====	_____
		(Patrol Leader's Signature)
Total	_____	_____
		(Leader's Signature)

CUT ALONG THIS LINE

This form must be turned in to the commissary director one meal before the next food issue.

Premeal order for DINNER on _____
(Date)

Troop _____ Patrol _____ Camp _____

Scouts	_____	_____
		(Cooks for the Day)
Leaders	_____	_____
		(Patrol Leader's Signature)
Staff	=====	_____
		(Patrol Leader's Signature)
Total	_____	_____
		(Leader's Signature)

Next Meal Order Forms

Getting Organized

Patrols in camp should have the same members as they have year-round, whenever possible. There is no fixed number of Scouts in a patrol. Troops in camp each have their own separate personalities, as do patrols. The identity of patrols should be retained when the majority of the members attend camp. Troop leaders probably will need guidance before camp in doing an effective job of organizing their patrols for camp.

There are several major tasks to be done at camp in the preparation of a meal by patrol members, regardless of whether they are on the trail or at their patrol site in the council camp. Responsibilities in general are fire building, cooking, water supply, and cleanup. The organization of patrol members to carry out detailed functions of these tasks is very important.

	FUEL AND WATER	COOKING	CLEANUP
FRI.	NORM ROB	STEVE ROSS	AL JOE
SAT.	AL JOE	NORM ROB	STEVE ROSS
SUN.	STEVE ROSS	AL JOE	T.J. EARL
MON.	T.J. EARL	STEVE ROSS	AL JOE
TUES.	AL JOE	T.J. EARL	ROB NORM
WED.	AL T.J.	EARL AL	ROSS NORM
THURS.	JOE EARL	STEVE ROB	T.J. AL

Patrol Duty Roster

Assign buddies to duties, but adjust assignments to share duties fairly among patrol members. Keep the system flexible to get things done—the job is the big thing. Assignments change daily after lunch cleanup.

Fuel and water buddies maintain water supply; maintain supplies of tinder, kindling, and firewood/charcoal and protect them from weather; and start fires in time for cooks to have meals ready on time.

Cooking buddies assemble food supplies, follow menus and recipes exactly, serve meals on time, put away food, put cook pots to soak, and have cleanup water supply on the fire before serving meals.

Cleanup buddies set up wash and rinse water for dishwashing, clean cooking pots and utensils, clean kitchen and dining areas, store all group equipment, dispose of garbage and trash, and put out the fire.

Cooking With Charcoal

A charcoal starter can be made from a juice can. Before removing the top and bottom of the can, use a can opener of the type that makes a triangular hole to punch a series of these holes all around the side of the can at the base, about an inch apart. Then remove both the bottom and the top of the can.

Place this starter in the center of the burning area of the grill, and put about a double handful of paper (waxed, if available) in it, piling charcoal briquets on top of the paper until the can is filled. Light the paper through one of the holes at the base of the can, and watch the can act as a chimney to send flame roaring up through the briquets. As soon as you notice gray patches appearing on the top briquet, use pliers (not your fingers) to lift the can straight up. The glowing charcoal will spread out in a nice even mound, and the fire is ready to cook the meal.

For boiling, place the pot directly on the coals. On a good charcoal stove, the water should come to a boil (with little fanning) in 20 to 30 minutes and should keep on boiling for an hour on 1 pound of briquets. The fire used for boiling is usually not available for any other purpose during the cooking.

For heating, proceed as for boiling. As soon as the food in the pot is hot or, in the case of water, has reached the boiling point, the pot may be removed entirely or kept warm over a couple of glowing briquets. The heating fire is then available for other cooking purposes—frying or broiling.

For frying or broiling, the fire is ready when the briquets are well-ignited—give them a 20-minute head start. Regulate the cooking speed by keeping the pan or broiler grill at a suitable distance from the fire. If a large briquet surface is needed, spread the burning briquets in a single layer.

Reclaiming Unburned Charcoal. A charcoal briquet burns for more than an hour. By the time the patrol has finished cooking and water has been heated for the cleanup, there's no need to let the charcoal burn.

Dump the glowing briquets into a pan of water to extinguish them. Drain them immediately and spread them out to dry. Heat retained in the briquets plus the heat of a summer's day will dry the charcoal in no time. The reclaimed briquets probably can be used for the next meal.

Serving the Food

Food should be well-served. Put it on the table in an attractive manner, and when everything is ready, sit down family-style and enjoy the meal.

When a patrol has a guest for a meal, an appointed host should see that the guest has equipment needed for eating the meal and that the guest is introduced to each patrol member and made to feel at home.

The seating pattern will depend upon the patrol's equipment. A definite rotation can be followed, with the guest sitting near the appointed host.

Grace should be said before serving the food, whether on the trail or at a patrol site in summer camp.

HIKE AND TRAIL FOODS

Hikes, trail trips, and outpost camps provide an opportunity for all units to plan menus. The fundamentals of good nutrition are as important here as in the dining hall. Guidance must be provided through the commissary staff, program commissioner, or outdoor skills aide. In this activity there must be complete teamwork between commissary and program people.

A variety of suitable trail foods should be in stock or in the "country store" so units may have an opportunity to develop their own menus and determine food quantities. Precamp and in-camp training are essential to success. Unit-developed menus are subject to approval before food is issued.

Training should include:

- Techniques in building a nutritious menu for short and extended trips
- Types of trail foods
- Packaging and packing
- Preparation of trail meals
- Equipment needed

Simple hike menu planning forms may be developed as guides in this process. When types of foods are limited, units should have a list of foods available so they may plan menus accordingly.

Special Hike and Trail Foods

Food for trail purposes may be put into several classifications.

Fresh or "Natural" Foods

Included in this group are fresh fruits, vegetables, meats, fish, poultry, and eggs. Add to this group fresh fats, butter, nuts, flours, rice, beans, pasta, and cereals.

The first six items mentioned have a large percentage of water and should be used quickly when not refrigerated. Weight and bulk are factors to consider.

Canned Foods

Many foods are packed in jars and tins. Barring excess weight, they are safe to take on extended trips, but glass and cans must be packed out for proper disposal.

Frozen Foods

Many meats, fruits, and vegetables are now delivered frozen. They may be used if cooked before completely thawed. Treat them the same as fresh foods. Insulated wrapping will preserve them for more extended periods.

Dried Foods

Among the dried foods are such items as raisins, prunes, apricots, peaches, apples, bouillons, meats, fish, corn (parched). Bacon chunks and salt pork may be classed in this group. The drying process eliminates a large percentage of water, thus reducing weight. Proper packaging will safely preserve these foods for the duration of most trail trips. Cooking time for these items is short.

Dehydrated and Freeze-Dried Foods

Dehydration removes all moisture. When such foods are properly packed, they keep safely for a year or longer. In this group are found practically all the vegetables and many fruits. Powdered eggs and milk, fruit crystals, soup mixes, and meats are readily available.

Research is producing more high-quality dehydrates and low-moisture foods. Trail pack foods are featuring these items as they become available.

Retort Foods

Packaged in foil envelopes, these foods are precooked in the package and need only be placed in boiling water before serving. Although retort foods are somewhat expensive, their convenience and flavor make them appealing. They are particularly useful for cold-weather camping where prolonged cooking is difficult.

Concentrated Foods

Modern-day food techniques are producing new trail-type items that often go on the market. Old standbys are condensed and evaporated milk, condensed soups, fruit pastes, tomato paste, and sauces.

Semiprepared Foods

In this practical trail food group will be found bread mixes, cake mixes, soup mixes, bouillon cubes, cocoa, coffee, tea, cereals, beans, pudding mixes, and others.

Selection of Food Types

On most trail trips, a well-planned, nutritious menu will include foods from all these classifications. Select types of food to meet the conditions under which the trip is made. In good fishing country, pan-fried, broiled, or baked fish will be welcomed. In-season wild berries can replace other fruits. Edible wild greens will add variety and nutrition but should be used only if someone can positively identify them.

Supermarket Light-Pack Foods

Shop the local supermarket. Many items suitable for the trail are right there. Young people find them acceptable, and brand names, packaging, and labels are familiar to buyers, whose influence is not to be ignored.

Packaging Trail Foods

Many foods are now packaged for trail use. Foods should be issued in the original package; however, it is sometimes necessary to package or repackage at camp. If repackaging is necessary, plastic bags are excellent. Be sure to label carefully, include instructions, and exclude all air before sealing.

Menu 1	Menu 2	Menu 3
Banana chips Quick oats with milk Pancakes and homemade syrup* Hot chocolate	Quick oats with raisins and milk Bacon bars Hot biscuits and jelly Hot chocolate	Stewed peaches Corn meal mush Sausage (canned) Pancakes and homemade syrup* Hot chocolate
Food required for the menus above: Margarine Banana chips Quick oats Pancake mix Brown sugar Sugar Hot chocolate mix Powdered milk	Powdered milk Quick oats Seedless raisins Bacon bars Biscuit mix Jelly Hot chocolate mix Sugar	Dried peaches Corn meal Sausage (canned) Pancake mix Hot chocolate mix Brown sugar Margarine
*Melt margarine with brown sugar.		

Three Trail Breakfast Menus

Menu 1	Menu 2	Menu 3
Beef bouillon Cheese sandwich Luncheon meat sandwich Raisins Apple Soft drink (powdered)	French onion soup Peanut butter on crackers Jam sandwich Carrot sticks Butterscotch pudding (instant) Chocolate milk	Vegetable soup Corned beef sandwich Apple butter sandwich Cookies Soft drink (powdered)

Three Trail Lunch Menus

Menu 1	Menu 2	Menu 3
Tuna on rice Peas Peach cobbler (in foil) Chocolate milk	Spaghetti and meatballs Cornbread with sugar and cinnamon Chocolate pudding (instant) Tea	Macaroni and cheese Beef jerky Carrots (fresh or dried) Fig bars Hot chocolate
Food required for the menus above: Canned tuna Margarine Instant rice Biscuit mix Peas (freeze-dried) Canned slices or dried peaches Sugar Chocolate milk mix	Spaghetti Spaghetti sauce (canned or dehydrated) or tomato paste Hamburger (canned) Cornbread mix Sugar Biscuit mix Cinnamon Chocolate pudding mix (instant) Tea bags	Elbow macaroni American cheese Powdered milk Beef jerky Margarine Carrots, raw or cooked Fig bars Hot chocolate mix

Three Trail Supper Menus

DINING HALL PRACTICES

The camp is home to the central staff for the summer. Staff members should be made to understand that common courtesies are as important in camp as at home. They set the tone by their example and guidance. Each should understand the pattern to be used and agree to give conscious leadership to unit leaders and youth.

In the dining hall, staff members are guests at campers' tables. Ideally a staff member should have several consecutive meals with the same table. The staff member may become a guest by assignment, invitation, or personal request.

Physical Arrangements

The appearance of a dining hall can induce respect, courtesy, and anticipation for the meal to come. Cleanliness is at the top of the list. Light and good ventilation, with an air of cheerfulness, are essential. The place must look good and smell good.

Tables seating eight to 10 are recommended. Provide adequate space between tables so that food service and the flow of people are efficient. Benches will use less space than chairs and will help reduce the noise.

Decorations in harmony with architecture and camp traditions add to the atmosphere of the dining hall.

Tabletops should be one piece with no cracks or crevices and may be finished in colors in harmony with the building. Paper tablecloths (white wrapping paper) and good paper napkins with matched dishes and well-maintained silverware have a good effect on campers and staff.

Meal Service and Dining Hall Program

Dining hall decorum starts as campers and leaders enter and find their places at tables. Start meals with short, dignified graces said by a chaplain, camper, or staff member.

Provide enough time so meals are unhurried. Through staff guidance, interesting table conversations become a traditional part of mealtime. Steer clear of tensions caused by hurry, boisterousness, excitement, and pep- or rally-type activities that can slow digestive processes and make diners sick. Group singing adds enjoyment and is anticipated with pleasure when good judgment is used in the selection of songs and leadership given to them. Singing at every meal may not be a good idea.

Keep program items to a minimum. Lengthy announcements that no one can remember are useless and generally annoying. Unit leaders will get the story across much better. Inform leaders through roundtables, the program commissioner, or in writing. Wise use of bulletin board space can

get the word to campers and leaders. When announcements must be made, have them made by one person whose voice can be heard by all.

Giving the "big idea for the day" at breakfast is fine, provided the idea is briefly and interestingly presented. It should be worthwhile and have meaning to the campers in their present environment.

Cafeteria food service is acceptable if properly administered. These guidelines will help to provide the kind of experience desired in Scout camping.

- Food service is available over an extended period at each meal. This eliminates waiting lines.
- There is a flexible schedule for mealtime when patrols or crews eat together under unit leadership. This permits grace before meals.
- Patrol-sized tables are provided. Staff is encouraged to eat with patrols.
- Outpost, trail, and other special cooking experiences are available and encouraged. When this is done, proper food issue, menus, and equipment are available.

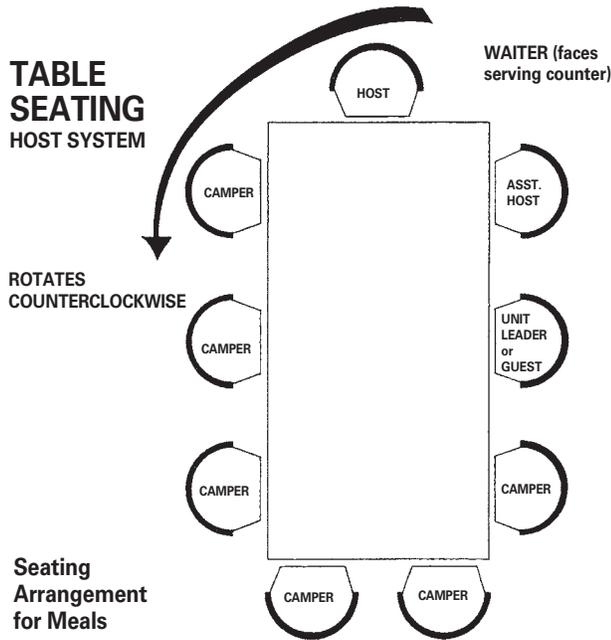
Food Service

Family-style dining is recommended because this system promotes courtesy and tends to establish a family setting. Youth learn to share in making each meal an orderly and enjoyable experience. If seating is rotated each day, every youth has an opportunity to be host, assistant host, and waiter.

This method of service, commonly called the host system, should be explained to all as part of the unit's tour of camp. Thereafter, the staff guest will coach campers in following the plan. Duties should be described as follows.

- The host sits at the head of the table and introduces guests, serves all main dishes, and is responsible for general conduct of the meal period at that table.
- The assistant host (helper) aids the host in serving, thus expediting service, and gets apprentice training in being host.
- The waiter reports before each meal, sets the table, gets the food on, secures extra helpings if needed, and remains to clean up.
- A guest who is a staff member has the responsibility of giving guidance to the campers in fellowship, serving, and worthwhile conversation.
- Dishes should not be scraped, cleaned, or stacked until the group leaves the table.

Notice the chart that explains this seating arrangement and rotating plan. Size and shape of tables used will necessitate adjustments.



- The host system for the camp should be displayed in chart form on a large cardboard panel.
- A table-setting chart should be displayed showing the location of plate, knife, fork, spoons, cup, glass, and napkin.
- The menu for each meal should be displayed on a chalkboard attached to the wall.
- List table seating for the meal as a guide to waiters.

Unit and Trail Site Feeding Practices

While the setting is different when units eat on their own sites, the practices should follow those in the dining hall. Unit leaders should be coached through precamp training, roundtables, and program commissioner service to follow the same practices on the unit sites.

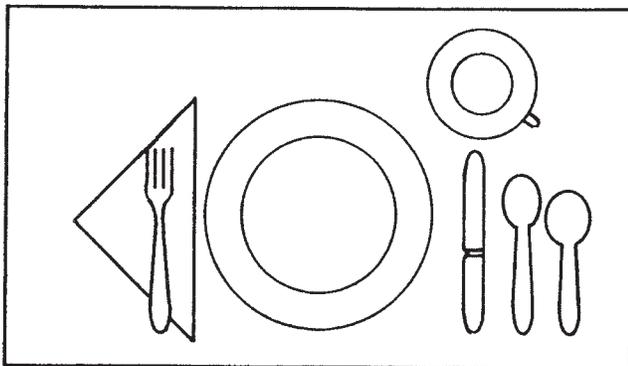
Even the rustic setting along the trail provides an opportunity to practice the simple courtesies. Cleanliness, uniforming, graciousness in serving, grace before meals, and quiet fellowship over an appetizing meal can all happen even when the table is a convenient rock and the bench an old log.

It will not happen without leadership from staff members.

Supervision

The commissary director, or steward, is responsible for general supervision in the dining hall, including instruction and supervision of waiters. The commissary director gives guidance in maintaining order, in the distribution of food, and in handling second helpings. Any program starts only on the director's signal that all is ready. The commissary director should keep an eye on unused food in serving dishes at tables and arrange for its redistribution to other tables desiring more.

A few simple visual aids will help the commissary director help campers in carrying out their duties more effectively.



Individual Place Setting

Sanitation and Health

In camp, cleanliness is important to good health. Good sanitation practices mean a healthy camp; details are found in *Camp Health and Safety*.

Local and state laws will affect the practice followed in each camp. Secure the full cooperation of technicians on the local council health and safety committee to establish proper sanitation procedures and good relationships with local health authorities.

Housekeeping

Good housekeeping does not cost much more than a conviction on the part of the camp director and staff that a neat camp is the only kind to run.

How does the camp look through the entrance gate? Neat? Tidy? Is there evidence that someone really cares? Walk the trails; check the warehouse shop, the garbage cans, latrines, and campsites; look behind buildings; check the camp vehicles. Is there evidence of good housekeeping?

Hot-Water Dishwashing

It is easy to get into hot water by not having enough. Dishes can't be properly washed and sterilized without it or without

a sanitizing agent. Proper equipment will assure an adequate supply. Heat-dry all dishes and utensils.

Keep a temperature chart of final sterilizing (180°F) rinse water. A daily record of water temperature should be maintained on a Keep It Hot chart.

Garbage

Proper storage in flyproof cans, on a correctly built platform equipped for can washing, is essential.

Disposal of garbage can be a problem. Seek help from local health authorities in determining the best practices to follow.

Unit site sanitary facilities must be adequate to serve the unit doing its own cooking. This can become a serious problem when ignored. Develop a safe way to dispose of waste water and garbage. Provide satisfactory facilities for dishwashing, sterilizing, and storage on unit sites.

Make regular inspections to ensure that recommended practices are followed. *Camp Health and Safety* suggests an inspection form for this purpose.

Rules for Kitchen Food Handlers

- Kitchen personnel with sore throats, coughs, colds, or recent cases of typhoid or diarrhea should stay out of the kitchen until their return is approved by a physician.
- Food handlers should never lick their fingers while in the kitchen and should always wash hands before handling food after being out of the kitchen.
- Cooking spoons or forks should never be used to taste food.
- Leaky or bulging cans of food should be discarded. Do not taste canned food that looks or smells spoiled.

- Kitchen personnel wear clean whites and cap or hairnet at all times while on the job.
- Wash meat grinders and slicers immediately after use.
- Keep kitchen free from vermin, flies, and insects. Use insecticides with care.
- Keep tabletops clean.
- Do not allow smoking in the kitchen.
- Keep the kitchen clean.

Inspection of Central Facilities

There should be a daily inspection of the following areas:

- Kitchen and kitchen personnel
- Dishwashing
- Refrigerators
- Latrines
- Equipment storage
- Garbage
- Food storage
- Dining hall
- Health lodge
- Washing facilities
- General camp area

This inspection is made by the camp health officer, who reports directly to the camp director. A suggested form is found in *Camp Health and Safety*.

RESOURCES

Camp Health and Safety, No. 19-308A

Commissary Storage Facilities for Patrol Cooking,
Engineering Service D110

Cooking merit badge pamphlet, No. 33349A

Fieldbook, No. 33104

Food Safety Cooking Chart, No. 34310

Guide for Preparation of Camp Maintenance Plan,
Engineering Service D172

Keep It Hot Chart, No. 34231A

Local Council Accounting Manual, No. 80-233

Maintenance Checklist, Engineering Service D163

The Scoutmaster Handbook, No. 33009B

2003 Camp Trading Post Manager's Guide, No. 70-301B

Trading Post inventory forms, No. 70-505

Weekly Trading Post Report, No. 70-504

Section III

Boy Scout Summer Camp Program

CONTENTS

Aims of Scouting and Boy Scout Camping, 3-2
The Method of Boy Scout Camping, 3-3
The Program Director and Staff, 3-6
The Program in Camp, 3-17
Evaluating the Camping Experience, 3-33
Scout Skills in Camp, 3-38
Hikes and Outpost Camping, 3-41
Woods Tools and Campcraft, 3-44
Orienteering and Compass Activities, 3-45
Ecology/Conservation Activities, 3-46
The Craft Program, 3-52
Camp Special Events and Contests, 3-55
Campfires, Music, and Singing, 3-60
Traditions in Camping, 3-64
Program Equipment and Literature, 3-67

AIMS OF SCOUTING AND BOY SCOUT CAMPING

It is the purpose of the Boy Scouts of America to provide for youth an effective program designed to build desirable qualities of character, to train them in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who

- Are physically, mentally, and emotionally fit.
- Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
- Have personal and stable values firmly based on religious concepts.
- Have the desire and skills to help others.
- Understand the principles of the American social, economic, and governmental systems.
- Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
- Have a keen respect for the basic rights of all people.
- Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world.

These purposes are accomplished by using the defined methods of Scouting:

- Patrol method
- Advancement
- Uniform
- Leadership development
- Scouting ideals
- Outdoor program
- Adult association
- Personal growth

Remember these methods by recalling "Paul Soap." The methods begin with the letters that spell "Paul Soap," a good Boy Scout.

How Camping Uses the Aims and Methods of Scouting

The camp provides a setting in which a boy can learn, by adult example and by practice, the following:

- A sense of duty to himself and his community
- A feeling of responsibility for his acts and the need for self-control
- Ability to stand on his own feet—self-reliance and personal confidence
- Knowledge of and ability to use leadership skills
- A willingness to assume leadership when qualified
- Ability to meet emergencies
- A willingness and the skills needed to help others
- Ability and willingness to accept direction
- Ability to get along with others
- A knowledge of healthful living and personal fitness
- An understanding of teamwork
- A sense of fairness
- An understanding of the interdependence of people of all races, creeds, and cultures
- An opportunity for personal reflection
- The recognition of his partnership with God

These outcomes should not be left to chance. The camp staff and troop leadership should be aware of the purposes of Scouting and the methods used to achieve them. They should plan to use the methods of Scouting throughout the camping season. Scout camping is more than fun in the woods. It provides the place, the people, and the program that can achieve the purposes of Scouting. Scout camping can make a difference—a difference in youth, in troops, in people, in communities, in the nation, and in the world.

THE METHOD OF BOY SCOUT CAMPING

Camping is the great outdoor adventure of Scouting. As a Scout becomes at home in the outdoors he unconsciously absorbs some of the greatness of nature itself—the stillness of the forest, the vitality of the mountain stream, the breadth of the ocean, the freedom of the sky, the clearness of the wind, the beauty of the sunset. In working with nature to help provide his food and comfort, the Scout learns some of the skills, resourcefulness, and self-reliance of the pioneer. The woods, the streams, the trails, and the wild creatures that inhabit them become his friends, and the outdoors a lifelong source of recreation.

The Preferred Method

Scouts camp most successfully under the unit's leadership either on or off the council property. The purpose of the camp is to provide experiences that will enable the unit to plan and to conduct its own program. Therefore, the services of the camp staff are counseling, coaching, and supervision. The program is developed cooperatively by the central camp staff and the unit leaders to train the unit's own instructors in various skills, to acquire new interests that may stimulate the building of a vital program for the ensuing year, and to strengthen the individual youth member.

Three Activity Areas

Each Scout camp across the country has its own schedule and program times, but every summer camp program should allow time for all Scouts to participate in these three activity areas:

Personal Advancement. This can involve rank advancement, merit badge work, and Venture patrol, Varsity Scouting, or Venturing activities.

Troop Time. This, too, may include advancement-related activities like a troop swim, troop time on a shooting range, campwide games, or special activities a troop or patrol does by itself.

Personal Interests. This could include working on merit badges, fishing, just enjoying the out-of-doors, or visiting an area of camp in which a Scout has a special interest.

The Scout at Camp

Everything is new for a young man going to camp for the first time. He should have the kind of Scouting experiences mentioned in his handbook.

Good Boy Scout camping must begin with the boy. We have him for so short a time that we dare not fail in helping him catch the spirit, learn the skills, and grow in stature and understanding.

The Scout belongs to a troop, team, or patrol, but first he is an individual with personal interests, needs, and friends. His leader must know that the Scout's interests are trailways to meeting his needs and that his friends can be important factors in his growth and development.

In camp a young man may wish to follow some individual interests with his friends or as a member of a special-interest group. He should have such individual rights and opportunities. The whole troop or team does not have to be with the youth in everything he does.

There must be a place for the unscheduled or informal activities that a Scout wants to do by himself or with his friends. The Scout's leader or camp director should not be overly concerned when a young man is lying on his back and watching the clouds go by or just "sittin' and whittlin'."

The Scout may want to go fishing with a friend. (The fish do not know about the camp schedule, and scheduled free time may not always be their time to bite.) He may want to follow some other personal interest in place of scheduled activities. Such wishes should be honored and the Scout helped by his leader to pursue his interest if possible.

Duty and responsibility must always take precedence over individual desires, but the opportunity for a young man to weigh such decisions must be present. Otherwise, there is no learning or growth in judgment.

In a camp-program study, campers were asked how they preferred to carry out favorite camp activities. An overwhelming majority said, "With a pal or two." These, then, are natural patterns in Scout camping: the boy himself, and the boy and his friends.

Three additional groupings are common: the boy and his patrol, the boy and his troop, and the boy and his camp community.

Obviously, no hard-and-fast lines can be drawn that will place certain activities permanently on an individual basis and others on a group basis. However, it is possible to indicate certain activities that lend themselves to each of the natural patterns of organization we have mentioned. Let's consider them.

The Scout Himself, and the Scout and His Friends

Because the typical activities that may be followed by the youth himself and the youth and his friends are so similar, the two patterns are combined in this listing of activities. These are informal activities that would not necessarily be scheduled, but arranged or allowed for the interested youth. For example:

- Hiking
- Fishing

- Conservation projects
- Handicrafts
- Exploration
- Boating

Then there may be instruction activities that could be scheduled or arranged by appointment, for specialized skills such as:

- Aquatics
- Archery
- Climbing
- Rappelling
- Project COPE
- Fishing
- Shooting

These usually require trained instructors, and because among boys there are common skill levels, these activities are more frequently carried out on a basis that classifies boys by ability rather than holding strictly to troop or team lines. Classification should not dominate the program in camp.

Merit badge interests may often be pursued on an individual basis as in the home community.

The Scout and His Patrol

Patrol relationships provide the boy with the best opportunity to learn team play and cooperation and to develop a sense of loyalty. The patrol method is the unique element in Scouting and is basic to good Boy Scout camping. There must be certain activities for which the patrol has complete responsibility. This is necessary in developing leadership and gaining a true understanding of Scout spirit.

Making the patrol method a more vital element in the program by helping troop leaders understand it is one of the most significant services a central staff can render.

Typical activities that can be handled by patrols under general troop supervision are campcraft, camp improvement projects, elementary instruction and practice in outdoor skills, preparation for troop and camp events, and hiking.

The Scout and His Troop

A Scout's troop is his unit of membership, the source of authority, and the framework in which he can advance, achieve recognition, grow in leadership capacities, and associate with adults of high ideals. It is his home where, within its fellowship, he is expected to do his best.

The troop should function as an administrative unit in the camp in the same sense as the family functions in a community.

The program in each troop will vary in relation to interests, needs, and leadership. The supplementary services of the camp will help ensure a balanced and significant program.

The troop works together in such activities as

- Ceremonies
- Inspections
- Outpost camping
- Instruction in outdoor skills and related advancement activities
- Campfires
- Special projects
- Games and crafts

The Scout and His Camp Community

In a council camp the Scout's camp community provides a broad opportunity for making the most of all his relationships. The educational and cultural resources of the camp community provide added color and wholesome influences for him and for his unit.

Any well-managed community provides resources for its citizens. These they use cooperatively for the enrichment of individual and group life. Law and order, public protection, and helpful services are recognized community responsibilities. So it is with the camp community.

The camp should provide skilled instructors and activity leaders who will ensure a high level of experience for Scouts. Special instruction and supervision are provided as needed for aquatics, shooting sports, and other highly specialized skills, including certain merit badge interests.

The instruction by experts and direct leadership of events by skilled technicians must be kept in proper balance. There must also be opportunities for leadership and instruction by boys and troop leaders, but there is no gain to the troop by subjecting boys to experiences that are predestined to be drab and ineffective. Poor troop leaders must often be trained or supplemented.

In the camp community there are certain special events and intertroop activities that can be so planned and carried out that the program in patrols and troops is enriched. Some examples:

- Campfires
- Outdoor skills competitions
- Aquatic meets
- Adventure trail
- Camp ceremonies
- Religious observances

Troop leaders should be trained to understand these activity patterns that are vital to the effectiveness of the year-round program of the troop. The camp setting gives each pattern more meaning. The ideal camp will make the most of all five patterns of activity because they emphasize and interpret the Scout method of camping.

The independent troop camp will miss the advantages found in a council-administered camp. However, an independent troop camp can plan its program with a balance that will assure a full experience for the Scouts.

The Troop's Role in Camping

The following principles help assure that troops in camp are supported in ways that strengthen the troop to operate on its own.

An assigned troop site is the troop's outdoor meeting place. This is the base from which, and within which, the troop operates. Each troop should have a separate site for its use while in camp.

The troop is responsible for its program in camp as it is in the home community. The troop program is developed cooperatively by the leaders with the aid and counsel of the central camp staff.

The troop program and the general camp program must provide for flexibility in participation by Boy Scouts. It should build progressively on experience and meet the individual needs of the troop.

The patrol operates within the framework of the troop's program. The troop arranges for individual Scouts to participate in formal specialized instruction or informal activities of their own choosing.

Consideration should be given to special activities for older Scouts. They will function within the unit framework most of the time, but just as is suggested for the home community, they should have some activities of their own.

The roundtable meetings are as necessary in camp as in council operation; they provide opportunities for camp leaders and troop leaders to meet together.

Commissioner service by mature staff members rounds out the service of the camp community.

The camp director must recognize that the camp program should be viewed through the eyes of Scouts, but the services provided must be guided to meet the needs

of troops and their leaders. The central services in a camp community are geared to

- Teach leaders the best methods in leadership skills.
- Give supervision to camping in accordance with policies, standards, and state regulations.
- Provide leadership for activities on an intertroop basis.
- Build spirit, fire enthusiasm, and ensure the success of troop leaders.

The Provisional Troop Camp

Provisional troop camping is another method that gives a Scout-camping experience to young men who, for various reasons, cannot camp with their own troop. Qualified, adult provisional leadership shall be provided by the council through Scouts' fees.

Whether the young man attends with his own unit or his experience is in a provisional camp troop under provisional leadership, the important thing is that a boy should have a patrol experience in a troop. The administration of the program as far as the boy is concerned should be through a Scoutmaster, assistant Scoutmasters as needed, a senior patrol leader, and patrols organized under patrol leadership. Under no circumstances should the individuality of the troop, provisional or chartered, or its leaders be submerged.

Provisional camping is used to meet one or more of the following conditions:

- When the chartered organization and the troop or team committee have exhausted every reasonable means to secure leadership and have requested help from the local council
- When a Scout wants to remain for an extended period after his unit has left camp
- When the camping experience is of a special nature and a process of selection is used or the opportunity to participate is limited, such as at national or world Scout jamborees and junior leader training
- When special programs are conducted—conservation, aquatics, leadership development, merit badge subjects, or high-adventure programs

THE PROGRAM DIRECTOR AND STAFF

The program of a Scout camp is everything that happens to a young man and his troop from the time they decide to go to camp until they return home. What happens to them while at camp is the main concern and responsibility of the program staff headed by the program director. This staff has four primary duties:

Stimulating the program of each troop in camp as developed by the troop and guided by the troop leaders, and as related to intertroop activities.

Training in four fundamental skills: woodcraft (conservation), campcraft (outdoor living), aquatics (water sports), and personal fitness (physical skill).

Emphasizing spiritual values through the use of “big idea” talks, Scoutmaster’s Minutes, and interpretation of all activities in terms of Scouting ideals.

Counseling. The camp is the laboratory of Scouting where adult and junior leaders and youth work together to learn the best that Scouting can offer in developing better units, qualified Scouters, and skillful, self-reliant youth. Since the primary function of the staff is to help each unit become stronger, it is important for the staff to be able to advise and counsel with unit leadership to fulfill this function. Camp commissioners are assigned to troops as counselors. Each commissioner works with three to four troops.

In handling these primary duties, the program staff works with and through troop leadership. The staff’s work brings about such program activities as overnight hikes, day hikes, campwide special events, interpatrol activities, and conservation and Good Turn activities.

The Program Director

The program director must work closely with the camp director in all matters. The program director shares with the camp director all major plans and problems.

The program director achieves the aims of the camp program by working through the program staff members, commissioners, and troop leaders. The program director must communicate regularly with them through meetings, personal conferences, written communications, and other means. The director must see the program in action, moving about all areas of the camp regularly and noting progress and needs.

Personal Qualifications

A program director must possess leadership ability and, to be successful, needs to have previous experience as a camper and staff member. A program director must receive special training at a National Camping School, and

- Must have thorough knowledge of all phases of a good Scout camp program.
- Must have an understanding and working knowledge of the basic Scouting advancement requirements.
- Must be mature (at least 21 years old).
- Should possess the ability to get along with both the volunteers and the staff members.
- Should be an enthusiastic camper.
- Must have the ability to organize; delegate duties; coordinate plans, ideas, and the efforts of others; and measure results.
- Must be a diplomat.
- Must have an open mind and be alert to new and better ideas and methods.
- Must know how the skills and activities of Scout camping relate to purposes and ideals.
- Should have imagination, originality, and flexibility.
- Must be a registered member of the Boy Scouts of America.

Responsibilities Before Camp Season

The program director:

- Develops job specifications for each member of the program staff to clearly define their responsibilities.
- Assists in the selection of a mature, well-rounded, and capable program staff.
- Assumes a prominent part in training the program staff in individual responsibilities and coordinating personnel into a smooth-functioning team.
- Knows each campsite thoroughly and the program possibilities for the camp and surrounding area.
- Develops the physical features necessary for good teaching—campcraft, rope, ax, orienteering and nature, shooting sports area, waterfront, climbing, rappelling, outpost camps, and marked trails.
- Arranges for a functioning advancement program.
- Requests an adequate supply of program equipment and supplies essential to the program’s success.
- Provides display material, program suggestions, special events ideas, reference books, and activity charts.
- If possible, meets with troop leaders before their arrival in camp for advance program planning.

Responsibilities During Camp Season

The program director:

- Directs the overall program of the camp—intertroop and general camp activities.
- Plans program content for roundtable meetings.
- Schedules time of program staff.
- Periodically conducts performance reviews that measure the effectiveness of members of the program staff.
- Knows each troop leader and troop's background, needs, desires, and weaknesses.
- Has suggestions available on good troop activities and patrol projects.
- Has suggestions available for special events and other intertroop activities.
- Meets with senior patrol leaders' council for planning or carrying out campwide and/or intertroop events.
- Checks on advancement in troops.
- Works closely with commissioners program.
- Sees that special activities are available for older Scouts.
- Supervises provisional troop program.
- Makes improvements during the season.
- Provides basis for improved program next year by making a written report with recommendations.
- Determines camp activities that must be operated on a fixed schedule, such as a wide game, campfire, or some aquatic activities.

Administrative Responsibilities

The program director:

- Chairs camp roundtable, if so assigned by the camp director.
- Develops coordinated weekly program of all units in camp.
- Develops daily (or weekly) staff assignment sheets covering specific activities and facilities.
- Handles or participates in certain activities and frequently drops in on others to be certain of quality of staff operation.
- Meets with program staff and commissioners on regular schedule (two or three times weekly).
- Coordinates planning and preparation for special events.

- Confers with individual staff personnel about the quality of their work.
- Carries out other responsibilities as assigned by the camp director.

The Program Director in Action

Budget and inventories. The camp director, working with the Scout executive, has the job of building an overall camp budget for approval by the council executive board. The program part of this camp budget must be administered by the program director (working through the camp director) during the camping season. The program director is responsible for operating within the program budget.

The use of inventories is essential. There should be a starting camp inventory and a closing inventory. Weekly inventories are made of special climbing equipment and climbing ropes. At the end of the camping season, all program equipment should be cleaned, repaired, and inventoried so that it will be in a "ready" condition.

Program equipment—program areas. Camp staff program personnel must have proper program equipment. Some methods of equipment distribution and use are these:

- The camp quartermaster has kits.
- The camp has set up certain areas where there is equipment; for example, aquatics, pioneering, campcraft, and nature.
- Each troop is issued a kit of equipment with an inventory and receipt received.
- Troops may be asked to bring program equipment.
- Certain program equipment or devices are set up on each troop site; for example, activity charts, ax area, rope area, nature. (**Note:** The general practice is for a troop to set up its own program devices.)

A combination of several of the above is desirable. There is an advantage to having much program and instruction on a troop site.

Note: The use of activity charts on a troop site stimulates program. Such charts should be individually mounted on hardboard or plywood.

Program director and roundtables in camp. The basic program schedule for each troop is usually planned one to six weeks before the troop arrives in camp. The first in-camp roundtable (to be held within one to five hours after troops arrive in camp) is not a program-planning scheduling session. Last-minute program adjustments should be made at this roundtable, but the main purposes are

1. Welcome
2. Introduction of leaders to staff

3. Correction of any physical problems related to troops
4. Last-minute program changes
5. Inspiration

Roundtables should be held at least three times during the camp period: the opening roundtable within one to five hours of troops' arrival; the second about midway through the period; and the third just before the troops leave. At this last roundtable it is important that some type of special recognition be given to the adult leaders, thanks for this year, and an opportunity to sign up for next year. These meetings should be held away from interference by others.

Note: "Coffee and" can do wonders for morale.

Program director and staff meetings. Good staff meetings do not just happen—they are planned. They should include every element of a good meeting from preopening to closing.

Staff meetings should involve every member in some manner. Stay positive, and give deserving staff members a pat on the back for a job well done.

A staff meeting is a place to evaluate troop leadership, not condemn it. One person's experience with a particular

leader might not be the same as another's.

One of the real measures of a successful staff director is listening ability. Direct, do not dictate.

A staff meeting is not the place to reprimand any staff member. This type of counseling should be done on a personal, one-to-one basis, away from others.

A planned agenda pays off—do not play it by ear. However, not all staff meetings need be formal. There can be short get-togethers to achieve better timing or to see how things are going.

Regular meetings of the program staff should be predated and timed before camp. This allows department heads to plan their own schedules. Schedule meetings only often enough to get the job done, but do not save up items until a two-hour meeting is necessary.

Program director and public relations. Many times the only contact parents and the general public have with Scout camp personnel is through a member of the program staff. A big smile, a welcome, an offer of service, and a "thank you" go a long way in making a good impression.

Relationships with the neighbors of a Scout camp are important. Invite the neighbors to a barbecue, a campfire, and a tour of camp. Do not ignore their complaints—check them out and advise the camp director.

Good public relations applies to council Scouters, too. In addition, we must remember that many feel a sense of ownership in the camp. They may have worked and given substantial amounts of money toward building the camp. A "hello," "welcome," and "can I help you?" may return a reward. A stranger walking on a trail at camp may be looking for a place to leave his estate.

A council executive board meeting may be held at camp. Show the camp program in action.

If there is a local newspaper, radio, or television station near camp, invite the management out. Spend a day with these news media people.

Program director and discipline and vandalism. These two items usually are a part of the camp director's job, but they may fall into the program director's lap. Handle these problems through the Scoutmasters whenever possible. Discipline and vandalism are not always confined to Scout campers—sometimes staff members may be at fault. Here's the time to be the good listener, get the facts, make a just decision, and move on. The camp director should be made aware, of course, of any serious situations.

Program director and the Precamp/Postcamp Inspection Checklist. The Precamp/Postcamp Inspection Checklist is an important concern of the program director. The program facilities at the camp will determine what program is possible. An early spring or late fall inspection of all facilities should be held with members of the camping and health and safety committees. Any needs, repairs, etc., related to program should be noted and plans made to correct any problem areas.

Sample Agenda— Program Staff Meeting

Where the staff meeting is held is important. The place should be free from interference; it should be comfortable, in a pleasant setting.

Preopening	Coffee, soft drinks, cookies; name tags at the first meeting.
Opening	Songs; preselected leader and songs.
Introductions	Guests and new members.
Reports	From department heads: <ol style="list-style-type: none"> 1. Aquatics 2. Shooting Sports 3. Outdoor skills 4. Commissioners 5. Ecology/Conservation
Business	This means business, not a bull session.
Inspiration	This is similar to the Scoutmaster's Minute. May be done by key staff members—camp chaplain, camp director, Scout executive.
Closing	A song, a prayer, a moment of silence, or the like.

Boy Scout Long-Term Camp What Staff Is Needed?

This is a worksheet to help each camp consider its needs in light of attendance, facilities, and program resources.

Classification of camps. Write in the number of staff members needed to serve the camp during the peak of the season.

Approximate number of units	4	7	10	15	Indicate any features requiring special or extra staff helps.
Estimated number of campers (Peak of the camp season)	70-90	100-150	160-230		240-300
Camp director	1	1	1	1	
Assistant camp director or business manager					
Commissary and equipment manager					
Cooks					
Kitchen helpers					
Camp health officer (M.D., R.N., or first-aider)					
Clerical helpers					
Ranger or caretaker					
Program director					
Camp commissioners					
Outdoor skills director					
Outdoor skills staff					
Ecology/conservation director					
High-adventure trek leader					
Aquatics instructor					
Project COPE director and instructors					
Climbing/rappelling director and instructors					
Shooting sports director					
Chaplains					
Activity area director					

For each category of attendance, note the number of staff members needed. Fill in additional positions in blank spaces, if required.

The program director should make a careful review of all program and related items on the National Standard Camp Rating form.

It is essential that the items related to the National Standard Camp Rating be operative from the opening day through the closing day of camp, and not merely at the time of the visit by regional personnel. The program director should conduct a personal National Standard Camp Rating at least weekly to ensure safe and adequate operation of all program areas.

The National Standard Camp Rating plan is not an end in itself. It is a device intended to stimulate all council and camp staff personnel to improve the quality of service to units and campers.

The Program Staff

There are two separate and distinct functions in any camp: the administrative function and the program function. The camp director is responsible for both. The entire camp staff as a team delivers the program; both program and administrative personnel work toward this objective. The success of a camp will be determined largely by the quality of the camp leadership and a favorable ratio of competent adults and younger staff members.

The number of administrative staff members should about equal the number of units served at one time. Thus, a camp serving 15 units would require 15 administrative staff members.

The number of program staff members will be about equal to $1\frac{1}{4}$ times the number of units to be served at one time. Thus, in a 15-unit camp, 19 program staff members are needed. The program administrative staff and program operation staff would total 34.

This formula is not a rigid recommendation. The size of staff and the number of adults necessary always depend upon the services to be made available and the program resources of the camp.

Qualifications of Staffers

Staffers think and act the program. They believe in action and a program that moves! Each program staffer should have these characteristics:

- Personal and physical fitness
- Sincere desire to help the boys and the troops
- Ability to get along with people
- Technical knowledge for the job
- Desire to maintain standards

- Imagination and originality
- Demonstrated ability to work as a team member
- Previous experience as a camper

Above all, staffers should exemplify the ideals expressed in the Scout Oath and Law.

Each program staffer should know that the climate and tone of the camp will be just what each staff individual helps to make it by personal example. Only those who subscribe to and exemplify the best traditions of Scouting should be recruited as staff members. The power of personal example of staff to younger campers is the most dynamic and convincing influence they can exert. The influence must be of the very best in terms of personal appearance, uniforming, language, enthusiasm, skill practices, and a friendly approach to all.

At no time should any staffer give an impression of superiority. An air of sincere friendliness should prevail.

The specific duties of program staff members follow.

Aquatics Director

The aquatics director reports to the program director.

Requirements. The aquatics director must be at least 21 years old and have a current (within five years) training card from the Aquatics section of a BSA National Camping School. The director must also have current CPR basic life support training from the American Red Cross or the American Heart Association. This person must be a registered member of the Boy Scouts of America.

Responsibilities. The aquatics director participates in the hiring of aquatics staff members. The director also prepares and implements a well-rounded aquatics program for Boy Scout resident camp.

Specific duties. The aquatics director's specific duties include the following.

- Coordinate the camp aquatics program with the general camp program.
- Enforce aquatics rules at resident camp.
- Supervise the camp's aquatics personnel.
- Supervise aquatics staff training.
- Make a final inventory of equipment at the end of the season.

Chaplain

The chaplain reports to the camp director.

Requirements. The chaplain must be at least 21 years old and should be selected by the local council's religious committee. The chaplain should have preparation for the assignment through training as required and provided by his or her religious faith. This person should have a current (within five years) training card from the Chaplain section of a BSA National Camping School. This person must also be a registered member of the Boy Scouts of America.

Responsibilities. The chaplain provides a spiritual tone for the camping experience. This person assures the Scouts, leaders, and staff members of the religious organization's interest in and concern for them.

Specific duties. The chaplain's specific duties include the following.

- Provide an adequate spiritual counseling service.
- Help youth, leaders, and staff members grow in their relationship to God and to fellow campers.
- Help foster high moral standards among all members of the camp community.
- Develop interest among youth in participating in the religious emblems program for their respective faiths.
- Perform other duties as assigned by the supervisor.
- Deliver emergency messages and console recipients.
- Make the camp director aware of special needs and concerns within the camp community.

Ecology/Conservation Director

The ecology/conservation director reports to the program director.

Requirements. The ecology/conservation director must be at least 18 years old and have a current (within five years) training card from the Ecology/Conservation section of a BSA National Camping School, or have training in conducting an outdoor ecology education program. The director must also be a registered member of the Boy Scouts of America.

Responsibilities. The ecology/conservation director coordinates ecology and conservation programs at summer camp and conservation projects for camp. The director works with state and federal agencies that can provide additional support for camp.

Specific duties. The ecology/conservation director's specific duties include the following.

- Obtain the camp conservation plan and coordinate conservation projects with Scout units.

- Coordinate the overall conservation program in camp.
- Help units interpret conservation-related advancement requirements.
- Maintain the camp's inventory and records of conservation equipment.
- Assist Scout units with planning year-round conservation programs and projects.
- Educate camp participants in ecological principles and the natural features of camp.

Project COPE Director

The Project COPE director reports to the program director.

Requirements. The Project COPE director must be at least 21 years old and have a current (within five years) training card from the Project COPE section of a BSA National Camping School. It is important that this person be in top physical condition and have the ability to work with people. The Project COPE director must also be a registered member of the Boy Scouts of America.

Responsibilities. The Project COPE director supervises the Project COPE course and trains Project COPE staff members in course procedures. This individual must see that all BSA standards are met.

Specific duties. The Project COPE director's specific duties include the following.

- Supervise and train Project COPE staff members.
- See that BSA Project COPE national standards are met.
- Train staff members who are responsible for operating other COPE-like events.
- See that standards are met on monkey bridge construction and pioneering projects in camp.
- See that safety standards are met along the entire Project COPE course.
- Maintain an inventory of all equipment.
- Keep an up-to-date maintenance log.
- Maintain the Project COPE course facilities.

Outdoor Skills Director

The outdoor skills director reports to the program director.

Requirements. The outdoor skills director must be at least 18 years old and have a current (within five years) training card from the Outdoor Skills section of a BSA National Camping School. The director must have a working knowledge of basic outdoor skills and understand the Boy Scout advancement program. The director must also be a registered member of the Boy Scouts of America.

Responsibilities. The outdoor skills director supervises outdoor skills areas in camp including pioneering, camping, cooking, orienteering, fishing, and woods tools.

Specific duties. The outdoor skills director's specific duties include the following.

- Train staff members in skills needed.
- Oversee first-year camper instruction.
- Supervise the outdoor skills instruction areas.
- Work with the commissioner staff to assist units in advancement programs.
- Keep an inventory of outdoor skills equipment.
- Perform other duties as assigned.

Shooting Sports Director

The shooting sports director reports to the program director.

Requirements. The shooting sports director must be at least 21 years old and have a current (within five years) training card from the Shooting Sports section of a BSA National Camping School. The director must also be a registered member of the Boy Scouts of America.

Responsibilities. The shooting sports director supervises the operation of the shooting ranges for .22 rifle, shotgun, muzzleloading, and archery activities.

Specific duties. The shooting sports director's specific duties include the following.

- Maintain an inventory of all shooting equipment.
- Know safety regulations for all shooting equipment and shooting activity areas.
- Ensure the safe and proper storage of shooting equipment and ammunition.
- Train shooting sports staff members.
- Supervise shooting sports areas.
- File the closing inventory at the end of the season.
- Ensure that national standards are met in shooting areas.

Camp Commissioner

The camp commissioner reports to the program director.

Requirements. The camp commissioner must be at least 18 years old and mature, with the ability to work with adults. The camp commissioner also should be cooperative and creative, with a working knowledge of Boy Scouting. This person should have a current (within five years) training card from the Commissioner or Program section of a BSA National Camping School. The camp commissioner must be

a registered member of the Boy Scouts of America.

Responsibilities. The camp commissioner works closely with assigned units to see that youth and leaders are having a positive camp experience.

Specific duties. The camp commissioner's specific duties include the following.

- See that units have a positive experience in camp.
- Provide help in solving units' problems.
- Interpret camp policies as needed.
- See that units have a well-rounded program.
- Build Scout spirit and enthusiasm in units.
- Work with no more than four units at a time.

Training the Program Staff

The program staff will receive most of its orientation and training at the same time and place as the total camp staff; i.e., the minimum 3½ days of precamp staff training arranged by the camp director. This is generally held at camp a week or so before camp opens.

Major emphases in this training for members of the program staff must include:

1. The purpose of Scout camping and how the ideals of Scouting tie in with program activities; also the religious policy of the Boy Scouts of America.
2. The Scout method of camping and why we camp as we do.
3. Skill training for each and every program staffer. Staff members learn teaching methods including the concept of learning by doing.
4. Health, safety, and sanitation in camp.
5. Advancement procedures in camp.
6. The commissioners and their role in camp.
7. The aquatics program in camp.
8. Care of program equipment—expendable and nonexpendable.
9. How to use activity charts, program manual, and other written materials.
10. Intertroop and campwide events.

Close the session with a reading of "The Positive Approach to Program" from page 3-20 of this manual.

Note: The staff members should *not* spend their time setting up campsites. They should concentrate on their program areas.

Program Staff—In-Service Training

The entire camp season should be considered a time of in-service staff training. The program director should take the appropriate opportunity to train personnel through

- Staff meetings
- Personal conferences
- On-the-job training, observing staff in action
- Department meetings; e.g., commissioners, aquatics, ecology/conservation, shooting sports, and outdoor skills

Counselors in Training

The Counselor in Training (CIT) program is designed to train potential future staff members for camp and at the same time to provide training for junior leaders and instructors in troops. The program is structured to help youth grow; to work with peers and adults; and to develop leadership skills, teaching ability, and responsibility.

The program typically includes basic Scouting principles, purposes, and goals; the interrelationships of a Scout camp staff; skills instruction; teaching methods and procedures such as planning of instruction, giving and receiving information, learner-leader relationships, counseling, song leading, discipline, and self-evaluation; practice teaching of Scout skills with supervision and critique; physical labor; and strict discipline with an emphasis on promptness and the fulfillment of one's obligations. An opportunity to complete some Scout advancement requirements usually will be provided.

A counselor in training must

- Be a registered member of the Boy Scouts of America.
- Be at least 14 years of age when in camp as a CIT.
- Have experience in unit leadership and have the recommendation of the unit leader.
- Hold the rank of First Class Scout or higher.
- Be in excellent mental and physical health.
- Have parental approval for participation in all phases of the program. Once accepted, a CIT is obligated to participate in the entire program.

Precamp Orientation of Leaders

Several successful methods are used by councils to train and orient leaders before the summer camp adventure.

Camp directors and program directors need to know the plans of each troop coming to camp. The sooner such plans are known, the more effective the camp program can become for each troop. Getting these troop programs in advance of the troop's arrival in camp may be difficult, but there is a solution.

The adoption by the council of one of the following methods or a combination of them is highly recommended. It must be remembered that all troop program planning supposes that leaders have previously discussed program content with troop members.

- The council releases a program planning sheet to all troops along with the camping guidebook in October and November and suggests each troop adopt its summer program and mail it to the camp director or program director at the council service center. First, all fixed items are scheduled as to time—meals, swim activities, etc. Next, agreement should be reached as to any campwide traditional events such as color ceremonies, adventure trails, aquatics meets, campfires, etc. Lastly, each troop leader will schedule, with suggested times, all other troop and patrol activities for the camping period. After this is done it will be most helpful if the troop leader will underline or circle all scheduled activities for which the troop or members will need staff help. These schedules are collected by the program director, who will proceed to coordinate the week's activities and assign staff as needed.
- The council establishes dates in March, April, and May in the council calendar for special camp meetings to be held in several areas of the council. These meetings will be headed by the camp director or program director. After sufficient explanation of the camp features and staff services available, each key staff member (aquatics director, ecology/conservation director, shooting sports director, etc.) will be available for personal interviews and scheduling of troop plans. Each key staff member will note troop requests for staff services, equipment, etc. Leaders will keep their own complete troop schedule of program items listed day by day.
- Consideration can be given to holding camp leaders' planning meetings before or after regular district roundtables.
- All adult camp leaders are invited to camp for a special all-day camp planning roundtable meeting during March, April, or May.
- Camp leaders are invited to camp for an evening as guests, one week before the time the troop plans to attend. A camp planning roundtable is held with the program director.
- Adult leaders come into camp the day before the troop arrives (may bring senior patrol leaders with them). This gives the leaders and camp director a chance to plan troop activities together. It also gives adult leaders a chance to get settled in camp before the boys arrive.
- Senior patrol leaders come to camp a week before the troops. They operate as a training troop and also work on program plans and features for their troops.

- Adult leaders arrive in camp with the boys and, at the close of the first day in camp, a program planning roundtable is held with the program director and all adult leaders attending. (This plan is the least desirable and in most cases the least effective of all the methods outlined.)

If none of these plans is used, then the programs of various troops should be mailed to the camp or council service center several weeks before the troops arrive. In some cases a troop may not have arranged its program until arrival at camp, and the camp staff will offer every possible assistance to help schedule a worthwhile troop program.

Whichever method or combination of methods cited above is used, it is of utmost importance that the camp director or program director receive the weekly program plans of each and every troop at least three weeks prior to the troop's coming into the camp. Because some camp activities are limited as to participants, it should be stressed that program facilities and services are on a first-come, first-served basis and, therefore, troop program requests should come in promptly.

Staff Morale

To ensure that Boy Scouts and leaders receive the fullest benefit of good service and good program, staff morale must be kept high throughout the summer camp season. When staff morale is high, staff performance on the job usually will be high also.

Morale and spirit are the same. Any individual or group with spirit has enthusiasm and pep and vigor. These are essential qualities for any camp staff. These ingredients plus sufficient camping knowledge will ensure the success of the camping venture. There is one more trait needed—call it endurance or staying power or dependability.

Principles of Staff Morale

- Only staff personnel mature enough through age and experience should be recruited. Discouragement comes if the staff person is not equal to the job.
- Morale is based on
 1. Having an important job assignment,
 2. Doing that assignment well, and
 3. Receiving recognition for it.
- The spirit of the staff will reflect to a large degree the attitude of the director. A bright and sunny disposition exhibited by the key people on the staff is bound to rub off on all those associated with them.
- There must be definite job specifications and work agreements for all persons on the staff concerning time off, paydays, hours on duty, meeting schedules, and the like.
- The camp should furnish a staff lounge completely sepa-

rated from the camping area and campers. Here staff personnel can gather when off duty for coffee and soft drinks. Here is where formal and informal staff discussions are held; where the staff can relax momentarily. A maintenance schedule is needed to keep the area neat at all times.

- An occasional staff party is a welcome break in the steady camp routine. This may be scheduled weekly. A committee of staff personnel should be appointed to make arrangements for some program feature and refreshments.
- The element of surprise can be used to boost staff morale. A special form of entertainment could be imported into camp. For example, a good film, an unusual guest, or a staff party might be arranged with guests from a nearby camp.
- The kind of staff living quarters available will have a great bearing on staff members' morale. Wall tents are recommended. Such quarters should afford reasonable privacy and a sense of personal freedom. Quarters should be neat and clean at all times. Sanitary facilities must be adequate and conveniently located.
- Food is not only the No. 1 priority with campers, it is also No. 1 with the staff. Meals should be on a minimum two-week rotated menu, with changes made whenever possible to relieve any possible monotony attending such repetition.
- The attitude of the staff will have much to do with morale. The director can give direction to this by operating the camp so that there is a democratic approach to many decisions, by creating a sense of proprietorship in the staff (i.e., "This is our camp and we serve together"), and by impressing the staff with the team spirit and team play idea that no camp department or area is a separate entity, nor is one activity more important than another.
- Staff evaluations can be used to foster a high level of staff morale. An early or mid-season evaluation can be used by staff superiors to help staff members improve their performance and to reinforce areas where performance exceeds the supervisor's expectations. Staff superiors should ask their staff individually and privately, "How can I help you do a better job?" The success of each staff member is a reflection of the support and encouragement of his or her supervisor.
- Sincere appreciation must be frankly expressed. All of the above practices will serve to create and maintain staff morale but none of them approaches in importance the sincere word of praise given to the entire staff by the director. Here is the spark that creates the fire of staff spirit. Here is the expression of honest appreciation that makes each and every staffer feel a sense of well-being and personal importance to the enterprise. It may well be that camp directors generally are too stingy with praise

and too generous with criticism. The well-informed director will seek out continually any items for which to praise the staff. The ultimate benefit of this expression of appreciation comes as the director meets a staffer on the trail and there extends thanks for a job well done.

- On the contrary, staff morale can be completely snuffed out if the director continually harangues the staff at staff meetings.
- Too often camp administrators think about boosting staff morale only after it reaches a low ebb. Things like comfortable quarters, good food, good mail service, time off, recreational facilities, appreciation for a job well done, good medical services, and incentives need to be apparent *before* there is a loss of morale. A good administrator knows how to manage the staff in ways that prevent morale problems from happening.

The Commissioner

The commissioner is a central staff member, 18 years of age or older, who has a working knowledge of the Scouting movement and has the personality and general ability to work with youth and adults. Among the important traits for a commissioner are the following: neat appearance (uniform), good manners, tact, cooperative nature, cheerfulness, sincerity, adaptability, promptness, and ability to take the initiative. In addition, it will be most helpful if the commissioners have working knowledge of several camping skills and, above all, the ability to understand and evaluate situations and circumstances that they observe.

The commissioner is first and foremost a sympathetic counselor and a program resource.

Recruiting Commissioners

Commissioners may be recruited from among grade school, high school, and college teachers. Provided they meet the age requirement and the experience necessary, college students may qualify as good commissioners.

Sometimes, excellent commissioners can be recruited among the local Scouting personnel on a voluntary basis, with each commissioner spending a week or more in summer camp. The same personal qualifications should apply to voluntary commissioners as would apply to those hired for the full-time central staff.

Another possible source for camp commissioners for either part-time or full-time work is retirees in the council area. With the earlier retirement age we find many qualified volunteers who are willing to give even the entire summer to the camp as commissioners.

Commissioners' Duties

The first general duty of the commissioners is to so perform their job that the units in their charge become stronger and better organized, and learn how to program their own activities. The job is to help troops, patrols, and individuals to carry out a purposeful program of fun and adventure. Commissioners are directly responsible to the camp program director. They will operate their area of the camp so units and unit leaders will come to them with all problems in the field of program or administration.

The commissioner should make every effort to

- See that the troop is organized for the camp experience and that the camping is on a patrol basis.
- Help to interpret the patrol method. Demonstrate how it works through supervision of patrol leaders by the Scoutmaster.
- Teach leaders the best in leadership skills and how to achieve Scouting's goals in the lives of youth.
- Provide immediate help in meeting specific and urgent problems.
- Interpret the policies and regulations of the camp where necessary.
- Lead and guide intertroop activities.
- Make sure that each troop has a well-rounded, attainable daily camp program based upon the principles of the Scout method of camping.
- Build spirit and enthusiasm into troops.

Lastly, commissioners should make a comprehensive analysis of each troop with which they have contact during the summer. These analyses should be given to the program director or camp director for follow-up.

Note: The commissioners should live in the general vicinity of the units they serve. This will assure staff support readily at hand for each unit.

Commissioner Functions

The commissioners begin their job before the troops arrive at camp. Commissioners should have as much information as possible about the troops and the leaders who will lead them. There should be some clear method by which the commissioner gets this information from the council service center through the program director.

The commissioner usually can get some information about each troop and its leadership from the program director or camp director. If such information is lacking, the commissioner must get it from the troop itself upon arrival at camp. The first important job of the commissioners will

be to meet and greet the leaders as they arrive at camp or shortly thereafter. First impressions will be lasting on the adult troop leaders. Commissioners should make it evident that they are the right people for the job, that they will help troops, and that they are constantly available.

One of the most important functions of the commissioner will be to see that each troop has a written and well-balanced program for the week. This program should conform to the best program planning methods as recommended in the Scout method of camping.

The commissioner should know the important facts about program planning as outlined in this manual and should make every effort to have all troops observe the important considerations. The troop program should not be too full, nor should it be so relaxed that campers are not happily occupied.

Commissioners are staffers who wear many hats. They may advise Scoutmasters about the patrol method or how advancement should be handled in the troop. They may be asked to sit in and appraise a patrol leaders' council meeting. They will be alert to avoid conflicts at the time and place of various program activities among their troops or with other troops in camp.

The commissioners will know that they are doing their jobs well when troop leaders come to them with both their problems and their successes before telling anyone else; in short, when the commissioners have proven to the troop leaders that they are their friends.

The Commissioners Evaluate Their Work

Knowing the needs and requirements of a troop is only half the problem; the other half must concern itself with what is done to improve the troop. The commissioners can only evaluate their effectiveness as camp counselors and advisers by the differences they can note in the troops and leaders with whom they come into contact.

Commissioners can evaluate their work by first asking themselves: Did each troop and most troop members have a fun-filled, adventuresome time at camp? Next, they determine to what extent the troop and its patrols increased their ability to plan their own program, to use the patrol method, to use their own youth leaders, to increase their knowledge of camp skills, to accomplish some advancement, to experience better discipline and troop spirit, and to improve in personal appearance. Lastly, are the adult leaders more confident and more skillful as leaders of young men? Only the commissioners will be able to see these things because they are the staffers most closely concerned.

The Camp Evaluates the Commissioners' Work

There should be continuous observation of the commissioners as they function from week to week with the troops in their area. The camp director (or program director) should evaluate situations and suggest methods of handling problems.

The camp director or program director, in moving about the camp, should observe each troop and note improvements needed. If the commissioner has already suggested improvements, it would be a good indication that the commissioner is functioning properly. Of course, all suggestions from the camp director or program director should go to the troop through the commissioner. Personal conferences from time to time with each commissioner are helpful.

The commissioners are central figures on any camp staff. They are valuable because of their splendid personal attitude toward people and situations and because of their abilities not only as skilled staffers but as evaluators of circumstances. In short, the commissioner can apply the right solution at the correct time and place. Happier, more purposeful camping will be the result.

THE PROGRAM IN CAMP

The program of any camp is the sum of everything that happens in the camp. As described in the method of Scout camping, some program items may be what a boy does as an individual (handicraft, exploring nature, going fishing, just whittling); other items happen as a boy and his friends participate in certain informal activities—boating, canoeing, fishing. Still other program action takes place on a patrol basis—doing a Good Turn, hiking a trail, cooking a meal. Another program area is the troop doing something together—the flag ceremony, inspection, a trip to the out-post camp, having a troop swim. Finally, some program highlights take place on an intertroop or campwide basis—the campwide campfire, songfest, the field meet, adventure trail, the swim meet.

Through all of these we are concerned with three broad skill areas:

- Participating with others as a patrol or with a special-interest group helps boys establish the proper concept of personal duty, responsibility, and wholesome social relationships. These are significant factors in a boy's growth and development.
- Conservation, campcraft, aquatics, and personal fitness are activities that provide a practical means of interpreting and developing teamwork and Scout spirit.
- Ideals, spiritual concepts, personal relationships, discipline, conduct, decorum, patriotism—all are vital concerns that must be caught or taught through the daily program in camp. To be valid, Scout camping must be a worthwhile personal experience for a boy.

Program Resources

Every camp has many possible program resources. With the use of imagination and determination, many new, unusual, and valuable program highlights can be listed among the items possible in a camp. Camp personnel must be alert to the needs and desires of boys and troops to provide variety and sparkle to the big adventure. Each year, new and different program features should be added as attractions for those who participated last year and may believe it is "all old stuff."

The camp must develop a list of possible program resources. A list of activities such as the following, with detailed explanations, is sent to troop leaders early in the year along with a program planning sheet:

- Advancement skills
- Aquatics
- Archery
- Axmanship
- Boating
- Campcraft
- Campfires
- Camp making
- Canoeing
- Ceremonies
- Conservation
- Cooking
- Exploration
- Field sanitation
- Fire building
- Fishing
- Games
- Handicrafts
- Hiking
- Horseback riding
- Lifesaving
- Nature lore
- Orienteering
- Outdoor skills
- Outpost camping
- Pioneering
- Religious services
- Riflery
- Sailing
- Shotgun shooting
- Special camp events
- Swimming

Special programs for older, more experienced Boy Scouts should be included so that boys will want to come back to camp for second, third, and fourth years. These programs challenge older boys and stimulate the imagination of younger ones. Such programs may include:

- Backpacking
- Black-powder rifle shooting
- Canoe trips
- Kayaking
- Metallic silhouette rifle range
- Pentathlon
- Project COPE
- Rock climbing and rappelling
- Sailing
- Search and rescue
- Shotgun shooting
- Sports
- Theme camps—American Indian, cowboy, voyageurs, logger, fur trapper, miner, etc.
- Venture patrol activities
- Waterskiing

Troop leaders should then discuss possible activities and program ideas with Scouts. This will help stir up interest, alert the leaders to troop members' desires, and provide some advance information as to program ideas. The patrol leaders' council should then meet to review the needs of members of the troop.

The council should also view the current Scout literature—*Boys' Life*, the *Scoutmaster Handbook*, the *Boy Scout Handbook*, *Troop Program Features* (three volumes), *Troop Program Resources*, merit badge pamphlets, and Idea Sheets.

Camp Program Schedules

There are two basic schedules in a camp—the central camp schedule and the troop schedule.

Central Camp Schedule

There will be some fixed times for certain general activities in the camp such as reveille, mealtime for the central dining hall, and/or a general block of time suggested for patrol-cooked meals, taps, etc. Other activities that may be on a fixed schedule would be swimming, instruction in certain specialized skills, religious services, sick call, special events, etc.

Some of these are put on the camp schedule as a result of the decisions made at a camp roundtable meeting. In addition to mealtime, reveille, and taps, the following are types of activities that may be on the general camp schedule:

- Council fires
- Adventure trail
- Outdoor skills competition
- Aquatics meet
- Camp ceremonies
- Instruction in special skills such as aquatics, archery, riflery, angling, climbing, rappelling, and ecology/conservation

Special events. The nature of a special event supervised by the central staff may be determined by weather, desires of troop leaders, the need for dramatizing or promoting certain skills, or the influence of special holidays or celebrations such as Independence Day.

Special events should be kept in balance with the total program. They should not overshadow or curtail troop and patrol activities. The best special events help stimulate troop activities and serve as recognition for accomplishment (getting ready for an outdoor skills competition, for instance).

A sample list of events with variety, special significance, and reasonable balance in a weekly program follows.

- The opening council fire to get acquainted
- The dedication of a chapel or flagpole, etc.

- An aquatics meet
- An outdoor skills event
- An Order of the Arrow campfire
- A closing council fire program with the best talent from troops in camp

Special skills. Opportunities for technical instruction and general supervision should be provided by the central staff as aids to troop leaders.

For the aquatics program it is ordinarily best to provide swimming instruction each morning and recreational swimming in the afternoon. The camp should

- Provide competent instruction for boys of every ability.
- Provide instruction in waterfront supervision for leaders.
- Provide opportunity for one or more troop swims.
- Supervise the general aquatics program.

Archery and riflery adventure programs, climbing, and rappelling require competent, trained adult instructors because of the need for safety. Therefore, instruction and participation must be under qualified supervision.

Other specialized instruction may be provided for such activities as campcraft, conservation, fishing, and various outdoor merit badge subjects.

Patterns for instruction. Since the members of the central camp staff should serve in a counseling and coaching role as well as supervisory relationship to a troop, the pattern of instruction will not be fixed for all troops or activities. The nature of the activity may require supervision, but the knowledge of the troop leader or troop members may make instruction by a staff member unnecessary. On the other hand, an entire troop may want or need instruction in a certain activity.

Some specialized skills are more profitably followed on an interest or ability level than on a full-troop basis. Therefore, special-interest groups in a troop or even an individual in a troop must have an opportunity for pursuing the skill or subject on a pattern convenient to the group or individual and the staff members involved.

The camp schedule then will include

- Certain fixed items that may be the same for the entire summer—meals, taps, council fires, etc.
- Other items that will be established for each current period—special events, instruction time for special skills
- Assignment of staff personnel to meet the demands of the above, plus personal service to troops, small groups, and individuals as worked out at a roundtable meeting or in a personal conference
- Certain merit badge work that should be handled in camp as at home—through personal appointment and individual counseling

- Merit badge makeup time

The earning of merit badges should not be the sole objective. The purpose is still to establish a wholesome, significant relationship for a boy with a mature person who has comprehensive knowledge of the merit badge subject.

The Troop Schedule

Each troop's program will be different because its needs and interests are different.

General patterns within the troop program that should be in evidence include these:

- Activities in which all members of the troop participate together
- Activities that are best carried out on a patrol basis
- Informal activities more suitable for a few boys to do together
- Special interests a boy might follow on his own

It is the responsibility of troop leaders and the patrol leaders' council to establish the program and schedule for the troop. Within this program and schedule should be adequate provision for patrol activities, small-group interests, and individual projects.

The troop is the source of authority and the framework within which the complete program is planned as far as the boy is concerned.

Typical troop-centered activities. There will be many activities in the camp for which troop leaders will accept sole responsibility. They may seek information or help from the staff, or a program counselor may offer suggestions, but it is important that each troop establish its own identity and gain experience in the building and administration of its program. Some principal items in the program that all members of the troop may do together are

- Problem solving
- Ceremonies
- Advancement activities
- Campfires
- Camp inspection
- Conservation projects
- Outpost camping
- Games and crafts

It should be made clear to all troops that their own campsite is their home while in camp. It is their responsibility to keep it clean and make it attractive. The way they display their flags and totems, set up their bulletin board, and

arrange their patrol areas will reflect their spirit and general character. This is a part of the program. Troopsite flagpoles make possible daily flag ceremonies. Related to these could be a Scoutmaster's Minute, a silent prayer, the rotation of duties.

Outdoor skills instruction and advancement activities can be colorful adventures. Urge troop leaders to use some of their own boys as instructors in the simple skills; urge them to make a game or an event of it.

Urge troops to hit the trail or seek some special place for campcraft or conservation activities as a change of pace from troop campsite projects. Realistic instruction on the trail provides a natural approach to outpost camping.

Instruction on the troop site and in various outdoor skills instruction areas in the camp are important aids to teaching if properly used. Avoid arbitrary scheduling of all troops through these areas. This is a dull and unrealistic approach to program. Some troops will not need the standard instruction. Some others may be qualified to use their own instructors.

Help the troop build a program that may include use of outdoor skills areas for purposes fitted to the troop's needs. For some it may be elementary instruction, for others advanced instruction; for some, patrol contests, for others individual practice. Outdoor skills areas provide tools for formal instruction, games and contests, individual practice, and group activity.

Typical patrol activities. Scout camping is not complete unless the patrol is a functioning group in the administration of the troop program in camp. Among the important patrol activities in a troop camp program are

- Patrol hiking
- Campcraft; the simple skills of housekeeping in the outdoors, including cooking
- Outdoor skills instruction on an elementary level, including practice and contests in first aid, ropework, fire building, compass games, etc.
- Preparation for troop or campwide events
- Camp improvement projects

Items such as these should be on the troop's schedule with definite assignments for troops and patrol leaders or members. Thus, patrols will grow in building teamwork, loyalty, and Scouting spirit.

Informal activities for small groups or individuals. Typical normal interests of boys that should be encouraged or allowed to happen on an informal basis are not likely to be found on the troop's program schedule. We need to understand their importance, however, to properly counsel with troop leaders.

When a boy wants to go fishing with a friend or explore an area of shoreline or build a raft, the answer is not, "Sorry,

it just isn't on the schedule," but rather, "Tell me more about your idea," or "Well, let's see, are you needed in your patrol? If so, will you be letting them down?" A leader should find out if duty or responsibility is involved. The leader can then help a boy do the things he would like, provided they are reasonably safe and contribute to happiness.

Some items that are typical of this informal approach are

- Hiking (roaming)
- Boating
- Handicrafts
- Exploration
- Pioneering projects
- Fishing

The balanced program—the total living experience in camp—must revolve around the boy and his personal interests with his friends in his patrol, in his troop, and in his camp community.

Because more than half of the Scouts in camp in any given period are there for the first time, and because a surprisingly large number have only one council summer camp experience in their Scouting lifetime, it is essential that we are always at our best.

Schedule Is Not Program

The daily or weekly schedule in a camp is not program; it is an instrument for planning and for administering the program. It is a timetable for certain formal activities and a checklist of opportunities. The schedule provides a means for mobilizing the program resources and for effecting a balanced experience.

Adventure is one of our goals, but it is not found at exactly 9:30 A.M. or 4:15 P.M. It is often found in free experience or in doing unscheduled activities.

Free experience is not scheduled loafing. It grows out of the creative mind. It reflects flexibility in thinking and an attitude that will adapt to conditions.

Planned activities for a troop and planned special events for a camp are important and should be set up on a schedule, but occasionally things may happen that are not on the schedule—a cloudburst, an extremely hot afternoon, a forest fire, an important visitor. These and many lesser happenings may make changes in schedule necessary, desirable, and exciting.

An unusually clear day may make the hike to the mountaintop an intriguing experience, or digging for fishing worms may be suggested by a gentle rain. A forest fire may mean patrol duty or rechecking methods of protection in camp.

Program, then, is the whole experience of living in camp. A schedule is a plan for organizing time in relation to activities desired. A good leader cultivates a positive attitude

toward schedule and program.

The Positive Approach to Program

It is only natural that the camp staff, the troop leaders, and all people in authority in a camp be cautious and continually on the alert to protect the health, safety, and welfare of all Scout campers. Indeed, we are trusted by the parents and the Scouts alike to make sure that "no one is hurt in body or in spirit," as Ernest Thompson Seton once put it.

But let's look at the other side of the coin for a moment. Let us ask ourselves if we are not inclined to be overcautious, even prohibitive, about some activities in camp. Do we have too many unnecessary rules, regulations, and restrictions? Is our staff overzealous about the petty infractions related to boys' pranks, mischievousness, and their desire for freedom of action in the outdoors?

To be sure, this reference to pranks does not mean that troop leaders and staff condone or tolerate such activities as rope cutting or night raids. Such activities involve vandalism and misuse of property and definitely must be prohibited. "Pranks" here refer solely to wholesome, harmless fun.

To be sure, we must have health rules and safety regulations, and they must be observed. These are primary considerations to operating a successful camp community. But when a staffer says, "Hey you, Scout, don't go near that boat," or when certain camp regulations prohibit walking in some areas; when signs are frequently seen in some camps saying "staff only," or "Scouts keep out," this soon creates the atmosphere of prohibition, of regulation, and of restriction that every American abhors.

On the contrary, let every staffer assume the positive approach to program; namely, that this camp is for youth and belongs to youth and that before we have to say no to a program idea or request, we will try every legitimate way to say yes, even if we have to modify the request a trifle.

The traditional application of the Scout Oath and the Scout Law and the Good Turn idea to living in camp can give the whole event a tone and quality that everyone can understand and admire. The practice of this starts with the staff and in particular with the camp director and the program director. Perhaps a frank discussion of this concept needs to be held with the entire camp staff.

Preparing for Camp Adventure

Happy Boy Scout camping in the council long-term camp comes from a combination of several factors—all of them within easy reach if proper planning is done.

- The troop has a campsite. This is its living quarters. The troop takes pride in the appearance of its "wildwood home." Daily inspection helps keep it neat and trim at all times.
- The troop is led by competent, enthusiastic adult and junior leaders. They have an air of friendly helpfulness.

They can smile in the face of adversity. They lead by example, not by loud, domineering orders.

- The troop is actively backed and supported by a trained camp staff. The staff's only reason for being in camp is to help campers, both individually and in groups. The camp staff is alert but not haughty; it is trained but ever ready to learn; it is proud of its position but humble in its attitude of service. The camp staff serves the campers.

The Scouts in a happy camping troop must experience the following:

- Prepare or be served three wholesome meals daily.
- Enjoy an exchange of fellowship and fun with other groups.
- Know every staffer and feel ties of true friendship.
- Have many challenging opportunities to learn outdoor skills, nature, and camping skills in a realistic setting.
- Learn to be of service by doing something significant to improve the camp.
- Feel the deep breath of the forest and woodlands and know better the Creator of it all.

Help for the Troop

In addition to its commissioner and the program staff members, the troop is supported by camp staff instructors. These instructors are available and are called to supplement the troop staff. Whenever possible, instructors work with and use the troop's own personnel. The job of developing a corps of instructors within the troop is a foremost goal of staff instructors.

The troop is supported by its own adult and junior leadership. The long-term camp offers the ideal setting for both the boys and adults of a troop to learn together new skills and joys of camping. The camp staff will be alert to suggest and coax the troop into new and exciting experiences afield that will result in the added growth and ability of troop leaders.

Patrols in Resident Camp

The patrol is the basic camping unit of Boy Scout camping. We've said it time and again: The patrol method is not just a method of Scouting and Scout camping; it is *the* method. We have said the patrol method is Scouting's way of getting democracy into action.

We have said that a troop is not divided into patrols—a troop is made up of patrols.

We have said that it is not the Scoutmaster's job to run the troop. It is the Scoutmaster's job to coach the junior leaders to run their troop on the patrol plan.

We have said, "No troop can be any stronger than its patrols."

In camping we have said, "It is the job of the central

camp staff to assist troops to plan their program themselves so that each troop will become strong and learn to stand on its own."

Here is what some councils do.

- When the troop roster of Scouts is required for camping, it is a roster of Scouts in each patrol with a space for a patrol name indicated—not a troop roster with numbers 1 to 32.
- On every camping site there is certain patrol equipment such as a table, benches, a cooking area, a patrol canvas shelter. Patrol areas are marked as patrol sites 1, 2, 3, 4.
- Program directors of camps publish and post on charts or bulletins a listing of things patrols can do as patrols while in camp. Such lists include conservation or service projects, short hikes, cookouts, patrol exhibits, demonstrations, and contests. These are vividly described and details given to inspire patrols to action.
- Councils make available precamp training for the troop staff, both adult and junior leaders. At this time patrol operation is made a highlight and it is clearly demonstrated that troops in camp can operate on a patrol basis in many activities of the camping program.

The above items do not imply that the camp is operated on a patrol basis, but it does indicate that patrols are encouraged to make responsible decisions and follow them through with adult help.

To sum up, the method of Scout camping leans heavily on the patrol as a working, operating group, but it should also be remembered that camping activities will be carried on at times

- On an individual basis
- On a buddy basis
- On a small-group basis (three to four friends)
- On a troop basis
- On a campwide, community basis

But—to strengthen the troop and its individuals we must fortify the patrol method in camping.

Troop Leadership for Camp

The best staff, the best camping facilities, and the finest group of Scouts can produce a mediocre camping experience unless the most capable adult leadership of the troop is recruited and trained for the camping adventure.

Careful selection of adult leadership by the troop committee is necessary. Two good leaders must attend camp with the troop. If troop leaders or members of the troop committee cannot attend, the next best leadership should be recruited. No committee should consider an adult merely on the basis of that person's availability. Under certain cir-

cumstances troop committees have recruited leadership on a rotation basis with different adults each day. This is usually done as a matter of convenience and a quick solution to the leadership problem. Some camp directors have tolerated this situation but they also say that this is the most ineffective and inadequate method of supplying adult leadership. Many councils rule out this practice entirely.

The sincere troop committee will do everything possible to assist the regular leaders to get to camp with the troop. Only adult leadership with the following qualifications should be recruited:

- At least 21 years of age, preferably 25 or older, and in good physical condition. (The second adult may be 18 years old or a parent of one of the Scouts.)
- Some experience in camping or Scouting or with kindred interest to camping, such as hunting, fishing, or conservation.
- Demonstrated leadership ability and an interest in working with boys.
- Good moral character.
- A willingness to serve the community through service to youth. (If the person recruited has had no Scouting training, the council should arrange for it before Scout camp begins.)
- Youth Protection training recommended.
- Registration as a Scouter.

Council Helps for the Troop Committee

It should be made obvious to all troops that the council stands ready to back them and help them in every manner possible regarding long-term camping. This holds true whether the troop camps on or off the council reservation. These are the helps a council renders to troops:

- Assists and encourages troops to set forth a written plan of events and activities for the entire year ahead.
- Expects troops to adopt the minimum goal for outdoor activities—to give each boy the opportunity for at least 10 days and nights of camping, hiking, and camporee, in addition to summer camp.
- With help from the commissioner staff and/or camping personnel, organizes the troop committee to support troop leadership in the outdoor program.
- Encourages the troop committee to select its most capable adult leadership for the summer camping experience.

Troops may need to rent or borrow certain camping

or program equipment. This service should be ready and widely advertised.

The council delivers to each troop committee and troop leader a camping guidebook, setting forth all the council and district plans for outdoor events and action for the year ahead. This should be introduced by October for the year ahead.

The orientation and training plan for leadership for camping is in “Managing the Council Outdoor Program,” another section of this manual.

The Troop Plans Its Program

The troop leaders, the troop committee, and the Scouts themselves will be concerned with the following points:

1. Review the camping guidebook or other council material available to learn of the program possibilities at camp.
2. Discuss these program items in the patrol leaders’ council meeting.
3. Determine the needs and desires of the troop, the patrols, and the individuals.
4. Complete an analysis and attach it to the troop program.

After consultation with junior leaders using the sheet shown on the next page, the program of any given troop may appear similar to the one shown following. The troop leaders should then circle the program items for which they will require staff assistance (giving number of boys and time), and the program director will then assign the necessary staff help on the days specified.

The detailed daily program is also shown on page 3-25. The following hints on programming should be helpful to adult leaders. These “do’s and don’ts” are directed to Scoutmasters.

Do

- Allow patrols to plan and carry out some things they thought of and want to do.
- Have enough scheduled to keep everyone busy. *But* allow some time when a fella can “go and do with a pal or two.”
- Keep the outing in Scouting—go on an overnight out of camp.
- Be sure there’s personal achievement, advancement possibilities, and fun.
- Keep in touch with what is happening in the troop—get verbal patrol reports each day.
- Set a tone that will make your troop first class. Insist on good manners, good fellowship, clean sportsmanship, clean fun, and a clean camp.
- Make the patrol idea work by expecting it to work.

Troop Program Planning Sheet

TROOP CAMP PROGRAM INCLUDING PATROL ACTIVITIES

Week of _____ to _____ Boys in Camp _____ Troop No. _____ Home Community _____

Camp Leaders _____ Campsite _____

	ACTIVITY	TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Personal	Reveille	7:30							
	Breakfast	8:00							
									Pack up Check out Return home
Troop/Patrol	Lunch	12:30							
	Rest period	1:30							
			Medical recheck inspection Swim classifica- tion Boat and canoe demonstration Tour of camp Arrange quarters						
Personal	Dinner	6:00							
			Arrange final program plans Campwide get- acquainted campfire					Campwide council fire	
	Taps	9:30	Brief leaders' meeting		Camp roundtable		Camp roundtable		

M O R N I N G

A F T E R N O O N

E V E N I N G

Certain fixed activities are scheduled in advance. These are written in on this sheet. Troop leaders use blank spaces to plan highlights of the week in camp. Sheets are made available before camp. The program in its final form will indicate the principal troop and inter-troop activities. Patrol activities can be shown by entering a general title and the notation "by patrols." Merit badge program should be on a Scout-to-counselor basis. Please circle items that will need camp staff help.

Sample Troop Program Planning Sheet Completed

TROOP CAMP PROGRAM INCLUDING PATROL ACTIVITIES

Week of July 7 to July 13 Boys in Camp 23 Troop No. 32 Home Community Smithville

Camp Leaders Jack Wilson, Fred Hatch Campsite Mohawk

	ACTIVITY	TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Personal	Reveille	7:30							
	Breakfast	8:00					Cookout		
Troop/Patrol			Travel to camp Religious observance Check in	Pioneering instructions Compass skills 10:00 swim	Nature lore hike 10:00 swim	Patrol leaders' meeting Cooking demonstration Foot care 11:00 swim	Compass-Lost Game 11:00 swim	Patrol leaders meeting Practice outdoor skills for Adventure Trail 11:00 swim	Pack up Check out Return home
	Lunch	12:30					Trail lunch		
	Rest period	1:30							
Personal			Medical recheck inspection Swim classification Boat and canoe demonstration Tour of camp Arrange quarters	Camp construction and camp conservation project 2:00 swim	Outdoor skills— rope, ax, fires 3:00 swim	Inspection Pack up Hit the trail to Harpers Knob	Pack up and hike to camp Set up patrol nature exhibits 3:00 swim	ADVENTURE TRAIL Aquatics meet	
	Dinner	6:00				Cookout			
Personal			Arrange final program plans Campwide get-acquainted campfire	Troop inspection Boat hike and fishing	Intertroop scavenger hunt with Troop 44	Patrol campfires	Build dam for conservation project	Riflery Archery .22-caliber championships playoffs Trap shooting Campwide council fire	
	Taps	9:30	Brief leaders' meeting		Camp roundtable		Camp roundtable		

M O R N I N G

A F T E R N O O N

E V E N I N G

Certain fixed activities are scheduled in advance. These are written in on this sheet. Troop leaders use blank spaces to plan highlights of the week in camp. Sheets are made available before camp. The program in its final form will indicate the principal troop and inter-troop activities. Patrol activities can be shown by entering a general title and the notation "by patrols." Merit badge program should be on a Scout-to-counselor basis. Please circle items that will need camp staff help.

Troop Daily Program Sheet

DAILY PROGRAM

BOY SCOUTS OF AMERICA

DATE _____

TROOP NO. _____

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TIME	EVENT	WHERE	LEADER
7:30	Reveille		
8:00	Breakfast		

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12:30	Lunch		

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6:00	Dinner		
9:30	or 10:00	Taps	

Note: A daily program may be used by each troop. Use blank lines above to designate activity. While the troop summary sheet would indicate patrol projects, this program sheet for the troop and its patrols should give all planned program features.

Don't

- Allow too many activities to be scheduled. Camping should be relaxing to be recreational.
- Be alarmed if things happen that are not on the schedule—some circumstances warrant changes in plans.
- Engage in activities that can be done better in town.
- Overlook the four big items in program—conservation, campcraft, aquatics, and shooting sports.
- Judge the success of the camp by the number of merit badges earned or rank advancements achieved.
- Give Scouts titles and camp leadership tasks and then do all the leading yourself.
- Permit a camp violation or an error in operation to persist or continue. “Stop the show”—correct it immediately. A Scout camp is a training camp. Be kind but firm when necessary.

The Camp Program Is Coordinated

Each camping period will have a different program schedule because of the variety of main program items selected by the troops. For example: In one period troops may go on trail trips of varying lengths of time; in another period most troops may wish to go on trips just overnight. And, of course, some troops may have a full program in camp with no outpost trips. The successful camp staff not only will be aware of the necessary flexibility in program scheduling, but also must have the right attitude toward such flexibility.

As noted earlier, there are certain program events that are of necessity fixed by the camp as to time. For example, if meals are supplied to patrols and troops, then a mealtime is established. Other items may be set as to time because of camp tradition, for example, the opening campfire, closing campfire, religious observances, and campwide ceremonies.

There is a third possibility of having to prescribe or set a definite time in the schedule. This refers to program areas where only a limited number can participate at one time because of the type of activity, such as the waterfront, or where the space and equipment is limited, as at the rifle range. In such areas a time schedule may be set up that will allow several opportunities for use, and the troops or groups choose a period to participate. It should be especially noted that beyond this limited designation of time for certain activities, there is no attempt to schedule either the period of the day or the subject to be presented.

The camp program schedule should not be set up on an hourly basis, or the day divided into standard periods at which time troops or groups rotate from one site, area, or subject to the next, as is commonly seen in school systems. The methods

of the school and of the Scout camp are quite different.

For example, if a troop or group has elected to learn and practice pioneering skills on Tuesday morning, they may start this at 9:30 a.m. and continue until they have completed the monkey bridge and two rafts and actually used these devices. Such a troop might have a very different experience in pioneering if the schedule prescribed one or two 40-minute periods and then the activity ended.

In the process of programming there are two schedules, as mentioned earlier—the schedule of the troop and the schedule of the staff. Both are important. The schedule of the staff is entirely dependent upon the specific needs and schedules of the troops in camp.

Coordinating Schedules

The main purpose of reviewing and coordinating schedules is to eliminate possible conflicts. Too many people at the same place at the same time or too many people for the leader or instructor to instruct at one time create a problem.

Plan A. A commissioner, working with four or more troops, holds a brief roundtable meeting, preferably before the opening of the camp period, with the leaders of the troops to be served. Especially note the number of first-year campers. During this meeting, program suggestions are made, conflicts in time or place adjusted, and needed staff determined and requested.

At the close of this meeting the commissioner will meet all other commissioners, compare the program plans of the various troops, and make whatever adjustments are necessary so that no conflicts remain. The program director will make whatever staff assignments are necessary and list them for the entire week. Thus, it does not seem necessary to graph on a wall chart the day-to-day, hour-by-hour movement of troops, patrols, or special-interest groups. The program director need only look at the staff assignment sheet to learn of the activity taking place in camp.

Plan B. As troop program schedules are prepared and sent to the program director of the camp before troops' arrival at camp, these may be posted and studied to determine conflicts, if any, and to rearrange items where necessary. The program director also will assign staff as needed and requested by troops.

Plan C. Another method of planning and coordinating a program might be the round-robin plan or personal conference, whereby troop leaders visit informally with each key staffer to schedule desired activities or instructions. This can be done in a central meeting place with key staff arranged around the room at tables. Each key staffer will note the troop number and time for the instruction or action. The staffer will encourage troops to supply their own instructor, wherever possible, with staff help as an added resource. Again it must be noted that each troop must come to this conference with its own written program as a starting point

DAILY STAFF ASSIGNMENT SHEET

This sheet must be posted each evening for the following day.

DATE _____ CAMP PERIOD _____

Staff Personnel Assigned (Fill in troop, program help, time below.)

Name	Morning	Afternoon	Evening

for planning.

While personal and group choices in matters of programming are important and while we maintain flexibility in our program approach, the staffer as a commissioner and adviser must always be alert to encourage, to persuade, to sell, and in some cases to urge troops and groups to do the things that will benefit boys. There are some things that cannot be left to chance—the inspections and the ceremonies; the fun of outdoor skills contests, of campfires, of trail hiking, of nature lore, and of campwide events. Staff personnel must be clever enough and persuasive enough to move troops and groups into activities that we know are good for boys.

The second program consideration refers to the plans of the camp staff for each camp period. The prime concern of the camp director and program director should be to know at all times what each staffer is doing and where the staffer is.

The Senior Patrol Leaders' (SPL) Council

It is recommended that each camp set up a plan to form a weekly senior patrol leaders' (SPL) council composed of the senior patrol leaders of all troops in camp. This group of young men would represent their troops in matters related to

- Intertroop programs, including planning, scheduling, and conducting such events
- Rules governing the camp

The adviser of this group will be the program director or an adult staff member selected by the camp director. This staff member will be responsible for liaison between the senior patrol leaders, the Scoutmasters, and the camp staff.

Establishing a Council

1. In the precamp patrol leaders' orientation meeting, include an explanation of how their senior patrol leaders will become involved in camp program.
2. At least two months before camp, the Scoutmaster shares council camp program ideas and opportunities with the patrol leaders' council. This is information the Scoutmaster received at the precamp leaders' orientation meeting.
3. After the patrol leaders' council has the information, it is passed on to Scouts. Then, in patrol meetings, Scouts map out their ideas, including personal interests, for their week in camp. Review First Class Tracking Sheets to see who needs help on Tenderfoot through First Class requirements.
4. Leaders hear reports at a patrol leaders' council meeting. The patrol leaders' council and adult camp leaders then plan patrol and individual activities for the camp. The patrol leaders' council records its interest in campwide and other intertroop activities.
5. Soon after the troops arrive in camp, the camp program director invites senior patrol leaders through their Scoutmasters to a "snack" meeting to review campwide program ideas and intertroop program possibilities. These are then shared with the patrol leaders' councils for discussion and feedback.
6. The senior patrol leaders meet again as a group to decide on one or two campwide programs.
7. Decisions of the SPL council are shared with camp Scoutmasters at their first roundtable.

8. Senior patrol leaders develop plans and preparations for the campwide event or events and involve selected Scouts from their troops as needed. Camp staff members and adult troop leaders may be asked to act as advisers to various functions needed to carry out a successful event.
 9. The SPL council should be given full responsibility for carrying out the event. This includes rule development and in-camp publicity to ensure full participation, lining up equipment as needed, recruiting and training judges, setting a time schedule, and having a plan to recognize winners.
 10. The SPL council can also arrange for intertroop activities between two or more troops, but not involving all of the troops in camp. In this case, only the senior patrol leaders of the troops involved would do the planning, and they probably would involve their Scoutmasters to a greater extent than in a campwide event.
- To train troop leaders and older Scouts (BSA Lifeguard) in Safe Swim Defense and to conduct their own year-round program of swimming instruction and rescue methods, including small-boat sailing, motorboating, shell rowing, and waterskiing. Basic rowing and canoeing instruction must be provided for all Scouts, with a sufficient number of qualified instructors assigned to each activity to ensure safety and quality in instruction.

Programming Aquatics in Camp

Aquatics activities are popular attractions in camp. Therefore, troop leaders must be helped in planning so their Scouts can share equally in the camp's aquatics facilities under a trained staff.

A camp's aquatics program should combine good instruction and recreational activities. To secure the most value from the time spent in the water, these objectives should be established.

- To teach campers how to have fun in, on, and under the water; to help them find a lifetime recreational interest that will provide continued fitness training.
- To teach campers to enjoy swimming and be capable of swimming a long distance.
- To develop physical strength, muscle coordination, and endurance.
- To teach personal protection and self-preservation.
- To teach skills in rescue methods and preparedness for helping others if necessary.
- To teach correct techniques and safety methods in handling boats and canoes.
- When equipment, facilities, and instruction are available, to teach such advanced aquatics as snorkeling (mask, fins, and snorkel), sailing, motorboating, waterskiing, sailboarding, and kayaking.

Swimming Instruction

Separate sessions should be available for instruction and for recreational and special practice. The troop should arrive at the swimming area according to schedule under its own adult and youth leadership. The troop maintains its identity when checking in and out of the swimming area.

In the swimming area, the aquatics staff separates all boys of all troops scheduled for the period into ability groups of nonswimmers, beginners, and swimmers for simultaneous instruction. Leaders who are qualified may aid instructors in teaching their Scouts and in providing protection during the swim period, such as with the buddy board check, handling poles, keeping advancement records, etc.

General swims are operated by the same method, with all boys scheduled for the same period swimming with their ability groups. Coincidental with swimming activity should be aquatics program features such as merit badge counseling, Mile Swim, special instruction for unit leaders, troop swims for practice of the Safe Swim Defense plan, intertroop swim contests, or other events as determined by scheduling. Within certain limitations, these features may also be permitted before breakfast and after lunch or dinner.

The early part of an after-meal instruction period should be restricted to dry-land training such as artificial respiration, line heaving, quick disrobing, etc. Swimming should not begin until one hour after eating.

The following patterns are recognized as the best in programming swimming activities:

- Establish the peak load for the swimming area, per hourly use.
- Divide the morning and afternoon hours into three equal periods each.

Assist the troop leaders in selecting the period they want for their schedule. As part of the training, unit leaders should be given options for swimming periods throughout the week of camp.

Unit Safety Instruction

Every Scout and adult leader in camp should be instructed in the Safe Swim Defense and Safety Afloat plans. Complete details are in the “Aquatics” section of this manual.

Rowing and Canoeing

Whenever possible, boating and canoeing should be included in the camp program. Every boy who goes to camp should be provided the opportunity to row, regardless of his swimming ability. Special supervision must be given when nonswimmers and beginners are given rowing instruction and practice.

It is difficult to set a minimum number of rowboats for camp, but experience indicates that eight boats per 100 campers, in addition to lifeguard boats, is a fair minimum. The best rowboats for camp use are the 12-foot flat-bottomed boat and the 12-foot dory skiff.

Also recommended are 16- and 17-foot plastic and aluminum canoes when plastic bubble foam has been added in buoyancy chambers. Instruction in canoeing and the use of canoes is limited to swimmers who have passed the swimmer test.

Before a troop may engage in an excursion, expedition, or trip on the water (by canoe, raft, sailboat, motorboat, rowboat, tube, or other small craft), adult leaders for such an activity should complete Safety Afloat Training and be committed to all nine points.

Additional Aquatics Features

Every camp should provide an effective program of aquatic fundamentals for all Scouts. Wherever possible, other aquatic activities should be added when adequate leadership and proper equipment are available. These include the following.

Sailing. Small sailboats, 9 to 13 feet in length, and sailboards are excellent for small lakes and bay areas or larger bodies of water. Scouts should be taught the skills of this thrilling sport and have the chance to enjoy it as a recreational activity.

Motorboating. The *Motorboating* merit badge pamphlet provides a good guide for instruction.

Waterskiing. This sport is a fine aquatics feature for older Scouts and Venturers who are good swimmers. Good equipment and adequate space or seaway are required for safe waterskiing, as are approved personal flotation devices. See the *Waterskiing* merit badge pamphlet.

Skin diving. Underwater swimming using a face mask, fins, and snorkel must be done with careful supervision and good instruction to ensure safety. Participation in scuba programs is limited to older Boy Scouts and Venturers. Discover Scuba, an introduction to scuba diving, may be offered to younger Boy Scouts who are classified as swimmers.

Kayaking. This sport, for persons 13 years of age or older, is popular with campers. The *Fieldbook* provides a good guide for instruction.

Advancement in Summer Camp

Advancement is of high interest to many Scouts. Many leaders and parents also are concerned about the boys' individual accomplishments. Summer camp should offer the ideal situation for Scouts to learn skills, qualify, and be recognized. Every camp has a firm responsibility to provide necessary personnel, equipment, and time so Scouts may be served in this important phase of the program.

The council advancement committee. The procedures for Scout advancement in summer camp should be drawn up in writing by the Scout executive, camp director, or program director, and such procedures (similar to those described here) should be approved by the council advancement committee before camp. Such procedures should take into account the four processes of advancement—learning, testing, reviewing, and getting the award.

While each council will establish its own advancement procedures for camp, it is suggested that, before setting up such procedures, the committee review the following, which are typical of many councils. These procedures should not be followed blindly. They should be used as a guide.

Typical Advancement Procedures

The camp director. The camp director will have a complete knowledge of the advancement plan for camp and will have all of the necessary report forms, cards, and badges suggested in the procedures so that a complete advancement program can be carried out. The camp director will also review the specific plans of the program director relating to advancement, before the opening of summer camp. The camp director will receive from the program director a complete troop advancement report on a weekly basis.

The program director. The program director will organize program staff, specialists, commissioners, and department heads so the advancement program in the camp operates from the beginning of the camp season. The program director is responsible for ensuring that program staff and other specialists are trained in their jobs. A current merit badge chart should be displayed. The program director sees that all merit badge instructors follow a lesson plan and that all program equipment related to advancement is available and ready for use. The program director makes weekly advancement reports to the camp director and sees that awards are available.

Merit Badge Chart

SUBJECT	MERIT BADGE COUNSELOR	INSTRUCTOR	TIME AND PLACE OF FIRST MEETING
Pioneering	George Stack	J. Wilks W. Nguyen	Monday— 12:45 p.m. Trading Post
Fishing	James Smith	A. Salom F. Ticken	Monday— 10:00 a.m. Waterfront
Rowing	John Allen	R. Ekert C. Collen	Monday— 3:00 p.m. Waterfront
Cooking	Joe Dublonsky	F. Hernández C. DuBois	Monday— 3:00 p.m. Commissary
Camping	Dan Boone	G. Washington T. Jefferson	Monday— 10:00 a.m. Trading Post

Commissioners. Each commissioner must be thoroughly familiar with the Scout advancement program in general, and in particular the summer camp procedures relating to it. A commissioner should know, preferably before troops arrive, what their advancement activity has been, and should have a specific plan in mind to help each troop according to its needs. A form similar to that shown above should be used.

If this information is not available before a troop's arrival, the commissioner will consult the leader in charge and get this information after the troop's arrival in camp.

The commissioner must have concern and enthusiasm for each individual boy's accomplishments and should check day to day with each troop as to achievements. One of the commissioner's main jobs will be to remove any obstacles that limit advancement. The commissioner will make full use of all camp facilities and personnel to the end that the troops get the very best of service for advancement.

Camp merit badge counselors. Counselors must be 18 years old and qualified in the subject. Camp staff members who are qualified in the subject and under the age of 18 may assist the merit badge counselor with instruction. The merit badge counselor in a particular subject should be available to both individuals and groups. Because of the need for continued practice in some subjects, it will be necessary to meet candidates at a certain time each day. For other subjects, it may be necessary to meet as a group only once or twice during the week.

Each counselor must maintain the exact standards as outlined in the merit badge requirements—nothing deleted, nothing added—and be available at the time most convenient to Boy Scouts. Partial completion of merit badge requirements should be credited to the individuals; i.e., a statement can be given to each Boy Scout showing requirements completed.

Camp staff members should also be prepared and available to assist troop leaders in teaching and testing Boy Scouts on rank requirements.

The troop leaders. Each troop leader should take a determined but reasonable interest in the advancement of the Scouts. Troop leaders should have complete records on an advancement chart, special camp chart provided, *Troop/Team Record Book*, and First Class Tracking Sheet, showing the accomplishment of each Scout. Troop leaders should encourage each Scout to make some advancement during the week in camp. They should check Scouts on this from day to day, assisting them in laying out a program that will include certain achievements by the end of the camp period.

Most camp advancement will relate to Scouting skills and merit badges. Merit badge recognition can be automatic on completion of the requirements. Review for rank advancement can best be accomplished as discussed in the *Troop Committee Guidebook*.

First-Time Camper Program

The Boy Scout Resident Camp First-Time Camper Program is designed to provide activities for first-time resident campers. The activities have been developed to teach skills related to rank advancement for Tenderfoot through First Class. The program activities are flexible and can fit into any summer camp schedule.

This program is not intended to make boys First Class Scouts during one week at camp. It is intended to supplement the troops' skills development training. Remember that some Scouts involved in this program will be more experienced than others. Some Scouts have been members

of a troop for nine or 10 months, while for others, this may be their first Boy Scout camping experience.

For more information, see *Boy Scout Resident Camp First-Time Camper Program*.

The Importance of Prompt Recognition

Recognition of accomplishment and improvement is at the heart of the advancement scheme. A long waiting period before an earned award is given can kill further incentive. Therefore, it is recommended that Scouts receive camp awards in the following way:

- Immediate individual recognition at a troopsite ceremony before the close of the camp period.
- Following the above, all troops gather for a campwide assembly, campfire, etc., and all Scouts advancing could be given general recognition—i.e., ranks earned; all merit badges by name; Mile Swim, BSA; etc.

- Only merit badges that fit naturally into the camp setting should be available in camp.
- Because recognition for accomplishment can be given through merit badges without the necessity of a board of review, it is recommended that a boy wait for his board of review for rank awards until he has returned from camp. There, the total responsibility will be in the hands of the troop and the boy will not suffer from lack of recognition.
- The camp should make provision for giving credit-for-partial-completion forms and the recording of them after they are filled out by the counselor.

If boards of review are conducted in camp, they must meet the same standards as in the home community.

Troop Analysis for Summer Camp

(To be made out by camp troop leader and forwarded to camp with camp troop program)

In the process of program planning, it will help the camp staff to know a few important facts about the troop. In light of certain facts revealed on this sheet, the troop may wish to include some helpful program features in the camping program, or the camp staff may suggest items to the troop to accomplish certain results.

Troop No. _____ Chartered organization _____

Town or city _____ How old is this troop? _____

Camp troop leader _____ Address _____ Phone _____

Number of years as troop leader or assistant _____

Assistant camp troop leader _____ Address _____ Phone _____

Please fill out the following:

Number of registered Boy Scouts _____

Number of Scouts who will be in camp _____

Number of patrols in troop _____

Number of regular patrols in camp _____

Number of adult leaders over 21 in camp _____

Number of assistant leaders (18 to 21) in camp _____

Number of Scouts of First Class or higher rank _____

Number of Venture/Varsity crews/teams _____

Number of merit badges earned in past three months _____

Number of overnight hikes past six months _____

Number of boys who cannot swim _____

Number of older Scouts who will be in camp _____

Signed

Camp Troop Leader



EVALUATING THE CAMPING EXPERIENCE

Like hope, the desire to improve should spring eternal in the human breast. It is scarcely possible to make intelligent changes unless we carefully analyze and appraise what has happened or what is now happening.

There are two methods for evaluating any camping operation: first, an on-the-spot, day-to-day evaluation; and second, an all-inclusive report after the camping season is over. The alert camp director and program director will use both of these methods.

The day-to-day Scout camping experience may be appraised as follows.

- Is camping at this camp really FUN?
- Are campers happy and content?
- Are the high ideals and principles of Scouting a part of the program action?
- Do campers learn about conservation, campcraft, aquatics, and shooting sports?
- Do patrols and troops learn about patrol and troop organization and operation?
- Are there fellowship and friendship opportunities in the program?
- Do campers set and meet goals for advancement, fun, and learning new skills?
- Do campers learn new skills by doing?
- Do campers learn leadership by leading?
- Do campers grow in maturity, personal responsibility, teamwork, social skills, and self-confidence?
- Do campers have satisfactory opportunities for testing their mental and physical skills and abilities, for relying on their own abilities, and for making their own decisions?
- Do Scouts have satisfactory opportunities for earning merit badges?
- Do campers have sufficient free time?
- Are adult leaders happy in their relationships with the central camp staff?
- Do many groups and individuals leave this camp wishing they could stay longer?
- Are campers' expectations met or exceeded?
- Are campers satisfied with their summer camp experience?
- What else would campers like to do?
- Is the administration—physical operation, maintenance, general direction—of the camp effective?

- Is the camp program age appropriate and challenging for youth of different ages?
- Is the camp program effective?
- Are you planning to return?

No job aspect of the camp director is more important than to feel the pulse of what is going on in the camp. The camp director can do this in two ways:

1. Move about the camp, talk to youth and leaders, and watch the program in operation.
2. Hold regular roundtable meetings with the camp staff and unit leaders. (The director may also meet with these two groups separately.)

No camp period should operate longer than 24 hours without a brief meeting of central staff and unit leaders to check on program and general camp operation for that camp period.

Suggested Agenda for First Central Staff Meeting

The central staff meeting should be held very early in each camping period. The meeting should address the following:

- General comments by director as to staff performance to date. (Find things to be complimentary about, state them sincerely, and name names.)
- Administration—check on meal service, cleanup, program equipment, and supplies.
- Check on program help to troops and individuals—problems of time related to staff, shifting of staff responsibility, any troop requests not covered. Stress items especially related to skill areas and trail trips.
- General checkup on health, safety, sanitation, troop and individual inspections, etc.
- Problem clinic—what problems can we foresee in personnel, in equipment, in troop operation, in general camp operation, in maintenance, etc.? (Problems related to personnel should be dealt with privately and never in an open meeting.)

Suggested Agenda for Troop Leaders' Meeting

- Comments and compliments by the director concerning the way the troops have swung into action in the program.

- Meal service. How is it going? Are there needs? Any suggestions to improve meal content, service, cleanup? Reminders on health, safety, sanitation, and inspections.
- Program activity. Is each troop schedule complete? Any problems of follow-through?
- Program equipment. Any items that may be needed for remainder of camping period? Any needed repairs to program equipment?
- Staff performance. Is it satisfactory? Final checkup as to staff help assigned to troops or special-interest groups. Are troops and troop leaders doing their part in leadership?

- Future plans and reminders such as camp special event, next meeting, adult leader and staff social, final recognition and fellowship, campfire, etc.
- Formal closing. Do not let meetings disintegrate; close them. Use the Scout Oath, Scout benediction, taps, etc.

Observation Check Sheet

Camp directors and counselors have found it helpful to make notes about their observations of troops and groups in the camping program. Such observations will help point out weaknesses in troop operation or staff relationship that can be remedied by helpful counseling during the camping experience. The check sheet shown below is recommended.

Observation Check Sheet

What goes on here? Troop _____ Time _____

GOOD:

BAD:

List after the proper heading above what you see that can be classified as good or bad. Save this sheet for later discussion. Identify hazards and take steps to correct.

Camp Staff Appraisals

Periodic staff appraisals will help improve both the individual and the camp program. The staff supervisor should make two appraisals of each staff member during the camp season. This is an opportunity to check on possible weak points and to express genuine appreciation for the good job being done.

The staff appraisal form on page 3-37 has been used successfully in camps. It can be revised to fit local camp situations. The program director makes the appraisal of program personnel. The camp director makes the appraisal of other (administrative) personnel.

Staff appraisals should be conducted privately and face to face with the staff member being evaluated. Praise should be given for areas of good performance and suggestions given for ways performance could be improved. Each supervisor should strive to help the staff succeed. Staff performance is a reflection of the supervisor's leadership effectiveness.

Camp Appraisal Sheet

Period of camp attendance _____

Adult leaders are asked to check this sheet carefully and hand it to the camp director at the close of the camp period. This information will assist in further improving the program and service to troops and other units.

MY IMPRESSION WAS:

Item	Excellent	Good	Satisfactory	Unsatisfactory
Staff Services				
Food Services				
Program Helps				
Health and Sanitation				

Remarks on any of the above:

What did your troop/unit like best? (Check)

- | | | |
|--|--|---|
| <input type="checkbox"/> Advancement | <input type="checkbox"/> Climbing | <input type="checkbox"/> Kayaking |
| <input type="checkbox"/> Adventure trail | <input type="checkbox"/> Conservation projects | <input type="checkbox"/> Nature |
| <input type="checkbox"/> Archery | <input type="checkbox"/> Contests | <input type="checkbox"/> Outdoor skills |
| <input type="checkbox"/> Boating | <input type="checkbox"/> Cookouts | <input type="checkbox"/> Religious services |
| <input type="checkbox"/> Campfires | <input type="checkbox"/> Fishing | <input type="checkbox"/> Riflery |
| <input type="checkbox"/> Campouts | <input type="checkbox"/> Good Turn projects | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Handicraft | <input type="checkbox"/> (Other) _____ |
| <input type="checkbox"/> Ceremonies | <input type="checkbox"/> Hikes | <input type="checkbox"/> (Other) _____ |

Activities that were of least interest:

What suggestions do you have to help improve the council's service before camp?

During camp? _____

It is not necessary to sign this report.

Date appraisal completed: _____

Camp Staff Appraisal

Name _____ Address _____

Camp Position _____

Date of First Appraisal _____

Date of Final Appraisal _____

Note: Use (X) in first appraisal
Use (✓) in final appraisal

Column explanation:

1. Outstanding, exceptional, unequaled
2. Above normal, exceeds requirements, good
3. Satisfactory, consistent, meets requirements
4. Below normal, performance less than expected
5. Unsatisfactory, inadequate performance

	1	2	3	4	5
A. WHO THE STAFFER IS—Personal Initiative					
a. Leadership—works willingly					
b. Drive, motivation, gets things done					
c. Dependable, on time, reliable					
B. WHAT THE STAFFER KNOWS—Knowledge					
a. Assigned job, knows skills					
b. Scouting aims, camp aims, philosophy					
c. Development—tries to improve, has imagination, and new ideas					
C. HOW THE STAFFER LEADS—Leadership					
a. Planning—makes plans, has a goal, has a schedule					
b. Delegating—can delegate effectively					
c. Working with others—is a team player					
d. Communicating—keeps those concerned informed (subordinates, etc.)					
e. Analysis—can see a situation and react, is alert to conditions					
D. WHAT THE STAFFER DOES—Accomplishments					
a. Quality of work accurate					
b. Quantity, volume done					
c. Meets a deadline					
d. Completes the job					

Special comment by appraiser _____
(Indicate agreed-upon areas for improvement. Should the staffer be rehired?)

Appraisal by _____ Camp Position _____

SCOUT SKILLS IN CAMP

It's Scouting know-how that puts the brand of "real Scout" on any boy. Scout leaders take pride when boys apply Scouting skills to real-life situations. Public attention is drawn to spectacular events—"Scout saves two companions in ice rescue"; "Quick-thinking Scout gives first aid to accident victim." Know-how is respected.

Age-Appropriate Guidelines

These criteria are designed to assist unit leaders in determining what activities are age-appropriate. Activities that do not appear on the age-appropriate guidelines chart should be reviewed using these criteria.

- The group-based activity matches the training and experience of participants. The group has the ability to successfully complete the activity.
- The activity complies with the policies and procedures in the *Guide to Safe Scouting*, No. 34416D.
- The activity supports or is in harmony with Scouting values.
- The activity adds to the life experiences, knowledge, or abilities of participants.
- The unit or group receives training appropriate to the activity.

In addition to the general criteria, the following program-specific criteria apply.

Cub Scouting

- The activity is parent/youth- or family-oriented.
- The activity is conducted with adult supervision.
- Cub Scouts are asked to do their best.
- The activity is discovery-based.

Boy Scouting

- Activities are led by youth and approved and supervised by adults.
- Activities are patrol- or troop-oriented.
- Activities meet standards and advancement requirements.
- Activities are experience-based.

Venturing

- Activities are led by youth and supported by adults.
- Youth participants develop and plan activities and set and meet their own challenges.
- Activities are socially based with coed participation.

The BSA recognizes that youth in various parts of the country develop at different rates. These guidelines are designed to demonstrate the mainstream of youth capabilities. For instance, Cub Scouts may be involved in winter camping in Alaska, where cold-weather activities are part of the culture. On the West Coast and Gulf Coast, surfing may be appropriate for Boy Scouts. In the Northeast, youth begin playing street and ice hockey at an early age.

Because of the varying development rates among youth, these activity guidelines are flexible and should not be perceived as requirements or rules. They address the mainstream of youth abilities while allowing for exceptions for Scouting units and groups based on the consideration and judgment of unit, district, and council committees and boards. Older Boy Scouts should be at least 13 years of age by January 1 of the year they participate. All participation in activities must comply with federal, state, and local regulations.

Why Have These Guidelines Been Developed?

- To provide national consistency for what is offered for BSA youth programs and activities
- To match the degree of difficulty of activities to the age and rank of participants, thereby helping to avoid accidents and injuries
- To help retain youth membership in BSA programs by offering activities with a progression of challenge, duration, and intensity
- To help strike a balance among parent, leader, and youth expectations
- To provide some protection for unit leaders by establishing parameters for programs and activities

See Age-Appropriate Guidelines, No. 18-260, for information about specific activities for Cub Scouts, Boy Scouts/Varsity Scouts, and Venturers.

Why Outdoor Skills Activities?

Outdoor skills are not taught to put boys in headlines, but these skills do help make useful, participating, confident citizens. The main point here is that someone taught these boys. Someone showed them how. Someone helped them learn the subject. There was a place to practice and the necessary equipment was on hand.

Happily, the Scout camp is the ideal place to acquire outdoor skills and to test them.

The advancement of Scouts in camping troops is an important result of the outdoor experience. Indeed, every boy should have many advancement opportunities in camp. He should acquire added skills in ropework, campcraft and cooking, axmanship, orienteering and compass, conservation and nature lore, and pioneering.

Here are the reasons for these activities:

- To help Scouts develop the basic skills of hiking and camping
- To teach Scouts to appreciate and to understand the outdoors by making the best use of their own resources
- To train troops in outdoor and conservation skills so that they will be qualified to camp successfully on their own
- To provide proper knowledge of health and safety practices and to create an environment in which boys may develop healthy mental attitudes so personal fitness may be a reality

Mobile outdoor skills equipment in camp. Many camps now assist troops by having a box, chest, or kit of materials and supplies that can be transported to the various troop sites. These can be used by the troop leaders, or a staffer may be requested to supply the know-how on the troop site as to the equipment's use.

Why Aquatics?

- To aid youth in learning self-preservation, methods of safely and effectively aiding others when necessary, and properly using and caring for aquatics equipment
- To give youth fun in and on the water and to promote activities that will have recreational values in later life
- To teach youth how to make better use of facilities for aquatics sports
- To develop coordinated and strong bodies
- To help units conduct a year-round aquatics program that is safe; to prepare leaders to carry out a program of instruction in swimming, boating, and rescue methods on a year-round basis

Why Handicraft?

- To answer the creative urge
- To provide a practical means whereby youth may make things of beauty or usefulness for themselves or others
- To learn patience, self-expression, and coordination of mind and muscle
- To teach the skills of merit badge hobby interests and how to use nature's materials
- To train units in skills that can become program interests year-round, giving them a grounding in teaching methods, materials, and improvisation

Why Shooting Sports?

(Shooting sports include archery, riflery, shotgun, and muzzleloader.)

- To provide skills related to the outdoors that add color and change of pace to the program
- To teach skills that help to develop in youth and adults a lifelong interest in the outdoors
- To make a practical contribution to sound safety and conservation programs—teaching accident prevention and wise use of all natural resources, including fish and wildlife
- To provide program resources that enrich the year-round unit program

Why Ecology/Conservation?

- To help young people develop the right attitudes regarding the importance of natural resources and stewardship, and to show young people that these resources are to be managed intelligently so that they will contribute to the world's well-being
- To contribute to the stewardship of America's resources by actual work on the land, in the forests, and along the waterways
- To carry out such activities as erosion control, forest-fire detection and prevention, and wildlife habitat improvement, so that youth learn some of the techniques necessary to the continued productivity of these resources

Why Climbing and COPE?

- To help young people participate in an exciting, challenging program without jeopardizing their safety
- To enable young people to do activities that are above and beyond what they thought they could do
- To develop the skills of teamwork, communication, leadership, decision making, trust, planning, problem solving, and self-esteem
- To develop physical, mental, and emotional fitness
- To have fun while learning new skills
- To acquire skills that may prove useful in rescuing someone

In our activities, we have a unique opportunity to achieve these objectives. There is no better place than the outdoors to teach appreciation of these resources that have made America great and that must be maintained if America is to remain strong and free. Activities—handicraft, outdoor skills, aquatics, shooting sports, hiking, climbing, COPE, camping, special ecology/conservation projects—are directly related to the conservation of our natural and human resources.

Program and Activity Areas

The troop program and activity areas are of three types, located in three separate areas of the camp. Activities of the first type are those on troop sites.

Those of the second type are centered around the program areas. Each should include the program areas that are not available on troop sites and that are particularly needed by commissioners to serve their troops—a set of fire-fighting tools, as recommended by the local fire warden; a program library for use by troop leaders; a fly set up for meetings of leaders with the commissioner; and a supply of special program equipment that cannot be issued to every troop.

The third type of troop program and activity areas are campwide in nature. Only one of a kind is usually found in a camp; it is used by all the troops. Examples include an ecology/conservation area, including a weather station; a forestry management area; stream improvement projects; a soil profile exhibit; shooting sports; and aquatics.

These general camp program areas are located in different parts of camp best suited for the particular activity. They are available to troops and patrols as requested and scheduled. No one of these three types of program areas is sufficient to serve all the program needs of the troops and patrols—a camp needs them all. Program areas, properly equipped and staffed, are the basic ingredients of a well-rounded and successful Scout camping program.

HIKES AND OUTPOST CAMPING

A well-planned outpost camping and hiking program adds fun, thrills, and adventure for many troops and patrols at summer camp. It is up to the program director, ecology/conservation director, and outdoor skills director to look for areas on or near the Scout camp property where outposts can be established. The area to be hiked has much to do with the appeal of an outpost. Is it interesting, different, adventuresome? There is little point in trying to arrange a thrilling program of outpost camping if all that happens is a hike, setting up tents, cooking an egg, and returning to the base camp.

The program director must, before camp, look for special places troops can hike to and camp at. Arrange permission for camping at these places. Is there a mountain to climb, a place where fish can be caught, a place where animals can be observed or caught in live traps, a place to boat or canoe, a saltwater beach where seafood can be found, a place where conservation work can be done?

The next concern is to make sure there is proper equipment for patrols and troops—either troops bring their own or the camp makes it available. Proper equipment for trail trips is a must.

The program director must arrange for and have on hand the food for good trail meals. Packaged trail foods are the easiest way to arrange this but are by no means the only answer. The trail foods supplied should be a highlight of the trip, not just anything to get by. Some fresh foods—fruits and vegetables—can be used, as well as canned or dried meats. The food should fit the type of trip. If it is a “cowboy” campout, then Dutch oven stew, fried chicken (frozen), and blueberry pies would be appreciated. At any rate, the food must be prearranged, ready, and interesting.

The final concern of the program director is to see that there is pretrip training in the skills of packing, cooking, etc., so that every group goes forth with the proper know-how to be successful. See the *Backpacking*, *Cooking*, and *Canoeing* merit badge pamphlets.

Ideas for Outpost Hikes and Camps

Out-of-camp activities provide practical application of camping and outdoor skills in the form of colorful adventure in summer camp. Day or half-day trail trips can include:

- Exploration
- Mapping expeditions
- Nature-lore hikes
- Scavenger hunts for natural craft materials, survival materials, etc.

- Cookouts
- Beeline compass hikes
- Pioneering expeditions
- Lost-child or plane-crash projects

Two- or three-day camps can include:

- Camp making
- Cooking and field sanitation
- Wilderness activities—conservation, primitive campcraft, survival skills
- Canoeing and water-safety activities
- Leave No Trace camping techniques

Wide games out of camp can employ many camping and outdoor skills:

- Treasure hunts
- Adventure trails
- Siege games
- Exploration games
- Historical pioneer games
- Initiative games

Camp as the Training Base

The main camp is the base for training units in camping and outdoor skills. Fundamentals taught in the camp’s demonstration and activities area include:

- Pitching camp
- Tents
- Ropework
- Cooking
- Menu planning
- Outfitting and packing
- Field sanitation
- Hiking methods
- Use of compass
- Mapping
- Elements of nature lore
- Conservation

- Trail first aid
- Patrol planning

Base camp can provide equipment beyond the reach of individual units. Some equipment can be available for loan. Tools and materials can be available for making equipment such as packs, tents, and food bags.

Tentage for all outpost camping must be kept to minimum weight. Only two-boy tents should be discussed or used. A patrol tarp is essential in outpost camping. Practice in tent pitching can take place on a troop site or near the commissioner's area.

Bed making is an important outdoor living skill. The use of natural materials such as grass, hay, and leaves as ground padding is prohibited, as is the digging of hip or shoulder holes. Show types of foam pads and air mattresses.

Organizing Outpost Trips

Three or more campers should be given the opportunity for outpost trips on their own, providing:

- They are qualified in basic skills.
- Their destination is known and approved.
- The purpose of trips is planned in advance.
- Two adult leaders accompany each group.

At the determination of the Scoutmaster, a patrol may be allowed to operate on its own for short trips. One purpose of Scout camping is to strengthen patrols, as follows.

- The leader gets real experience leading his patrol.
- The patrol has the chance to function as a group without interference.
- Patrol members should be qualified in basic skills.
- Program should be planned and approved in advance and destination known and approved.
- The patrol leader should meet specified standards for leadership.

Packs and Packing Demonstration

The outdoor skills staff should be prepared to demonstrate proper packing techniques using several Boy Scout packs. Also have available a flour sack and pair of pants to show how to improvise packs from these items.

- Display and discuss the merits of several types of packs—fanny packs, day packs without frames, internal frame packs, and packs with external frames and hip straps.
- Show improvised packs—pants pack, meal-sack pack, blanket pack.

- Demonstrate packing:
 - Distribution of weight
 - Location of objects
 - Placement for convenience
 - Showerproofing
- Explain adjustment of load:
 - High and close to the body for most purposes (exceptions—skiing and climbing when hands are used)
 - Wide shoulder straps; padding
- Demonstrate putting on the pack.

It is important to discuss pack weight, so a hook-type 50-pound scale should be used to weigh packs. Thirty pounds should be the maximum weight for a Boy Scout to pack, but the weight a boy can carry comfortably will vary. The only real test to determine how much a Boy Scout can backpack comfortably is to have him take a short shake-down hike with his pack.

Basic Trail Sanitation

- Introduce temporary types of latrines:
 - Cat hole, 6 to 8 inches deep, dug in decomposing humus
 - Straddle trench, with paper storage, wash water and soap, night lights, care in mounding and marking
- Show use of tote-litter bag for refuse.

Hiking Basics

- How to walk:
 - Point toes straight ahead or slightly inward. Weight on outside of foot.
 - Push with ball of foot and toes at end of step.
 - Start slowly with a free, easy stride and loose hip motion.
 - Lean forward, arms swinging easily.
 - On slippery, loose ground or going downhill, keep most of the weight on heel—lean backward.
- Hike practices:
 - Obey “Keep Off,” “Private,” and “No Trespassing” signs.
 - Get permission before crossing any property.
 - Do not climb fences.
 - Avoid crossing planted fields.
 - Leave animals alone.

- Keep Scout knives in pockets.
- Leave gates as you find them, either opened or closed.
- Never ride the fenders or tailgates of cars or trucks.
- Never leave litter on trails or sites.

Trailway to Adventure

This should be just what it says—a trail and some real adventure! Establish at least five or six trail campsites 1 to 10 miles from the base camp. These sites can be on council camp property, on private property (with permission cleared), or on state or federal land (with prior permission). If there is no water at these sites, campers carry their own or a truck delivers it nearby. Each trail camp features a different activity:

The Cowboy Camp at Zilch’s Knob. Features Dutch oven cooking with Dutch oven blueberry pies or apple pies.

The Robin Hood Camp at Sherwood Point. Features action archery and a roving archery course with cutout animals on bales of straw to shoot at.

The Fisher’s Camp at Denslows Cove. You catch a fish with a lure you made back in camp and you plank the fish for supper—no other meat furnished.

The Gobbler Camp at Randle Flats. With a .22-caliber rifle have a turkey shoot, using swinging tin-pan targets. There’s a barbecue cookout of chicken on a grill. Use wire mesh for cooking, or a charcoal grill or green stick grill. Cover before departing.

The Pioneer Camp. This is a short hike to a site where a monkey bridge must be built across a stream, gully, or end of a lake. Take photos of hikers crossing the bridge.

The Geiger Hike. Some responsible person in camp (the director) could be assigned a Geiger counter for use and demonstration. For information, contact the U.S. Geological Survey Office, usually listed under Department of Interior in the telephone directory, or contact a private geologist or petroleum geologist. The purpose of the hike is to locate new and unusual deposits or “underground treasure.”

The council camp staff provides a staff guide to assist troops and troop leaders on all these trips. Props such as Dutch ovens and Leave No Trace devices are cached, if possible, at the outpost camp so they do not have to be carried there each day. Troops schedule one or more of these trips each period. The same staff guides go each day to the same outpost to assist in the particular skill. The troops return after breakfast the following day. Guides prepare to take the next troop out at 2 or 3 P.M.

Scout leaders are given stamped ribbons 6 inches long for each successful participant on the adventure trail. The stamp designates Cowboy Camp, Fish Camp, Turkey Shoot Camp, etc.

WOODS TOOLS AND CAMPCRAFT

Teaching Use of the Ax

The ax had a great influence on the growth and development of America. No other instrument except perhaps the long rifle was more essential in early pioneer America. Boys like axes, but they must know the proper uses and safety precautions. Axes are not needed for much of our camping today, but every new Scout must be taught the proper care and safe use of axes.

Use the Totin' Chip card in ax training for all new Scouts. For experienced Scouts, introduce the Paul Bunyan Woodsman card and follow the requirements that are printed on the reverse of the card. For those who qualify, there is a recognition emblem in addition to the card. The emblem may be attached to a trail pack or a blanket.

Woods Tools on the Troop Site

Safety practice in preparing firewood for cooking fires or campfires can take place on the troop site. This area should be set aside as a specific place and prepared with a chopping log and chopping block. The outdoor skills instructor on the central staff and the troop adult leader should both check on the safety of these preparations and on the condition of the axes used.

Proper use of this area is primarily a troop responsibility, and any violation of safety practices must be immediately corrected by the troop leadership.

Saws

It is best to use a lightweight stove or to pick up wood from the ground that can be easily broken by hand. A small saw may be needed to cut long pieces of dead wood.

Conservation

Emphasize that needless hacking of trees is prohibited. In some camps, trees that may be cut are marked with yellow paint.

Stress the importance of knowing the wood that is cut and the wood's characteristics. Some wood splits easily but is not suitable for tent stakes. Such wood may be good for kindling. Other wood is hard to split, but makes excellent

stakes. Use axmanship as a way of teaching wood identification. Twelve-inch wood specimens (cut with a bow saw—straight cut, vertical cut, slanting cut) may be made during axmanship instruction for use in unit-site displays.

When permissible, show how to cut a standing tree (6-inch), then use the log in a conservation project (erosion control on a trail or road, streamside erosion control, or a log dam in a small stream).

Fire Building and Cooking

The secret of successful fire building is to have the right material and then lay it up correctly. Needed are tinder, kindling, and fuel wood. The best type of tinder depends on where you are; dead birch bark, pitch, dead weed tops, old nests, grapevine, and cedar bark are good.

The campfire area must be prepared carefully for safety. The best way is to use a lightweight stove. If a fire is necessary, clear a 10-foot-wide area, then bring the mineral soil from the patrol latrine and spread it 3 to 4 inches deep as a base. Minimize your impact by not using rocks around the fire area where they will become blackened.

A fire must have oxygen, so prop up the kindling on a stick of wood or a tin can. Then light a handful of tinder and carefully shove it under the kindling.

A hand wash, or "dripolator," should be near the cooking area. Dishwashing equipment should be on hand, including sanitizing tablets.

Cooking demonstrations should include some or all of the following:

- How to cook without utensils
- How to cook with utensils
- Cooking the outpost camp menus previously arranged by the camp

Outdoor skills staff should develop methods and techniques to create an interest in cooking. These could include Dutch oven cooking, a wheelbarrow cooking demonstration, and reflector oven baking. See the *Cooking* merit badge pamphlet and *The Boy Scout Handbook*.

ORIENTEERING AND COMPASS ACTIVITIES

The orienteering activity might seem to indicate that many items are compressed into a small area. This is not to be taken literally. The various games and practice areas may be widely separated into game areas; areas for measuring and judging distance, general instruction, etc.; or it may be that no specific area is set up but that each troop erects what it needs for instruction or games.

Purpose of Compass Area

The compass area may be a permanent facility for map-and-compass practice. Properly laid out, this will be one of the most popular activity areas in the camp. Compass instruction can take place on or near troop sites.

The functions of the area are

- To introduce the fun of using compass and map
- To give those who know fundamentals further practice and training
- To be the starting point and goal for a camp orienteering course
- To make it possible for Scouts to meet the First and Second Class requirements in compass, map reading, and measuring
- To present to each participant several projects in compass and map that he can bring home and introduce into his own unit

Equipment for 20 Participants

The pathfinding-compass area, located in a reasonably clear, easily accessible space, should have the following general equipment:

- 10 magnetic compasses (one for each two participants)
- 200 3-by-5-inch white file cards
- 20 pencils, cut in half and sharpened
- One or more copies of *The Boy Scout Handbook*
- Desirable: 100 photocopied topographic maps of the camp area, preferably scale 1:24,000 (1 inch to 24,000 inches or 2,000 feet)

Special Equipment Needed

- Display of various types of maps, automobile map of the state, topographic maps of the area that include the camp in scales 1:24,000 and 1:62,500 (selected from Topographic Map Index circular of your state, secured by writing to USGS Information Services, Box 25286, Denver Federal Center, Denver, CO 80225). Get the map that includes the camp in a scale of 1:24,000 if available.
- Large sheet of cardboard or canvas with main map symbols painted on
- Large-scale map painted on cardboard or canvas, making use of at least 10 map symbols, with true-north and magnetic-north arrow
- Various compass types
- *Troop Program Features*

ECOLOGY/CONSERVATION ACTIVITIES

Since the earliest days of Scouting, nature and conservation activities have held an important place in the program, and for several good reasons. Through a good ecology program, young people can be taught certain skills and attitudes better than in any other way. Through a carefully planned program of conservation activities, the practical application of these skills and attitudes may be taught, in addition to which several phases of citizenship training may be introduced and demonstrated.

Objectives of Ecology/Conservation Activities

- To teach the skill of observation by training youth to use their five senses to discover more about the natural environment in which they hike or camp, and thus be more at home in the outdoors.
- To teach youth to recognize the principal plants and animals in the environment where they hike or camp so that they become more knowledgeable about the outdoors.
- To show youth that a plant or animal community—whether in a city park or a mountain wilderness—operates according to an intricate plan, and that humans must fit themselves into the plan.
- To teach youth some of the interrelationships that exist in natural communities between plants, animals, their environment, and people.
- To arouse in youth a sincere appreciation for the aesthetic values of nature—beauty for beauty’s sake, perhaps—and to help them develop certain spiritual concepts through living with and seeing and recognizing firsthand the wonders of a natural community.
- To help youth develop a scientific method of thought—to show how careful observation and sound interpretation of several observations is necessary before coming to a conclusion. To teach them to analyze their observations, without sentimentality.
- To make youth aware of the importance of our natural resources to themselves personally and to the future welfare of our way of life in a democracy.
- To point out some of the existing conservation problems in the community (or camp), their cause, their effect, and methods of prevention and solution.
- To teach youth basic conservation techniques so they may learn by doing some fundamentals of conservation.
- To instill in youth the conviction that conservation is an essential part of good citizenship and that as active citizens they have an obligation to practice this conviction and improve the environment in which they live.
- To give youth an understanding of the world of nature and how it works so they understand conservation problems and their solutions.

In Scouting, and especially in a program of camp activities, there cannot logically be an ecology program and a conservation program as separate entities. There should be one program of ecology/conservation activities. Either ecology or conservation can come first, depending upon the approach needed to attract and hold campers’ attention. The end result should be to achieve the objectives mentioned.

Teaching Ecology and Conservation

The Scout method of teaching skills, techniques, attitudes, and ideals is through a program of activities in which young people learn by doing. There is danger, though, that these activities result all too frequently in more doing than learning.

This does not imply that an ecology/conservation program must be or should be entirely academic in its approach. It does mean that the program should be scientifically sound and supervised by a staffer who has adequate academic training. It means that an ecology/conservation program must be a learning experience as well as a do-it-yourself activity. Unless youths learn the “why” of what they see or do—unless the participants are taught why and how certain things in nature happen as they do—the program does not achieve its objective, and more harm than good may result.

In this phase of Scouting, skills are incidental to attitudes and understanding. The skill activities, whether they be identification of plants and animals or use of a compass, ax, mattock, or fish seine, are the means to the end of knowing why these skills are necessary to help solve certain problems in conservation.

General Principles for Conservation Projects

- Projects should be identified in the camp conservation plan. Each project should fit into the overall conservation plan for the camp.
- Break down big projects into smaller ones so that they may be completed in an hour or so and give youth a sense of accomplishment.

- As far as possible, select those projects that have short-term results that participants may see.
- Be sure participants understand why they do what they do. Explain adequately the need for the project, why it is important, and what the results will be.
- Gear the project to the age level and ability of the youth involved. Provide a variety of projects so that participants may select those that interest them most.
- Point out the application of the project in the home community and other areas.
- Point out the citizenship participation aspects—community improvement. (In this case the community is the camp.)
- Show how participation helps meet requirements for advancement.
- Make conservation meaningful—not just busywork created to kill time or meet requirements.

Integrating Conservation Into Camp Program

Various aspects of conservation can be taught logically and easily in several phases of the camp program, other than through special conservation activities. In some cases other program activities may provide the stimulus for finding out about certain conservation practices.

The following are examples of how conservation may be integrated with other phases of the camping program.

Waterfront. Activities may include water conservation and watershed management; fish identification—where fish live, what fish eat, etc.; aquatic plants and animals; animals that live near the lake. Is there streamside or lakefront erosion? Why? Teach fishing from a boat (most fishers use small boats) and outboard boating safety.

Handicraft. Make artificial lures (flies, bugs, plugs). Do tackle care and repair and nature photography. Make casts of animal tracks; nesting boxes for birds, squirrels, or raccoons; feeders; and nature game boards. Mount and label nature collections. Make and repair archery equipment. Make animal cutouts for gun and bow targets.

Facilities and Equipment

The only installation for an ecology/conservation program might be the ecology/conservation trail with its related displays, exhibits, and live animal collections. The necessary equipment could be stored in weatherproof boxes in a small tent. Some councils have chosen to build a pole structure with panel exhibits or even a partially enclosed nature center. Dining flies may be set up as protection from sun or rain. An ecology/conservation program must happen outdoors—

and anything that does not promote getting outdoors should be discouraged.

As with the ecology phase of the activity program, the facilities needed are those found now in any camp—a wooded area, or field or prairie; a stream, pond, or lake—any little or large piece of the outdoors.

Certain demonstrations and exhibits are desirable, and it is highly unlikely that these would be located in any one area. They should be scattered about and set up where they would be naturally—stream improvement devices in a stream; woodlot management practices in the woods; erosion control devices where erosion occurs.

The best way to teach young people to carry out a conservation activity is to show them a completed example of what they are expected to do. It is not expected that a camp would develop one demonstration area with all of these elements in one place. It is not the natural thing to do. But many exhibits designed to teach certain fundamentals may be assembled or constructed in one area—model runoff plots; a soil profile; a fire danger warning chart; charts showing food webs, the water cycle, succession, etc.; a model fire tower; growth rings of logs; fire tools; small animal traps—those models and displays that are teaching aids. But the projects themselves should be exhibited with life-sized model demonstrations where they would be built under natural circumstances.

Ecology/conservation equipment. The quantity is determined by the number of campers. The quantities listed below are for one camp period for eight units.

- 12 1-gallon glass jars
- 1 protractor
- 50 12-by-16-inch plastic bags
- 200 4-by-9-inch plastic bags
- 100 No. 5 cans (juice cans and lids)
- 36 ½-inch dowels
- 100 small corks or 6 feet of ½-inch square balsa wood
- 100 mousetraps
- Microscope
- Glass jars with lids
- Chemistry set
- 25 pounds of plaster of paris
- 6 display or bulletin boards on 4-by-6-foot posts
- 4 large boxes of thumbtacks
- 1 3-by-24-inch hardware cloth
- A 4-by-36-foot piece of 1-inch mesh chicken wire
- 4 4- to 5-inch softwood logs

3 10x hand lenses
 1 1-by-14-by-2-inch white enamel pan
 12 poster cardboards—assorted colors
 4 felt markers—green, red, black, blue (one each)
 1 large jar of rubber cement
 12 1-by-2-by-8-inch laths
 12 4-inch aluminum pie plates
 100 small fence staples
 50 feet of soft copper wire
 2 pounds of assorted nails
 1 box of 3/4-inch brads
 100 No. 10 cans
 4 packages of assorted sandpaper
 1 soil tester kit
 Refill solution for soil tester kit
 6 fly-tying kits
 1 small animal cage with water device and wheel
 1 maximum-minimum thermometer
 6 outdoor thermometers
 6 extra vices for fly-tying
 6 extra materials for fly-tying
 2 geologist's hammers
 1 rain gauge
 1 hygrometer
 1 barometer
 1 8.5-gallon plastic aquarium with base, hood, filter, and pump
 4 plastic spray cans, Krylon
 25 minnow seines
 3 insect-collecting nets
 1 plant press
 50 feet of tape
Tools:
 Shovels
 Axes
 Mattocks
 Rakes
 Bow saws

Pruning saws
 Forest-fire tools
 6 hammers
 6 screwdrivers
 6 pliers
 Carpenter's level
 Hand drill with 1/8-inch, 3/8-inch, and 1/2-inch bits
 Staple gun and staples
 Yardstick
 Magnetic compass
Wood: Miscellaneous sizes and pieces for building bird feeders and animal nest boxes

Typical Ecology/ Conservation Projects

- Relocate and rebuild trails so they are gently graded and contoured to prevent erosion.
- Mark forestry plots for instruction in forest harvest principles.
- Make a display to show how a tree grows.
- Make displays to show what we get from forest land.
- Plant and care for a small camp nursery.
- Build terraces on trails to prevent erosion.
- Construct erosion-control devices in old trails, gullies, or other eroding areas.
- Plant grass or shrubs along a lakeshore to prevent erosion.
- Build retaining walls on a lakeshore to stop erosion.
- Riprap stream sides to stop or prevent erosion.
- Build stream improvement devices to improve the fish habitat.
- Remove undesirable, stunted fish from a lake or pond.
- Make a study of the fish population in a stream, lake, or pond.
- Erect nesting boxes for wood ducks, squirrels, raccoons, or songbirds.
- Dig out spring holes to supply water for wildlife.
- Make a survey of wildlife in the area.
- Prune and clear out around old fruit trees to provide food for wildlife.
- Eradicate non-native species of invasive weeds.
- See also projects from the camp conservation plan.

At the end of each camp period, all collections and do-it-yourself projects made by campers should be destroyed or removed so that the next group may start from scratch. Of course, exceptional collections or outstanding projects may be kept as models for future campers to follow. But each new group should be encouraged to do it themselves rather than use materials made by previous groups.

Keeping Caged Animals in Camp

Under prescribed conditions, the Boy Scouts of America approves the confinement of small animals in local or national camps, in special conservation areas, or in special events or shows, as part of a learning experience in natural history and conservation.

In all cases where animals are kept in captivity, six requirements must be met and enforced:

1. State and federal laws are observed, and necessary permits are obtained and are readily available.
2. A competent, qualified individual supervises the housing, feeding, and maintenance of the animals. For example, in a summer camp, a staffer who has college or university training; has special training in a zoo, museum, or nature center; or has taken the Ecology/Conservation section of a BSA National Camping School would be qualified.
3. The animals are kept and properly cared for in adequate sanitary cages as recommended by knowledgeable authorities.
4. Guidance on care and feeding has been obtained from a local zoo, museum, nature center, doctor of veterinary medicine, or wildlife expert.
5. The animals involved are used to tell an ecology/conservation story—for example, their habitat requirements, what they eat, what eats them, their place in a natural community, etc.
6. A plan is devised with local wildlife authorities to release small animals at the end of the camp season.

Ecology/Conservation Trail

As a teaching device, a carefully planned and labeled ecology/conservation trail can do more than anything else in camp to teach youth what they need to know to pass some of the requirements for merit badges in Environmental Science, Nature, Forestry, Fish and Wildlife Management, Bird Study, Geology, and Soil and Water Conservation. This means that in addition to labeling the principal plants (trees, shrubs, ground plants, etc.) so that campers may learn to identify them, ecology signs should be used that explain the natural environment as a whole with climatic, geological, soil, and

other influences that made it what it is.

In addition, ecology signs should be used to explain the relationship of wild animals to that environment, describing the animals that live there, why they live there, what they eat, what eats them, and other interrelationships that exist.

Construction and Use of Ecology/Conservation Trails

For our purpose in Scouting, an ecology/conservation trail should be a living section of a typical nature community. If it is desirable for campers to know something about two or more typical communities, use a separate trail for each or include parts of both in the same trail. The trail should be as short as possible to give a true picture of the area, but long enough so that groups using it do not conflict with each other. It is difficult to set an arbitrary length for a trail because conditions differ in different places. Perhaps a quarter of a mile would be a good figure to aim for.

The primary purpose of the trail is to show the highlights of the natural community; the most common plants; the successional stage at the moment; indications of past disturbances such as fire, grazing, or lumbering; effects of soil, moisture, wind, and other factors; animal associations with the community; other natural phenomena; and influences by people.

This does not mean that every plant or rock is identified. It does mean that, after going over the trail, a youth knows the general story of the plant and animal community and can interpret that story reasonably and logically. Specifically, here are some of the highlights that should be covered.

- Geologic origin of the country. Label rocks and soil; tell their origin and age.
- Soil profile. Dig a trench to show ground cover, organic debris, soil, subsoil, and parent material.
- Plant stratification. Identify the most common plants from the lowest growing level to the tallest growing trees.
- Successional stage of dominant plants. Mark any indication of whether this is new growth, intermediate growth, climax, subclimax, etc. Indicate past disturbances that brought about the present stage.
- List the animal associations in various strata, from insects in the soil to birds and insects of the treetops.
- Show the animal relationships—how animals depend upon other animals or plants for life in this area.

This done, anyone using this trail will have a broader picture of nature than if all of the plants along the trail were simply labeled.

Use a few nature trail signs to identify trees and shrubs along the trail. Take steps to protect the signs from the elements and put them near the start of the trail, leaving trees and shrubs to be identified by campers later along the trail.

The nature trail is a teaching aid. It is a living, growing, changing textbook. It is a living laboratory. It should be recognized and used as such.

Using the Ecology/Conservation Trail

The first time a camper goes over the trail, whether as an individual or as a member of a group, a trained staffer should go along to help the youth interpret what is there. After that, campers may use the trail alone or in small groups.

When using a trail, do not try to teach too much at once. It is best to spend up to an hour on one small piece of it, and teach certain concepts well. Do not expect campers to learn specific trees, birds, or insects all at once. Five or six days is probably tops in a youngster's memory span. Be sure to tell campers something interesting about each plant or animal species you want them to know.

- "This tree makes good baseball bats."
- "This tree grows best at altitudes from 3,000 to 5,000 feet."
- "This plant is a soil indicator. It shows that the soil is beginning to wear out."
- "That bird nests only above 3,000 feet."
- "That bird winters in southern South America and arrives here in May."

Interesting associations help campers remember what you want them to know.

No trail should ever be the end of the program. It is only the beginning—the means to an end. The trail will be much more effective if it is only the starting point from which youth go out into the woods, prairies, or desert to learn about nature by doing and seeing on a much larger scale.

Ecology/Conservation Activities on the Unit Campsite

Most young people, especially younger children, like to collect anything and everything from leaves to animals. Collecting just for the sake of collecting has no place in an ecology/conservation program. But collecting with a purpose, collecting as a means to an end, has a definite place and can do much to attract and hold campers' attention.

Collections should be built around certain themes:

Plants that animals eat. Name the plant and the animals that eat it. What part do they eat—bud, bark, seed, fruit?

Animal signs. These can include tracks (casts), feathers, fur, bones, droppings (study but do not touch), signs of feeding, nests, and sketches of dens or runways. Name the animal.

Natural fish foods. Fish eat insects and insect larvae, crayfish, etc., that live in streams and along pond or lake edges. Name the food and what eats it.

Plants that live in the shade and plants that live in bright sunlight. Collect leaves or other plant parts and show that different plants have preferences for shade and bright light. Name each plant.

Leave No Trace Awareness

Instilling values in young people and preparing them to make ethical choices throughout their lifetime is the mission of the Boy Scouts of America. Leave No Trace helps reinforce that mission and reminds us to respect the rights of other users of the outdoors as well as future generations. Appreciation for our natural environment and a knowledge of the interrelationships of nature bolster our respect and reverence toward the environment and nature.

Leave No Trace is an awareness and an attitude rather than a set of rules. It applies in a backyard or local park as much as in the backcountry. We should all practice Leave No Trace in our thinking and actions—wherever we go.

We learn Leave No Trace by sharing the principles and then discovering how they can be applied. Leave No Trace instills an awareness that spurs questions like, "What can we do to reduce our impact on the environment and on the experiences of other visitors?" Use your judgment and experience to tailor camping and hiking practices to the environment where the outing will occur. Forest, mountain, seashore, plains, freshwater, and wetland environments all require different minimum impact practices.

Outdoor Ethics

Help protect the backcountry by remembering that while you are there, you are a visitor. When you visit a friend, you take care to leave your friend's home just as you found it. You would never think of trampling garden flowers, chopping down trees in the yard, putting soap in the drinking water, or marking your name on the living room wall. When you visit the backcountry, the same courtesies apply. Leave everything just as you found it.

Hiking and camping without a trace are signs of an expert outdoorsman, and of a Scout or Scouter who cares for the environment. Travel lightly on the land.

While a council camp may not offer campers a true wilderness experience, it can be a setting for learning the principles of Leave No Trace hiking and camping.

Principles of Leave No Trace

1. **Plan ahead and prepare.** Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can avoid unexpected situations, and minimize their impact by complying with area regulations such as observing limitations on group size.
2. **Travel and camp on durable surfaces.** Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.
3. **Dispose of waste properly.** "Pack it in, pack it out." This simple yet effective saying motivates backcountry visitors to take their trash home with them. It makes sense to carry out of the backcountry the extra materials taken there by your group or others. Minimize the need to pack out food scraps by carefully planning meals. Accept the challenge of packing out everything you bring.
4. **Leave what you find.** Allow others a sense of discovery: Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. It may be illegal to remove artifacts.
5. **Minimize campfire use.** Some people would not think of camping without a campfire. Yet the naturalness of many areas has been degraded by overuse of fires and increasing demand for firewood.

6. **Respect wildlife.** Quick movements and loud noises are stressful to animals. Considerate campers observe wildlife from afar, give animals a wide berth, store food securely, and keep garbage and food scraps away from animals. Help keep wildlife wild.
7. **Respect others.** Thoughtful campers travel and camp in small groups, keep the noise down, select campsites away from other groups, always travel and camp quietly, wear clothing and use gear that blend with the environment, respect private property, and leave gates (open or closed) as found. Be considerate of other campers and respect their privacy.

Learn More About Leave No Trace

More information about Leave No Trace can be obtained by contacting your local land manager or local office of the Bureau of Land Management, the Forest Service, the National Park Service, or the Fish and Wildlife Service. (Check the blue pages of your local telephone directory.) Or, contact Leave No Trace toll-free at 800-332-4100 or on the Internet at <http://www.LNT.org>.

For posters, plastic cards listing the Leave No Trace principles, or information on becoming a Leave No Trace sponsor, contact Leave No Trace Inc., P.O. Box 997, Boulder, CO 80306; telephone 303-442-8222.

THE CRAFT PROGRAM

A good camp handicraft program is especially important for first-year campers and can do much to add to a Scout's growth and his appreciation of skilled craftsmanship. In making such projects as camp furniture, leather goods, and metal articles, he will be able to evaluate his own talents, strive to do a better job next time, and learn the wisdom of the adage "practice makes perfect." Craftwork can also teach the perseverance to finish a job once it is started.

Many projects will teach self-reliance. If the Scout needs a washstand, clothes hanger, pothooks, or cooking utensil, he will look for suitable materials and proceed to design and make a crude but effective article. To do this, however, he must be taught the methods of construction and the proper way to use tools. We too often assume that a boy is taught these skills by his dad or school instructor. A patrol table in camp made of lashed saplings presents a challenge quite different from those met in the formal workshop.

The craft program in camp also provides a leisure-time activity. There are periods of time during a day in camp when it is desirable for campers to relax. These periods usually fall immediately before or after meals. At such times, Scouts usually congregate in their patrol site and, if no provision is made for some activity, problems may arise.

Sometimes a troop is faced with a spell of foul weather in camp and the planned program is hampered. A good craft operation can take up some of the available time and often prevent an unhealthy nothing-to-do situation.

Our purpose for a handicraft program might be summarized as follows:

- To teach simple skills that build confidence and self-reliance
- To teach the making of those things that will make one's stay in camp more comfortable and enjoyable
- To serve as a buffer when other activities fail because of weather conditions or for other reasons

Another aim is to satisfy the Scout's natural desire to create. In camp he might make things for his own use, gifts or souvenirs, or articles that will be useful in camp or at home.

Most craftwork will be of these types:

Leathercraft. Belts, knife sheath, billfold, key case

Metalcraft. Cooking equipment, trays, bowls, neckerchief slides

Basketry. Wastebasket, stool, roll basket, birdhouse

Whittling and wood carving. Neckerchief slides, letter opener, totem pole, coat hanger, pothook

Fly tying and lure making. Plugs, spoons, dry flies, wet flies, streamers

Indian lore. Clothing and ceremonial equipment

Stencil craft. Trail markers, personal equipment identification

Craftstrip. Lanyard, bracelet, key holder

Plaster casting. Nature projects such as leaf casts or casts of animal tracks; slides, plaques, figures

Rustic construction. Woodwork, benches, towers, bridges, birdhouses

These are representative projects. However, the number is limitless. Other types of projects would depend largely on local conditions.

Facilities, Tools, and Equipment

The handicraft facilities should consist of a central handicraft area where demonstrations, exhibits, and instruction can be given. This should be near or a part of the trading post. This central craft area should be well-equipped to carry out a varied and interesting program.

The following tools are suggested for **rustic construction, woodwork, and wood carving**:

Claw hammer

Crosscut saw

Clamps

Brace and bits

Hand drill and twist drills

Jack plane

Block plane

Carpenter's square

Folding 6-foot rule

Coping saws

Rasp

Miter box

Nail set

Rip saw

Buck saw
Mallet
Vise (bench type)
Plumb bob
Assorted screwdrivers
Assorted large chisels
Woodcarver's small chisels
Nails
Carpenter's level
Hand ax
String level
Glue

Metalwork and tin-can crafts:

Vise
Assorted pliers
Ball-peen hammers
Molds for metalwork
Small anvil
Jeweler's saw
Hack saw
Soldering iron
Files
Tin snips
Center punch

Leatherwork:

Leather modeling tools
Leather punch
Fid
Eyelet setter
Snap-fastener tool set
Skiving knife
Steel square

General use:

Grindstone
Sharpening stones
Paintbrushes
Buckets

Rubber or soft plastic mixing bowls
Scissors
Oil can
Razor-type knives

Other supplies:

Sandpaper
Steel wool
Paint
Varnish
Nails
Screws
Nuts and bolts
Oil
Rags
Mason's cord and chalk
Solder
Turpentine
Shellac
Alcohol
Brush cleaner
Flux
Rivets
Adhesives
Carbon paper
Tracing paper
Clear adhesive tape

Additional equipment such as a ¼-horsepower motor, propane torch, or electric drill is not absolutely necessary but can be helpful. The motor can be used for polishing and other chores when combined with the proper attachments.

If a special craft such as ceramics is to be done, special tools will be required.

Be sure that an adequate source of power is available in the handicraft area before purchasing any type of power equipment.

Certain tools should be restricted to use in the central craft area where adequate supervision can be provided at all times. Other tools should be loaned to the troop for project work in the troop craft area. A careful checkout system must be used, and lost or broken tools should be charged to the troop. A list of prices should be posted, giving the replacement cost on all tools available for use.

A normal amount of breakage can be expected and should

be charged to depreciation. Accurate inventories must be maintained so that replacement tools can be ordered when needed.

Materials

A survey should be made of the camp area to determine what natural materials exist, such as witch hazel for brooms, reeds for weaving, etc. Where natural materials are not available in quantity, the most economical way to purchase materials is in bulk, such as metal in rolls, reed in coils, and leather in full skins or hides.

Kits are the solution to purchasing craft materials for many camps since they are usually packaged for individual use. This method of purchasing is recommended if the camp does not employ a capable, trained handicraft instructor, because the kit is complete and includes instructions.

Handicraft materials for sale should be located at the camp trading post, adjacent to the central handicraft area. If bulk materials are used, they should be sold in the craft area under the supervision of the craft instructor who understands that materials of this nature must be handled in such a way as to eliminate waste. The misuse of bulk materials may prove to be more expensive than the use of kits.

An adequate inventory control and businesslike operation as outlined in the "Camp Business Management and Commissary Operation" section should be followed. A well-managed handicraft operation can produce adequate income to cover the cost of operation including the following:

- Cost of goods sold
- Cost of supplies such as paint, sandpaper, and steel wool
- Salaries of the sales help
- Depreciation of tools and equipment

Nature Handicraft

Not all handicraft needs to be store bought. Attractive articles can be made from natural ingredients. The priceless ingredient of imagination can be added to produce a beautiful letter opener from a gnarled root or a pair of bookends from an old beaver stump. The age-old art of making willow whistles, fire-by-friction kits, and whisk brooms can be pursued in many camps. Slab wood from a nearby sawmill can furnish material for wood benches. Ends of boards and waste cuttings from a cabinet plant can furnish rustic material for birdhouses and bird feeders. These items are made at little or no cost. This may be a real help to the camper with little or no spending money.

Instructors

The handicraft instructor and assistants should be selected with great care since they will be responsible for the maintenance and handling of valuable materials and equipment. They should have a thorough knowledge of the various crafts used in camp and be capable of improvising materials and tools when necessary. They should work with the program staff to promote the whole camp program but should be willing to do a little more to make the craft program as attractive as possible. This can be accomplished with exhibits and demonstrations and a willingness to visit units at the unit site to advise and instruct.

All campers should be invited to take advantage of the central craft facilities. The instructors must schedule their time so that the central facilities are never left unattended during the time of day when campers may desire to use them.

The fundamental teaching methods are much the same for all crafts and should cover the following steps:

- Exhibit and demonstrate to create interest.
- Describe various materials and tools needed for the project and exhibit them.
- Explain and demonstrate the methods related to the specific project.
- Have the campers try each operation.
- Have them make the article with supervision and help as needed.
- Do not use the lecture method of teaching.
- Have campers participate.

Results

A well-planned craft program can help the camp achieve its objectives by fulfilling the purposes mentioned. Scouts who bring home to parents something they have made in camp feel that they had a successful experience. Parents do not always understand the many benefits a Scout derives from his camping experience; they can only see such things as his new badge or the things he brings home as gifts and souvenirs. We should recognize this if we are to receive the full support of parents.

Therefore, the good handicraft program provides satisfaction for the camper, advancement, and the goodwill of the family.

CAMP SPECIAL EVENTS AND CONTESTS

In their simplest form, special camp activities are intertroop or interpatrol events staged in camp to provide a large-scale adventure in Scouting and outdoor skills. They can be the highlight of the camp period if they have all of the elements of success. They stimulate interest and enthusiasm and provide troop leaders with specific program material. Basic Scouting skills become important to a boy when he knows that proficiency will help his patrol or troop make a good showing in the event. Patrol spirit and cooperation are strengthened as the patrol prepares for the event. Finally, training in outdoor skills, aquatics, and campcraft is increased as the troops prepare for the event.

The senior patrol leaders' (SPL) council, described in detail on page 3-27, should be deeply involved in planning and helping to run camp special events and contests. This includes intertroop as well as campwide events.

These are a few elements in the operating of a campwide activity that are vital to its life and success. Without them the event will be doomed to the dull, routine, unattractive, run-of-the-mill variety that borders on complete failure.

- The event should be colorful and imaginative.
- It must be well-organized.
- Troop leaders should have a part in selecting and setting it up.
- It should be enthusiastically built up throughout the camp period.

Here are some examples.

Outdoor skills events:

Adventure trail
Gold rush
Orienteering
Lost flyers
First-aid meet
Personal fitness skilloree
Smoke chase
Lost-person search

Aquatics and other events:

Water carnival
Regatta
County fair skill meet
Treasure hunt
Camp Olympics

(Or any combination of the above.)

Planning and Organizing Special Activities

- Have several standard events planned and held in reserve.
- Suggest a special event at an early SPL council meeting.
- Let the senior patrol leaders make decisions and suggestions as they develop plans.
- Develop detailed specifications for each phase of the event. Itemize equipment needed. Assign individuals the responsibility for each phase and follow up.
- Dress up the event with lots of color and imagination—not only knot-tying, compass skills, etc., but also a simulated California gold rush with prospectors, gold nuggets, or a lost mine, for example. Start the buildup early in the period with stories, stunts, costumes, and suspense.
- Be certain everything is ready at the appointed hour—all members of the event staff at their posts, equipment set, adequate facilities to handle the crowd, etc. Start on time with clear, written instructions, scoresheets, etc. Do not depend on word of mouth.
- See that everyone taking part is recognized in some way.

Staging Special Activities

- Make them relatively short. Two hours in an afternoon would be enough. Younger boys can't take too much physical exertion and excitement.
- Use care to prevent events or problems from being too difficult. Remember, the great majority of the boys will be Tenderfoot Scouts and Second Class Scouts.
- Most troops are in camp only a week; therefore, too much time should not be devoted to campwide events. One event during the week is enough. Too many events risk the proper buildup of any one event. Two or three troops may plan their own intertroop activity.
- Camp special events should be held near the end of the week to permit adequate preparation.
- Provide competition among natural patrols with a scoring setup arranged to give equal chances to patrols of any size.
- There should be a generous quantity of patrol awards for participating and for proficiency. Awards need not be intrinsically valuable. Special recognition should be given to winning patrols and/or troops.
- Through their senior patrol leader, troops should have a part in planning and setting up the event.

Aqua Maneuvers

Boating Events

Paired-oar race for a three-man team. From the starting line, row straightaway to the finish line. The crew consists of two oarsmen and a coxswain without steering oar. The distance will be 150 yards.

Water spaniel race. This team event is for a crew of three, single-banked with coxswain and steering oar. Row straight to a floating block placed dead ahead. Recover the block. If the block number is same as the team's own boat number, return to the starting point. If the block carries another number, throw it as far as you can, row on until the team's own block is found, and then return to the starting point.

Paddle-crew event for a six-man team. Start with the stern at a stake onshore. Paddle to the opposite shore, take the boat out of the water, carry it around another stake onshore, launch the boat, and return to starting point, placing the boat with its bow against the starting stake.

Rescue event for a three-man team. Start onshore, row to a subject in the water, get him into the boat, and return to shore—distance: 50 yards.

Sculling race for individuals. Scull around a buoy and return—distance: 50 yards.

Canoeing Events

Straight paddle race for a crew of four. From the starting point, paddle to the finish line—distance: 200 yards.

Obstacle race for a two-man team. On whistle signals, both jump out, get back in, and continue to paddle to the pivot buoy. On the return, when the whistle blows, make fast changes of positions in the canoe—distance: 50 yards.

Canoe rescue for a two-man team. One launches the canoe, and both paddle to a subject in the water. The team then makes a tired-swimmer rescue and returns to beach—distance: 50 yards.

Tandem-paddling race for a two-man team. Paddle straightaway, passing a buoy on your port, pivot, and return—distance: 200 yards.

Hand-paddling race for a two-man team. From the starting point, hand-paddle straightaway past the finish line—distance: variable.

Rescue Methods Events

Rapid disrobing and shirt rescue. Two-man team disrobes from button-front shirt, socks, low-laced shoes, and trou-

sers. They may or may not be required to enter the water.

The pineapple rescue for a three-man team. No. 1 is the victim; No. 2 is the rescuer; No. 3 is to tie a bowline, place the loop over shoulder of No. 2, and tend the rope.

Swimming rescue for a two-man team. The rescuer will make a leaping entry, swim to the subject, make a surface approach, and rescue the subject with a cross-chest carry.

Rainy-Day Activities

Many camps have developed a smorgasbord of exciting, adventurous, and innovative programs in which Boy Scouts participate enthusiastically. However, at the first crack of thunder, what happens? Aquatics areas close (as they should for safety), the archery and rifle ranges close because equipment will get wet and targets disintegrate into pulp, the campfire is canceled or postponed, and activity in the outdoor skills area is curtailed. What is the alternative?

The rainy day in camp can be a morale problem unless some good program resources are available. What could be more miserable than a stuffy tent, the smell of wet clothing, and 14 long hours of doing nothing? A rainy day may seem to be an opportunity for the adult leaders in camp to relax, but in a well-run camp this should not happen. Rainy days demand double the measure of ingenuity, strong leadership ability, and attention to detail that clear days do.

The importance of rainy-day activities may readily be seen: lack of activity on a dismal, wet day can create homesickness and low spirits. Idle time is an open invitation to dangerous horseplay, personal arguments, and many other nonsocial acts. The young man who sat hour after hour being entertained by the dripping of rain and the stale jokes of his tentmates will think again before leaving his home, bicycle, television set, dog, and stamp collection for the thrilling experience of a rainy day in camp with nothing to do.

A perceptive program director and program staff will develop viable alternatives for every program during bad weather. These programs are rehearsed during staff training, and equipment and supplies are on hand to implement the programs quickly. Troop leaders are oriented to the plans so there will be a smooth transition from fair-weather programs to rainy-day alternatives.

Parts of the program that are “weatherless”:

- Aquatics can continue (except in electrical storms or when temperature is too low for swimming).
- Hikes and outpost camps can be fun and a challenge:
 - Fire building in the rain
 - Making a shelter that actually sheds water
- Fishing

- Wide games in bathing suits in warm weather
- Gathering firewood to dry
- Treasure hunts
- Craft programs

Rainy-Day Program Ideas

Each member of the program staff should be encouraged to collect novel activities or ideas for rainy-day use. Rainy-day programs can be staged any time of the day or evening—for the sudden shower or the all-day rain. Have program resources ready, with more in reserve. Here are some suggestions for developing a cache of rainy-day programs.

- Record, before camp opens, unusual sounds around camp with a tape recorder. Play these to see who can identify each one first. Use nature sounds, program sounds, or just everyday sounds.
- Put on skits in which campers imitate some of the characteristics of the camp staff to see who can guess who is being imitated. (This can be pantomime or vocal.)
- Invite a specialist to speak on an outdoor subject of interest and to instruct campers in a specialized skill. Obviously this expert should be someone who lives nearby who can be available on short notice.
- Make wind chimes from native materials, tin-can lids, or whatever is available.
- Make *ojos de Dios* (God's eyes) using sticks or dowels and a variety of colored yarn. (Visit a craft shop for instructions.)
- Using a topographic map of the camp, design and build a relief map with papier-mâché or plaster of paris. Make models of buildings, tents, etc., and put them in the appropriate places. Put the finished project in a camp display.
- Play charades.
- Play "Who Am I?" Every Scout has the name or picture of a bird or animal taped on his back. He asks questions of others to learn what bird or animal he is. The pictures can be clipped from old magazines ahead of time.
- Teach knot tying and lashings.
- Hold an indoor campfire. Ask each patrol to come up with a song, skit, or stunt.
- Show movies or have a slide show.
- Do handicraft.
- Run a woodcarving demonstration. Show how to carve utensils or neckerchief slides, and let boys carve their own. Or try soap carving.
- Review map and compass techniques. Lay out an imaginary route on a map. Give compass readings and distances. Have a patrol contest to see who can identify the destination first.
- Teach first aid related to outdoor activities.
- Cook using hobo stoves, Dutch ovens, or backpacking stoves on a fireplace hearth.
- Splice rope and whip the ends.
- Identify plants or animals from pictures, feathers, plaster of paris casts of tracks, etc.
- Serve hot chocolate and provide a place for boys to hang clothes to dry while they warm around an indoor fire.
- Make patrol flags.
- Build solar cookers to use when the sun comes out.
- If it is raining at normal reveille time, let everyone sleep in.
- Hold a songfest.
- Discuss survival techniques and kits—let campers evaluate priorities for a list of items for a kit.
- Identify objects placed in a shoe box by feeling them. Put a hole in one end of the box so a hand can be put in to feel.
- Show and discuss weather instruments, records, and unusual occurrences.

Rainy-Day Programs Outdoors

Here are a few possibilities.

- Hold an all-camp treasure hunt with Scouts dressed for wet weather.
- Make a sweat lodge. Hot rocks are put on the ground within a tightly sealed tent or other enclosure. Sprinkle water over the rocks to create steam. After steaming, boys go outside to enjoy the refreshing rain.
- Hold a wet-weather fire-building contest by patrols.
- Hold a scavenger hunt by patrols. Part of the hunt can involve plant and animal identification.
- Take a wet-weather nature hike.
- Shoot at the rifle range if the shooting area is protected from the rain. Arrange for targets to be sheltered from the rain, too, or use waterproof targets.
- Take a hike to analyze erosion control needs in camp—washouts, flooding, erosion (splash, gully, sheet, rill), muddy trails, etc. Devise a plan for alleviating these problems. If consistent with the camp conservation plan, undertake a project to correct one or more of these problems.

- Have some surplus nylon parachutes and strong cord and hold programs outdoors under these shelters if rain is not too heavy.

For more rainy-day ideas, see *Raindrops Keep Falling on My Tent* by Joy MacKay, American Camping Association.

Precautions before outdoor activities in rainy weather:

Each boy must have a complete outfit of dry clothing to change into following the activity. Tents should be closed tight against the storm. Facilities should be set up to dry out wet clothing and equipment. Boys must be properly dressed for the activity. Usually this means substantial, warm clothing with raincoat, hat, and storm footwear.

Indoor Activities

Indoor activities will depend upon the facilities available and their comfortable capacity. Do not overcrowd a building or area. It is much better to have several smaller activities in progress at the same time and perhaps rotate the various troops or sections on an adventure-trail-type system. Larger buildings such as a camp lodge may accommodate several troops for an intertroop activity, skilloree, showando, etc.

Indoor Track Meet

Running broad grin. Keep a continuous grin, winner holding for the longest time. Vary with length of grin in inches. Conclude with a laugh contest for volume, for length of time, or for laughing on signal from the leader.

Shot-put. Throw peanuts into a jug 4 feet away from the contestant. Allow five tries and score for winning patrol or group.

Sponge-put. Variation of shot-put: Using correct shot-put form, have contestant throw a dry sponge or inflated paper bag. Measure distance from starting line to point where the sponge first hit the floor.

Balance juggle. Thread a needle while balancing on one foot.

Standing broad grin. Variation of laugh contest. Line up by patrols or troops, solemnly measure each grin in inches and compute for total inches. Then divide by the number of boys in the troop and arrive at an average length of grin. A variation of this contest is an informal testing to see which boy has the broadest grin in the group.

Hammer throw. Blow up a paper bag, tie a string on the open end, and throw for distance.

Vocal high jump. Record the lowest and highest notes reached by each individual boy. Honor the camper with the widest voice range.

Sack race. Each contestant is given a 25-cent piece and a toothpick. With toothpick in his mouth he must push the 25-cent piece down a “straightaway” on the floor. (Cover chin and nose with adhesive to avoid splinters.)

Whistling race. Each contestant must whistle a familiar tune after eating two dry soda crackers. Begin to eat at the signal. The one who whistles the tune through first is the winner.

Blindfold race. Two pairs of contestants are blindfolded and kneel facing each other. They feed each other popcorn with a spoon while holding one hand behind the back. The pair that first succeeds in eating all the popcorn wins. Paper medals may be given to the winners.

20-foot dash. Carry a blown egg 20 feet in a teaspoon held at arm’s length.

Lightweight race. Carry a lighted candle in one hand and a pail of water in the other. If water is slopped or candle goes out, contestant is eliminated.

50-inch dash. On one end of 50 inches of string, tie a marshmallow. The object is to gather string and marshmallow into the mouth without aid of hands.

Mile walk. Walk 100 feet with hobbles on ankles. Hobbles are made by tying a rope loosely above the ankles.

Long glum. The player who can keep from smiling longest, while the others jeer and laugh, wins.

Discus throw. Use paper plates with a 6-foot string tied through a hole in them. Contestant should use good form. Measure to the point where the discus first touches the floor.

100-mile dash. Stretch wires or strong strings through paper cones or cups across the entire length of a room, parallel to each other and some distance apart. The object is to blow the cone from one side of the room to the other.

Evening Programs

Wide games are based on outdoor skills and usually involve several skills such as concealment, stealth, observations, communications, and agility.

Infiltration. At both ends of a field approximately 100 yards wide, two sentries walk back and forth the full width of the course. One patrol spreads out at one end and the other patrol at the other end. One patrol's members wear neckerchiefs, the others do not. At a starting signal players move silently toward each other across the field, avoiding opponents. When they reach the end of the field, if they can cross the sentry's path without being heard or seen, each player scores a point for his patrol. If the sentry hears a sound and flashes his light on a player, that person is placed in a circle behind the sentry line as a prisoner.

Sports. Team sports, relays, and dual contests can be played until dark.

Night hikes. Night orientation—practice seeing in the dark and identifying night noises—is best done by small groups.

Sports in the Camping Program

Surveys have shown that a high percentage of boys like team sports and, if given a choice, will engage in them. While a Scout camp is the best place to carry on Scout camping, outdoor skills, and related activities, this need not preclude all the fun, excitement, and physical benefits to be derived from a moderate team sports program.

Many camps offer opportunities for games of softball, soccer, flicker ball, and volleyball. These contests are of an informal nature wherein one troop may challenge a troop or a campwide team. We should guard against scheduled tournaments and highly competitive events. When kept in balance, team sports of this nature can play an important role in camp program.



CAMPFIRES, MUSIC, AND SINGING

Some of the most memorable hours in camping are spent around a campfire. The group may number in the hundreds at an intertroop campfire, or it may be just a dozen Scouts and their leaders gathered informally in the firelight of their troop camp. On certain occasions even the patrol may have its own campfire on a patrol site. Boys never seem to tire of the magic of firelight at night.

To be truly successful, a campfire must be more than just a program around a leaping fire. It must have purpose and direction—you must have a definite idea of where you are going and what you are trying to accomplish.

Let us list the purposes behind the program:

Fun. Enjoyment for all.

Entertainment. Where we give enjoyment to someone else—a parents' night, for instance.

Fellowship. Deeper than just fun. We bring our group closer together.

Action. Physical contests and vigorous games.

Adventure. Sharing someone else's adventure—or making our own.

Education. Learning and teaching new skills.

Inspiration. Character development.

Leadership development. A youth-led activity.

Obviously, these purposes never will be separate and distinct. A single campfire may contain three or four of them. But a main purpose must always be dominant.

Kinds of Campfires

To accomplish our purpose we must choose the kind of campfire to use—a means to our end. Again, we have overlapping. A stunt campfire can provide fun, entertainment, action, training, and leadership development. Here are some ideas.

- Stunt campfire
- Mystery campfire with surprises
- Songfest campfire
- Storytelling campfire
- Indian campfire with perhaps the Order of the Arrow leading it

- Parent or guest night campfire—fine for “selling” camp
- Education campfire with an imported expert—a naturalist or hikemaster
- Troop court of honor or camp recognition-type campfire
- Inspirational campfire with a good storyteller or speaker and perhaps a spiritual theme

Four Elements of Good Campfires

Stunts and skits. Many types—humorous, historical, skill demonstration, and many more. All skits and stunts should be screened by adult leadership before the campfire to be positive they are in the best taste and highest traditions of Scouting. Staff can set a high standard for this. Staff campfires also should be screened.

Songs. Fast songs as fire is rising. Slower, quieter songs as fire dies down. Action songs, original songs, Scouting songs. Here again, no song of doubtful content or poor taste can be permitted at any campfire.

Stories. Storytelling can be a program hit with historical, humorous, hero, travel, and ghost stories. As to ghost stories, always take care to use good judgment and not frighten and “chill” younger, newer campers with a horror story at bedtime. Many campers are in the deep woods and away from home for an extended period for the first time. Stories that may create fear of the woods and camp areas should be avoided entirely, or the end of such stories subdued.

Showmanship. The way a fire is lighted, the costumes of the performers, the special lighting, the element of surprise in the program—all contribute to good showmanship. These take accurate planning but are well worth the effort.

Planning the Campfire Program

The Campfire Program Planner, No. 33696A, can be used for any size campfire. The leaders concerned must meet in a roundtable session to work out the program far in advance. This will permit time for rehearsals, and securing props and costumes.

A good campfire is not just put on. Everything, including the fire, is staged. Here are recommendations for types of campfires in summer camp.

Start with an intertroop get-acquainted campfire—a well-planned typical campfire. Here the staff may set the pace and the tone for all campfires that follow. The staff stages a good skit or two, several good Scout songs, and the traditional song of the camp. Introductions of leaders will play an important part. Finally there's a closing Scoutmaster's Minute—a thought for the week and a dramatic closing ceremony.

At least one opportunity should be available for a troop campfire led by the senior patrol leader and backed by the troop leader. The staff helps troop leadership plan this. Make it good!

If safety regulations permit it, patrols should hold small patrol campfires. The troop leader visits each as an honored guest and tells a story or yarn. All patrols may gather at one fire for a final story and closing. Thus, all programs end at the same time.

A final intertroop pep rally and recognition campfire could be held on the closing night. Each adult leader reads off the advancements made during the camp period. Final tribute is made to all adult leaders and a modest recognition of the camp staff team.

Hints for Good Campfires

- March quietly and ceremoniously to the campfire area to control the crowd as participants arrive.
- Make the program short and snappy. A long program can kill the evening.
- The program must always be written.
- The program should have variety and change of pace.
- Discipline and common Scout courtesy must be observed.
- Only one person at a time talks or performs. Do not start until this is established.
- Intertroop and interpatrol games and contests can spark interest. Keep score and announce winners.
- Inspiration is gained through the opening and closing ceremonies and the Scoutmaster's Minute.
- Some camps suggest a campfire theme for each camping period before camp. Thus troops, patrols, and Scouts can prepare costumes and props back home and much better shows will result.
- Campfires are for and by young people. Many participants usually make for better campfires. Get lots of people into the act. The camp staff may perform at times but they should avoid spotlighting themselves.

Campfire Standards

It is important that camp and program directors take the lead, with support from staff members, by not allowing unacceptable program material to be performed at a campfire. The unit leader or master-of-campfire should screen all acts prior to performance at a campwide campfire. In Scouting we teach positive moral values. Campfire programs should be the place where the positive example is set. The list of don'ts includes:

- Toilet humor—anything that involves bodily functions, toilet paper, etc.
- Water—where the audience or participants get wet
- Embarrassing an audience member
- Racial put-downs, making fun of mental or physical disabilities, religious groups, and others
- Portraying violent behavior
- Anything with sexual overtones
- Anything that is not in keeping with the ideals of the Boy Scouts of America

Ask participants how the don'ts can be controlled. State that in parts of our society the don'ts have become pervasive and, to some, acceptable. But in Scouting, we have standards and can and must rise above "gutter entertainment." If any of these unacceptable items do slip into the campfire program, as the leader, stop them mid-act and move on to the next act.

If an unacceptable act does get "on stage," it is important for the camp or program director to stop the act before it gets too far. One camp uses a "tree check" to take care of the situation. When a senior staff member recognizes an unacceptable act, he yells, "Tree check!" All the staff members yell, "Tree check!" and start checking the trees around the campfire bowl. This creates enough confusion in a humorous way that the camp or program director can go to the stage and quietly explain that the skit is not appropriate and move the group off the stage.

Camp Songs and Singing

People sing when they are happy. Boys in camp should be happy, and therefore a camp is the right place for good singing.

Planning for group singing requires the person in charge to select songs to fit the occasion. That person should also have extra songs ready for emergency use.

Good singing in camp requires a few simple rules:

- Always start with a song everyone knows.
- Do not try for volume. Avoid yelling.

- Do not overdo singing. Singing too much and too often defeats the purpose. At the close of the singing session the campers should be as enthusiastic as at the start. Try sending them away singing as they go.
- Introduce new songs along with the well-known. One new song is enough at any one session.
- Locate campers who sing reasonably well and encourage them to give leadership.
- Stimulate informal singing around the camp and on the trail.
- Have staff musicians play at campfires.

Teaching a New Song

- Pitch it right.
- Sing it once and encourage the group to hum it.
- It helps sometimes, while teaching, to sing the song slower than the usual tempo.
- It is usually easiest to teach the chorus first.
- Use books or sheets only for formal singing. Do without them in informal sessions.
- Do not teach new songs at large campfires or public functions.

- Use a simple motion for beating time best suited to your use. Violent time beating or fast, jerky, nervous motions will detract from the effectiveness.
- Develop a list of songs classified under the following headings:
 - To generate enthusiasm
 - To provide action
 - To build fellowship
 - To use as a greeting
 - To induce a quiet mood

Instrumental Music

Encourage boys to bring a small instrument to camp such as a harmonica, banjo, guitar, or ukulele. Such instruments aid in group singing and provide variety in the music program.

Other instruments such as trumpets, flutes, and violins are desirable if played well. Camp is not a good place to practice. Valuable instruments might be damaged if not stored in a special place in camp. Special instrument selections are desirable for campfire program and religious observances.

In many camps where chaplaincy service is available, special singing groups are organized to give concerts.

TRADITIONS IN CAMPING

Camp traditions are camping practices or understandings usually inherited from the past. However, traditions may be established at any time and for any duration of time.

Traditions may be associated with a common activity, a motto, a song, a special event, a ceremony. Any camp tradition, to be really valid, should have a depth of meaning. It should inspire the attributes of loyalty, pride, and camp spirit or it may involve fun, good humor, and fellowship.

Principles of Camp Traditions

Quoting from the *Camp Program Book* by Hammett and Musselman, here are statements from the Elizabeth Brown Camp, Nashville, Tennessee:

“Traditions contribute to camp to the extent that they have values within themselves. Camp customs, like costumes, need a seasonal airing and sunning. Some of them may be returned to the camp treasure chest for next year’s program. Many of them should be relegated to the annual rummage sale of outmoded ideas.

“A traditional activity should arouse interest and anticipation but should not stifle or suppress program planning by the campers.

“A tradition should be authentic and treated with respect, but only if it is worthy of respect.

“Traditions should represent an idea, not a program.

“Traditions don’t have to live forever. Some may last only one season, some for many.

“If a camp tradition has become outmoded or no longer applies to a camp situation, don’t be afraid to eliminate it.

“New traditions should be forming as old ones grow monotonous or are outdated.

“Use symbols or rituals, but only when they mean something and can be understood by every camper.

“Don’t exploit a tradition. If it doesn’t catch fire on its own, it may be outmoded.

“Don’t let tradition govern your program. Be alert for new and better ideas. This year’s idea may become next year’s tradition.

“Take the camp’s traditions out of storage, give them a good overhauling and see if some of them shouldn’t be discarded.

“Don’t confuse loyalty or sentimental attachment to certain camp themes, programs, slogans, or colors with the basic value of established traditions. You may be the only one who really likes them.

“Don’t hang on to the past too long; the present is interesting and the future is more so.”

Types of Camp Traditions

Some of the following might well be copied, used, and made a part of camp tradition in council camps.

The Scout friendship trail. This trail around the perimeter of a certain Scout camp is marked with rock cairns cemented together. Each troop coming to camp for the first time erects one and it is marked for that troop. All cairns are the same size and design.

The tower of friendship. A similar idea in another camp was to build a tower of rock and mortar. Each unit is supplied a piece of rock for the tower. Each camp period, a brief opening ceremony is held at the tower.

Campfire ashes. A common tradition is to preserve ashes from last week’s or last year’s campfire and sprinkle them on the present campfire as a symbol of continued good camping and Scout friendship from the past into the present.

Fireside chat. Some camps arrange a fireside chat for all first-year campers with the director or camp chief. This is a friendly introduction to camp and what the camp and its history mean.

Memorial minute. Over the years another camp has observed a memorial minute every day at noon as the camp bell tolls slowly. This is a minute of silence in honor of America’s war veterans, both living and dead, many of whom camped here.

Vesper hour. The vesper hour is a camp tradition in many camps. This is an optional period of meditation. It is directed by chaplains of various faiths. This may also be a quiet period of reflection and meditation and no program.

Fire rock. The fire rock is a camp symbol. It is also a program asset. A huge granite boulder in the central area of camp is used as a fire starter by all new campers. Some charred cloth and a piece of steel complete the equipment. Each new camper can sign the honor roll of fire starters after starting a fire by flint and steel.

Prayer time. Prayer time in camp is at 9:30 p.m. each day. At this time appropriate music is heard and all in their own way—wherever they may be—stop in silence to offer thanks to God.

Flag ceremony. Review and uniform inspection is a common tradition in Scout camps. It usually occurs on a unit basis. Some camp traditions suggest all troop flags go up each morning at a given signal at the same time.

Cookouts. The chicken barbecue is a camp tradition in another camp. Every Thursday is chicken cookout day. Patrol members compete as chefs, using spectacular methods of outdoor barbecuing.

Event of the week. An outdoor skills event, gold rush, etc., has become a traditional activity in camps. This is an intertroop, interpatrol contest in outdoor skills know-how. Winning patrols are recognized.

Law of the camp. Many Scout camps observe traditions without any obvious, outward promotion or announcements. Some such traditions or understandings are that the Scout Oath and Law are the law of the camp, that all adult staff are addressed respectfully, that a good camp is a clean camp.

Troop traditions. It should be remembered that many troops have traditions and customs. The camp and camp staff should encourage all those that seem proper and helpful and advise against any traditions that might seem unwise or unsafe. A fine troop tradition is exemplified by a troop that for many years climbed a mountain on a certain day in July. This happened regardless of whether the troop was in summer camp. The troop had certain records and names buried in a metal chest atop the peak, and each year this chest was ceremoniously opened, the records read, and the new names and records added.

One troop each summer in camp held a sunrise hike to a hill where they watched “the dawn come up like thunder” as a new day was born. They cooked breakfast on the hill and then returned to camp.

Another troop observed the tradition of holding a patrol leaders’ council meeting to decide the fate of certain camp practices or songs, or disciplinary problems or slang expressions. If the council voted against the proposition, it was consigned to the “pit of oblivion” and was gone forever. This in effect was a good system of self-discipline, and it was fun.

Traditions about places in camp. Some camps have established traditions about locations in camp—meditation under the Scout Law Tree or at Cathedral Rock, or whittlin’ and sittin’ on the Whittlin’ Log, or having patrol pictures taken up on Black Boulder.

Finally, every camp should have time-honored traditions that enhance camper interest and enthusiasm for the outdoors. Any camp having traditions that curtail good Scouting activity or the freedom of expression should abandon them.

An Example of Camp Staff Tradition

Welcome to the camp staff. We hope that you will make new friends, enjoy your summer, and, above all, contribute in some measure to the growth and welfare of the campers coming here.

Each staff member has specific duties and responsibilities, but all staffers share in the duties of others when and where necessary.

The principles set forth in the Scout Oath and Law guide our every action in this camp. We become the prime motivators in exemplifying this way of life to each youth here.

Many great campers set aside a moment each day to review silently their contributions to others.

A Scout Is Trustworthy. Throughout your life you will find that trustworthiness and success go hand in hand. The camp has specific requirements outlined for its personnel. Your camp director will entrust to you duties and responsibilities related to your assignment. Your attitude in taking on an assignment is directly reflected on the youth with whom you deal.

During the period of employment, the staff member's full time is at the disposal of the camp. Each day presents certain opportunities for personal recreation and program participation. These opportunities are planned so as not to interfere with the campers' use of camp.

Each staff member receives a time-off period during each week. The period you will have off will be determined during the precamp-week conference with the camp director. Staff members are obligated to be in uniform when on duty.

The chief factor in establishing hours for sleep is the personal health and welfare of the staff member. Staff taps is at 11:30 P.M.

Staff members will be guided by their camp director on the matter of smoking. Staff members do not smoke while on the job or while working with youth. Abuse of or unauthorized use of drugs will not be tolerated.

A Scout Is Loyal. Loyalty to this camp and to associates is an essential requisite for each staff member. Staffers should constantly be observant and concerned about matters affecting the total harmony of the camp and bring such matters to the attention of the camp director or program director.

A Scout Is Helpful. It begins with an attitude of helpfulness to the newly arrived campers and their families. Apart from the service rendered, that first impression of helpfulness means much. Any camper's problem, if observed by you, becomes your problem until you have brought it to the attention of the unit leader or your camp director. Every assist you may give is more guarantee that the youth will have a happy camping experience.

A Scout Is Friendly. As you pass a youth or leader on the trail—even if you have never met—say "Hello!" A friendly word costs nothing, yet gives much goodwill. Be a friend to all, not just a part of a clique of friends.

A Scout Is Courteous. You represent the Boy Scouts of America as you deal with youths, leaders, parents, or the public. In your visits to nearby towns, you

represent this camp and this implies a certain code of personal conduct that will reflect only credit upon you and the Boy Scouts of America. Courtesy may be interpreted, likewise, as respect for the time of others. Be on time, *always*. Courtesy means a reputation for reliability and promptness. It means giving better than a good measure in every duty and responsibility.

A Scout Is Kind. Kindness to others is the mark of a gracious person. Show campers how to be thoughtful also to the animals in our camp.

A Scout Is Obedient. A staff member carries out responsibilities and responds to the direction of supervisors. This does not call for unquestioning obedience, but it does call for personal trustworthiness and a loyalty to this camp and its leadership. If you have something on your mind, get it off quickly, to the right person—your supervisor or camp director.

A Scout Is Cheerful. A happy camp—a spirited camp—is a successful camp. Happiness is contagious, particularly in a Scout camp. There is no one in a better position to promote and stimulate this attitude than you. Each staffer, regardless of position, should project and motivate an outlook of cheerfulness and happiness.

A Scout Is Thrifty. All staff members should consider their responsibilities in protecting and conserving the equipment and property of this camp. Staffers are in a position to literally save thousands of dollars that might be used to replace or repair damaged property.

A Scout Is Brave. This summer you will be representing one of the largest organizations for youth in the world. You are an employee of one of the finest Scout camps in the world. You will represent Scouting in all its aspects. You believe in the Scout Oath and Law; otherwise you would not or should not be here.

A Scout Is Clean. The personal living quarters of staff members are to be an example of cleanliness and orderliness. It is obvious that if your quarters are disorderly or dirty, campers can hardly be expected to do better. Those who have to shave will do so daily, before breakfast.

A Scout Is Reverent. Being faithful in one's religious duties becomes of great importance to us as staff because of the force our example has in molding the attitudes of those who look to us as the inspiration for right attitudes and high ideals.

Automobiles

A staff member may bring an automobile to camp. The staff member's use of the automobile in and around camp is subject to the conditions to be outlined by the camp director.

Extras

If you own any equipment that will enhance the camp's program, such as a guitar or other musical instrument, please bring it along.

Staff Performance

Each period you will have an opportunity to discuss specifics of your job with your supervisor. Here is a real opportunity to evaluate your work. It will assist you in improving your performance.

PROGRAM EQUIPMENT AND LITERATURE

Equipment List for 100 Campers

Aquatics Training

8 boats
8 canoes
4 ring buoys
12 reach poles
6 kickboards
4 6-inch rubber balls
4 heaving lines
1 grapple hook and line
Paddles and oars as needed

Woods Tools

12 felling axes
12 files
2 draw knives
12 whetstones
12 24-inch bow saws
2 crosscut saws

Compass and Map Training

12 protractors
12 rulers
2 compass games
24 compasses

Conservation and Nature Training

Adapt the equipment list on pages 3-47 and 3-48 to accommodate 100 campers.

Cooking—Outpost Camp Training Demonstration

4 patrol chef kits
4 trail chef cook kits (utensils)
4 water buckets
4 water bags
6 Dutch ovens
100 No. 10 tin cans
1 griddle
1 charcoal grill
1 Peak stove

Fire Protection Training Tools

6 back pumps
6 beaters
8 shovels
6 grubbing hoes
8 rakes
4 Pulaski tools
6 brooms
Fire extinguishers in buildings and fire buckets
(No. 10 tin cans) for every tent

Fishing

3 casting rods, reels, and lines
3 spinning rods, reels, and lines
3 fly rods, reels, dummy flies, and lines
12 casting plugs
3 cane poles, lines, sinkers, and bobbers
1 set of skish targets

Orienteering

12 magnetic compasses
24 U.S. Geological Survey (USGS) maps of area
Station signs as needed, either permanent or temporary
United States map showing declinations
Supply of paper and pencils

Archery, Rifle, Shotgun, and Muzzleloader Shooting

See the equipment lists in the “Shooting Sports” section of this manual.

Rope and Line Training

1,200 feet— $\frac{1}{4}$ inch
400 feet— $\frac{1}{2}$ inch
400 feet— $\frac{3}{8}$ inch
200 feet—1 inch
1 spool whipping cord
6 rolls binder twine

Climbing and Rappelling

Dynamic kernmantle ropes, minimum 10.5 mm diameter (11 mm preferred), UIAA- or CE-approved
Static kernmantle ropes, minimum 10.5 mm diameter (11 mm preferred), UIAA- or CE-approved, minimum breaking strength of 22.2 kiloNewtons (5,000 pounds) when new
1-inch-wide webbing with a minimum breaking strength of 15.6 kiloNewtons (3,500 pounds) when new
Locking or double-locking carabiners
Rappel devices, UIAA- or CE-approved
Belay devices, UIAA- or CE-approved
Climbing harnesses in various sizes to fit different-sized participants, or enough webbing to make tied-seat harnesses
Climbing helmets, UIAA- or CE- or ASTM-approved
Gloves for rappellers; optional for belayers
Anchoring systems
Rescue equipment (not to be used for program)
Climbing shoes (optional)

Quantities of climbing equipment needed will depend on the number of climbing sites, the number of participants to be served at the same time, the length of climbs and rappels, and the location and type of anchor systems. A qualified BSA climbing director or lead instructor (at least 21 years of age) should assess the needs and determine what equipment is needed.

Tents and Shelters and Pack Training

1 backpacking tent
1 wall tent
6 10-by-10-foot trail shelters
2 12-by-16-foot patrol flies
1 Baker tent
1 poncho
1 flour-sack pack
1 pants pack (improvised)
1 Black Bull/Horizon Combo backpack

Suggested Commissioner Equipment

The commissioner is a program specialist who serves three to four units. Therefore, the commissioner needs program equipment to use and to loan. The following list will serve as a reminder of the type and minimum quantity of equipment needed.

Not all camps will secure all equipment for all commissioners right away, but a start can be made and additional equipment can be added in succeeding years. All of this equipment, with the exception of a few expendable items, must be inventoried and charged out to the commissioner at the beginning of the camp period—and must likewise be inventoried and accounted for at the close of the season.

Program Equipment

1 box for equipment—locked
6 21-inch bow saws
1 flint and steel set
6 8-inch files
6 sharpening stones
18 magnetic compasses
2 sets USGS topographic maps of area

2 road maps of area
2 Dutch ovens
1 compass game
1 pack frame
6 three-quarter axes
1 spool whipping cord
1 tote-litter bag
1 fire-by-friction set
1 set of four activity cards
1 camp shovel
1 set of weather-station equipment
1 Voyageur, Adventurer, Free Spirit tent
1 12-by-12-foot fly
1 pack

Records and Forms

1 advancement chart
60 Boy Scout Progress Record Books
50 merit badge applications
50 partial credit merit badge applications
6 fireguard plan sheets
6 board of review report forms
List of camp merit badge counselors

Books and References

6 *Boy Scout Songbooks*
6 *Boy Scout Handbooks*
3 *Fieldbooks*
1 *Scoutmaster Handbook*

Miscellaneous Equipment and Supplies

2 pads plain paper
2 pads lined paper
1 large shovel
1 mattock
2 colored marking pens

1 package crayons
200 3-by-5-inch cards
6 No. 10 tins
1 roll aluminum foil
Assorted nails
1 roll masking tape
1 box thumbtacks
1 pound paraffin
1 set fire-control equipment as recommended for area
1 tin snips
12 plastic bags
24 baggage tags
1 small roll wire
1 pliers
20 ¼-inch lashing lines, 16 feet long
10 pounds plaster of paris
25 old posters for signs
1 yardstick
1 ball twine
1 screwdriver
10 to 12 poles for lashing practice
10 Campfire Program Planner sheets, No. 33696A

Merit Badge Pamphlets

Archaeology, No. 35000
Archery, No. 33259
Astronomy, No. 33303
Backpacking, No. 33232B
Bird Study, No. 33300A
Camping, No. 33256A
Canoeing, No. 33305A
Climbing, No. 35001A
Collections, No. 33242
Cooking, No. 33349A
Cycling, No. 33226A
Environmental Science, No. 33363A
First Aid, No. 33301B

Fish and Wildlife Management, No. 33307

Fishing, No. 33231A

Fly-Fishing, No. 33283

Forestry, No. 33302

Geology, No. 33284

Hiking, No. 33407C

Horsemanship, No. 33298

Indian Lore, No. 33360A

Insect Study, No. 33353A

Leatherwork, No. 33310A

Lifesaving, No. 33297B

Mammal Study, No. 33271A

Motorboating, No. 33345

Nature, No. 33285A

Orienteering, No. 33385A

Photography, No. 33340

Pioneering, No. 33377

Plant Science, No. 33396

Reptile and Amphibian Study, No. 33288

Rifle Shooting, No. 33330A

Rowing, No. 33404A

Shotgun Shooting, No. 33331

Small-Boat Sailing, No. 33356

Soil and Water Conservation, No. 33291

Sports, No. 35007

Surveying, No. 33327

Swimming, No. 33352D

Waterskiing, No. 33348A

Weather, No. 33274A

Whitewater, No. 33405A

Wilderness Survival, No. 33265A

Wood Carving, No. 33309A

Woodwork, No. 33316

Outdoor Skills Activity Charts

Ropes, Knots, and Lashings, No. 34229B

Woods Tools, No. 34228

References for Training

How Your Unit Fireguard Plan Works, No. 33691A

The Campfire Program Planner, No. 33696A

Camp Health and Safety, No. 19-308A

Camping Idea Sheet: Camping Publications List, No. 20-300

Conservation Idea Sheet: Conservation Publications List,
No. 21-298

Climb On Safely, No. 20-099A

Guide to Safe Scouting, No. 34416D

Paul Bunyan Woodsman pocket certificate, No. 34235A

Precamp/Postcamp Inspection Checklist, No. 19-134

Safe Swim Defense, No. 34370A

Safety Afloat, No. 34368B

Totin' Chip pocket certificate, No. 34234B

Trek Safely: A Guide to Unit Trek Planning, No. 20-125

Troop Committee Guidebook, No. 34505B

Troop/Team Record Book, No. 34508B

Scouting and Camping Manuals

The Boy Scout Handbook, 11th edition, No. 33105

Boy Scout Resident Camp First-Time Camper Program,
No. 33498

Boy Scout Songbook, No. 33224

Fieldbook, No. 33104

The Scoutmaster Handbook, No. 33009B

Tours and Expeditions, No. 33737C

Troop Program Features, Volumes I, II, and III, Nos. 33110A,
33111, and 33112

Troop Program Resources, No. 33588A

Section IV

Venturing Camping Guide for Councils

CONTENTS

Programs for Venturers 4-2

Why Have a Venturing Camp? 4-2

Considerations in Planning 4-3

VENTURING CAMPING GUIDE FOR COUNCILS



VENTURING® BSA

A camping experience for Venturers can be fun and exciting, and we all know that teenagers like fun and excitement. If your council's Venturing camping experience is done correctly, it can be the highlight of a young person's year. **However, when planning a Venturing camping experience, you must not think in terms of Boy Scout camping.**

Programs for Venturers

Venturing camping can include high-adventure activities such as scuba diving, waterskiing, rock climbing/rappelling, caving, horseback riding, and more, but it also can include many avocation/hobby interests such as photography, computer science, forestry, first aid, line dancing, beach volleyball, or even just lying around a beach listening to music. Some councils build a camping experience around the Bronze and Ranger Awards with unique titles such as "Venturing Ranger Quest."

Venturing camping should not be just an extension of a Boy Scout resident camp. Venturers need a more teenage-oriented experience. Your activities and/or camping committees should determine the best type of camp experience or experiences for your council's Venturers. Having Venturers involved in this planning process is a must.

Important Differences

Important differences in outdoor programs for Venturers include the following.

- Venturing outdoor activities must include experiences beyond those available to younger boys.
- Coed involvement must be considered.
- Venturers should have a voice in choosing and planning activities.
- Venturing outdoor programs should be patterned after types of activities that adults and teenagers would do.
- The camp experience should not be overstructured. Let Venturers choose what they wish to participate in.

Another approach: Because some Boy Scout troops have Venture patrols and Varsity teams for older Boy Scouts who are teenagers, consider inviting them to participate in your Venturing camp. This is also logical since many Venturing crews work in conjunction with a Boy Scout troop.

Expeditions and Encampments

- *Expeditions* are activities such as backpacking treks, canoe trips, scuba diving trips, bicycle tours, sea cruises, and snowmobile treks.
- *Encampments* are stationary camps such as the council camp, military installations, parks, or even a special Venturing base.

Expeditions or encampments may be long-term or short-term and can be done any time during the year. They can be done as a theme connected with a holiday such as Halloween. They can be done close to home or at great distances, such as a trip to the Caribbean. Only imagination, leadership, facilities, and finances limit what you choose to do.

Why Have a Venturing Camp?

Venturing continues to be the fastest growing program of the BSA. Retention of Venturers combined with growth means greater growth. Good program causes retention. This gives us Reason 1 to have Venturing camping.

Reason 1: A good camping experience causes Venturers to stay in a crew longer, resulting in a longer opportunity to accomplish our mission.

For many councils, their camp is their largest asset, yet it goes unused or lightly used for much of the year. Providing a camping experience for Venturers more effectively utilizes our assets. That is Reason 2.

Reason 2: We use our council assets more effectively by providing a Venturing camping experience.

Considerations in Planning

Physical Facilities

The main consideration in choosing the right facility for your Venturing camp is what the program will be. As an example, you could have a high-adventure experience in a national park where you do a variety of activities such as horseback riding, cave exploring, backpacking, rock climbing, and canoeing. Or, you could go to a large indoor sports arena where you could have sports competitions, dances, clinics, scavenger hunts, and crafts. However, council camps offer many opportunities to provide a quality Venturing camp, too.

Here are a few questions to ask when considering facilities.

- Are there adequate sleeping facilities to be able to separate male and female Venturers?
- Are there adequate bathroom and shower facilities for male and female Venturers and male and female adults?
- Would the schedule of the Venturing camp conflict with or coincide with the Boy Scout resident camp? Venturers do not want to do Boy Scout program or be there when Boy Scout resident camp is in session. If you are having the Venturing camp at a different time from Boy Scout resident camp, such as during spring break, or at a different location, such as at a military installation or other camp property, this will not be a problem.
- Does the schedule you choose match all school district and/or college schedules?
- Does the facility have adequate resources for a variety of activities?
- Are additional releases, permits, or parental permission slips needed for the facility?
- How far is the facility from the crews? Will we require each crew to arrange for its own transportation, or will the council provide the transportation?
- Will the facility meet the special needs required for a specialty camp, such as open areas or athletic fields for a sports camp, or good water for diving for a scuba or high-adventure camp?
- Is there room for dances?

Leadership

A Venturing camp does not require as much staff as a resident Boy Scout camp; however, you need the right kind of staff. As an example, if yours is a hobby-oriented Venturing camp, you probably will need staff who know about and

have expertise in different hobbies. Again, do not think in terms of Boy Scout resident camp staffs. For a Venturing camp, your staff might be unpaid. You might consider having the staff pay a discounted staff fee, like at the jamboree. You could have a youth staff as well as an adult staff. You could have youth chairpersons matched with adult chairpersons. Your teen leaders' council could provide leadership.

Here are a few questions to ask when considering leadership.

- Do you have strong enough activities and camping committees and TLC to provide quality leadership?
- Do you have enough consultants to do special programs such as scuba diving, waterskiing, horseback riding, and other exciting programs?
- If at a council camp, do you have adequate staff to run the dining hall, waterfront, and other areas of camp you might choose to open?
- Will you require crews to provide their own adult leadership, or will you provide provisional camping? If provisional, do you have enough male and female adults?

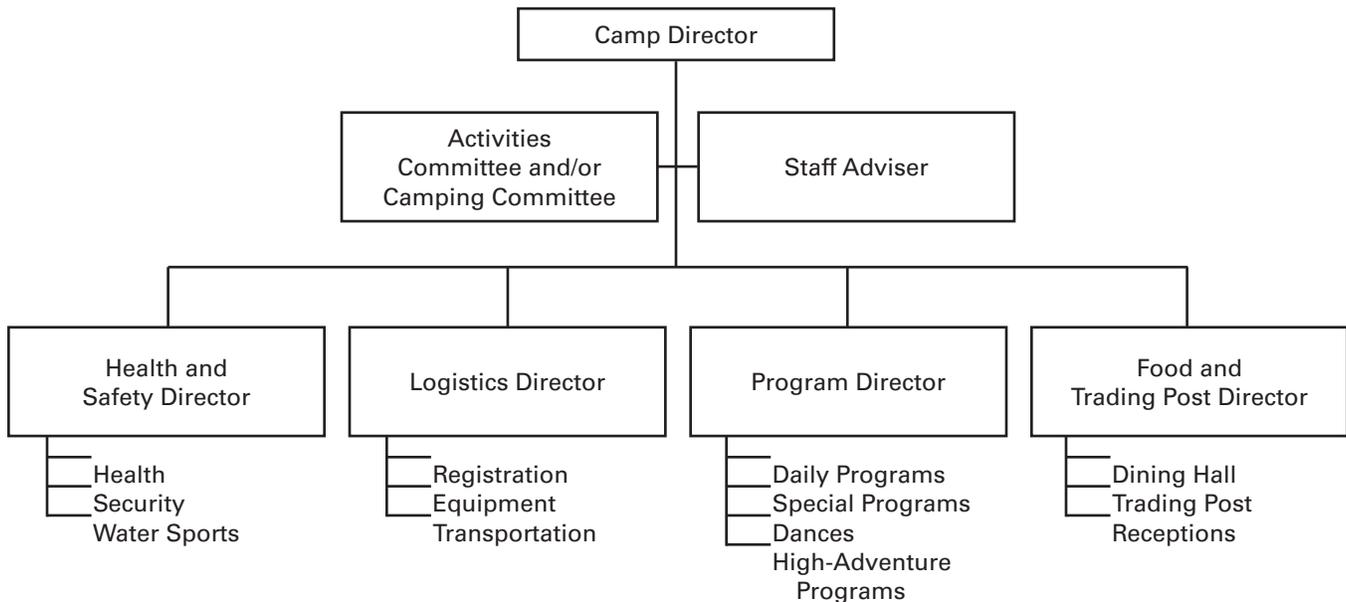
Administration and Procedures

It has been mentioned that the planning and running of a Venturing camp should be the responsibility of the activities and/or camping committees. However, there are still some questions you might ask related to how you will plan and run the camp.

- What will be your staff structure? Committee?
- Will you assign a professional staff member as director to work with an adult and/or youth chairperson? Or, will the camp be entirely volunteer-run?
- Will you have to hire any staff such as a lifeguard?
- Will there be a dress code?
- Will there be a code of conduct?
- How about health forms? Parental permission forms? Tour permits?
- Will you need a certificate of insurance of a nonowned facility?
- Will you need a contract, permission, or coordination with a nonowned facility?
- Do you know where all functions will be located? Registration? Headquarters? Trading post? Dining? Recreation? Dances? Equipment?
- Will you need activity insurance?
- What accounting procedures must be set up?

Venturing Camp

(Draft organizational chart)



Promotion (Marketing)

The program you provide for Venturing camping should be different from the program that you would provide for Cub Scouts or Boy Scouts. The promotion and marketing of your Venturing camp or camping experience is also different.

Why? Because Cub Scouts, Boy Scouts, and Venturers are different markets. Each group has many differences and desires. Your Venturing marketing efforts should be planned and implemented with teenagers and their Advisors in mind. Some considerations are as follows.

- One of the strengths of Venturing is that it is *coed*. Promote this aspect.
- Your camping activities should not look Boy Scout-level; they need to be *teenage-level*.
- *Variety* is another strength of Venturing. If you provide a variety or a selection of activities, promote this aspect.
- *Friends* are a very important element of teenage development. Have your promotional pictures and text reflect how Venturers can enjoy the camping experience with their friends.
- *Independence* demonstrated by teenagers has always been notable. Highlight the fact that participants in your program may personally choose what they plan to participate in.
- In your pictures and text, highlight the *social activities* you plan, such as dances.
- Promote the fact that you have different levels or *degrees of participation*. You might have some Venturers who have never rappelled and would like to learn the basics, while other Venturers have a high level of expertise in rappelling and would like a more ambitious experience.
- Give your camp an exciting or unique name.
- Make your promotional fliers colorful if your budget allows. At least put pictures in them.
- Do a personalized direct mailing to all registered Venturers if your budget allows.
- Design and use crew promotion kits. Remember that the crew has Venturing officers that you should target.
- Use your council TLC as a promotional instrument. Youth-to-youth promotion is much better than adult-to-youth promotion. Also, teenagers are skeptical of any hard sell, especially one made by an adult.

Section V

Aquatics

CONTENTS

BSA Aquatics Instructor, 5-2	Method of Instruction, 5-60
Safe Swim Defense, 5-3	Teaching Swimming, 5-63
BSA Snorkeling Safety, 5-8	Merit Badge Instruction, 5-71
Safety Afloat, 5-10	Ropework, 5-79
The Swim Test, 5-12	Aquatics for the Disabled, 5-81
Aquatics Program, 5-18	Water Games and Events, 5-83
Aquatics Administration, 5-31	Program Area Facilities and Layout, 5-86
Aquatics Safety, 5-41	Equipment Maintenance and Repair, 5-96
Cub Scout Aquatics, 5-57	Resources, 5-100

This section of *Camp Program and Property Management* has been developed by the BSA Camping/Conservation Service and the BSA Health and Safety Service principally for use as the textbook for BSA Aquatics Instructor, but it is also intended for use by council personnel, summer camp staff, and unit leaders as the basic source and reference document for Scouting aquatics.

BSA AQUATICS INSTRUCTOR

BSA Aquatics Instructor is the highest level of training, achievement, and recognition in Scouting aquatics. Recognition as an Aquatics Instructor is given by the national organization only upon satisfactory completion of the Aquatics section of the BSA National Camping School.

The purpose of BSA Aquatics Instructor training is to prepare adults for leadership roles in Scout summer camp and year-round aquatics programs. Specific objectives for the weeklong aquatics training conducted by the NCS are

1. To instill an understanding and appreciation for the Scout-age youth—needs, interests, fears, and perceptions
2. To develop an understanding, enthusiasm, and respect for Scouting—its principles, aims, and methods
3. To provide model experiences and demonstrations of a summer camp aquatics program functioning as part of a coordinated, overall camp program
4. To establish an awareness and appreciation of the unit and its leadership as an essential focus of the aquatics program
5. To achieve a commitment to flexibility and cooperation that will enhance the positive return on all aspects of the Scouting program
6. To instill an enthusiasm and appreciation for aquatics and the contribution that such activity can make to the lives of youth on their way to adulthood
7. To assure that all Scouting-related aquatics activities are conducted so that the health and safety of all participants are protected
8. To develop organizational and interpersonal management skills that will effectively and efficiently achieve the program objectives
9. To teach instructional skills keyed to the learning capacity and level of youth being served and recognizing the proper relationship between form and function
10. To achieve and maintain a learning environment in which all persons are seen and utilized as learning resources
11. To develop knowledge of and proficiency in the aquatics skills by explanation, demonstration, practice, and review
12. To provide a unique and rewarding adult learning experience emphasizing Scouting principles, personal development, teamwork, and fellowship

Participants in the NCS Aquatics section are selected by the local councils on the basis of demonstrated leadership and management skills, Scouting background, aquatics experience, and interest in working with Scout-age children.

A person must be 18 years old to enroll in the NCS. A BSA Aquatics Instructor who is over 18 but not yet 21 is a valuable addition to a camp aquatics staff, but may not serve as the camp aquatics director.

Aquatics Instructor training requires

- Satisfactory performance of all Scouting aquatics skills
- Training in cardiopulmonary resuscitation
- Satisfactory understanding of the principles of aquatics administration and protection as evidenced by written examination
- Demonstrated leadership, teaching, and organizational skills
- An enthusiastic commitment to providing superior aquatics opportunities for children in Scouting

BSA Aquatics Instructor training is valid for five years and may be renewed thereafter in either of two ways:

1. Participate as a student in an NCS Aquatics training or retraining session and meet the requirements for retraining.
2. Serve on the Aquatics section faculty and be updated by the section director and camping school director.

An Aquatics Instructor is a valuable resource person for the local council and Scouting units in the instructor's own community. Those with this training should advise their local council service center of their year-round availability for counseling and assistance with aquatics safety and skill development programs. An Aquatics Instructor is not only a person who has devoted many hours to developing aquatics skills and knowledge, but is also an individual in whom Scouting has made a substantial investment. Every Aquatics Instructor has a responsibility for continued service through Scouting.



BSA AQUATICS INSTRUCTOR	
This is to Certify That	
_____ has met the requirements for certification as a BSA Aquatics Instructor, as described on the reverse side of this certificate.	
At _____	Location
Certified by _____ Director, Aquatics Section • BSA National Camping School	
Date _____	Valid to _____



SAFE SWIM DEFENSE

All swimming activity in Scouting is conducted according to the Safe Swim Defense standards. The proven procedures included in this water safety plan have given Scouting what is believed to be the most exemplary water safety record of any youth organization.

Despite the success achieved through adherence to Safe Swim Defense, drownings still occur during Scouting unit activities. The lack of responsible and informed adult leadership is a primary contributing factor in most of these accidents. If swimming is not competently supervised by a conscientious adult who has the attention and respect of the children in his or her care, then accidents will occur. But if there is a caring adult who fully understands and appreciates the responsibility he or she assumes when children are in or around the water, and whose relationship with the children ensures that directions will be heeded, safety can be virtually assured.

The critically important first point in Safe Swim Defense has been revised to acknowledge that formal training in water safety is neither essential to, nor a guarantee of, conscientious and responsible supervision and discipline. This revision does not, however, lower the standard or diminish the concern for qualified supervision. Indeed, the new text emphasizes and clarifies the crucial role and responsibility of the adult supervisor.

Can any adult supervise Scout swimming activity? *No.* All Scout swimming activity *must* be supervised by a mature and conscientious adult 21 years of age or older who understands and knowingly accepts responsibility for the well-being and safety of the children in his or her care; who is experienced in the water and confident of being able to respond in the event of an emergency; and who is trained in and committed to compliance with the eight points of BSA Safe Swim Defense.

For this reason, Scouting gives a high priority to efforts that expose unit leaders to Safe Swim Defense, that achieve an understanding of water safety and the elements of the defense plan, and that encourage every unit leader to make a commitment to follow the Safe Swim Defense procedures whenever the unit swims.

Leader training should emphasize the supervision requirement and the closely allied need for discipline (i.e., control of the activity). For the competent and conscientious supervisor, the other points of Safe Swim Defense are common sense. Would you let a child swim alone, or in an area not known to be safe, or in circumstances beyond the child's ability? Similarly, would you assume responsibility for a child's safety in a physically demanding activity without some knowledge of that child's health and fitness? Would you consider it responsible to let children play in the water without someone watching them who is prepared to assist if

a problem develops? The common-sense answers to these questions are easy. A bit more difficult, but attainable through unit leader training, is knowing specific precautions.

Lastly, a responsible and conscientious supervisor knows his or her own limits and will not put children at risk by permitting activity that might go beyond his or her ability to control and respond if an emergency arises.

Any adult who works with a Scouting unit—leader, assistant, committee member, or parent—is eligible for training to become a qualified supervisor. Leaders who are coached in and committed to compliance with the eight points of Safe Swim Defense receive a special pocket card. Most councils give this training at summer camps. Some also provide it as a part of the leaders' roundtable or showando events, or at separate meetings and demonstrations at pools and beaches. Any BSA aquatics resource person, unit leader, or other council-authorized individual can give this training.

Teaching Safe Swim Defense

One of the best opportunities for Safe Swim Defense training is in summer camp, and such activity should be an important part of the summer camp aquatics program. National accreditation standards also require that every unit have an opportunity while in summer camp to conduct a recreational swim using its own resources and leadership.

A summer camp leader-training exercise could include (1) illustration and dramatization intended to emphasize the critical importance of the qualified supervision and discipline points in Safe Swim Defense; (2) demonstration and explanation of how to improvise and protect a safe swim area in a remote location; and (3) an exercise requiring the participants to set up and use an improvised safe swim area. See Safe Swim Defense, No. 34370A.

The Eight Defenses

1. Qualified Supervision

All swimming activity must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of youth members in his or her care, who is experienced in the water and confident of his or her ability to respond in the event of an emergency, and who is trained in and committed to compliance with the eight points of BSA Safe Swim Defense. (It is strongly recommended that all units have at least one adult or older youth member currently trained as a BSA Lifeguard to assist in the planning and conduct-

ing of all swimming activity.)

2. Physical Fitness

Require evidence of fitness for swimming activity with a complete health history from physician, parent, or legal guardian. The adult supervisor should adjust all supervision, discipline, and protection to anticipate any potential risks associated with individual health conditions. In the event of any significant health conditions, the unit leader should require proof of an examination by a physician.

Those with physical disabilities can enjoy and benefit from aquatics if the disabilities are known and necessary precautions are taken. (See “Aquatics for the Disabled” in this book.)

3. Safe Area

When swimming in areas not regularly maintained and used for swimming activity, have lifeguards and swimmers systematically examine the bottom of the swimming area to determine varying depths, currents, deep holes, rocks, and stumps. **Mark off the area for three groups: not more than 3½ feet deep for nonswimmers; from shallow water to just over the head for beginners; deep water not more than 12 feet for swimmers.** A participant should not be permitted to swim in an area where he cannot readily recover and maintain his footing, or cannot maintain his position on the water, because of swimming ability or water flow. When setting up a safe swimming area in natural waters, use poles stuck in the bottom, or plastic bottles, balloons, or sticks attached to rock anchors with twine for boundary markers. Enclose nonswimmer and beginner areas with buoy lines (twine and floats) between markers. Mark the outer bounds of the swimmer area with floats. Be sure that clear-water depth is at least 7 feet before allowing anyone to dive into the water. Diving is prohibited from any height more than 40 inches above the water surface; feet-first entry is prohibited from more than 60 inches above the water. For any entry from more than 18 inches above the water surface, clear-water depth must be 10 to 12 feet. Only surface swimming is permitted in turbid water. Swimming is not permitted in water over 12 feet deep, in turbid water where poor visibility and depth would interfere with emergency recognition or prompt rescue, or in white water, unless all participants wear appropriate personal flotation devices and the supervisor determines that swimming with personal flotation equipment is safe under the circumstances.

4. Lifeguards on Duty

Swim only where there are lifeguards on duty. For unit swims in areas where lifeguards are not provided by others, the supervisor should designate two capable swimmers as lifeguards. Station them ashore, equipped

with a lifeline (a 100-foot length of ¾-inch cord). In an emergency, one carries out the line; the other feeds it out from shore, then pulls in his partner and the person being helped. In addition, if a boat is available, have two people, preferably capable swimmers, take it out—one rowing and the other equipped with a 10-foot pole or extra oar. Provide one guard for every 10 people in the water, and adjust the number and positioning of guards as needed to protect the particular area and activity.

5. Lookout

Station a lookout on the shore where it is possible to see and hear everything in all areas. The lookout may be the adult in charge of the swim and may give the buddy signals.

6. Ability Groups

Divide into three ability groups: nonswimmers, beginners, and swimmers. Keep each group in its own area. *Nonswimmers* have not passed a swimming test. *Beginners* must pass this test: Jump feetfirst into water over the head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to the starting place. *Swimmers* pass this test: Jump feetfirst into water over the head in depth, swim 75 yards in a *strong* manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating. **These classification tests should be renewed annually, preferably at the beginning of the season.**

7. Buddy System

Pair every youth with another in the same ability group. Buddies check in and out of the swimming area together. Emphasize that each buddy lifeguards his buddy. Check everyone in the water about every 10 minutes, or as needed to keep the buddies together. The adult in charge signals for a buddy check with a single blast of a whistle or ring of a bell and a call of “Buddies!” The adult counts slowly to 10 while buddies join and raise hands and remain still and silent. Guards check all areas, count the pairs, and compare the total with the number known to be in the water. Signal two blasts or bells to resume swimming. Signal three blasts or bells for checkout.

8. Discipline

Be sure everyone understands and agrees that **swimming is allowed only with proper supervision and use of the complete Safe Swim Defense.** The applicable rules should be presented and learned prior to the outing, and should be reviewed for all participants at the water’s edge just before the swimming activity begins. Participants should respect and follow all directions and

rules of the adult supervisor. When people know the reason for rules and procedures they are more likely to follow them. Be strict and fair, showing no favoritism.

Troop/Unit Swim Gadgets

The following items are the type that might be used when a unit puts the Safe Swim Defense plan in operation at a temporary waterfront or swim site that they will use while on a hike or camping trip. Although these swim gadgets are improvisations, they will allow a unit to use proven techniques of safety whenever youth and their leaders swim.

Troop/Unit Swim Kit

A simple but durable cloth sack containing marker cord (on reels), buddy tags, balloons for corner markers and buoys, a whistle, and one or two 100-foot lengths of 3/8-inch cord makes a good unit swim kit.



Boundary Lines

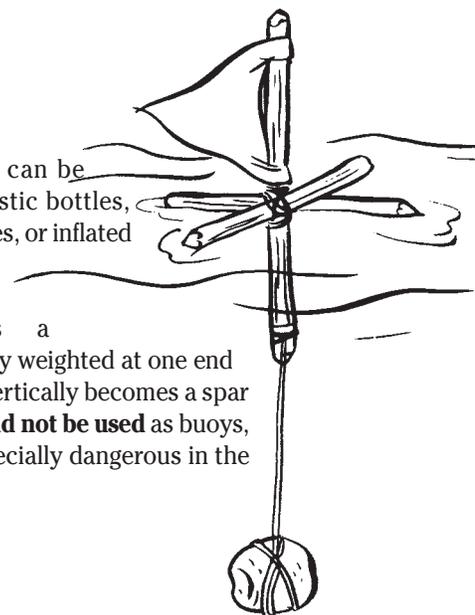
Lines used to define nonswimmer and beginner areas can be light chalk-line cord or even binder twine if only a single use is planned. Light braided or twisted cord of a more durable nature can be kept on simple reels and reused at various unit swim sites.

Anchors

Line anchors can be either large fish sinkers used to hold light cord moorings or rocks bridled to a mooring line.

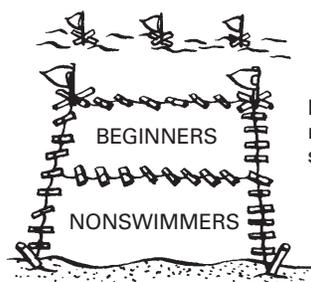
Floats

Supports for marker lines can be made from seine floats, plastic bottles, wooden sticks secured to lines, or inflated balloons. Lashed crossed sticks supporting a vertical flagstaff can serve as a marker buoy. A stick carefully weighted at one end with a rock so that it floats vertically becomes a spar buoy. **Glass jars or jugs should not be used** as buoys, because broken glass is especially dangerous in the water.



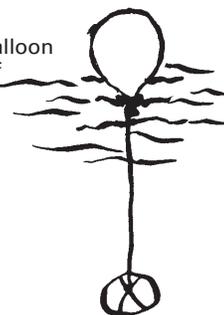
Rescue Lines

These 100-foot lengths of cord can be of cotton, nylon, or polypropylene material and serve the purpose

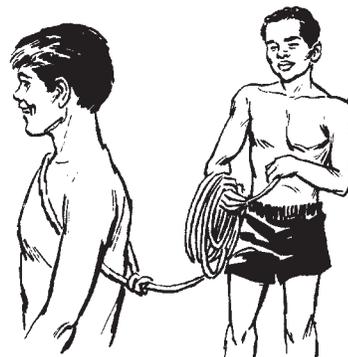


Swim areas using binder twine, sticks, jugs, or balloons.

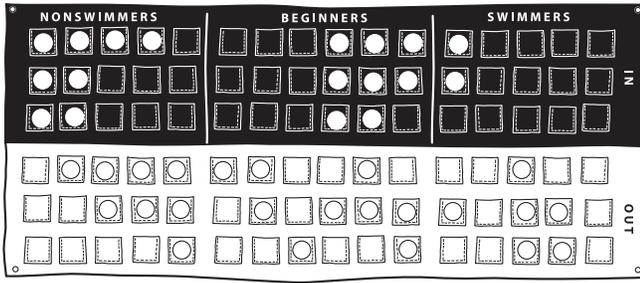
Plastic jug or balloon marks corner of swimmer area.



equally well. They must be the solid braided type and not of the "shroud line" variety. Ends must be whipped or melted to prevent raveling. Older youth who serve as lifeguards should learn and use the two-person line tender rescue procedure, which is explained in the *Lifesaving* merit badge pamphlet.



Line tender rescue

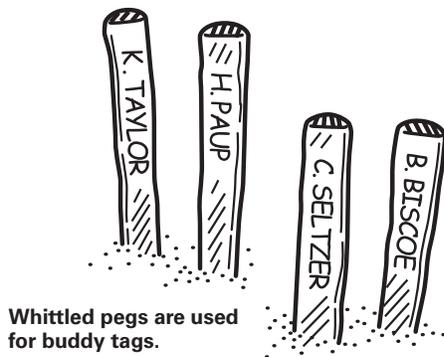


Portable Plastic Buddy Board

The portable buddy board can be made and used by units at all swimming activities. The top section, used for the actual check-in procedure, can be constructed of red oilcloth or colored plastic. The bottom or tag storage section is made of clear plastic. Clear plastic pockets are then sewn on both sections to enable easy reading of tags. Adaptable to all surroundings, this board can be fastened to a wall at an indoor pool, a fence at an outdoor pool, or a tree at the unit swimming hole. To carry, fold lengthwise down the center and carefully roll from the bottom to ensure keeping tags in place.

Improvised Buddy Boards

To continue to use the buddy system effectively wherever and whenever Scouts or Venturers go swimming, an understanding of improvised buddy boards is important. Swimming areas are marked on the ground or chalked on a surface. Tongue depressors with names on them become buddy tags. Pointed sticks, slashed on one side so that names can be written on the flat part, serve as buddy tags when placed in the ground alongside a buddy's stick. Pairs of shoes with identifying wallets or name slips placed inside



serve the same purpose. Anything that permits the identification of the person and that can be placed alongside a similar item representing the person's buddy will serve the purpose. Slips of paper with names of buddies can be pinned on a shirt hung on a bush to form a simple buddy board. A handwritten list on a unit leader's clipboard is certainly easy and sufficient.

Surf Swimming

The Safe Swim Defense applies to swimming at the beach, private or public pool, wilderness pond, stream, lake, or wherever Scouts or Venturers go swimming. For ocean swimming, several additional points are important.

First, ocean and beach knowledge are important. This means an understanding of wave action, currents, tides, undertow, runouts, sea pests (such as stinging jellyfish), and other factors that make a surf swimming environment different from other places where Scouts swim. Such information is available from beach patrol units, municipalities, or others responsible for safety and maintenance of the beach where the swimming is taking place.

Physical condition is always very important because swimmers may tire more easily and quickly when buffeted by waves. An understanding of physical limitations and special precautions to eliminate any possible risks associated with these limitations is vitally important to safe surf swimming. Precautions sufficient to assure safe swimming in other environments may not be sufficient in the surf. If there is any question about a person's ability to recover his footing in waves, or to swim vigorously for at least five minutes without becoming exhausted, or to remain calm and in control after taking an unexpected wave full in the face, then surf swimming for that person should be limited to that area of the beach where waves do not crest over chest deep and runoff falls from knee to mid-thigh level.

Designated swimming areas must be set up for safe surf swimming, but only two areas are used. Nonswimmers and beginners are kept shoreward of standing lifeguards with reach poles; swimmers are permitted to be seaward of the standing guards but must stay shoreward of anchored marker buoys. The limits of the swimming area up and down the beach should be marked with flags or pennants that can be seen easily from any point in the designated swimming areas. The standing lifeguards should be positioned at that point in the surf where waves crest no higher than chest level and runoff falls to mid-thigh or below. The outer marker buoys should be positioned at a point where the water is not over chest deep between waves. The buoys should, of course, be weighted and tied with enough line to prevent their being moved by waves.

The entire swimming area should be located where beach contours and other factors do not produce a runoff or current in which the smallest swimmer cannot readily recover and maintain his footing between waves.

The lifeguards, standing in the water between the swimming areas, should have reach poles and be positioned at the outer bounds and in between so that the entire diameter of the area is within pole reach. At least one lifeguard-rescuer team should be stationed on the beach with a torpedo buoy or rescue tube. The guard-to-swimmer ratio of 1 to 10 should always be maintained.

Of course, the Safe Swim Defense rules on supervision, lookouts, and discipline apply. Moreover, it should go without saying that no one swims without a buddy, check-in and checkout procedures are carefully administered, and periodic buddy checks are called.

In short, for safe surf swimming, follow the time-honored and proven eight points of the Safe Swim Defense!

Pool Swimming

Although the Safe Swim Defense plan was developed to anticipate swimming in even the most remote outpost, it is fully applicable to pool swimming. If the swimming activity is conducted in a pool that is devoted exclusively to Scouting activity, then obviously all aspects of the Safe Swim Defense are followed.

Qualified supervision is absolutely essential whether swimming is done in a public facility, a private pool, or a remote outpost. Equally important is the discipline that assures that all participants know and respect the rules and the authority of the supervisor. No exception whatsoever should be made with respect to the need for information on physical limitations or special circumstances that should be considered in connection with protection. Some concerns, such as checking for submerged stumps and rocks, are minimized, but the general concern regarding a safe area is equally important.

If the pool swimming activity is in a public facility where others are using the pool at the same time, and the pool operator provides guard personnel, there may not be a need for designation of Scout lifeguards and lookout.

The buddy system is critically important even in a public pool, and virtually all of the fatal incidents that occur in pools could be avoided by conscientious adherence to the buddy rule. Remember, even if you are in a crowd, you are alone without protection if no one is attentive to your circumstances.

The rule that people swim only in water suited to their ability and with others of similar ability certainly applies in a pool environment. Most public pools divide shallow and deep water, and this may be sufficient for defining appropriate swimming areas. If not, the supervisor should clearly indicate to the Scouts or Venturers involved in the activity what is the appropriate area of the public facility. Although such procedures usually add a margin of safety, their use may not always be practical when the swim activity is conducted at a public facility where non-Scouts are present. A responsible adult supervisor, who understands his or her responsibility and the elements of safety, can exercise discretion regarding certain procedures while maintaining safety.

 Safe Swim Defense	
<p>_____ This is to verify that _____</p>	
<p>_____ has satisfactorily completed specific and has agreed to use the eight defense when _____ (U) goes swimming.</p>	<p>SAFE SWIM DEFENSE COMMITMENT</p> <p>As an adult leader, I promise to faithfully observe all the following safety procedures as required in Safe Swim Defense.</p> <ol style="list-style-type: none"> 1. Qualified Supervision—All swimming activity must be supervised by a mature and conscientious adult at least 21 years of age who understands and knowingly accepts responsibility for the well-being and safety of the children in his or her care, who is experienced in the water and confident of being able to respond in the event of an emergency, and who is trained in and committed to compliance with the eight points of BSA Safe Swim Defense. (It is strongly recommended that all units have at least one adult or older youth member currently certified as a BSA Lifeguard to assist in the planning and conducting of all swimming activity.) 2. Require evidence of fitness. Adjust supervision to anticipate any potential risks. 3. Preswim exploration of swim area—three areas identified. 4. Lifeguards posted and equipped with lines and poles. 5. A lookout posted where he or she can see all areas at all times. 6. Swimmers divided into ability groups—nonswimmers, beginners, and swimmers. 7. All swimmers paired as buddies and always swim with buddies. 8. Intelligent discipline maintained at all times.
<p>This card is good for two years from _____</p> <p>Boy Scouts of America</p> <p>Signed: _____ Aquatics Counsel BOY SCOUTS</p>	
<p>Signed _____</p> <p>34243 _____ Adult leader 2002 Printing</p>	

BSA SNORKELING SAFETY

Snorkeling Safety is the recommended procedure for conducting BSA swimming activities using masks, fins, and snorkels. Since snorkeling is a swimming activity, Safe Swim Defense guidelines are applicable. Snorkeling Safety clarifies and extends Safe Swim Defense concepts to situations encountered during training and open water snorkeling.

Qualified Supervision

All swimming activity, including snorkeling, must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of the youth members in his or her care; who is experienced in the water and is confident of his or her ability to respond in the event of an emergency; and who is trained in and committed to compliance with the eight points of BSA Safe Swim Defense.

An experienced snorkeler must supervise snorkeling instruction and open water snorkeling activities. At a minimum, the supervisor must possess skills and knowledge matching the Snorkeling, BSA award, and have experience with environments similar to those of the planned activity. The supervisor is responsible for compliance with each point of BSA Snorkeling Safety.

Unit leaders may rely on the expertise of other adults to supplement their knowledge and training. They may delegate the task of supervision, for example, when the unit is participating in a snorkeling activity conducted by a tour operator, provided they are satisfied that the operator's training and experience will provide a safe activity with appropriate safeguards.

Physical Fitness

All persons must present evidence of fitness for snorkeling activity with a complete health history from physician, parent, or legal guardian. The adult supervisor should adjust all supervision, discipline, and protection to anticipate any potential risks associated with individual health conditions. Recent sinus or ear infections may temporarily preclude surface dives while snorkeling. Those with known adverse reactions to stings from marine life, or with chronic conditions such as diabetes or asthma, may need special medications at hand. Adults with known risk factors for cardiovascular disease should not undertake strenuous activities without the advice of their physician. In the event of any significant

health conditions, a medical evaluation by a physician should be required by the adult leader. Those with chronic disease or physical disabilities may still be able to enjoy and benefit from aquatics if the conditions are known and necessary precautions are taken.

Safe Area

Training in the use of snorkeling equipment shall be performed in clear water in a confined area that conforms to Safe Swim Defense guidelines. 'Clear water' implies pool-like visibility. At a minimum, an 8-inch disk with white and black quadrants at a depth of eight feet should be recognizable from above the surface. 'Confined area' denotes either a pool or an established summer camp swimming area with direct access from the shore or a dock.

Safe conditions for open water swimming and snorkeling depend on water clarity, area definition, depth, access, and other environmental factors. Snorkeling is limited to clear water. 'Open water' denotes a temporary swimming area of flexible extent in a natural body of water that may not be close to shore.

An open water snorkeling area need not have physical boundary markers, but the activity should be restricted within a specified distance of a point on shore, an anchored vessel, a moving guard boat, or a float with a dive flag attached. Generally, a 50-foot radius is recommended, and may be dictated by local regulations concerning the use of a dive flag. The area covered by the snorkeling group should be small enough to allow rapid assistance from rescue personnel.

Emergency response places limitations on safe water depth as well as water clarity and area. Guards should be able to quickly and easily reach the bottom, locate, recover, and transport a submerged victim to shore or vessel. At the start of the activity, and periodically if the group moves along a reef or other feature, the guards should check their ability both to see and to reach the bottom. The group should be directed towards shallower water whenever the guards experience any difficulty. (Twelve feet is designated as a reasonable maximum depth in Safe Swim Defense. In practice, slightly shallower or deeper depths may be appropriate. Different guard personnel will be able to easily recover objects from different depths, particularly if wearing fins. The practical way to confirm a safe depth is to test that the bottom is within comfortable reach of all designated rescue personnel.)

Limited or distant access to the snorkeling area may require additional consideration. Underwater features close to a sloping beach or near an anchored vessel are ideal. If the snorkeling site is a considerable distance from a beach or permitted anchoring location, the ability to rest becomes important and may restrict the activity close to shallow water or dictate the use of inflatable vests and/or small guard craft. Tide tables should be consulted in areas with large tidal changes, especially when beach access is at the base of a cliff. Snorkeling in a river may require an exit point downstream of the entry.

Snorkeling should not be done if water depth, clarity, or temperature, boat traffic, waves, current, weather, marine life, or bottom conditions, including vegetation, are deemed unsafe by the qualified supervisor. Time in the water should be adjusted based on water temperature and sun exposure. Snorkeling at night is limited to lighted pools unless the activity is conducted at a BSA nationally accredited high-adventure base.

Proper Equipment

- a. All snorkeling equipment shall be properly fitted and in good repair.
- b. The use of inflatable snorkeling vests and personal flotation devices is at the discretion of the qualified supervisor based on local conditions and the abilities of the participants and guards. Use of individual flotation devices is required in open water whenever there is a noticeable current or swells, when the bottom is not visible from the surface (due to vegetation or limited visibility beyond 8 feet), or when the activity is an extended distance (> 50 yards) from shore or craft.
- c. A dive flag should be used at all open water sites. It may be displayed from a dive boat or attached to a float and towed with the snorkeling party. Local rules and regulations may specify the type of flag and how close snorkelers must stay to it.
- d. Protective clothing may be worn. Gloves are appropriate in areas with sharp rocks or encrusted structures. A shirt or a diver's body suit will provide limited protection from sun, abrasion, or coral burns and minor insulation in warm water. In temperate water, a partial or full wet suit may be worn. Weight belts may not be used.
- e. Lifesaving equipment in good repair shall be ready for immediate use by guard personnel. A flotation device is recommended, such as a rescue tube, bodyboard, or PFD, supplemented, as appropriate, by reaching and throwing devices, and small craft. Dive boats should be equipped with radios and first aid kits, and should deploy a safety line.

Lifeguards/Lookout

It is the responsibility of the qualified supervisor to designate personnel for emergency response whenever lifeguards are not provided by a facility or tour operator. The snorkeling party should be divided into groups of 2 to 8 swimmers with two guards, paired as buddies, assigned to each group. (Units may be divided by patrols or crews.) The guards should be competent swimmers with basic water rescue skills. Emergency procedures, including entries, exits, and the role of everyone in the group, should be reviewed and practiced prior to the activity using rescue aids at the site. The guards should be stationed either afloat or ashore where they can see and hear all those in their group. To improve visibility, the guards and the swimmers should be positioned so that they do not face into the sun. Snorkelers in a group should remain off the same side of a vessel. Inflatable or rigid dinghies with oars are appropriate guard craft. The guards and snorkelers should remain close enough for rapid rescue response, generally within 50 feet of one another. In some situations, the qualified supervisor may deem it appropriate for the guards to tow rescue aids while accompanying their group in the water.

Guards are responsible for surveillance as well as rescue. If there is more than one group, then a separate lookout, who may be the qualified supervisor, should coordinate the entire activity and monitor changing conditions. The lookout should have audible or visible means, such as an air horn or flag, to recall all groups. If a boat is used to transport snorkelers to the site, then at least one person should remain aboard who knows how to drive the boat and use the radio. A least one person in the party must be trained in CPR.

It is the combined responsibility of the adult supervisor, the lookout, and the guards to know the number of people in the water at all times and to make frequent visible confirmations of that number. Buddy boards and tags, or their equivalent, must be used to account for everyone in the water.

Ability

Scouts classified as beginners or nonswimmers may use snorkeling equipment in clear, confined water of appropriate depth, as specified in Safe Swim Defense (points 3 and 6), during instructional swims or during closely-supervised recreational activity. Training for the Snorkeling BSA award is limited to Scouts and adults classified as swimmers. Only those who have completed the Snorkeling, BSA requirements may participate in open water snorkeling.

Buddy System

All participants in snorkeling activities are paired as buddies. Buddies should check each other's equipment prior to the activity and review hand signals. During the activity, they should remain close enough that they are constantly aware of their buddy location and condition. Generally, buddies should take turns making breath-holding dives. That is, one buddy remains at the surface, floating with his mask in the water while breathing through the snorkel, and keeps an eye on the buddy who is down. When the diver surfaces, both buddies check their position relative to the group before moving on or letting the other buddy dive.

The adult supervisor, lookout, or guards may call buddy checks as needed to keep the buddies together. Buddy checks may also be called to aid communication. Buddy pairs should be instructed to routinely watch for pre-determined audible and visible signals of a buddy check.

Discipline

Be sure everyone understands and agrees that snorkeling is allowed only with proper supervision and use of the complete Safe Swim Defense and BSA Snorkeling Safety standards. The applicable rules should be presented and learned prior to the outing, and should be reviewed for all participants at the beginning of the snorkeling activity. Scouts should respect and follow all directions and rules of the adult supervisor. When people know the reasons for rules and procedures they are more likely to follow them. Treatment should be strict and fair, with no favoritism.



SAFETY AFLOAT

The highly regarded Safe Swim Defense has given Scouting one of the best water safety records of any youth organization. Experience in the 1970s indicated, however, that Scouting needed to do more to ensure the safety of those participating in water activity afloat. Safety Afloat was developed to promote boating and boating safety and to set standards for safe unit activity afloat.

Before a BSA group may engage in an excursion, expedition, or trip on the water (by canoe, raft, sailboat, motorboat, rowboat, tube, or other craft), adult leaders for such activity should complete Safety Afloat training, have a commitment card with them, and be dedicated to full compliance with all nine points of Safety Afloat.

Every unit leader in summer camp should receive this training and literature and be encouraged to make a commitment to follow the Safety Afloat standards whenever the unit is on the water. The Safety Afloat training outline should be used in the planning and conducting of this training. Such training should include:

1. An overview of the responsibility emphasizing the importance of qualified supervision and discipline
2. Thorough explanation and discussion of each of the nine points of the plan
3. Demonstration of proper style and fit of personal flotation devices (PFDs)
4. Tips on trip planning
5. Demonstration of basic craft handling and safety skills
6. Review of emergency procedures

Use current merit badge pamphlets for information on handling and safety skills for each water craft. An excellent videotape dramatizing the elements of Safety Afloat has been developed by the BSA Health and Safety Service and is available through your council service center.



QUALIFIED SUPERVISION

All activity afloat must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of the children in his or her care, who is experienced and qualified in the particular watercraft skills and equipment involved in the activity, and who is committed to compliance with the nine points of BSA Safety Afloat. One such supervisor is required for each 10 people, with a minimum of two adults for any one group. At least one supervisor must be age 21 or older, and the remaining supervisors must be age 18 or older. All supervisors must complete BSA Safety Afloat and Safe Swim Defense training and rescue training for the type of watercraft to be used in the activity, and at least one must be trained in CPR. It is strongly recommended that all units have at least one adult or older youth member currently trained as a BSA Lifeguard to assist in the planning and conducting of all activity afloat.

For Cub Scouts: The ratio of adult supervisors to participants is one to five.

PHYSICAL FITNESS

All persons must present evidence of fitness by a complete health history from a physician, parent, or legal guardian. Adjust all supervision, discipline, and protection to anticipate any risks associated with individual health conditions. In the event of any significant health conditions, a medical evaluation by a physician should be required by the adult leader.

SWIMMING ABILITY

A person who has not been classified as a "swimmer" may ride as a passenger in a rowboat or motorboat with an adult swimmer, or in a canoe, raft, or sailboat with an adult who is trained as a lifeguard or a lifesaver by a recognized agency. In all other circumstances, the person must be a swimmer to participate in an activity afloat. Swimmers must pass this test:

Jump feetfirst into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim and include at least one sharp turn. After completing the swim, rest by floating. This qualification test should be renewed annually.

PERSONAL FLOTATION EQUIPMENT

Properly fitted U.S. Coast Guard-approved personal flotation devices (PFDs) must be worn by all persons engaged in activity on the open water (rowing, canoeing, sailing, boardsailing, motorboating, waterskiing, rafting, tubing, and kayaking). Type II and III PFDs are recommended.

BUDDY SYSTEM

All activity afloat necessitates using the buddy system. Not only must every individual have a buddy, but every craft should have a buddy boat when on the water.

SKILL PROFICIENCY

All participants in activity afloat must be trained and experienced in watercraft handling skills, safety, and emergency procedures. (a) For unit activity on white water, all participants must complete special training by a BSA Aquatics Instructor or qualified whitewater specialist. (b) Powerboat operators must

Who Can Instruct This Training?

This training can be given by any person authorized by the council, including a BSA Aquatics resource person, a unit leader with aquatics skill, or any other person with aquatics knowledge or experience that has been approved by the local council.

be able to meet requirements for the Motorboating merit badge or equivalent. (c) Except for whitewater and powerboat operation as noted above, either a minimum of three hours' training and supervised practice or meeting requirements for "basic handling tests" is required for all float trips or open-water excursions using unpowered craft.

For Cub Scouts: Canoeing, rowboating, and rafting for Cub Scouts (including Webelos Scouts) are to be limited to council/district events on flat water ponds or controlled lake areas free of powerboats and sailboats. Prior to recreational canoeing and rowboating, Cub Scouts are to be instructed in basic handling skills and safety practices.

PLANNING

Float Plan. Obtain current maps and information about the waterway to be traveled. Know exactly where the unit will "put in" and "pull out" and what course will be followed. Travel time should be estimated generously. Review the plan with others who have traveled the course recently.

Local Rules. Determine which state and local regulations are applicable, and follow them. Get written permission to use or cross private property.

Notification. File the float plan with parents or participants and a member of the unit committee. File the float plan with the local council office when traveling on running water. Check in with all those who should be notified when returning.

Weather. Check the weather forecast just before setting out, and keep an alert weather eye. Bring all craft ashore when rough weather threatens.

Contingencies. Planning must identify possible emergencies and other circumstances that could force a change of plans. Appropriate alternative plans must be developed for each.

For Cub Scouts: Cub Scout canoeing, rowboating, and rafting do not include "trips" or "expeditions" and are not to be conducted on running water (i.e., rivers or streams); therefore, some procedures are inapplicable. Suitable weather requires clear skies, no appreciable wind, and warm air and water.

EQUIPMENT

All equipment must be suited to the craft, to water conditions, and to the individual; must be in good repair; and must satisfy all state and federal requirements. Spare equipment or repair materials must be carried. Appropriate rescue equipment must be available for immediate use.

DISCIPLINE

All participants should know, understand, and respect the rules and procedures for safe unit activity afloat. The applicable rules should be presented and learned prior to the outing, and should be reviewed for all participants at the water's edge just before the activity begins. When Scouts know and understand the reasons for the rules, they will observe them. When fairly and impartially applied, rules do not interfere with the fun. Rules for safety, plus common sense and good judgment, keep the fun from being interrupted by tragedy.

Note: For cruising vessels (excluding rowboats, canoes, kayaks, and rafts, but including sailboats and powerboats greater than 20 feet long) used in adult-supervised unit activities by a chartered Venturing crew/ship specializing in watercraft operations, or used in adult-supervised program activity in connection with any high-adventure program or other activity under the direct sponsorship and control of the National Council, the standards and procedures in the *Sea Scout Manual* may be substituted for the Safety Afloat standards.

For a more complete statement of Safety Afloat standards, see Section 5, *Aquatics, Camp Program and Property Management*, No. 20-920, page 10.

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THE SWIM TEST

Before the unit arrives at the waterfront on the first day of summer camp, at least two things have already happened regarding the aquatics program. **First, someone acting on behalf of the aquatics program met with the unit leader when the unit first registered into camp, gave the unit leader buddy tags, and briefed the leader on the swim classification procedures. Second, the unit completed medical screening and a representative or designee of the aquatics program staff was present or assisting with the screening.**

When the unit first arrives at the aquatics program area for orientation and swim classification, the aquatics program staff should make immediate contact with the unit leader and involve the leader in the activity. This raises the leader's credibility with the youth members, enhances understanding of each youth's ability, and establishes a working relationship between the unit leadership and the aquatics program. Additionally, the unit leader easily can relieve the aquatics staff of the responsibility for keeping order. As part of this initial contact, the aquatics director should inquire about physical limitations among the unit members and should make arrangements for swim classification of late arrivals.

At all times, keep the unit together. If convenient, two or more units may hear the orientation remarks together, but they should be recognized and treated separately with respect to their leadership and actual testing. When the youths go into the swimming area for swim testing, they should be accompanied by their unit leader.

The orientation comment to the youths should be simple, conversational, enthusiastic, and reassuring. You should promote aquatics; do not scare them away or discourage them with lots of negatives or complexities. Remember they are likely to be nervous, excited, and a bit intimidated by the new surroundings. They will not remember much of what is said.

During swimmer and beginner test administration, be sure that every youth gets an individual chance and personal attention. The youth deserves this individual attention and often needs it. Remember that the test administrators give one test to one youth, one at a time per administrator. If there are six test administrators, then no more than six youths are taking tests concurrently.

Before a youth begins the test, ask, "Can you swim?" A conscientious test administrator soon learns that the youth's response, verbal and nonverbal, is a good indication of what can be expected while the test is in progress.

The test administrator explains the test again for each youth if needed and makes sure that there are no questions or uncertainties before the test begins. The youths should be reassured that if they forget or confuse the test procedures in progress, they will simply be reminded by the administrator without penalty or problem. It may be helpful

if the administrator places a hand on the youth's shoulder or uses some other form of passive restraint during the brief pretest conversation to avoid premature entry into the water. The youths are often nervous and usually excited, so it is up to the administrator to avoid collisions and confusion. The buddy tag for the youth being tested is held by the test administrator, and it is marked and returned to the youth at the end of the test.

Nonswimmers should be given a brief chance to splash and play in the shallow water and to meet the instructor for nonswimmers. During this get-acquainted activity, the non-swimmer instructor can make some assessment of the instructional load for the week and should give friendly encouragement to each nonswimmer to participate in learn-to-swim classes.

The swimmer, beginner, and nonswimmer tests can be administered simultaneously if facilities permit. Always give the test exactly as it is written in the manual—add nothing and omit nothing. If a youth is disappointed in his performance, reassure him and his unit leader. If it is a near miss, get him in for another chance before he loses the opportunity to take the program he came to camp expecting. If in calm water and without all the pressures of opening day, the youth still comes up short on the test, then give him and his unit leader your recommendation for schedule revision. Routinely schedule a second-chance test session early Monday morning before the start of the regular program activity for these near misses.

Since every youth in the water taking a swim test is given the full attention of at least one trained person (the test administrator), the risks are minimal. Reach poles and other aids should be located conveniently along the pier or deck, but the test administrators should have their hands free. Assists when needed should be quick and discreet. Youths should swim parallel to the pier or pool edge, and they should be within 10 to 12 feet from the edge at all times. The buddy system is working—the youth and the test administrator are buddies.

All persons participating in the aquatics program activity are classified according to swimming ability. Tests for unit leaders who plan to be in or on the water should be conducted by the aquatics program director and should be scheduled and conducted at the leader's convenience so as not to interfere with the leader's role and responsibility with the unit.

Unit leaders should maintain records of the swim classifications for their youths, and replacement tags can be issued on the basis of these records. To confirm unit records, or in the absence of such records, daily instruction records may be used. Should any questions or controversy arise, a retest should be given as soon as possible.

At the end of each week, and before units begin leaving camp, aquatics personnel should be sure that all units take their tags with them for use during the year. One way to accomplish this is for the aquatics staff to gather all the tags for one unit on a large safety pin and sack them along with other basic unit swim materials. Campers staying over should be asked to remove their tags from the “out” board and to return them after all other remaining tags have been given to the unit leaders or destroyed.

Swim Tests Before Camp

The swim classification of individuals participating in Scouting aquatics is a key element in both Safe Swim Defense and Safety Afloat. Those programs encourage swim classification as a unit exercise to be renewed annually, preferably at the beginning of each outdoor season. Traditionally, the swim classification test is conducted at long-term summer camp, but there is no policy that restricts the camp from accepting unit swim classifications conducted prior to camp. Such an option offers the advantage of also testing those in the unit not attending camp, helps relieve some of the first-day burden on the troop and the camp, and helps the unit with swimming requirements for rank advancement.

A local council has various options for deciding what swim classification procedures are acceptable for summer camp.

- **Option A (at camp).** Aquatics program personnel administer the swim classification test at camp.
- **Option B (council conducted/council controlled).** The council or district arranges for swim classification before camp on predetermined dates, using council approved locations and personnel. The unit leader is provided records to present to the aquatics program director at camp. Completed buddy tags are issued after physical rechecks.
- **Option C (at unit level with council-approved testing personnel).** The unit arranges swim classification tests locally using council-approved resource personnel with training as BSA Aquatics Instructor, BSA Cub Aquatics Supervisor, or BSA Lifeguard or those with lifeguard or swimming instructor training from other agencies. When the unit attends summer camp, the aquatics program director issues completed buddy tags after physical rechecks based on records provided by unit leadership.

A sample form, the Unit Swim Classification Record, No. 19-122, is available.

When swim tests are conducted prior to camp, the camp aquatics director shall at all times reserve the authority to review or retest all participants to ensure that standards have been maintained.

Classification of Swimming Ability

Swimmer Test

The swimmer test demonstrates the minimum level of swimming ability required for safe deep-water swimming. The various components of the test evaluate the several different skills essential to this minimum level of swimming ability. A precise statement of the test is as follows:

Jump feetfirst into water over the head in depth, swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim and include at least one sharp turn. After completing the swim, rest by floating.

The test administrator must objectively evaluate the individual performance of the test and in so doing should keep in mind the purpose of each test element.

1. “Jump feetfirst into water over the head in depth, . . .”

The swimmer must be able to make an abrupt entry into deep water and begin swimming without any aids. Walking in from shallow water, easing in from the edge or down a ladder, pushing off from side or bottom, and gaining forward momentum by diving do not satisfy this requirement.

2. “. . . swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; . . .”

The swimmer must be able to cover distance with a strong, confident stroke. The 75 yards must not be the outer limit of the swimmer’s ability; completion of the distance should give evidence of sufficient stamina to avoid undue risks. Dog-paddling and strokes repeatedly interrupted and restarted are not sufficient; underwater swimming is not permitted. The itemized strokes are inclusive. Any strong side- or breaststroke, or any strong overarm stroke (including the back crawl) are acceptable.

3. “. . . swim 25 yards using an easy, resting backstroke. . . .”

The swimmer must indicate ability to execute a restful, free-breathing backstroke that can be used to avoid exhaustion during swimming activity. This element of the test necessarily follows the more strenuous swimming activity to show that the swimmer is in fact able to use the backstroke as a relief from exertion. The change of stroke must be accomplished in deep water without any push off or other aid. Any variation of the elementary backstroke is acceptable. An overarm back crawl may suffice, if it clearly provides opportunity for the swimmer

Unit Swim Classification Record

This is the individual's swim classification as of this date. Any change in status after this date, i.e., non-swimmer to beginner or beginner to swimmer, would require a reclassification test by the camp aquatics director.

SPECIAL NOTE:

Although swim tests may be conducted prior to summer camp, the aquatics director is expected to review or retest any Scout or Scouter whose skills appear to be inconsistent with his or her classification. Additionally, the aquatics program director is authorized to retest any Scout or group of Scouts when he or she is reasonably concerned that precamp swim tests were not properly administered.

Unit Number _____

Date of Swim Test _____

	Full Name (Please Print)	Swim Classification		
		Non-swimmer	Beginner	Swimmer
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Name of Person Conducting Test

Print Name

Signature

Unit Leader:

Print Name

Signature

to rest and catch his or her breath.

4. “. . . The 100 yards must be completed in one swim and include at least one sharp turn. . . .”

The total distance is to be covered without rest stops. The sharp turn demonstrates the swimmer’s ability to reverse direction in deep water without assistance or push-off from side or bottom.

5. “. . . After completing the swim, rest by floating.”

This critically important component of the test evaluates the swimmer’s ability to maintain in the water indefinitely even though exhausted or otherwise unable to continue swimming. Treading water or swimming in place will further tire the swimmer and are therefore unacceptable. The duration of the float test is not significant, except that it must be long enough for the test administrator to determine that the swimmer is in fact resting and could likely continue to do so for a prolonged period. Drownproofing may be sufficient if clearly restful, but is not preferred. If the test is completed except for the floating requirement, the swimmer may be retested on the floating only (after instruction) provided that the test administrator is confident that the swimmer can initiate the float when exhausted.

Beginner Test

A precise statement of the beginner test is as follows:

Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to starting place.

The entry and turn serve the same purpose as in the swimmer test. The swimming can be done with any stroke, but no underwater swimming is permitted. The stop assures that the swimmer can regain the stroke if it is interrupted. The test demonstrates that the beginning swimmer is ready to learn deep-water skills and has the minimum ability required for safe swimming in a confined area in which shallow water, sides, or other support are less than 25 feet from any point on the water.

Swim Tests for the Unit

Unit Orientation

Sometime soon after arrival in camp, the Scoutmaster will advise the senior patrol leader to assemble the patrols with Scouts wearing swim trunks, appropriate footwear, and bath towels to hike to the swimming area for the swim test.

Upon arrival at the pool or beach, the Scouts will be met by a member of the aquatics staff, who might say something like this:

“Welcome to the Camp Lone Pine aquatics program area! I’m Joe Aquatics. We are glad to see you here today, and we hope to see every one of you here at least once every day this week. We can teach you to swim and then you can go rowing or canoeing or sailing, or just enjoy cooling off with your friends in the water. When you come to the waterfront, please remember a couple of things: Wear your shoes because even a scratch on your foot can cause a bad infection if it gets dirty while you walk. When you are ready to go swimming, put all your clothes and towels at the clothesline (points to it), and while you are in or on the water please stay with your buddy.

“Today we are going to give you a test to see how much you already know about swimming. If you have not yet had a chance to learn to swim, then today we are just going to give you a chance to find out how cool and refreshing the water is. As a nonswimmer, you will have your own shallow swimming area and can go rowing with a friend. To be a beginner all you have to do is jump into deep water and swim a little bit, then turn around and swim back. Beginners can go swimming in the beginners’ area (indicates by gesture) and can also go rowing with a friend.

“To pass the swimmer test you jump into deep water; swim 75 yards on a strong stroke—side, breast, trudgen, or crawl; swim 25 yards on a restful backstroke; and then show you can float. When you are a swimmer you can do it all—canoeing, sailing, diving, merit badges—and we would like for every one of you to be a swimmer by the end of the week. When it’s your turn to take the test, the person helping you will tell you exactly what to do, so don’t worry about trying to remember it all.

“After you finish your test, you will have a buddy tag, which is your ticket to learn and have fun at the waterfront. If you are a nonswimmer, your tag will look like this (displays tag); and this is a beginner tag; and this one is for swimmers. When you leave the waterfront, leave your tags hanging in the space on the “out” board for your campsite. (The director or another instructor puts a finger on the exact area of the out board.)

“Now let me explain the trick about the little hooks on the board. (The director then explains and demonstrates how to hang and remove a tag from a cuphook, directly in front of the group.)

“Now, is everyone ready to go swimming? OK. Everyone who wants to be a swimmer, stand up. See the instructor standing by the fence (points to instructor standing by turnstile with hand raised); go line up single file right in front of that person. Now, those who want to take the beginner test get in line behind the last Scout already in line . . . and the rest of you go next.

“Scoutmaster, if you will be sure every Scout has the right tag, we are ready to start.

“Now will you all stay in line and follow me and your Scoutmaster through the gate and out onto the pier. As we go through the turnstile gate, be sure to show your tag to the instructor standing there. Keep your tag with you until it is your turn to swim.”

Nonswimmers

The instructor for nonswimmers greets the nonswimmer test group; collects buddy tags, calling each youth by name; and leads them as a group holding hands into the shallow swimming area to a minimum depth for bobbing and splashing. The instructor then encourages and joins the Scouts in a brief “bob-and-splash.” Horseplay and roughhousing are avoided, and the instructor is careful that no boy gets more than he is prepared for. If time and opportunity permit, the instructor should initiate other activity to encourage learning and class participation and to permit an initial ability assessment.

After this exercise, the boys are walked out of the water and the buddy tags are returned. While returning the tags, the instructor speaks personally to each Scout and encourages all to come back on the following day “to have fun and learn to swim.” The Scouts are sent to another staff member at a table just inside the turnstile gate, who explains where the tags are to be hung on the “out” board and again encourages all to return frequently during the week.

Beginners

The instructor for beginners greets the group and gives directions as to where to stand out of the way to wait for their turn. Taking the tag from the first boy, the instructor asks his first name, and calling him by name asks, “Can you swim?” The instructor then explains again exactly what the Scout is to do for the test. To avoid uncertainty as to when the Scout should jump in the water, the instructor places a hand on the boy’s shoulder, and when all is ready, he lifts the hand and says, “Begin.”

As the test proceeds, the instructor moves along the side, staying even with the Scout, giving encouragement and directions (not instruction) as needed. When the test is satisfactorily completed, the instructor congratulates the Scout, assists him from the water, places a red pencil check on the tag indicating what classification has been earned, and sends the boy with his tag to the instructor waiting by the gate. If a boy is unsuccessful in his test, he is assisted from the water and given encouragement that will bring him back to the waterfront to practice and try again at his first opportunity. The staff person at the gate adds the appropri-

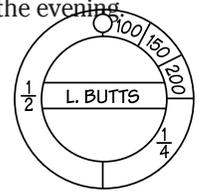
ate coloring to each tag as the boys leave the area and reminds them how the tags are stored on the “out” board when not in use. The procedure is repeated for each boy taking the beginner test.

Swimmers

The procedure for the swimmer test is similar to that followed in testing beginners, except that the more difficult test is explained and given. After the instructors for nonswimmers and beginners have completed their testing, they assist in giving the swimmer tests.

Throughout the testing, the unit leader remains on the pier or at poolside observing and taking notes on each Scout. The unit leader also assists in keeping order among the group of boys waiting their turn. After the last test is completed, the aquatics program director or a staff member walks to the turnstile with the Scoutmaster and reminds the Scoutmaster of the schedule for retesting and of the program planning session to be held during the evening.

The Buddy Tag



Name

Print name in center with waterproof ink. Be sure every tag definitely identifies an individual. Keep several marking pens at the waterfront. Red and blue broad-point, and black fine-point pens are needed. Felt-point pens are good if waterproof. Laundry marking pens are best for lettering.

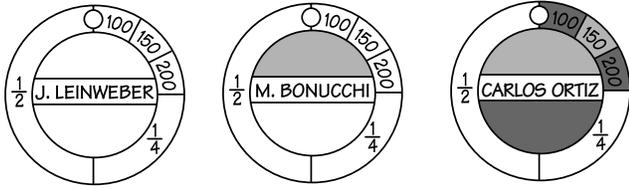
Address in Camp

Print the place where the tagholder lives in camp and the unit number on the back of the tag. This is very important.



Color Code

- Nonswimmer—plain white
- Beginner—color top semicircle red
- Swimmer—color lower semicircle blue



The distance swimming record on the tag perimeter should be colored sequentially as the Scout achieves each distance:

100 yards—blue

150 yards—red

200 yards—blue

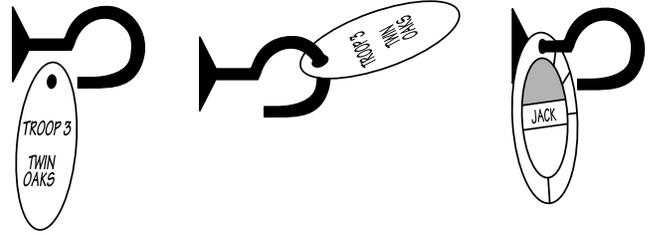
$\frac{1}{4}$ mile—red

$\frac{1}{2}$ mile (or two more quarter miles)—blue

Now he has gone a mile—in sections, yes, but a whole mile total!

Cuphooks

To keep tags from blowing away, use $\frac{3}{4}$ -inch brass cuphooks, on buddy board with hook turned down. Start tag on back-side out, then flip it over. It works!



Boating Tags

Where the boating and canoeing areas are some distance from the swimming facilities, a second set of tags, colored to show classifications but having the rims colored black, may be used. Both storage and check-in boards would then be required at the boating and canoeing facilities.



AQUATICS PROGRAM

On a hot, midweek afternoon during the summer camping season, the aquatics program area in any Scout camp is full of activity. All over the area Scouts will be coming and going, doing and seeing—excited, anticipating, playing, working. They are learning, growing—and having fun. The aquatics program area may not be the most important area in Scout camp, but in good weather it should be among the most popular. If it is not, something is wrong with the program.

Purpose of Scouting Aquatics

Aquatics activities in Scouting meet five basic objectives:

1. Give youth self-confidence and skill in aquatics.
2. Instruct youth in self-preservation, the care and use of aquatics equipment, and rescue methods.
3. Promote aquatics recreation.
4. Develop physical strength and coordination.
5. Aid units in planning and conducting a safe, year-round program.

Programming in the Summer Camp

The primary element of the summer camp aquatics program is the program—what the camper can do and what we can do for the camper. Without a well-planned, appealing, and accessible program, everything else is wasted. Remember that aquatics is only one part of the summer camp program. As part of a whole, aquatics must be coordinated with other program activity. This requires cooperation, an understanding of and commitment to the concept of Scout summer camping, and an awareness of the total program and its various aspects.

The preferred method of Scout camping is the chartered unit camping under its own leadership. The purpose of the summer camp is to provide resources to the unit that will make it better able to plan and conduct its own program in summer camp, and experiences that will prepare it for its year-round program. The services of the summer camp staff, therefore, are of a counseling nature. The success of the camp program should be measured by the extent to which the unit has learned to stand on its own in stimulating and serving the interests of the individual youth member.

The aquatics program, like all other parts of the general camp program, must provide for *maximum flexibility*. The program should be structured each week to serve and satisfy the particular needs of the units and the youths in camp.

Essential Program Elements

The aquatics program combines recreation and instruction. A summer camp aquatics program consists of five essential elements—instruction for youth, instruction for leaders, demonstrations, recreational activity, and unit activity.

Youth instruction includes opportunities to learn new skills and to develop new interests, as well as assistance in improving and advancing the skills and interests that the campers bring with them. These opportunities for instruction should include:

- Instruction for nonswimmers
- Instruction for beginning swimmers
- Second Class and First Class advancement opportunities
- Advanced swimming (Swimming and Lifesaving merit badges, snorkeling, distance swimming, special-interest skills, etc.)
- Basic instruction in the use of boats and canoes
- Basic rescue skills
- Rowing merit badge
- Canoeing merit badge
- Advanced aquatics (motorboating, waterskiing, kayaking, sailing, BSA Lifeguard training, Whitewater merit badge, etc.)

Instruction for unit leaders also must be included in the summer camp aquatics program. Important topics to be included are:

- Safe Swim Defense (including practical demonstrations and experience in conducting a safe unit swim)
- Safety Afloat
- Basic boating and swimming
- Review and explanation of BSA aquatics policy
- Basic rescue skills
- Cardiopulmonary resuscitation (CPR)
- BSA Lifeguard
- Aquatics instruction skills (class organization and teaching techniques)
- Year-round aquatics for the unit
- Water sports and games
- Advanced skills (swimming, lifesaving, snorkeling, canoeing, rowing, sailing, waterskiing, motorboating, kayaking)

Whenever possible, **skill and safety demonstrations** should be given for campers, leaders, and visitors. Other demonstrations should be used to promote aquatics activity and to encourage youth to develop skills and enjoy the water. The aquatics program staff should be prepared to give such demonstrations on short notice, whenever an opportunity arises. Important safety and skill demonstrations are these:

- Buoyancy of boats and canoes
- Basic rescue skills
- Clothing inflation for support
- Cardiopulmonary resuscitation (CPR)
- Body buoyancy (floating and drownproofing)
- First-aid procedures
- Aquatics games and sports
- Advanced aquatics skills
- Buoyancy of common items (e.g., car spare tire, ice chest, plastic bucket)
- Use of personal flotation devices (PFDs)
- Hypothermia protection

The Scouting aquatics program looks for opportunities to provide pure and simple fun. **Recreational activity** usually involves swimming, canoeing, rowing, other small craft, and special events and competitions.

An important element in the Scouting program is **unit activity**. All of the instructional and recreational activities identified here can be done in camp on a unit basis using the aquatics staff as needed for counseling and assistance. Every unit should have at least one aquatics activity on the unit program during the camp week.

Scheduling

Every Scout summer camp aquatics program should be committed to the concept of *open scheduling*. The program always will be encumbered by certain real and necessary constraints—availability of equipment and personnel, health and safety precautions, weather, facilities—that will limit the scope and depth of the program. Additional discretionary constraints—such as fixed time scheduling and inflexible program policy—should not be structured or imposed.

Each instructional program element should be outlined and defined in terms of total number of hours, maximum number of learners, and equipment requirements. Instructors and assistant instructors should be identified and prepared to execute the instructional activity according to demand. Opportunities for recreational activity should be defined in terms of facilities and equipment available, staffing needs, and maximum number of participants.

The aquatics director should participate in the commissioner's part of the precamp or first-day program planning session. In this session, the leadership of each unit receives assistance in program planning to meet aquatics interests within the unit. Additionally, the program schedule for the week is structured at this time according to the overall program needs of those units in camp for that particular week. All schedule conflicts should be resolved as part of this planning activity. The aquatics director should also determine the interest or desire for an aquatics special event, or other special program features, and include these activities in the general schedule for the camp week. After the planning session or leaders' roundtable, the director should meet with staff to complete planning and assignments for the aquatics program schedule. It may be prudent to schedule Aquatic merit badge classes.

Using Unit Leaders in the Aquatics Program

The aquatics program can always make good use of additional personnel. The unit leader's first responsibility is to the leader's own unit, of course, but frequently a unit leader will have some spare time and will express an interest in lending assistance. Some unit leaders have experience in Scouting aquatics and with a bit of review can help as skill instructors. But even without special experience a unit leader is usually a mature and responsible resource who can be used effectively in lifeguarding and supervision. Such participation can also be a valuable learning experience for the adult responsible for the unit's aquatics activity year-round.

Unit leaders should always be asked and encouraged to participate in nonswimmer instruction with members of their own unit. Scouting aquatics has no higher purpose than teaching basic skills to youths who are nonswimmers. By participating in summer camp instruction for nonswimmers, the unit leader will develop knowledge and teaching skills for use throughout the year. Also, nonswimmer instruction is significantly enhanced by personal contact and attention. More instructors mean more learner self-confidence and more learning.

Occasionally a youth will have a special learning problem. In these circumstances, the unit leader (who knows the youth personally and is familiar with the background of the problem) should be asked to assist the aquatics program personnel. Such problems may actually present an instructional opportunity when understood with the assistance of the unit leader.

Unit leaders are helpful in program planning and evaluation, and their suggestions always should be solicited. They are also frequently willing to help out (either individually or by organizing a unit project) with program area improvements, equipment repair, or maintenance of facilities.

Scout Advancement

The beginner test is one of the requirements for Second Class rank, and the swimmer test is one of the requirements for First Class. In addition, other basic aquatics skills, as listed below, are required as part of Second and First Class rank advancement. All Scouts working on those ranks should have the opportunity to use camp aquatics resources to help them learn those skills. Swim tests conducted as part of a council program prior to the camp session also may be augmented to provide opportunities for rank advancement.

To earn his Second Class rank, a Scout must complete swimming knowledge and skills tests as follows.

- a. Tell what precautions must be taken for a safe swim.
- b. Successfully complete the BSA beginner test.
- c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.

The First Class tests are as follows.

- a. Tell what precautions must be taken for a safe trip afloat.
- b. Successfully complete the BSA swimmer test.
- c. With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)

Every BSA aquatics program should include opportunity for completion of these advancement requirements. Ideally, the unit leader will give the tests. The summer camp personnel should encourage unit leadership to include swimming advancement in their unit program at camp.

Swim advancement opportunity should be available on demand to any Scout or unit leader who comes to the aquatics program area. If a unit leader is involved, then only general oversight and supervision by the aquatics program director is needed, unless more active assistance is requested. If individual Scouts request testing, they should be interviewed on the knowledge requirements, and skills tested, as needed, by the program director or an instructor as soon as possible. If the Scout has not yet studied and mastered the knowledge requirements, he should be instructed in Safe Swim Defense, Safety Afloat, and rescue procedures, depending on rank, and given a convenient place to study until he is ready to demonstrate his knowledge. The discussion of swimming safety should precede the skills test. Where possible, an advancement instruction area should be marked and identified within the aquatics program area. This not only facilitates the instruction and testing procedure, but also promotes the activity.

The information and skills for the Second Class requirements are well-presented and detailed in *The Boy Scout Handbook*. The advancement counselor should use and rely on this material. Note that the Second Class swimming skills test is the beginner classification test. If a Scout has been classified as a beginner swimmer under the Safe Swim Defense procedures, then he has passed his swimming skills test for Second Class. To pass the swim precautions requirement, the Scout should be able to recite the eight points of Safe Swim Defense and generally explain the meaning and importance of each. The reaching and throwing skills should be taught and practiced to the point where the counselor is confident that the Scout understands and appreciates that he can help someone in a water emergency by reaching or throwing, that he should not attempt any type of swimming rescue without substantially more training and skill, and that even professional rescuers never make swimming rescues when other methods will work. Additionally, the Scout should understand why and how a rescue swimmer avoids victim contact.

The information and skills for the First Class requirements are also well-presented and detailed in *The Boy Scout Handbook*. The advancement counselor should use and rely on this material. Conveniently, the First Class swimming skills test is the swimmer classification test. If a Scout has been classified as a swimmer under the Safe Swim Defense procedures, then he has passed his swimming skills test for First Class. To pass the boating safety requirement, the Scout should be able to recite the nine points of BSA Safety Afloat and generally explain the meaning and importance of each.

The Safe Swim Defense rescue procedure, often called the “line tender and rescuer” method, should be practiced and demonstrated exactly as presented in *The Boy Scout Handbook*. Every Scout should practice each of three roles—line tender, swimmer, and practice victim.

Lifeguard Training



BSA Lifeguard

BSA Lifeguard training has been established as a means to provide units (packs, troops, teams, and crews) with qualified individuals within their own membership to give knowledgeable supervision for activities on or in the water. The first standard in both Safe Swim Defense and Safety Afloat establishes the need for qualified supervision, and BSA Lifeguard training is recommended to support the adult leadership in BSA aquatics.

The BSA has set a minimum requirement of 14 years of age or completion of the eighth grade. To enroll in the BSA Lifeguard course the candidate must be able to perform

a number of skill prerequisites. The candidate must meet all of the requirements to the satisfaction of either a BSA Lifeguard counselor or a BSA Aquatics Instructor, including the completion of the BSA Lifeguard course, to qualify as a BSA Lifeguard.

The latest requirements for BSA Lifeguard training are included on the application form. Training is valid for three years from the date indicated on the appropriately signed pocket certificate.

The requirements for BSA Lifeguard training are generally grouped into three areas:

1. Performance of specific aquatic skills
2. An understanding of aquatics program and emergency management skills
3. Skills related to first aid and CPR

To aid in the instruction and evaluation of the competence of a BSA Lifeguard candidate, the *BSA Lifeguard Counselor Guide* has been developed. The course material to be covered, examination, aquatic skills requirements, and a suggested schedule are included in the guide.

Not every BSA Lifeguard candidate will be able to complete all of the requirements in one week of camp. Those not completing the training requirements by the end of the summer camp week or a special aquatics camp should be encouraged to continue working on the requirements in their home communities. If all requirements are not completed within a six-month period, the counselor should exercise discretion with respect to retesting of requirements not completed within the past six months.

Only a BSA Aquatics Instructor or a trained BSA Lifeguard counselor can confirm completion of BSA Lifeguard requirements, and all summer camp BSA Lifeguard programs should be under the direct supervision of the aquatics program director. Some candidates may meet the physical and knowledge requirements but might lack the requisite maturity, attitude, common sense, or judgment for confirmation. The counselor should exercise careful discretion to ensure that approval is not given to individuals who are not ready or able to assume lifeguarding responsibilities.

BSA Lifeguard Retraining

To retrain as a BSA Lifeguard, a person who previously has been trained can qualify by either

1. Completing the regular BSA Lifeguard course and passing each of the requirements; or
2. For those whose BSA Lifeguard training is current or has expired within the past 12 months, demonstrating a current knowledge of and ability to perform the skills required by performing each of the BSA Lifeguard requirements. It is not necessary to repeat a BSA Lifeguard course.

BSA Lifeguard Counselor

Training of BSA Lifeguard counselors has been developed to aid local councils in the selection of qualified adults (at least 21 years of age) to train BSA Lifeguard candidates. The counselor candidate may be a person who was previously trained as a BSA Aquatics Instructor; a Lifeguard by the American Red Cross, YMCA, or other recognized water safety agency; a professional swim coach; or an adult who is now trained as a BSA Lifeguard.

Applications and requirements for training as a BSA Lifeguard counselor are included in the *BSA Lifeguard Counselor Guide*. Completed applications must be signed by a currently trained BSA Aquatics Instructor and the local council Scout executive, and submitted to the director of the Health and Safety Service at the BSA national office. BSA Lifeguard counselor training is valid for five years as indicated on the card issued by the national office.

Special Awards

Mile Swim, BSA

This award is offered to encourage the development of physical fitness and stamina through swimming. The requirements of the award specify that the Scout or Venturer prepare for a distance swim and swim a continuous mile. The swimming may be done using any stroke and has no time requirement. The swimmer may rest in the course of the swim by floating or treading in deep water without assistance. The mile may be done over open water accompanied by a rowboat with at least two occupants including an experienced rower and a lifeguard; or, by laps in an enclosed and protected area. In preparing for the swim, the youth must explain the importance of regular exercise, explain the proper way to conduct open-water swimming, and spend at least four hours in training and preparation for the swim.

The official Mile Swim, BSA requirements are as follows.

1. Explain how regular exercise contributes to good health and why swimming is one of the best forms of exercise.
2. Tell what precautions and procedures swimmer and escort must follow for distance swimming over open water.
3. Under the supervision of a currently trained BSA Aquatics Instructor or equivalent, participate in four hours of training and preparation for distance swimming (one hour a day maximum).
4. Swim 1 mile over a measured course that has been approved by the trained instructor who will supervise the swim.



The recommended schedule for a summer camp Mile Swim program (one hour a day for four days and 1 mile on the fifth day) is as follows.

- First Day** 100-yard warm-up swim
- Discussion of safety precautions for distance swimming (conditioning and protection)
- Two 50-yard sprints (one-minute rest between)
- Discuss the relative merits of resting strokes versus strokes that allow coverage of a given distance in less time. Review the advantages of keeping the head down and gliding between strokes.
- Second Day** 150-yard warm-up swim
- Discussion of swimming for health and fitness
- Three 50-yard sprints (one-minute rest between)
- Third Day** Discussion of other distance swimming award requirements (Young people should be encouraged to continue to swim regularly for exercise, and programs such as the Presidential Sports Award in swimming and the American Red Cross distance swimming recognition should be discussed for purposes of incentive.)
- 400-yard swim
- Fourth Day** Review of procedures and preparation necessary to ensure safety during open-water distance swimming
- 800-yard swim
- Fifth Day** 1-mile swim
- Presentation of awards

Instructors should bear in mind that the purpose of this award is to encourage the development of physical fitness by introducing the youth to swimming as regular exercise. One gut-wrenching, do-or-die effort to swim a mile does

How Important Is Exercise?

Regular exercise may well be the single most important thing a person can do to live a long and healthy life. Studies of people who live to great age—into their 90s and beyond—indicate that they have at least one thing in common: regular, vigorous exercise. There is a great deal more variation in other habits such as diet. While exercise has a wide variety of beneficial effects, the most remarkable are the prevention of heart disease and the strengthening of bones.

The relationship between exercise and heart disease has been investigated extensively. The results are always the same: less heart disease among the physically active. The remarkable impact of exercise on heart disease is in part because of its beneficial effects on the other risk factors of heart disease. People who exercise regularly are much less likely to be overweight. Not only does the exercise burn up calories, but there also is evidence that it actually suppresses appetite. Blood pressure is reduced by exercise. In fact, the combination of exercise and weight reduction often allows people with hypertension (high blood pressure) to control their blood pressure without the use of medication. This control may be better than was possible with drugs. It is common for smokers to discontinue this habit as they begin exercise programs. And it has been shown by research that active joggers have lower total cholesterol than men of the same age who do not run. When it comes to protecting your heart, there is no substitute for exercise.

Without sufficient exercise, bones become demineralized. They lose their calcium and become brittle. If a person is put on complete bed rest, this process starts almost immediately and progresses rapidly. This is one reason doctors recommend that activity be resumed as soon as possible even after major operations or heart attacks. The demineralization of bones has been documented in astronauts returning from space, where lack of gravity robs activity of its exercise value. Weak and brittle bones, caused by lack of exercise, are common in the aged. Strong bones may prevent a premature end to an active and useful life.

Exercise is an excellent cardiovascular conditioner and important for living better as well as longer. People who exercise regularly feel and look younger than those who do not. Improvements in muscles and the circulation undoubtedly contribute to freedom from fatigue and the feeling of well-being that the physically fit enjoy. Moreover, it is likely that they are more productive at their job. Even if the connection between being in good shape and being productive is an illusion, it is a powerful one. The boss will always find it difficult to promote you if you are flabby and seem to be out of breath with every minor exertion. It does not agree with the image of the dynamic, effective worker.

Swimming is to some degree superior to the other recommended forms of exercise because it is a full-body exercise (all muscles and joints are exercised) and because it avoids the risk of damage to joints and other parts of the body that may result from activity such as running. (The swimmer is also less likely to fall on pavement, be hit by a car, or be bitten by an animal.) The extensive use of swimming therapy for the injured and handicapped is further evidence of its value as a body conditioner.

nothing toward this end (except discourage the unsuccessful).

Likewise, a four-day “boot camp” routine of conditioning exercise will be counterproductive. Those who tire early in the week should be encouraged and urged to return on the following day. Never belittle or criticize anyone. Experience has shown that virtually all of those who participate throughout the week complete the swim on the fifth day, particularly if they are shown how to effectively use restful strokes such as the elementary backstroke and the sidestroke. Just as walking is a viable exercise alternative to jogging or sprinting, restful swimming strokes in place of the crawl can play a positive role in physical conditioning.

Snorkeling, BSA*

This award has been developed to introduce Scout-age children to special skills, equipment, and safety precautions associated with snorkeling; to encourage the development of aquatic skills that promote fitness and recreation; and to lay a solid skill and knowledge foundation for those who will later participate in more advanced underwater activities.

Any trained BSA Aquatics Instructor, or any person approved by the BSA local council for this purpose, may serve as a counselor for the Snorkeling, BSA award. Persons recognized and certified as a snorkeling or skin diving instructor by the Professional Association of Diving Instructors (PADI) or the National Association of Underwater Instructors (NAUI) are recommended Snorkeling, BSA counselors.

The individual completing the official requirements qualifies for a recognition card and swimsuit patch. A completed award application should be submitted to the local council by the counselor or unit leader.

Instruction must be conducted in clear, confined water with a maximum 12-foot depth; a swimming pool is recommended. Snorkeling, BSA is ideally suited to winter programs using indoor pools. Three 45-minute sessions are recommended for instruction, practice, and completion of the requirements.

All requirements must be completed as stated on the Snorkeling, BSA application form. The counselor may not omit, vary, or add requirements. The requirements are listed in a logical teaching progression. Techniques for using the mask, snorkel, and fins should be demonstrated and practiced separately before they are combined. Practical aspects of pressure, buoyancy, and submerged optics and acoustics (requirement 11) should be introduced as appropriate. Each session should combine a minimum of dry-land lecture, several hands-on learning exercises, games, and individual practice. Additional cognitive information can be introduced during a review of the information presented in previous sessions. The current requirements are as follows.



Requirements for Snorkeling, BSA

1. Before doing other requirements, successfully complete the BSA swimmer test: Jump feetfirst into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.
2. Discuss the importance of using the buddy system at all times while snorkeling and list duties of a buddy, beginning with equipment checks.
3. Explain the function, fit, and selection of mask, fins, and snorkel. Discuss the use of inflatable flotation vests and PFDs when snorkeling in open water.
4. In confined, shallow water (about waist deep), demonstrate use of mask and snorkel:
 - a. Show how to prevent the mask from fogging and how to equalize pressure in mask, ears, and sinus cavities. With your head underwater, flood the mask, observe the effect on your vision, surface, and drain the water from the mask.
 - b. With your face in the water, breathe through the snorkel. Then submerge, surface, clear water from the snorkel, and resume free breathing without removing the snorkel from your mouth.
5. In confined, shallow water, demonstrate the use of swim fins: Do first using only fins, and then repeat with a mask and snorkel.
 - a. Fit and adjust fins to feet.
 - b. Walk with fins as if entering from a beach.
 - c. Swim at the surface (10 yards) and underwater (three yards) using the flutter kick.
 - d. Control direction without using hands while swimming with fins at the surface and underwater.
6. In confined, deep water (six to 12 feet), demonstrate:
 - a. Proper techniques for entering and exiting the water with snorkeling equipment from a dock or boat.
 - b. Headfirst and feetfirst surface dives, including proper body position for safe ascent and descent.
7. Show knowledge of snorkeling signals:
 - a. Demonstrate divers' signs and signals, both audible and visual, for use at the surface and underwater.
 - b. Set out a diver down flag and explain its function.

8. In clear, confined water eight to 12 feet deep that has a firm bottom, while swimming with a buddy, use mask, fins, and snorkel to locate and recover an object from the bottom.
9. Demonstrate basic survival skills:
 - a. Float facedown for five minutes while breathing through a snorkel with a minimum of movement.
 - b. Demonstrate survival floating for five minutes without use of a snorkel.
 - c. Using fins, show how to tow an exhausted or unconscious buddy to safety.
10. Review and explain the eight points of Safe Swim Defense and BSA Snorkeling Safety. Explain training, preparations, and precautions required for snorkeling in open water. Explain environmental factors that affect snorkeling and discuss special precautions needed for oceans, streams, and lakes.
11. Explain pressure, buoyancy, and submerged optics and acoustics related to snorkel swimming and diving.
12. Discuss the effects of submersion on the body and how to handle potentially dangerous situations:
 - a. What is hyperventilation and how is it avoided?
 - b. What are the symptoms and consequences of hypothermia?
 - c. Why is CPR training recommended for those participating in swimming and snorkeling activities?

*See Snorkeling, BSA Application, No. 19-176B, for detailed requirements.

For information pertinent to Snorkeling, BSA requirements 3 through 12, a number of NAUI and PADI publications are available through local dive shops.

Boardsailing, BSA

This award has been developed to introduce Scout-age children to basic boardsailing skills, equipment, and safety precautions; to encourage the development of skills that promote fitness and safe aquatics recreation; and to lay a skill and knowledge foundation for those who will later participate in more advanced and demanding activities on the water. Boardsailing, BSA is well-suited as a program feature for older Scouts at summer camp.

Any person trained and experienced in boardsailing skills and safety may serve as a counselor for this award in a Scout summer camp program under the direction and supervision of a currently trained BSA Aquatics Instructor, or in a high-adventure program with the approval of the local council



service center. Scouts completing the requirements receive a recognition card and swimsuit patch. A completed Boardsailing, BSA Award application should be submitted to the local council by the counselor or unit leader.

Instruction must be conducted on a body of water meeting the criteria defined in the BSA guidelines for boardsailing.

Requirements for Boardsailing, BSA

1. Review the BSA guidelines for boardsailing (see page 5-54) and explain steps you have taken to follow each of the 11 guidelines.
2. Explain precautions to be taken for boardsailing on each of the following:
 - a. Lakes
 - b. Rivers
 - c. Ocean or bay areas
3. What is hypothermia? Describe to your counselor the symptoms of hypothermia. What special considerations in preventing hypothermia are necessary for boardsailing?
4. Properly rig and prepare the sailboard you are using. Point out and explain the function of each of the following: uphaul, outhaul, downhaul, cleat, leach, tack, clew, foot, skeg, centerboard, wishbone boom, universal, luff, and center of effort. Explain how to steer the sailboard.
5. Demonstrate your ability to uphaul the sail, find the neutral position to the wind (sail luffing), and control the board's position with foot movement.
6. With supervision from your instructor, sail a course that involves beating, reaching, and running. Change tack by coming about.

Kayaking BSA

Kayaking BSA provides an introduction to kayaking skills and safety procedures and serves as a program opportunity for Boy Scout, Varsity Scout, and Venturing units in camp or out. Mastery of Kayaking BSA skills is a first step toward satisfying Safety Afloat guidelines for safe kayak excursions.

Instruction for Kayaking BSA is to be conducted under safe conditions on calm water. Two to four hours in one or more sessions should suffice for instruction and practice. Paddle lengths and PFD sizes should be adequate to fit all participants. Feathered blades are preferred, but blades at the same angle are allowed.

Counselors are expected to supplement the material in the Kayaking BSA brochure with their own knowledge and resources. All counselors must be trained in Safety Afloat. Any person recognized as a kayak instructor by the American Canoe Association or equivalent organization may serve as a counselor for this award with the approval of the local council. A person experienced in kayaking skills and safety may serve as a counselor in a BSA summer camp program

under the direction of a currently certified Aquatics Instructor, BSA. Kayaking BSA is intended to provide Scouts and their leaders with an introductory experience to kayaking on lakes, ponds, slow-moving water, or calm ocean areas.

Completion of this award should prepare the participants for more advanced courses designed to prepare the unit for touring and Class I and II whitewater. Any youth or adult registered with a troop or crew who completes the requirements is eligible for a patch and recognition card available from council service centers.

Basic kayaking skills, safety precautions, and the award application are contained in the Kayaking BSA brochure, No. 19-510.

Requirements:

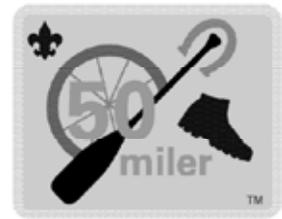
1. Before fulfilling the following requirements, successfully complete the BSA swimmers test.
2. Do the following:
 - a. Describe various types of kayaks and how they differ in design, materials, and purpose.
 - b. Name the parts of the kayak you are using for this exercise.
 - c. Demonstrate how to choose an appropriately sized kayak paddle and how to position your hands.
3. Do the following:
 - a. Tell what precautions must be taken for a safe trip afloat.
 - b. Demonstrate how to select and properly fit a PFD.
 - c. Explain the importance of safety equipment such as PFDs, air bags, grab loops, and helmets.
4. Demonstrate your ability to aid yourself and others in the event of a capsized:
 - a. Capsize your kayak in water at least seven feet deep, perform a wet exit if necessary, and swim the boat to shore.
 - b. With assistance, if needed, ready the capsized craft for use.
 - c. Show how to approach a capsized paddler in your kayak and tow him to shore.
 - d. While upright in your kayak, right a capsized kayak, empty it of water, and assist the paddler aboard without returning to shore.
5. As a solo paddler, demonstrate the following:
 - a. Entering and launching a kayak from shore or dock
 - b. Landing or docking and exiting a kayak
 - c. Forward stroke
 - d. Sweep stroke

- e. Reverse sweep
 - f. Draw stroke
 - g. Rudder stroke
 - h. Back stroke
6. As a solo paddler, do the following:
- a. Paddle forward in a reasonably straight line.
 - b. Move the kayak sideways to the right and to the left.
 - c. Pivot 360 degrees to the right and left.
 - d. Stop the kayak.

50-Miler Award

Scouts or Venturers participating in a troop or crew canoe or boat trip of not less than 50 consecutive miles in a minimum of five continuous days may be eligible for the BSA 50-Miler Award. (For more information, refer to the *Boy Scout Handbook*.) Troops in summer camp should be made aware of this recognition and encouraged to include it in their year-round program.

The BSA 50-Miler Award application is filed by the unit leader or tour leader with the local council service center.



Scuba BSA

Scuba BSA is a new program introduced in 2003. As of this printing, Scuba BSA support material has not been published. A camp should not undertake a Scuba BSA training program until that material is available.

Scuba BSA introduces qualified Boy Scouts, Varsity Scouts, Venturers, and registered adult participants to the special skills, equipment, and safety precautions associated with scuba; encourages aquatics activities that promote fitness and recreation; and provides a foundation for those who later will participate in more advanced underwater activity.

The Scuba BSA experience contains two parts—knowledge development and water skills development. During the first part, participants learn basic dive safety information and overview skills to be used during their water experience. The water skills development session introduces essential dive skills, such as mask clearing, regulator clearing, and using an alternate air source.

The Scuba BSA program is conducted in clear, confined water by an instructor certified by diving organizations recognized by the BSA. Completion of Scuba BSA requirements sets the stage for additional training, but does not qualify the participant to dive independently, either in confined-water or open-water environments. Scuba BSA is *not* a diver certification program.

Scuba BSA Policy

Any person possessing, displaying, or using scuba (self-contained underwater breathing apparatus) in connection with a Scouting-related activity must either be currently certified by, or enrolled in a training course authorized by, the National Association of Underwater Instructors (NAUI), the Professional Association of Diving Instructors (PADI), or Scuba Schools International (SSI). These agencies are recognized by the BSA for scuba training and instruction. Alternatively, if PADI, NAUI, or SSI training and instruction is not available, certification may be accepted from other agencies that comply with Recreational Scuba Training Council (RSTC) guidelines, provided that such acceptance has been expressly approved by the BSA local council in consultation with the BSA national Health and Safety Service.

Cub Scouts are not authorized to use scuba in any activity.

The use of scuba is not authorized for **Boy Scout** unit, district, or council activity, including summer camp programs, except that registered Boy Scout youth and leaders may participate in the Scuba BSA award program conducted by a certified dive instructor in compliance with this policy and the procedures in the Scuba BSA brochure.

Scuba training programs may be a part of **Varsity Scouting** or **Venturing** activities for participants who are 14 years of age or older. Persons meeting the age requirement and who are properly certified may participate in group dives under the supervision of a responsible adult who is currently certified as a dive master, assistant instructor, or any higher rating from NAUI, PADI, or SSI. Student divers must be under the supervision of a currently certified NAUI, PADI, or SSI instructor. No exceptions to the BSA age requirement are permitted. Scouts with a junior diver certification may dive only when accompanied by a buddy who is a certified open-water diver at least 18 years old.

Because of lack of frequency of diving by most sports divers, it is important that any certified divers be screened and evaluated by a certified diving instructor before participating in BSA-related activities. The skills to be evaluated include the following:

- Use of buoyancy-control device
- Giant-stride entry
- Removal and replacement of weight belt
- Neutral buoyancy
- Snorkel-to-regulator exchange
- Removal and replacement of scuba unit under the water
- Face mask removal, replacement, and clearing
- Emergency swimming ascent
- Alternate air source ascent
- Pre-dive safety drill

- Five-point ascent and descent
- Deepwater exits
- Simulation of surface procedures

Persons with symptomatic or active asthma or reactive airway disease (commonly known as RAD) should not be allowed to scuba dive. This would include, at a minimum, anyone who:

- Is currently taking medication for asthma/RAD
- Has received treatment for bronchospasm in the past five years
- Has exercise induced bronchospasm
- Has cold-induced bronchospasm

Persons with asymptomatic asthma/RAD who wish to scuba dive should be referred to a pulmonary medical specialist who is knowledgeable about diving medicine for a complete medical examination, including exercise and bronchial challenge testing. Any determination of fitness for diving must be made on the basis of such examination and specific testing.

Scuba equipment may be used by trained summer camp aquatics program personnel for installation and maintenance of waterfront equipment, or for search and recovery operations. Search and recovery includes lost equipment as well as rescue efforts.

BSA employees whose position descriptions require or anticipate scuba use should be certified by PADI, NAUI, or SSI as instructors, assistant instructors, or dive masters, consistent with their duties and responsibilities. When scuba diving is to be taught in connection with any local council program, local PADI, NAUI, or SSI-certified instructors should provide the instruction on a contract basis. Such instructors should have dive store or other commercial affiliation that provides liability insurance coverage. Direct employment of scuba instructors is not recommended.

Local council programs may not compress or sell air for scuba use, or sell, rent, or loan scuba equipment to anyone for any purpose. All air and equipment for local council program use must be obtained from properly licensed sources, unaffiliated with the Boy Scouts of America, and under the supervision of PADI, NAUI, or SSI-certified instructors.

Established and preexisting local council programs may request special authorization through the national BSA Health and Safety Service for exceptions to this policy. Determinations with respect to such authorization will be based upon independent evaluation of each local program, confirmed in writing, and subject to periodic reevaluation.

“Hard-hat diving” or any diving using surface-supplied air systems is unauthorized in connection with any BSA activity or facility except when done under contract by commercial divers.

Aquatics Special Events

The aquatics special event should give Scouts an opportunity to show and develop their aquatics skill through recreation and competitive activity. Although the young Scouts may see this as a contest to determine who is the best in each skill and which unit is strongest in aquatics, the aquatics program staff and unit leadership must plan the event to provide opportunities for all Scouts to participate regardless of their ability or experience. The instructional opportunities should be used to good advantage; teamwork, sportsmanship, and Scout spirit should be encouraged; and skills learned during the week of camp should be emphasized.

There are three general types of aquatics special events:

1. Aquatics Olympics—a series of events with recognition given to individual performance in each event and a unit award given for overall performance
2. Campwide special event—unit competition involving all Scout skills and including one or more aquatics events
3. Pageant—includes demonstrations and performances of aquatics skills by staff and Scouts, but no competition is involved

The aquatics program director or representative should work with the program director, commissioners, and unit leaders to plan an aquatics special event. The director should have several formats outlined for consideration by the unit leaders. Once some consensus is reached on the basic format, then the specific components of the event should be considered. Competitive events should meet requirements as follows:

1. All competition should be skill-related.
2. All Scouts in all ability groups should have opportunity to participate in competition suited to their skills. Age and size might also be considered. Strong swimmers should not be repeat competitors until all have had a chance to participate.
3. The events should not pose any hazards or risks of injury and should be within health and safety rules of the program.

The event itself should be well-organized. It should commence and end on schedule and should run 45 minutes to one hour maximum. Events should be sequenced and preliminary arrangements completed to minimize delays between events. One member of the program staff should serve as announcer to call for event participants, explain and describe events and demonstrations in progress, announce winners, and fill downtime with comments regarding the program.

Two or more safety and skill demonstrations should be included in the program and should be scheduled so as to fill transitional or setup time between events.

Announcement of individual winners should be immediate, and the Scouts should be encouraged to cheer for their unit and its representative in the competitive events. Points can be scaled so that everyone who finishes will score at least one point for his unit. Award tokens can be prepared and distributed during the special event for recognition of individual Scout performance. Recognition of the winning unit may be announced at the conclusion of the event, or delayed until an award campfire or similar activity.

Each event should be under the direct supervision of a staff member, and all swimming and boating areas must be adequately guarded for each event. Buddy tags are used by all participants, and the announcer should give instructions as to which area the participants for each event should check into. Unit leaders should be asked to assist with the general discipline and orderly movement during the event.

Unit Leadership Training

A high priority for the summer camp aquatics program should be the training of unit leadership in aquatics safety, particularly as it relates to unit activity. Although most units are quite capable in this regard, many are not and all can benefit by either participating in training activity or conducting a unit swim or boating activity while at the summer camp. Every unit leader, in addition to participation in one of the learning or training activities, should be given copies of Safe Swim Defense, No. 34370A, and pocket card, No. 34243; and *Safety Afloat*, No. 34368B, and pocket card, No. 34242A.

Every unit in summer camp should organize and carry out at least one safe unit swim in a remote area, if possible, using only unit resources. The aquatics program staff should provide counsel and assistance as needed in the planning and preparation for this activity, and a representative of the aquatics staff should observe the activity and be available for assistance if called upon. As far as possible, the unit should function autonomously in this activity. If appropriate and requested, suggestions could be offered after completion of the activity. The Safe Swim Defense procedures should be applied in all swimming activity for Boy Scouts, Cub Scouts, Varsity Scouts, and Venturers.

Every unit leader should also have opportunity to become thoroughly acquainted with the standards set out in *Safety Afloat*, even if summer camp facilities for unit activity afloat are limited. Group or individual review and discussion of the *Safety Afloat* literature is a minimum. A *Safety Afloat* exercise involving the unit leaders in actual planning and leadership of an outing on the water is recommended. If equipment permits, encourage unit leaders to take their qualified youth on a trip afloat as a training experience while in summer camp. Those units that expect to be boating or canoeing during the year should be given instruction in craft handling and safety.

Obviously, unit leadership plays a key role in Scouting aquatics. Summer camp affords an excellent opportunity for training and preparing unit leaders for unit aquatics activity. A suggested five-day schedule (one hour per day) plan for unit leader training is as follows.

Monday—Safe Swim Defense

The leaders set up a safe swim area at a remote site.

- Discuss the Safe Swim Defense plan.
- Emphasize the key elements—qualified supervision and discipline.
- Display troop/unit swim kit materials and discuss how to use them.
- Review examples of unit swim problems and discuss how Safe Swim Defense properly applied could have prevented each problem.
- Discuss adapting Safe Swim Defense for use in public swim areas.
- Discuss the leaders' experiences, both good and bad, with prior unit swims.

Tuesday—Safety Afloat

Ask the leaders what their experiences both good and bad have been with boating activities, how comfortable they were in taking their units on trips, and what they would have done differently or the same the next time around. Explain that Safety Afloat has been devised in response to the problems occurring on unit boating activities, and review examples of such problems. Discuss the logic and common sense of each individual point of Safety Afloat. Show that together the points match what the leaders themselves had said they would do on their next trip afloat.

Wednesday—Basic Boat Handling

- Provide the leaders the chance to acquire basic boating skills. Appropriate skills for canoeing and rowing are suggested by the basic boat handling tests on page 5-53. Appropriate skills for kayaking are provided by the Kayaking BSA requirements on page 5-25.
- Show the leaders what their new skills will allow them to do and what they will not allow them to do.
- Demonstrate how the training being provided to the leaders would fit into the unit skill training program needed for various types of float trips.
- Demonstrate that basic safety features of Safety Afloat (such as only swimmers in canoes, PFDs being worn, etc.) are reasonable.

Thursday—Basic Water Rescues

- Discuss the order of rescue methods and why a lifesaver's first reaction is not always the best one.

- Demonstrate and practice reaching rescues with arm, leg, pole, and stick.
- Demonstrate and practice throwing rescues with a ring buoy, heaving line, and bleach bottle on a line.
- Discuss what lifeguards and the lookout do.
- Review the BSA Lifeguard program, emphasizing unit leadership objectives.

Friday—General Discussion

Have a general discussion guided by participant interests. Discussion topics should include:

- Year-round aquatics program opportunities including merit badge courses, swim lessons, snorkeling, and boating
- Opportunities at the district level for aquatics events and instruction
- BSA aquatics policies and procedures relating to unit activities (tour permits, float plans, insurance concerns, etc.)

The success of a unit leader training program in aquatics at summer camp depends upon participation. Promote the program, keep it nonthreatening, and use the resources in the group.

Begin promoting the program when the unit first arrives in camp. Sign in participants at the leaders' roundtable. The camp commissioner should resolve any scheduling conflicts for the leader (for example, a leader may need someone to supervise his Scouts during his absence). Take a personal interest in inviting and encouraging each leader to participate. Leaders, especially those who are not strong in aquatics, can come up with hundreds of reasons why it is not convenient for them to participate. Your goal should be 100 percent participation, but you will need to work hard to get it.

Avoid any situations that could be embarrassing. Adult staff members should conduct the sessions, and as much as possible the sessions should be scheduled at times or in locations away from the Scouts. Keep the program positive and help everyone succeed!

Draw on the knowledge and experiences of the leaders. Use them as resources that add instant credibility to the importance of your topics and the need for training. Ask some of the participants to conduct parts of the program and to promote participation by others. The five one-hour sessions outlined are intended to help adult leaders begin acquiring aquatics-related responsibilities in Scouting. While this by itself is reason enough for conducting a training program of this type, do not forget the benefits to the camp and aquatics staff of having adult leaders in camp with an appreciation of and skills in aquatics that can be drawn upon for assistance in the camp's aquatics program.

Homesickness

A bit of aquatics program initiative in meeting the challenge

of the homesick Scout can make a significant contribution to the general summer camp program and can earn appreciation of Scoutmasters and camp management. The young Scout who has difficulty coping with the uncertainties of his first time away from home frequently requires special attention. Without some special help, Scouting may lose a boy.

The waterfront is one of several areas of fun and excitement. Because it lends itself to “spectating,” the waterfront may also lure those who do not have anything else to do. The aquatics director should make an effort to meet the Scouts who may appear to be alone or inactive. Some Scouts may just be “between things,” but others may need some encouragement and befriending. A busy Scoutmaster will appreciate some assistance with a situation that has not yet come to his or her attention, and a surprising number of spontaneous skill-training sessions can result from such contact.

Year-Round Aquatics

Aquatics is a key program element both during summer camp and as part of the unit’s year-round program. During summer camp most Scouts will participate in an aquatics activity, whether it is the nonswimmer starting to learn how to swim or the older Scout learning a new aquatics skill. A unit’s involvement in aquatic activities should not end when campers leave camp. The objectives of Scouting aquatics can be accomplished by making aquatics a regular part of the unit’s year-round program.

Council/District Aquatics Programs

Aquatics programs should be offered on a council and district basis throughout the year. These programs could include such activities as:

1. Learn-to-swim programs
2. Merit badge courses
3. Special-interest classes in advanced aquatics skills
4. Snorkeling, BSA
5. District swim meets or carnivals
6. Small-craft handling and safety instruction for both youth and adults
7. Safe Swim Defense and Safety Afloat training at roundtables and other training courses
8. BSA Lifeguard training
9. Webelos Scout Aquanaut program
10. Cub Scout swim activity
11. Boardsailing instruction
12. Mile Swim, BSA

Unit Activities

The local Scouting unit can use aquatics activities as part of its own program. Such activities could include unit swims, canoe trips, waterskiing, and fishing trips. Each of these activities requires different aquatic skills and resources.

Units should be encouraged to have safe aquatics activities throughout the year. Councils and districts can assist units by providing resources and making names available of those who can serve as instructors, merit badge counselors, and aquatics specialists. When conditions permit, camp facilities can be made available, during the off-season, for unit aquatics activities.

Aquatics Leadership

Units are often concerned about the availability of aquatics leadership and experience for unit activity. One of the key elements of the Safe Swim Defense and Safety Afloat plans is to have *qualified supervision*. It may be necessary to provide trained personnel to assist in the supervision of the activity. A primary service that the local council can provide to the unit is the training and development of leadership through participation in summer camp aquatics.

Community resources often available to units include American Red Cross and YMCA instructors, members of local clubs, individual enthusiasts, merit badge counselors, teachers and coaches, and summer camp aquatics program personnel. Summer camp aquatics program personnel are good resources for the Scouting unit during the off season as counselors in aquatics subjects. Summer camp aquatics personnel and, particularly, trained BSA Aquatics Instructors should take the initiative in making themselves available for such activity.

It is the responsibility of the aquatics program staff at summer camp to take the initiative to provide assistance to the unit leadership in developing ideas and opportunities for safe aquatics during the 51 weeks they are not in summer camp. This can be accomplished by training unit leaders in Safe Swim Defense and Safety Afloat as well as in teaching basic aquatic skills.

Adult unit leaders must be trained in the programs of Safe Swim Defense and Safety Afloat while they are attending summer camp. Training courses should be used that involve the units in an aquatics activity that teaches the points of Safe Swim Defense and Safety Afloat. It is not sufficient to provide only a classroom lecture. The unit needs to experience a unit aquatics activity using the points of Safe Swim Defense and Safety Afloat.

Summer camp is an ideal time and location for the training of adults and youth as BSA Lifeguards. There is a critical need to provide more trained lifeguards to act as resources to local Scouting units. This will encourage the Scouting unit to use aquatics in its program year-round.

Local Council Aquatics Camps

For a live-wire program for youth members interested in aquatics, try a weeklong aquatics camp in your own council. In addition to developing individual skills for participants, it will provide a backlog of trained assistants for aquatics program staffing in summer camps. Every unit with an aquatics-trained leader will benefit.

The aquatics camp program provides instruction in swimming, lifesaving, rowing, canoeing, and water specialties (waterskiing, sailing, motorboating, and snorkeling). Participants can qualify for the BSA Lifeguard emblem in addition to merit badges and special aquatics awards such as Mile Swim, BSA; Boardsailing, BSA; Snorkeling, BSA; Kayaking BSA; and Scuba BSA.

These aquatics training programs are usually conducted in a one-week camping period. Leadership and instruction are given by BSA Aquatics Instructor personnel. A minimum instructor-student ratio is 1 to 10.

Most councils usually award a distinctive certificate to those participating in the program. Some have designed their own aquatics camp emblem to be worn on participants' swim trunks.

AQUATICS ADMINISTRATION

Listed below, in descending order of priority and importance, are the four elements of aquatics administration.

1. Program

The primary element is program. What can the youth do and what can be done for the youth? (This primary element is discussed at length in the preceding section titled “Aquatics Program.”)

2. Rules and Procedures

Rules and procedures are necessary to assure safety, efficiency, and fairness in the program, but such rules and procedures should always serve to facilitate program delivery. Rules and procedures are the servants of program, never the masters.

3. Personnel

Given a solid program supported by sound and reasonable rules and procedures, the next ingredient is personnel. Experience, skill, knowledge, maturity, responsibility, and attitude are personnel variables, and the director must mix and balance these variables to best advantage.

4. Equipment and Facilities

This last element is the tangibles you have to work with. A good program requires only the barest necessities but can be enhanced by a fine facility and good equipment. (This last element is discussed in the sections titled “Program Area Facilities and Layout” and “Equipment Maintenance and Repair.”)

Rules and Procedures

The general policy objective behind all aquatics rules and procedures is to assure that the best possible program is delivered in a safe Scouting environment that encourages the youth members and their units to participate in aquatics activity.

Before proceeding with our review of aquatics administration in Scouting, we should consider and fully appreciate the nature of the responsibility and where it rests. For purposes of illustration, consider the rules and procedures pertaining to entry and exit from swimming areas at a summer camp waterfront or swimming pool. Responsibility for operation of the check-in and checkout procedures rests

with the aquatics program staff. If the turnstile and “in” board are properly managed, no camper will pass in or out of the area without a tag and a buddy.

It would be the height of irresponsibility to rely on Scouts—many of whom are no more than 11 years old, first-time campers, and wholly unaccustomed to using a buddy tag—to make the mechanics of the buddy system work. Given the chance, three of five Scouts will forget early in the week and possibly one in five will still be forgetful at the week’s end. The first point of the Safe Swim Defense, qualified supervision, recognizes that children who are having fun with friends in the water are not likely to be fully competent to protect their own health and safety. We are serving the youth. We do not expect the youth to do our job. Certainly we do not initiate punitive measures. Doing so may discourage enthusiasm for aquatics, camping, and Scouting.

Most of the rules and procedures applicable to Scouting aquatics are determined at the national level and will be uniform across the country, but a significant amount of policy will arise from the way in which the individual program is planned and conducted. This local policy is necessary because of those concerns and circumstances that vary with each camp, but determination of this policy should be considered carefully in terms of the general policy objective.

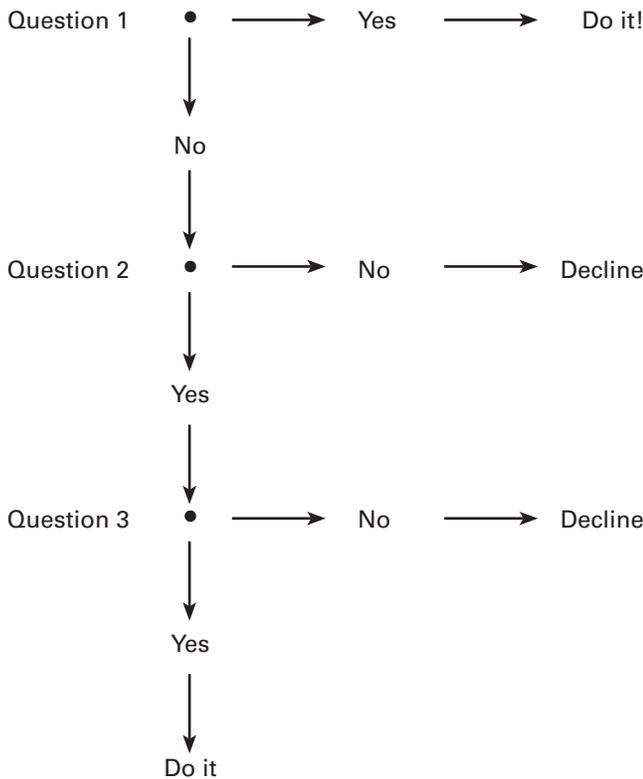
For example, if a particular policy is intended for safety and does minimize a particular risk but at the same time discourages young people from participating in the aquatics program, it should be reconsidered. In many cases, an alternate policy can realize essentially the same safety objective without discouraging participation. Furthermore, all policy—national and local—must be applied with a common-sense flexibility bounded by sound judgment. The trained aquatics administrator possessing common sense and solid judgment will not have difficulty determining when aquatics rules and procedures can be flexed or adapted to serve the program, and when they are truly inflexible.

Questions for the “Decision Framework”

1. Can I deal with this situation without compromising any aquatics rules or procedures?
2. Are there valid program interests to be served that outweigh legitimate concerns as to the inflexibility of aquatics rules and procedures?
3. Are there special precautions or measures that can be applied to negate the risks?

There are several important points to keep in mind when making decisions and exercising discretion affecting aquat-

A Decision Framework for Applying Common Sense and Sound Judgment



ics rules and procedures:

1. Remember that rules and procedures are to serve the program, not the convenience of the staff.
2. The circumstances in which there is no choice but to decline a reasonable request for special program arrangements are rare and unlikely.
3. If you must decline a request, be firm, be sympathetic, be courteous, and suggest alternatives.
4. Try to anticipate questions and problem situations and, in consultation with your camp management, plan ahead.
5. When making critical policy decisions, be sure all appropriate persons (camp director, program director, etc.) are involved in the decision making.

Personnel

There are five basic job classifications in a summer camp aquatics program—director, assistant director, instructor, assistant instructor, and guard personnel. Job descriptions are as follows.

Aquatics Director

Qualifications:

- a. Mature, responsible adult (21 years of age or older)
- b. Current BSA Aquatics Instructor training card
- c. Currently trained in American Red Cross Standard First Aid including CPR, or National Safety Council First Aid and CPR Level 1
- d. Leadership and managerial capabilities and experience
- e. Enjoys and understands children of Scout age
- f. Possesses personal integrity and dependability
- g. Holds no other staff position

Duties:

- a. General program planning and management including coordination with the total camp program
- b. Policy determination and application
- c. Leadership and supervision of personnel
- d. Care and maintenance of equipment and facilities
- e. Aquatics staff training
- f. Special youth instruction
- g. Unit leader training

Assistant Director

Qualifications:

Essentially the same as for director, except can have either current BSA Aquatics Instructor or BSA Lifeguard training. Assistant directors usually are less experienced and may be under 21 years of age, if maturity and responsibility are evident.

Duties:

- a. General administrative responsibility as delegated by the director
- b. Full supervisory responsibility in absence of director
- c. Instruction

Instructor

Qualifications:

- a. Mature and responsible (at least 18 years of age)
- b. Current BSA Aquatics Instructor or BSA Lifeguard training
- c. Scouting background or comparable experience in summer camp aquatics and instruction

Duties:

- a. Skill instruction and leadership in both instructional and recreational activity
- b. Other responsibilities as assigned by the director

Assistant Instructor

Qualifications:

- a. Conscientious and dependable (at least 16 years of age)
- b. BSA Lifeguard or comparable training (Red Cross or YMCA), or special training under direction of aquatics program director
- c. Scouting background and summer camp experience

Duties:

- a. Assist with instructional activity under supervision of instructor
- b. Care and maintenance of equipment and facilities
- c. Other responsibilities as assigned by the director

Guard Personnel

Qualifications: Lifesaving merit badge or special instruction under supervision of the aquatics program director. (Guard personnel are usually older Scouts, unit leaders, or camp staff from other program areas in camp.)

Duties: Assist in guarding and supervision of recreational and instructional activity; participate on part-time, volunteer basis or as BSA Lifeguard candidates.

The duties of director, assistant directors, instructors, and assistant instructors also include those relating to the general camp activity as assigned by the camp director or general program director.

The recommended minimal staffing includes director, four instructors (including assistant director), one assistant instructor, and guard personnel recruited as needed. A summer camp serving 250 to 300 Scouts a week needs five to six instructors and two to three assistant instructors (a total of eight instructors and assistants) and as much guard assistance as can be recruited. Split program facilities should have one assistant director for each division and may, therefore, require one additional instructor.

Personnel Management

Compensation levels vary widely among councils. Usually there is some correlation between average weekly enrollment of the camp and compensation levels. An aquatics program director may or may not participate in salary decisions for the aquatics program staff but should at least be advised by a camp superior as to the staff salary structure. Since individual salaries may become general knowledge, and unjustified discrepancies are potentially harmful to staff morale, a director should have knowledge of the salary status of staff members under the director's supervision. Appropriate criteria in salary determination are level of responsibility, age, experience, and special capabilities that provide additional scope or depth to the program.

A primary management skill is the **distribution of workload** so that all personnel are used most effectively to meet program objectives, but few hard-and-fast rules can be cited in this regard because of the variety of personalities and capabilities that may be included in any single program staff. Two basic approaches in the area of instructional assignments are specialization and rotation.

Specialization can lead to more extensive development of specific skills or teaching techniques but may induce boredom and less conscientious attention to the task. Regular *rotation* of teaching responsibilities may avoid potential monotony but hinder the development and perfection of critical teaching skills. Certain other considerations, such as class size or number of classes per week in a particular skill area, also may be important to workload distribution. Possibly the best approach is for the director to constantly monitor instructional activity so as to recognize deficiencies or potential problems and to make adjustments accordingly. Noninstructional work assignments and duties should be distributed so that no one is unfairly burdened or privileged. No such assignments should be made as a punitive measure.

Time off is generally a matter of camp policy and should never interfere with program activity. Adult staff (over 18) are usually expected to put in a full day of work and to take their time off after hours or on weekends. As far as the program will permit, time off during the week may be set aside for younger staff personnel. Policy regarding such time off should be determined at the outset of the summer and applied uniformly. (All BSA summer camp personnel should recognize that their responsibilities place service above self.)

Conscientious attention by the aquatics program director to such matters as workload distribution will favorably influence the development of positive **working relationships** among staff members. This, plus the intense nature of the work, usually will lead to a strong, almost fraternal, spirit of camaraderie, but the director should be alert to symptoms of an emerging pecking order or of cliques that tend to exclude certain staff members. Should these situations arise, the director should confront the situation directly, either through individual conversation with staff members or, in severe circumstances, through group discussion.

The director should also be alert for the emergence of another negative phenomenon—the **competitive urge**. A symptom of immaturity, it usually evolves into one-upmanship where staff members try to establish themselves as the fastest swimmer, the strongest rower, etc. This activity inevitably leads to either friction or morale problems (someone is always going to be put down), and the energy wasted on such activity can be more productively channeled into program activity. One effective, subtle approach by the director would involve a casual contempt for showing off and a high appreciation for excellence in teaching and other program skills.

For the same reasons that exclusive cliques and pecking orders within the aquatics staff are harmful to general morale and performance on the waterfront, **elitist aquatics staffs** are damaging to general camp staff morale and

program. The aquatics director should recognize this potential problem and work closely with the general camp management to avoid such problems. Opportunities for aquatics recreation should be provided for the general camp staff. Aquatics personnel should be involved in general program activities such as campfires, leading songs, and special events. Additionally, they should do their share of the dirty work, such as litter pickup, and night duty. Incidental amenities—remote aquatics staff living quarters and aquatics staff tables in the dining hall—only contribute to inflated egos and elitism and should be strictly avoided. Except for possible age differences, the aquatics personnel off the waterfront should be indistinguishable from other staff.

An older youth or adult whose self-esteem is so low that he must assert authority over an 11-year-old to support his own ego has no place in Scouting. Although the waterfront requires a measure of discipline and control for reasons of safety and efficiency, this is to be accomplished without **top-sergeant tactics** and intimidation. Most boys will follow instructions from someone they respect; and when Boy Scouts are learning, interested, and entertained, discipline problems are few. When severe problems of individual discipline do arise, the aquatics personnel should request assistance from the Scoutmaster, who will know the background of the problem and how to deal with it most effectively. If punitive measures are to be applied, the Scoutmaster should be the primary agent. In direct contact with Scouts, aquatics personnel should be friendly, patient, tactful, supportive, encouraging, and considerate of young feelings. With respect to supervision and discipline, staff should be firm, fair, precise, and reasonable.

In many camps, being on the aquatics staff carries prestige. This is partly because of the responsibility and skill required. But for some immature young men, the exaggerated stereotype of the supermasculine lifeguard can lead to **inflated egos** and distraction from assigned duties and responsibilities. Adherence to policies as discussed above usually will minimize these problems. However, the director should be alert to indications of this attitude and should not hesitate to take corrective measures when needed. If administered promptly, skillful doses of sympathetic ridicule are usually an effective remedy, but some situations may require serious personal counseling.

Personal appearance and habits of aquatics program personnel should not be matters of controversy, but should be discussed briefly during precamp staff training to avoid later problems or misunderstandings. Questions arise most frequently regarding clothing and hairstyles. Swimsuits for instructors and guards should be comfortable, functional, and simple. Boxer or gym trunks, made of light, fast-drying nylon, are recommended. Brief tank suits are inappropriate. One-piece competitive style, or gym suits, or two-piece (not bikini) suits are suitable for women staff. Swimwear should not be a reflection of personality, lifestyle, or politics. Loud colors and wild patterns are distracting and inappropriate. Only Scout insignia should be worn. If the individual is

trained as a BSA Aquatics Instructor, only this emblem should be worn and it should be worn at all times. The emblem is worn on the front, over the right leg, approximately an inch above the hem.

For many in aquatics, a hat is essential. The first requirement for headgear is utility—it should shade the eyes and protect the face against sunburn. If there is no utility in a particular piece of headgear, it has no place on the waterfront. Additionally, hats should not be billboards for politics, personalities, or commentary on things to do, see, or consume. Such hats are not only a distraction, but may pose a challenge to others and have a tendency to disappear. Scout visor caps with local camp identification are recommended and usually available from camp stores. (Essentially the same can be said for T-shirts and jackets.)

Simple utility requires that the hair be maintained in such a way that it does not interfere with or distract from the execution of demonstrations or other procedures, or obstruct visibility. Loose long hair and some facial hairstyles can interfere with rhythmic breathing, for example, and may require tying back. Beyond considerations of this sort, Scouting requires only that its leaders set the example by being clean and neat in their personal appearance and habits.

As for other personal habits, remember that you set the example. If you must use tobacco, do it on your own time, not in the presence of youth.

Opportunities for staff training should extend beyond precamp training. Aquatics staff who have not yet qualified for BSA Lifeguard should continue to work on that program. Emergency procedures should be reviewed and practiced at regular intervals. A person can learn to teach a new subject by first serving as an assistant instructor, and then being assisted by an experienced instructor. That procedure also works for counselor-in-training (CIT) programs. Ideally, the aquatics director should assemble a number of training videos in various aquatics subjects to serve as a backup for merit badge sessions during inclement weather. In good weather, the Scouts are often better served by seeing a live demonstration rather than a video. However, the videos may be shown to and discussed with the staff at semiformal nighttime training sessions (popcorn provided). An interesting and challenging in-service training program promotes teamwork and enthusiasm and can help prevent burnout during a long camping season.

Equipment and Facilities

Early in the process of preparing to open camp, the director should make a detailed survey of equipment and facility needs to submit to the general camp management. Because the various program areas are all making similar demands on the scarce resources available to a camp, the director should conscientiously distinguish between necessities (essential to safe program execution) and other needs that, although helpful or convenient in the program, are less than absolutely essential. A priority ranking and full explanation

of the nonessentials can be of valuable assistance to those who must make budget or allocation decisions.

Also, a little pioneering spirit goes a long way on the waterfront, and all personnel should be encouraged to apply ingenuity in preparation for program activity (improvise and innovate). A detailed discussion of the aquatics program area layout, facilities, and equipment may be found in the sections titled “Program Area Facilities and Layout” and “Equipment Maintenance and Repair.”

Precamp Preparations

As a first priority, the aquatics program staff should join all other camp personnel in get-acquainted and program orientation activity. Preparation of the aquatics program area should begin with a group tour during which the aquatics program director and the entire staff examine and discuss every feature of the program area or areas. Initial decisions as to area use and arrangement; major equipment, repair, and maintenance needs; and work priorities and assignments for area preparation should be made at this time. As part of this survey, a written memorandum of needs should be prepared for immediate submission to camp management or service personnel. This activity also should provide some opportunity for personal contact and get-acquainted conversation.

The aquatics program director personally supervises all area preparation to assure that all facilities and equipment meet program and safety standards. Additionally, this gives the director an excellent opportunity to assess staff leadership capabilities, work attitudes, enthusiasm, and teamwork.

As the program area begins to shape up, the director should make special opportunity to observe the aquatics skills of each aquatics staff member. This is not a practice or instructional exercise, but simply an opportunity for the director to gain knowledge of the skills proficiency of the staff. Special time could be set aside for this exercise, or it could be integrated throughout the setup work schedule. The first concern should be swim tests for all personnel. If the director is familiar with some or all of the staff through camp school or previous summer experience, this exercise may be limited accordingly.

After the general camp program and policy have been reviewed, the aquatics director and staff should review and discuss in detail all aquatics program and policy. (Discussions may be lengthy and are most effective when done in a series of sessions spread over a couple of days while camp is being readied.) Identification of individual program assignments and duties is an important part of these review and planning sessions. Each staff member should be required to prepare written course outlines or activity descriptions for each of his or her instructional assignments or program responsibilities, and these outlines should be reviewed and revised by the aquatics director. Questions about work standards, time off, emergency procedures, and other matters of policy or procedure should be considered and answered during these sessions.

Finally, before the first session of summer camp opens, the aquatics director should have each member of the staff conduct a walk-through for every activity for which the staff member is responsible. This will enable the director to develop and specify skill and instructional techniques that conform to Scouting standards. All skills should be demonstrated and practiced as part of this exercise. Operational procedures (check-in, records, emergencies) should also be reviewed and practiced at this time. Swim tests and a recreational swim for other camp staff personnel should be held as part of this activity for both practice and convenience.

Prestaff Week Preparation

- Staff interviews and selection
- Review inventory and request supplies as appropriate
- Participate in Order of the Arrow or other work weekends to become familiar with the condition of equipment and facilities
- Meet with the program director and other senior staff members to determine overall camp needs and staff week schedule
- Gather videos and other training materials
- Review the latest editions of BSA literature to refresh our memory and to determine any recent changes
- Renew first-aid and CPR certification as needed
- Obtain physical examination as needed
- Other

Facilities Preparation

Swimming Area

- Initial inspection to determine needs
- Final inspection before opening

General

- Buddy board(s) in place
- Rescue board(s) in place
- Rescue equipment in place: poles, buoys, lines, and tubes
- First-aid kit and backboard inspected and in place

- Emergency communication system tested
- Area markers in place separating swim classifications
- Lookout stand in place and inspected
- Depth marking adequate

Pool

- Pool filled and balanced
- Deck clean, free of algae; tiles in place
- Vacuumed
- Test kit chemical valid
- Test results posted as per state regulations
- Ground-fault protection tested
- Lights tested
- Responsibilities for pool maintenance established; staff trained as necessary
- Filters clean and properly charged
- Chemical feed properly adjusted
- Chemicals properly stored
- Scum traps, ladders, and boards in working order
- Water heater on and properly adjusted
- Toilets, urinals, sinks, and showers functional
- Toilet paper and cleaning supplies at hand
- All pool personnel trained in how to cut electrical power to pump room, lights, and plugs
- Review conducted of safety precautions on use of pool vacuum system, including inspection of cords
- Ground-fault protection checked

Lake

- Lake bottom cleared
- Water quality, turbidity, and temperature checked
- Docks in good repair; checked for loose bolts and nails, splinters, sound pilings, and anchors
- Latrines cleaned, inspected, and supplies replenished
- Drinking water available

Both Lake and Pool Areas

- Area thoroughly cleaned
- Grass mowed, shrubs and trees trimmed
- List prepared of items needing repair or painting
- List prepared of materials needed for repairs
- Program materials in place, inspected, and inventoried: red and blue markers, kickboards, masks, fins and snorkels, Safe Swim Defense on display, etc.
- Area secured and keys issued
- Other

Boating Area

- Initial inspection conducted to determine needs
- Final inspection conducted before opening
- Area mowed and trimmed
- Boat racks in good repair
- Docks in good repair
- Beach launching areas cleaned
- Boathouse cleaned and repaired
- Canoes inspected, repaired, and in place
- Rowboats inspected, repaired, and in place
- All sailboats and sailboards in place and tested
- Motorboats registered, in place, and tested
- Fuel for motorboats properly mixed and stored
- PFDs checked individually: adequate number of proper sizes on hand to begin program
- Paddles checked for splinters and splits: adequate number of proper sizes on hand to begin program
- Oars checked for splinters and splits, matched in pairs, and assigned to boats
- Program materials in place: sculling locks, water skis, canoe gates, etc.
- Buddy board(s) in place
- Lookout tower inspected
- Rescue equipment in place

- Emergency communication system tested
- First-aid kit and backboard inspected and in place
- Drinking water available
- Latrines inspected, cleaned, and supplied
- Fences and gates in good repair
- List prepared of items needing repair or painting
- List prepared of materials needed for repairs
- Area properly secured; keys to boathouse and boats distributed
- Other

Program Review and Training

- Review skills and past teaching experience of staff members.
- Make staff assignments.
- Nonswimmer instruction.
- Beginner instruction.
- Merit badges:
 - Canoeing
 - Lifesaving
 - Motorboating
 - Rowing
 - Small-boat Sailing
 - Swimming
- Snorkeling, BSA.
- Boardsailing, BSA.
- Mile Swim, BSA.
- BSA Lifeguard.
- Free swims.
- Recreational boating.
- Swim checks and other opening-day activities.
- Special events: parents' night program, campwide games.
- Safe Swim Defense and Safety Afloat leader instruction.
- Review program scheduling from previous years as a guide to what worked and where there were problems.
- Meet with program director to determine this year's scheduling procedure for each of the above programs.
- Review general teaching techniques:
 - American Red Cross video, *Teaching Aquatic Skills*
 - American Canoe Association video, *Canoeing and Kayaking Instruction Manual*
- Have each staff member read literature appropriate for his or her assignments, prepare written outlines, and check that all necessary equipment is available.
- Review outlines and conduct walk-through of activities.
- Provide time to practice skills, provide training in weak areas.
- Review record keeping procedures and issuance of complete and incomplete merit badge applications.
- Check program supplies; may be able to order additional materials if insufficient for season.
- Buddy tags.
- Red and Blue markers.
- Mile Swim, BSA cards.
- BSA Lifeguard materials.
- Safe Swim Defense cards.
- Safety Afloat cards.
- Safe Swim Defense fliers.
- Safety Afloat* video.
- Applications for Snorkeling, BSA, and Boardsailing, BSA
- Patches and merit badge pamphlets in trading post.

Safety Review and Training

- Swim classification tests for aquatics staff members.
- Swim classification tests for camp staff members.
- Review Safe Swim Defense as practiced at camp.
- Review procedures for swim checks and buddy board monitoring.
- Review possible rescue scenarios and individual staff roles.
- Establish procedures for staff monitoring of troop swims conducted under their own leadership.
- Clarify rules for staff swims, including when only the aquatics staff is present.

- Review Safety Afloat as practiced at camp.
- Establish boundaries for boating activities.
- Review possible rescue scenarios, role of lookout, and use of rescue craft.
- Establish rules for use of sailboats and sailboards.
- Establish qualifications for staff instruction motorboating and waterskiing; review fueling, blower use, and other safety procedures.
- Review safety precautions relative to sunburn, sunglasses, footwear, and ear infections for both campers and staff members.
- Review first-aid procedures.
- Review emergency communication procedures.
- Review general camp emergency plans and individual responsibilities with the entire camp staff.
- Fire.
- Storms.
- Intruders.
- Reporting serious injuries or fatalities.
- For lake swimming: Review and practice procedures for lost swimmer search; including other qualified staff members.
- Review policy for recovery in case of unobserved drowning outside the swimming area.
- Review decision process for curtailing activities due to rain, lightning, high winds, high water, or low temperature.
- Meet with camp health officer to discuss communication of special medical conditions noted during screening that will affect swim classification tests and other program participation, e.g., ear infections.
- Meet with camp health officer to discuss procedures involving spinal injury: involvement of health officer in boarding, EMS response time, and training in use of available cervical collars.
- Review American Red Cross video and literature on spinal injury management and practice until proficient.
- Review procedures for exposure to hazardous pool chemicals.
- Review training and utilization of counselors-in-training.
- Review time-off policies and schedules.
- Review campwide responsibilities and opportunities for aquatics staff members, e.g., volunteering to extinguish camp fires, song leading, etc.
- Provide recreational swim(s) for rest of staff during staff week.
- Check compliance with current national standards for camp accreditation.
- All facilities and program activities reviewed; ask yourself “What accident is likely to occur here?” and “What is my duty if it occurs?” (Advice and quote from Baden-Powell)
- Other.

Summer Camp Check-In

Several important aquatics program functions occur during the first day of each camp week while the units are arriving and settling into camp. These first-day functions involve registration, medical screening, unit orientation, swim tests, and program scheduling.

Registration

The aquatics program director should make certain that as each unit arrives for registration, the unit leader is provided with blank buddy tags and assisted in filling out a tag for each youth. The unit leader should also be advised of the procedures for completing medical rechecks, unit orientation, swim tests, and program scheduling. (The individual assisting with registration and issuing buddy tags need not be a member of the aquatics program staff, but should be generally familiar with the aquatics program in order to answer questions and to assist the unit leaders as needed.)

Medical Screening

An aquatics program representative should work with the physician or camp health officer during medical screening to assure that the aquatics program personnel are fully informed about handicaps or health conditions that require limitations on swimming or physical activity, or that necessitate special precautions. All such conditions should be noted on a special roster including a description of the condition and explanation of limitations or precautions (e.g., asthma, fainting, heart conditions, limb or sensory handicaps, severe allergies, epilepsy, diabetes, sun exposure limitations caused by medication, wound dressings), name, unit number, and location of campsite. This information should be hand-delivered to the aquatics program director prior to

swim checks or any other aquatics activity. (The individual working with the physician need not be a member of the aquatics program staff but should be a person specially trained by the aquatics program director for this function.)

Unit Orientation

When the unit arrives at the waterfront program area, the unit members should be given a welcome and orientation presentation by a member of the aquatics program staff. This presentation should be brief and interesting for the new camper, and should encourage the youth to participate in aquatics program activity while in summer camp. The basic procedures for use of the area and for the swim test should also be explained in brief and simple terms. If time permits, an aquatics skill or safety demonstration should be included in the presentation.

Swim Tests

Everyone should be given a swim test according to the procedures outlined in the section titled "The Swim Test." Whenever possible, the unit leader should observe this testing. Nonswimmers should be given a brief opportunity to splash and play in the water (no one in a swimsuit leaves the area dry) and to meet the instructor for nonswimmers.

To administer the swim tests, a member of the aquatics program staff admits the unit as a group to the swim area by checking to see that everyone has a buddy tag marked on the front with name and on the reverse with unit number and campsite designation. The test should be administered to each individual by an instructor or other qualified person who has been trained for swim testing.

On completion of the test, the instructor should mark the tag accordingly and return it to the individual. (Full coloring of the tags can be done as the unit members leave the swim area and are instructed as to storage of the tags when they are not in use.) The unit leader should be encouraged to record the swim classification of each member of the unit as an aid in program planning and for convenience in the event a tag becomes lost.

Program Scheduling

The aquatics program director should meet with all unit leaders and program commissioners to plan or confirm the units' aquatics program activity for the camp week.

Aquatics Program Records

Aquatics requires a certain amount of paperwork. Just as the advancement awards provide incentive for skill and knowledge development, well-kept records of progress provide incentive for advancement. The advancement records also assure accuracy in recognition for awards and recognition, facilitate reporting to the units on individual achievement, and enable camp management and local council personnel to evaluate program performance. Also, one special aquatics program record that shows the classification of swimming ability (the buddy tag) is an important safety and protection factor.

Aquatics program records may be grouped generally into four categories:

1. Daily instruction records (instructors' check sheets and class rosters)
2. Advancement records
 - a. Training cards (BSA Lifeguard, Safe Swim Defense, Safety Afloat) and award certificates (e.g., Mile Swim)
 - b. Aquatics Advancement Record, No. 33406A
 - c. Buddy tags (also a classification record)
 - d. Unit advancement charts (usually developed by the local council service center for unit recordkeeping)
 - e. Counselor forms for merit badges and other awards (given to youth or to unit leaders at end of the camp week)
3. Medical records and accident reports

A health history form completed by physician, parent, or legal guardian must be on file for every youth in summer camp. Similar forms are also required for all adults in camp. Written records must be kept in camp on all accidents or medical treatment. The aquatics director should record all health-related episodes and forward these records to camp health personnel.
4. Program summaries (forwarded weekly to camp management)
 - a. Merit badge tallies
 - b. Safe Swim Defense and Safety Afloat commitment lists
 - c. BSA Lifeguard recipients

All but the first category of records is forwarded to camp management (and ultimately to the local council service center), or is turned over to the campers and their unit leaders. The daily instruction records should be collected each week and retained by the aquatics director for one year. This assures that if any other records are lost or accidentally destroyed, the records can be reproduced and verified from the instructor's original.

Guests and Visitors

Summer camp aquatics program facilities are for the use of campers and their leaders in summer camp. As a rule, guests and visitors do not use the summer camp facilities. If special circumstances arise and the aquatics program director determines that certain guests or visitors will be permitted to use the aquatics program facilities, several factors must be considered.

1. The visitors must provide information on individual health history or medical conditions. This can be accomplished in a brief interview in which the director asks specifically about current medication, known heart conditions, epilepsy, severe allergies, susceptibility to fainting spells, asthmatic conditions, and recent injury or illness. A simple alternative to the interview would be to request that each visitor complete the standard BSA health history form. Of course, the questions should be

answered by a parent or responsible adult if a visitor is a minor, and the information should be considered carefully by the aquatics director before a final decision is made about the visitor's use of the aquatics facilities. If the health information suggests a risk that cannot be protected, the activity should not be permitted.

2. All elements of Safe Swim Defense and Safety Afloat—including classification of swimming ability and the buddy system—are observed and enforced.

A signed release form is not recommended. Such forms are misleading, have virtually no significance in terms of liability, and may even encourage false security and carelessness.



AQUATICS SAFETY

There are four common causes of accidents in aquatics:

Lack of Supervision and Discipline

Almost every accidental drowning can be attributed to the violation of one or more basic rules of water safety. Most incidents in Scouting occur in circumstances that easily could have been avoided if Safe Swim Defense and Safety Afloat principles had been followed. Qualified supervision and discipline are the first and last elements of the Safe Swim Defense, for all of the other points depend upon them. All aquatics activity must be completely and conscientiously supervised and every participant must respect the authority of the supervisor and follow directions.

Physical Handicaps and Limitations

Those with physical handicaps can enjoy and benefit from aquatics activities if the handicaps are known and necessary special precautions are taken. Accidents occur when such limitations are unknown and undetected. Children, and some adults, are likely not to understand their own need for extra caution, and the burden is properly on the personnel responsible for safety and protection. The limitation most often unrecognized is simple lack of fitness. Many accident reports indicate an overestimation of physical ability to engage in strenuous aquatics activity.

Boating Mishaps

When people learn to use personal flotation devices (PFDs) and to stay with a capsized craft, drowning statistics involving watercraft will be greatly reduced. Annually, hundreds of people die in boating accidents. In many instances the capsized craft are found still afloat even though the occupants have drowned attempting to swim to shore. Even the lightest craft on the waterfront, the canoe, if properly constructed, will support 35 to 40 people when fully capsized. Remember, as a general rule, stay with the boat! (Note that different procedures may be necessary under some circumstances when craft capsize in fast-running water. For example, if heavy rapids are downstream and the capsized craft is apparently going to continue moving with the current, a person may have to release the craft and make for shore.)

The importance of wearing the proper PFD also cannot be overemphasized. (See the PFD discussion following this topic.)

Diving

Injuries frequently result from diving into shallow or otherwise obstructed water. Even when drowning is avoided, crip-

pling neck and back injuries can result. Studies have shown that most serious diving injuries occur to males, ages 12 to 31, diving from low heights such as the edge of a pool deck, a dock, or a pier into water less than 4 feet deep. Therefore, we require a minimum of 7 feet of water beneath and behind the point of entry for diving from the edge of a pool, pier, or floating platform.

Even sufficient depth and elimination of rocks, stumps, and other obstructions are not adequate if diving is not regulated to avoid body collisions. Injuries during troop swims may result from jumping or diving from high points above the water onto people in the water below. Proper on-site supervision should prevent accidents of this nature.

Personal Flotation Devices (PFDs)

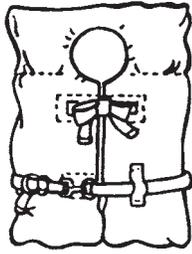
“Properly fitted U.S. Coast Guard–approved personal flotation devices (PFDs) must be worn by all persons engaged in activity on the open water (rowing, canoeing, sailing, board-sailing, motorboating, waterskiing, rafting, tubing, and kayaking).”—BSA policy.

Only U.S. Coast Guard–approved equipment (Types I, II, or III) is acceptable for use in Scouting aquatics. (Ski belts are not acceptable.) All youth members should be instructed on how to put on a PFD and how to check it for proper fit. Unit leaders responsible for activity in craft must always check to ensure that PFDs are of the right type and properly worn. Both youths and unit leaders should be taught the types of PFDs and which one is appropriate for each specific circumstance.

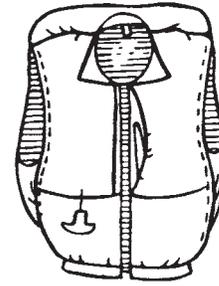
The U.S. Coast Guard has identified five different types of PFDs:



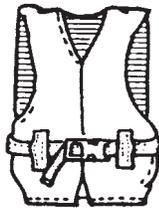
Type I. An approved device designed to turn an unconscious person in the water from a facedown position to a vertical or slightly backward position, and to have more than 20 pounds of buoyancy. The device will maintain a vertical or slightly backward position and therefore greatly increase chances for survival. This is the most effective PFD in rough water or remote environments.



Type II. An approved device that may turn an unconscious person in the water from a facedown position to a vertical or slightly backward position. These must have a minimum of 15½ pounds of buoyancy. They are recommended for closer, inshore cruising.



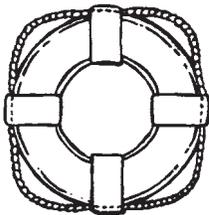
Type V. Special-purpose PFDs have their range of approved application listed on the Coast Guard approval tag. Some have multiple ratings, including vests approved for commercial white water trips and suits approved for workers on workboats or oil platforms. Some are inflatable.



Type III. An approved device designed to keep a conscious person in a vertical or slightly backward position; these have at least 15½ pounds of buoyancy. While these have the same buoyancy as Type II, the Type III has lesser turning ability. This makes it a comfortable design for water activities, such as rowing. Recommended for in-water sports and close inshore operation on lakes and ponds.

Type III PFDs are recommended for most Scouting aquatics. Type II vests are acceptable. Newer Type II designs provide a better range of movement than the traditional yoke or horse-collar styles. Vests used for water-skiing should be impact rated for that sport. Types I or V should be considered for rough water or whenever head injury is a foreseeable risk.

Proper care and storage of PFDs is essential. All PFDs should be dried off the ground and under cover. Direct sun-drying will cause discoloration and rapid fabric deterioration. Buckles must be maintained and repaired. All labels should be legible. If flotation material or fabric casing is damaged, the device should be discarded and replaced. PFDs should not be used as seat cushions or kneeling pads.



Type IV. An approved device designed to be thrown to a person in the water, but not worn. It is designed to have at least 16½ pounds of buoyancy. Acceptable for boats less than 16 feet long, canoes, and kayaks, and as a throwable device for boats 16 feet or longer. Must be in good condition and immediately available. Buoyant cushions and ring buoys are typical of this type of PFD.

Approved BSA forms completed by a medical professional have a space to list activities that are not recommended. Any such instructions should be followed. Some chronic conditions, such as heart disease, back problems, asthma, diabetes, and epilepsy, may require special safeguards for participation in aquatics. Some conditions are self-limiting, for example, someone should not be pressured to lift a boat or participate in a sprint if they express hesitation or uncertainty. Other conditions may require that medications are kept on hand. In rare cases, a condition may warrant discreet one-on-one supervision. Those with chronic conditions that allow them to attend camp seldom need to be prohibited from engaging in aquatics activities.

Some temporary conditions such as a wound with stitches, a broken bone in a cast, ears with draining tubes, or a severe sinus infection may require that the person not be allowed to submerge certain body parts.

Since chronic and temporary conditions are often not visibly apparent, communication of the screening results to program personnel is essential.

General Health Protection

Physical Examinations

All persons at summer camp are required to submit evidence of a recent health history and to undergo a medical screening by medical personnel on arrival at camp. The medical screening serves to identify new conditions and to give notice to camp personnel of physical limitations or other special circumstances.

Swimming Periods

Swimming is strenuous activity and youth ages 11 to 13 should not be in the water for more than 30 to 40 minutes in a single swim period. With check-in and checkout time, 45-minute recreational swims are recommended. A total of approximately one hour of swimming per day is generally recommended as a maximum for the Scout-age group. But swimming time can usually be safely extended if those in charge are alert and careful to bring individuals out of the water before problems of exhaustion or chilling develop.

Water temperature has a significant effect on stamina and resistance; 80°F is ideal. Safe time in the water is reduced by lower water temperatures. At 70°F, safe-in-the-water time may be no more than 20 minutes. If low or variable water temperatures are common in an area, a water thermometer should be included in the waterfront equipment. The same rules also apply to instructional activity, except that such activity as distance swimming must necessarily involve time in the water in excess of 30 minutes. The required preconditioning and extra safety precautions are intended to balance the risks in distance swimming. Early morning swims in cold water should be avoided.

Aquatics activity after sunset is prohibited, except for swimming activity in a pool with proper deck and water lighting. However, pool swimming under these circumstances may still be limited by wind chill and lowered water temperatures. The only other possible exception to the sunset rule would be the use of canoes or other craft by staff for ceremonial purposes. For such activity, special safety precautions should be strictly enforced.

Since the body is more easily exhausted by physical activity immediately after eating, no swimming activity should be permitted within one hour after meals. An immediate and potentially dangerous symptom of exhaustion is muscle cramping.

Infection

Sinus and ear infections are often associated with swimming. Their incidence can be reduced by minimizing high and deep diving, by not swallowing while swimming, by avoiding sudden exhalation of air underwater, by avoiding hard nose

blowing during or after swimming, and by proper hygiene. Showering after swimming and thorough drying are recommended. A few drops of commercial ear treatment or a 1:3 solution of white vinegar and water in the outer ear canal help control fungus infections. (Check with your camp health officer before using any over-the-counter or home-made solutions.) Ear treatments are not needed when swimming in treated pool water. Persons with open sores should not be permitted to swim. Any symptoms of infection should be immediately reported to the camp health officer. A person complaining of illness or showing signs of fever or eye irritation should not be allowed to swim without medical diagnosis and appropriate treatment.

Foot Care

All persons are required to wear shoes to and from the aquatics program areas. All ground and surfaces that will be walked barefoot within the program areas should be raked and cleared periodically to be sure that all hazards are removed. This includes sharp rocks and stubs, and glass and metal litter. To avoid fungal infection, feet should be rinsed and carefully dried after swimming, and socks should be clean and dry.

Nosebleeds

A nosebleed is a minor but not uncommon injury in aquatics or any other active play or sport. The blood vessels in the nose lie very near the surface, and bleeding may occur with the slightest injury.

When bleeding occurs, squeeze the nose between the thumb and forefinger, just below the hard portion of the nose. The person should be seated and leaning slightly forward. Do not lean the head back, for this directs the flow into the head and throat. Apply pressure for at least five minutes. If bleeding does not stop within five to 10 minutes, consult medical personnel.

Sun Protection

Most of us believe that sunburn is something to be avoided because it can spoil our fun at camp for a few days. This is certainly true, but there is a much more important reason to avoid excessive sun exposure. Skin damage caused by the sun during the first 18 years of life is a major cause of skin cancer as an adult.

Sunlight contains several different types of light. Ultraviolet (UV) light, which is invisible, causes sunburn and increases the risk of cancer. While in most of the United States, the type of UV light that causes sunburn is present in significant amounts between 10 A.M. and 3 P.M., the UV light that causes aging changes of the skin and cancers is fairly constant during the whole day.

Protection from harmful effects of the sun can be accomplished by limiting one's exposure, wearing light-colored clothing, wearing sunglasses, and using sunscreens with an SPF (sun protection factor) of at least 15. White clothing will reflect some of the sunlight, but will not always stop all of it, especially if it is loosely woven or wet. Aquatics staff members should use a visor to protect the face and eyes. Sunglasses should be chosen to block UV light and a lot of visible light. Chemicals are added to glass and plastic lenses to make them block UV light. Tint does not necessarily stop UV light from passing through a lens, so look for a pair labeled UV safe. The American National Standard Institute (ANSI) "general purpose" or "special purpose" classification is best for aquatics activities. In addition to blocking UV, sunglasses must block some of the visible light. An easy way to tell is to look at yourself in a mirror through the lenses. If you cannot see your eyes, the lenses are probably dark enough. Make sure the lenses cover enough of your eyes to keep light reflected from sand and water from interfering with your vision.

Polarized lenses preferentially reject reflected light from surfaces such as the water. Polarized lenses are recommended since reduction of glare not only offers additional eye protection, but also makes it easier to observe activity on or beneath the surface.

Hold the glasses at arm's length, focus on a straight line in the distance, and move the glasses slowly up and down and back and forth. If the line becomes wavy, the lenses are imperfect and may distort your vision.

Sunblocks are made from talc, titanium dioxide, or zinc oxide and stop all sunlight from reaching the skin. These products are especially suited for tips of ears and nose.

Sunscreens are generally clear and only reduce the amount of sunlight that gets to your skin. They include a variety of chemicals and have the SPF listed on the container. This is a number that lets you compare the amount of sunlight that different products stop. The SPF is figured in the following way: If conditions are such that with no protection you would start to sunburn in 30 minutes, an SPF of 2 would protect you from burning for one hour. Higher SPF values would let you stay out in the same conditions for longer periods before you got a sunburn. A product with a rating of SPF 10 will protect you twice as long as one with a rating of SPF 5. Sunscreens with a minimum SPF of 15 are recommended.

There are several important factors to consider when using a sunscreen:

- They work best if applied ½ hour before exposure so they can soak into your skin.
- They need to be reapplied after sweating or swimming, EVEN IF they are listed as waterproof.
- Reapplying a sunscreen does NOT extend the period of protection. Depending on the person, one can burn even using SPF 50!

Hyperventilation

Deliberate hyperventilation, defined as excessive respiration leading to abnormal loss of carbon dioxide, thus suppressing the breathing reflex, has been cited as a factor in numerous drowning incidents. Contestants in underwater swimming events may be especially prone to this danger because, under the stress and excitement of competition, they may ignore their own built-in urge to breathe. The possibility of such an accident is increased by the common practice of overbreathing (hyperventilating) before swimming underwater.

Overbreathing depletes the body of carbon dioxide, which triggers the urge to breathe. Thus, the urge to breathe is delayed to the point where the oxygen supply is inadequate and the person loses consciousness. In such cases the swimmer may have little or no warning that he is about to pass out. He may even continue swimming for a few more seconds. As a result, observers or fellow swimmers may not realize he's in trouble until he loses all consciousness, automatically breathes, and, in the case of the underwater swimmer, drowns. **Competitive underwater swimming events are not permitted in Scouting.** (Underwater swimming for any reason is not permitted in turbid water. See page 5-87 for definitions of *clear* and *turbid*.)

Cold Water

Air or water temperature below 70°F may pose risks. If an adult of average weight is not comfortable in the water two minutes after immersion and without physical exertion, then the water should be considered cold and precautions should be taken. If goose bumps appear on the wet skin surface shortly after leaving the water, then the air temperature should be considered cold and precautions taken. Moving water, as well as wind, substantially increases the loss of body heat and should be part of the chill-factor appraisal.

Remember that Scout-age children are unlikely to recognize or acknowledge thermal risks when anticipating or participating in aquatics activity. For this reason, assessment of environmental conditions and hazards, and the steps to ensure safety, is the responsibility of the adult supervisor. In addition to relying on their own senses, adult supervisors should closely observe the children in their care. Scout-age youth have considerably less body weight than most adults and may, therefore, chill more quickly. Also, the susceptibility to chill and the visible symptoms of chill may vary widely among children. Obviously, if conditions are such that any child in a group begins to shiver or show discoloration, then precautions should be taken for everyone.

The first precaution for cold-water activity is to reduce the length of time in or on the water. At 70°F, maximum safe-in-the-water time is approximately 20 minutes. Open-water swimming in water temperature of 65°F or lower may pose substantial risks and should be avoided. In all swimming

activities, precautions should include procedures and equipment for immediate warming of anyone showing symptoms of chill.

For all activity afloat on cold water or in cold weather, appropriate clothing should be worn for warmth with the PFD worn at all times, normally on top of the outermost garment. A dry change of clothes should also be available in case of a spill. As in swimming, activity afloat should include procedures and equipment for warming anyone showing symptoms of chill. Overboard activity should never be permitted in water temperatures of 65°F or lower, except for closely supervised capsized skill training in preparation for activity afloat.

Remember that some streams and northern lakes can be quite cold even on a warm, midsummer day. It is precisely these circumstances that may pose serious risks because of failure to recognize the risks and take appropriate precautions.

All persons with responsibility for supervision of aquatics activity in or on cold water should be trained in the recognition, prevention, and treatment of hypothermia.

Hypothermia

Hypothermia is the body's last defense against cold, its final effort to defend the vital organs. The pulse rate slows and blood is shunted to the critical organs and away from the extremities. The effect is to keep the heart and lungs working at the expense of the hands, feet, and head. The problem is that in many situations the hypothermia victim needs the use of the extremities—possibly to hang on to a capsized craft. The blood shortage affects the brain, and survivors of hypothermia recall a feeling of well-being sweeping over them as they begin to lose their mental grip. Early symptoms include violent shivering and convulsions.

In case of accidental immersion in cold water, remember that water (particularly moving water) conducts heat loss many times faster than air. Get in or on a capsized boat, or anything else available, to get as much of the body out of the water as possible. Wear a PFD for warmth as well as flotation. Remaining still and assuming the fetal position, or *heat escape lessening posture* (HELP), will increase the survival time. Since about 50 percent of heat loss is from the head, it is important to keep the head out of the water. Other areas of heat loss are the neck, sides, and groin. If several people are in the water, huddling close side-by-side in a circle (huddle) will help conserve body heat.

Signs of hypothermia include fatigue, drowsiness, weakness, slurred speech, and poor coordination. Victims may be confused and deny there is a problem. They may not feel they are cold and may even undress because they feel too warm. Oral and armpit temperatures are unreliable in deciding if a person has hypothermia.



HELP (heat escape lessening posture)



Huddle

Hypothermia victims must be handled very gently and should not be allowed to walk. Any rough or sudden movement of a hypothermia victim could cause the heart to go into a fatal rhythm disturbance (ventricular fibrillation). Move the victim to shelter and warmth as rapidly as possible. Gently remove all wet clothing. Place the victim on a hard flat surface to allow for administration of CPR, if needed. Apply heat to the central core of the body (head, neck, sides, and groin). If no other heat source is available, place the victim in direct bare-skin contact with another person to allow for transfer of body heat.

Heat Reactions

Heatstroke, heat cramps, and heat exhaustion are brought about by both internal and external factors. Harmful effects occur when the body becomes overheated and cannot eliminate the excess heat. Reactions usually occur when large amounts of water, salt, or both are lost through profuse sweating as a result of strenuous exercise in an extremely hot atmosphere. Small children are particularly susceptible to heat reactions.

Heat cramps (painful muscle spasms of the arms and legs following strenuous exercise) occasionally occur for people who otherwise seem to be in good condition. Very hot weather and prolonged sun exposure are not necessary for heat cramps to occur. The normal contraction and relaxation of muscles requires a rather strict water/salt balance in muscle tissue. When a person perspires excessively, both water and salt are lost and body reserves become depleted. People normally interpret this depletion as thirst. If they satisfy their thirst by drinking large quantities of water without taking any additional salt, they deplete the body of salt. A result of this abnormality of salt and water concentration within the tissue is an involuntary, uncontrolled muscular spasm that causes the characteristic cramp.

A normal intake of salt with meals will avoid problems for most people. Persons with persistent heat cramps should seek medical advice before attempting to supplement their salt intake.

Heat exhaustion (sometimes called heat prostration or heat collapse) is a fairly common result of extreme physical exertion in a hot environment. Under these conditions, the muscular mass of the body and the brain require an increased blood flow. Similarly, an increased blood flow is required by the skin so that heat may be radiated from the skin and sweat may be made. Heat exhaustion is a manifestation of the fact that the vascular system is inadequate at that particular time to meet the demands placed upon it by skin, muscle, and organs. In essence, the victim is in a state of mild shock. Symptoms include weakness, fainting, dizziness, headache, loss of appetite, and nausea. A victim of heat exhaustion should be made to rest in a cool location to allow the vascular system an opportunity to meet the demands placed upon it.

A sunstroke is more correctly called a *heatstroke*, for sun exposure is not necessary for this condition to develop. It is by far the least common of the heat reactions, and by far the most serious. Normally, when a person is exposed to a particularly warm environment, the body automatically activates cooling mechanisms. Heatstroke occurs when these heat regulatory mechanisms of the body fail. Prolonged exertion in a very warm, humid environment can cause a cessation of sweating, a principal body mechanism for heat loss, and lead to heatstroke. Victims show flushed red skin with high body temperature. Usually the skin is dry, but there may be some sweating. Pulse is rapid and weak.

Heatstroke is a life-threatening emergency and requires immediate treatment. Quick action must be taken to cool the

body. Immersion, fanning, and sponging with cool water or rubbing alcohol may be effective first aid. Emergency transportation and hospitalization must follow first aid.

Protection From Insects

Unfortunately, most aquatics program areas are not free of insects. Usually this is an inconvenience and does not pose a serious health threat.

However, ticks can carry diseases that can make a person very ill. Several easy measures can be taken to decrease the chance of a tick bite. The easiest is to make sure that the waterfront and all paths leading to it are free of undergrowth. If the trails are kept clear, and people stay on them, the chance of getting a tick bite is greatly reduced. If it is necessary to go into an area where there is no clear trail, wear long pants with the ends tucked in your socks. Apply an insect repellent containing 0.5 percent permethrin to clothes before entering the wooded or grassy area. Permethrin should NEVER be applied to the skin as it is very toxic. Daily bathing and inspection for ticks can reduce the chances of problems. It is important to remember that the deer tick, which is one variety that carries human diseases, is no larger than the period at the end of this sentence. Removal of implanted ticks should be done at the health lodge.

Mosquitoes also can pose a health threat. The *Culex pipiens* mosquito (the common house mosquito of the United States) has been identified as the carrier of West Nile virus. This particular mosquito feeds on infected birds and then bites humans. The symptoms of infection often include rapid onset of headache, high fever, disorientation, tremors, and convulsions. In only the most severe and rare cases is paralysis or death a result.

The most common breeding environment for this mosquito is stagnant water found in old tires and metal drums or containers. All camps should be inspected for such conditions, and any found should be removed. Additionally, screened windows and doors of buildings should be repaired as necessary.

To reduce the risk of mosquito bites, health authorities recommend

- Minimizing outdoor activities between dusk and dawn.
- Wearing long-sleeved shirts and long pants whenever spending time in likely mosquito habitats such as woods or wetlands.
- Using an insect repellent containing DEET, according to label instructions. In no case should DEET be sprayed directly onto skin.

Some people have rapid, life-threatening allergic reactions to insect stings. If confronted with such a situation, aquatic staff should follow the camp's emergency first-aid procedures. People with known susceptibility may carry medications for emergency self-administration.

First Aid

The aquatics program provides only preliminary first-aid treatment in anticipation of treatment to be given by camp personnel with primary responsibility for health and medical services. This preliminary first aid includes stabilizing the injured for transportation, providing emergency transportation, and administering basic life support in critical circumstances. National policy requires that all injuries be treated and recorded in council records by the camp health officer. Appropriate first-aid equipment should be available at each aquatics program area. Standard camp inspection criteria require that aquatics program areas have on hand for immediate use at least two blankets, cravat bandages, a first-aid kit, and a backboard.

At least one person trained in cardiopulmonary resuscitation (basic life support) by the American Heart Association or the American Red Cross must be on duty in each aquatics program area at all times that aquatics activity is in progress. All program personnel should be trained and competent to give aid in the event of an emergency.

Protection From Body Fluids

On occasion, members of the aquatics staff will provide first aid for cuts. Whenever practical, latex or vinyl gloves should be used to keep from contacting blood. If blood is spilled, it can be disinfected by using a dilute solution of sodium hypochlorite (household chlorine bleach). The bleach should be stored in a tightly sealed container that is kept in a cool, dry place. The solution should be mixed fresh before each use. Adding two tablespoons (one ounce) of bleach to a cup of water will make the right strength for use as a disinfectant. Using gloves, wipe up any blood or other body fluid with a towel. Then wipe the bleach solution on the surface and let it dry. This solution is corrosive to aluminum.

The use of a mouth-barrier device is an appropriate precaution to reduce the risk of disease transmission during rescue breathing.

Diving Injury

Camp aquatics staff members should be trained in the prevention, recognition, and care of spinal injuries. The training should be appropriate for the camp setting, for example, techniques advocated for a pool may need adjustment if the camp swimming area has extremely shallow water or waves. If the victim of a suspected spinal injury is in the water, the aquatics staff normally is responsible for activating the camp's emergency communication system, controlling other swimmers in the area, beginning in-line stabilization of the victim, and taking a primary assessment of condition (ABCs). Removal of the victim from the water may be a coordinated effort of the aquatics staff, the camp medical officer, and/or local EMS, depending on the camp situation. For example, EMS personnel may arrive at a Cub Scout camp in an urban

area while in-line stabilization and the initial assessment are taking place. The aquatics director should check with the camp health officer on the letter of agreement between the camp and advanced life support agencies to establish roles while developing an emergency action plan for spinal injury.

Although a minimum of two rescuers can successfully secure a victim to a backboard if necessary, additional trained personnel are often available in a camp setting and should assist. Everyone with a likely responsibility for responding to a spinal injury should review and practice their roles during staff training. The aquatics director should develop and oversee that training in coordination with the camp health officer. If the camp operates for several weeks, additional review and practice sessions may be an appropriate component of in-service training.

Each aquatics program area should have one or more backboards within easy access. Straps or other fastening devices and a head immobilization unit are also needed. Commercially manufactured equipment is recommended. Ideally, straps and a head immobilizer are kept attached to a board ready for use in a spinal injury. However, such attachments may interfere with the use of the board for removal of unconscious victims who do not have a spinal injury. If the straps and head immobilization unit are not kept attached to the board in a ready position, they should be stored nearby and their attachment should be part of the practice drills. Note that equipment kept at the camp swimming area for emergency response and training may be supplemented by equipment maintained and transported by the camp medical officer.

Drowning and Near-Drowning

The worst of aquatics problems is also the easiest to prevent. By strict adherence to the Safe Swim Defense and Safety Afloat plans, the vast majority of drownings would never happen. Risk factors for drowning, besides swimming beyond one's ability, include fatigue, hypothermia, hyperventilation, and diving injuries. Studies have shown that 25 percent of adult drownings are associated with alcohol use.

"Drowning" is a general term used to describe death by being under water too long without oxygen. Death under water can occur many different ways, but they all lead to inadequate oxygen in the bloodstream, which causes the brain and the heart to stop functioning. About 10 percent of drowning victims do not get any water in their lungs because the larynx (voice box) blocks off the airway by a reflex. While there are some differences between salt- and freshwater drownings, they do not matter much at the scene. Many drowning victims swallow a lot of water, and this can cause stomach bloating that may interfere with resuscitation attempts.

After only a few minutes without oxygen, the heart stops beating. That means the victim has no pulse in the neck and is clinically dead. Biologic death, or the irreversible breakdown of cells and processes in the body, occurs

almost right away. If cardiopulmonary resuscitation is started quickly, it is possible to reverse clinical death and bring a person “back to life.” In drowning, as in other cases of heart and breathing arrest, the amount of time that is available before biologic death sets in is short. However, since people who have drowned are usually cooler than normal body temperature from being immersed, that critical time between the onset of reversible clinical death and irreversible biologic death is sometimes extended. The same is true for children and infants.

For this reason, it is crucial that resuscitation efforts be well-organized and continued. The head and neck should be moved as little as possible and should be stabilized if a diving injury is suspected.

Submersion incidents or near-drownings usually involve aspiration of some water (in 85 percent to 90 percent of cases) and frequently aspiration of foreign material in the water, such as dirt, algae, pool chemicals, bacteria, and other contaminants. All of these serve to interfere with the chemical lining of the lung that helps it to stay inflated. After resuscitation from a submersion incident, this effect may persist and may cause problems such as acute respiratory distress or pneumonia. These conditions may not occur immediately, so it is important to arrange for appropriate transportation of submersion victims to a health facility where they can be observed for delayed problems.

If an individual who has been resuscitated refuses to allow transportation, you should write down as much information as you can about the incident, including the victim’s name and address (if the victim will give it to you) and turn in this report to your local council Scout executive or the designee.

Emergency Procedures in Summer Camp

The safe operation of an aquatics program depends not only on the application of policies designed to prevent emergencies, but also on preparations to handle emergencies that may arise. General emergency action plans will be in place for campwide situations such as tornadoes, fire, and intruders. Those should be reviewed with the entire camp staff by camp management. Additional plans specific to swimming and boating programs are the responsibility of the camp aquatics director, working in conjunction with the camp health officer and other camp management.

Prior to the opening of camp, the aquatics director should develop or review emergency action plans to handle situations such as a person suffering a stroke or seizure while sailing, a spinal injury in a crowded pool, or finding a submerged swimmer in turbid water. Plans should be shared with all appropriate personnel, coordinated with local emergency services, and practiced to the extent possible.

Emergency action plans are facility-specific, and details might vary from facility to facility even when situations are similar. Several situations might be covered by a single plan. For instance, one plan will suffice for a variety of medical emergencies in a variety of boats if the overall response does not depend critically on those details. Plans will tend to share common elements. For example, notification following a serious injury incident should follow standard BSA procedures in all cases.

The first step in formulating an emergency action plan is to assess who is at risk under what circumstances. Worst-case scenarios should be considered. The second step is to determine who responds and how. Each plan should address the following basics:

- Who is in charge of overall response
- Who is responsible for each task
- Emergency alert system within the program area
- Specific response/rescue procedures
- Coverage of vacated patrol areas
- Supervision of Scouts not directly involved in the incident
- Need and procedure to evacuate area
- Emergency communication with the rest of camp and outside services
- Need for backup support and equipment
- Need to summon EMS and/or law enforcement
- Aftercare of subjects
- Notification of family, authorities, and the media
- Replacement of used equipment
- Debriefing and reporting

An accurate drawing of the program area, including water depths, is useful for reviewing potential problem areas, utility shut-offs, locations of rescue personnel and equipment, access for emergency transportation, and evacuation routes.

While formulating an emergency action plan, determine the status and location of rescue equipment. Acquire or replace as appropriate. Also, test available communication systems. Evaluate them for reliability and effectiveness. If not satisfactory, alternates may be needed.

A flowchart showing how personnel are to respond during an emergency is useful to clarify roles and check for completeness.

Effective emergency action plans contain specific information that is easily understood by all who may have occasion to use them. Personnel who respond to emergencies should be trained in the procedures to be followed, including the appropriate use of equipment. Practice drills serve to check the thoroughness of the plan and the readiness of

those charged with its execution. Ideally, leadership during practice emergency drills should be rotated among staff.

It is important that outside response teams, the camp health officer, and camp aquatics personnel understand their relationships and what each can expect of the others. Aquatics staff members are usually first on the scene of a water-related incident, but generally are not trained beyond basic first aid. They manage the scene consistent with their level of training until the arrival of persons with a higher level of training, such as the camp health officer or EMS. The camp health officer should be involved in the development and practice of emergency action plans for the aquatics program areas. The camp health officer should be involved in the development and practice of emergency action plans for the aquatics program areas. The camp health officer should also work with the aquatics director to coordinate with outside services such as EMS, search and rescue squads, hospitals, and law enforcement. If possible, the camp health officer should arrange a visit to the camp by outside response teams. The aquatics director and staff should be present when they review the aquatics program area.

Emergency Communications

Adequate communication is an important aspect of all emergency action plans. Several types of communication are needed in an emergency:

- Between initial responders
- Between responder and victim
- Between response team and Scouts not directly involved
- Between the site and other parts of camp
- Between the site and outside EMS

Emergency actions plans should consider each aspect.

Emergency response personnel at the scene need to be able to quickly alert each other of the situation and the actions they are initiating (often two or more people will notice the problem almost simultaneously). An audible signal, given by the staff member who first responds, should be followed by a quick visual scan by other individuals charged with response. Although a coded whistle blast is a standard emergency alert signal at a pool, a verbal message, such as “active victim,” “submerged victim,” or “spinal injury” may better convey essential information. Verbal communication is particularly important at the boating area. For example, a staff member launching the rescue craft may need to tell the lookout “injury at canoe 5, call for backup,” or, alternatively, a lookout in a tower may need to tell his counterpart checking out boats “injury at canoe 5, man rescue boat, I’ll call for backup and cover the shore.”

It also is important to be able to communicate with the person in distress, both to provide directions and to offer encouragement. For a swimming rescue of a conscious victim, a simple “grab this” is appropriate when presenting the

rescue tube. At the boating area, there may be a need to convey instructions such as “go back to the boat, help is on the way” or “let go of the sail and the tiller.” A battery-operated megaphone is useful in such circumstances.

Emergency responders also need to be able to effectively provide instructions to onlookers who are not in need of assistance. At swimming areas, the standard signal for a buddy check can be used to quickly gain attention and clear the water (if that action is appropriate). A megaphone is useful for providing detailed instructions at both the swimming and boating areas. A compressed-air boat horn is useful for gaining attention prior to giving instructions.

Although some camps may rely on audible signals or a runner to alert essential camp personnel (e.g., the camp medical officer) of a problem at an aquatics program area, phones or radios provide better exchange of important information. If phones and radios are used, they should be checked at the beginning of each day for proper operation and continuously monitored by medical personnel. If phone lines are strung on overhead poles, a backup system may be needed in case severe weather results in downed lines.

If radios are used, formal procedures and expectations need to be established, including general etiquette, emergency call signs, and who is responsible for maintaining a charged battery. Complications may arise if a single channel is used for all general camp operations as well as emergencies. For example, instructors for a boating class may carry a radio in their craft to be able to make outgoing requests for emergency aid. However, if it is important to alert them to an emergency in another part of camp, a backup system may be needed. They may not be monitoring their radio continuously because its persistent, irrelevant chatter might distract Scouts in class.

Wireless telephones might be appropriate for situations such as an instructor in a ski boat or a unit on an overnight boat trip, provided reception is adequate.

Lastly, it is very important that a procedure is established to quickly request emergency aid from outside agencies (EMS, fire, law enforcement). Emergency action plans should specify primary and alternate camp personnel with the authority and responsibility to place such requests. In addition:

- Emergency telephone numbers and procedures should be listed near each phone.
- A checklist of information to be provided should include:
 - Name of caller
 - Identification and location of facility
 - Location of the facility where the accident occurred (i.e., bathhouse, beach, pool, campsite or activity area, etc.)
 - Type of incident—drowning; cardiac arrest; severe bleeding; head, neck, or spine injury; etc.
 - Type of assistance needed

- Answer all questions asked by the rescue unit’s operator.
- If necessary, advise the arriving unit that it will be met at the entrance and will be lead to the scene.
- DO NOT HANG UP UNTIL TOLD TO DO SO.
- Serious accidents require the immediate notification of the camp director, who may in turn notify the council Scout executive or president. They will serve as spokespersons in notifying parents or guardians and will respond to any inquiries by the news media. Aquatics staff personnel should discuss accidents only as outlined in camp emergency action plans.

Lost-Bather Drill

A number of situations can cause a person to lose consciousness and submerge while swimming. Prompt assistance is extremely important. The situation may be further complicated if water visibility is such that the victim cannot be seen from above or near the surface. Camps that conduct swimming activities in such conditions should emphasize proper surveillance techniques, review the need to limit underwater swimming, and prepare and practice an emergency action plan for a “lost bather.”

A guard who observes a person submerged in murky water should immediately undertake a rescue attempt while other personnel clear the area and activate other components of the emergency action plan. If the guard does not rapidly locate the victim, or if the victim’s general location is unknown, as it would be if a bather’s absence is first noted during a buddy check, then at least two guards should immediately begin a coordinated, systematic search of the area where the victim was last seen (by guard or buddy) or as indicated by the location of his buddy tag.

Other personnel complete a buddy check to account for all other swimmers, clear the area, and check the immediate area around the swimming area in the unlikely event that the missing person slipped by the person monitoring the buddy board. Unit leaders may be called upon to assist. A person previously assigned the task should notify the camp health officer and provide camp leadership with the name, unit number, and campsite of the missing individual (as taken from the buddy tag) so that other camp personnel can locate the Scout’s unit leader if that person is not already present. The emergency action plan should clearly designate who is responsible for calling EMS if such a system is available. That call should be placed immediately—not delayed until the person is recovered from the water or on the assumption that the exercise is a false alarm. The call to EMS should include precise directions for locating the site of the emergency or the exact location to pick up someone who will guide them the rest of the way. If EMS is not available, then designated camp emergency transportation should be summoned.

As they become available, additional trained staff members should join the initial guards in the in-water search if the missing person has not been found. Unit leaders and untrained camp personnel who happen to be in the area can assist in a wading search of the nonswimmer area and part of the beginner area if a search of those areas is indicated. Only trained personnel who are familiar with the bottom conditions and who have practiced together should participate in a deep-water search. Non-aquatics staff whose programs areas are near the swimming area may be included in such training, but it seldom is practical to summon aid from remote areas of the camp.

Once four or more people are available, a line search is most efficient. The searchers should be formed in a line by the person in charge, submerge on signal, swim a specified number of underwater breast strokes along the bottom, surface vertically, check their buddies and then reform the line on the person farthest back. The entire line then backs up a few feet to ensure no gaps in coverage when repeating the underwater search pattern. If the area is covered in one direction without success, the same area should be crisscrossed at a right angle to the previous direction. The searchers should proceed quickly but systematically under strict supervision. The person in charge is responsible for guarding the event and making sure that all searchers are accounted for before the next dive. Anyone unduly fatigued should be removed from the exercise and his/her buddy assigned to someone else.

If the appropriate ability area has been thoroughly covered without result, the search should be extended to the other swimming areas and to surrounding areas outside of the boundary markers. Areas under docks should be searched by teams covering both the bottom and the water surface under floats or planking. If personnel are available, all swimming areas, adjacent waters, and docks should be searched simultaneously.

An underwater search can be both strenuous and stressful. The procedure needs to be ironed out before camp opens and practiced during the season. Potential search areas need to be examined carefully prior to the first practice. The search should not be allowed to extend into areas beyond a predetermined safe swimming zone, including areas of inappropriate depth or areas with underwater vegetation, obstructions, or debris.

Ideally, the deep-water swimming area can be searched in a few minutes with personnel that are normally on hand. It may not be necessary to assemble a large number of searchers if the area is relatively small and the guards making the initial search are equipped with masks and fins.

Notification and Reporting

In case of serious accident or illness, parents, guardians, or next of kin should be notified by the council Scout executive or representative about the accident or illness and what steps have been taken to aid the injured or ailing individual.

This will usually be done by a telephone call or personal visit. The Scout executive or representative will reassure the family that everything possible is being done. Arrangements should be made to contact the family physician, if such is the desire of the parent or guardian. Be sure that the parent or guardian is satisfied with the medical arrangements. If necessary, provide transportation for the family to the location of the injured or ailing person.

In case of a serious accident, notify the Scout executive. Collect all facts (including names of witnesses), and notify authorities as required by local ordinance. In case of serious illness where there is a risk of contagion, local health authorities should also be contacted.

In the event of a fatal accident, the Scout executive and local authorities must be immediately notified. The Scout executive will personally make contact with family, news media, attorneys, and insurers. Local authorities will institute an inquiry to determine the cause of death and whether responsible precautions were taken to prevent the accident.

After any accident or other emergency, all relevant program, rules, and procedures should be thoroughly reviewed to make adjustments that will prevent further problems. Steps to follow in reporting and notification are more fully explained in *Camp Health and Safety*.

Safety Procedures

Protection of Aquatics Program Personnel

Possibly the most neglected area of aquatics protection in summer camp involves the aquatics program staff while they are pursuing their program duties and responsibilities. The following procedures are strongly recommended.

- A primary concern of the aquatics program director is the safety of staff personnel. At all times the aquatics director should be consciously alert to the precise location and activity of each staff member. At the instant the director leaves the area or assumes the role of instructor, or otherwise engages in specific or confining program activity, this function must be assigned to someone acting on the director's behalf.
- Whenever an instructor is to perform a demonstration or other procedure in the water, the instructor must be accompanied by an assistant serving as "buddy." Both the assistant and the instructor should be thoroughly familiar with the procedure to be demonstrated, so that the buddy will immediately notice even the slightest deviation from the procedure. A student in the class can serve as the assistant for this purpose if the role of buddy and the procedure have been thoroughly explained to the student. All such demonstrations should take place in designated areas regularly used for, and known to be well-suited to, this particular use.

- All persons engaged in recreational activities—spontaneous, planned, or scheduled—will adhere to the Safe Swim Defense and Safety Afloat procedures in all respects.
- All guard personnel—whether assisting with instructional activity or guarding recreational activity—check in and out of the area where they are working according to procedures followed by Scout swimmers. (The term "guard personnel" is discussed on page 5-33 of this manual.)
- Staff tags may be placed on a separate "in" board that is divided by swimming areas, or by designated guard positions within each swimming area. It may be helpful to mark aquatics staff tags differently from other tags (with a green perimeter, for example). Remember that the "in" boards for the swimming areas must provide two important bits of information: (1) how many people are in the swimming area; and (2) specifically, where they are. The "in" board itself is not meant to identify swimming ability, job description, or status.

Recreational Swims

Distribution of program personnel. At least one instructor is assigned to each swimming area and is designated as a guard team supervisor for that area. Guard personnel are assigned to each area so that the ratio of one guard for every 10 swimmers is approximately maintained. Other personnel are assigned to the gate and as the lookout. The person at the gate is also responsible for the "in" buddy board. If no other program activity is in progress and other personnel are unavailable, the director may assume this responsibility. Any dependable individual can maintain the lookout, but the director should not assume this role, nor should the director be engaged in specific guard activity unless the responsibilities of directing have been delegated.

Check-in and checkout. Bathers check into the swimming areas by entering the turnstile gate with their buddy and their tag in hand. None may enter or leave without his tag and a buddy, and the activity is carefully regulated by the individual assigned to the gate. The buddy pair hang their tags side by side on the "in" board area corresponding to the area where they will be swimming. Each handles only his own tag. All guards should be in position before check-in begins and should maintain their positions until all are checked out and the board is clear.

If it is impossible to find a buddy for every individual and an unpaired individual remains after all others are checked in, the unpaired individual should be checked into the appropriate swimming area and sent directly to the guard team supervisor for that swimming area for buddying with a regular buddy pair. But triples simply do not fulfill the buddy function, and the arrival of another unpaired individual will, of course, resolve the situation.

Buddy checks. The purpose of the buddy check is to remind all bathers to remain near their buddy and to be always aware of their buddy's situation so that they can lend immediate assistance when needed. As soon as all are checked in and before a swim activity actually begins, a buddy check is called to be sure that everyone went to the area he checked into and that there is no confusion as to who is whose buddy. After swimming has commenced, buddy checks should be called when needed to remind the buddies to remain together, and immediately before all swimmers get out.

The signal for a buddy check is usually a single blast of a whistle, bell, or horn, followed by the call of "Buddies" by the lookout guard. The guard counts slowly to 10, and by then all swimmers are to have joined hands with their buddy, and stay still and silent until all guards have checked their areas and have reported as follows: "Swimmers area—14 buddy pairs." Each report is acknowledged and confirmed by the individual responsible for the "in" board. Two blasts mean resume swimming. When all cooperate quickly, a buddy check can be taken in a very few seconds, and not much time will be lost from actual swimming. Three blasts or bells immediately following a buddy check signal the end of the swim period.

When a small group is in the water and it is readily apparent that all are complying with the buddy system, there is no reason to interrupt the activity. Checks should be called more frequently if it appears that the buddy system is not being followed. For a small, well-disciplined swim group, the only checks may be at the beginning and end of the swim period. For a large recreational swim period, it is usually appropriate to call checks at approximately 10-minute intervals to remind all swimmers of their responsibility to their buddy.

Remember that the mechanical procedures are not the buddy system, but are used only to assure that all swimmers are fulfilling their responsibility to their buddy. The buddy system is two people enjoying aquatics activity together while each provides the critical margin of safety for the other. Bells, whistles, horns, and tags accomplish nothing; buddies do.

Instructional Swims

Essentially the same procedure as described above for recreational swims is also followed during instructional swims. The major exception is that between check-in and checkout, the instructor has full responsibility and discretion with respect to buddy checks and the positioning of guards for the class session. Appropriate guard ratios and buddy responsibilities are unchanged.

Open-Water Swimming

Distance swimming may take place on open water and requires special precautions. Each swimmer enters the water when told to do so by the instructor in charge of the activity

and is immediately accompanied by a rowboat with at least two occupants, including an experienced rower and a lifeguard. The boat personnel may be Scouts with Rowing and Lifesaving merit badge experience. The boat stays clear of the swimmer but keeps the swimmer within reach of the pole or other lifesaving equipment held by the lifeguard (passenger). The lifeguard at all times keeps eyes on the swimmer. A swimmer who tires may be brought into the boat or simply held with arms over the transom while the boat is rowed in.

If the number of swimmers, or the availability of equipment and guard personnel, makes the one-boat-per-swimmer arrangement impractical, the activity may proceed with one boat per pair of swimmers. An effort should be made, however, to match buddies by swimming speed and style. If the swimmers do not stay together, then of course they cannot be protected from one boat. But a distance swimmer who must alter his normal pace or style to match that of another swimmer will tire more quickly and create additional risk.

The course itself should be well-marked and measured, and checked for depth and hazards. Channels and other water over 12 feet in depth should be avoided. Swimming should not be in any area where there is sail- or power-craft activity. Hazards must be marked and avoided. The course should begin and end at or near the general aquatics program area. An instructor on the water should supervise with one or more assistants at the start and end points. If the swimming course can be plotted on a closed circuit where all swimmers are constantly within reach of guard personnel strategically positioned on anchored boats, pier positions, or shore points, then there may be no need for boats on the water accompanying each swimmer or pair of swimmers.

Diving and Elevated Entry

"Diving" as used here refers to any water entry where the feet are not making first contact with the water. "Elevated entry" refers to any water entry from a height more than 18 inches above the water surface. According to BSA Safe Swim Defense standards, no diving or swimming activity of any kind is done in water deeper than 12 feet.

All water entry must be feetfirst where the water has less than 7 feet of unobstructed depth. A leaping entry is recommended where water is at or above head level, and a step-down or jump-down entry from a sitting position is recommended for shallower water.

No diving is permitted in water with less than 7 feet of unobstructed depth. Diving is permitted in clear water more than 7 feet deep from a dock, pier, or platform no more than 18 inches above the water surface. For elevated entry from a height greater than 18 inches, but less than 40 inches, above the water surface, clear and unobstructed water depth must be at least 10 feet. The water must be clear enough to enable supervisory and guard personnel to see the diver at the deepest point of the plunge.

Board diving is permitted only from a board mounted on

a fixed (not floating) deck or platform no more than 40 inches (approximately 1 meter) above the water surface. Clear water depth below the board should be 10 to 12 feet. A guard or supervisor should be positioned where the diver can be seen at all times while beneath the surface. There should be no other surface or underwater activity or obstruction for at least 15 feet on either side of the board and 25 feet in front of the board. Diving should always be done straight ahead from the board, never to the sides.

Any elevated entry from a height greater than 40 inches must be feetfirst and only from a fixed platform or solid footing no more than 60 inches (5 feet) above the water surface. Clear water depth should be 10 to 12 feet. Other protective measures and distances are the same as for board diving.

Recreational Boating

For recreational boating periods, one instructor or assistant should be assigned responsibility for checking out boats, issuing equipment, and checking for proper fit and use of personal flotation devices (PFDs). The instructor or assistant should remain onshore or on the pier in the boating area throughout the boating session.

If rowboats and canoes are in separate areas, additional personnel are required. A sufficient number of guard boats should be on the water to provide supervision and protection. Determination of the sufficient number depends on the size of the confined area used for recreational boating, the number of small craft checked out, and the nature of the recreational activity. Under no circumstances should there be fewer than one guard per 10 boats involved in recreational activity. If the boating is on open, unconfined water, at least one guard is required for every five boats.

All recreational boaters must be with buddies. Three may go out in one canoe and up to four in one rowboat (depending on boat capacity). Special arrangements for singles' practice during recreational boating periods may be made through the appropriate instructor for those in merit badge classes.

All may go out in rowboats, but only swimmers may paddle canoes. Beginners and nonswimmers may ride as passengers in a canoe when wearing a PFD and accompanied in the canoe by a BSA Aquatics Instructor or Cub Scout Aquatics Supervisor, or by an aquatics staff member or other adult leader designated by the BSA Aquatics Instructor or Cub Scout Aquatics Supervisor.

Use of sailboats is limited to persons who have earned the Small-Boat Sailing merit badge or completed other special training offered by the camp. Motorboats are not used by Scouts except when accompanied by an instructor. All personnel must wear PFDs and must remain in the craft at all times except when launching or landing at the boating area beach or pier.

Scouts should not go out in watercraft alone for practice during recreational boating periods until they have passed the swimmer test and the basic handling test for the craft

they will be using. The basic handling test should also be used in training and qualifying youths for unit activities afloat.

Basic Handling Test—Rowboat

1. Demonstrate ability to launch a boat properly, row a straight line for 100 yards, turn, come back, land, and moor the boat properly.
2. Participate in a swamped boat safety demonstration, including a demonstration of the use and care of PFDs.

Basic Handling Test—Canoe

1. As a stern paddler (tandem with a partner) demonstrate ability to launch the canoe properly, paddle a straight course for 100 yards, turn, come back, land, and rack the canoe.
2. With a buddy, jump out of the canoe, hold onto it, and climb back into it without swamping.
3. With a buddy, get into a swamped canoe and paddle it to shore.

Recreational Waterskiing

Recreational waterskiing, if offered in summer camp, is open to all swimmers who hold the Waterskiing merit badge or have completed a qualifying skills test. Everyone must wear a U.S. Coast Guard–approved Type II or III PFD (ski belts are not acceptable). A ski boat must have an observer in addition to the driver. The safety rules explained in the *Waterskiing* merit badge pamphlet must be observed and enforced.

Personal Watercraft

Personal motorized watercraft are not used in Scouting aquatics and their use should not be permitted in or near BSA program areas.

Instructional Boating

Only swimmers may enroll in boating merit badge courses, but some discretion may be exercised with respect to the first day of class for those youths who are reasonably expected to complete swimmer requirements before the end of the day. Basic instruction in rowing should be given to all who are interested. The use of PFDs is strictly controlled by the precise language of the Scouting policy statement on PFD use. Buddies work together even when in separate craft for singles' work. Each instructor should have an assistant, but in small classes the instructor may use one of the stronger students as an assistant. The importance of the assistant instructor is discussed on page 5-33 of this manual.

Any activity involving capsizing or going overboard must be done in a known and designated area with no more than

one-half the class practicing while the other one-half serve as guards. If the practice area is not within 25 feet of shore, pier, or shallow water, guard boats crewed by program personnel should be on duty in addition to the instructor in charge. Before the activity commences, all should fully understand the procedure and what to do in an emergency.

Special Events

Swimming and boating that are part of an aquatics special event should be protected as recreational activity with swimming buddy checks called only before and after completion of the individual events. Competitors check in when their event is called and check out immediately after the event ends. One guard is the starter and judge for all swimming events and another handles the boating events. Protection against accidents during a special event depends largely on cooperation from unit leaders, good organization, and judicious selection of events.

Boardsailing

Whenever Scouts or Venturers participate in boardsailing activities, the following guidelines and procedures should be followed.

1. All boardsailing activity must be supervised by a mature and conscientious adult at least 21 years of age who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care, who is experienced in the water and confident of his or her ability to respond in the event of an emergency, and who is familiar with and committed to compliance with the BSA boardsailing guidelines and procedures. The boardsailing supervisor must be an experienced boardsailor or be assisted by an adult or older youth with such experience.
2. Only persons who have successfully completed the official BSA swimmer test in the current year may participate in boardsailing activity.
3. All participants must present evidence of fitness assured by a complete health history from a physician, parent, or legal guardian. The adult supervisor should adjust all supervision, discipline, and protection to anticipate any potential risks associated with individual health conditions. In the event of any significant health condition, an examination by a physician should be required by the adult supervisor.
4. All participants should receive instruction in boardsailing skills and safety from an experienced boardsailor.
5. All persons must wear an approved U.S. Coast Guard personal flotation device at all times while participating in boardsailing activity.
6. No one sails alone; always have a buddy on the water

(in a boat or on another board). Boardsailors must stay within view and easy rescue range of a lookout with an appropriately equipped rescue boat.

7. No boardsailing at night, at dusk, or in rough water. Weather and water conditions must be known and understood in advance of any boardsailing activity, and weather forecasts should be studied. Exposure suits are recommended for cool water or cool weather.
8. Avoid swimming areas, fishers, and underwater diving activity. Use designated boardsailing beaches when available. Stay out of traffic.
9. All equipment should be safety checked and repaired as needed before each use.
10. When in difficulty, a person should stay with the board and not attempt to swim ashore.
11. All participants should know, understand, and follow the rules and procedures for safe boardsailing. The supervisor should encourage the individual exercise of good judgment and self-discipline, and assure that safety rules are fairly and constantly enforced.

Outpost Unit Aquatics

Unit leaders are trained in the Safe Swim Defense and unit swim procedures early in the week. They are then encouraged to conduct a swim using their own resources and leadership. Aquatics program personnel should be available to assist and counsel as needed during the unit activity, but the unit should be essentially on its own. Any failure to satisfy safe swim standards should be immediately brought to the attention of the unit leadership, and if the risk is not corrected the swim activity should be terminated. If at any time the aquatics personnel are uncertain as to the unit's ability to conduct a safe swim, an instructor should be assigned to serve as an observer. Units should be encouraged to use the regular aquatics program area for their swims and one or more remote safe swim areas should be designated for unit use. All unit swim activities should be scheduled with the aquatics program director even though they are to be in a remote area.

Unit boating activity should also be encouraged. Recreational boating rules apply to use of the rowboats and canoes. A session on Safety Afloat must be held for unit leaders planning for such activity, and basic instruction in safety and skills should be required for the inexperienced members of the unit. Time of departure and specific routes for unit activity afloat must be worked out in advance with the aquatics program director. If for any reason the aquatics personnel are unsure of the unit's ability to conduct a safe activity afloat, an instructor should be assigned to accompany the unit. Nonswimmers and beginners are allowed in canoes only when accompanied in the craft by a BSA Aquatics Instructor or under circumstances specifically approved by the aquatics program director.

Advanced Skill Activities and Instruction

Protective measures for advanced skills such as scuba, sailing, snorkeling, motorboating, and waterskiing vary according to the nature of the skill. The buddy system is always applicable and always followed. Sailing, motorboating, and waterskiing safety measures are discussed in the respective merit badge pamphlets. Snorkeling safety is covered in the Snorkeling, BSA reference materials. Scuba must always be conducted pursuant to Scouting policy and the safety rules of certifying agencies.

Fishing

Although not part of the aquatics program, fishing frequently interacts with aquatics. Campers should always fish with a buddy, and fishing in camp should be supervised by an adult unit leader or outdoor skills personnel. Fishing is not permitted in or near any of the swimming areas or the boating areas where people are likely to be barefoot or wading. Hooks hurt, and tackle lost by fishers should not be accidentally found by swimmers or waders.

Camp policy may permit fishing from rowboats. Boat fishing should be done away from other boating activity and should be supervised. Boats that have been used for fishing should be carefully cleaned before being used for general aquatics activity. If equipment permits, assignment of a particular boat to the ecology or field sports programs for exclusive use as a fishing craft may be considered.

Rope Swings and Bridges

Camp facilities sometimes include recreational equipment such as rope swings, monkey bridges, a slide-for-life, or similar equipment sometimes resulting from pioneering or outdoor skills projects. As in any camp program, this equipment should be used safely.

Any recreational devices such as rope swings or slides that involve entry, or possible entry, into the water should be under the supervision of the aquatics program director. If water is involved, it is a swimming activity and must be conducted in compliance with Safe Swim Defense. Aquatics personnel should consult camp management to determine the most effective way to protect such activities.

Bridge Construction and Activities Involving Incidental Water Entry

There may be activities at camp and on unit outings where entry into the water is an expected consequence rather than a primary objective. These include wade fishing, seining for bait, building a bridge across a stream as a pioneering project, having a tug-of-war across a shallow creek, or simply fording a stream. Whenever it is plausible that a person's

head may become submerged, such activities invoke the safety precautions of Safe Swim Defense. Generally, any exercise conducted in water greater than knee deep should be considered a swimming activity. Any location, regardless of water depth, where swift current could sweep participants into deeper water should be avoided.

Some activities, such as testing coracles, may also require compliance with Safety Afloat rules, particularly the use of PFDs. Since swimming is not the primary objective, the use of PFDs in all such activities should be considered. Flotation vests add an extra margin of safety, particularly if the water is cold or turbid. Again, aquatics personnel should consult with camp management to determine the most effective way to protect such activities.

Pets in Camp

Camp policy usually prohibits pets, but occasionally a friendly hound wanders into camp and is quickly "adopted" by friendly campers. Not only is a dog distracting in an instructional setting, it can create health and safety hazards and disrupt discipline and supervision during aquatics activity. Also, some children are fearful of dogs and other animals, and even friendly dogs have been known to bite when startled or teased. Aquatics personnel should insist that all pets either be confined away from the waterfront or removed from camp.

Weather

One of the more difficult decisions for the conscientious aquatics program director is when to interrupt the schedule because of weather. In the event of an electrical storm, hard freeze, or tidal wave, the decision is not difficult. But the persistent drizzle or threatening clouds in the distance are more troublesome. Just as "the show must go on," so must the program—but never in the face of hazardous weather. Lightning, for example, is clearly hazardous, and any indication of electrical activity requires a suspension of activity in and on the water. Wind, rain, and temperature fluctuations may also pose hazards, but in many cases the risks may be handled by varying, rather than canceling, the program.

The schedule should be flexible and the staff prepared to substitute other aquatics-related activity when weather interrupts. The campers should never feel that the weather has prevented their learning and having fun at camp. The staff should always be ready and willing to work to ensure that youth are not denied advancement tests or other important activity because of bad weather. Because weather and facilities vary with each camp, no simple formula can be offered for making the difficult decision. But caution, flexibility, and a strong program commitment are recommended.

Ice Safety and Rescue*

Although ice conditions are not usually a concern in summer camp, many units plan winter camping and hiking activities. In the colder parts of the country, summer camp aquatics personnel should include ice safety and rescue information in their training sessions with unit leaders.

Small bodies of water freeze more quickly than larger bodies, and the ice usually remains longer, is generally smoother, and skates better. Ice formed over swift water or where water depth rises and falls is always unsafe. Ice must freeze to a uniform thickness of 4 inches before it is safe for skating or walking. Thawing ice is unsafe regardless of thickness.

At least two general rules apply in all cases in which a person breaks through ice: (1) the person should not attempt to climb out immediately, and (2) the victim should kick his feet to the surface to the rear to avoid jackknifing his body beneath the ice rim. Rather than follow the first impulse to climb out after breaking through the ice, the person should extend hands and arms forward on the unbroken surface, kick to nearly level position, and attempt to work forward onto the ice. If the ice breaks again, the victim should maintain position and slide forward again. The victim, upon reaching firm ice, should not immediately stand, but should roll away from the break area, thus distributing the weight over as broad an area as possible on the weak ice.

Too often, when someone falls through ice, a would-be rescuer also breaks the ice in attempting to assist. Any equipment that helps distribute the weight of rescuers

across a broader area of ice will alleviate this problem. One of the most useful devices for ice rescue is a light ladder, from 14 to 18 feet long, with a light, strong line attached to the lowest rung. The ladder should be shoved out on the ice to the limit of its length with the line serving as an extension. The victim, if able to do so, can climb onto the ladder and move along its length in a prone position.

If the victim is unable to climb onto the ladder, the rescuer may crawl out on the ladder to assist. If the ice breaks under the ladder, the ladder will angle upward from the broken ice area and can be drawn to safety by other people.

For rescues in which the rescuer must remain at a distance from the victim because of ice conditions, a ring buoy with line attached or a coiled line with a weighted end may be thrown to the victim. A ring buoy can be skidded along the ice for a considerable distance.

A hockey stick with line attached can also be skidded along the ice. Sometimes a tree branch or board may be the only available device. A spare tire, preferably with line attached, may be used for an extension rescue and will support several people. In addition, a victim of an ice accident may be rescued by use of a small flat-bottom boat shoved along the ice. The victim is pulled aboard over the stern.

Where no regular or improvised rescue devices are available, it may be necessary to form a human chain to effect a rescue. To form this chain, several rescuers approach as closely as they can with safety and then lie prone upon the ice, forming a chain. Each person holds tightly to the skates or ankles of the person ahead. If possible, the lightest person should be closest to the victim. When the lead person grasps the victim, the person nearest shore pulls the others back. If the ice breaks under the weight of the leading person in the chain, the individual can be held and drawn to safety by the others.

*Source: Lifesaving Rescue and Water Safety (American National Red Cross, 1974), pages 156-61.

CUB SCOUT AQUATICS

Cub Scout camping programs are today one of the strongest growth areas in the Scouting outdoor program and, therefore, one of our best opportunities for developing skills and knowledge of water safety. Cub Scouts and Webelos Scouts are involved in a variety of camping experiences. Day camps are conducted at council-owned camps or, more commonly, on a district level at a facility near the Cub Scouts' homes. Also, Cub Scout/Webelos Scout resident camps are held in council-owned or -leased camps, often using some or all of the program areas and facilities used for Boy Scout long-term camping. Cub Scout camps should offer different programs appropriate for Cub Scout- and Webelos Scout-age boys, and it is recommended that these be theme-based. Other Cub Scout and Webelos Scout outdoor programs include weekends for "Parent and Pal," "Adventure Weekend," or some other such program, and Webelos Scout-parent overnights.

If the local council provides camping opportunities for Cub Scouts using the council camp aquatics facilities during the summer camping season, the summer camp aquatics personnel should be responsible for all aquatics activity in cooperation with the Cub Scout camp leadership. If Scout summer camp aquatics personnel are not available, a staff under the direction of a trained BSA Aquatics Instructor or a Cub Scout Aquatics Supervisor is required.

The Cub Scout Aquatics Supervisor is qualified to manage and protect Cub Scout and Webelos Scout resident and/or day camp aquatics programs, providing opportunities for recreational swimming, basic learn-to-swim instruction, aquatic games, and recreational boating, in accordance with BSA Safe Swim Defense and Safety Afloat policies and local law where applicable. The Cub Scout Aquatics Supervisor is responsible for all aquatics program management and protection, using assistants that he or she has selected, trained, and supervised.

To qualify for the Cub Scout Aquatics Supervisor designation, an individual must satisfy requirements as follows:

1. 21 years of age
2. Current BSA Lifeguard, ARC Lifeguard, or YMCA Lifeguard training (If boating is included in the program, ARC Lifeguard or YMCA Lifeguard training alone is not sufficient. BSA Lifeguard training includes boating safety. If the supervisor is not a BSA Lifeguard, then he or she should participate in and satisfactorily complete training and orientation in BSA Safety Afloat conducted by a BSA Lifeguard or BSA Aquatics Instructor.)
3. Successful completion of a three-day NCS Cub Scout Aquatics Supervisor training program
4. Current ARC Community Life Support or American Heart Association "B" training in basic life support

Note that a Cub Scout Aquatics Supervisor is not qualified for instruction beyond basic learn-to-swim. If more advanced youth training is to be included in the program, the program should be under the supervision of a trained BSA Aquatics Instructor.

Protection of Cub Scout and Webelos Scout Activities

Safe Swim Defense and Safety Afloat are used for all Cub Scout and Webelos Scout aquatics activities. Cub Scout leaders receive the same Safe Swim Defense training that Boy Scout leaders receive. Safe Swim Defense guidelines (including the tests for swimmers and beginners) are the same for Cub Scouts and Webelos Scouts as they are for Boy Scouts.

If the swimming area in a lake or pool in a camp built for Boy Scout long-term camping is being adapted for use by Cub Scouts and Webelos Scouts, careful attention should be given to the following concerns.

1. The depth of water in the nonswimmers' and beginners' areas must not be too deep for the Cub Scouts and Webelos Scouts. Under Safe Swim Defense guidelines, the beginners' area varies "from shallow water to just over the head." This may not be the same for 7- to 10-year-old Cub Scouts and Webelos Scouts as it is for older Scouts.
2. Buddy boards may need to be lowered so that the shortest swimmer can reach the hooks. Towel racks, shower pulls, and anything the swimmers will need to use should be within reach of the smallest camper.
3. Changing areas for female leaders need to be convenient to the waterfront.
4. If masks, fins, and snorkels are provided by the camp, be sure the proper sizes are available for Cub Scouts and Webelos Scouts.

Unlike Safe Swim Defense, there are important *modifications* of the Safety Afloat program for Cub Scouts and Webelos Scouts. (Read carefully the paragraphs "For Cub Scouts" under Qualified Supervision, Skill Proficiency, and Planning in all current printings of the Safety Afloat guidelines.) In addition to meeting the safety standards in Safety Afloat, those planning and supervising Cub Scout and Webelos Scout boating programs should be sure that the equipment is appropriate for younger children.

1. PFDs must be properly fitted. While most Boy Scouts can be fitted with adult-sized PFDs, Cub Scouts will require youth-sized PFDs.
2. Canoe paddles should be shorter in length than those commonly found in Boy Scout camps.

- Care should be taken that Cub Scouts are not expected to lift and carry heavy equipment that older Scouts are able to handle.

Cub Scout and Webelos Scout boating activities must be planned carefully. Be sure to have sufficient adult supervision. The ratio of adults to Cub Scouts and Webelos Scouts for all boating activities is one adult to five boys. Canoeing, rowboating, and rafting are restricted not only to council/district events but to *flatwater ponds or controlled lake areas free of powerboats and sailboats*. This may necessitate special scheduling constraints when the activity is on a public lake or a lake shared with a Boy Scout aquatics program that includes sailing or motorboating.

Program Elements

Basic learn-to-swim programs and good safety demonstrations should be a part of every day camp or resident camp program. The attention span of Cub Scouts and Webelos Scouts generally is shorter than that of Boy Scouts, so the length of the instructional times should be shorter than with Boy Scouts. The proportion of class time spent in supervised free play and games will be greater for Cub Scouts and Webelos Scouts than for Boy Scouts.

Awards and Advancement

The Cub Scout Sports Swimming belt loop and Sports pin may be earned by Tiger Cubs, Cub Scouts, and Webelos Scouts. They may complete the requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Participation in a “tournament” can be the culmination of a week of activities in which Cub Scouts and Webelos Scouts in each ability group have learned new swimming skills and strokes and the importance of Safe Swim Defense. In planning a tournament, make time for Cub Scouts and Webelos Scouts to demonstrate reaching and throwing rescues or to participate in a capsized-boat demonstration.

When Tiger Cubs have completed all 15 parts of the five achievements, they receive the Tiger Cub badge. Once a boy has earned his Tiger Cub badge, he can earn Tiger Track beads. For each 10 electives he finishes, the Tiger Cub will receive one Tiger Track bead. The Tiger Cub elective involving aquatics is this one:

Tiger Cub Elective 40. Fun in the Water

Together with your adult partner, go swimming or take part in an activity on water.

When second- and third-graders, or 8- and 9-year old Cub Scouts, complete 12 achievements in their book, they receive the Wolf and Bear badges. After the Cub Scout earns his Wolf or Bear badge, he can earn Arrow Points for completing 10 electives. The Wolf and Bear achievements and electives involving aquatics are these:

Wolf Achievement 1. Feats of Skill

- Using a basic swim stroke, swim 25 feet.
- Tread water for 15 seconds or as long as you can. Do your best.

Wolf Elective 20b. Sports

Know boating safety rules.

Bear Achievement 11b. Be Ready

Tell what to do in case of a water accident.

A boat overturns and you are in it; what do you do?

Someone slips off a bank into the water; what do you do?

Someone falls through the ice; what do you do?

Bear Elective 5. Boats

- Help an adult rig and sail a real boat (wear your PFD).
- Help an adult repair a real boat or canoe.
- Know the flag signals for storm warnings.
- Help an adult repair a boat dock.
- With an adult on board, and both wearing PFDs, row a boat around a 100-yard course that has at least two turns. Demonstrate forward strokes, turns to both sides, and backstrokes.

Bear Elective 19. Swimming

- Jump feet first into water over your head, swim 25 feet on the surface, stop, turn sharply, and swim back.
- Swim on your back, using the elementary backstroke, for 30 feet.
- Rest by floating on your back, using as little motion as possible, for at least one minute.
- Tell what is meant by the buddy system. Know the basic rules of safe swimming and simple rescue.
- Do a racing dive from the edge of a pool and swim 60 feet, using a racing stroke. (You might need to make a turn.)

Webelos Aquanaut. When Cub Scouts become fourth-graders or 10 years old, they join a Webelos den in their pack. Webelos Scouts earn activity badges. Here are the requirements for the Aquanaut activity badge:

Do these:

- Jump into water over your head. Come to the surface and swim 100 feet, at least half of this using a backstroke.
- Stay in the water after the swim and float on your back and your front, and demonstrate survival floating.
- Put on a personal flotation device (PFD) that is the right size for you. Make sure it is properly fastened. Wearing the PFD, jump into water over your head. Show how the PFD keeps your head above water by swimming 25 feet. Get out of the water, remove the PFD, and hang it where it will dry.

And do three of these:

4. Do a front surface dive and swim under water for four strokes before returning to the surface.
5. Explain the four basic water rescue methods. Demonstrate reaching and throwing rescues.
6. With an adult on board, show that you know how to handle a rowboat.
7. Pass the BSA swimmer test.
8. While you are a Webelos Scout, earn the Cub Scout Sports belt loop for swimming.

For Webelos Scouts who meet the distance swimming requirement of the Aquanaut activity badge, a week in camp earning the badge will provide an introduction to snorkeling, rowing, basic rescue, and surface diving. If the badge is part of a camp aquatics program, the instructor should include explanation of the “Reach, Throw, Row, Go” lifesaving procedure as the Webelos Scouts demonstrate the reaching and throwing rescues. Teach the dangers of hyperventilation and basic skills of snorkeling as the Webelos Scouts learn surface dives and the use of the mask, fins, and snorkel.

Many day camps award beads, feathers, “gold” nuggets, or other incentives for daily activities. These can be used to reward the learning of new skills and participation in safety demonstrations. Everyone can demonstrate reaching and throwing rescues. Nonswimmers can earn a bead for a jellyfish float or a prone glide; beginners can receive the same bead by demonstrating a flutter kick or a back float; and swimmers can earn the bead by demonstrating a surface dive or a swimming stroke.

Programming for Theme Camps

Cub Scout and Webelos Scout day camps and resident camps feature yearly themes (Sea Adventure, Space Adventure, Athlete, etc.), and because many boys will attend day camp or resident camp for four years (two years as Cub Scouts and two years as Webelos Scouts), a four-year theme cycle is essential to avoid repetition.

Themes do not always require new activities or equipment. Tried and tested aquatics games and activities with a new twist, a new name, and an appropriate costume can become part of a theme camp program. With appropriate costumes and decorations, a rowboat race can be a Congo hippo ride, a flatboat exploration of the Missouri River, a search for pirate treasure, or a race around the castle moat. Games appropriate for many of these themes can be found in *Resident Camping for Cub Scouting* and in the *Cub Scout Academics and Sports Program Guide*.

Listed below are seven suggested themes, with a few suggestions for waterfront activities.

Sea Adventure. Costumes for staff and decoration of the waterfront that incorporates a Swiss Family Robinson, pirate, Captain Nemo and the *Nautilus*, or King Neptune theme; a shipwreck game where swimmers must find PFDs and put them on in the water; survival floating; a whale hunt using a rowboat and plastic milk jugs for whales.

Space Adventure. Throwing a flying disk into a target; a space walk in PFDs where swimmers on a tether go into the water and fix something; a re-entry contest (lifesaving jump); games that use the analogy of weightlessness in space to weightlessness in water.

Athlete. Swim meets, contests, and tournaments that feature skills of swimmers in each ability group; contests that involve relays of reaching and throwing rescues.

Knights. Transforming the waterfront into Castle Getwet, complete with a castle tower and knights in armor (PFDs); a rowboat race to save a lady in distress; a London Bridge game for nonswimmers; a search for the Holy Grail in which a den of knights must send members on missions to underwater caves (plastic bag or box tied to a dock) or islands (floating inner tubes) to get additional clues or locate the prize.

Folklore. Costumes and decorations that carry out the themes of Tom Sawyer and Huckleberry Finn, Captain Ahab and Moby Dick, or Blackbeard; a swamped-boat demonstration that becomes Captain Nemo’s *Nautilus*; a Rip Van Winkle float; a “Mark Twain” contest to measure water depth; a rope toss; rafting to Skull Island, using a section of the swimming dock and a rubber raft; a Johnny Appleseed apple push; a sternwheeler (kickboard) race.

The World Around Us. A round-the-ocean rowboat trip that stops at different countries along the shore of the “Atlantic” or “Pacific” lake; a “search for history” rowboat, canoe, or raft event where answers to numbered questions are found on buoys located on the water, with Cub Scouts, Webelos Scouts, and den leaders using maps to find the numbered answers to questions on a game card.

Indians and Pioneers. Decorations and costumes that turn a waterfront into Fort Necessity, Fort Ticonderoga, or Sutter’s Fort; a silent swim across the Gila River to escape from the Apaches; an exploration of Lake Huron in decorated “birch-bark” canoes; panning for “gold” in the nonswimmers’ area.

These are only examples of how leaders and staff can be creative in planning events using the materials they have at hand. Rafts and inner tubes are especially useful and can be adapted to many different activities in a Cub Scout and Webelos Scout aquatics program. All games should meet basic BSA safety standards and must not violate local codes, such as those in some states prohibiting swimmers from riding or standing on another swimmer’s shoulders. Swimming and boating activities should also emphasize the buddy system. For example, there should always be two knights wading or swimming to the underwater cave to capture the sea monster.

METHOD OF INSTRUCTION

A method of instruction recommended in aquatics may be identified in five steps: (1) new-skill introduction (catching the interest), (2) explanation, (3) demonstration, (4) practice, and (5) review.

Begin a new skill by **catching the interest** of the student. The instructor can give a quick demonstration, or tell a brief story of an actual situation in which the skill was used, or ask the class questions like, "What would you do if . . . ?" Remember, the students will have to be able to relate the skill to something they understand before it becomes meaningful and interesting to them. Some skills may be most effectively introduced by putting learners in a situation where they see the disadvantage of their lack of skill.

Explanation of the skill to be learned is usually done by the instructor. Begin the explanation by dividing the new skill into its distinct components. Explain each component separately, covering why, when, and how, and then explain how the components fit together. After the skill has been explained, it should be demonstrated and all questions answered.

Demonstration of the skill may be given by the instructor or someone selected by the instructor. Demonstrations of the entire skill should be done strictly in accordance with the explanations so the students will have a mental picture of what they will be attempting to do. The demonstrator or selected assistant should explain the skill again as it is demonstrated, telling exactly what is being done.

When the demonstration has been completed and all questions answered, it is time for **practice**. All learners are given the opportunity to practice the skill and are assisted in correcting and improving their skill. Remember, in correcting a new skill it is helpful to the learner if the instructor points out one thing at a time for the learner to correct even if the student is doing several things incorrectly. As the student masters one component, the instructor may correct the next until all components of the skill are being done correctly.

After the practice period, the entire skill is **reviewed**. Repetition is often the key to learning, particularly for children.

For many water skills, it is easier to explain, demonstrate, and practice each skill component separately, rather than trying to put it all together the first time through. For example, most people would consider the crawl stroke a distinct swimming skill, but an experienced instructor will recognize that for the nonswimmer, the crawl stroke is a complex maneuver involving at least five new skills—prone float, flutter kick, kick and glide, overarm stroke, and rhythmic breathing. The instructor should apply the sequential learning steps to achieve mastery for each of the crawl-stroke skills before attempting to achieve mastery of the stroke itself.

The instructor should not overlook an important sixth step—the reward. Congratulations and praise are important

learning aids. Recognition can be a positive reinforcement for learning. Prizes and other tangible incentives may be appropriate in some circumstances.

Peer Instruction

A Scout frequently learns most quickly from his fellow Scouts, and the buddy system in aquatics lends itself particularly well to the coach-pupil approach. As coach and pupil, the buddies alternately practice the skill and give instruction to each other. The buddy practicing learns from the comments and encouragement of his "coach," while the coach learns from observing the skill of his "pupil." Buddy pairing for instructional purposes should carefully consider compatibility and skill level. Skills should be such that each buddy can serve as a credible coach with respect to the skill level of his partner.

Use of Analogy

It is often difficult to understand and relate to skill instruction when the learner has little or no previous contact with the new skill or related skills. For this reason, the instructor should explain in terms of analogies using familiar things and concepts. Analogies used for Scout instruction should rely on things and concepts familiar to boys 10 to 14 years old. A 12-year-old attempting to visualize the movement of the paddle blade in sculling, for example, would get more help from a suggestion like "spreading butter on a slice of bread" than from a discussion of "leading edge up, trailing edge down."

Learning Environment

The place for the learning activity should be considered. For example, we can all appreciate the difficulty of teaching swimming in a hay barn. However, there is more to selecting and preparing a place for aquatics instruction than simply ensuring access to suitable water and equipment. The instructor must consider and minimize the "DID" (distraction, interference, and discomfort).

Imagine trying to explain and demonstrate sculling to a group of 12-year-old learners while behind you the beginner waterskiing class tries to "get 'em up" for the first time. Plan your learning environment to avoid **distractions** that will steal the attention and interest of your learners. It may be as easy as facing another direction.

Have you ever had a luxury cruiser throw up a big wake just as you were about to demonstrate overboard procedures? What about the other class that needs to use the

same limited dock space just as you begin your reach and rescue practice? Such **interference** may rob you of precious learning time and opportunity. Planning, coordination, and careful selection of teaching sites will minimize interference.

Finally, what is your own level of concentration and comprehension when you are squinting into the sun, your body aches, dust is gagging you, you are shivering from exposure or immersion, your lower half is numb from kneeling, or your head is pounding and your stomach is growling from hunger and exhaustion? Learner **discomfort** can defeat even an inspired instructional effort. A conscientious instructor will ensure that students are not discomforted by avoidable circumstances. If someone must suffer discomfort, better you than the learner.

Learning Theory

The recommended method of instruction is based upon learning theory applicable to all so-called psychomotor skills, such as swimming. This theory identifies three levels of control.

Conscious level. Initial learning stage when learner must consciously think through each component of the skill. At this level, the skill will be uncoordinated, and transition between skill elements is slow and uncertain. This results from body tension caused by the self-conscious concentration.

Automatic level. Intermediate level where the skill has been learned but still requires conscious execution. Some body tension remains; some skill components have become automatic.

Reflex level. The skill is mastered through practice that overcomes remaining body tension. Coordination and pacing become automatic.

Learning theory has also defined four “laws” or principles of learning:

Law of readiness. Learning is dependent upon the learner’s readiness to act, or his motivation. This readiness on his part will facilitate his ability to learn the skill.

Law of exercise. Repetition strengthens the learner’s ability to perform the skill. Drills in which the movement is repeated many times are an example of an application of this law.

Law of effect. The effect of the act, whether it is pleasing or displeasing, influences the chance of recurrence. Students tend to repeat pleasant experiences and to avoid unpleasant ones.

Law of specificity. Learning is specific to the skill, and there is a transfer of learning only when the elements of a skill already learned are identical to those in a new skill.

A learning theory is of little value in the absence of instructor-learner communication. For this reason, we suggest the use of peer communication and the use of analogies, and stress the importance of instructor-student rapport, interest, and understanding. Young people learn best when

they are liked, entertained, and encouraged.

What’s Important

All BSA instructors should appreciate that subtle indicators of importance can significantly increase or decrease the effectiveness of instruction. The learner’s perception of importance is a key factor in retention of new information. Such indicators include the following.

Duration. The more time given to a topic or element of instruction, the more importance the learner will likely attribute to it. Of course, the converse is equally true—less time, less importance. For example, if the order of methods in life-saving is briefly discussed in a two-hour class session that includes one and a half hours of lecture, demonstration, and practice on tows and carries, the learner will likely attribute less importance to the order of methods and more importance to the rescue techniques.

Placement. The order of presentation during a learning session also suggests relative importance. Information placed at the outset of a presentation carries an aura of greater importance than information relegated to a later placement in the instructional sequence. The common expression “last but not least” acknowledges that, normally, that which is last is less important.

Frequency. Repetition is a strong indicator of importance. For example, even if the order of methods in lifesaving is initially presented in a relatively brief discussion, it will loom large in the learner’s mind if it is revisited at every transition point in the learning experience. The more frequent the repetition, the greater the attribution of importance.

Who says it. The instructor should appreciate that delegation of instructional activity to an assistant or subordinate will diminish the learner’s perception of importance. Conversely, if the instructor brings in a perceived superior authority—perhaps the program director or unit leader—to present certain material or information, the perceived importance likely will be enhanced. Similarly, if two instructors either jointly or independently present an element of instruction, the importance is enhanced, not only by the repetition, but also by the fact that two people have addressed the instructional point. This suggests that a team-teaching effort on each instructional element may be more effective than a solo presentation.

Enthusiasm/commitment. The apparent appreciation of the teacher for a particular instructional point correlates strongly with the learner’s perception of importance. The instructor’s point may be strongly evidenced by factors beyond simply what is said or shown. Body language and the level of energy and emotion in a presentation say much to both the conscious and subconscious perceptions of the learners. Compare a drowsy, distracted, monotonic lecture to an aggressive presentation punctuated by appropriate

gestures, inflection, and volume. The apparent preparation by the instructor—skill practice, organization of notes and information, readiness and use of teaching aids, familiarity with the subject matter—strongly evidences enthusiasm and positive commitment and elevates the importance of the material presented.

The ultimate sense of importance conveyed by the instruction, and the effectiveness of the instructor, is obvi-

ously not determined solely by one or another of the above factors. The learner's perception will result from the interplay of these and other factors, but attention to just these few issues in the planning and presentation of instructional activity can substantially improve the learning outcome.



TEACHING SWIMMING

Scouting aquatics has no higher obligation than teaching basic swimming skills to those who have not yet learned to swim. Additionally, much attention in Scouting aquatics must be given to assisting beginners. (Note that the beginner swim classification requires a specific level of ability. A youth may have learned a number of beginning skills and still not be classified as a beginner. Moreover, a Scout who has qualified as a beginner has yet to learn many of the skills essential to being considered—by himself, as well as others—a swimmer.)

Instruction for Nonswimmers

No aquatics program activity requires greater teaching skill and experience than teaching swimming to children as a new skill. In addition to an advanced knowledge of swimming skills and teaching methods, the instructor of nonswimmers must be able to instill and develop in each child a sense of security and self-confidence.

The children must feel secure not only in terms of personal safety, but also in their relationship with the instructor. At the outset of the instructional relationship, the instructor should convince the child that there is no risk of an unpleasant experience, that the instructor is a friend who can be trusted and relied upon, that the learning experience is and will continue to be fun, that the goal is important and will lead to even more fun and accomplishment, and that difficulty in mastering some skills is to be expected and is not a reason for disappointment or embarrassment. Self-confidence also must be encouraged and reinforced through the instructional relationship. It should be obvious that the instructor of nonswimmers must be the most experienced, mature, and skilled instructor in the aquatics program.

Class Organization

Before approaching the water, the nonswimmers should be paired with buddies. Each student should have a buddy of similar skill level, and the instructor should rearrange buddies at any time it appears that such a rearrangement will enhance the learning process.

Five buddy pairs per instructor is maximum, and each instructor should have at least one assistant (unit leader, BSA Lifeguard candidate, guard personnel, etc.). Larger classes should be avoided by scheduling or by assigning additional instructors so that larger groups can be divided. Assistants help with demonstrations and practice, serve as a buddy for the instructor, and are lifeguards.

Discipline

Before the first session in the water, the instructor should remind the learners that they are to listen closely to instructors, to watch carefully when skills are being demonstrated, never to interfere with another learner's practice, and always to practice and play with their buddy. The opportunity for games and general play should be explained and recreational activity should be a part of each session.

If a youth must be reminded or cautioned about disruptive or uncooperative behavior, it should be done in a manner that effectively maintains discipline and control, but that also avoids distracting and interrupting the instructional activity. Discipline may be a problem if one or two in a group are much more advanced than the others, but this usually can be remedied by careful pairing of buddies and by splitting the class into two or more work groups. If it becomes apparent that a particular youth will pose recurring disciplinary problems, the instructor should discuss the problem with the unit leader. It may be that the leader can be involved in the class and thereby solve the problem, or it may be necessary to rearrange the schedule for the particular youth. (Disciplinary problems are rare in one-to-one swimming instruction.)

Orientation and Adjustment to Water

Adjusting to the water



Every youth who is going to learn to swim should begin by getting acquainted with the instructor. An initial get-acquainted opportunity should be included in the general orientation and swim classification activity when the campers arrive in camp. The emphasis at this time should be on encouraging the nonswimmer to participate in the aquatics program and to learn to swim.

At the beginning of the first instructional period, the instructor should meet each youth, learn the child's name, and determine the level of enthusiasm or reluctance that each youth brings to the learning activity. This can be accomplished through brief conversation before or after check-in while sitting beside the pool or on the beach. An

effort also should be made before the first instructional period to identify any special learning problems through inquiry to unit leaders and observation of other activity. When a young, would-be swimmer is eager and enthusiastic, the learning experience will be enhanced considerably.

Although many nonswimmers will be ready to enter the water immediately to begin playing and learning, some will be timid or cautious, particularly on the first day or if the water is a bit cool, turbid, or unfamiliar. For this reason and to minimize physical discomfort, the initial adjustment process should be gradual and deliberate. (After the first session, the adjustment routine may be somewhat quicker and more spontaneous.)

The instructor should begin the first instructional period by entering shallow water and facing participants who are either seated on the pool edge or standing on the beach at water's edge just a few feet from the instructor. With their buddies, participants should either dangle their feet in the water where they can bend and reach water with their hands, or walk into the water down steps or on a beach until they are approximately knee deep. (If the instructional area is not a pool, the nature of the bottom should be carefully explained before the learners are asked to enter the water. A reassuring comment on turbid or discolored water is also important.) Imitating the instructor, the learners dip, splash, and rub water on their necks, faces, arms, and upper bodies. This exercise will enable the instructor to identify quickly those who are uneasy and who will need special assistance in overcoming a reluctance about the water. If all are willing and enthusiastic, however, this exercise may be advanced quickly to a brief bob and splash.

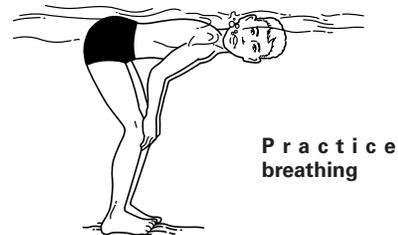
Once an initial wetting has been accomplished, participants should join hands for an orientation tour of their swimming area. The instructor takes the free hand on one end of the line and the assistant instructor takes the hand of the youth on the opposite end. (The instructor should arrange the line so as to hold the hand of any youth who has shown a reluctance or insecurity about the activity. If two or more assistants are available, the instructor should get in the middle of the line.) The "tour" should walk the boundaries and perimeter of the area, explore any bottom variations (sand to mud, etc.), locate steps and ladders, and demonstrate the maximum water depth (3 feet). (This exercise should be repeated in subsequent classes for any newcomers.)

Breathing

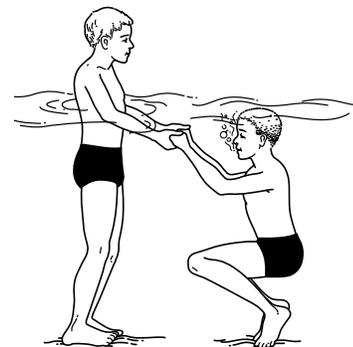
The most basic and important skill in swimming is breath control—when and how to inhale and exhale. Form the class into a circle in waist-deep water with the instructor in the center and the assistants participating in the circle. The instructor demonstrates cupping the hands, holding water to the face, and blowing into the water through the nose. Participants should then imitate and practice.

Next, have the learners imitate the instructor in bending forward at the waist with hands on knees, exhaling through the mouth and nose toward the water (humming is fun), turning to the side, and inhaling through the mouth. This rhythm is quickly learned, and the next step is to repeat with the face in the water while exhaling (now we can hum an underwater chorus). After exhaling slowly through the mouth and nose for three to four seconds, participants rotate the head to one side until the mouth is clear of the water. With the mouth clear, each takes a breath and rotates the face back into the water to exhale. Practice until each can comfortably perform rhythmic breathing from 10 to 15 times without hesitation. (In clear water, encourage participants to keep their eyes open. Even in muddy or turbid water, they should learn to open their eyes when inhaling to avoid disorientation.)

One problem that could develop is that nonswimmers



may want to raise their heads before turning to breathe. Demonstrate turning the head with the ear in the water, then the nose in the water. Help the participants practice by reminding them: ear-nose . . . ear-nose . . . ear-nose. Also, be sure that they blow air out through their nostrils when they exhale in the water. This keeps water out of the nose.



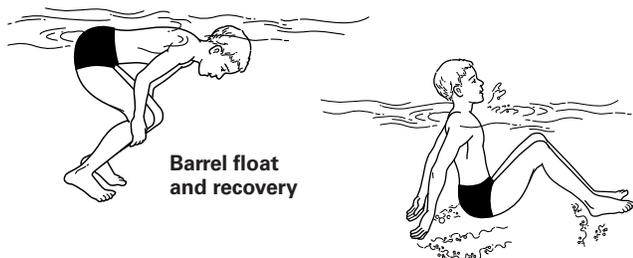
Next, have buddies practice the seesaw in chest-deep water. To do this, have them join hands and face each other. One takes a breath, goes below the surface, and remains there for two to three seconds while the other buddy remains above the surface. As the first buddy exhales and comes up, the other goes down for two to three seconds. This continues in a rhythmic pattern. Keep the pairs working on this until they are able to do it 15 to 20 times without stopping.

Body Position and Buoyancy

Some nonswimmers may be reluctant to try floating or other skills because they do not know how to recover their footing. The instructor should demonstrate how arm motion in the water moves the body (forward sweep of arms moves the body back, and vice versa). The participants should experiment with these motions while standing in chest-deep water.

They should then be shown how to recover from a prone float by lifting the head and pressing down with the arms, and how to recover from a back float by bending the head forward and pushing down on the water with the arms. Participants should practice these maneuvers as they learn to float.

Buoyancy is most easily demonstrated in shallow water by taking a deep breath, leaning forward, and holding the knees against the chest with the face down in the water (the “barrel” or “jellyfish” float). The instructor can demonstrate the importance of breath control in floating by beginning a barrel float, then slowly exhaling and sinking while staying in the floating position. While practicing the barrel float, participants also have an opportunity to practice their recovery to a standing position. After they have practiced the barrel float and discovered their own buoyancy, they are ready to begin learning the basic swimming stroke components and coordination.

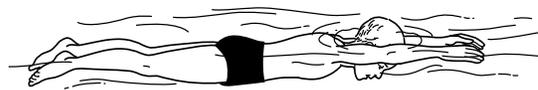


Barrel float and recovery

Prone Float and Glide

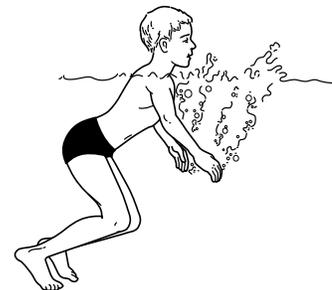
The prone float should be demonstrated by the assistant instructor, who faces and holds hands with the instructor (the buddy) with arms extended, takes a deep breath, puts his or her face in the water, and then eases the legs back and straight behind until the body is extended and relaxed in the prone-float position. After a few seconds in this position, the hands are released and the assistant recovers his or her footing by pulling the knees forward, pressing the hands down, and lifting the head. (The recovery should be slow and easy.) The instructor and assistants should help all participants personally with their first attempts if there is any reluctance. The buddies should practice until all are confident of their skill.

The next step is to have the participants learn and practice “plunging and coasting” (the prone glide). This skill is nothing more than a moving prone float. The skill should first be demonstrated by the instructor, including a proper recovery to the standing position.



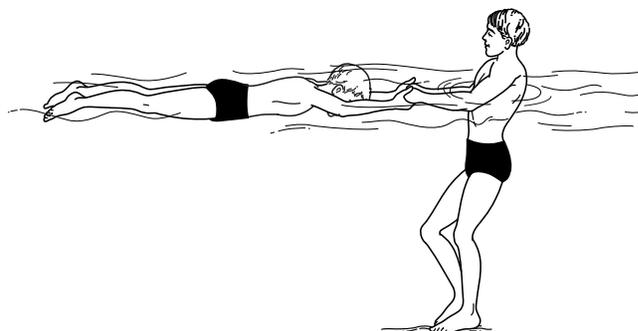
Prone float/glide

Recovering from a prone float



In waist-deep water, have the participants lean forward with arms extended and hands together until the shoulders are below the surface; then have them take a breath, place their faces in the water, and push forward off the bottom. (Be sure to have the learners push toward or across shallow water, never toward deep water.)

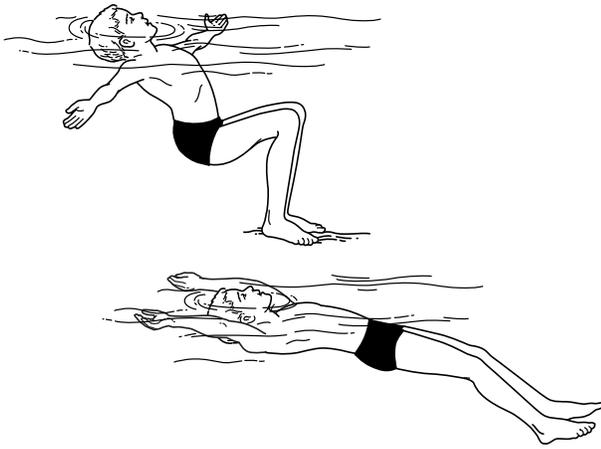
For the reluctant, the instructor should hold the youth's hands and walk quickly backward for several repetitions until the learner becomes familiar with the movement.



Back Float and Glide

The instructor demonstrates the back float in waist-deep water by squatting down as if to sit on a chair. When the shoulders are just below the surface, the instructor extends the arms to the side just below the surface with the palms up. Next, the instructor takes a deep breath and tilts the head well back, with the chin up and the ears in the water.

Now the legs are slowly extended and relaxed as the body bobs and settles into a natural floating position with the arms extended above the head with palms up on the water. (Many youths will float high on the water with hips and legs near the surface; others will float with only their face and portions of their chest breaking the surface.) As with the prone float, the back float demonstration should include an easy recovery to the standing position.



As participants make their first attempts to float on their backs, the instructor or assistant should provide some support under their backs and hips, not lifting but simply balancing the body at the buoyant level. Physical contact is important in this exercise to overcome natural insecurity about falling backward in the water. Once the learner has relaxed and is floating, the support should be withdrawn. This withdrawal should not be sudden and unanticipated, however.



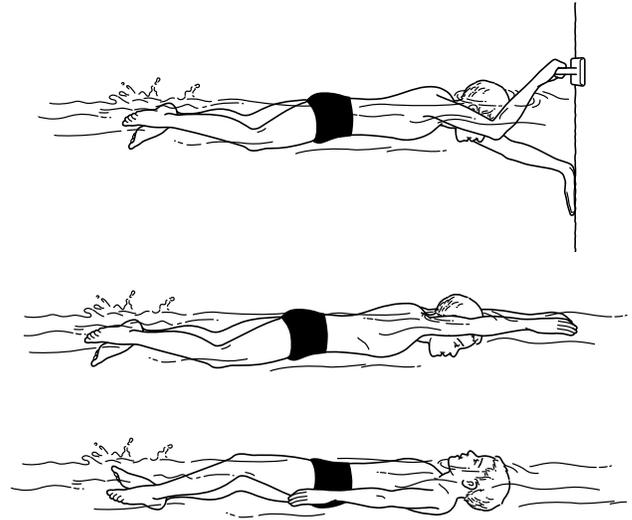
When the participants have learned the back float, they can be taught a back glide. Have them squat down and lean back with arms out, as if beginning the back float, and then push off gently with the feet as the arms are swept down to the sides with palms in. Watch the position of the head. If it is too far back, water may wash over the face. (This skill should be demonstrated with an easy recovery at the end of the glide.)

Flutter Kick

Demonstrate the flutter kick out of the water lying prone, and then repeat lying on the back.

Keeping the toes slightly pointed, the ankles and knees relaxed but straight, kick from the hips. With the legs close together, the depth of the kick should be about 12 to 14 inches. Kick slowly and fluidly. Have the participants lie on a bench, table, floor, ground, or deck of a swimming pool to practice. Encourage them to make the movement slow and even. (Dry-land drills are helpful, but not much fun. Do not overdo this practice.) If a kickrail is available in a pool, participants can easily practice the flutter kick while holding on. Kickboards may also be useful, but the best way to practice is with the prone or back glide. Have participants begin their

glide and then add the flutter kick. “Steamboat races” for distance can encourage practice. (Emphasize rhythm and distance, not speed.)



Many learners will want to chop when they kick, bending the leg at the knee. Others will tend to kick on the top of the water. Some forget to kick. Stress that the legs remain under the water while kicking. Kicking from the hip is much like walking stiff-legged on tiptoe.

Arm Movement

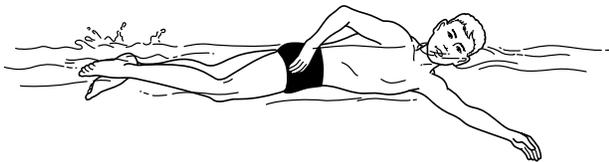
Demonstrate and explain the arm movement as a progression from the prone glide. To practice the basic skill, have participants stand in chest-deep water and bend forward slightly, practicing the arm movement slowly and accurately without losing their balance. Next, have them push off into the prone glide and add the arm movement while keeping the face in the water. Do not move on to other skills until at least four or five arm strokes can be performed easily on one breath. Once the learners have experienced the basic movement of the arms and understand the result of such movement, they are ready to practice the arm movement with rhythmic breathing, as follows.

Turn the head toward the breathing side so the ear is down. The arm on the breathing side is next to the thigh. The other arm is over the head next to the ear. Move the arm on the breathing side by bending the elbow and extending it so the arm is straight over the head, resting next to the ear. As this arm is moved, the head is turned so the face is in the water. At the same time, the other arm is pulled through the water, down to the thigh. This is one-half of a revolution. To complete the revolution, pull the arm on the breathing side down through the water and next to the thigh. While doing this, turn the head so the ear is down. At the same time move the opposite arm, bending it at the elbow, and raise it straight over the head next to the ear. That is one full revolution of the arms.



Participants should first practice the arm motion slowly while bent over at the waist and standing stationary. As a second practice step, have them walk forward in the water while moving their arms and breathing rhythmically. They should feel the pulling effect of the arm motion. To refine the movement, make sure that as the arm recovers from the water, the elbow leaves the water first and the arm is extended over the head. The thumb and index finger should enter the water first. The palm of the hand may be slightly cupped, but should be relaxed and comfortable. The power of the stroke comes from the arms. Remind participants that they should pull through the water with their entire arm, not just their hand, as if the arm were the paddle of a canoe.

Coordination



Putting the rhythmic breathing, the arm motion, and the flutter kick together in the prone position produces the crawl stroke. Be sure to synchronize the rhythm of the kick with the arm motion (kicking about six beats for every complete revolution of the arms). The coordination cannot be taught; it must be learned through practice, supported by enthusiastic encouragement and skillful coaching. The instructor should stress the ease of the stroke. Swim it easily, relaxed, and streamlined.

Turning Over

Once participants have learned the crawl stroke and are able to do a back float and back glide, they should learn how to turn over from front to back and from back to front. This is a useful safety skill, enabling swimmers to rest on their backs when they begin to tire and then to resume the crawl stroke when rested.

To turn from the crawl-stroke position onto the back, the swimmer lowers one shoulder and turns the head in the opposite direction. To turn over while swimming on the back, the swimmer lowers one shoulder and turns the head in the same direction. When turning off the back-float position, the swimmer should immediately begin swimming the crawl stroke.

Although explanation and demonstration of these turn-over maneuvers will be helpful, participants will learn most quickly by simply practicing and experimenting with the

concepts of “roll over and float” and “roll over and swim.” Despite the apparent simplicity, the instructor should not omit this specific instruction, and participants should practice these maneuvers in shallow water before attempting to swim in water over the head in depth.

Turns, Reverses, Stops, and Starts

Some skills are not particularly significant when swimming in shallow water where footing is always available. But the ability to stop and restart swimming, to reverse direction, and to turn while swimming is of critical importance when swimming in deep water. (Note that the beginner swim test requires the candidate to stop, turn, and resume swimming.)

To stop while swimming the crawl stroke, the swimmer simply stops kicking and raises the head while pushing down and slightly forward with the arms. A reverse after stopping can be done in one quick motion by sweeping both arms in the same direction across the front of the body while turning the head and shoulders in the opposite direction.

Starting the swim stroke in deep water is accomplished by pressing the arms down from the surface of the water and back alongside the body while at the same time leaning forward, putting the face in the water, and beginning the flutter kick. This planes the body into the prone glide position for the crawl stroke to begin.

To turn while swimming the crawl, the swimmer simply sweeps wide with the arm stroke on the side opposite the turn and reaches out in the direction of the turn with the other arm. When demonstrating this maneuver, the instructor should show how the head, when down in the prone glide position, can be used as a rudder to assist in swimming turns. (A turn when swimming on the back is also accomplished by ruddering with the head and sweeping wide with the arm stroke opposite the turning side.)

Entering the Water

An important part of learning to swim is mastering the skills involved in deep-water entries. Participants should be taught the leaping entry as illustrated and explained in the *Swimming* merit badge pamphlet. The leaping entry technique cannot be taught, however, until participants have overcome the initial reluctance about jumping into the water.

To teach a simple jump entry, have the learner stand at the pool or dock edge where the water will be chest deep. The learner should bend slightly at the knees and hop forward as though trying to land with both feet together on the surface of the water. The arms should be extended forward and the body leaning slightly forward from the waist.

On the first attempt, an instructor should be in the water facing the edge just beyond where the participant will enter the water. As soon as the learner splashes into the water, the instructor makes contact and speaks encouragement.

When this initial jump entry can be performed confidently, the instructor should back away several steps and have the learner jump in and immediately begin swimming the crawl stroke. This practice should then progress to slightly deeper water until the participants are ready for their initial jumps into water over their heads. The water for this practice should be about shoulder deep on the instructor, so that the instructor can again stand in the water and have the participants jump and swim toward him or her. The participants will be much less reluctant to make an initial jump if they are going toward, rather than away from, the instructor. Also, any possibility of an unpleasant first experience can be avoided by timely support from the instructor. This procedure also counters the dangerous tendency to jump at or near the edge of the pool or dock.

Once the basic “jump and swim” has been mastered, the learners should progress to the leaping entry.

Precautions and Limitations

As the participants learn the basic swimming skills, the instructor should emphasize necessary precautions associated with each skill. (For example, as participants learn how to enter the water by jumping and leaping, they should also learn not to jump into any water that has not been carefully explored for depth and subsurface obstructions. They should also be cautioned about not jumping when others might be in the way.) In addition to teaching safety precautions, the instructor should be sure that all of the participants know and understand their own limitations—what their skills enable them to do, and what is beyond their ability.

Special Instruction

Occasionally, the learning process will be affected by physical, mental, or emotional limitations. Only in rare circumstances, however, will such limitations prevent an individual from healthy exercise and recreation in the water.

To the extent it is practical, a youth with limitations should be included in learn-to-swim instruction with other youths. When this is not practical, the instructor should make arrangements to work with the youth and the unit leader on an individual basis. It is important that the youth’s unit leader be included in the special instruction activity to facilitate continued instruction when the camper returns home.

The instruction itself should be adapted to the abilities and limitations of the individual. Since every individual in need of special instruction may present unique capabilities, the instructor may have to set distinct learning objectives in each case. The rule is to give every youth opportunity to learn new skills that will increase self-confidence and enable the youth to enjoy safe activity in the water.

The most common limitation is fear of the water. This learned fear goes beyond reluctance and can seriously impair the ability to learn. A youth with such fear poses a

real challenge for the instructor’s patience and ability to develop trust and confidence. The first step may involve considerable instructor-learner interaction away from the water. A pan of water on a table may be useful in beginning the learning process.

Games and Incentives

Every instructional session should include some playtime. The instructor can add to the fun by suggesting and organizing games and play that make use of the learners’ new swimming skills.

Incentives, praise, recognition, special opportunities, and prizes are important instructional aids. Incentives should be used in such a way that every youth is encouraged. Special recognition for the most improved in a particular skill or in overall ability is an effective way to encourage the youths who might not be the best in comparison with others.

Scheduling

In summer camp, a camper who participates in daily instruction and has an additional opportunity to swim and practice each day can usually learn to swim in five days. Unit leaders should be encouraged to schedule daily recreational swims for their nonswimmers in addition to the instructional periods. (If the adult leaders observe and participate in the instruction, they are then better able to coach and encourage the youths to practice during unit recreational swims.)

Each swim class should be scheduled for one hour, and the students should be in the water for no more than 30 to 40 minutes per class. (The time in the water is reduced if water temperature is less than 80°F.)

After the orientation and adjustment-to-water exercises, the swimming skills should be explained, demonstrated, and practiced in sequence as follows:

1. Breathing
2. Body position, control, buoyancy
3. Prone float
4. Prone glide
5. Back float
6. Back glide
7. Kick
8. Arm movement
9. Coordination
10. Rollover
11. Turns, reverses, stops, and starts
12. Jumping into the water

All learners must be permitted to progress at their own speed, and all of the skills should be explained and demonstrated at least by the end of the third session. The first part of each session should review the skills covered in earlier sessions. The beginner test should be administered at the end of each session for those who show sufficient skill and self-confidence.

Instruction for Beginners

Scouting's obligation to teach basic swimming skills applies not only to teaching nonswimmers, but also to assisting and encouraging beginning swimmers to develop and improve their swimming skills.

Instruction for beginners should concentrate first on floating and the elementary backstroke. Mastery of floating and a restful backstroke, plus a strong crawl stroke and the other maneuvers learned in nonswimmer instruction (stops, turns, etc.), will enable a youth to complete the swimmer test. But the objectives of beginner instruction go well beyond completion of the swimmer test. Beginning swimmers must have an opportunity to develop a variety of useful swimming skills and to learn the precautions that ensure safe fun in the water.

Floating

Many good swimmers have never been taught to float. The first instruction for beginners should concentrate on the floating technique as presented in the *Swimming* merit badge pamphlet. Most youths will learn to float in a matter of minutes when shown the proper position and breathing technique. A few may have some difficulty achieving the float position and require some in-the-water support and coaching. A few may have difficulty floating even after learning the proper position. This difficulty usually arises from a reluctance or inability to relax, inhale deeply, and hold the breath.

Teach and practice floating in neck-deep water before putting participants in deep water. The instructional emphasis and objectives are simple:

1. Balance (body position distributes body weight equally above and below the buoyant fulcrum—the lungs)
2. Buoyancy (only air floats, so the lungs must be fully inflated and never deflated)

Obviously, different body types float differently. A woman usually will float higher in the water than a man; an obese person will float higher than a thin person. But remember that only the mouth needs to clear the water for a person to maintain a motionless float for a prolonged period.

For persons not to be able to float, their overall density with lungs fully inflated must exceed that of water. Most “sinkers” who relax, hold a full breath, and assume a barrel float position may sink slightly at first but normally slowly rise to an equilibrium position with their shoulders just

above the water surface. It is extremely rare for a person in such an exercise to sink to the bottom and remain there until they run out of breath.

Backstroke

Any truly restful backstroke will enable a candidate to pass the swimmer test. Scouting believes that the elementary backstroke, as presented in the *Swimming* merit badge pamphlet, is a superior stroke that every swimmer should master.

Other Strokes

The sidestroke, breaststroke, and trudgen should be included in the beginners' instruction. A youth who has mastered the crawl stroke, floating, and the elementary backstroke; who can enter and maneuver in the water confidently and without hesitation; and who has at least basic skill in the sidestroke, breaststroke, and trudgen is clearly a competent swimmer who will continue to improve and develop skills while maturing into adulthood. The sidestroke, breaststroke, and trudgen are presented in the *Swimming* merit badge pamphlet and are included in the merit badge requirements.

Diving

As a part of the beginners' instruction, participants should be introduced to both standing dives from deck or pier, and surface dives. Elementary dives and surface dives are presented in the *Swimming* merit badge pamphlet.

The objective in this instruction is not skill proficiency, but simply to acquaint the youth with new skills. Proficiency in the basic diving skills is part of the *Swimming* merit badge requirements. At the beginner level, this instruction furthers the development of coordination and self-confidence. This instruction also provides a good opportunity for the instructor to emphasize safety precautions and to identify the limitations imposed by different skill levels.

Class Organization and Scheduling

Each participant should have a buddy of similar skill, and the instructor should reassign buddies whenever it appears that reassignments will enhance the learning process. Ten buddy pairs per class is maximum for one instructor and assistant instructor.

A youth in summer camp who participates in daily instruction and has an additional opportunity to swim and practice each day can usually progress from beginner to swimmer in three to five days. Unit leaders should be encouraged to schedule daily recreational swims for beginners in addition to the instructional periods.

Each swim class should be scheduled for one hour, and youths should be in the water for no more than approximately 45 minutes of the hour. A daily instruction outline follows.

First Day

1. Floating (body position and buoyancy)
2. Elementary backstroke
3. Swimmer tests

Second Day

1. Review of floating and backstroke
2. Breaststroke
3. Crawl

Third Day

1. Review of floating, backstroke, breaststroke, and crawl
2. Sidestroke
3. Swimmer tests

Fourth Day

1. Review of floating, backstroke, breaststroke, sidestroke, and crawl
2. Trudgen
3. Surface dives

Fifth Day

1. Elementary dives
2. Review of all skills
3. Swimmer tests

Swimmer tests on the first day are primarily for those who are strong swimmers and need only an opportunity to learn floating and/or a restful backstroke to qualify for the swimmer classification. Scheduling and announcing swimmer tests for the third and fifth days gives the beginners some incentive and a target, with reasonable time to permit skill development. However, a youth who requests an opportunity to take the swimmer test at an earlier time should be given the opportunity. Those who complete the test in the middle of the week should be encouraged to continue to attend the beginner instruction to learn additional skills. Participants who join the beginners' instruction after the first day begin with the floating and backstroke skills and progress through the sequence of skills until they catch up with others in the class.

Teaching Methods

For each stroke or new swimming skill, the instructor should first explain the unique purpose and advantage of the skill. Then the stroke or skill is explained step by step and demonstrated.

Stroke practice begins out of the water. Each stroke is broken down into individual elements that are again explained and demonstrated. The first element considered is body position, then kick, arm movement, breathing, and coordination. Practice for each element includes both land and shallow-water drills. The drills enable the instructor to observe and coach. Also, the drills give the instructor an opportunity to hold a participant's hands, feet, or head and to guide the participant through the proper motion and rhythm of the stroke. This hands-on assistance is an important aid in understanding and learning each movement.

After the basic movements and coordination have been learned in land and water drills, participants practice, one buddy at a time while the other buddy observes and coaches. The instructor should observe each participant in the water and analyze or diagnose any stroke deficiencies. Suggestions should focus on only one problem area at a time—the problem that, when corrected, will make the most improvement. Body position is usually the first thing to correct. Do not confuse and discourage the learner by listing a series of problems. Practice one correction at a time, beginning with whatever is most problematic.

Advanced Instruction

The most important advanced swimming instruction for Scouts who are classified as swimmers is the Swimming merit badge. All Scouts should be encouraged to earn this award and then to earn the Lifesaving merit badge. Additionally, Scouts and Venturers may earn the Mile Swim, BSA recognition.

If campers wish to pursue instruction in other advanced swimming skills and the resources are available, then the aquatics program should make such instruction available. New strokes, perfection of swimming form, and racing technique are possible subjects for advanced instruction.

MERIT BADGE INSTRUCTION

Eight merit badges are included in the aquatics program in Boy Scouting: Swimming, Lifesaving, Rowing, Canoeing, Whitewater, Small-Boat Sailing, Motorboating, and Waterskiing. *Current* merit badge pamphlets should be relied upon and followed for requirements and skill information.

An important principle for craft-handling skill instruction is “get them in the boat.” Early in the first instructional period, the Scouts should get on the water in the craft. This experience responds to their initial interest and curiosity, enhances learning incentives, and may help both instructor and Scout in recognizing initial skill levels. Explanations are more readily received and land drills more willingly undertaken by the Scout after his initial on-the-water experience.

Swimming

The Swimming merit badge is one of the most popular awards in Scouting. The entry-level skills, age, and experience of Scouts enrolled in the training is usually quite varied. A few might be able to demonstrate proper form for the strokes during the first session; most will need instruction and practice. Each Scout will progress at a pace within his individual capability. Counselors should be fair and consistent and should teach and evaluate all performances based upon generally accepted standards as recognized by the BSA, American Red Cross, or other organizations offering swimming instruction. References include current and previous editions of the *Swimming* merit badge pamphlet, *The Boy Scout Handbook*, *ARC Swimming and Diving*, and the *YMCA Swimming Manual*. All Scouts should complete the swimming requirements for Second and First Class ranks prior to the start of the merit badge instruction.

A ratio of one instructor to every 10 to 12 students is recommended. At a minimum, five 90-minute water sessions are suggested. Two-hour periods would be the maximum length for any instructional session. In a summer camp program, the first-aid and CPR requirements should be completed under unit leadership or at a time separate from the water skills development.

Instructional procedures should include:

1. Demonstration of the finished stroke—this is what it should look like when you have completed instruction and practice.
2. Discussion of parts of the stroke, legs, arms, breathing, timing, etc.
3. Practice. Depending upon the individual skill level, use the whole, part-whole, or progressive parts techniques for teaching and practice. Use land drills and in-water stationary and fluid drills. Utilize teaching aids, e.g., kickboards, leg or arm floats.
4. Review. Relate all new material to previously learned skills.
5. Monitor all practice swimming for signs of fatigue. If students become overly tired their ability to learn may be impaired.
6. Evaluate and encourage. Recognize accomplishment, even if minor. Reward all achievements with praise.

First Session

1. Conduct a screening test for completion of Second and First Class swimming requirements. This is an opportunity to evaluate the strength of the Scout’s swimming ability and determine whether the Scout is ready for training. If the Scout cannot make the 100-yard distance required by the swimmers test, he should be encouraged to enroll in instructional opportunities other than Swimming merit badge.
2. Work on mechanics for the crawl stroke. Establish use of the stroke for recreation, lifesaving, and competition. This stroke should be familiar to most.
3. Float in a face-up position for one minute. Review elements of learning how to float. Point out that almost everyone can float. Show techniques for resting in the water, sculling, fining, etc.
4. Practice the elementary backstroke—described as paired coordinated movement of the arms and legs; a resting stroke. Emphasize proper leg action, as related to the breaststroke.
5. Introduce the breaststroke, which is used as a resting stroke in lifesaving and competitive swimming. Relate the breaststroke to the elementary breaststroke.
6. Have Scouts obtain a copy of the *Personal Fitness* merit badge pamphlet and begin developing a swimming exercise program to be discussed at the final session. Consult *The Boy Scout Handbook* and other available literature. Give students any materials that might be available to assist them in accomplishing requirement 10. Review the requirement with the candidates, and answer any questions. Set deadline for completion.

Second Session

1. Practice the crawl and elementary backstroke.
2. Review and practice the breaststroke.
3. Introduce and practice the sidestroke—primarily a recreational stroke, with modifications can be adapted to lifesaving skills.

4. Introduce diving. Teach the headfirst dive and long shallow dive. If a one-meter board (or lower) is available, teach a plain, headfirst dive. The water must be at least 10 feet deep and meet potentially more restrictive local or state standards on minimum depths and pool shape. Diving from starting blocks or from the dock or pool edge into water less than 7 feet is prohibited. Review other safety needs. Practice.
5. Introduce surface dives—feetfirst, pike, and/or tuck position. Practice.
6. Introduce use of PFD—include “help” and “huddle” positions.
7. Introduce and practice survival floating.
8. Specify what type of clothes the participants need to be gathering for the clothes inflation session during the fourth session. Remind them of exercise program assignment.

Third Session

Either

1. Practice all skills. Critical points of all strokes should be reviewed; provide positive reinforcement as needed.
2. Discuss competitive swimming and modifications to crawl stroke and breaststroke. Practice.
3. Introduce back crawl stroke—used in recreational swimming and competition. Practice.
4. Demonstrate butterfly stroke. Practice.
5. Introduce competitive starts and turns. Practice. In a lake, racing turns must be taught and practiced using properly fixed and stabilized wall turn targets, or taught in open water. Water depth of at least 4 feet is required at the turning point.
6. Remind participants that they need to bring clothes to the next session. Remind them of exercise program assignment.

Or

1. Introduce snorkeling skills—See Snorkeling, BSA folder and application for suggestions on information to be covered. Discussion of snorkeling, scuba, and sport diving. Practice and test skills.
2. Remind participants that they need to bring clothes to the next session. Remind them of exercise program assignment.

Fourth Session

1. Clothes inflation. Resource material in *The Boy Scout Handbook*. Check that valuables have been removed from all pockets and that Scouts are wearing trunks beneath

pants. One instructor should perform demonstration while a second explains. Scouts who attempt to keep their heads out of the water throughout this exercise may fail to complete it due to fatigue. Remind them to use the survival floating techniques learned in the second session. A few Scouts may need to be coached in shallow water. Have reach poles discreetly at hand.

2. Practice and review of previous material.
3. Testing as appropriate. (Provide individual attention to those having difficulty. If appropriate, privately broach possibility of a partial completion, but encourage continuation.)

Fifth Session

1. Practice and final skills check-off
2. Review and discuss health benefits of regular aerobic exercise, focus on swimming. Mention other activities, i.e. cycling, hiking, skiing, etc. Discuss swimming exercise plan developed by Scouts. (Scouts should be reminded of this assignment throughout the program.)

Lifesaving

Several merit badges in Boy Scouting prepare the Scout for immediate service. First Aid is one; Lifesaving is another. Earning these merit badges should give the Scout an understanding consistent with performance of that service. The well-being of both the accident victim and the rescuer depends on such understanding.

It is the responsibility of the Lifesaving instructor to provide the merit badge candidate with rescue skills and knowledge appropriate to his age and beyond what he has learned through rank advancement. The Lifesaving merit badge instructor should carefully review and consider the “Note to the Counselor” in the *Lifesaving* merit badge pamphlet.

The following schedule assumes a five-day program with one 90-minute session per day at the swimming area and a single 90-minute classroom session. Class size should be in the range of five to 10 buddy pairs with two instructors. The larger group size may require that some or all sessions be extended to two hours to allow adequate practice and evaluation.

First Day

1. Class organization
 - a. Review of expectations, schedule, and prerequisites
 - b. 400-yard swim
 - c. Buddy pairing
 - d. Construction of class roster

2. Preliminary skills
 - a. Review of swimming strokes as necessary
 - b. Leaping entry
 - c. Treading water (rotary kick)
3. Rescue planning I: Recognizing need
 - a. Query class on what a drowning person looks like
 - b. Introduction to victim classification

(Begin discussion of causes of drowning, obvious precautions to prevent drowning, and how the state of the victim will influence rescue procedures. Stick to the main points and keep things simple so participants get the big picture. Details can be provided later in discussions of various rescue techniques.)
4. Rescue planning II: Deciding how to act
 - a. Who is best qualified? (e.g., rescues should be left to lifeguards when present)
 - b. Can the lifesaver make a safe rescue, or should he seek more qualified help with advanced equipment?
5. Rescue planning III: Order of methods of rescue—reach, throw, row, go
6. Reaching rescues
 - a. Role of victim—simple, realistic behavior. Avoid the word help, practice leaping entry.
 - b. Explain, demonstrate, and practice reaching with hand and foot.
 - c. Explain, demonstrate, and practice reaching with equipment such as poles. (Make distinctions between victims who will reach for aids and those who can't. Class can be divided into two to four small groups, depending on deck space, to more efficiently use equipment. Instructors on each side of a pool should be able to monitor two groups each.)
3. Practice throwing rescues by groups or stations.
4. Rowing rescues
 - a. In a pool, demonstrate a canoe or kayak rescue.
 - b. At a lakefront, perform several demonstrations and exercises as time allows.
5. Swimming rescues with equipment for a conscious victim
 - a. Present examples of common rescue aids and note advantages of those that float and are easy to grasp.
 - b. Explain and demonstrate various entries and approaches with a flotation aid. Final portion of the approach includes a visual and verbal assessment of the victim's condition from a safe distance.
 - c. Demonstrate an entry, approach, release of a flotation aid to the subject, and escort of the victim to safety. (Note the similarity to a throwing rescue using a free-floating support. This is an option when a throw is inaccurate or the distance is too far to heave the available aid.)
 - d. Demonstrate entry, approach, presentation of a flotation aid, and tow to safety. (This is to be used when the victim cannot propel himself while supported by the aid.)
 - e. Supervise practice using a variety of flotation aids, including a rescue tube.
6. Remind participants to bring clothes to the next session.

Third Day

1. Review.
2. Swimming rescues with equipment for a conscious victim (continued): Explain, demonstrate, and practice rapid disrobing and shirttail rescue.
3. Contact rescues for an unconscious victim
 - a. Note that contact with the victim is required in swimming rescues for an unconscious victim.
 - b. Explain and demonstrate the “scoop” using a rescue tube or other buoyant device.
 - c. Explain and demonstrate removal of a victim from the water.
 - d. Arrange safety release signal between buddies for use in practice of contact rescues.
 - e. Practice “scoop” rescue.
 - f. Explain, demonstrate, and practice front approach and wrist tow with rescuer wearing a PFD as a recommended rescue aid.
 - g. Explain, demonstrate, and practice rear approach and armpit tow with rescuer wearing a PFD.

Second Day

1. Review victim characteristics and order of methods of rescue.
2. Throwing rescues: Explain and demonstrate
 - a. Free-floating supports
 - b. Rescue bag
 - c. Throw line
 - d. Ring buoy and/or jug

(Note that these are ineffective for unconscious victims and that some conscious victims will be unable to reach for an aid that lands nearby; hence the importance of placing the line over the victim's shoulder.)

- h. Repeat wrist tow and armpit tow exercises without PFDs.

(**Note:** Dry-land drills before in-water practice are often effective teaching aids for contact assists such as the wrist tow.)

4. Submerged victims
 - a. Explain how to search for a victim from the surface in clear water.
 - b. Advocate feetfirst search in deep, turbid water only when the victim's location was noted just before submersion.
 - c. Explain, demonstrate, and practice feetfirst surface dives to recover weight.
 - d. Explain, demonstrate, and practice headfirst surface dives to recover weight.

Fourth Day (water session)

1. Contact rescues for a conscious victim
 - a. Explain the importance of avoiding contact with an active victim and discuss situations when it may be appropriate.
 - b. Explain lead-and-wait concepts.
 - c. Explain, demonstrate, and practice a swim-along assist for a cooperative, tired swimmer.
 - d. Explain, demonstrate, and practice an armpit tow for a cooperative, tired swimmer.
 - e. Explain, demonstrate, and practice a cross-chest carry for an exhausted, passive victim who does not respond to instructions to aid himself. An armpit tow may precede the cross-chest carry but is not required.
2. Defenses: Explain, demonstrate, and practice
 - a. Rapid submersion
 - b. Escape from hold on wrist
 - c. Escape from front headhold
 - d. Escape from rear headhold
3. In-line stabilization for spinal injuries
 - a. Explain signs and symptoms of a spinal injury.
 - b. Explain, demonstrate, and practice support of a faceup victim in shallow water.
 - c. Explain, demonstrate, and practice techniques for turning a spinal-injury victim from facedown to faceup in shallow water.

Fourth Day (classroom session)

(May be scheduled at separate times for different buddy pairs for better use of time and equipment.)

1. Training in CPR
2. Review of basic first aid
3. Oral or written tests to cover the knowledge requirements for the merit badge

Fifth Day

1. Continue above schedule if behind.
2. Basic review
3. Situation exercises
4. Formal skill testing

Rowing

Rowing has long been recognized as one of the best activities for developing strength and muscle tone in the upper body, and the advent of sliding-seat rowing has made rowing an increasingly popular recreational and competitive sport that affords full-body exercise. Scouting is perhaps the only major youth organization that conducts extensive instructional programs in both fixed- and sliding-seat rowing. Rowing is taught and practiced in virtually every Scout summer camp in the United States, and it has been suggested that Scout councils collectively maintain the world's largest fleet of privately owned rowing craft. With this investment and healthful opportunity, all Scouts should be encouraged to master this functional body-building skill.

The Rowing merit badge requirements can be completed using either fixed-seat or sliding-seat equipment. Ideally, both will be available. The sliding-seat, recreational craft are by far the easiest to master, and usually more fun, for Scout-age youth. In a summer camp program, the first aid and CPR requirements can be completed separately under unit leadership.

A recommended five-day (7½- to 10-hour total) instructional schedule is as follows.

First Day

1. Review and discuss BSA Safety Afloat. Fit PFDs.
2. Explain and demonstrate launch and landing procedures.
3. Practice launch and landing with short rowing exercise for initial rowing experience.
4. General orientation:
 - a. Why rowing? (History and function)
 - b. Review merit badge requirements.
 - c. Review boat and oar parts and terminology.

5. Explain and demonstrate basic rowing:
 - a. Equipment selection, handling, and placement
 - b. Launching (review)
 - c. Trim
 - d. Body positioning and posture
 - e. Basic stroke
 - f. Commands
 - g. Getting underway fast
 - h. Backing water
 - i. Turns
 - j. Changing positions (if using tandem fixed-seat equipment)
 - k. Landing (review); securing boat and equipment
6. Practice board and drydock drills.
7. Boat assignment and equipment selection.
8. Practice rowing skills.

Second Day

1. Review and practice rowing skills.
2. Explain and demonstrate pivots and sculling.
3. Practice rowing skills.

Third Day

1. Explain and demonstrate differences between fixed-seat and sliding-seat rowing.
 - a. Equipment selection, handling, and placement
 - b. Launching
 - c. Trim
 - d. Body positioning and posture
 - e. Stroke
 - f. Backing water
 - g. Turns
 - h. Landing
2. Practice fixed-seat and sliding-seat rowing skills.
3. Explain, demonstrate, and practice coming alongside a pier in a fixed-seat rowboat, and assisting passenger boarding from pier.
4. Explain, demonstrate, and practice coming alongside a pier in a fixed-seat rowboat, getting out on the pier with proper assistance, and how to help another rower board from a pier.

Fourth Day

1. Explain, demonstrate, and practice boat rescue procedures.
2. Explain, demonstrate, and practice swamped boat maneuvers for both fixed-seat and sliding-seat equipment.
3. Discuss and illustrate types of rowing craft and their uses, types of anchors and their uses, types of oarlocks and their uses, and common boat-building materials and their advantages or disadvantages.
4. Discuss and illustrate how to handle a rowboat in a storm, how to maintain and store rowing equipment during the off-season, and the health benefits of rowing for exercise.
5. Practice fixed-seat and sliding-seat rowing skills.

Fifth Day

1. Oral or written testing on Rowing merit badge knowledge requirements
2. Instruction, practice, and skill testing, as needed

Canoeing

The purpose of the Canoeing merit badge is to teach teamwork and to help every Scout become a skilled flatwater canoeist. The merit badge pamphlet provides detailed information on skills and procedures. A recommended five-day schedule (10 hours total) is as follows.

First Day

1. Introductions
2. Class organization
 - a. Buddies
 - b. Equipment assignments
 - c. PFD selection and proper fit
 - d. Review of BSA Safety Afloat
3. Familiarization exercise
 - a. Paddle selection
 - b. Basic tandem procedures
 - From rack to water's edge
 - Launch and boarding
 - Positions in canoe (trim and balance)
 - Landing and getting out
 - c. Initial paddle opportunity

Students have opportunity for self-discovery and demonstration of initial skills; short paddle should

end at predetermined location suitable for discussion, land and standing-water drills and practice, and demonstrations.

4. The canoeist and his gear
 - a. Swimming requirement review
 - b. Importance of fitness, conditioning, and self-protection (from sun, temperature, etc.)
 - c. Proper clothing, shoes, kneeling pads
5. Paddles and canoes
 - a. Paddle parts and how to grip
 - b. Types of paddles and their use
 - c. Canoe nomenclature
 - d. Types of canoes and their differences
6. Basic tandem strokes
 - a. Paddling positions in canoe
 - b. Kneeling positions
 - c. Changing positions and paddling sides
 - d. Commands—Who is in charge?
 - e. Bow strokes—power or forward, diagonal draw, quarter sweep, hold water, stopping
 - f. Stern strokes—power and steering with J-stroke, hold water, stopping
7. Skills practice including landing and storing equipment at end of class

Second Day

1. Review and practice—launch from shore, commands, changing positions, changing sides, kneeling positions
2. Review and practice—bow strokes (power, diagonal draw, quarter sweep), stern stroke (J-stroke), stops, and holding water
3. Explanation and demonstration—pushaway, pullover, reverse sweep, backwater, and tandem pivots
4. Practice of all tandem strokes and maneuvers in both positions and on both sides
5. Explanation, demonstration, and practice of dock landing and launch
6. Discussion and demonstration of loading and securing gear

Third Day

1. Explanation, demonstration, and practice of tandem overboard and capsizing procedures

2. Explanation, demonstration, and practice of the canoe-over-canoe rescue
3. Solo skills
 - a. Launch from shore and pier
 - b. Basic strokes (J-stroke, forward and reverse sweeps, backwater, stop, pullover, and pushaway)
 - c. Landing
4. Solo practice

Fourth Day

1. Review and practice of solo skills
2. Explanation, demonstration, and practice of sculling, inside and outside pivots, and deep-water reentry (single man)
3. Discussion and demonstration of care and maintenance of canoe equipment; canoe sailing; discussion of river canoeing
4. General review and practice

Fifth Day

Instruction, practice, and testing, as needed

Whitewater

Whitewater merit badge instruction requires both a time commitment and facilities not always available in a week at summer camp. If the camp has access to Class I and II rapids, and Scouts and leaders are willing to commit a substantial portion of their camp time to this activity, then the opportunity should be offered as part of the summer camp program. Assuming that the Scouts taking the course have strong flat-water skills and experience, the requirements can be completed with 20 to 25 hours of instruction and practice plus the one-day river trip.

A recommended merit badge program would include three eight-hour instruction and practice sessions on consecutive weekends, with the river trip on the fourth weekend. In a summer camp setting, the schedule could include four six-hour instruction and practice sessions on four consecutive days, with the fifth day for the river trip. An alternative approach could use the summer camp as a preliminary to weekend activity later in the season. A 10-hour summer camp program (five two-hour sessions) emphasizing refinement of basic skills on flatwater and completion of the slalom gate requirement would lay a strong foundation for completion of the requirements in two or three weekends later in the season.

A recommended four-day schedule, assuming approximately eight hours per day on consecutive weekends, is as follows.

First Day (on flatwater)

1. On the water, review flatwater skills including overboard procedure ($\frac{1}{2}$ hour).
2. Review and compare BSA Safety Afloat and the American Whitewater Affiliation Safety Code (1 hour).
3. Explain, demonstrate, and practice the backstroke, draw stroke, pushaway, and pry ($1\frac{1}{2}$ hours).
4. Diagram and discuss gate maneuvers; explain techniques to enhance performance of gate maneuvers; demonstrate gate sequence ($\frac{1}{2}$ hour).
5. English gate practice ($1\frac{1}{2}$ hours).
6. Discuss and display equipment for use on running water, including canoes, kayaks, paddles, and safety equipment ($\frac{3}{4}$ hour).
7. "Reading a River" display board exercise; homework assignment on river reading ($\frac{3}{4}$ hour).
8. Practice skills and gate maneuvers (1 hour).

Second Day/Morning (on flatwater)

1. Gate practice and testing ($1\frac{1}{2}$ hours).
2. Explain and discuss the International Scale of River Difficulty; review and discuss river reading; explain and discuss the whitewater buddy system (1 hour).
3. Explain and illustrate (using film, video, or other media) forward and back ferry, eddy maneuvers, and braces (1 hour).
4. Gate practice and testing (1 hour).

Second Day/Afternoon (on Class I or low Class II rapids)

1. Discuss and apply International Scale of River Difficulty; river-reading exercise ($\frac{1}{2}$ hour).
2. Explain, demonstrate, and practice self-rescue and procedures when capsized on running water; explain and demonstrate safe rescue of others ($1\frac{1}{2}$ hours).
3. Demonstrate and practice ferries, braces, and eddy maneuvers (2 hours).
4. Explain, demonstrate, and practice portaging ($\frac{1}{2}$ hour).

Third Day/Morning (on flatwater)

1. Gate practice and testing ($1\frac{1}{2}$ hours).
2. Explain and demonstrate recognition and treatment of hypothermia; discuss use of inflatable boats on moving water; explain the risks of tubing on moving water ($1\frac{1}{2}$ hours).
3. Explain, demonstrate, and practice kayak maneuvers (1 hour).

Third Day/Afternoon (on Class I or low Class II rapids)

1. Practice tandem skills (2 hours).
2. Practice kayak maneuvers (1 hour).
3. Hold whitewater trip-planning exercise ($1\frac{1}{2}$ hours).

Fourth Day (on Class I and Class II rapids)

Make whitewater trip according to plan.

Small-Boat Sailing

Sailing, like canoeing, has become a popular recreational sport in the United States, and many Scout camps have fully equipped sailing programs. Every camp should provide opportunity for Scouts with advanced aquatics skills to learn the basics of sailing. A lack of equipment should not deny sailing opportunities in summer camp, for any aquatics program with canoes and a bit of ingenuity can put together a canoe sailing rig. (See the *Canoeing* merit badge pamphlet.) While no specific sail plan is required for use in completing the requirements, it is recommended that the craft be less than 20 feet. The craft must have a rudder and the capability of sailing to windward.

The recommended class schedule is based on $1\frac{1}{2}$ to 2 hours of instruction and practice per day on a five-day schedule.

First Day

1. Class organization and introductory comments
2. Review of safety rules
3. Boarding craft (Scouts and instructor in same craft); identification of parts and their function while underway; demonstration and practice of sailing skills
4. Review of requirements and schedule for the week
5. Assignment of reading for discussion requirements

Second Day

1. Review and practice of sailing skills
2. Ropework

Third Day

1. Practice
2. Discussion of reading assignments

Fourth Day

1. Practice
2. Capsize, if practical (small boats only); man-overboard drill
3. Ropework (complete requirement)

Fifth Day

1. Completion of discussion requirements
2. Skills test

Motorboating

If a suitable body of water, approved by Coast Guard or state authorities for motor craft, is available, and at least one powerboat is available for instructional use, then the aquatics program should include motorboating. A V-bottom, 14-foot-long transom boat with an outboard motor not exceeding rated boat capacity is recommended.

Scouts must be classified as swimmers to participate in motorboating instruction, and priority may be given to older or First Class Scouts if demand exceeds instructional capabilities. The current merit badge pamphlet should be relied upon for requirements and skill information.

The recommended class schedule that follows is based on 1½ to 2 hours of instruction and practice per day on a five-day schedule.

First Day

1. Class organization and introductory comments
2. Get underway, explain boating safety rules and procedures, and demonstrate motorboat handling procedures.
3. Review all requirements; assign reading for discussion requirements.

Second Day

1. Review and practice boat-handling skills.
2. Explain and demonstrate equipment maintenance and storage procedures.

Third Day

1. Review and practice boat-handling skills.
2. Discuss and review boating safety rules and procedures.

Fourth Day

1. Complete discussion requirements.
2. Have practice and skills test.

Fifth Day

Instruction, practice, and testing, as needed

Waterskiing

If camp facilities are well-suited and used for outboard motorboating instruction and recreation, then in most circumstances waterskiing should also be offered.

Only classified swimmers may participate in waterskiing. Skiers are towed only by a boat operated by specially trained and experienced aquatics program personnel. A conscientious second person must always be in the boat as a safety observer. A vest or jacket-type PFD approved for waterskiing must be worn at all times by skiers, observers, and boat operators. Priority may be given to older and more advanced Scouts if demand exceeds instructional capabilities. The Motorboating merit badge is not required but may be recommended.

The current *Waterskiing* merit badge pamphlet should be relied upon for information on equipment, skills, and requirements. A recommended five-day (10-hour) schedule, not including first aid and CPR requirements, is as follows.

First Day

1. Review safety and signals. Assign readings on discussion requirements. Review requirements.
2. Explain and demonstrate equipment selection and fit, and putting skis on in deep water.
3. Explain and demonstrate basic skills on two skis.
4. Practice.

Second Day

1. Review safety and signals.
2. Explain and demonstrate crossing the wake, proper falling to stop, coasting, and running with one ski lifted clear of the water.
3. Practice.

Third Day

1. Review safety and signals.
2. Explain and demonstrate one-ski skills.
3. Practice.

Fourth Day

1. Review safety and signals.
2. Practice.

Fifth Day

Skills test. Many of the skill requirements may be completed during the supervised practice sessions before the fifth day.

ROPEWORK

Thousands of years before steam power and navigation were developed, the basic elements of seamanship—knotting and splicing, rigging, boat handling, anchoring, and mooring—were practiced by the world's first mariners, the ancient Phoenicians, Chinese, Egyptians, Arabians, Greeks, and Romans.

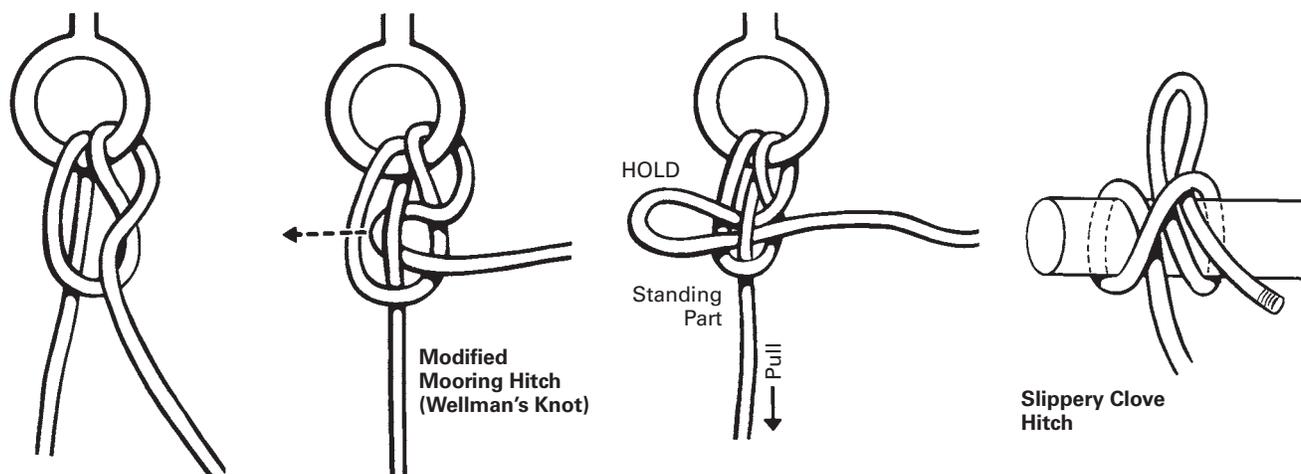
Historically, lines were made from natural manila, hemp, sisal, cotton, flax, and jute fibers. Manila and hemp are considered to be better quality than sisal, but of the natural fibers, sisal remains the most common. It is often used for pioneering work at camps and is appropriate for lashing on-shore structures at the waterfront. Most applications at camp aquatics program areas are better served with the use of synthetic lines, which have almost replaced natural fibers for all applications.

The most common synthetic fibers used for lines are nylon, polyester (Dacron), and polypropylene. Aramid and other high-strength fibers (known by brand names such as Kevlar, Technora, and Spectra) are less common and generally more expensive. Relative to natural fibers, all of the synthetics are waterproof, but some do deteriorate with exposure, particularly to sunlight. Old lines can become rough and hard to handle. Nylon is strong and tends to stretch, which makes it good for dock and anchor lines. Polyester does not stretch as much and is the standard for running rigging on sailboats (wire rope is often used for standing rigging). Polypropylene floats, which gives it advantages for throw lines, painters, boundary lines, and water-ski towrope. The more exotic fibers are used for rigging on racing sailboats where the advantages of greater strength overcome their cost.

Lines may be laid or braided, and braided lines may be hollow-cored or solid-cored. Laid lines consist of fibers twisted into three strands that are then twisted around one another. Laid line is easy to splice, but the tension in the twists makes it easy to unravel and subject to kinks (if not coiled with care, a single loop will twist into multiple smaller loops). The fibers in braided line are woven together. Braided nylon and polyester lines, as well as better quality polypropylene, may consist of a cover woven around another line that forms the core. The polypropylene line often used for water skiing, including that on the general-purpose yellow spools found at many waterfronts, is formed from a loosely woven, coarse braid with no center. Such line is easily spliced using a fid, but is not as soft and flexible as its solid-core counterpart. Polypropylene ski rope is a poor choice for a throw bag or heaving line, whereas solid-core braided polypropylene is a better choice than other materials. Most small diameter synthetic lines, either laid or braided, can be prevented from unraveling by carefully fusing the ends with heat.

Pioneering and seamanship skills, such as knot-tying and splicing, are very useful around a waterfront. Mooring boats, placing buoys, marking off swimming areas, readying rescue equipment, and general setup of the program area all require ropework.

Useful ropework skills in aquatics include (a) splicing (back, eye, and short); (b) whipping; (c) hitches (mooring, clove, slippery clove, taut-line, and half); and (d) knots (bow-line, sheet bend, square knot, and figure eight).



The proper care and upkeep of a line is important. Keep these points in mind:

1. *Kinks*. A kink can seriously weaken a link of fiber rope, making it dangerous for further use. A kink can ruin wire rope.
2. *Clean lines*. Dirt or sand in the strands will cut the fibers. Wash the line in fresh water, allow it to dry, and then rap or shake it thoroughly to get out any remaining dirt.
3. *Stowage*. Lines should always be stowed in a dry place, away from heat and moisture. Line lockers should be ventilated.
4. *Blocks*. Always use a block that is the proper size for the line.
5. *Lubrication*. The line should not be lubricated. Natural fiber has its own lubrication that preserves the internal fibers. Anything else will only weaken the line.

6. *Chemicals*. Acids and alkalies attack line. Never stow line where even chemical fumes are present.
7. *Overload*. Use line big enough for the job.
8. *Frozen line*. In very cold weather, lines may freeze. When wet line freezes, it is easily broken and cannot be trusted. Thaw and dry thoroughly before using.

Remember that the proper care and use of a line is more important than being able to tie fancy knots.

Probably the most useful BSA publication on ropework is *Knots and How to Tie Them*. All of the recommended knots, whipping, and splicing are included in this publication, except for the slippery clove and the modified mooring hitch. Other good references are the *Pioneering* and *Small-Boat Sailing* merit badge pamphlets, and the *Fieldbook*.



AQUATICS FOR THE DISABLED

Water sports should be enjoyed by all individuals. Because an individual has a physical or mental disability should not be cause to stop him or her from participating in aquatics. One of the best sports for people with disabilities, particularly those with neurological or orthopedic disabilities, is swimming. Many disabled people can achieve a level of success in swimming that is denied them in other activities. The water offers the disabled person a freedom of movement that he or she might not have on land.

Safety Precautions

The disability of the individual should be taken into consideration and the necessary safety precautions put into place to provide for a safe aquatics experience. In addition to following the basic guidelines given in Safe Swim Defense and Safety Afloat, each situation should be examined and the necessary precautions taken. Depending on the disability, it may be necessary to increase the lifeguard ratio to as high as one to one. Other steps may also need to be taken to minimize potential risk.

The aquatics director should review the needs of those individuals participating in the aquatics activity and take any steps needed to provide for a safe activity. Meticulous planning based on the needs of the group and the individuals is required. Many factors should be considered when planning aquatics for people with disabilities. These factors include recruiting and training instructors, providing the necessary facilities, and working with leaders and parents. Every effort should be made to include everyone in the regular aquatics program.

The advice of a physician should be sought before the disabled individual participates in an aquatics activity. Each individual and his or her specific needs should be considered. It is rare that adequate steps cannot be taken to provide for a safe aquatics activity for people with disabilities.

Aquatics Staff

Interacting with disabled people can be both challenging and rewarding. It is not possible to define one technique in teaching them. The individual personalities of the aquatics staff should be used to advantage to best meet the needs of the participants. The aquatics staff should be trained and knowledgeable about the impairments and disabilities of the participants. It should be remembered that disabled youth are individuals with individual needs. Any instructor who works with a disabled person must have the capacity to look beyond the disability and relate to each person as an individual.

Instructors must have the initiative to use teaching techniques not necessarily used with other groups, the imagination to individualize their teaching technique, and the patience to work in situations requiring repetition and simplification with, perhaps, slower rates of learner achievement. The instructor's goal must always be to provide challenges and achievable goals. Instructors must exhibit an intelligent understanding of the condition while not showing overt sympathy. They must be able to recognize ways in which the disabled learners are similar to their peers.

Swimming

Swimming offers unique opportunities to the disabled. The basic objectives of Scouting aquatics apply to all individuals and are well met in the teaching of people with disabilities to swim. Swimming provides the opportunity to do something well and to enjoy the feeling of success.

Movement exploration is a teaching method that should be considered when teaching disabled people. Movement exploration is conducted by challenging the participants to figure out for themselves ways of performing a motor skill. They are not told how to do something, but rather what to do. Their method of performing a given task is of their own invention. They do not compete against a performance norm or against the skills of other individuals. Rather, they seek to explore the movement of their body through space and various ways of accomplishing a motor task.

Canoeing

Canoeing is a varied sport, ranging from paddling around a lake to running a river. Anyone with good hands can handle a canoe. Many disabled people can take part in canoeing in one form or another. Generally the canoeist should be able to sit up, have reasonable balance, and have the ability to use both arms and hands. There is no need to have the use of the legs. Those with polio or cerebral palsy, as well as paraplegics, have been successful at canoeing.

Blind people often paddle in the front of a tandem canoe or paddle solo with a buddy canoe to give them directions. Deaf people can also enjoy canoeing, but a sense of balance is necessary.

Modifications to the equipment may be necessary to accommodate the needs of the individual. Some may find that a back rest is needed in the canoe. Extra padding may be needed to prevent injury and pressure sores. Some may find that wet suits are desirable to keep warm and to prevent bruising and other injury.

Rowing

Both fixed-seat rowing and sliding-seat rowing are excellent sports for disabled people. The fixed-seat rowboat used in many Scout camps is a very stable craft that can easily be used by a disabled camper. The rowboat can be used with one person rowing or with one person on each oar. It is also possible to give each person in the rowboat a paddle and let them go boating. Blind boaters can be paired with the sighted to give directions. Those who do not have the use of their legs can also be successful at fixed-seat rowing.

Sailing

Sailing can be an enjoyable and rewarding sport for the disabled. Some will be able to take command of the helm, while others may act as crew or participate as passengers. Some

of the obstacles in sailing for people with disabilities are the cold and wet conditions that often are a part of sailing, difficulty in getting into a small craft, and moving in the craft once on board. Selection of the proper equipment is important in overcoming these problems. The larger and more stable the craft, the easier it will be to board and move while keeping it stable. The proper clothing will keep the individual warm and dry.

Medical Considerations

The aquatics staff should understand the limitations of those participating in an aquatics activity. By understanding individual limitations, it is possible to provide for a safe and successful aquatics experience.



WATER GAMES AND EVENTS

The use of water games and events can greatly enhance the instruction of swimming and boating skills. Having an objective can provide the challenge needed to cause learning to happen. To just go swimming or boating is fun, but to turn it into an adventure is what Scouting is all about. Water games and events can be used during regular instruction time, campwide activities, free-time activities, and special demonstrations.

Benjamin Franklin once wrote: “When I was a boy I amused myself one day with flying a paper kite and, approaching the bank of a pond which was near a mile broad, I tied the string to a stake and the kite ascended to a very considerable height above the pond while I was swimming. In a little time, being desirous of amusing myself with my kite and enjoying at the same time the pleasure of swimming, I returned and loosened from the stake the string with the little stick which was fastened to it, went again into the water where I found that lying on my back and holding the stick in my hand I was drawn along the surface of the water in a very agreeable manner. Having engaged another boy to carry my clothes around the pond to a place where I pointed out to him on the other side, I began to cross the pond with my kite which carried me quite over the water without the least fatigue and with the greatest pleasure imaginable. I was only obliged occasionally to halt a little in my course and resist its progress when it appeared that by following too quick I lowered the kite too much, by doing which occasionally I made it rise again. I have never since practiced this singular mode of swimming, though I think it not impossible to cross in this manner from Dover to Calais.” We should encourage a sense of adventure and imagination in every youth member of the BSA, so they—like Franklin—can sail the seas on a kite string.

Three keys to having a successful game or event are

1. Safety
2. Fun
3. Timing

All activities involving water must follow the basic **safety** principles of Safe Swim Defense and Safety Afloat. In planning your water activities, the first thing to remember is the safety of the participant and aquatics staff. Just because the activity may be a special event is no excuse to forgo the safety principles that have been taught all week at summer camp.

The activity needs to be **fun**. The right activities will attract the youth and provide you a teaching opportunity. Young people are looking for fun and adventure at camp and are naturally attracted to the water, so the fun and adventure

can be provided easily.

The **timing** of the activities is critical to their success. A long-drawn-out activity is not much fun. The participants will lose interest if they must wait in long lines for their turn. Special events, especially, need to move quickly and not have long pauses between the different events.

Swimming Games

Umbrella race. Participants race a short distance, swimming on their backs and carrying open umbrellas. Avoid accidents by instructing swimmers to hold the umbrellas as high above the water as possible. Entrants will be disqualified if the cloth top of the umbrella touches the water.

Newspaper reading. Swimmers race to a given point, swimming on their backs, propelling themselves only with their feet while holding a newspaper in their hands.

Tub race. Two or more contestants, each seated in a tub, race to the goal line and back, propelling themselves with their hands.

Table waiters' race. Each contestant is given a tin or paper plate with a stone on it. The winner is the one who finishes first with the stone still on the plate. Distance is optional but should not be too great. A paper, a plastic cup of water, or a cork may be used instead of a stone.

Water pail race. Set several empty water pails on a raft. Line up the contestants about 20 yards from the edge of the water. When the starter gives them “go,” they sprint to the water, swim to the raft, grab a pail, and swim with it back to the shore. There they fill their pails with water and race to the starting point. Any racer finishing with a pail less than half full of water is disqualified.

Tug-of-war. Judges, in a boat anchored in the swimmers' area, start the contest with the center of the rope (tied with a red marker) exactly even with the bow of the boat. At the end of the time allotted (two to five minutes), the team that has more rope wins the contest and a rest.

Candle race. Each contestant starts from shallow water with a lighted candle in hand. The first to cross the finish line with the candle still burning wins the race. Use any style of stroke you wish, but do not splash too much! You can carry the candle most safely by swimming on your back. Swimming sidestroke and holding the candle high with one hand is good, or a one-armed backstroke will give a chance to use the crawl kick.

Towel race. Swim the crawl or backstroke with a large towel held in each hand by one corner.

Paddle race. Swim by paddling the body through the water with a regular-sized canoe paddle.

Lifebuoy race. Participants lie flat on the buoys and paddle to the goal, then return to the starting point. Inflated rubber inner tubes may be used.

Ball tag. This is played in a limited area, in water waist deep for nonswimmers, or in deep water for swimmers. "It" tries to tag someone by tossing the ball. The one tagged becomes "It."

Stunt tag. Instructor calls out a certain part of the body that must be out of the water to secure immunity. "It" may tag any player not thus immunized. Variations are "One foot out," "Head submerged and hand out," "Both feet out," etc.

Poison. Form a ring by joining hands or grasping a circle of rope. "Poison" is some floating object anchored in center of group. The object is to pull others so that they touch the poison but to keep from touching it yourself. Anyone touching the poison is eliminated from the ring until only one person is left.

Ring games. Ring games can be played in shallow water by nonswimmers. They are designed to make the youth forget their fear of water.

Leapfrog. Players line up, starting in shallow water, those in deep water treading. The last in line puts his hands on the shoulders of the one before him, pushing the latter under water while he leaps over with feet widespread. Leaping continues until former first in line becomes last. This is a good game to help swimmers feel at home in the water.

Volleyball. May be played by any number of people. Players form two groups, one group on each side of a line that is suspended about 3 feet above the water. Have players rotate from shallow to deep water if possible. Use a water-polo ball; bat it back and forth over the net using hands.

Crocodile race. Two teams of even numbers line up behind their captains, each swimmer keeping hands on the hips of the swimmer in front and, with the exception of the first in line, all swim by the power of the leg kick. Place the person with the strongest kick last, so as to keep the line unbroken.

Alligator race. Two teams line up on their backs, each swimmer clasping the one behind around the head or neck with the feet. All swim with a sculling motion of the hands, except the last swimmer, who can use the legs to kick. Place the best kicker last.

Water baseball. Players used are pitcher, catcher, batter, basemen, and fielders. Home base is on shore. A projecting point of land or a boat anchored near shore is first base. Boats are used for second and third bases, and the players swim between bases. The pitcher is in a boat out in the water. A rubber ball is used. The game is carried on as in land baseball. Basemen are in the boats. If the ball lands in the water, it must be swum or rowed after.

Cat and mouse. Players form a ring with a "cat" outside and a "mouse" inside. The cat tries to catch the mouse. Players may help or hinder the cat or mouse as they wish. When the mouse is caught, two new players are chosen as the cat and mouse.

Navy gliders. Any number may compete in this event. Contestants start in back-float position at the shallow or deep end of the swim area. The purpose of this event is to determine which contestant can navigate 60 or 75 feet in the fewest full elementary backstrokes. Four full strokes is very good for 60 feet; five is excellent for 75 feet. Instructors will find this game good in encouraging swimmers to glide between strokes. This event may be adapted for any of the gliding strokes.

Gallery race. Pair off contestants and have them get in back-float position. Partner No. 1 places his feet on the shoulders of partner No. 2. When the partners reach the end of the first lap, they change places and partner No. 1 becomes the kicker.

Kickboard race. Any number of contestants may participate on an individual basis, but, if you are short on kickboards, run the race in shuttle-relay formation, one kickboard for each team. Contestants line up in the water, hanging onto a marker rope or pool gutter. On the go signal, all race a distance of at least 30 feet in prone-glide position, holding the kickboard in both hands, arms extended, and performing the breaststroke kick. Encourage swimmers to inhale at the end of each glide and exhale with heads in the water during kick glide.

Jockey race. Two teams of four or six are at the starting gate. Both teams, with the exception of one member from each, line up in file formation. The extra member is the first "horse"; horses face their teams from a distance of about 20 or 25 feet. On the go signal, the horses do the breaststroke to the second member of their team and turn around. The second team members become the jockeys and hold the horses' shoulders while the horses do the breaststroke back to the starting point. The jockeys then become the horses and go for the next jockey on each team. This continues until all the team members have been given a ride to the finish line.

Breaststroke tag. This is played as regular tag, but everyone must swim breaststroke, including "It." The game should be played in deep water, and the only way players may rest is by doing the back float. Play the game in three-minute time intervals, and let everyone rest by hanging onto the sides of the pool.

Waterbug race. Two or more teams of three each start in shallow water and race at least 60 feet. The waterbug is formed by swimmer No. 1 starting in prone-float position and putting his legs around the waist of swimmer No. 2, who is also in prone-float position in back of No. 1. No. 2 then puts his legs around the waist of swimmer No. 3, and on the starting signal No. 1 does the overarm crawl and No. 3 does the flutter kick to the turning line 60 feet away. At the turning

line, No. 3, who has been doing the kicking, takes No. 1's place; No. 1 becomes the middle man; and No. 2 moves back to do the kicking. The threesome swims back to the starting point, and again they change positions, so the original No. 1 becomes the kicker.

Zigzag relay. Two teams (of five or six each) line up single file across the pool with 5 feet of space between team members. The first in line, on the starting signal, does the front crawl to the end of the file by zigzagging between the others. He swims completely around the last member and, continuing the front crawl, zigzags back to the starting place. He then swims the front crawl directly to the last position in line, without zigzagging. Everyone moves up one place, and the second swimmer zigzags in the same fashion as did the first, and then swims directly to the last position in line. This continues with each swimmer zigzagging in turn and then swimming directly to the last position while the team moves up one position. The first team to have each member in his original position wins.

Boating Games

Handpaddle boat races. Two or more boats compete, each with a crew of four or more, who propel the boat by paddling only with their hands.

Paired oar race. From the starting line, crews consisting of two oarsmen and a coxswain row straightaway to the finish line.

Water spaniel. Boaters row straight to floating blocks dead ahead and recover the block with the same number as their boat number.

Paddle crew. Teams of six start with the stern at stake on shore, paddle to the opposite shore, take the boat out

of the water, carry it around a stake, launch, return to the starting point, and place the boat with its bow against the starting stake.

Rescue. Teams of three start on shore, row to a subject in the water, pick up the victim, and return to shore.

Sculling. Individuals scull around a buoy and return.

Crew of four. From the starting point, a paddle crew of four paddles 200 yards to the finish line.

In-and-out. On whistle signal, a paddle crew of two jumps out, gets back in, and paddles around a buoy. On return whistles, crew members make fast changes of positions.

Tandem paddling. A crew of two paddles straight away, passes a buoy, pivots, and returns.

Message relay. With four to a team, No. 1 receives a message, runs to No. 2, who swims to No. 3, who rows to No. 4, who paddles to judges and delivers the message.

Ring buoy and heaving line. Contestants (eight to a team) throw a ring buoy three times in one minute at a marker 15 yards wide and 9 yards from the starting point. Then each contestant does the same with the heaving line.

Canoe history course. Set up a course around the lake to be followed by each team. (Each canoe has a team of two.) Give each team a card with questions on it. The canoe is paddled to each location around the lake, where the canoeists find the answers to the questions.

Rowboat tug-of-war. Tie the sterns of two rowboats together. Have a team of four in each rowboat. On the signal each team paddles with their hands until they pull the other across the middle line, or time runs out.

Canoe course. Set up floats around the lake, marking the course to be followed. Teams of two are in each canoe. The object is to follow the course using the correct strokes.

PROGRAM AREA FACILITIES AND LAYOUT

Swimming Areas

The entire swimming area should be fenced with access limited to one turnstile gate. The “in” board should be just inside the fence at the turnstile and should be divided to correspond with the swimming areas. The “in” board must clearly and unambiguously indicate how many and where people are in the swimming areas. The “in” board should not include designations or tag groupings other than “nonswimmer,” “beginner,” and “swimmer,” corresponding to the three swimming areas. The “out” board should be placed conveniently outside the fence so as not to interfere with the turnstile traffic, and should be divided to correspond to unit camping areas. Each of the swimming areas should be labeled and well-defined. Dock areas should also be identified according to the area they serve.

Nonswimmer and beginner areas must be completely enclosed. The swimmers’ area does not have to be enclosed but must be defined and well-marked. The nonswimmers’ area should have a walk-in beach, bank, slope, or steps, and have at least one side of pier. The beginners’ area should have pier area on two sides, or at least on one side with shallow water on the other side. The swimmers’ area should be accessible from a pier or shore and have a platform or a raft on the far side of the area.

If diving boards are used, they should only be placed on a solid platform at the center of the outside limit of the swimmers’ area. Boards should never be higher than 1 meter (approximately 40 inches) and should never be mounted on a floating dock. If two boards are used (never more than two on one platform) they should be arranged to give balance and to prevent crowding. The inner edge of the platform beneath the board should be 25 yards from the opposite pier. Obviously, diving should not be permitted except in clear water, and there should be no other swimming in the board diving area.

The swimming areas should be large enough to avoid crowding. Allow at least 50 square feet of usable water per swimmer in a lake or natural water and a minimum of 40 square feet per swimmer in pools.

Maximum water depth for nonswimmers is 3½ feet; for beginners, 6 feet; and for swimmers, 12 feet.

Equipment stands for ring buoys, reach poles, and other rescue equipment should be conveniently located around the swimming areas. There should be at least one elevated lookout chair that provides good visual coverage of the area. Providing every guard with an elevated chair is not recommended. Generally, a standing position on the edge of the pool or a pier provides good visibility of the area assigned to a guard at the camp facility and a better interface with the swimmers.

Boating Areas

Boat and canoe landing and docking areas should be separated from the swimming areas and should be enclosed by fencing with a turnstile gate. A boating “in” board should clearly distinguish among rowboats, canoes, sailboats, and other craft. It should be numbered to correspond with the actual craft numbering. If the boating area is within the general area with swimming, a separate “out” board is not needed. If swimming and boating areas are remote, then a separate boating “out” board is needed and the special boat buddy tags are used.

During the camping season, rowboats are kept in the water when not in use, secured by bow and stern line to create a neat appearance and prevent damage by banging against each other or the pier. Canoes are racked bottom up off the ground when not in use. If possible, canoes should be stored in the shade. Direct sun can damage plastic or fiberglass and can make aluminum so hot it is difficult to handle. Canoe racks should be close to the ground so small campers can easily remove or replace canoes.

Oars and paddles should be racked or hung off the ground, and life jackets (PFDs) must always be hung up for drying in the shade. A covered or shaded storage area may also serve for demonstration and display of equipment or for dry-land drills.

One rowboat may be secured bow out for convenient use as a rescue and service boat. (Some states require that a rescue boat be ready and available at all times.) While aquatics activity is in progress, the rescue boat is simply one of the regular rowboats that has been positioned and equipped during operating hours for emergency use. It does not need special staff equipment; it has no racing stripes; it is not named in honor of someone’s sweetheart, spouse, or TV idol. Difficult water conditions such as strong currents, winds, or heavy traffic on large bodies of water may require a motorboat for rescue use. Use of such equipment should be strictly regulated.

Boating practice and test areas should be defined and well-marked. Outer bounds of the safe boating areas should be marked. Hazards, such as spillways, may require fencing or tying off.

Standard on Swimming Water Conditions

All swimming activity, including instructional and recreational swimming, should be conducted in water that meets minimum water quality standards (for microbe and chemical levels) established by state health departments for water contact activity. In the absence of state standards, the swim-

ming water quality standards established by the U.S. Public Health Service or the EPA should be applied. Water quality should be monitored and confirmed by sample analysis preceding the swimming season and should be retested periodically thereafter on a schedule recommended by those responsible for water sampling and analysis. Water sampling and analysis may be conducted by public health officials or by other personnel pursuant to procedures established or recommended by the state or federal agency with responsibility for water quality standards.

Swimming activity in turbid water should be limited to surface swimming. Turbid water exists when an 8-inch white disk at a depth of 3 feet is not visible from above the surface of the water. Underwater swimming, headfirst entry (except for racing dives), and board diving are not permitted in turbid water. Supervised instruction in lifesaving skills and surface diving may be conducted in confined areas of turbid water not exceeding 8 feet in depth and free of bottom hazards.

Snorkeling and scuba skills are taught and practiced only in clear water. Clear water exists when an 8-inch disk at a depth of 8 feet is visible from above the surface of the water.

All swimming activity must be in accordance with BSA Safe Swim Defense standards and procedures.

General Area and Appearance

At a waterfront the lookout tower should be placed where the lookout can see every part of the swimming area at all times without turning his head. Usually this will be halfway between the side limit markers and 25 feet or farther back from the water's edge. By turning, the lookout should be able to see the entire waterfront area including the boating portion of the lake. If the program areas are remote, a second tower may be necessary. An enclosed base on the lookout tower may serve as equipment storage, and a locked equipment storage area is recommended. A tower is not essential if a lookout at ground level has an unobstructed view of the areas.

General teaching areas should also be set up outside the enclosed activity areas. One large area should be set up for presentations to troops and other large groups. A second work area should include a table. Both areas should be shaded and in the immediate vicinity of the aquatics program area.

The program area should include a clothesline at the far edge where there is no cross-traffic, a bulletin board, a trash barrel, a program area sign, and the "out" board. If showerhouse facilities are not nearby, a portable latrine should be provided.

A cheerful, shipshape impression can be achieved by keeping the tower, marking buoys, floats, fence, and buddy boards painted white with a little red trim for decoration. A good appearance is more inviting for the campers and will convey an impression of pride, good order, and competence

to leaders and parents. A clean, neat area and well-maintained equipment are also important safety factors.

Swimming Pools

A swimming pool is a confined, recirculating-water system. Unlike a lake or stream waterfront, the water quality and general sanitation of a pool are almost totally the result of day-to-day maintenance and operation. The very nature of the physical system affords the aquatics program staff both concerns and advantages.

If the pool has been properly designed and constructed, the first concern of the program staff is to control the introduction of filth and infectious substances through swimmer cleanliness and proper maintenance. This begins with enforcement of rules regarding showers, footbaths, and swimwear, and maintaining the general pool area in such a way that the introduction of dirt and other material is minimized.

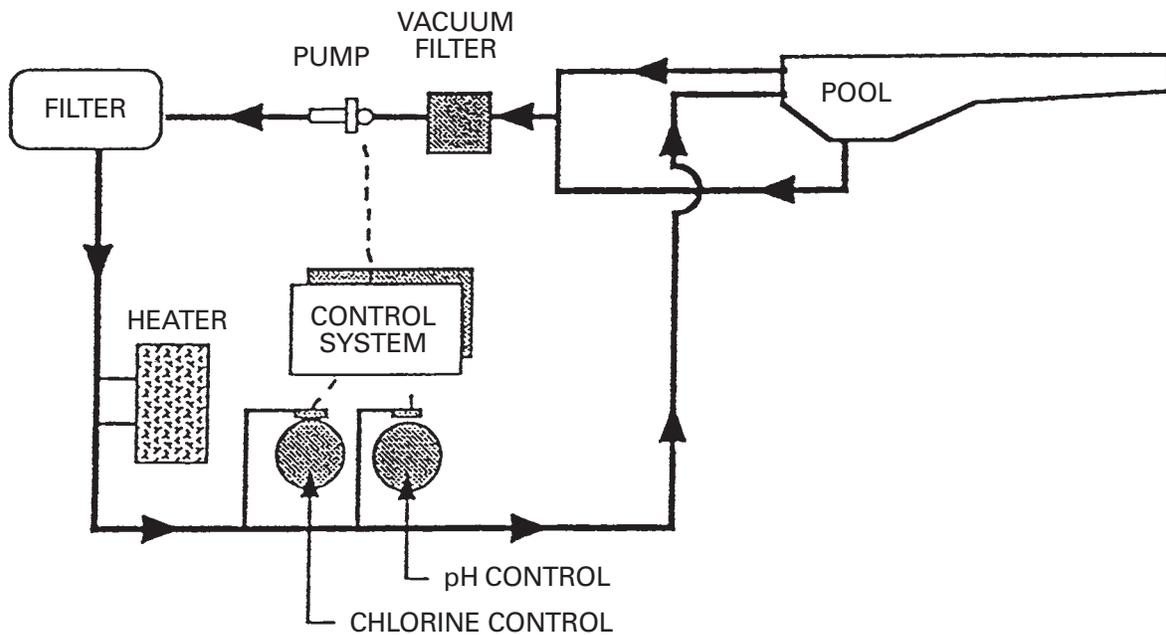
The next level of concern involves constant monitoring and testing of water conditions, regular and proper operation and maintenance of circulation and treatment, and the use of chemical agents. In most jurisdictions, swimming pool operators are required to keep written logs of maintenance and treatment.

The aquatics director needs to meet with the camp ranger to determine who has what responsibilities for the physical operation of the pool. In some camps, the aquatics staff cleans and supplies the showers and toilets, while the ranger handles all system operation and testing. In others, the aquatics staff performs the daily chemical tests and adds water as necessary, but does not adjust the chemical feed or backwash the filters. In still other camps, the ranger orders supplies and performs repairs, but expects the aquatics director to perform routine pool monitoring and maintenance tasks.

It often is easier to maintain a good balance of the swimming pool chemistry than it is to establish the balance or to correct an imbalance. Swimmer comfort can go down while chemical costs go up if a trial and error approach is taken to correct a problem. When in doubt, it is best to consult a pool maintenance professional. Pool chemical suppliers often offer troubleshooting service.

Basic Principles

Swimming pools circulate the water so that it is turned over not less than every eight hours, and wading pool water is turned over at least every hour. During this process the water is filtered, warmed, and chemically treated. The principal function of the pool's hydraulic system is to cleanse and purify the water to assure that it is safe, healthy, and appealing to view and in which to swim. To achieve this, the system must efficiently flush the pool water from all locations where



Typical Swimming Pool Hydraulic System

dirt and impurities collect; skim the surface; and filter, sanitize, chemically treat, heat, and finally return the water to the pool. The components of the hydraulic system are the overflow (skimming) system, surge (displacement) storage, pumps, filters, chlorinators, chemical feeders, heater, overflow, main drain, water fill system, and the inlet distribution network of piping through which the water flows.

Water Supply

Many pools use a municipal or county system. It is important that the water supply line and the pool filter system piping not be cross-connected; that is, there should be a physical break in the water supply line and the pool recirculation system to prevent pool water from accidentally entering the municipal water supply.

In remote areas, the water supply may come from streams, lakes, or springs. These water sources must be approved by the local governmental agency. There may be an additional load on the filtration system when using impure water sources.

Pool Hydraulic System

Modern pools are designed to have the water constantly moving through filters. Turnovers are specified by the health department and must be greater than three times a day, or once every eight hours.

The illustration above shows the typical components in a pool hydraulic system. The effectiveness of the hydraulic distribution inlet system depends on the technique used to introduce the filtered water uniformly to the pool basin. The

treated water flow should travel a maximum distance through the pool system, disperse uniformly, have no short-circuit paths, and be uniformly withdrawn at the farthest possible distance from the inlets. Each pool recirculation system must include a pump for moving the water, suction piping to take the water from the pool and pass it through the filter and treatment units, and return pressure piping back to the pool. Sterilizing and water-treatment additives are usually introduced into the pool return-water piping after filtration.

Filtration

Pool filtration equipment falls into two general classes: vacuum or pressure method. Pool filter media may be granular or cartridge type. Granular media or cartridge filters are generally of the pressure system type, whereas the filtration method for diatomaceous earth units may be either pressure or vacuum system.

Filter units for swimming pools are classified by pressure conditions and media. Pressure filters are those in which a closed tank contains the filtering elements or media. The incoming water is forced through the filter under pressure. As the filter becomes progressively plugged, the pressure on the incoming side increases with a corresponding decrease in the effluent pressure. Unless there is an automatic volume control, the water flow rate is reduced. Pressure filters normally use granular media, diatomaceous earth, or a cartridge. The most commonly used granular media filters are rapid sand (sand and gravel); high rate sand (sand only); or anthracite (anthracite coal).

Vacuum-type filters are limited almost exclusively to use with diatomaceous earth or filter-aid materials for swimming

pool service. The water is drawn through the diatomaceous earth septum, which is connected to the suction side of the pump. As plugging of the elements occurs, vacuum increases on the pump suction, throttling the flow as capacity of the pump is reduced.

Backwashing of filters is performed to clean the filters and remove the sediment. Basically, “backwashing” means reversing the flow of water through the filters. This action cleans the filters and deposits the material collected by the filters into the sewer. Backwashing should be performed by a trained individual on a regular basis.

Balanced Water

The term *pH* is seldom understood in terms of pool chemistry. The symbol “pH” represents the potential of hydrogen ions or the strength of the hydrogen ion concentration in a solution. In a natural state, water is neutral, with a pH value of 7.0. Acidic properties of water are caused by the presence of hydrogen ions. Basic properties of water are caused by hydroxide ions.

pH Values

Acidic	0.0–6.9
Neutral	7.0
Basic	7.1–14.0

Pool water should be maintained on the basic side of the pH scale. Generally the pH should be kept in the range of 7.2 to 8.2. If pH drops below 7.2, metal surfaces corrode and skin irritations and excessive chlorine odors may result.

High pH levels, above 7.6, cause iron and calcium to form, causing turbidity in the water. Scale will form on the filters, pipes, and heater. At a pH level of 7.2, 60 percent of the chlorine dissolved in water will convert to hypochlorous acid; at 8.5, the conversion is limited to 10 percent. Readings between 7.4 and 7.6 provide the most efficient conversion of chlorine and still provide for bather comfort.

A high pH level may be lowered by adding an acid directly to the water when the facility is not in use or through a chemical feed pump. These acids include sodium bisulfate (powder) or muriatic acid (liquid).

Raising pH involves the addition of soda ash (sodium carbonate), a fine white powder. It must be mixed with water and applied through a chemical feed pump.

Disinfection

Some means of disinfecting pool water is required for the purpose of killing bacteria, because water serves as a transportation medium for many diseases, such as cholera, typhoid fever, hepatitis, and dysentery. Disinfection is usually accomplished by using one of the three halogens: chlorine, bromine, and iodine. Chlorine is the most commonly used disinfectant. Chlorine disinfects the water by killing

algae and bacteria and by oxidizing solid matter in the water.

Water Testing

Chemical analysis of pool water should be performed daily to assure the proper balance of water chemistry. Local requirements will determine the mandatory frequency of testing. Disinfectant levels and the pH level must be measured and recorded as required by the local health department.

Testing for chemical residual levels in swimming pool water is done with some type of color slide comparator or titration. The type of test kit will depend on the type of disinfectant being used in the swimming pool. Testing should be performed with clean hands and clean test components. Samples should be taken between the water inlets, not in front of them. When the sample is taken, the container should be kept capped until it is approximately 1 foot below the surface, where it is then filled. Follow the manufacturer’s instructions. Water samples should be disposed of properly and not returned to the swimming pool.

Common Water Problems

Some basic guidelines for common water problems are listed below. These guidelines may not always solve the problems to the swimming pool operator’s satisfaction. If problems continue, contact a specialist in your area for additional assistance.

Turbid water. Turbidity implies the presence of dirt or impurities causing discoloration of water. This condition can be caused by a contaminated water supply, faulty filter operations, or improper chemical procedures. Exposure of water to air is another factor as pollen, dust, and automobile exhaust fumes can cause cloudiness. The easiest method of coping with turbidity is to prevent it, which may be achieved as follows:

1. Maintain an adequate chlorine residual (0.4 to 1.0).
2. Maintain the proper pH and alkalinity level (7.4 to 7.6, and 100 ppm) and a Langelier Saturation Index between -0.5 and +0.5.
3. Keep the water level up to the skimmers or to a point of overflow into the gutters.
4. Backwash when necessary; do not overextend filter runs, especially on hot or crowded days.
5. Keep decks and pool entrances clean.
6. For outdoor pools, keep the grass cut, discard the trimmings, and plant shrubs and trees around the area for protection from airborne contaminants.
7. Vacuum the pool every other day.
8. Drain the pool annually.

If a turbid condition exists, use these guidelines:

1. Check immediately for chlorine and pH levels.

- If the chlorine residual is very low (0.1 to 0.2 ppm) or nonexistent, the pH is high (7.8+), and the water is green, suspect algae.
 - If the chlorine is high, the pH is low (below 7.2), and the water is colored (green, brown, black), suspect metals in solution or in suspension.
 - If the water is cloudy or milky and the pool uses diatomaceous earth filtration, suspect a torn cover or a filter element that is leaking DE into the pool. In this event, the filter cover must be replaced.
 - If the water looks dirty and the pool uses the filters, recheck your backwash procedure to determine if the valves were opened and closed at the proper time.
2. If the water is clear early in the day and cloudy late in the afternoon or evening, suspect overloaded filters or a torn DE filter cover. Overload filters need to be backwashed or cleaned on crowded days and may not be able to keep up with the load; therefore, increase the chlorine residual to help oxidize the organic material. If the cover on a DE filter is to blame, replace it.

Algae. Single-celled green plants, called algae, thrive in sunlight and water of high pH. Algae spores are introduced into pool water in raindrops or by wind-borne dust. Once in the pool, the spores grow rapidly and can take over a pool in as little as 24 to 48 hours.

The best method for treating algae is to prevent it as follows:

1. Maintain a good chlorine residual (1.0 ppm).
2. Maintain a pH between 7.2 to 7.6; keep pH close to 7.4 during July and August; minimize CO₂ development.
3. Periodically (once a week) superchlorinate or use breakpoint chlorination to burn out ammonia compounds. Superchlorination should take place at night (no sunlight or bathers). Readjust chlorine and pH before permitting bathers to enter the pool the next day.
4. Maintain 24-hour filtration with maximum turnover.
5. Vacuum the pool every day if possible.
6. Paint the pool once a year (fill cracks and pores, maintaining a smooth surface).
7. Watch for unexplained, sudden rises in pH as this is usually a warning signal of algae growth before it can be seen.

Should algae gain a foothold in the pool, take the following steps:

1. Superchlorinate to 3.0 ppm overnight, killing the algae.
2. The next morning, brush the pool walls and bottom with a stiff brush to loosen the dead algae from pores and cracks.
3. Vacuum the bottom of the pool.

4. Adjust the chlorine residual by adding fresh water and keeping the chlorination turned off until the desired level is reached.
5. If breakpoint chlorination is used, the chlorine level decreases automatically. Maintain careful checks throughout the breakpoint cycle.
6. If this procedure does not give satisfactory results, the pool must be drained, scrubbed with muriatic acid, rinsed, and refilled.

Colored water. The presence of metallic ions in solution can color pool water. These metals are either present in the water supply or may result from corrosion of plumbing caused by low pH and alkalinity. Copper will give a blue or greenish color; iron, a red or red-brown or green color; and manganese, a brown or black color.

For a pool with a diatomaceous earth filter:

1. Adjust the pH to the 7.2 to 7.6 range.
2. Superchlorinate to 4.0 ppm.
3. Scatter aluminum sulfate (alum) over the pool at a rate of 2 ounces per 1,000 gallons of water.
4. Flocculation similar to snowflakes forms and both alum and color compounds settle to the bottom. Allow 12 to 48 hours for settling.
5. Vacuum the pool bottom and maintain filtration at the maximum rate of turnover.
6. Adjust the pH range to 7.2 to 7.6.
7. Adjust the chlorine residual to 0.4 to 1.0 ppm before permitting bathers to enter the pool.

For a pool with a sand filter:

1. Adjust the pH to 7.2 to 7.6.
2. Superchlorinate to 4.0 ppm.
3. Add alum at the rate of 2 ounces per square foot of filter surface area ahead of the filter. This forms a gelatinous coating on the sand, trapping color particles.
4. Maintain filter operation at the maximum rate of turnover. Allow 24 to 48 hours for filtration to clear up the water.
5. Backwash the filter waste.
6. Check and adjust the pH to 7.2 to 7.6.
7. Adjust the chlorine to 0.4 to 1.0 ppm.
8. Vacuum the bottom of the pool.

With both types of filters it is important to check the pH level before and after treatment, because alum creates acid when added to water.

Summary of Common Water Problems

Problem	Cause	Solution
Turbid Water	Low disinfectant	Maintain a chlorine residual of 0.4 to 1.0 ppm.
	Tear in DE filter	Replace filter cover.
	Water level below gutter or skimmer when pool is not in use	Raise the level of water in the swimming pool.
	Filters that need cleaning	Perform backwash of filters.
	Precipitate from pH above 7.8	Balance water between 7.2 and 7.6 and 100 ppm and a Langelier Saturation Index between -0.5 and +0.5.
	High level of sediment in the water	Vacuum the pool every other day, keep decks and pool entrances clean. For outdoor pools, keep grass cut and use plants to reduce dust and dirt.
Algae	Low disinfectant residual	Maintain chlorine residual of 1.0 ppm.
	Using a disinfectant	Change the type of disinfectant being used.
	Having pH above 7.8	Maintain a pH between 7.2 and 7.6.
	Water too warm	Reduce temperature of pool water.
Eye Irritation	Having pH too low below 7.0	Maintain pH between 7.2 and 7.6.
	Water too high, above 8.4	Reduce temperature of pool water.
	High level of chloramine (chlorine and ammonia compound)	Do not use products containing ammonia around the pool.
Chlorine odor	Low chlorine content in water	Maintain a chlorine residual of 0.4 to 1.0 ppm.
	Chlorine and ammonia forming chloramine	Do not use products containing ammonia around the pool.

Chemical Storage and Handling

Several chemicals used to maintain proper pool chemistry are highly toxic, corrosive, and/or flammable. They should be safely stored in an area of restricted access in their original containers in accordance with the material safety data sheets (MSDS) that accompany them. Only trained and authorized personnel, properly equipped with necessary safety gear, such as gloves, safety goggles, and dust masks, should handle them. Empty containers should be disposed of safely.

Pool Construction

Although a summer program staff usually has little to say about installation of pool facilities, the aquatics director should survey the facility and bring any deficiencies to the attention of camp management and the council service center. Additionally, operation and use of the pool may have to be adapted to compensate for deficiencies.

If pool construction is being contemplated, the aquatics director should communicate with the planners to be sure that all health and safety factors are considered. Federal agencies, state jurisdictions, and local governments have established standards and regulations regarding the installation of swimming pools. Information is readily available from

state and local health departments and from the U.S. Public Health Service. The BSA Engineering Service will provide detailed plans and specifications for swimming pool construction to satisfy regulatory requirements and Safe Swim Defense procedures.

Electrical Ground-Fault Protection

Ground-fault protection should be installed on all camp pools to monitor ground faults that might occur in receptacles, underwater lighting fixtures, pump motors, post lights, wiring, and other equipment. The National Electrical Code makes their use mandatory on new pool installations, but older pools not so equipped should have these devices added. Periodic testing of ground-fault protectors in accordance with manufacturers' instructions should be part of a camp's regular pool operation procedures to avoid electrical accidents.

Special Equipment

Whistles

The whistle is a symbol of authority generally associated with coaches, law enforcement officers, and referees. Although noisemakers may be needed in certain special circumstances, a shiny brass whistle for every guard or instructor is not only unnecessary but usually serves more for exhibitionism than for discipline. One whistle for signaling buddy checks or for emergency alarms may be useful, but a bell or manual horn is usually more sanitary.

Instructors' Equipment

Instructors should use equipment "off the rack." If learners see instructors using different equipment, they may conclude that the instructors' skill results at least in part from their superior equipment. If long paddles are in short supply, an instructor should use a paddle of proper length for demonstration but should pass it over to one of the tall youths for practice. If anyone is to be inconvenienced during practice, it should be the instructor.

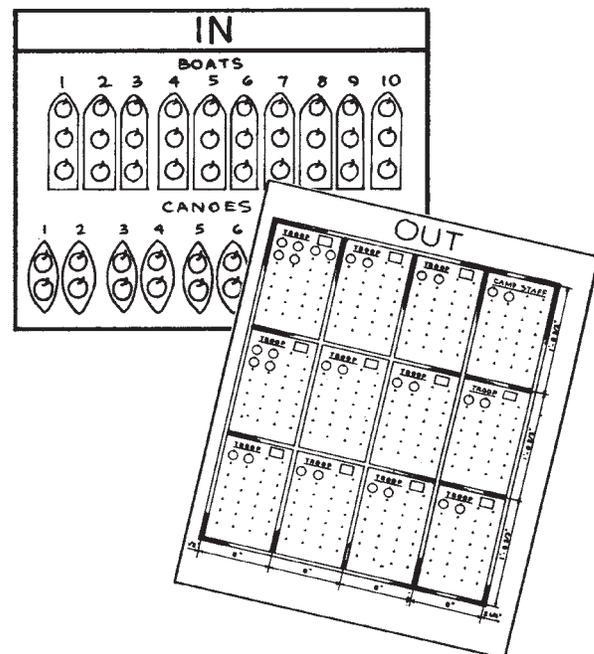
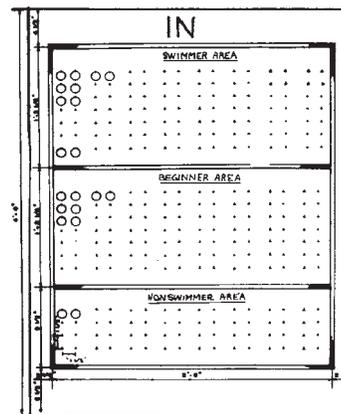
If equipment is to be personalized for fun and incentive, every Scout should have an opportunity to dress up the equipment he is going to use. A bit of cooperation between the aquatics and handicraft programs can make this possible. Individually handcrafted leather name bands that the Scout can tie just below the grip of the paddle he will use in class or during a boating period or unit excursion can be quite impressive.

Personal Items

Watches, rings, billfolds, and other personal items should be left in the campsite with an adult leader, but they frequently arrive at the waterfront or pool with the bather. A "junk" box at the check-in gate under the supervision of the gate attendant can satisfy requests such as, "Can you keep this for me?"

Buddy-Tag Boards

Tag boards should be constructed of 3/4-inch marine plywood. If 1/2-inch plywood is used, it should be sturdily framed. A 1-inch-wide by 1/2-inch-deep framing strip around the perimeter of the front surface not only adds to the appearance and strength of the board but also protects the cuphooks. Paint the boards with two coats of high-quality outdoor white paint or deck enamel. Framing and trim should be painted with red enamel.



Half-round strips (½-inch) painted black and tacked on the board are easier to put on than painted lines. Plastic tape is even easier but less permanent. Lettering should be done neatly directly on the board or on thin wood or metal pieces that can be fastened in place. Use an electric drill to make holes for hooks. Use ¾-inch brass cuphooks. Turn hooks down to prevent tags from blowing off.

The “in” buddy board is most important: it shows the number of people checked into the waterfront area at any time and where they are. A useful variation on the standard “in” board format replicates the actual dock and swimming area configuration so that the board is essentially a diagram or picture of the swimming areas.

The “out” buddy board is used only for the storage of tags when the campers are not participating in aquatics activity. The “in” boards are located just inside the entrances to the swimming and boating areas. The “out” board is conveniently located a short distance from the entrance, but close enough for the members of a unit to assemble with their tags before check-in for swimming or boating. If swimming and boating areas are widely separated and separate boating tags are used, then separate “out” boards are needed for boating and swimming.

Some camps use small unit-sized “out” boards that are located around the outside perimeter of the program area, allowing unit members to gather and pick up their tags before approaching the gate to check in.

Bulletin Boards

A bulletin board is an important and special item of equipment in the aquatics program area. A good bulletin board promotes aquatics advancement and recreational opportunities, reminds program area users and visitors of the applicable rules and procedures, informs leaders and youth about year-round aquatics programming, provides information on the schedule for instruction and special activities during the week, and includes instructional information on selected skills.

The main bulletin board must be located outside the turnstile where it is readily accessible to all leaders, campers, and visitors. If a bulletin board is inside the fenced swimming or boating areas, it is convenient only for those checked into the area under supervision, and the promotional, program, and safety information is not readily accessible to all.

Supplemental boards that deal more extensively with specific skills may be useful in teaching areas as instructional aids (e.g., canoeing or swimming stroke diagrams). Aquatics personnel should make a special effort to enhance the bulletin boards with artwork, pictures, and other graphics.

Teaching Crib

Where the water is too deep to teach swimming, a crib may be constructed. Such a crib resembles a large wooden crate. It rests on piles, a rock foundation, or floats, with the top edge just above water, and ballast boxes at each corner. The depth of water in the crib should never be over 3½ feet. Teaching cribs are usually 30 to 35 feet long and 15 to 20 feet wide.

Floating Docks

Floating docks are recommended for any aquatics program areas where water levels fluctuate. This is commonly the case on rivers, bays, and impounded lakes.

In the past, both homemade and commercially manufactured docks relied primarily on recycled barrels or oil drums for flotation. These are now outlawed on many public waters and generally are not recommended because of the high maintenance requirements and the hazards and environmental damage that result from the barrels rusting out or breaking loose.

Most floating docks used today at Scout facilities have metal frames with plastic foam loafs bolted beneath. Decking is usually pressure-treated pine lumber. Periodic maintenance and replacement of decking and foam will prolong the life of these docks for several decades. Even maintenance and repair on the steel frames can be accomplished in most well-equipped camp shops.

Proper placement of the docks allows them to shift and flex with wave action. Sections should be chained together or loosely bolted for this purpose. The docks are usually held in position by vertical pilings set in the lake or river bottom. The docks are attached to the pilings by chains or ring brackets, which permit them to rise and fall with the water level. To avoid injury to hands and feet that may be caught or entangled in the chains or brackets as the dock rises and falls with wave action or weight on the dock, the pilings should be positioned on the dock edge away from the swimming areas, or the swimming areas should be tied off to exclude such hazards.

Stream and River Layout

A stream or river may become a raging torrent following a heavy rain and interrupt aquatics activities for days at a time. This problem, common in many camps, is one that gives no end of concern until it is solved by the installation of a swimming pool or construction of a lake.

The principles of safety govern on running water, even though it may be found necessary to locate several areas at different points. Water depths must be studied following each rise of the river if its bed is composed of sand and mud, and, following such a survey, it may be necessary to change the location of all swimming areas. It often happens that at a point where there was 9 feet of deep water before a flood, there is a sandbar after it has passed. It is hard to hold platforms and swim-walks under such conditions. Floats supported by buoyancy tanks or plastic foam blocks must be moored in such a way that they will not be swept away, even though some of their mooring lines are broken.

Rope Swings, Floats, and Water Park Attractions

The camp aquatics program can be enriched with special devices such as rope swings, zip lines, large floats, chutes, slides, and other water park attractions. Large inflatables can be purchased for various purposes. These include play devices in special shapes for use by both nonswimmers in shallow water and swimmers in deeper water. These are generally appropriate for Cub Scout-age participants and lend themselves to theme camps. Other configurations for older campers include the “blob,” a large inflated sausage-shaped float from which one camper bounces another into the air.

All such recreational equipment should be under the supervision of the aquatics program director. **Any activity that involves entry or likely entry into the water must be conducted in compliance with Safe Swim Defense.** Policies on diving, elevated entry, and submersion in turbid water also apply.

Each camp should develop, clearly communicate, and enforce written procedures covering the installation, maintenance, operation, and supervision of specialized waterfront devices at camp facilities. These local policies allow flexibility in adapting the use of a device to a particular physical setting but should include the safety objectives of relevant BSA policies on waterfront activities. The following guidelines are provided to aid camp management in that task.

General Installation and Design

- Prior to the installation of any specialized waterfront device, camp management should conduct a safety audit for the activity to determine appropriate facility needs, staffing, participant qualifications, and ways to alleviate any special safety concerns. Equipment manufacturers should provide a track record of safe operation and equipment durability.

- The manufacturer’s instructions for installation, use, and maintenance should be followed unless they conflict with more stringent BSA requirements. For example, the recommendation that participants on the blob wear a PFD does not alleviate the need to qualify as a swimmer.
- Local design of devices such as rope swings or zip lines should follow sound engineering practices for strength and testing of supports and lines. Adequate safeguards should be in place to prevent falls during installation.
- State regulatory agencies should be consulted. For example, codes in some states regulate water depths and areas at the foot of slides. Others specify that anchors must be buried.

Floats

- Floats will be safely anchored in such a manner that users cannot fall on the deck or pier nor become entangled in anchor lines.
- Floats designed for general play by several participants should have maximum fall heights less than 40 inches, should be no more than 40 inches wide in more than one direction (to prevent entrapment beneath), and should be in sufficiently deep water to prevent forcibly striking the bottom. Number of users and roughhousing will be controlled.
- Floats used by nonswimmers should be in water depths shallow enough for participants to easily regain their footing. Such depths will likely limit usage to straddling the device rather than standing on it. These devices are generally appropriate only for small children with one-on-one supervision by an adult in a family camping situation.

Elevated Platforms

- Devices, such as rope swings, zip lines, oversized floats, and slides, that include a start from an elevated platform should be designed to prevent falls while users are getting into position. During use, there should be no danger of falling other than into deep water from a safe height (generally less than 5 feet). For example, early or late release from a rope swing or zip line should not result in a fall to the ground or collision with a support.
- Activities that involve starting from an elevated platform will have carefully controlled access so that one user is seen to safely clear the area before another is allowed to begin. Water entry will be feetfirst into clear water. The device will be in a separate area isolated from general swimming activities.

- The height a participant on the blob is catapulted above the water should be controlled by adjusting the height of the jump, matching weights of the participants, and not overinflating the device. The maximum allowable height should be based on the manufacturer’s recommendation and local camp experience.
 - Some device manufacturers recommend the use of PFDs. These should be properly fitted Coast Guard–approved vests. Waterskiing vests that are impact rated are best. Type II “yoke” or “horse collar” designs are not recommended. PFDs may also be appropriate for other activities when the water clarity is marginal.
 - During operation of special recreational devices, any accident or close call will result in closing the activity until means for preventing additional occurrences are in place.
- All recreational devices will be inspected daily before use.
 - The number, training, and positioning of guard personnel supervising a recreational device will be adequate to maintain visibility, control access, and provide prompt response.
-

General Supervision and Safety

EQUIPMENT MAINTENANCE AND REPAIR

The best maintenance and repair material is a priceless commodity called “good training.” When applied liberally, thoughtfully, and patiently to campers and staff, and reinforced continuously by good example, 90 percent of maintenance and repair problems will be eliminated. This chapter deals with the other 10 percent.

General Maintenance of Craft

Additional information on boat and canoe care and repair is included in the relevant merit badge pamphlets. The more-detailed information in the pamphlets should be reviewed in conjunction with the material that follows in this section.

Cleaning

Wash with ordinary detergent and rinse with fresh water. Craft should be thoroughly washed immediately before and after storage and during the season as needed. Some natural water conditions are such that craft that are not racked out of the water may require weekly washing to remove algae slime and discoloration. A stiff-bristle brush or broom works well for scrubbing.

Painting

Unpainted craft can be painted if desired, but painted craft should have their appearance maintained by periodic touch-up or repainting. For this reason, aluminum and most synthetic materials require less upkeep if left unpainted, and many are available in a variety of colors from the manufacturer. If painting, follow manufacturers’ instructions for paint selection and application. Clean and smooth the surface before painting.

All craft should be numbered, and this can be done with hand-lettering, stencils, metallic or plastic tape, or adhesive numerals. Whatever is used should be repaired or touched up as needed during the camping season. Rowboats should be numbered on both sides of the bow and on both the inside and outside of the transom. Canoes should be numbered on one side of the bow, on the opposite side of the stern, and on the bow breastplate. Numbers on the exterior of the craft should be legible from approximately 50 yards away. If boating is on a public waterway, craft should also be labeled to show ownership and may be required to show registration numbers.

Inspection

All equipment should be regularly inspected during the camping season, and minor repairs should be done immediately to keep the little problems from becoming big ones. For example, tightening or replacing bolts on a rowlock will prevent the craft from being suddenly put out of service on the very day it is most needed.

Off-Season Storage

Before equipment is put into storage, all major repair needs should be noted and the equipment to be repaired during the off season should be specifically marked and stored so that it is easily accessible. All craft should be stored out of the water and off the ground under cover. Oars, paddles, sail rigging, boat motors, and lifesaving gear including PFDs should be stored indoors in a locked storage area.

Metal Repair

Generally, welding is not recommended for aluminum repair. It affects the heat temper of the metal and promotes cracking around the welded areas.

Dents

For large dents, strike the center of the dent with your hand or lay it on a firm surface and step on the center of the dent with your foot. For small dents, hold a sandbag or a wooden block on the hollow side. Use a wooden, rawhide, or rubber mallet to hammer out the dent. Start at the outside of the dent and work to the center.

Punctures and Skin Fractures—Permanent Repair

Secure the proper repair materials: metal, rivets, caulking, or sealant. To repair a crack, drill a hole in each end of the crack with No. 30 or No. 40 drill bit to stop the extension of the crack. Pound out damaged area to original contour.

Cut a patch to size; drill a hole in each corner $\frac{1}{2}$ inch from edges. Drill holes through the hull and secure the patch to the inside with bolts or screws. Lay out the rivet pattern $\frac{1}{2}$ inch apart and $\frac{1}{2}$ inch from the edges. On large patches, add a second row of rivets $\frac{1}{2}$ inch in from the first row and staggered between them. Drill all holes, remove the patch, and clean burrs and shavings from the patch and boat skin. Apply caulking or sealer to the patch and refasten the patch to the boat. Install rivets. Remove temporary bolts or screws and replace with rivets. Clean up; paint repaired area if desired.

Rivets

For loose rivets, tighten using a ball peen hammer and bucking bar (a steel bar weighing about a pound), or two hammers. Hold the bar or hammer against the manufactured head of rivet and hit the other side with the hammer until tight. For worn rivets, drill off the head and punch out the rivet. Replace with a proper-sized rivet.

Gunwale Damage

Minor bends can be straightened. Cracked gunwales can be repaired by riveting aluminum extrusion (angle) under damaged area. Allow about 6 inches of extrusion on each side of the crack.

Broken Ribs, Thwarts, and Seats

It is generally best to replace broken ribs, thwarts, and seats. Order them from the manufacturer. Repair kits, parts, and repair instructions are usually available from the manufacturer. A reliable small-aircraft mechanic can help with repair work; an auto body shop with dents.

Fiberglass Repair

For scratches and gouges, dry the area thoroughly; sand and clean the area 2 inches around the damage. Mix resin and hardener according to directions. For deep scratches, add cut-up fiberglass mat or cloth. Fill the damaged area and let cure. Sand the area smooth and paint, if necessary.

To repair holes, dry the area thoroughly; sand and clean ragged areas and an area 2 to 4 inches around damage. As a temporary repair, if damage goes through the hull, tape a piece of plastic to the outside and cover the inside with cardboard for support. For permanent repair, if damage goes through the hull, cut a piece of fiberglass mat to fit the hole and another piece to overlap the hole by 2 inches. Cut a piece of fiberglass cloth to overlap the mat by at least 1 inch. If damage does not need filling, use a fiberglass cloth patch with at least a 2-inch overlap for the first layer. Add extra layers if necessary with 1-inch overlap. Mix resin and hardener according to directions.

If filling a hole, saturate the mat plug before placing it in the hole, and fill the extra space in the hole with resin. Saturate each layer as it is placed on the repair. Remove all air bubbles before laying the next layer of cloth. After the patch has set, remove plastic from the outside. If necessary, patch the outside also. Sand the repaired area smooth, feathering to the outside edges of the patch. Paint, if desired.

Fiberglass and epoxy resins, hardeners, sanding dust, and cleaning solutions are toxic. Follow the manufacturer's safety recommendations regarding ventilation and skin exposure.

Repair Kits, Parts, Skilled Help

Fiberglass repair kits are available from auto parts stores; parts and hardware should be ordered from the manufacturer. Skilled help may be found at auto body shops or from fiberglass manufacturers or repair firms.

“Plastic” Craft

Most dents can be “lifted” from plastic-type craft by careful use of a heat lamp. Cuts, scratches, and scores can be filled with epoxy filler. Damage to other hardware should be repaired according to procedures recommended by the manufacturer.

Paddles and Oars

Emergency Repair

Actual damage is frequently too severe to merit the time and expense of repair, so the emphasis should be on care and maintenance. Emergency repair of minor splits and fractures can sometimes be accomplished by drying and then sealing with duct tape. Covering the damage with an epoxy filler before taping gives an even more secure temporary repair. Duct tape and an epoxy filler are invaluable equipment for temporary repair of damage to floating equipment, as well as paddles and oars, and should be essential items in an emergency repair kit.

Care, Maintenance, and Replacement

Oars. Any area of a wooden oar where wear has exposed the bare wood should be refinished. If the oar has extensive wear, refinish the entire surface. Sandpaper the effected area and apply marine grade varnish or paint. The handles may need a light sanding after finishing, particularly if dust particles embedded in the finish result in a rough surface.

Although an oar is made of hardwood, the loom of an oar, which comes in contact with the oarlock, will wear out quickly unless protected. You can add several years to the life of an oar by covering the area where the oar rests in the oarlock with a heavy leather shield that should completely encircle the oar for a distance of 8 to 12 inches. Be sure that the leathers are tight. Brass or copper tacks are good for repairing loose leathers.

To replace leathers, soak the leather before applying it to the loom. Using brass or copper tacks, secure one edge of the leather so that it extends 4 to 6 inches above and below the spot where the oar rests in the oarlock. Traditionally, leathers are sewn together using a herringbone stitch (as in

a baseball). However, brass or copper tacks, which do minor damage to the oar, have long been a less labor-intensive substitute.

A button or collar of scrap leather should be built up by winding and tacking leather strips over the end of the leather closest to the oar handle. Be careful when building up a button to use as few tacks as possible to prevent weakening the oar. A button is intended to prevent the oar from sliding out of the lock if the rower's hand is released from the handle. Fiberglass rope or rubber can also be used for leathers and buttons. Slip-on plastic buttons and leathers can be purchased from marine suppliers.

There is a common misconception among those not familiar with rowing that shorter oars are easier for Scouts to handle. That concept may be reenforced when a camp business manager sees the price difference between a 6-foot oar and a 7-foot oar and finds that the first can be bought at the local discount store whereas the second has to be ordered from a specialty catalog. However, oars must be sized properly to the boat. Oars that are too short actually make it more difficult to row than oars that are too long. Techniques for determining the proper length of an oar are given in the *Rowing* merit badge pamphlet. The boats in many camps need 7- to 7½-foot oars. Oars with metal shafts and plastic blades, such as those used for whitewater rafting, may be substituted for wood oars.

Paddles. Wooden paddles are refinished the same way as wooden oars. Paddles that are warped (likely because of improper storage) should be discarded. Paddles with aluminum shafts and plastic blades are good replacements for wooden paddles. They are comparable in price, take abuse better, and generally last significantly longer. Designs where the blade fits into the shaft, rather than those with a round shaft extending the length of the blade, are a closer match to the feel of a wood paddle, but proper canoeing techniques can be learned with either.

Lines and Painters

Every craft moored permanently or temporarily at a dock or buoy should have appropriate painters or dock lines. Painters should be kept dry and unknotted to prolong wear. If they are frayed or broken, cut off and replace them.

Rowboats should have painters of ⅜-inch laid or braided (solid core) polypropylene or nylon rope approximately 7 feet in length. One end should be attached to the craft with an eye splice, a bowline, or a snap hook, and the running end should be back-spliced, securely whipped, or heat-sealed. Motorboats and sailboats may have painters permanently attached, or may carry docking lines for tying both to the dock and to cleats on the boat. The end of the docking line may have an eye splice that slips through a hole in the center of the cleat and then around the horns.

If painters are provided for canoes, they should be of ¼-inch braided polypropylene or nylon cord and should be long enough to clove hitch to a midship thwart. If the canoe has eyelets at the needs, the painter should be secured to the bow, or bow and stern, with a bowline. Otherwise, the painter may be tied to a handle on the deck plate or to the bow thwart. Ends of the line should be heat-sealed.

Buoys and Rescue Equipment

If metal buoys are repainted at the beginning of summer camp and are stored out of the water during the off-season, they will last indefinitely. Plastic and foam marker buoys and floats should be carefully inspected before being put into use each year but will usually last for several seasons. If the synthetic material is showing signs of deterioration, or if any hollow buoys or floats are cracked or leaking, they should be replaced. As a rule, buoys, anchor lines, and marker ropes should be replaced annually, but some synthetic fibers may last for several seasons if carefully inspected and stored during the off-season. A No. 10 can filled with concrete with an eyebolt embedded at the top makes an excellent marker-buoy anchor that can be recovered and reused for many years.

Bamboo or plastic reach poles, ring buoys, polypropylene or nylon heaving lines, and other rescue equipment will last for many years if not abused or misused. It should, however, be carefully inspected at least once a week while in use and reconditioned as needed. Replace frayed rope, damaged flotation material, or split and splintered poles. Paint the heavier half of the reach poles red and the other half white (use waterproof enamel). Rescue equipment stands or racks that will keep the equipment dry and out from underfoot are recommended.

Mechanical Equipment

Boat motors and other mechanical equipment should be checked and serviced once a week while in use, and should be broken down and reconditioned during the off-season. This work should be done by camp ranger personnel. Mechanical equipment associated with swimming pools usually requires daily maintenance when in use, and this should be done under supervision of camp ranger personnel.

Repair Kits

Keep a general maintenance kit at the waterfront for minor repairs: replacing an oarlock; tightening loose rivets; tightening loose nuts and bolts on seats, oarlocks, or thwarts; and knocking out minor dents in metal boats, for example. Such

a kit includes stainless steel, brass, or nylon nuts, bolts, screws, and washers; screwdrivers and wrenches; spare rowlocks; hammer and punch for frozen bolts; rope and line for replacement needs; hammer and bucking bar for loose rivets; soft mallet and small sandbag for knocking out dents. Major repairs should be performed in a shop area.

Carry repair material on trips afloat. On short trips a roll of duct tape will handle most situations requiring sealing. The damaged area should first be dried. If there is severe

denting, try to return the dented area to its original contour before sealing. Cover the leaking area with duct tape on both sides if necessary. Leaking rivets usually can be covered with tape to stop the leak temporarily. Duct tape also works well on minor damage to fiberglass or plastic-type boats. Some epoxy filler can be used when a little more strength and durability are required. Again, the damaged area should be dried and returned to its original contour. Most epoxy fillers cure quickly and can be smoothed well enough to last to the end of the trip.



RESOURCES

- Aquatics Advancement Record, No. 33406A
Bear Handbook, No. 33451
Boardsailing BSA Award application, No. 19-935
The Boy Scout Handbook, 11th edition, No. 33105
BSA 50-Miler Award application, No. 34408A
Application for BSA Lifeguard, No. 34435B
BSA Lifeguard Counselor Guide, No. 34536B
BSA Lifeguard pocket certificate, No. 34260
BSA Snorkeling Safety, No. 19-176B
Camp Health and Safety, No. 19-308A
Canoeing merit badge pamphlet, No. 33305A
Cub Scout Academics and Sports Program Guide, No. 34299B
Fieldbook, No. 33104
Guide to Safe Scouting, No. 34416D
Kayaking, BSA, No. 19-510
Knots and How to Tie Them, No. 33170
Lifesaving merit badge pamphlet, No. 33297B
Motorboating merit badge pamphlet, No. 33345
National Standards for Cub Scout/Boy Scout Resident Camp, No. 19-108C
Pioneering merit badge pamphlet, No. 33377
Resident Camping for Cub Scouting, No. 13-33814
Rowing merit badge pamphlet, No. 33404A
Safe Swim Defense, No. 34370A
Safe Swim Defense...It Works! video, No. AV-09V029
Safe Swim Defense pocket card, No. 34243
Safe Swim Defense: It Works! Training Outline, No. 19-417
Safety Afloat, No. 34368B
Safety Afloat pocket card, No. 34242A
Safety Afloat Training Outline, No. 34159C
Safety Afloat video, No. AV-09V002
Sea Scout Manual, No. 33239C
Small-Boat Sailing merit badge pamphlet, No. 33356
Swimming merit badge pamphlet, No. 33352D
Tiger Cub Handbook, No. 34713
Unit Swim Classification Record, No. 19-122
Waterskiing merit badge pamphlet, No. 33348A
Webelos Handbook, No. 33452
Whitewater merit badge pamphlet, No. 33405A
Wolf Handbook, No. 33450
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Section VI

Shooting Sports

CONTENTS

The Job of the Shooting Sports Director, 6-2

Scope of Shooting Sports, 6-3

Shooting Sports Personnel and Range Safety Supervision, 6-5

Rifle Shooting, 6-7

Shotgun Shooting, 6-17

Muzzleloading Rifle Shooting, 6-20

Archery, 6-26

Resources, 6-39

THE JOB OF THE SHOOTING SPORTS DIRECTOR

1. Check inventory of all shooting sports equipment.
2. Make sure all shooting facilities, equipment, and staff qualifications comply with the national resident camp standards.
3. Obtain needed equipment if necessary.
4. Know all safety regulations and maintain strict safety regulations related to rifle, archery, muzzleloader, and shotgun shooting.
5. Set up all areas in a practical and inviting manner.
6. Make sure of proper storage and locking of equipment when not in use. Ammunition is to be stored separately from firearms.
7. Train staff on safety in all shooting sports areas.
8. Regulate and schedule staff in daily routine.
9. Provide qualified supervision in each area at all times when in use.
10. Check performance and safety aspects of all areas.
11. Report any and all operational or personnel problems to the camp director.
12. Forbid use of area to any person who does not follow instructions regarding safety.
13. Train all campers and leaders in safety fundamentals.
14. Serve as counselor for related merit badges.
15. Keep adequate stock of rifle, archery, muzzleloading, and shotgun materials on hand and be accountable for inventories.
16. Organize and promote individual and group competition.
17. Set an example of Scoutlike conduct regarding uniforming and general bearing.
18. Make reports regarding National Rifle Association awards, postal rifle match, Scout merit badges, and others as required.
19. File a closing inventory and report recommendations as instructed.
20. Train BB gun and archery range officer for Cub Scouting.
21. Serve as a council resource to check on Cub Scouting shooting activities such as sling shots and catapults.

SCOPE OF SHOOTING SPORTS

This section of the manual is for those who will give guidance to Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers in learning the shooting sport skills of riflery, shotgun, and archery. (Shooting of pistols is prohibited for Cub Scout and Boy Scout programs.)

There is potential danger for the uninformed participant. Therefore, “safety through skill” are the watchwords.

Special facilities are required for most shooting sports. We find that the camping reservations of local councils become the center of these activities. When the camp is used year-round, opportunities for year-round training and participation should be a part of the council’s service to units.

Purpose of Shooting Sports

Shooting sports training provides fun and adventure for young people. It teaches skills, discipline, self-reliance, sportsmanship, conservation—all elements of good character that Scouters strive to instill.

Adventure beckons when Scouts and Venturers have mastered the skills practiced in field sports. Mastery of these skills will help participants feel confident of their ability to stand on their own feet and to extend a hand to those less skilled.

Some participants find the satisfaction of becoming skillful in a shooting sport an end in itself. Others get satisfaction from the consuming drive for competitive activity.

In proper balance, shooting sports supplement the unit’s program in camp by adding colorful unit, interunit, and campwide events. An additional benefit is that each of the shooting sports fits into some phase of advancement, thereby providing special recognition for the youth who desires to know more and become more skilled in these particular sports. In any case, this event may be the introduction to sports and recreation activities that last a lifetime.

Where to Hold Shooting Sports

The council’s camping reservation has already been suggested as an ideal location for shooting sports areas. Here, safely designed areas may be established for the long-term camping program. Under qualified leadership, Scouts and Venturers should be given the opportunity to participate in these skills year-round.

Alert unit, district, and council leadership will discover community resources that will be available to units year-round. Local archery, angling, National Rifle Association (NRA), and sportsmen’s groups will often provide facilities and resources.

The skills needed to master shooting sports add color and variety to the Scouting program. These activities become a natural part of the camp setting, but units should be encouraged to continue them back home.

Leadership

In camp, leadership for shooting sports needs special attention by the camp director and program director. The staff who assume the responsibilities for these activities must be adults 21 years of age or older with mature judgment and the ability to teach. Ideally, in long-term camp, they should be members of the central camp staff. Their work may be supplemented by volunteer experts who come to camp for shorter periods.

Qualified leaders are often available. If they are not, other adults can be trained. Here are some groups that might provide volunteer support or training for camp leaders.

Archery

- American Archery Association clubs
- National Archery Association clubs
- Field Archery Association clubs
- Sportsmen’s clubs (often include bow hunters)
- College and high school physical education instructors
- Representatives of the archery industry

Riflery/Shotgun Shooting

- National Rifle Association
- Local gun clubs
- Military instructors
- Local and state police departments
- College and high school physical education instructors
- State conservation personnel
- Local sporting goods retailer

Instruction

To be effective, instruction should accomplish the following objectives.

- Teach safety through self-imposed discipline. Safety practices should become habits.
- Show the skills of the subject by using the best methods for the limited time available. Participants learn more by example and doing than from lecturers.
- Create, through participation, attitudes and habits that will fortify the goals of the movement—to help build young people of good character prepared for useful citizenship who are physically fit.

The subject should be presented in simple terms. Omit controversial methods. Make it clear that only one method is being used, and that time is not available to go into many alternate methods. Instructors themselves should exactly follow the method they teach.

Shooting sports skills are learned by practice, with each participant learning the rules of safety and self-discipline by putting them into effect. Participants quickly learn that there is no place for foolishness, carelessness, or horseplay when they handle firearms or shooting equipment. The instructor must always be mindful of the responsibility to make this thoroughly understood before, during, and after instruction and practice. At the same time, the instructor must have warmth, patience, and understanding for the youth who may be clumsy or who finds the skills difficult to learn. Praise and a pat on the back mean much.

A Teaching Method

The coach-shooter method is particularly effective in shooting sports. To put this method into practice:

1. Pair each participant with another, numbered 1 and 2.
2. The instructor demonstrates the activity or action to be followed before the whole group.
3. The 1s shoot while the 2s coach. At a signal, the positions are reversed.
4. The instructor then circulates among the pairs, giving a word of advice here, showing another pair how, recognizing good work, correcting errors, and checking his or her own effectiveness in getting the method across. Progressively then, participants learn by doing and by coaching.

Avoid long discussions on learning the parts of the equipment used. Teach just enough so participants will know the safe way to use the equipment. Have each shooter feel the satisfaction of a target hit, or a trail followed, just as quickly as possible.

SHOOTING SPORTS PERSONNEL AND RANGE SAFETY SUPERVISION

Shooting Sports Personnel

Shooting Sports Director

An adult 21 years of age or older, holding a current Shooting Sports Director Certificate from a Boy Scouts of America National Camping School. This person directs programs to achieve the aims of the Boy Scouts of America in the spirit of, and according to, BSA standards. The director will be in charge of all shooting sports including riflery, shotguns, muzzleloaders, and archery.

This individual sees that all areas are maintained and used properly. The shooting sports director maintains an updated inventory of equipment, and is in charge of the safe and proper maintenance and usage of this equipment. The camp shooting sports director may manage a staff that includes properly qualified instructors (as outlined below) and trains support staff members to work in the camp's shooting sports program areas. For conducting a year-round shooting sports program, councils may have a shooting sports coordinator who should be an NCS-trained camp director or program director.

Chief Instructor

An adult who is 21 years of age or older and who is currently instructor qualified (as outlined below) in the specific shooting sports program for which supervision and instruction is required. This person is to be in camp as the managing supervisor responsible for any firearms shooting program in operation. In most camps, the shooting sports director is the chief instructor for some or all programs. A qualified assisting instructor who is 18 years of age or older can help supervise a range.

Shooting Sports Program Counselors and Aides

Any individual 16 years of age or older who is trained for specific duties by an NCS shooting sports director or other qualified instructor (as outlined below). Shooting sports program counselors and aides under on-site supervision of a range officer may exercise crowd control; serve as a training assistant for specified topics; move and maintain equipment; and act as a coach in a student coach/pupil setting, etc. Shooting sports program counselors and aides may not supervise any live-fire range.

What Instructor “Qualified” Means

To be instructor qualified means the individual is

- Trained and currently documented by
 - The **BSA National Camping School** as a shooting sports director for rifle, muzzleloading rifle, shotgun, muzzleloading shotgun, or archery
 - The **National Rifle Association** as a Certified Basic Firearms Instructor, Assistant Instructor, or Coach for rifle, muzzleloading rifle, shotgun, muzzleloading shotgun, pistol, or muzzleloading pistol
 - The **National Muzzle Loading Rifle Association** as an instructor or assistant instructor for muzzleloading rifle, muzzleloading shotgun, or muzzleloading pistol
 - The **National Archery Association** or **National Field Archery Association** as a certified instructor or coach for archery
 - The **U.S. military, on temporary duty (TDY)** orders as an instructor for rifle shooting
 - A **local, state, or federal law enforcement agency** as a firearms instructor for rifle, shotgun, or pistol
 - The **National Rifle Association** as a Home Firearms Safety Instructor. May instruct safety, handling, ammunition, cleaning, and storage of firearms. This includes most of the NRA basic shooting courses for lessons I and II in rifle, handgun, and shotgun, and a major portion of the BSA merit badge requirements up to but not including shooting fundamentals and live-fire.
- Approved by the BSA local council.
- A copy of the current training certificate or document on file at the local council camp.

See documents published by the individual shooting sports organization for specific shooting sport qualifications.

Shooting Sports Range Safety Supervision

Range Officer

The range officer in charge has overall supervisory responsibility for the operation and safety of and on any shooting range. This individual will be in charge of the firing line and may not leave the firing line at any time while it is in operation. On any firearms range, the range officer in charge must have appropriate current certification and must be 21 years of age or older. In most camps, the shooting sports director is the range officer in charge for some or all shooting ranges. On the BB gun range or archery range, the range officer in charge must be 18 years of age or older.

Assistant Range Officer

Trained and supervised to assist in the supervision of a shooting range for the camp season by the camp's National Camping School-trained shooting sports director. A written record of each camp assistant range officer's training and specific duties must be kept on file at the range where he or she assists. This document will be dated to expire no later than the last day of the camp season. It is the responsibility of the NCS shooting sports director to teach as much of the basic firearms courses and instructor/trainer material as this individual needs to develop the necessary knowledge, skills, and attitude to safely perform the specific duties assigned.

Other Range Officer Positions

For these positions, annual, seasonal, or specified program qualification (as defined above) is required. The instructor who qualifies individuals for these positions should indicate the expiration date on the document. In no case is the qualification longer than two years. Persons trained in these positions must be 18 years of age or older.

- **BSA BB Gun Range Officer.** Trained to set up and operate a safe BB gun range to conduct the BB gun safety and training program at Cub Scout camps and any other Cub Scout BB gun program.
- **BSA Archery Range Officer.** Trained to set up and operate a safe archery range for a Cub Scout or a Boy Scout archery program, according to BSA standards.
- **BSA Archery Director.** An archery range officer who is trained according to BSA standards and is instructor certified by the National Archery Association or National Field Archery Association, or trained (using the NAA Level 1 Basic Course) by an NCS shooting sports director. This individual's responsibilities include the setup and operation of a safe archery range for Cub Scout and/or Boy Scout programs, Archery merit badge instruction, and management of an archery staff at camp.

RIFLE SHOOTING

The rifle is a symbol of the American pioneer. It is a part of our heritage. In early America, it was a survival tool. Today, the rifle is a symbol of the sportsman.

We are committed to teaching Scouting's youth members to handle firearms safely. Rifle instruction, as used in the junior program of the National Rifle Association, is a recommended part of the training youth receive in this activity.

A well-rounded and properly supervised program of instruction in safe gun handling and marksmanship promotes safety, conservation, and good sportsmanship. By learning the principles of marksmanship and safe gun handling early in life, youth will be better prepared to avoid accidents and be more responsible.

There is a great need for teaching proper hunting and its contribution to conservation and sportsmanlike conduct. Major conservation groups welcome a program of hunter education and marksmanship training. Hunting is healthful recreation. From a conservation point of view, hunting is good conservation.

The Scout Marksman's Code

Rifle shooting instructors should be sure that all Scouts agree to live up to this Scout Marksman's Code.

A Scout:

- Always follows the rules for firearms safety.
- Accepts the responsibility that goes with the use and possession of firearms.
- Follows the laws that govern the use and possession of firearms in his community.
- Practices wildlife conservation.
- Follows the spirit and letter of the game laws.
- Is especially careful to be a true sportsman when using firearms.

Guiding Regulations

To ensure safe practices and proper program results, all Scout camp rifle ranges must be operated according to the standards of the Boy Scouts of America for camp marksmanship instruction. (The Engineering Service provides a design standard for an eight-point rifle range, D61. Approved specifications are available through the National Rifle Association.)

The Firing Range

A northerly direction of fire is preferred because it permits firing at any time of the day without the sun shining into the

eyes of the shooter or range officer. However, it is far more important that a safe backstop be located on the range and the periods of firing be adjusted to those hours when the sun will not be troublesome.

Backstops

Backstops may be natural or artificial. These are some natural backstops that can be used:

1. A hill with a crest 30 feet or more above the level of the firing point is adequate. Brush, which might conceal a person from view of those on the firing line, must be cleared away up the slope to a height of 30 feet above the target level and for a distance of at least 60 feet beyond the flanks of the target frames. A cut can be taken out of the face of the hillside, immediately behind the target butts, to provide a face at least 10 feet above the elevation of the firing line to catch the bullets and hold them without ricochet. All rocks must be cleared from the hillside in the cleared area or kept buried under at least 6 inches of soil to prevent ricochets.
2. In very open, flat country, where visibility extends for at least 3,000 feet behind the targets, if there are no roads or trails nor domestic or wild animals grazing, it is permissible to use open target butts without any vertical backstop. In such cases, there must be clear vision from the firing point over the area 3,000 feet to the rear of the targets. No stream or lake, navigable by canoes or larger boats for a distance within 1,500 yards of the firing line, will ever be used as a backstop; nor will the direction of fire on any range using an artificial backstop be toward such a stream or lake unless side baffles are erected to prevent shots from missing the ends of the backstop.

One of the following three types of construction for artificial backstops is practical for your camp range. Artificial backstops must be not less than 10 feet above the firing line and must extend at least 10 feet to the side of each flank target.

1. An earthen embankment at least 10 feet above the firing line, 3 feet thick at the top, and well sodded to prevent erosion.
2. An earthen embankment at least 5 feet above the firing line, topped by cribbing to a total height of 10 feet.
3. Cribbing 2 feet thick and 10 feet high, with wing walls, filled with dry, screened dirt or sand. Ends and rear faces may be of rough timber. The face of the crib should be of rough lumber, using vertical studding and planking. This planking is held in place by inserting each piece from the top. The planks are held in place by horizontal framing. The planks immediately behind the targets should be removable since they will soon be shot full of holes.

Do not use any of these as a backstop:

- A stone fence, stone pile, or the sheer unprotected rock face of a quarry
- A brick, stone, or concrete wall
- A loose pile of logs or railroad ties—use them to make an earth-filled crib instead
- Standing timber—because there will be very dangerous ricochets and inexcusable damage to the trees

Terrain

Target frames should be placed on the same horizontal plane as the firing line. Do not require shooters to fire uphill or downhill. If a level plot is not available, place the target frames on a terrace cut out of one hillside and build the firing line on the same horizontal plane on a terrace cut out of the facing hillside.

A large tree may be shot “around” by having targets and firing points arranged in two “alleys,” one on either side of the tree. Wherever possible, move the firing line so that such trees are outside either flank or are behind the firing line, where they will provide shade.

The area between the firing line and targets will be cleared of downed timber, underbrush, trailing vines, and trash. Grass must be kept short to prevent interference when shooters aim from the prone position.

Target Butts

Do not fasten paper targets directly to the face of the backstop. Bits of wood, gravel, and lead bounce off the backstop and damage the target so that fair scoring is often impossible. Paper targets may be thumbtacked on builders’ board squares that are then hung or fastened to frames holding several targets. These frames are hung on posts set 2 or 3 feet in front of the backstop.

Firing Line

The firing line will be level from one flank to the other with a minimum of 5 feet between firing points and laid out on ground provided with good drainage. If on a hillside, the firing line should be leveled to a width adequate to permit instructors to move freely behind those firing without disturbing them. Cut the firing line back into the hillside; do not build an artificial firing line out from the face of the hill on “stilts.”

The firing line should have a covering and a stable wooden or concrete deck. This affords greater comfort on hot, sunny days and permits use of the firing range during light showers and after heavy rains. If a wooden deck is used, it should be firmly supported to prevent vibration to the shooter.

Ready Line

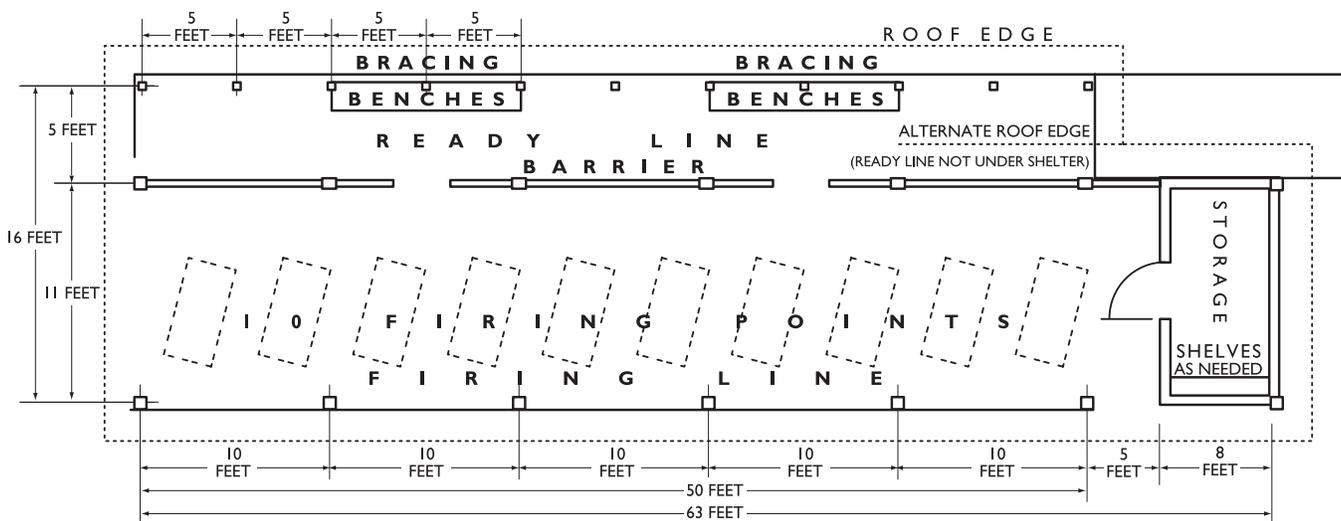
The ready line should be established 16 feet to the rear of the firing points. A ready bench may be installed for shooters on the ready line. See the illustration below.

Fencing

The problem of where and how to fence depends on so many factors that it must be left largely to the judgment of local officials. When in doubt, fence! The area from the backstop to the ready line should be fenced, and only one entrance provided to the area behind the firing line.

If there are blind approaches to the range such as hedgerows, gullies, or the walls of a building that make it possible for a careless or thoughtless person to step suddenly into the line of fire, block these accesses with a fence and erect a warning sign at least 18 by 24 inches mounted about 4 feet off the ground on two posts. Set the sign across the dangerous avenue of approach at the point where further progress would be hazardous. The sign should read “STOP! DANGER—RIFLE RANGE.” Red lettering on white is recommended.

Firing range plan



Warning signs may be dismantled and stored at the end of the range season to avoid loss, but more particularly so that local residents will come to realize when the signs are in place there really is danger from rifle fire.

If a hill used for a backstop is so densely wooded or covered with brush that children or animals might wander into the danger area behind the targets, use a fence to enclose the danger area. This fence will be the width of the range and will be constructed about 25 to 30 feet up the slope above the top of the highest target frame. Hang one of your **“DANGER—RIFLE RANGE”** signs wherever the fence crosses a pathway or trail.

Where an artificial backstop is used, the largest possible sign should be erected on the side away from the shooters, reading:

“DANGER! RIFLE FIRING—KEEP OFF”

For more information on rifle range layout or a rifle range shelter, see Engineering Service D REF 360.

Range Equipment

Rifles

All rifles and ammunition shall be in the control of the range officer or camp director at all times when not in use on the range, and kept in a locked case maintained for the purpose.

Rifles will be of the .22-caliber rimfire type only. They may be chambered for the .22 short or .22 long rifle but not the .22 WRF, which is a more powerful cartridge.

Semiautomatic rifles and repeating rifles having a tubular magazine will not be permitted. Repeating rifles having the removable clip-type magazine will be permitted but must be used as single-loaders.

All rifles will be tested at least once each week with a three-pound trigger-pull test weight or scale. No rifle will be used that has less than a three-pound trigger pull. Every range should have a three-pound trigger weight for this purpose. A simple trigger weight can be devised using a coat-hanger wire fastened to a three-pound lead weight.

The safety cannot be ignored during instruction or range firing. It is a mechanical device that, when activated, is designed to prevent the rifle from firing by blocking the trigger or firing pin. Participants will be instructed that when any circumstance arises that calls for suspension of firing, rifles will be unloaded (actions opened, chamber and magazine area inspected to ensure they are clear of ammunition), and the safety engaged. Rifles that will not allow the safety to be engaged when the action is open are exempt from the safety engagement requirement. Because the safety is a mechanical device, it is subject to wear and malfunction. Consequently, participants must be instructed that on any firearm, the safety must never be a substitute for following the three principal rules of safe gun handling:

1. Always keep the gun pointed in a safe direction.
2. Always keep your finger off the trigger until you are ready to shoot.
3. Always keep the gun unloaded until ready to use.

Rifles will be inspected frequently for excess grease and oil. The bore of each rifle will be inspected before firing each day to make sure it is free from excessive oil or obstructions of any kind. Barrels that are fouled with rust or badly pitted will not be permitted on the range. They are inaccurate and dangerous.

All rifles will be inspected to see that sights are tight and work properly and for broken extractors, ejectors, firing pins, and rust. No rifle will be used that does not consistently extract, eject, or fire.

Rifles that develop blowbacks of gas at the breach or show ruptured or pierced cartridge cases will not be used and should be removed from the range until they can be repaired or properly discarded.

Ammunition

Rifles marked “.22 short, long, or long rifle” may be used with either .22 short or .22 long ammunition but not with both. The use of .22 “shorts” in rifles chambered for “long” and “long rifle” ammunition will erode and leave deposits of powder and lead in the chamber. Long rifle “standard velocity” ammunition is recommended for shooting on a 50-foot Scout camp rifle range. High-speed ammunition is designed for longer ranges. Most camp rifles are not precision firearms and in older .22 rifles high-speed ammunition may cause blowbacks of hot gas and bits of cartridge case metal, resulting in eye injuries. For these reasons, avoid buying high-speed ammunition.

Accessories

Lockers for rifles and ammunition should be provided in the camp office. Place them against an inside wall to avoid rust from condensation.

Campers should not be permitted to take rifles, ammunition, or empty brass from the range. Loading blocks shall be provided at each firing point so that all ammunition not in the possession of the instructor will be in view. Ample receptacles will be provided behind the firing line for empty cartridge cases and boxes and fired targets.

Shooting mats should be provided at each prone firing point. Sandbags or other rests will be provided for each firing point.

At least one sighting bench should be provided for every four firing points on the range. See page 6-16 in this manual and see Engineering Service D REF 360.

Rifle racks will be constructed along the ready line. A scoring desk having storage space for targets and ammunition should be provided behind the ready line, convenient to the bulletin board.

A range flag and pole are used during range operation.

Rifle Equipment for 200 Campers

- 1 range—50-foot range with eight firing points will adequately serve 200 campers.
- 2 rifle cleaning kits plus a supply of cleaning patches, solvent, oil, and extra rifle brushes.
- 2,000 targets. Reorder as needed.
- 30 camp-made loading blocks (see “Making Loading Blocks” below).
- Ammunition—.22-caliber long rifle standard velocity. Quantity must be determined locally.
- 14 rifles—.22-caliber bolt action.

A variety of rifles is needed to properly fit each camper. The following quantities are suggested:

- 4 youth-sized rifles. The stock of a standard rifle can be cut so that the trigger length (the distance from the trigger to the stock butt) is 12 to 13 inches, to make it youth-sized.
- 8 standard-sized rifles.
- 2 high-quality target rifles, each equipped with target sights.

Purchase this rifle marksmanship equipment from a reliable distributor, local sporting goods dealer, or manufacturer.

Making Loading Blocks

Cut 3-inch pieces of 2-by-4 lumber for blocks. Drill five $\frac{15}{64}$ -inch-diameter holes about $\frac{1}{2}$ inch deep for easy insertion and removal of ammunition. The holes should be drilled on $\frac{7}{8}$ -inch to 1-inch centers. Apply a dark stain to the blocks so that rounds of ammunition can easily be seen by range personnel.

Range Management

Chief Instructor

The chief instructor must be at least 21 years old and must hold an Instructor’s Certificate issued by the National Rifle Association. An officer, warrant officer, or noncommissioned officer of the Armed Forces of the United States who has served for at least six months as rifle instructor at an Armed Forces training center or school may also be accepted as instructor if, in the opinion of the Scout executive and the health and safety and camping committees, the officer is competent to adapt service experience to the requirements of Scout camp.

The chief instructor must be in charge of the firing line and must not leave while anyone is on the firing line or the range flag is flying.

Assistant Instructors

The chief instructor may be assisted by one or more assistant instructors. Assistants may be as young as 18 and must hold at least an Assistant Instructor’s Certificate issued by the National Rifle Association.

Size of Groups

No more than eight shooters will be issued ammunition in loading blocks and permitted to fire at one time under any one instructor or assistant instructor. Up to eight additional shooters will be permitted on the ready line for each additional instructor or assistant instructor actually on duty at the range.

Rifles and Ammunition

All rifles will be kept in a locked room or chest when not in use. All ammunition not in use will be locked in a safe place, separate from firearms. Loose ammunition will not be permitted in camp or on the range.

Range Operation

In range operation, the safety rules must constantly be remembered and obeyed.

1. A red range flag, large enough and high enough on a flag-pole to be seen from all approaches to the range, should be flying at all times the range is in use.
2. Shooters reporting to the firing line will be issued a specific number of cartridges and a loading block that will be placed in plain sight at the firing point. Empty cartridges will be turned in with the loading block.
3. Shooters will be instructed that in case of a misfire the rifle will be kept pointed at the target and the breech action kept closed. The instructor will be called. In not less than one minute the instructor, keeping the rifle pointed at the backstop, will open the breech, eject the unfired cartridge, and retain it for disposal. If the malfunction is caused by a broken part, the gun, after being cleared of ammunition, will be removed from the firing line.
4. Anyone at the firing line will wear eye and hearing protection. All staff will wear hearing protection and eye protection appropriately.
5. The actions of all rifles must be left open at all times, except when the shooter is in position on the firing line and has been given the command to load.
6. As soon as the command to cease firing is given, the action of every rifle must be opened and the rifles must be placed on the shooting mats with their muzzles

pointing down range, actions open and facing up, regardless of whether the shooter has completed his or her score. **This rule must absolutely be enforced and obeyed.** No one will handle any firearm on the range while targets are being changed. Shooters must stay well back of the firing line while targets are being changed.

7. In preparing for firing, the targets are first placed in position and the shooters then take their places on the firing line. While the shooters are firing, the targets are prepared for the next group and the participants who are next to fire are told to go to their firing point. When the first group has completed its score and all rifles are unloaded and actions open, the fired targets are taken down and the new targets set up.
8. No one, shooter or instructor, is allowed in advance of the firing line after the order has been given to load and before the order has been given to cease firing—actions open.
9. No one is allowed on the firing line except the shooters and their coaches or instructors.
10. Horseplay of any kind is forbidden on the range. Spectators and those who are waiting their turn to fire are not permitted to do anything that may distract the attention of the shooters from the business of shooting accurately and safely.
11. All rifles should be kept in the provided rifle racks with the actions open, except when they are being used.
12. Signs should be posted as follows.
 - At range entrance: **“QUIET—RESPECT SHOOTERS”**
 - In several prominent locations as reminders to wear protection: **“EYES and EARS”**
 - On fence in front of ready line: **“DO NOT TALK TO SHOOTERS”**

Range Commands

When ready to start the firing, the range officer commands: **“ON THE FIRING LINE.”** Immediately, the shooters take their assigned place at their firing point and prepare to fire but do not load. The range officer checks the location of each shooter as to correct firing point and target number. The range officer, having made sure the range is clear, then asks: **“IS THE LINE READY?”**

If there is any shooter who is not ready or whose target is in bad order, that shooter immediately raises an arm and calls: **“NOT READY.”***

*Give number of target.

The range officer will immediately state: **“THE LINE IS NOT READY.”**

The range officer will immediately investigate the difficulty and assist in correcting it. When the difficulty has been corrected, the range officer calls: **“IS THE LINE READY?”**

If all are ready, the range officer then commands: **“LOAD.”**

Rifle chambers are loaded. The range officer then commands: **“READY ON THE FIRING LINE.”**

The range officer then commands: **“COMMENCE FIRING.”**

Then, after the firing: **“CEASE FIRING—ACTIONS OPEN. SAFETIES ON.”**

All rifle chambers *and magazines* are unloaded and shooters leave the firing line with the actions of their rifles open.

Succeeding shooters are handled in like manner.

The range officer will immediately command **“CEASE FIRING”** if any incident occurs that indicates possible injury to some living thing should firing continue.

“AS YOU WERE” means to disregard the command just given.

“CARRY ON” means to proceed with whatever was being done before the interruption occurred.

Rifle Instruction

The following material is designed to help teach Scouts and Venturers the fundamentals of the safe use of a rifle. Learners should have the opportunity to fire a rifle during the first orientation period. Learning skillful and safe ways to use a rifle by actual practice is essential.

Learning to safely use firearms is the prime purpose of this activity. This instruction is not intended necessarily to produce expert marksmen either on the range or in field hunting. Those interested in becoming expert should identify themselves with a local NRA club and take the NRA's full course of instruction and qualifying tests.

The chief instructor of this activity in Scouting, whether in camp or at home, must be a qualified adult older than 21 years of age.

No attempt will be made here to duplicate the material developed by the NRA. It is recommended that the NRA's supplemental helps be on hand (charts, alignment sighting device, films, or videotapes) and that the instructor be thoroughly familiar with them and with the *Rifle Shooting* merit badge pamphlet.

Venturers and older Scouts may be interested in advanced experiences. A special program should be available to them so they may become fully qualified as safe hunters. The camp should provide the staff (either full-time or volunteer) to conduct the hunter education course prescribed for their state.

For basic rifle marksmanship references, see “Resources” at the end of this section.

Session 1—Introduction to Rifle Shooting

All training and shooting must be supervised by a certified NRA rifle instructor or coach who is 21 years of age or older. It is highly recommended that each range officer attend the Shooting Sports section of a BSA National Camping School.

All participants must satisfactorily complete Lesson I of the *NRA Basic Rifle* shooting course before going to the range to shoot. The shooting experience begins as a part of Lesson II. These lesson plans are the accepted program of the Boy Scouts of America.

Eye Dominance Test

Just as people are either right- or left-handed, one eye is more dominant than the other. Discovering which eye a shooter favors is important because it determines how the firearm should be held.

Have campers find which of their eyes is dominant by extending both arms in front of them, forming a small hole with their thumbs and index fingers. Instruct them to look at a distant object through the opening and then pull their hands back to their face. The eye that is used to see the object is dominant. If the right eye is dominant, the shooter should hold the firearm against the right shoulder, while a shooter with a dominant left eye should use the left shoulder.

Practice

Practice sight picture and correct sight alignment. Assign shooters in pairs to assist each other, then to check with you. Observe how each shooter handles a gun. Note and correct violations of proper gun handling.

Practice coordinating trigger squeeze with proper breathing. Explain how a shooter steadies his aim by briefly holding his breath. Emphasize squeezing the trigger when you have proper sight alignment and picture.

Follow-through assures shooting accuracy. To follow through means to continue to aim and hold the breath for one or two seconds after the shot is fired.

Demonstrate a supported position—preferably from a sighting bench (prone position if necessary).

Put shooters on the firing line in pairs. Watch carefully to see that every shooter develops proper gun-handling technique.

- Explain range commands and see that everyone observes them.
- Have each shooter fire three shots at a blank target from a supported position.
- Examine and recognize the smaller target groups. Minimize the importance of score and compliment shooters with tight shot groups.

Session 2—Target Shooting

Discuss and emphasize the primary rules of proper gun handling. Point out that all guns are potentially dangerous.

- Always keep the gun pointed in a safe direction and be sure of your target.
- Always keep your finger off the trigger until ready to shoot.
- Always keep the gun unloaded until ready to use.
- Know your target and what is beyond it.
- Show how to handle a gun while standing, when walking, and when hunting with others.
- Demonstrate and practice various gun-handling situations—passing the gun to another person, crossing fences with it, storing it in an automobile, and getting in and out of boats. Use real or artificial situations, but use youth as demonstrators and require them to practice with others watching.

Review sight picture and sight alignment. Give reasons for sighting-in a gun before hunting. Tell how little mistakes in sight alignment cause big misses on the target.

Explain sight adjustment—moving the rear sight in the direction you want the bullet to go.

Have relays, prone position without magazine, using sling or sandbag and paper targets. Explain the use of ammunition blocks.

Demonstrate sitting, kneeling, and standing shooting positions.

Session 3—Shooting

Emphasize the value of being a good shot. People admire hunters and sportsmen who demonstrate the right skill and attitudes.

Show how to clean a rifle. Warn against light triggers and firing with an obstruction in the barrel.

Show and discuss basic types of ammunition. Stress the importance of correct ammunition for the gun being used.

Practice range commands and emphasize proper gun handling.

Have shooters fire three shots, supported—single loading. Watch for violations of proper gun handling—pointing the gun in the wrong direction, leaving the action closed while resting, etc. Score targets.

Session 4—Safe Hunting

Review these essentials of safe hunting in the *NRA Hunter's Guide* and the NRA Hunter Skill series or your state's hunter education literature.

- Know your gun.
- Handle your gun properly.
- Fulfill your responsibilities as a safe hunter.

Explain the hunting laws of your state. Ask and answer questions about them. Tell about the Migratory Bird Act.

Stress the importance of courtesy in hunting—respecting property rights, maintaining good relationships with farmers, preventing grass fires, etc.

Discuss correct hunting clothes—particularly the importance of wearing color. Remind campers about basic equipment and how it should be carried. Indicate what they are to do if they get lost. Suggest the value of trips into the game field before hunting season to learn about game and the hunting area.

Explain the principles involved in aiming at moving targets and stress the safe-zone-of-fire principle.

Sighting and Scoring Targets

Have the instructor zero all rifles before the campers first use the range. Use a supported position (sandbags or other type of rest placed on the deck or on a sturdy table) to zero rifles. The objective is to determine where the rifle places holes in the target when the effects of human factors (including breathing, trigger squeeze, and position) are minimized by using a rest. A correct sight picture and alignment with a six-o'clock hold must be used. Adjust the sights to achieve a 10-ring score.

When the rifle is properly zeroed, fire a minimum of three shots onto a final target for a sighting record. Put the rifle number on the target, sign and date it, and post it on the range bulletin board.

When a camper fires a good group outside the 10 ring, the shooter should be observed and coached to correct the human error in his or her shooting technique. Error is frequently caused by an incorrect sight picture. Sighting aids are available that can be used for instruction.

Recognition

The National Rifle Association offers junior achievement awards for proficiency in shooting .22-caliber rifles at standard targets. These awards are medals and a series of classification bars. For requirements and prices of medals, contact the National Rifle Association.

Competitive Activities

As youth become more proficient with the rifle, they will have a desire to test their skills in a competitive event. Here is one competition available for Boy Scouts in council summer camp.

The National Rifle Association offers achievement awards through its qualification program for improving proficiency in shooting air rifle .22-caliber shotguns and muzzle-loading firearms. These awards include pins, medals, a series of classification bars, and patches. For requirements and prices, contact the National Rifle Association, Youth Programs Department, 11250 Weples Mill Road, Fairfax, VA 22030.

NRA/BSA Camp Postal Matches

A National Camp Postal Match program is available with instant recognition for participants in long-term summer camps. Immediate recognition is provided weekly to winners in each participating council camp. National recognition is provided to top scorers in each division (Junior—first-year camper; Senior—seasoned camper) in each participating camp and to overall top scorers. For additional information contact the Competitions Division, National Rifle Association, 11250 Waples Mill Road, Fairfax, VA 22030.

BB Guns in the Cub Scouting Program

Intelligent, supervised use of sporting gear, such as firearms and air guns, is consistent with the principle of “safety through skill.” BB gun (defined as a smoothbore spring-action or air rifle propelling shot known as “BBs”) safety and marksmanship programs are approved for Cub Scout camps. Cub Scouts are not permitted to use any other type of handgun or firearm.

Important: A council desiring to use BB guns as a part of the Cub Scout camp program must follow the policies and guidelines listed here.

Safety and Marksmanship Program

BB gun (rifle) safety and marksmanship for program use in Cub Scout camp requires a BB gun range officer who has been trained by the local council *with the help of a National Camping School-trained shooting sports director or an NRA instructor*. The BB gun range officer must:

1. Read and understand the requirements for a range in this manual.

2. Be familiar with the BB Gun Safety and Training Program, as outlined on the following page, and take part in the safety and training program conducted by a trained shooting sports director or NRA instructor.
3. Be at least 18 years of age.

Two 40-minute and one 30-minute training sessions must be provided for BB gun range officers conducting the safety and marksmanship program for Cub Scouts (See Shooting Sports for Cub Scouting, No. 13-550.) Use the BB Gun Safety and Training Program, included here for planning purposes. The local council issues a pocket certificate and keeps a record of the people who have been trained.

BB Gun Safety and Training Program

This outline is to be used by a trained BSA National Camping School shooting sports director or a certified NRA rifle instructor to train adults to conduct a BB Gun Safety and Training Program at Cub Scout camps.

Note: See *Shooting Sports for Cub Scouting*, No. 13-550.

Section I (40 minutes)

- A. A Brief History of BB Guns, page 19
- B. Safety Guidelines, page 21
 1. Safety Reminders, page 22
 2. What Causes Gun Accidents, page 22
- C. Equipment, page 32
 1. Review air guns, air compression mechanisms, safety devices, air gun ammunition, target faces, and backstops.
 2. Review how to maintain, store, and care for equipment.

Section II (40 minutes)

- A. Range Layout, page 29
- B. Range Operation Rules, page 31

Section III (40 minutes)

- A. Training Cub Scouts, page 20
 1. Teaching Tips, page 20
- B. BB Gun Shooting Basics, page 22
 1. Eye Dominance, page 23
 2. Shooting Shoulder, page 23
 3. Breathing, page 23

4. Sight Alignment, page 23
5. Trigger Squeeze, page 23
6. Follow Through, page 23

C. Shooting Positions, page 23

1. Free-arm Standing Position, page 24
2. Prone Position, page 24
3. Kneeling Position, page 25
4. Sitting Position, page 25

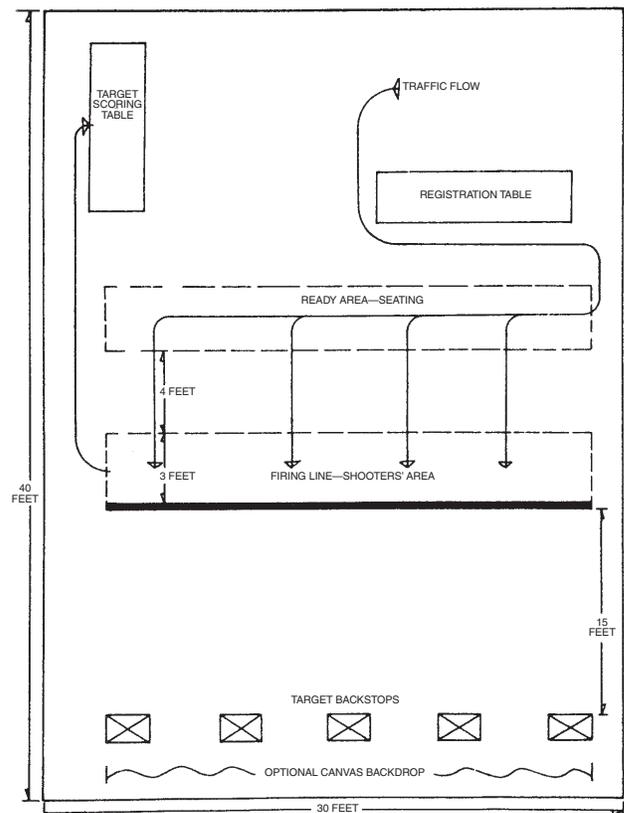
D. Sighting and Scoring Targets, page 26

E. Range Commands, page 31

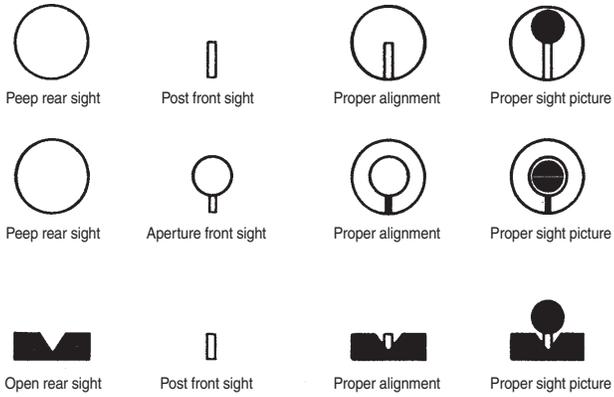
F. Practice shooting

Section IV (30 minutes)

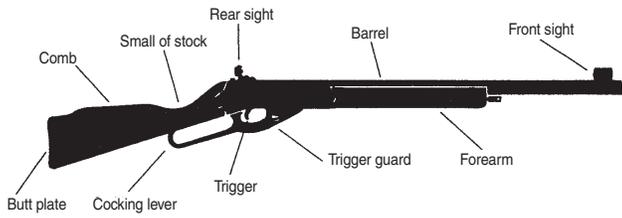
- A. Basic Shooting Activity, page 26
- B. BB Gun Shooting Games and Activities, page 26
- C. Tiger Cubs and BB Gun Shooting, page 21
- D. Cub Scout Shooting Sports Award, page 28
- E. BB Gun Shooting Belt Loop and Sports Pin, page 29



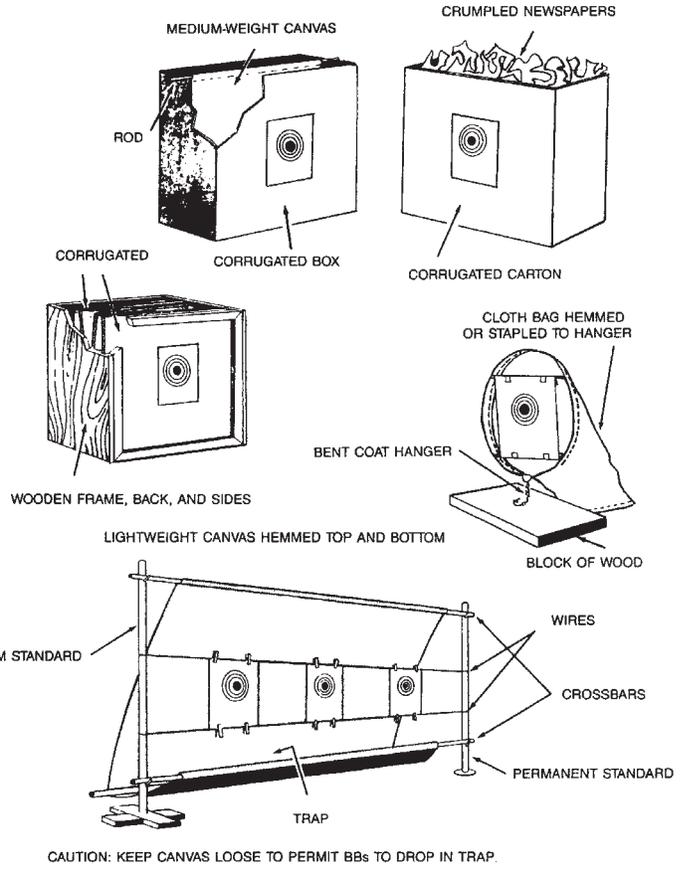
Suggested Range Layout



Sighting Chart

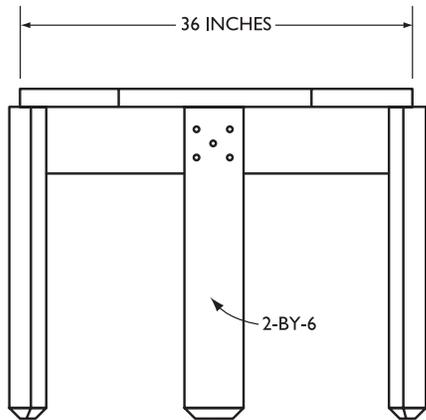


Parts and Nomenclature



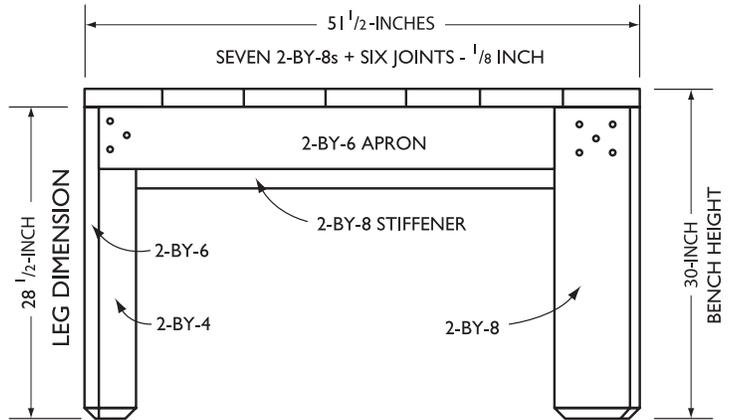
Cub Scout BB Gun Range

Rifle Range Sighting Bench



End view

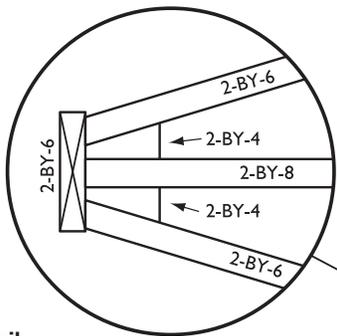
$\frac{3}{4}$ inch = 1 foot



Side view

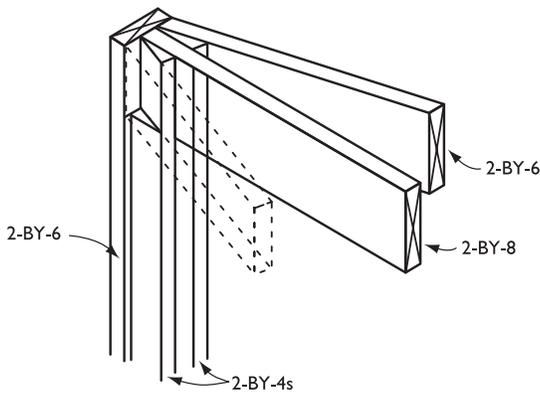
$\frac{3}{4}$ inch = 1 foot

- 30-inch bench height is for youth use with standard (17-inch) chair or stool.
- Tripod design is stable on irregular floor.



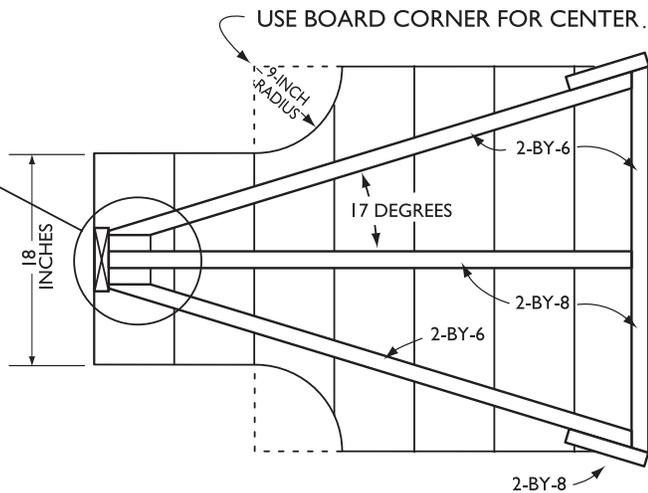
Detail

1 1/2 inches = 1 foot



View of notched leg assembly

$\frac{3}{4}$ inch = 1 foot



Bottom view

$\frac{3}{4}$ inch = 1 foot

- Cut angle 17 degrees.
- Important: Glue and nail all joints.
- For best results use CCA pressure-treated lumber.
- Thanks to the National Rifle Association and North Florida Council, BSA.

SHOTGUN SHOOTING

Shotgun shooting is an exciting activity for older Scouts, Varsity Scouts, and Venturers. It can be used to encourage youth age 13 and older to return to camp.

The responsibility of teaching safe handling of firearms exists in every type of shooting sport. The instructor who teaches only the physical skill necessary to hit targets has missed a great opportunity. Along with the skill there should go a frame of mind that will make the student a safe shooter, a good sport, and a shooter who is fun to be with.

Range Layout and Equipment

The range is 600 feet deep for number 8 shot size or 750 feet deep for number 6 shot size. The width at the ready line and firing line is 75 feet. Shooting stations must be clearly marked. The width at range end is 700 feet. The distance from the ready line to the firing line is at least 15 to 20 feet. Boundaries should be roped or fenced off with only one entrance. The range is usually away from unit campsites and heavily used areas. Have a red range shooting flag and pole. Signs should be posted as follows:

- At the range entrance: **“QUIET—RESPECT SHOOTERS”**
- In several prominent locations as reminders to wear protection: **“EYES and EARS”**
- On fence in front of ready-line bench: **“DO NOT TALK TO SHOOTERS”**

For more information about shotgun range layout, see Engineering Service D64.

It is recommended that either semiautomatic or pump shotguns be used. A 12-gauge shotgun enables beginning shooters to achieve a better success ratio in hitting clay targets. However, a 20-gauge shotgun is often a better choice for a camper because there is less recoil and about a pound less weight. *Both gauges must not be used on the same range.*

Shotguns used in the program need to have the correct stock length (the distance from the trigger to the stock butt) for the shooters who will shoot them. This can be accomplished by having two or three youth models and two or three adult models, as camp funds allow. This variety will provide most camp shooters with a properly fitting shotgun.

Shotgun Equipment for 100 Campers

- 1 range, designed according to National Rifle Association specifications or Engineering Service D64.
- 4 shotguns—20- or 12-gauge.
- 2 traps.
- 500 to 1,000 clay targets. Quantity will vary according to length of season, emphasis in program, and number of youth in camp. Reorder as needed.
- 3 gun-cleaning rods and tips with multiple cleaning patches and extra solvent and oil.
- 500 shotgun shells. Order as needed depending on number of campers, length of camp season, and reloading.
- 1 red range flag and flagpole.

Shooting safety glasses and hearing protectors are required on shotgun ranges to prevent eye and hearing injuries.

Purchase shotgun equipment from a reliable distributor, local sporting goods dealer, or manufacturer.

Shotguns

Gauge

The gauge of a shotgun is determined by the number of lead balls the size of the cylinder bore it takes to make one pound. Therefore, the smaller the number of a shotgun's gauge, the larger bore it has. A 12-gauge shotgun is larger than a 16-gauge, which is larger than a 20-gauge.

Stock and Action

The stock of a shotgun should fit into the meaty pocket between the point of the shoulder and the breastbone, allowing the cheek to rest against the wood, aligning the eyes down the barrel with the bead. If the stock is too long or too short, this fit cannot be achieved properly.

The actions recommended for campers are pump and semiautomatic because the actions can be kept open when the shooter is not firing. However, just because an action is open does not mean that it is unloaded. The gun, therefore, should be pointed downrange (direction of the target) *at all times.*

Barrel and Choke

Unlike the grooved bore of a rifle, the bore of a shotgun is smooth. As explained above, the larger the gauge number of a shotgun, the smaller the bore.

At the muzzle end of the shotgun is a “choke.” Just as the nozzle on a garden hose determines the width of a jet of water, the choke affects the spread pattern of the pellets exiting from the barrel. There are four main chokes: skeet, IC (improved cylinder), M (modified), and F (full). For camp use, skeet and IC are recommended. If these are not available, modified would be the best choice.

Ammunition, Traps, and Reloading

Shotgun shells and rifle cartridges have several similarities and one big difference. Both have cases, primers, powder charges, and projectiles. In addition, shotgun shells have wads.

A shotgun shell case is made of a plastic or paper tube with a metal base. Stamped with the gauge size, the base is filled with powder and contains a primer. The rest of the tube is packed with lead or steel shot pellets or a single lead slug. Separating the powder and the shot is a wad of cotton or plastic designed to seal the bore tightly so that gases from the burning powder charge do not blow past the shot charge.

As with rifle cartridges, shotgun shells must match both the size of the gun and the planned use. A camp shotgun range should have only the proper shells for the shotguns provided. A camp should use *only* one gauge of shotgun, preferably a 20-gauge. Manufacturers use red shells for 12-gauge and yellow for 20-gauge shotshells.

Traps for launching clay targets must be securely mounted on a platform that is anchored in the ground using concrete, wood posts, or a manufactured three-point stand. Targets should be uniformly placed on the trap throwing arm. This enables targets to be thrown consistently in a predetermined direction. A marker or flag downrange will assist in maintaining that consistent flight as traps do move, changing flight patterns.

The trap used should not cause the loader’s arm to become excessively fatigued. Handheld traps must not be used. Hand traps are dangerous in their inconsistency of flight direction as well as fatiguing to the thrower’s arm.

Hay or straw spread on the impact area may keep unhit targets from breaking so that they may be recovered and reused. Do not rethrow cracked or chipped targets. Gloves must be worn to protect hands from chemicals in targets and from the trap arm blade. Trap operators must be trained in safe operation procedures.

Insurance companies are reluctant to cover reloaded ammunition. Reloading shotshells is not recommended. If anyone should be injured by a reloaded shell mishap, the industry would not stand behind the integrity of the reload. Comparing the cost of new ammunition with reloads, a small price difference, plus the time and effort to reload, is not a great savings.

Ammunition List

Twelve- or 20-gauge ammunition is recommended as follows:

1. General recreation or the game of skeet
 - a. 12 gauge—2¾ drams of powder, 1 ounce or 1 ⅞ ounces of size number 8 or 9 shot
 - b. 20 gauge—2½ drams of powder, ⅞ ounces of size number 8 or 9 shot
2. The game of trap (12 gauge recommended)
 - a. 12 gauge—2¾ drams of powder, 1⅞ ounces of size number 8 shot
 - b. 20 gauge—2½ drams of powder, ⅞ ounce of size number 8 shot

Note: To limit the distance the shot will travel, ammunition containing shot larger than number 8 is not to be used.

Shotgun Range Management

All training and shooting must be supervised by a certified NRA shotgun instructor or coach who is 21 years of age or older. It is highly recommended that the shotgun range officer attend the Shooting Sports section of a National Camping School.

All participants must satisfactorily complete Lessons I–III of the *NRA Basic Shotgun Shooting Course* before being permitted to shoot. These lesson plans are the accepted program of the Boy Scouts of America.

Three Rules for Safe Gun Handling

The range officer explains and demonstrates these safe gun-handling procedures:

1. Always keep the gun pointed in a safe direction.
2. Always keep your finger off the trigger until ready to shoot.
3. Always keep the the gun unloaded until ready to use.

Range Procedure

In range operation, there are six people on the firing line of a shotgun range: two shooters, two coaches, the trap operator, and the range officer. All wear eye and hearing protection. The trap should be approximately in the middle of the firing line. The shooters' positions are about six feet to the right and left of the trap. The operator is at the trap. The range officer stands about three steps to the rear of the firing line and between the operator and the shooters. From this point the range officer can observe both the shooters and the trap as well as the full flight of the target. Traps should be 15 feet apart; each trap serves two shooters.

The range officer's first command is **"READY—LOAD."** On this command, the coach loads one shotshell*; simultaneously, the trapper cocks the trap arm and loads a target. When ready, the shooter calls, **"PULL."** The trap is released immediately and the shooter fires. The range officer scores the shot.

*For Venturers who are accomplished shotgun shooters, two shells may be loaded at once in order to shoot the two targets thrown at the same time (doubles). For typical Boy Scouts, *only* one shell is loaded at a time by the coach or instructor/range officer.

Any breakage or chipping of the target constitutes a hit. Should there be too much delay in releasing the trap after the call of **"PULL,"** should the target be thrown before the shooter's call, or should there be any abnormality in the flight of the target, the range officer will call **"NO BIRD."** Such a target will not count if the shooter does not fire; but if the shooter fires, the target will be scored as usual. Targets broken on release from the trap are not scored.

Hearing protection should be worn at the ready line. Anyone on the firing line will wear eye and hearing protection. For those wearing corrective glasses, additional eye protection is not needed.

More information is available in the *Shotgun Shooting* merit badge pamphlet and the *NRA Basic Shotgun Shooting Course*. See "Resources" at the end of this section.

MUZZLELOADING RIFLE SHOOTING

Standards

The following standards pertain to the use of and training in muzzleloading rifles.

I. Powder Storage

- A. Bulk storage should be limited to 25 pounds.
- B. Storage should meet standards set by federal regulations of the Bureau of Alcohol, Tobacco, and Firearms, a division of the U.S. Department of Treasury (Title 27—Part 181—Subpart J—Storage).
- C. Storage box should be locked in an isolated bunker.
- D. Powder should be kept cool and dry.
- E. Use Pyrodex® if possible.
- F. Percussion caps should be stored separately from powder.

II. Powder Use

- A. Limit range use to one-pound containers that have a spout that can be covered easily.
- B. Use a powder measure to transfer powder from the container to the muzzle. *Never* load a gun directly from the powder container.

III. Range

- A. Range shooting only.
- B. Always outdoors—never indoors.
- C. Recommend targets at 25 yards.
- D. Fire at earthen embankments only—never into metal or rubber-tire backstops.

IV. Firearms Specifications

- A. Original muzzleloader should be checked carefully by an expert before it is shot.
- B. Manufactured muzzleloaders or guns assembled from a kit should be inspected by a qualified gunsmith.
- C. Use percussion rifles only; .45- to .50-caliber recommended.

V. Powder Specifications

- A. FFFg
Maximum load: 1 grain per caliber
Recommended load: ½ grain per caliber

- B. Pyrodex® is recommended for use in place of black powder because it is cleaner, it yields more shots before cleaning is needed, and it is easier and safer to use. Black powder is unstable and explosive. Pyrodex® can flash up but will not explode.

VI. Recommended Targets

- A. Clay targets
- B. Charcoal briquets
- C. Paper targets

VII. Required Personal Safety Equipment

- A. Safety glasses
- B. Hearing protectors
- C. A hat and natural-fiber, long-sleeved shirt or jacket

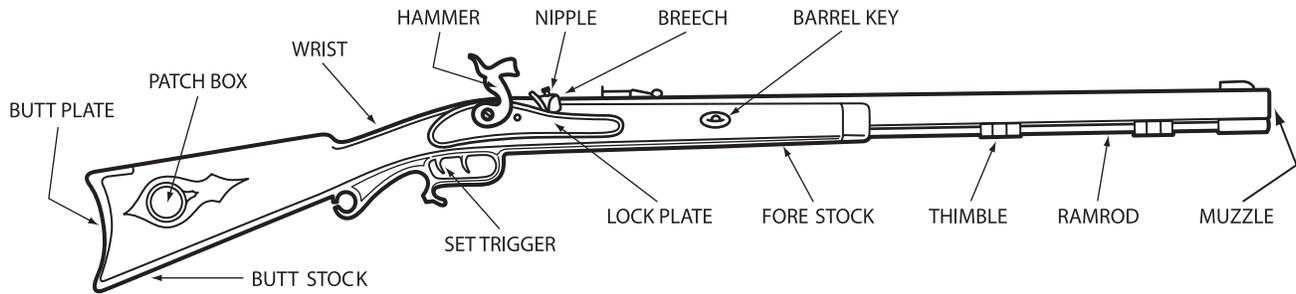
VIII. Instruction

- A. Prerequisite of learner:
 1. Basic marksmanship safety training with a .22 rifle
 2. Knowledge of fundamentals of marksmanship
 3. Minimum experience—beginning qualification level (NRA, 4-H, military firearms instruction, police firearms instruction)
- B. Muzzleloading orientation:
 1. *NRA-NMLRA Basic Muzzleloading Rifle Shooting Course*, Lessons I-III
 2. Instructor demonstration of loading, firing, and cleaning with emphasis on safety
 3. One pupil with one instructor or qualified coach under instructor supervision when loading or firing

IX. Instructor Certification

Muzzleloading activities at Boy Scout camps shall be conducted by

- Persons certified by the National Rifle Association or National Muzzleloading Rifle Association as muzzleloading rifle instructors and who are at least 21 years old
- A BSA shooting sports director with current training card, who is at least 21 years old



Muzzleloading rifle

Muzzleloading and Black-Powder Shooting

Muzzleloading rifles bring history into perspective on the shooting range. The soldiers and pioneers of the colonial period did not have repeating rifles, cartridges, stainless steel barrels, or noncorrosive powder as we do today. Instead they learned how to properly load and clean a rifle so it would remain an accurate and useful tool.

Shooting a muzzleloading rifle is similar to shooting a regular rifle and can be done on the same range. (See “Range” on page 6-22.)

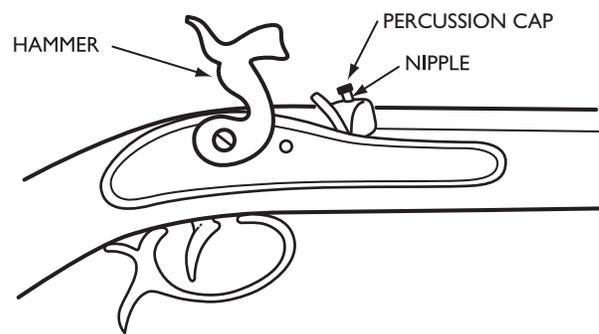
Equipment

The muzzleloading rifle has four main part groups: the barrel, the trigger, the stock, and the lock. The two most common types of locks are the flintlock and the percussion lock.

The *flintlock* is a firing mechanism in which a piece of sharp rock or “flint” is held in the jaws of the hammer (cock). When cocked and released by the trigger, the hammer strikes forward against the flash pan cover (frizzen), causing sparks to fly into the flash pan as the cover opens. Flash powder (FFFF grade) in the pan ignites, flashes through a small hole (flash hole) into the barrel, and sets off the powder charge (FF or FFF grade) that propels the ball out of the barrel.

The *percussion lock* is a more foolproof system that uses a cap on a nipple to discharge the gun. In this type of rifle the cap serves as the primer instead of the flash powder. When placed on the nipple and struck by the hammer, the cap flashes a hot flame down through the flash hole into the barrel. This type of lock fires the gun instantly instead of with the flash delay so noticeable with the flintlock. The delay is called “lock time.”

Only percussion-lock muzzleloading rifles are permitted at BSA ranges. (See the Percussion illustration.)

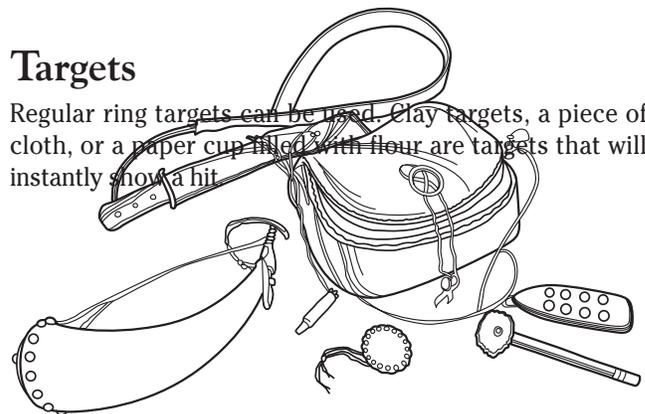


Percussion

Several pieces of equipment are needed to load and clean the rifle: a knife to cut patch material (unless pre-cut patches are used), a powder measure, a ball starter to push the patch and ball down the barrel the first inch, a ramrod to seat the patch and ball all the way down the barrel, and a wire to clean the nipple. A typical frontiersman kit is illustrated below.

Targets

Regular ring targets can be used. Clay targets, a piece of cloth, or a paper cup filled with flour are targets that will instantly show a hit.



A popular target called a “gong” is made from a round piece of ¾-inch steel 11 inches in diameter with a length of chain welded to it. When a ball hits the steel, it makes a loud “gonging” noise. The gong is a low-maintenance target and will last a long time.

Ammunition

Ammunition for a muzzleloader has three components: the powder, the patch, and the ball.

Black powder designed to be used in sporting rifles is identified by the letters “F” and “g.” Powder marked “FFg” means “double-fine grind” and is used more commonly in large-bore guns, while powder marked “FFFg” means “triple-fine grind” and is popular in medium- and small-bore firearms. FFF is probably the best all-around powder used in rifles smaller than .50 caliber. Black powder marked “FFFFg,” or commonly referred to as 4F powder, is what muzzleloaders refer to as “flash” powder. It should be used only for priming flash pans in flintlock firearms. The 4F powder burns too fast to be used as the main charge behind a ball and should not be used in that manner.

Pyrodex® should be used if possible because black powder is extremely sensitive to sparks and open flame. Pyrodex® is a safer substitute that is less sensitive. Pyrodex® should be used in a volume equal to the black powder load; Pyrodex® is not equal to black powder by weight. Pyrodex® produces nearly identical pressure, bullet velocity, smoke, and noise. It burns without the heavy fouling of regular black powder. Even Pyrodex® must never be used (or containers opened) around people smoking, or near open flame or campfires.

Pyrodex® is identified by the letters “RS” or “P.” “RS” Pyrodex® is designed for rifles and shotguns. “P” Pyrodex® is for use in muzzleloading pistols. Pyrodex® must be carried ONLY in containers that do not collect static electricity, such as wooden containers; leather, horn, bone, or antler containers; or lead, copper, brass, or silver (nonferrous metals) containers that will not spark with static electricity when touched or grounded.

Pyrodex® MUST be kept dry. This is crucial as even heavy humidity in the air or a heavy dew during the night will make it difficult to fire.

This powder, because of its low pressure during firing, does not kick hard like high-powered rifles do, and can be hand-loaded with lesser powder charges, making it pleasant for young people to shoot.

For **patches**, cotton rags are the easiest material to obtain. Patching material must be pure 100 percent cotton, or linen. Never use synthetic material, as the fibers melt under the heat of the gun being fired. Precut and prelubricated patches are available.

Round lead balls are generally used in muzzleloaders. Make sure you have the right diameter ball to ensure a fit when it is patched and loaded.

Muzzleloading Equipment for 100 Campers

- 1 25-yard range with one or two firing points
- 2 muzzleloading rifles, .45- to .50-caliber, each with ramrods
- 4 ball starters
- 2 extra ramrods
- 1 fiberglass working rod
- 1 carbon dioxide ejector

Range

Any safe and approved outdoor rifle range can be used for black-powder shooting; however, the distances are usually restricted to 25, 50, and 75 yards because of the slow speed and drop of the ball fired with black powder. We recommend 15 yards for inexperienced shooters. Fire at earthen embankments only—never into metal or rubber backstops.

All safety rules applied to other rifles must also be applied to black-powder shooting. These firearms are just as dangerous, within their range, as any other firearm.

Training Procedure

First, explain and demonstrate these safe gun handling rules:

- Always keep the gun pointed in a safe direction.
- Always keep your finger off the trigger until ready to shoot.
- Always keep the gun unloaded until ready to use.

Loading

Be sure the shooters know the correct procedure to load and fire the muzzleloader. Beginners should always have a trained muzzleloading rifle instructor standing alongside to coach and assist them throughout the loading, firing, and cleaning of the gun.

As mentioned, loading a muzzleloader requires a number of tools and gadgets along with the powder, patch, ball, and a primer.

First, stand the gun on the ground between your legs so that the trigger guard is facing you, the sights facing away from you, and the gun tilting away from you.

Now draw the ramrod out of the stock and drop it down the barrel to check that the gun is empty and does not already have a charge and ball in place. To determine this, take hold of the protruding end of the ramrod with thumb and forefinger, flush with the muzzle; now withdraw the ramrod and lay it along the outside of the barrel. If the other end

of the rod reaches the flash hole, the gun is unloaded. Mark the ramrod at that point to indicate “empty.” Replace the ramrod in the stock.

Measure your powder charge into the powder measure, and swing the powder horn aside with stopper or plug in place. Do not overload with a double or triple charge. Pour the powder charge down the muzzle. Then tap the side of the barrel a couple of times with the heel of your hand to shake all the powder down to the bottom of the barrel.

IMPORTANT: NEVER, NEVER, NEVER pour powder directly from a powder horn or flask into the bore (muzzle) of the gun. The barrel might have a spark glowing inside, left from the previous shot. Any powder contacting this spark would instantly flash back up the barrel and into the powder container, causing the whole container to blow up.

Now you are ready to patch the ball. Lubricate the patch if you are not using a prelubricated one. Grease, such as shortening, can be used on a patch for hunting, where the gun might be packed for hours without firing. However, a “spit” patch wet with saliva works well where the rifle will be fired within a few minutes, as on a rifle range.

Important: A wet patch should never be packed in a rifle longer than a few minutes, as it might rust a ring in the bore, which could be damaging to the gun.

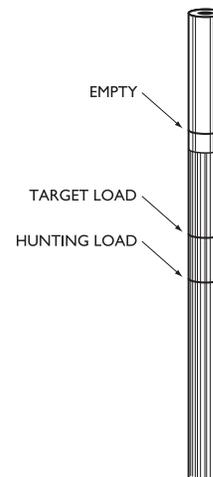
Place the lubricated patch on the muzzle and center the ball. With the short shaft of the starter placed over the ball, strike the starter with the heel of the hand and drive the ball in flush with the muzzle. This causes the patching cloth to wrap around the lead ball so that the bare lead ball cannot contact the rifling of the barrel and “lead up” the bore. This also serves to seal the bore tightly so that the gases developed from the burning powder cannot blow by the ball.

Trim off any excess patching with the patch knife. Precut patches are available and inexpensive, and they save time that may be at a premium on a camp range.

With the long shaft of your ball starter, drive the ball deeper. Remove the ball starter and, once again, withdraw the ramrod from the stock. Place the ramrod into the muzzle, holding it no more than 8 to 10 inches above the muzzle (holding it any further up could result in your breaking the ramrod, and possibly injuring your hand). Apply a little pressure, grasping the ramrod with your fingertips rather than with your hand. You should encounter only slight resistance in pushing the ball all the way through the barrel. It is vital to ensure that the ball is seated securely against the powder charge. Any gaps between the charge and the ball could create a dangerous situation when you fire.

When you are sure that the ball is tightly seated against the powder charge, mark the ramrod at the point where it is flush against the muzzle for future reference. This will tell

you how far you must push the ball to securely load your rifle for subsequent shots. See the illustration below.



Important: The ball must be seated on the powder. Any load having the ball stuck partway down the barrel is a dangerous load and should not be fired. Have an experienced black-powder shooter remove the ball.

The instructor and shooter move to the firing line. The shooter positions the gun for shooting. Only then does the instructor insert the percussion cap in place, and the gun is ready to fire. Always wear safety glasses. This will prevent possible eye damage from cap fragments or “blow back” through the nipple. Use a carbon dioxide ejector.

Firing

Remember the safety rules and handle the gun as you would any other firearm, making sure it is always pointed downrange until it is fired.

Before taking aim, notice the trigger. Some rifles have only one trigger, while others have two. Those with two are said to have “set” triggers. When the rear trigger is pulled, it sets the front trigger, making the front trigger extra sensitive to the touch. This is called a “hair trigger” and should not be touched until the gun is placed to the shoulder and carefully aimed at the intended target. No one should insert a finger into the trigger guard until the gun is aimed and ready to fire.

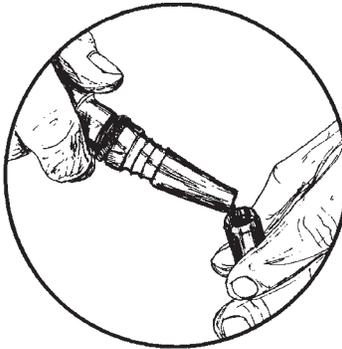
Any rifle that fails to fire upon the snap of a cap should not be lowered from the shoulder, but should be kept to the shoulder and pointed downrange (toward the backstop) until the instructor or range officer can assist the shooter. They will then help clear the nipple and recap, ready for another try.

If the rifle fails to fire after firing two or three percussion caps, the instructor should clear the gun by using a carbon dioxide ejector or by pulling the ball and powder charge (there are special tools for this), and clean and dry the

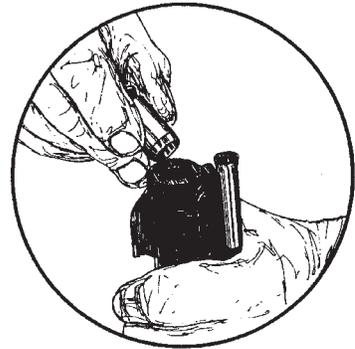
Loading Rifles and Muskets



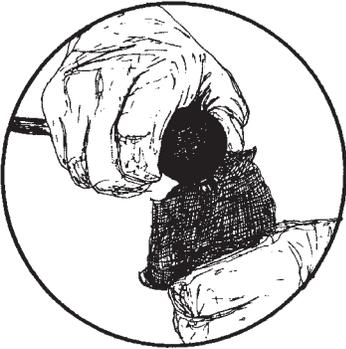
1. After determining that the nipple vent or flash hole is clear, place the hammer at half-cock.



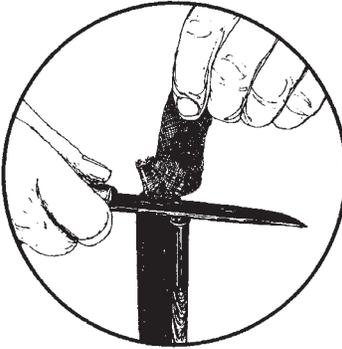
2. Fill the powder measure from the horn or flask.



3. Using the powder measure, pour powder charge into the bore.



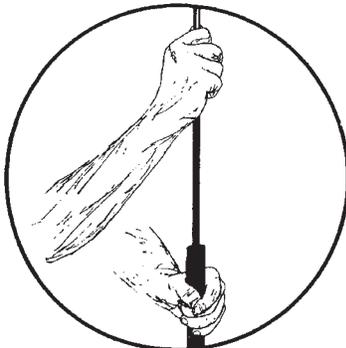
4. Position patching material over the muzzle and seat the ball—flat side up—using the short starter.



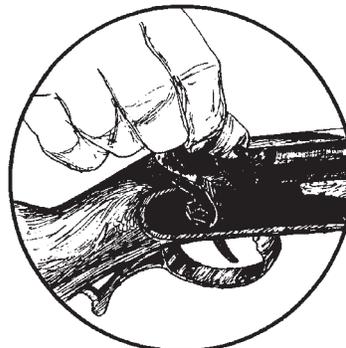
5. Trim the patch flush with the muzzle (unless using a precut patch).



6. Using the long starter and a single blow from the hand, start the ball down the bore.



7. Use the ramrod—and steady pressure—to firmly seat the ball against the powder charge. Leave no air space.



8. Place the cap on the nipple, applying firm pressure to the seat.

barrel. The gun can then be reloaded for another try. If the rifle does not fire, it should be taken care of immediately and not set aside to be cleared later. A loaded gun must not leave the firing line!

Cleaning the Muzzleloader

When the gun is fired, a carbon-like deposit is left in the barrel. If the gun is fired several times without cleaning, this residue or *fouling* will build up until the gun becomes difficult to load, and the chance of getting a ball stuck in the barrel while loading becomes very real.

It is strongly recommended that the barrel be cleaned after each shot. This is easily done by wetting a cleaning patch on the tongue, then running the patch the full length of the barrel several times. Pyrodex® fouling is water-soluble and dissolves easily with a wet patch. Follow this with a clean, dry patch and the gun is ready to be reloaded. A clean barrel will always shoot more accurately than a dirty barrel.

Pyrodex® is extremely corrosive. Rifles must not be left overnight without cleaning. After your shooting activity is over for the day, the rifle should be thoroughly cleaned with hot, soapy water. Any dishwashing detergent will work well. A cloth wet in this solution can be used to wipe off any smoky residue from the outside of the gun around the flash hole and the muzzle.

Wipe the bore and the outside dry with a clean, dry patch. Then lightly oil inside and out with a good grade of gun oil.

The gun should then be stored in a cool, dry place, preferably a locked gun cabinet or storage area.

Proper Powder Storage

- A. Purchases of Pyrodex® should remain small and should not exceed the amount necessary to conduct the program. Limit bulk storage to a maximum of 25 pounds.
- B. Storage should meet standards set by federal regulations of the Bureau of Alcohol, Tobacco, and Firearms, a division of the U.S. Department of the Treasury (Title 27—Part 181—Subpart J—Storage), and state requirements.
- C. Pyrodex® should be stored in original containers (Department of Transportation approved) with proper identifying labels being used at all times.
- D. Containers should be stored according to their contents (i.e., powder of different grades should be stored in separate sections).
- E. Pyrodex® should be regularly checked—a minimum of once every three days—for deterioration and/or lost or stolen quantities. In the event of deterioration, dispose of immediately. In the event of lost or stolen quantities, immediately notify the proper Scouting authorities.

- F. Store Pyrodex® separately from powder, petroleum products, or other highly flammable substances.
- G. Storage facilities should be kept cool, dry, and free of dirt, paper, empty packages and containers, and rubbish, with the floors being regularly swept. (Brooms, containers, and tools should have no spark-producing metal parts.)
- H. Pyrodex® should be stored in a manner so as not to interfere with the ventilation of the storage facility, and likewise should be stored away from the walls (to reduce absorption of heat).
- I. Smoking, matches, open flames, and spark-producing devices shall not be permitted in, or within 50 feet of, any outdoor storage facility.
- J. Store Pyrodex® away from electrical outlets or circuits or other sources of static electricity.

Safety Procedures for Muzzleloading Rifle Instruction

- Do not allow smoking around a muzzleloading rifle range or around Pyrodex®.
- Limit the size of the powder horn used in the program to reduce the severity of a possible accident.
- Only the instructor should talk with the person who is loading a muzzleloading rifle.
- Horseplay around the range is forbidden and is dealt with severely if it occurs.
- Only an instructor should remove a jammed ball from a muzzleloading rifle.
- The range officer should periodically inspect powder horns for possible leaks.
- Muzzleloading rifles should be certified annually by a gunsmith—no rifle should have a hair trigger.
- Casting of balls for muzzleloading rifles should be avoided for health reasons.
- The best treatment for powder burns is to immerse the portion of the body that is burned into ice water.

For supplemental references, including the *Rifle Shooting merit badge pamphlet*, *The Muzzleloading Rifle Handbook*, and *The Muzzleloading Shotgun Handbook*, see “Resources” at the end of this section.

ARCHERY

Where is the child who has not made a bow from a branch and shot some weed arrows? Children seem to be born with the urge to use one of the world's oldest projectile throwers.

Today's archers and their equipment surpass any of those in history. Without taking the thrill and joy out of archery, we must teach Scouts and Venturers that the bow and arrow are potentially dangerous.

Archery, with its appeal to young people, provides a colorful, interesting, and worthwhile activity for units at home and afield. The beginner gets immediate satisfaction, yet finds a continuous challenge while developing into a skilled archer. This outdoor activity provides good physical exercise and develops powers of concentration and coordination.

Useful supplemental references will be found in the *Archery* merit badge pamphlet. See "Resources" at the end of this section.

Bow and Arrow Safety

Modern bows and arrows are potentially dangerous. Scouts and Venturers must learn these simple safety rules:

- A bow, like a gun, must never be pointed at a person.
- Never release an arrow without being able to see its full, clear path to the target.
- Never draw a bow if anyone is in front of the shooting line. Stand behind the shooting line.
- Arrows should be nocked only on the shooting line at the field captain's signal and pointed only in the direction of the target.
- Stop shooting immediately on signal from the range officer or if anyone crosses in front of or behind the target.
- Never shoot an arrow up into the air.
- Break and discard all cracked or fractured arrows.
- Draw a bowstring only with a nocked arrow of proper length. Failure to do this may result in overdrawing and breaking the bow or in personal injury.
- Observe all state and local laws on using a bow.
- Always wear an arm guard and finger tabs or gloves.
- Broadhead arrows are for those who are licensed to hunt. They have no place in Scouting archery activities.

- Bows and arrows should be used only in places set aside for their use. Target or field archery ranges should be established and clearly marked on all sides. All shooting must be done on an established and supervised area.
- Always practice courtesy and good sportsmanship.
- When hunting a lost arrow, leave your bow standing against the target face. Better yet, have a partner stand by to intercept other archers who may follow.
- Stay on marked paths. Travel the direction in which targets are marked.

Range Supervision

The archery program requires a qualified and trained archery range officer, 18 years of age or older, to assume responsibility for the program. A qualified and trained archery range officer must actually direct the operation of the range program and instruction. A National Archery Association-qualified instructor is recommended.

Note: See *Shooting Sports for Cub Scouting*, No. 13-550.

Training Archery Range Officers

Use this outline to train archery range officers for district or council Cub Scout camps or events.

Section I (40 minutes)

- A. A Brief History of Archery, page 5
- B. Safety Guidelines, page 7
 1. Sun Safety on the Shooting Range, page 8
- C. Equipment, page 15
 1. Review bows, bowstrings, arrows, arm guards, finger tabs, quivers, points of aim, target butts, target faces, and backstops.
 2. Review how to string and unstring a bow.
 3. Review how to maintain, store, and care for equipment.
- D. Range Layout, page 14
- E. Range Operation Rules, page 15

Section II (40 minutes)

- A. Archery Shooting Basics, page 8
 1. Eye Dominance, page 8
 2. Stance, page 8
 3. Nock the Arrow, page 8
 4. Establish the Bow Hold, page 9
 5. Draw, page 9
 6. Aim, page 9
 7. Anchor, page 10
 8. Release or Loose, page 10
 9. Follow Through, page 10
 10. Retrieve Arrows, page 10
- B. Targets and scoring
 1. Target Butts, page 17
 2. Target Faces, page 17
 3. Backstops, page 18
- C. Proper Whistle Codes, page 18
- D. Practice Shooting

Section III (20 minutes)

- A. Training Cub Scouts, page 6
 1. Teaching Tips, page 6
- B. Shooting a Competitive Round, page 11
- C. Archery Games and Activities, page 11
- D. Tiger Cubs and Archery, page 7
- E. Cub Scout Shooting Sports Award, page 12
- F. Archery Belt Loop and Sports Pin, page 12

Range Layout

For a range layout for outdoor use, see the illustration on page 6-28. If at all possible, the range should be laid out so shooting is done in a northerly direction. To protect arrows, all outcropping stones and rocks should be reduced to ground level. Grass should be planted so a good sod is developed. Keep grass cut close. Sandy soil needs no ground cover.

Range Operation

- Never operate the range without adult supervision.
- Be sure that all safety rules are understood and followed.
- Range flags must be flown while range is in use.
- Check all equipment before using to be sure that bows, bowstrings, and arrows are in safe condition.
- All spectators and archers waiting to shoot must remain behind the shooting line at all times.

Archery is a colorful, interesting, and worthwhile activity for boys. The beginner gets immediate satisfaction, yet finds a continuous challenge as he develops into a skilled archer. This activity provides good physical exercise and develops powers of concentration and coordination.

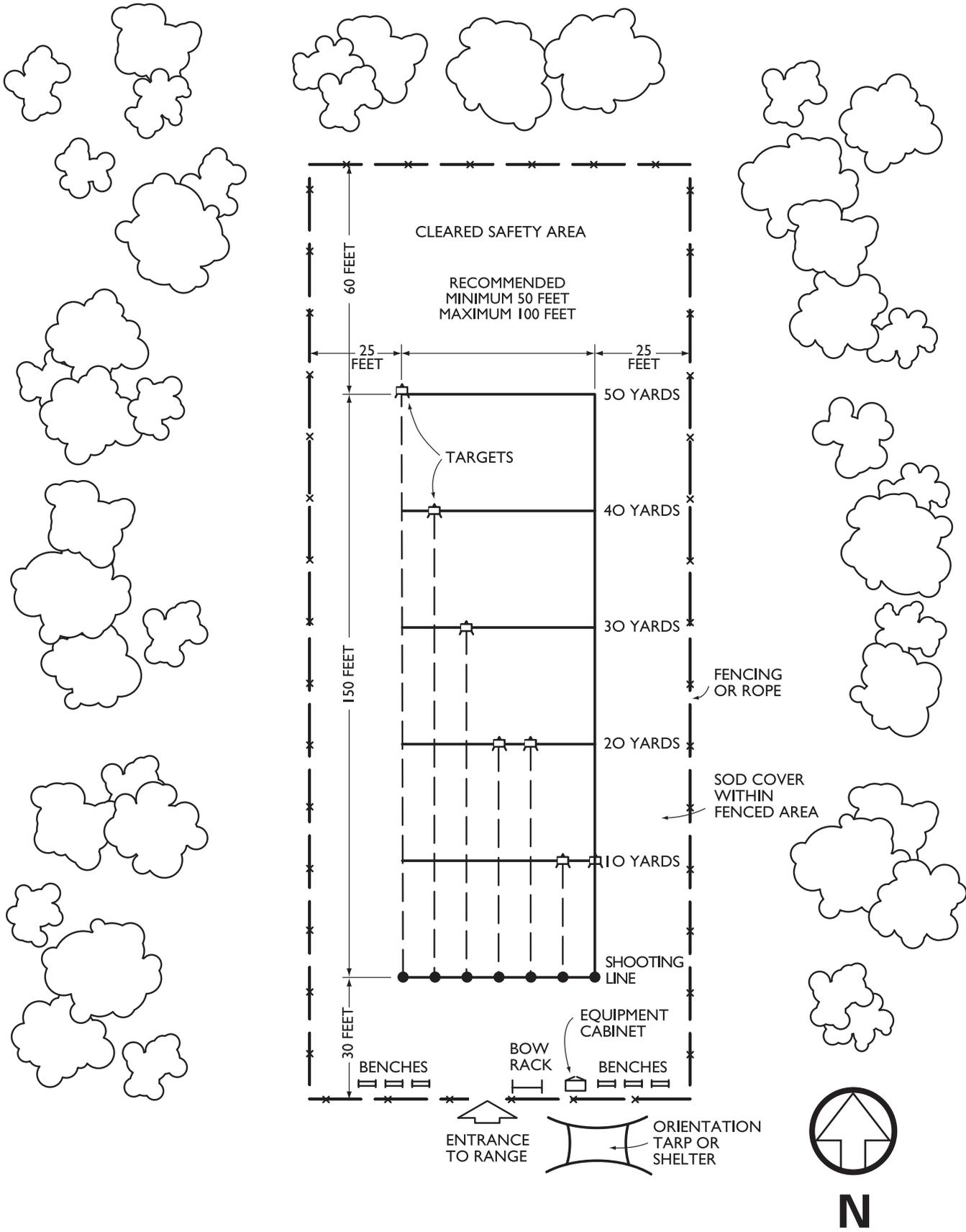
The goal is to teach Tiger Cubs with their adult partners, Cub Scouts, and Webelos Scouts how to use the bow and arrow safely.

Leadership

Cub Scout archery must be conducted by *trained, qualified* on-site range officers who actually direct the operation of the range program and archery instruction. To qualify as an archery range officer, the range officer must be at least 18 years old and be trained by a National Camping School-trained shooting sports director or a National Archery Association (NAA) instructor.

The archery range officer also must be familiar with the archery section of *Shooting Sports for Cub Scouting*, No. 13-550, and be registered with Boy Scouts of America.

The local council issues a Training Course Pocket Certificate, No. 33767, and keeps a record of those who have been trained. Training must be renewed every two years.



Archery Equipment

The beginner in archery should start by using equipment already made. Do not take away the joy of the sport by taking time to make equipment.

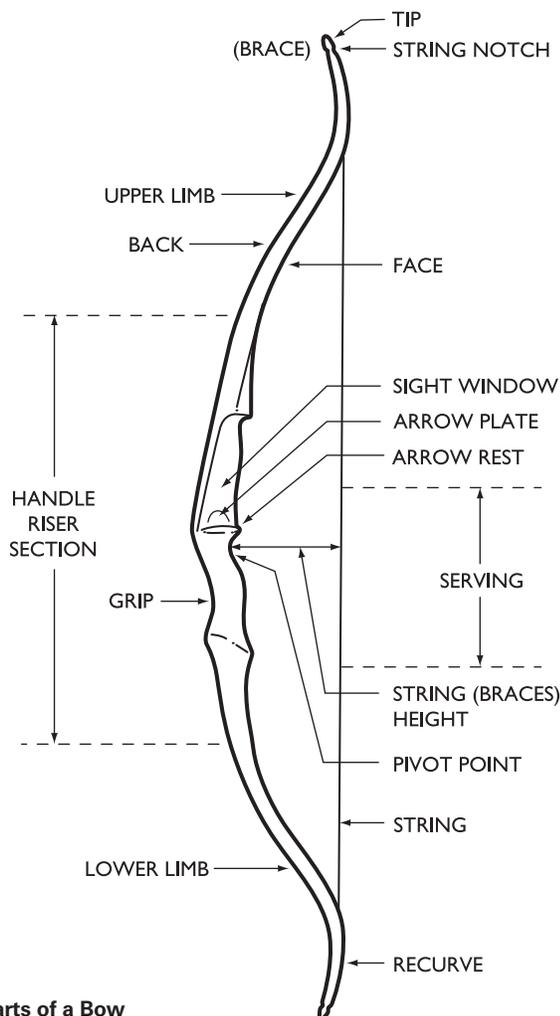
It is important that youth learn how to take care of equipment. This should be a part of their early training.

Bows

Beginners should use very light bows with not more than a 25-pound pull. This is the force in pounds required to draw the bow a specified length. Bows of this weight are usually about 5 ½ feet long and preferably of the semiflat or recurve type. Lemonwood, glass, laminated wood, and glass or fiber are the most reasonably priced.

The upper limb of the bow should be clearly marked.

For older Scouts, Venturers, and experienced archers, heavier bows up to a 35-pound pull are acceptable. In any event, the bow should not be so heavy that the archer tires while handling it.



Parts of a Bow

Arrows

Most young beginners will use 26-inch-long arrows. Longer arrows should be available to meet the needs of larger youth. Arrows made of a single dowel of Port Orford cedar, pine, birch, aluminum, or fiberglass are suitable for beginners. Wood arrows are the least expensive, but aluminum and fiberglass arrows are more durable and will last much longer. If there is little possibility of losing them, aluminum and/or fiberglass arrows may be the best buy.

Advanced archers will become concerned with matched arrows (spine and weight) for their own bows. Such equipment should be accrued as personal property. Its acquisition is a matter of personal preference. Interest in this is a payoff for the instructor.

It should be remembered that the same length arrow is used by the archer regardless of what bow is used.

Arm Guard

The arm guard is either leather or plastic with elastic straps. It is slipped over the forearm that holds the bow and provides protection from the slap of the bowstring after the arrow is released.

Finger Tabs

Made of smooth leather, finger tabs absorb the friction of the bowstring across the fingertips. Without them, painful blisters can develop. Many designs are available, but for beginners the simplest and most inexpensive type is satisfactory.

Quivers

For the beginners on an archery range, the very simple ground quiver, Engineering Service D66, made from wire or a tin can nailed to a stake in the ground is quite satisfactory.

Tassels

Tassels made from frayed soft-cotton rope, yarn, or a piece of cheesecloth are used to clean dirt from arrows that strike the ground.

Point of Aim

The point of aim is simply a small piece of paper, light-colored plastic, etc., that may be readily seen when placed on the ground in front of a target. The archer uses it as a sighting point when shooting at the target. It may not exceed 1½ inches in diameter, nor be placed more than 6 inches above the ground, according to a National Archery Association (NAA) ruling.

Target Butts

Regulation targets for beginners are about 48 inches in diameter and are made of straw or polystyrene foam. Such targets are placed on soft-pine tripods so that the bull's-eye is no more than 48 inches above the ground. The tripod's legs should be anchored to the ground to prevent tilting.

Bales of straw stacked across the target line and high enough to mount the target face will serve as target mounts. Take care in stacking bales to be sure they are very close together. Keep bales off the ground by stacking them on old tires.

Targets should be covered with canvas or tarps when not in use to protect them from rain.

Target Faces

It is recommended that the four-foot standard target face be used on outdoor ranges. There are three different types—paper, canvas, and oilcloth. Paper targets do not stand up as well as the other two but are more economical.

Smaller target faces are made to be used on ranges with limited shooting distances.

The target is made up of concentric circles of different colors. Each represents specific points scored:

Gold—9 points

Red—7 points

Blue—5 points

Black—3 points

White—1 point

Storage Locker

When not in use, archery equipment should be kept in locked storage and protected from weather and rodents. See Engineering Service D65.

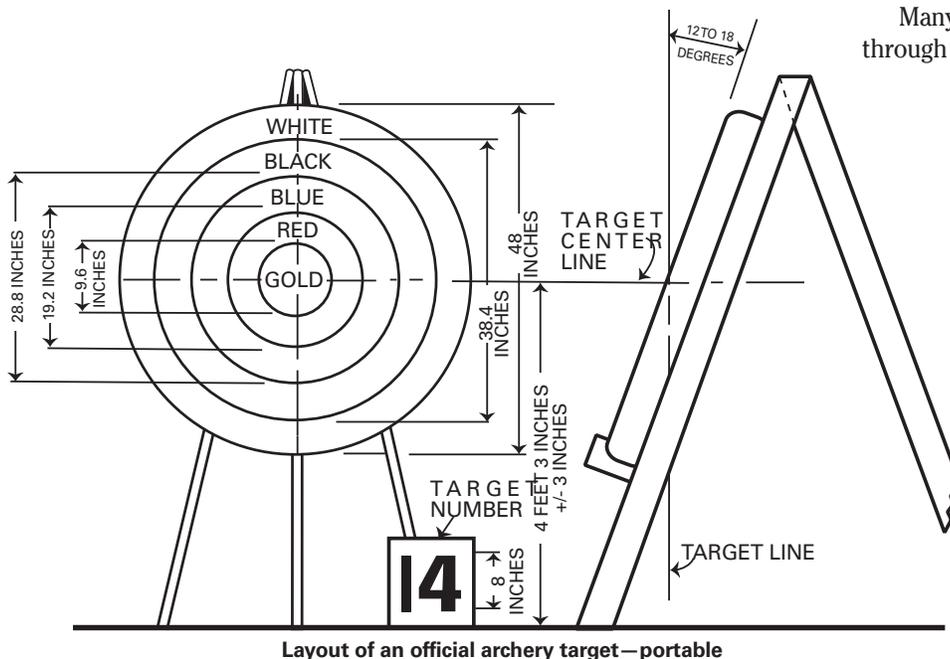
Backstops

Baled straw stacked behind the target will catch wild shots, and several layers of burlap, old canvas, or rugs hanging loosely over a horizontal pole or plank one or two inches wide will stop arrows that miss the target. These materials will last much longer if they can be rolled up and stored between seasons.

Archery Equipment for 100 Campers

- 1 range, designed according to Engineering Service D66
- 4 4-foot target faces mounted on straw target butts and tripods or on stacked, baled straw
- 10 bows: three 20-pound, five 25-pound, one 30-pound, one 35-pound
- 12 bowstrings
- 12 finger tabs
- 12 arm guards
- 60 arrows selected to fit bows
- 36 action archery arrows
- 2 sets of field archery targets
- 60 plastic jugs (various sizes)
- 12 ground quivers (camp made)

Many of the above items are available through the Supply Division.



Layout of an official archery target—portable

Shooting Techniques

Stringing the Bow (Bracing)

Always use a bowstringer to string or “brace” a bow. The step-through and push-pull methods can cause permanent damage to bows by torquing their limbs. A bowstringer is a piece of string about 5 feet long that has a leather cap at each end. The larger cap attaches over the bottom bow notch and the smaller cap goes over the upper bow notch. The top cap is small enough for the bowstring to be slipped into the bow notch.

To brace a bow, position the bottom end of the bowstring in the bottom notch and slip the caps of the bowstringer over the ends of the bow. Holding the bow by the grip, allow the stringer to rest on the ground. Step on the center of the bowstringer and smoothly pull upward on the bow grip to tension the bow. Using the thumb and index finger, slide the top loop of the bowstring into the upper bow notch.

Check the bow to make sure that the bowstring is properly in place. To unbrace a bow, tension it and guide the top loop down. Bows that are not in use should be unbraced before being stored.

Eye Dominance Test

Before shooting a bow, all archers should determine which eye is dominant using the same test described in the chapter on rifle shooting.

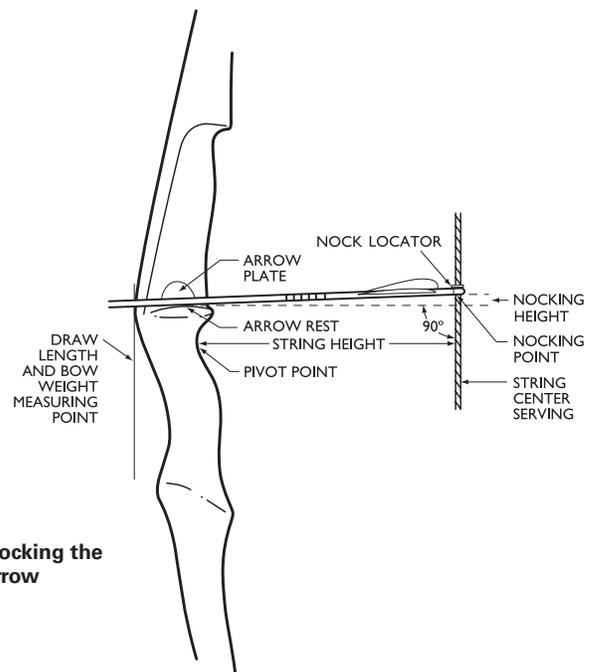
Stance

To assume a square stance, an archer should lay an arrow across the shooting line so that the arrow points at the center of the target. The archer then places the toes of both feet against the arrow. Straddle the shooting line and spread the feet comfortably (about shoulder width) with body weight evenly distributed on them. Relax the knees—do not lock them backwards. Golf tees pushed into the ground make good foot markers for consistency in placing the feet. Once the feet are properly positioned, stand erect and without jutting the hip. Position the head so that vision is parallel with the ground and so that the chin is above the left shoulder.

Nocking the Arrow

The left hand holds the bow, tilting the tip away from the body at a 20-degree angle with the string toward the body. Grasp an arrow by the nock between the thumb and index finger of the right hand.

Each arrow is nocked so it is at a 90-degree angle with the bowstring. Just above the proper nocking point whip the bowstring with a small piece of brightly colored thread, which serves as a nock locator. This enables each arrow to be nocked in the same place for consistent shooting.



Nocking the arrow

Lay the shaft of the arrow on the arrow rest and slip the nock onto the bowstring just below and just touching the nock locator. Do not apply pressure on the arrow with the index finger because this will damage the arrow rest. Nock the arrow so that the index feather (the differently colored fletching) faces the bow arm (the arm holding the bow). Some arrows have a small ridge on the nock to designate the index feather.

Place the index finger of the right hand above the nock and the next two fingers below the nock. “Hook” the bowstring with the first joint of these three fingers without curling them and without applying pressure on the arrow nock.

Draw

Bring the left hand up, turning the hand so the bow assumes a vertical position at arm’s length. The heel of the left hand presses against the bow grip with the bow in the V between the thumb and index finger. The left hand should not “grip” or “hold” the bow; pressure against the lifeline of the hand from drawing the bowstring keeps the bow in place. Keep slight tension on the bowstring so it rests across the fingertips just in front of the first joints. Never bend the left elbow.

With the three fingers of the right hand serving as hooks, start the draw slowly. Use the upper arm, shoulder, and upper back muscles to bring the shoulder blades together. At full draw the right elbow is back and in direct line with the tip of the arrow. Keep the fingers (except the three “hook” fingers), hand, and forearm relaxed.

At the completion of the draw, the relaxed thumb of the right hand finds an anchor spot under the jawbone. If this is too difficult, rest the forefinger along the side of the jaw. Using the jawbone as anchor, the bowstring will touch the nose and center of the chin.

It is important that the anchor point be the same for every shot. Therefore, through practice, the most comfortable anchor point should be established.

Aiming

Three aiming methods are used: the bow-sight, the point-of-aim, and the instinctive.

Bow-Sight Method. The bow-sight method of aiming is often the most easily understood, and is most useful in target archery.

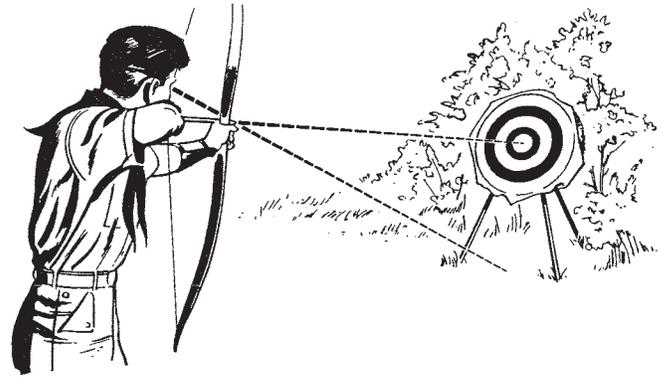
To establish sights, attach a wooden match with a small rubber band to the back surface of the upper limb of the bow about 5 inches above the handle. Loop one end of the band around the head end of a match. Stretch the rubber band around the belly of the bow and attach its other loop around the other end of the match. The match head now forms a temporary sight that can be adjusted upward, downward, to the right, or to the left.

To establish a sight for 10 yards, measure the distance from the pupil of your right eye down to the bottom of your chin. Add to this distance the diameter of the arrow you are using. Measure this total distance on the upper limb of your bow, from the top of the handle up. It will be approximately 5 inches. Raise or lower the match and rubber band until it coincides with the upper limit of the measurement. The match head should stick out to the left of the bow about $\frac{1}{4}$ inch.

Choose a small (1-inch) aiming spot on your target, 10 yards away. When arrow is fully drawn and anchored, raise or lower the bow so that the match head is in line with the right eye and the aiming spot, and release the arrow. Shoot three to six arrows in the same way and see where they group. If all arrows hit the aiming spot, you have established the 10-yard sight. Draw a horizontal pencil line across the back of the bow at the elevation of the match, and mark a "10" on it. Later you can remark it with permanent ink. If the arrows group a little high, push the match down a bit. If the arrows go left, pull the match head out to the left a bit. If they go right, push the match straight to the right for the needed adjustment.

After you have established the 10-yard sight and recorded its elevation in pencil on the upper limb of the bow, stand 20 yards from your target and try to locate the 20-yard sight. To start, bring the match down about $\frac{1}{8}$ inch below the 10-yard sight and try it out. It will not be far off. The 30-yard elevation mark will be found approximately $\frac{1}{8}$ inch below the 20-yard sight. The 40-yard elevation mark is on sight at nearly $\frac{1}{2}$ inch below the 30-yard sight.

In every case, the sight can be established only by shooting arrows at the new distances and adjusting sights until the arrows consistently hit at or near the spot. Sights can be established every 10 yards up to 100 yards. A more permanent and quite satisfactory sight can be made by attaching one or more 5- or 6-inch pieces of weather stripping to the back of the bow and sticking a steel pin, with a black glass or enamel head, into it perpendicular to the bow.



Point-of-Aim Method. The point of aim for a given distance may be located once the sight system is established. For example, to find the point of aim at 40 yards, stand on the 40-yard line with the arrow drawn and anchored with the sight aimed on the center of the bull's-eye. While holding this position, glance downward across the pile (arrowhead) or shaft of the arrow to a spot on the ground seen just above the pile. Keeping eyes glued on this spot, walk forward and place the point of aim on that spot. Conversely, if you know the point of aim for a given distance, you can establish a sight on the bow for it by placing the bow sight on the bull's-eye when the pile of the arrow has been sighted on the point of aim.

Instinctive Method. Instinctive shooting is most effective in hunting and field archery. The archer concentrates on the target and shoots, adjusting the bow to the proper level almost as a reflex. Both eyes remain open. (See page 6-35 for details.)

Holding

The more experienced archer will raise the bow and draw to anchor point in one smooth flow of motion. The arrow at this point is not immediately released. Several seconds are used to aim before the fingers release the arrow. This period is called holding.

Releasing or Loosing

Proper release of a well-aimed arrow makes the difference between a good or a poor shot. It is a delicate action. Hold the bow with a relaxed grip. The hand is opened with the fingers moving quickly and precisely off the nock and the string at the same time. The action of the back muscles will cause the right elbow to come back as the shoulder blades come together. If alignment is kept, the right hand will pass along the side of the neck. This is a natural reaction and not a conscious motion if back muscles are being properly used.

Keep the left arm in the same position as for a full draw. Relax the wrist. Keep alignment. Avoid tension. Keep the bow at the same level that it was at full draw.

Following Through

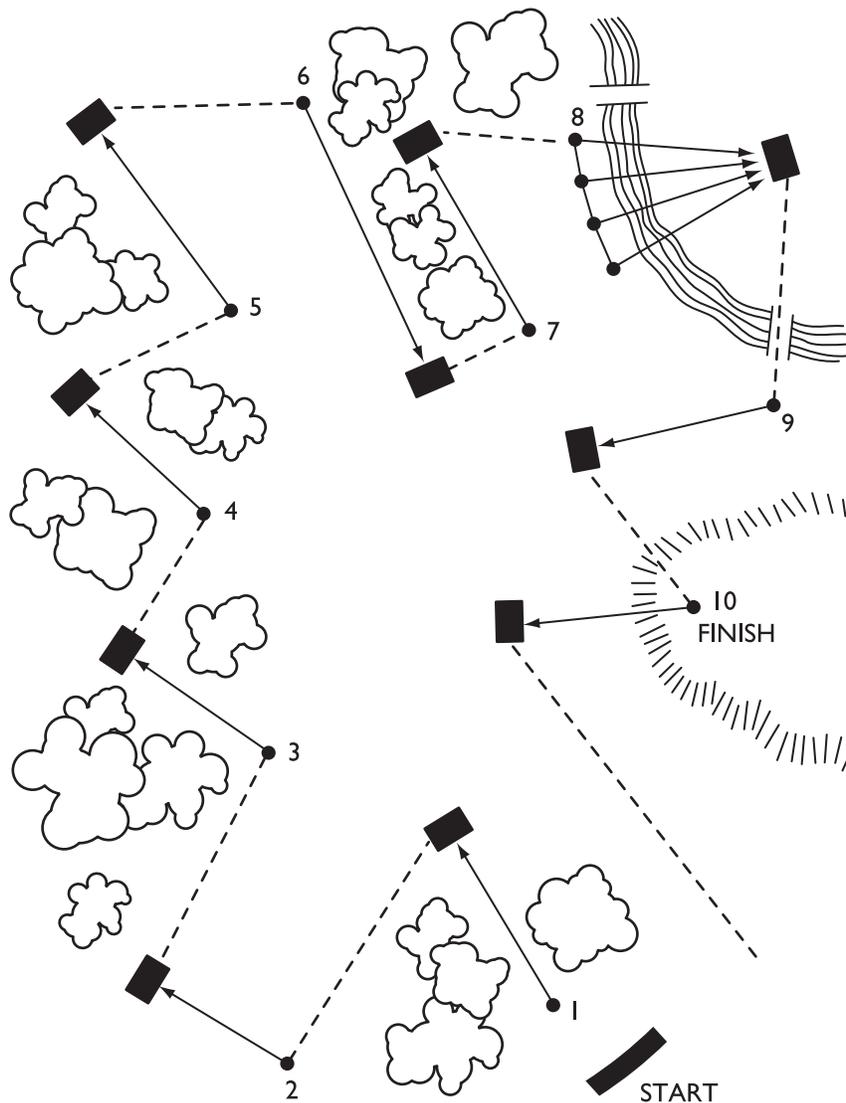
Keep aiming until the arrow hits the target. Throwing the hand out from the shoulder after the arrow is on its way invariably means that the fingers have been jerked away from the string. After release, the fingers should not be more than an inch away from and behind the anchor point. The bow should not drop immediately, because that usually means that it was jerked at release. Position should be held until the arrow strikes the target to make certain the whole process is smooth.

Awards

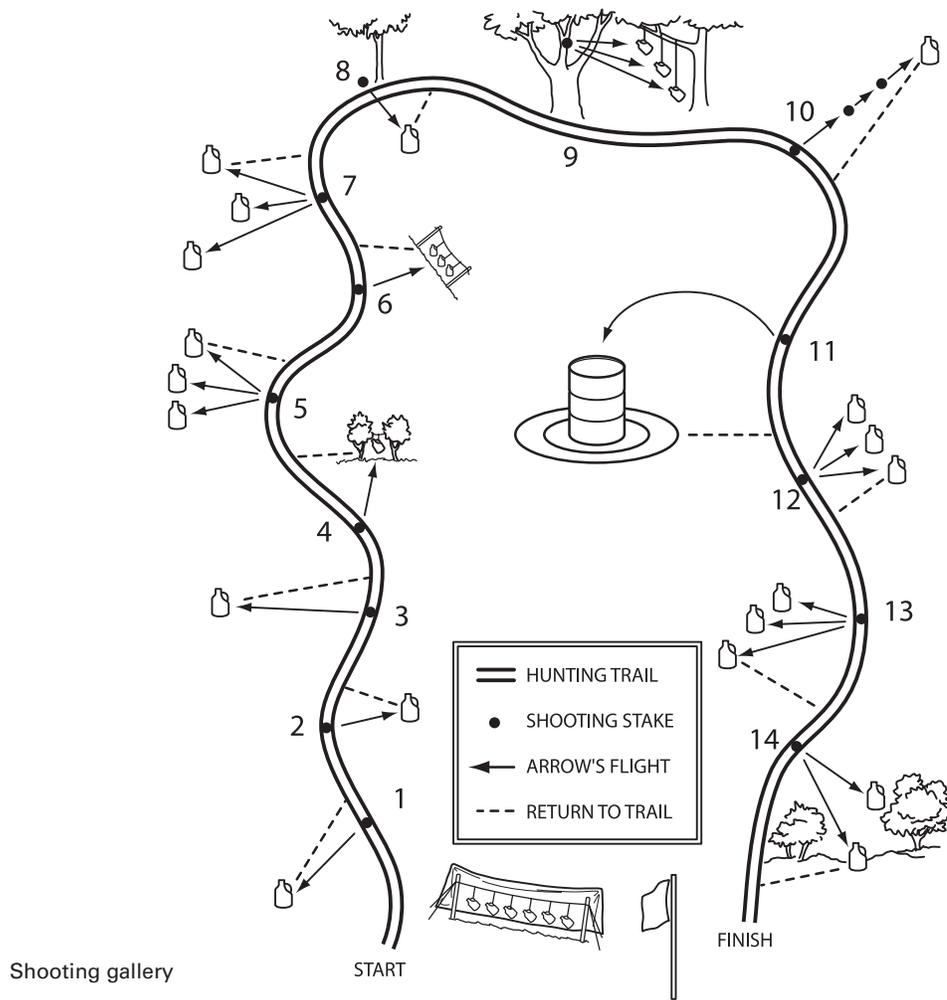
The National Archery Association offers awards for proficiency in target archery shooting. These awards are the Junior Olympic Qualified Archer medal and a series of classification bars similar to those offered by the National Rifle Association for proficiency in target rifle shooting. For requirements and prices of medals, contact the National Archery Association, One Olympic Plaza, Colorado Springs, CO 80909; <http://www.usarchery.org>.

Scoring for Target Shooting

Scoring methods are explained in the *Archery* merit badge pamphlet. Beginners should be started at no more than 10 yards. As skill develops, increase their distance from the target.



Field archery plan



Field and Action Archery

Field archery provides the thrill and excitement of a hunt. Shots are varied; often targets are unannounced. For Scouts and Venturers, it is much safer to use a prescribed field archery range as depicted. Its boundaries and butts should always be clearly marked.

If such a range is not feasible, a miniature field archery range can be set up at nominal expenditure of both time and money by using the suggestion found under the action archery illustration.

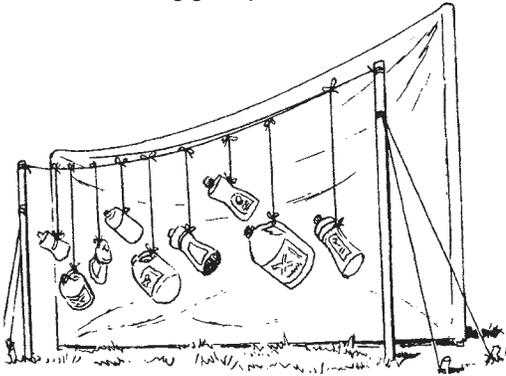
This phase of archery provides fine training for bow hunting. As a rule, field archers use the instinctive method of shooting.

Many states now require that bow hunters complete a course in safety and shooting. The increasing popularity of bow hunting suggests that we should be prepared to help Venturers and older Scouts meet the requirements of the law in this exciting sport. Camp staff should be familiar with local regulations and devise a program with qualified instructors so that interested campers may participate.

How to Lay Out the Course

Select an area where there are trees, bushes, and hummocks similar to natural hunting conditions. Mark the trail with binder twine or gas station flags along the ground. Place the shooting locations and shooting stakes on alternate sides of the hunting trail. Make the shots easy at first, increasing the difficulty as the trail progresses. Use empty plastic bottles and jugs for the targets. Tie them to branches, poles, or tent pins in such a way that they will resemble typical hunting shots from behind trees and through openings as you stand with your foot touching the shooting stake. See that no target is in the line of fire of any other target. Add variety by setting three targets at different distances from one shooting stake (No. 5) and a target to be shot from three shooting points (No. 10). At the entrance to the trail set up a shooting gallery with a tarp backstop for practice while archers are waiting.

Shooting gallery



Name of contestant		Name of contestant	
Unit, location, or address		Unit, location, or address	
1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7		14	
Total <input type="checkbox"/>		Total <input type="checkbox"/>	
Signature of opponent		Signature of opponent	

Supervision

The broken lines on the diagram show the path the archers take to return to the hunting trail after they pick up their arrows. This avoids destroying the vegetation between shooter and target and moreover clears the target area quickly for the next pair of archers. Although it appears that the archers bypass the trail at many points, the complete trail is necessary because it provides a safe passage in both directions. Archers waiting to use the hunting trail may practice at the shooting gallery to perfect their skill. Naturally, control of the gallery to allow for safe recovery of arrows (rubber, blunt-tipped) is essential.

Scoreboard and Rules

Observe all regular safety precautions even though rubber blunt-tipped arrows are used. Go over the trail in pairs. Shoot three arrows at each location. Keep one foot touching the shooting stake (or spot if it is in a tree). When there is more than one target or more than one shooting stake, one arrow is shot at each target or from each shooting stake. Score 10 points for each hit. Verify your opponent's score.

Instinctive Method of Shooting

This system differs from point-of-aim and sight shooting. It features a different bow position, type of anchor, and sighting. Hold the bow in a vertical plane.

Since hunting shots are short in comparison to target archery shots, the fully drawn arrow is anchored higher on the face. The middle finger of the right hand rests against

the corresponding corner of the mouth, with the top of the right index finger snugly against the lower ridge of the right cheekbone.

Sighting is done with both eyes open, concentrating on the smallest observable spot in the center of the target or game. From the start of the draw through the aiming and releasing of the full-drawn arrow, one concentrates intently on the aiming point. The bow arm automatically adjusts by raising or lowering for far or near. However, all thought as to what the actual distance may be is blotted from one's mind. Complete attention of mind and body is focused on the smallest observable spot on the target. One should not confuse the instinctive method of shooting with a careless snap-shooting technique in which the arrow may be released before being drawn to anchor. The same fundamentals of good archery—full draw, consistent anchor, definite aim, clean release, and follow-through—are essential for good instinctive shooting.

The instinctive-shooting technique is considered best for roving, hunting, and competition on field archery or rover courses. The sight system is probably more efficient for archery golf, where distances between tees and targets are known at the start and intermediate distances generally can be estimated.

Target Faces and Scoring

Animal target faces are most exciting for Scout and Venturer use. These are available through the Supply Division. A bull's-eye hit scores five points. Hits in the outer circle score three points.

Course Layout Tips

In laying out a field archery course, keep in mind several basic rules.

1. Variation in design is important.

Targets should be at many different distances. Some should be in the woods, others in the open. Some should have one target face, others two.

In most cases there should be more than one shooting post at each shooting station, preferably two or four. Shooting posts can be located on level ground, in the open, in bushes, behind a tree, or from atop a log or rock. Targets should vary in size from 24 inches to 6 inches according to length of shot, the larger on longer shots. Distances to targets generally should be shorter than 40 yards maximum, and could be as short as 10 feet. Ten- to 20-yard targets should predominate. Take advantage of the terrain and use all natural resources to make for variety—hills, banks, rocks, trees, shrubs, streams, etc.

2. Certain safety precautions are basic.

Shooting posts should be located in a fan shape and never in front of each other.

The direction of travel from any target butt to the next shooting station should be at an angle of about 90 degrees with a line drawn from the target butt back to its own shooting point.

Allow plenty of distance behind each target for overshooting or a ricochet.

Teach field archers always to place their bow across the face of the target when searching for lost arrows. This shows those who follow that the target is still in use.

Surround the area with flags in the open and a binder-twine “fence” through wooded areas to warn people against straying into the danger area. Place flags and barriers on all trails leading through the field course area and, if possible, reroute the trails so they will be eliminated.

Use a range flag where feasible.

3. Construction.

Make target butts by placing three bales of straw—one on top of the other—and binding them together tightly with wire. There is a homemade windlass device made of pipe for this purpose.

Place target butts on old tires filled with rocks to support the target and keep the straw up off the ground. Support the butt with two stakes at the rear of the target, unexposed to arrows.

Fasten targets to butts with twisted wire pins about 6 inches long.

4. Equipment and accessories.

Number each target by using painted can covers or blocks at both the shooting point and the target butt. Allow growing room when nailing can covers or blocks to trees by driving nails only partway.

Place signs at shooting stations indicating the number of posts and the number of arrows to be shot at each post.

Examples:

4 shooting posts—1 arrow each

2 shooting posts—2 arrows each

Place signs at the start of the course. Provide a check station and a place to issue equipment including bows, arrows, finger tabs, arm guards, and scorecards.

Group Instruction Sessions

Archery lends itself to the group method of instruction. Here the coach-shooter method proves most effective. The instructor circulates and gives personal coaching as needed. The following outline covers five sessions.

Session 1

Fundamentals

- Select equipment and give nomenclature.
- Give safety instruction.
- Demonstrate and practice the coach-shooter instruction method. Set the target 10 yards from shooting line, each archer to shoot two rounds of three arrows, sighting only by looking at the target.

Session 2

Bow Sight

- Show simple bow sight, using a rubber band and a match or adhesive tape and a large-headed pin.
- Demonstrate bow sight.
- Attach bow sight to each bow. Let each person shoot twice, using sight at 10 yards.

Point-of-Aim

- Explain and demonstrate the point-of-aim system of sighting. Explain the use of range finder.
- Practice at 10 and 20 yards, using the point-of-aim system of sighting and coach-shooter method of instruction.

Session 3

Field Archery

- Explain course, distances, control of shooters' positions for shooting when other than offhand position is used, tilt of bow in instinctive-aim sighting, and correct anchor to cheekbone for field shooting.
- Practice on targets of varying sizes at different distances and at different angles. Keep distances short at first. Use the smallest possible aiming spots to give practice in concentration and also practice for hunting later on. (Deer hunting is a good example. The bow hunter must concentrate and aim at a specific spot on the deer to be successful. This spot is located in the rib cage about two-thirds of the way down an imaginary vertical line drawn behind the foreleg from the deer's back to the bottom of its rib cage. It will vary slightly, depending on the angle at which the deer is standing.)
- Start out with rather slow, deliberate drawing of arrows back to anchor, concentrating intently on the aiming spot. Hold at full anchor momentarily before release.
- After practice, divide the group into small teams of three to seven archers and let them start out roving in different directions to shoot at paper, leaves, sticks, bare spots, weeds, or shrubs. The person coming closest gets a point and chooses the next target. Another way of scoring with a small group (not more than five archers): the closest gets four points; next closest, three points; next closest, two points; next closest, one point; farthest, zero points.

Session 4

Field Archery

- Review field archery techniques. Be sure instinctive aim is understood.
- Demonstrate moving targets.
- Explain operation and method of scoring used on targets.
- Practice individual shooting at moving targets with coach-shooter method. Continue as long as necessary.

Session 5

Equipment and Care

- Review and discuss Archery merit badge requirements.
- Display and discuss types of bows, bow and arrow woods, and backing materials.

- Show different types of arrow points, and glue formula to use for points.
- Show how to care for and store equipment.

Target Shooting

- Shoot at targets 30 to 40 yards distant.
- Demonstrate and practice point of aim with target shooting.
- Divide into three groups. Give time for practice on conventional, field, and moving targets.

National Field Archery Association Rules

The following information is a summary of the National Field Archery Association field roving rules and specifications for targets.

Common archery terms:

Unit	A 14-target course including all the official shots
Round	Two such units, or twice around one
Double round	Two complete rounds
Out	First unit to be shot in a round
In	Second unit to be shot in a round
Post	Shooting position
Face	Target face
Butt	Any object against which face is placed
Shot	Designates sequence of targets
Spot	Aiming center
Timber	Warning call to other archers who may be in danger zone, announcing that you are ready to shoot

Target faces are designed as follows: black outside ring with white bull's-eye half the diameter of the outside black ring and an aiming spot one-third the diameter of the bull's-eye.

Target faces on field archery courses are of four sizes:

- A 24-inch-diameter black ring with a 12-inch white center (or bull) and a 4-inch-diameter black spot
- An 18-inch-diameter black ring with a 9-inch white bull and a 3-inch black spot
- A 12-inch-diameter black ring with a 6-inch white bull and a 2-inch black spot
- A 6-inch-diameter black ring with a 3-inch white bull and

a 1-inch black spot

Animal targets bearing these official round faces may be used. If used, the faces should not be painted, only outlined. The aiming center (or spot) must be plainly visible. The spot must be painted white or some color sharply contrasting with the target color. All butts must be so placed that the full face is exposed to the shooter.

Details on all official rules, scoring, and course layout may be secured from the National Field Archery Association, 31407 Outer I-10, Redlands, CA 92373; <http://www.nfaa-archery.org>.

It is quite likely that the regulation course may be too long for Scouts. Consider this in setting up the course in a local camp.

Tournaments and Contests

The *Archery* merit badge pamphlet suggests several exciting archery contests. Topography and ground cover of the area to be used must be considered before putting these into the program.

Archery is fun. The leadership of a good instructor will help youth grow in skill and stature.

RESOURCES

Archery equipment locked storage, Engineering Service D65

Archery merit badge pamphlet, No. 33259

Archery range, Engineering Service D66

Training Course pocket certificate, No. 33767A

Fish and Wildlife Management merit badge pamphlet, No. 33307

Ground quiver, Engineering Service D66

Hunter Safety Course, Engineering Service D62

Rifle range facilities, Engineering Service D REF 360

Rifle Shooting merit badge pamphlet, No. 33330A

Shooting Sports for Cub Scouting, No. 13-550

Shotgun range, Engineering Service D64

Shotgun Shooting merit badge pamphlet, No. 33331

State hunter education material

Published by the National Rifle Association, 11250 Waples Mill Road, Fairfax, VA 22030:

NRA Basic Rifle Marksmanship

NRA Basic Rifle Marksmanship Instructor's Guide

NRA Basic Shotgun Shooting Course

NRA Hunter Education Course Handbook

NRA Hunter Education Course Instructor's Guide

NRA-NMLRA Basic Muzzleloading Rifle Shooting Course

The Muzzleloading Rifle Handbook

The Muzzleloading Shotgun Handbook



Section VII

Chaplain's Guide for Scout Camps

CONTENTS

A Scout Is Reverent, 7-2
Chaplain's Information, 7-3
The Chaplaincy Program, 7-6
The Chaplain's Role in Camp, 7-8
The Chaplain as Counselor, 7-14
Chaplain Relationships, 7-19
Resources, 7-26

Special thanks are extended to the Rev. David Spooner, the Rev. Robert Gugliemone, Rabbi Robert Rome, and the Rev. Leo Symmank for many hours of writing, rewriting, and editing.

A SCOUT IS REVERENT

He is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.

This section has been written by an interfaith team of clergy with many years of experience in Scouting, and coordinated through the Relationships Division, Boy Scouts of America. It is to be used in helping seminarians and clergy better understand how to serve more effectively as summer camp chaplains.

The Place of the Chaplain in Scouting

The Scout chaplain, in relation to unit, district, council, national, and world events, is responsible for the supervision of spiritual activities and for creating an environment where the twelfth point of the Scout Law, "A Scout is reverent," can thrive.

When a chaplain enters a Scout camp, there will be a unique opportunity to make the ministry felt among the youth, adult leaders, camp staff, parents, and families of the campers. The chaplain can be very helpful to the camp director and the camp staff in maintaining a climate favorable to moral and spiritual growth.

With mutual acceptance of spiritual concepts, a realization that the group activities of camp life are basic to a positive experience, the use of God's creation as a resource for spiritual insights, and the recognition of the ultimate potential of personalities (staff and campers), the camp director and the chaplain can together make a profound difference in the camp atmosphere.

CHAPLAIN'S INFORMATION

BSA Mission Statement

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

Purpose of the BSA

It is the purpose of the Boy Scouts of America to provide for youth an effective program designed to build desirable qualities of character, to train them in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who

- Are physically, mentally, and emotionally fit.
- Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
- Have personal and stable values firmly based on religious concepts.
- Have the desire and skills to help others.
- Understand the principles of the American social, economic, and governmental systems.
- Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
- Have a keen respect for the basic rights of all people.
- Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world.

These qualities are attained through a program centering on outdoor activities, which is the most appealing feature of Scouting.

Rationale of Scout Camping

Scouting has enjoyed the cooperation of nearly every religious group in America. This is in large part because of the fact that the Boy Scouts of America recognizes religion as an integral part of the character-building process and encourages young people to adhere to the beliefs and practices of their own faith.

The twelfth point of the Scout Law requires that the religious beliefs and needs of people be respected and observed. At camp it is the responsibility of the camp director to provide for the total welfare of all. This includes, of course, spiritual welfare. Long before the opening of camp, the camp director makes arrangements for those of different faiths to

carry out their respective religious duties. To this end, the camp director will find it most helpful to seek the cooperation of the religious advisory committees—Protestant, Catholic, Jewish, Mormon, Islamic, and other religious groups—in the local council.

Besides providing for specific religious observances, the camp program offers opportunities for the daily practice of religion by each individual, such as grace before meals, opportunity for prayer and meditation during the day, and a period of quiet before taps for campers accustomed to saying prayers before retiring. The general spirit of the camp is such that the spiritual life of the campers is strengthened, with the result that they return home with a deeper sense of reverence and a firmer desire to be faithful in religious responsibilities.

Naturally, the attitude of the camp staff will play an important part in the success of religious services at camp. The staff should make every effort to see that the religious services are as attractive as campfires or any other camp activities. Staff members' personal participation in these religious services will set the best example.

Many of Scouting's basic objectives can be accomplished through the camping program. It is not an end in itself, but provides a means to accomplish some of Scouting's goals.

Types of Scout Camps

1. Unit overnight camping
2. Cub Scout day camp
3. Cub Scout resident camp
4. Webelos Scout resident camp
5. Family camping
6. Long-term camping

Aspects of Scout Camping

1. Duty to God and religious emblems program
2. Individual advancement
3. Scout Oath or Promise, Law, and motto; Cub Scout Promise and Law of the Pack; Venturing Code
4. Outdoor skills, conservation, merit badges
5. Hiking, cooking
6. Personal Fitness, Swimming, and other merit badges
7. Project SOAR, Project COPE, teaching respect for others' rights

Goals of Scout Camping

1. Spiritual growth
2. Personal growth
3. Character development
4. Preparation for future (hobbies and career)
5. Skills for recreation and living
6. Personal fitness
7. Citizenship experience

Scout Oath or Promise

On my honor I will do my best

To do my duty to God and my country and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight.

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Cub Scout 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 of the Pack

The Cub Scout follows Akela.

The Cub Scout helps the pack go.

The pack helps the Cub Scout grow.

The Cub Scout gives goodwill.

Venturing Code

I believe that America's strength lies in our trust in God and in the courage, strength, and traditions of our people. I will, therefore, be faithful in my religious duties and will maintain a personal sense of honor in my own life. I will treasure my American heritage and will do all I can to preserve and enrich it. I will recognize the dignity and worth of all humanity and will use fair play and goodwill in my daily life. I will acquire the Venturing attitude that seeks truth in all things and adventure on the frontiers of our changing world.

Policy on Religion

Article IX— Section 1—Bylaws

Declaration of Religious Principle

Clause 1. The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. In the first part of the Scout Oath or Promise the member declares, "On my honor I will do my best to do my duty to God and my country and to obey the Scout Law." The recognition of God as the ruling and leading power in the universe and the grateful acknowledgment of His favors and blessings are necessary to the best type of citizenship and are wholesome precepts in the education of the growing members. No matter what the religious faith of the members may be, this fundamental need of good citizenship should be kept before them. The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, but it is absolutely non-sectarian in its attitude toward that religious training. Its policy is that the home and the organization or group with which the member is connected shall give definite attention to religious life.

Activities

Clause 2. The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect to the convictions of others in matters of custom and religion, as required by the twelfth point of the Scout Law, reading, "Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others."

Freedom

Clause 3. In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faith be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly peculiar to that organization or church.

Leaders

Clause 4. Only persons willing to subscribe to these declarations of principles shall be entitled to certificates of leadership in carrying out the Scouting program.

How Scouting Supports Religious Chartered Organizations

1. Scouting supports the spiritual view of life that underlies the teachings of all denominations and faiths. Anyone who would be a member must profess a belief in God, and promise to do their best to fulfill the spiritual ideals of Scouting expressed in the Oath and Law.
 2. Scouting encourages its members, each in accordance with their own convictions, to participate in the program of their church, synagogue, mosque, or religious association. The twelfth point of the Scout Law is a constant reminder to Scouts and Scouters that they have said they will fulfill their religious commitment faithfully, and that they will respect the religious commitments of others.
 3. Scouting helps young people put into practice some of the basic truths they are taught by their parents and religious leaders. As individuals, and in group activities, they learn by experience to give, to share, to help others, to assume responsibility, and to understand the values of personal integrity. The activities of Scouting are designed to develop traits of character and habits of conduct that strengthen what the church, synagogue, mosque, or religious organization is doing to foster Godliness and righteousness.
 4. Scouting gives young people opportunities to explore their interests and God-given talents. As they pursue their interests in an advancement program and in a broad field of merit badges, Scouts increase their knowledge and discover abilities that often lead them to vocations and, many times, to avocations.
-

THE CHAPLAINCY PROGRAM

Purposes of the Chaplaincy Program

A camp chaplain:

1. Serves as counselor to campers, leaders, and staff on problems of a personal, interpersonal, general, or spiritual nature.
2. Counsels individual youth as requested by leaders.
3. Assists with camp or unit discipline problems, personality clashes, homesickness, etc.
4. Assists staff with registration and reception, if requested.
5. Arranges for prayers at meals.
6. Conducts devotional periods as scheduled through the program director.
7. Conducts a minimum of one worship service each week at the chapel or other central location.
8. Encourages interest in the religious emblems program.
9. Helps with campfire programs.
10. Submits weekly reports of activities to the local religious advisory committee.
11. Submits a final summary of accomplishments to the local religious advisory committee.

Chaplain Qualifications

A qualified representative of the religious community may be:

1. Any member of the clergy qualified to serve in his or her denomination
2. A seminarian who meets the following criteria:
 - a. Is at least 21 years of age
 - b. Possesses mature judgment
 - c. Is a student at a religious seminary or graduating (before camp opens) from a theological college with a view to entering the ministry
 - d. Attends a National Camping School
3. A candidate (clergy or seminarian) selected, approved, and employed by the applicable religious advisory committee or other responsible group representing the local religious community, in agreement with the BSA local council

Types of Chaplaincy Programs

1. An ordained member of the clergy who functions full-time as chaplain with no other duties
2. A qualified seminarian who serves full-time as chaplain with no other duties
3. A rotation of chaplains who will come to camp for one or two weeks at a time
4. A chaplain from each major faith group who will come one day a week and conduct services
5. A regular staff member who is delegated by his or her denomination and performs chaplaincy duties in addition to other responsibilities.

Comments on each of these options are in order.

Ordained clergy. Such people bring a wealth of experience and expertise to the performance of their chaplaincy duties. Some ordained clergy are associated with a school or serve in a youth-related ministry, and adjusting their schedules to serve in the summer might not be difficult. Retired ordained clergy are another good resource. They may bring a wisdom that could be vitally important for both campers and staff, and often are most eager to serve—they just need to be asked.

Qualified seminarian. Often, the seminarian is able to receive seminary field education credit for this service. This requires, however, that there be pastoral supervision and that the seminarian be paid fairly. This might be done by a council religious relationships committee that could make an annual appeal to the appropriate religious community for financial support. Often a letter is all that is needed. This committee also provides for pastoral care and support of the chaplain. Many seminarians are Eagle Scouts who have received their religious emblem.

Rotation. Options 1 and 2 are preferred because they provide full-time resident service. Rotation is the next best option. Many clergy are willing to give a week or two at camp without salary if they can bring their families. The camp must have suitable indoor facilities, or allow for camping trailers or recreational vehicles. The disadvantage of this option is the break in continuity with the staff. Just when the chaplain is feeling comfortable and accepted, it is time to leave and a new chaplain comes in.

Once-a-week service. This is the minimum service a camp should provide. Often, contact with a local ministerial group will provide clergy who are willing to come to camp one day a week and conduct services. Sunday evening is the traditional time in most camps, but any time that fits the camp program schedule is acceptable. Some religious relationships committees offer a small honorarium and travel expenses. A nonresident chaplain, whenever possible, should make time available for counseling and for visiting sick campers.

Staff member on double duty. If this is the only option available, then the staff person should be chosen with care and consideration of his or her personal faith, commitment, and qualifications for functioning effectively as a chaplain.

Quality Chaplaincy Service

Regardless of the option chosen, these basic requirements must be met to ensure quality chaplaincy service:

1. An active council religious relationships committee or other religious advisory group must assume responsibility for advertising, interviewing, hiring, supervising, housing, and paying the chaplain. (**Note:** Whenever possible, the camp director should be involved in the interview process because the chaplain will be jointly accountable to the director and to the committee.) *The religious community should not expect the local council to assume this responsibility.*
2. The religious relationships committee provides for pastoral care and support for the chaplain. It also serves as liaison with community religious institutions and seeks from them the finances necessary to fund the chaplaincy program.
3. The chaplain candidate should attend a chaplain's training course, either as part of a regularly scheduled National Camping School or as a separate experience. Without this training, the chaplain's effectiveness is greatly diminished.

THE CHAPLAIN'S ROLE IN CAMP

BSA Camping and Chaplaincy

All Scout camping opportunities can and should be considered possibilities for Scout chaplains.

Unit camping. Each Scouting unit should have a unit chaplain. This person could be the religious leader of the organization that operates the unit or a community religious leader who is willing to serve in this special capacity. Each Scouting unit should also have a chaplain aide to assist the unit chaplain.

Each Scouting unit should provide opportunity for a worship experience on every overnight camp, utilizing their chaplain and/or their chaplain aide. An excellent resource for these worship experiences is *Eagles Soaring High*.

Cub Scout day camp. Those councils where Cub Scout day camps are conducted may request that a camp chaplain be a part of the staff. This request probably will be directed to the council's religious relationships committee. The appointed chaplains need not be present every day at the campsite, but should be on call. A worship service, at an appointed time during the week, could be scheduled as part of the camp activities. Time also could be provided in the schedule for a discussion about the religious emblems for Cub Scouts.

Cub Scout resident camping. Cub Scouts spend from four days and three nights up to as many as six days and five nights with the parents as a companion in this camping opportunity. For many, it is their first overnight camping experience. It also may be the first overnight challenge for many of the parents—especially single parents. It is always conducted by the local council, usually at the council's own facility.

The council camping committee may request that chaplains be asked to be a part of this experience. Worship and the religious emblems program should be included in the schedule. Also, if the chaplains can be a part of the total experience, there will be many opportunities to discuss family, single-parent, second marriage, adult/child, and sibling relationships. Perhaps most important, the chaplain can, by his or her presence, provide Cub Scouts with an opportunity to feel comfortable with the clergy. This may be the chaplain's greatest contribution to the camping experience.

Webelos Scout camping. Camping sessions for Webelos Scouts are now nearly universal. The Webelos Scouts, adult leaders, and often one or both parents spend their first weekend experience in camp. Having chaplains as part of this camp staff is important. This age youth may have many

faith-related questions and can see many relationships between God and nature as the outdoors becomes the young person's home for a week. A chaplain present every day to answer questions, deal with homesickness, and strengthen the boy's relationship with his church/synagogue/mosque is valuable. Worship is also very meaningful to this age and the religious emblems program can be explained and supported.

Family camping. More and more councils provide for family camping. If a chaplain can be provided for these experiences, it is an excellent opportunity for family values and relationships between the family and Scouting to be discussed. Clergy should be encouraged to consider using a Scout family camping experience as a vacation possibility for his or her own family. Certainly, if a council plans a family camp, provision should be made for chaplains to come to the camp and conduct worship services.

Long-term camping. Scout summer camps, Venturing camps, and national high-adventure bases are usually open for five to 10 weeks. A qualified chaplain who is a member of the permanent camp staff is the optimum (as pointed out in the previous chapter). The material that follows can be maximized only if the local/national relationships committee has made every effort to place one or more full-time chaplains at the camp.

Chaplaincy at Scout Camp

Serving as camp chaplain in summer camp is a unique opportunity. It will enrich the lives of many campers as well as the life of the chaplain during their days at summer camp.

The exclusive purpose is to be a *real* chaplain, serving people of all faiths—not to be a Scoutmaster, a camp or program director, a merit badge counselor, a medic, a commissioner, or an administrative or maintenance worker. It is an opportunity for a chaplain to use skills, abilities, hobbies, special interests, and previous Scouting background to get close to the campers and staff.

The camp chaplain's specific assignments are to

1. Be a recognized presence in the life of the camp.
2. Assume with other chaplains responsibility for the religious life of the camp.
3. Counsel campers and staff.
4. Promote the religious emblems program of all religious groups.
5. Be the liaison between the camper and the home religious leader.
6. Help build camp morale.

7. Visit the sick at the camp health lodge and hospitals, and assist with emergencies and personal problems relating to deaths, accidents, etc., from the camp to parents, guardians, or relatives and provide support for them.
8. Provide worship services and foster an interfaith spirit in camp.
9. Help Scout leaders handle behavior problems, as requested.
10. Know the aims and methods of Scout camping.
11. Visit each unit regularly and offer services as appropriate.
12. Help foster positive relations among camp staff.
13. Establish a good rapport with the camp director.
14. Work closely with the council religious relationships committee and supply it with a weekly report of the chaplain's activities.

The Chaplain's Image

"A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others." The twelfth point of the Scout Law is not an afterthought; rather, it is the crown of the Law.

The Scout chaplain represents the presence of the religious community in camp. In daily contacts with campers and staff, the chaplain's conduct and attitudes should reflect the highest spiritual and moral quality.

Religious observances. It is important that the chaplain, as early as possible in the camping week, become acquainted with the campers. The chaplain has an excellent opportunity to meet people as they arrive at the registration center.

In keeping with the twelfth point of the Scout Law, it is important that the camp program meet religious needs of any faith or denomination. The chaplain should become aware of which religious faiths are to be represented each camp session. He or she should make an effort to facilitate religious worship that is in keeping with the religious practice of the varied groups. In some instances this may mean encouraging a unit that is operated by a particular religious institution to have its own clergy come to camp to conduct a special service during the week, or to invite a local clergy of that faith to conduct a special service to comply more specifically with the unique practices of that faith. A Roman Catholic mass on August 15 (Assumption of the Blessed Virgin Mary), a Jewish Shabbat on Friday night or Saturday morning, and a Buddhist service are examples.

A camp chaplain should be responsible for enriching the worship life of all camp participants, not only those of his or her own faith. However, the chaplain should not be expected to perform any religious function that in good conscience is considered contrary to his or her own faith.

Obligation. Many parents and clergy are deeply concerned that their youth at camp be provided an opportunity to participate in religious services. Because some faith groups are not in accord with certain types of worship services, it would be unwise to insist that all attend such services. All services should be open to any desiring to attend. Camp chaplains are not to proselytize.

Promotion. One of the best means of promoting attendance at services is through personally knowing the leaders and actively engaging their help in encouraging young people to attend. The chaplain also can promote attendance through active participation in camp staff meetings. Invite staff members and campers to attend and participate in services. Notices on the camp bulletin board or in the weekly camp bulletin are helpful. Those working on related religious emblems or who have received them are the most likely candidates to help.

Preparation. Religious observances should be planned well in advance so that a printed program can be prepared and distributed to the campers and staff as they enter the chapel. It is not necessary that the camp chaplain conduct the entire service. Local clergy, campers, and staff who are active in their home religious organization also may be involved. Keep the services simple. Sermons or homilies should not be more than 10 minutes long. The schedule of religious services should be included in the camp schedule/calendar. Make a list of materials and books you will need to take to camp with you.

Time. The best time for conducting the Sabbath or Sunday service varies with camps. Some camps have the service before breakfast. Other camps have the service later in the morning so camp visitors can attend. Still others find that vesper services are best. The chaplain and the camp director should work out the time that will be acceptable to most people.

Chaplains throughout America have reported good results from the following forms of worship.

- Vespers—every night to once a week
- Early morning worship
- Short service after lunch each day
- Service at campsites
- Grace before meals
- Candlelight service
- Saturday evening mass/Jewish Habdalah service/Islamic service
- Galilean service at the waterfront
- Firesides

Conducting the Service

- **Make it real.** Plan worship services that address the needs of the worshipers. Reveal something of yourself as you lead others in worship.
- **Be natural.** Do not use a special voice or special intonation. Restart a hymn if it was started in the wrong pitch.

Let there be continuity of theme running all through the service, so that hymns, prayers, lessons, and sermon or homily all point in the same direction.

Hymns. Choose hymns that help worshipers focus on the theme of the service. Some hymns may be too long for open-air and unaccompanied singing. Use the most appropriate stanzas. Hymn sheets or hymnbooks are helpful. If these are not available, choose a well-known hymn and recite the words of a stanza before it is sung. Chaplains have reported success with a choir made up of campers. Scouting units as a whole could be asked to make up the choir for a service. If some members of the staff can play instruments, they can add much to your music and singing. Recorded hymns can be effective in setting the tone of the service.

Offering. The worship services may include an offering. This and any other money received should be turned over to the business office of the camp to be banked. At the end of the camp session this fund may be turned over to the local religious advisory committees, given to approved charities, or sent to the World Friendship Fund at the International Division of the BSA.

Other Devotional Experiences

Some camp periods are so scheduled that the camp is not in operation on Sunday mornings. In such cases leaders sometimes feel that it is not necessary to have any worship services during the week. This denies campers and staff an opportunity to worship God in the natural setting of a camp. Devotional experiences should be arranged in such cases at other times.

Grace Before Meals

The chaplains cooperatively should plan the procedure for offering grace. If young people are used, the chaplain can help them in preparing what they will say. Leaders also can be called on to give grace. Many camps enjoy a singing grace. In camps where cooking is done entirely on a unit basis, the chaplain will consult with unit leaders concerning prayers before meals. The suggested group prayers presented in this manual (see page 7-12) could be reproduced and copies distributed to each unit.

Staff and Worship

The attitude of the staff greatly affects that of the camp. The camp chaplain can seek to be a positive influence on the staff and look for ways to be supportive and understanding.

Interfaith Activities

The camping experience can provide a unique situation in which campers, leaders, and the members of the camp staff can develop an appreciation and respect for the religious beliefs of those who worship in ways different from their own. If chaplains of different faiths are present in camp, they should become well-acquainted with one another and discuss ways in which interfaith activities can be provided.

Such activities should be provided only with the approval of the respective religious advisory groups. Exercise care to plan only such activities as will further, rather than hinder, relationships among the individual religious groups.

Planning of such interfaith services should be done cooperatively by the chaplains of faiths represented, with counsel from members of the religious advisory committees. Sacramental observance should not be included as part of such services.

Attendance at such experiences must be voluntary. No stigma should attach to those who, because of conscience, choose not to attend. It should be clearly understood that attendance at such a service does not usually take the place of regular Sunday or Sabbath observances.

Take special care that the service does not violate the religious precepts or offend the sensitivities of members of any denomination represented.

Troop Chaplain

The troop chaplain is an adult troop committee member. It is customary that the religious leader or his appointee to the chartered organization serve as chaplain if the troop is operated by a religious organization. A unit not operated by a religious organization may select a chaplain from local clergy.

Position Description

1. Provide a spiritual tone for campouts and troop meetings.
2. Provide spiritual counseling when needed or requested.
3. Provide opportunities for all boys to grow in their relationships with God and their fellow Scouts.
4. Encourage Scouts to participate in the religious emblems program of their respective faith.
5. Work with the troop chaplain aide to plan a Scout Sunday or Sabbath worship service. Chaplains should be familiar with the chaplain aide section of this manual.

Outreach Opportunities

Many times one of the first contacts a new family has in the community is with the Scouting unit. As new members are registered, you will learn of their religious preferences or interests and can extend an invitation to join you in worship. Or you may share with them other opportunities for worship in the community. **At no time should the chaplain proselytize.**

Praying in a Group

Many times we are asked to lead the troop or Scouting group in prayer. If the group consists of people of mixed beliefs or if the beliefs of the group are unknown, then prayers should be interfaith. However, if the group is of like belief, then it is entirely appropriate to offer belief-specific prayer.

Religious Emblems Program

The various religious communities have developed special programs of recognition to emphasize the spiritual aspect of Scouting and acknowledge growth in relationship to God. These religious emblems are all designed and implemented by the individual religious groups, not by the Boy Scouts of America. The BSA actively promotes the religious emblems program among all its members and encourages each youth to contact a religious adviser and begin the program of his or her particular faith.

A chaplain encourages Scouts to earn the emblem for their faith. This award is earned individually and in the Scout's faith. The troop possibly includes Scouts of various faiths; therefore, a knowledge of all emblems is helpful. Procedures will vary among the different faiths. A call to your local council service center will help to identify the requirements book, method of ordering, and presentation information.

The Duty to God brochure contains information on the various religious groups sponsoring religious emblems, addresses, and age levels.

Promotion

A camp chaplain can do several things to encourage young people to earn religious emblems. For example:

1. Inquire in casual conversation whether they are working on religious emblems. This can provide opportunity to explain the emblems program and how campers can enroll and to encourage campers to contact their religious leader when they return from camp.
2. Mention the religious emblems program in all worship services.
3. Make available a supply of program pamphlets. Perhaps they can be made available for sale in the trading post.
4. Display in a prominent location the full-color Duty to God poster. Lamination will prolong the poster's usefulness.

Religious Emblem Follow-up Card	
Dear _____ :	
At Camp _____ this week,	
Cub Scout/Boy Scout/Varsity Scout/Venturer _____	
has expressed interest in working on the _____	
religious emblem program. I hope you will get together when he or she gets home and help him or her get started. The following requirements have been completed at camp:	

Sincerely,	

Camp Chaplain	

5. Schedule a brief talk on the religious emblems program. A shady spot outside the dining hall after lunch is a good place.
6. Use those who have received their religious emblems in services and for grace at meals, always mentioning that the youth holds the religious emblem for his or her faith.
7. Prepare a special vesper service centered on the religious emblems program. Have those campers who have earned religious emblems take part in the service, perhaps describing what they have done to earn the emblems.

8. It may be possible for some to complete aspects of their religious emblem program while in camp, e.g., service projects.
9. Follow up with a letter to the youth's religious leader when there is interest shown in the religious emblems program.

The chaplain's library should include literature from all current religious emblems programs. For further information, especially the booklet Relationships Resources, No. 04-400B, contact the Religious Relationships Service, Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

Grace at Meals

It is highly important that grace at meals be conducted with reverence. The following graces are suggested for use by those who are asked to give table prayers.

Morning Graces

1. Gracious giver of all good, thank you for rest and food. Grant that all we do or say this day will serve others and honor your name. Amen.
2. Our God, we thank you for this new day and for your loving care. Help us to be mindful of you as we begin this day. Amen.
3. Heavenly God, we thank thee for thy care through the night and for this new day. Help us to be faithful to you in our thoughts, words, and deeds. Amen.

Noon Graces

1. Mighty God, for this noonday meal we would speak the praise we feel. Health and strength we have from thee; help us, Lord, to faithful be. Amen.
2. Heavenly God, help us to see the beautiful things in earth and sky, which are tokens of your love. Walk with us in the days we spend together here. May the food we eat and all your blessings help us better to serve you and each other. Amen.
3. Our God in heaven, as this day continues let us not forget to honor and serve you. We thank you for these gifts of your love. Bless them to our use and our lives to your service. Amen.

Evening Graces

1. Tireless guardian on our way, thou has kept us well this day. While we thank thee, we ask for thy continued care, for the forgiveness of our sins, and for rest at the close of a busy day. Amen.
2. Heavenly God, we thank you for this day and for your presence in it. Forgive us if we have not made it a better day and help us to be tomorrow what we have failed to be today. Amen.

3. Our God, we thank you for this evening meal. As you have been mindful of us, so help us to be mindful of you, that we may know and do your will. Amen.
4. Our God in heaven, you have given us all things to enjoy. We bring our thanks to you at this evening meal. Bless us as we eat this food, and keep us mindful of the needs of others. Amen.

Graces Suitable for Any Meal

1. For health and strength and daily food, we give thanks, O Lord. Amen.
2. For this and all your mercies, Lord, make us grateful. Amen.
3. For food, for raiment, for life, for opportunity, for friendship and fellowship, we thank thee, O Lord. (*Philmont grace*)
4. We thank you, God, for this food. Bless us as we eat this meal that it may strengthen us for your service. Amen.
5. Be present at our table, Lord. Be here and everywhere adored; these mercies bless and grant that we may love, and serve, and honor thee. Amen.
6. Praised are you, O Lord, who provided all with food. Amen.
7. Bless us, O Lord, and these your gifts, which we are about to receive from your goodness through Christ our Lord, Amen. (*Christian only*)
8. Come, Lord Jesus, be our guest and let this food to us be blest. (*Christian only*)

(For particular faith groups—add as requested.)

9. _____

10. _____

Dietary Requirements

Some campers, because of religious beliefs or physical needs, will require special food. It is not the chaplain's responsibility to provide this, but the chaplain should be aware to be sure these needs are being provided for by the responsible staff person. Although most young people will

eat whatever food is prepared for them, it is important that every effort be made to provide special foods if required. Special needs for diet must be made known before the campers come to camp so arrangements can be made.

Kosher Food in Scouting, No. 15-247, is available from the Religious Relationships Service upon request.

THE CHAPLAIN AS COUNSELOR

One of the most important roles of the chaplain at camp is that of counselor—“counselor” in a special sense. The primary roles are to be a visible and approachable representative of the religious community and a caring, concerned listener.

Four Areas of Concern

First, the chaplain will have opportunity to counsel with *campers* and should get acquainted with them in several ways:

- Be on hand to welcome them and their leaders and parents.
- Saying hello when you pass them on the path, outside the dining hall, en route to the lake or pool, or when they come to vesper services in the chapel.
- Let them know in a friendly way that they are always welcome to drop around for a visit.

Second, the chaplain will have opportunity to counsel with *leaders*. While visiting with them at leaders’ meetings, the chaplain should be available to help them with any problems that might arise in the unit. Perhaps opportunity may come to help someone with a deep spiritual or family problem. If problems arise that are too deep or complicated to solve, the chaplain should not try to play the role of a professional psychiatrist, but refer such problems to the proper place for solution.

Third, the chaplain will have opportunity to counsel with *staff members*. If in camp for the entire summer, the chaplain will form many wonderful and lasting friendships with a great group of young adults.

Fourth, the chaplain will have the opportunity to talk with *parents and other family members* in the family camping operation, and there will be as many chances for ministry as would be found in any church, parish, temple, or synagogue. Presence and availability are very important, as is the image of approachability. In the relaxed setting of family camping, people might be even more disposed to approach a chaplain than their own clergy back home.

The camp chaplain has an unequalled opportunity to serve and help people, with 24-hour ready access to the members of the congregation.

- The chaplain has opportunity to counsel with campers.
- The chaplain has opportunity to counsel with the leaders in camp with their unit.
- The chaplain has opportunity to counsel with camp staff members.

- The chaplain has opportunity to talk with parents and family members.

However, the chaplain’s primary purpose in being in camp and a part of the staff is to be a chaplain for the campers.

“First Aid” Counseling

“First aid” counseling is useful in Scouting to encourage, to reassure, to help a young person in his or her advancement, and to help others to work out solutions to their own problems.

Why Counsel?

Chaplains are often faced with instances of homesickness, family emergencies, staff conflicts, medical problems, and other delicate situations. In such situations, it is possible to build upon people’s strengths to help them overcome their weaknesses. It is important for a chaplain to be aware of how this might be accomplished.

Why do chaplains counsel?

- To encourage or reassure.
- To develop more effective Scouts and Venturers—to help them grow.
- To help young people realize that they can possibly solve their own problems—building self-assurance and self-reliance. The counselor cannot really solve the problem for the youth, only lead the subject to find his or her own solution.

Basics

Good counseling is a skill that cannot be learned quickly. Experience is needed. However, learning some fundamentals will assist in counseling situations.

1. When to counsel.

- When a youth asks to talk. This is the least probable.
- When it is noticed that a youth probably needs to share something that is bothering him or her.
- When a youth is down and needs a pat on the back.
- During a Scoutmaster conference.

Counseling should not be put off, although a counseling situation should not be entered into when there is limited time.

2. Where to counsel. There is no specific place, but it needs to be a private discussion out of hearing from others. It could be

- After or before unit activities
- At the Scoutmaster conference
- At a chance meeting

If the chaplain initiates the session, the person should not be summoned. Instead, the chaplain should go to him or her. Avoid the office, talking across a desk, or other “authority” settings. Seek a neutral site, if possible.

While the chaplain should aim for privacy, he or she should make certain to be plainly visible and to follow Youth Protection guidelines.

3. How to counsel. There are six generally recognized principles of counseling.

- Be a good listener (and give undivided attention). Many of us lack good listening skills. Establish a comfortable distance, facing the person, and maintain good eye contact. Sympathetic sounds, nods of the head, positive body language (like not crossing your arms or legs), and fixed attention will help the youth to open up. Keep the youth talking until the story is told, fully and completely.
- Ask, “Do I really understand what he or she is trying to tell me?” Look for key facts and try to keep them in mind. The youth wants empathy (the feeling that you are really concerned about the person and the problem). As you listen, be aware of a youth’s background, experience, goals, pressures, and/or circumstances to better understand where he or she is coming from.
- As soon as the problem is made clear, give additional information. Lack of information may be the only problem. However, *avoid giving advice*. Advising the youth will not be letting him or her solve his or her own problem; and if the advice should not work out, the chaplain has lost credibility for further counseling. At this point, avoid solutions and advice; instead, encourage and reassure where possible.
- From time to time, summarize the problem. Include the facts that have been gathered. The summary will reassure the subject that the chaplain is listening and understands. It also will help to keep the youth on track and to organize thoughts into a logical and useful sequence. This may even suggest to the youth orderly steps to a logical solution.
- As you listen and summarize, try to get all the facts that bear on the problem. Remember that opinions, emotions, feelings, and reactions are just as important as hard data.
- Finally, explore some possible routes to solution. Make sure the youth has all of the information needed and knows what resources might be available.

Encourage the youth to think of more than one solution. It may be that a solution is in mind and only needs confirmation. It may be that a solution has been tried and failed, but needs a more skillful approach. Evaluate alternative solutions. Get the person to choose one he or she is comfortable with. Plan what to do, who will do it, and when. Follow up if necessary.

Techniques

To put these principles into operation, the counselor must demonstrate that he or she is listening, is interested, and understands. As you gain experience, you will develop good counseling techniques. These should include

- Restating in your own words what the person said.
- Acknowledging the person’s feelings. Show concern.
- Encouraging the person to keep talking. Nod your head, etc.
- Asking what the person did or how the person felt. Do not cross-examine.
- Asking leading questions (not providing answers).

Limits

Chaplains are not expert counselors, clinical psychologists, or behavioral scientists. You are offering “first aid” for a problem that could be deep-seated. Know your limits! If you feel that professional help is needed, do not suggest it directly, but steer the person in that direction. If the person acknowledges the need for professional help, assist him or her in finding it.

In Summary

Be a friend to administration, staff, Scouting leaders, and youth campers. Listen! Everyone needs someone in whom they can confide. Counseling is not easy; it takes much practice. Some do it easily; some never become very proficient. A high level of trust between the persons involved is essential. Remember that camp chaplains only do “first aid” counseling. We must be smart enough to know when an expert is needed. Remember that your aim is for the person being counseled to increase his or her ability to make decisions.

Health Services

An important part of the chaplain’s responsibilities involves ministering to those who find themselves in the health lodge or in a hospital in the vicinity. The health lodge may become a place where serious outreach can occur. Sickness or accidents can give people opportunities to reflect about many

things, and the visit from the chaplain might be the opportunity to talk about these concerns. Be open to this situation and use it well.

Health Lodge

The health lodge should be open continuously for emergency treatment. Daily sick call at the health lodge is often scheduled immediately after breakfast for campers who should see the health officer. The health lodge is intended only for the temporary care of sick or injured persons. The health lodge staff will arrange transportation of those seriously ill or injured to a hospital where they can be given more adequate care, or to be taken home, where the parents will then have the responsibility. The chaplain may be asked to assist.

- Establish and maintain good relations with those who are sick, both those who have contacted the health lodge and those who are confined to it.
- Visit the health lodge each day at a regular time agreed upon with health lodge personnel.
- Establish and maintain good rapport with health lodge personnel. The medical staff are professionals and have the responsibility for the health of the individuals at camp.
- Learn and follow health lodge procedures.

Local Hospitals

- Know directions, phone numbers, and suggestions regarding local hospitals and clinics.
- Procedures on treating juveniles differ from hospital to hospital. You should become acquainted with all pertinent procedures at each institution.
- Never assume that hospital doors are always open. Call first, if in doubt.
- Young people with an injury or illness in a strange hospital need to be visited daily.
- Offer practical support. Convey news; bring reading material.
- Wear your uniform when visiting a hospital. It helps for entry and for recognition on the part of the patient and the staff.

Ministry to the Sick

Being a chaplain does not automatically bestow a sense of comfort, ease, or expertise in ministering to the sick, especially young people. The following general principles can help.

- Use the principles of the Scout Law as a basis for your own mental and spiritual preparation. (See *The Boy Scout Handbook*, 11th edition.)
- Be a good listener. Listen not only to what the person is saying, but also to what the person might want to say, yet find difficult to say. It is not uncommon to encounter health problems caused by emotional difficulties. Problems other than illness or injury may have brought the young person to the health lodge; e.g., avoiding a difficult task, or interpersonal conflict in the unit.
- Be ready to deal with loneliness, fear, and boredom.
- Build and support the patient's confidence. Many times young people have a low self-image and do not realize the ability they have or how important the power of positive thinking is with regard to physical and emotional health.
- Communicate with the patient and health lodge staff so that working with the patient becomes a team effort. Sometimes it is important to communicate with a patient's unit to let them know what is happening. When it is important to communicate with the patient's parents, provide *known facts*. Do not speculate. Importantly, follow up with the unit if the patient must return home.
- Bring a sense of spirituality and prayer to the visit. The chaplain is expected to be a person of prayer.
- Be aware of special religious needs of people, including religious beliefs and practices in health crises.
- Be aware that while the chaplain is often the only counselor available and that while professional counseling may be called for, it may not be possible to arrange professional counseling at the specific time the patient needs it. In this situation, the chaplain should be prepared to offer what he or she can until other arrangements can be made.
- On occasion, it may be appropriate and/or necessary to communicate with the patient's priest, minister, or rabbi back home.

Guidelines for Counseling and Relationships: Summary

1. Counsel in a visible area but privately and in complete confidence.
2. Be a good listener by being alert to body language as well as what is being said.
3. Look for information and symptoms of more serious problems such as drug abuse, child abuse, or family discord.

4. Understand the problem; recognize the importance of peer pressure and the need for a feeling of self-worth.
5. Do not give advice but help the individual to arrive at a solution to the problem.
6. Look for several solutions using what is available at camp, such as aquatics areas, nature trails, skills area, etc. Working through these program areas for a “cure” is often helpful.
7. Do not go beyond your ability as a counselor. If necessary, seek additional professional help.
8. Do not serve as a disciplinarian. Do serve as an empathetic counselor to youth.
9. Do not preach—be a friend, even though you may strongly disapprove of the person’s conduct.
10. Be available whenever needed.
11. Be a model for others to follow. Observe general staff rules and encourage others to do the same.
12. Share in the work and general duties. Your primary responsibility is for the spiritual welfare of the camp, but this can best be accomplished when you are accepted as one of the gang.

Problems Likely to Be Encountered

Most situations a chaplain in summer camp encounters are of a routine nature. However, occasions will arise when leaders, staff members, or campers will call on the chaplain to assist with personal problems. The chaplain may be called on to deliver to someone in camp the news of a death in the family. Perhaps a leader will call the chaplain to help comfort a homesick camper. A staff member having trouble with a girlfriend, boyfriend, or parents may come to the chaplain for advice. Sexual concerns of minor significance should be handled with diplomacy by the chaplain.

Child Abuse

Guarding against child abuse is an important responsibility of *all* staff members and should not be taken lightly. Some of the more common examples of abuse for which chaplains and other staff members should be on guard include:

- Hazing in any form by other campers, staff, or leaders. Some unit leaders still condone hazing rituals in campsites. Such actions can cause physical or mental stress and are not to be tolerated in any form.
- Excessive or inappropriate discipline by a leader involving hitting, slapping, tormenting, belittling, yelling, swearing, or making derogatory remarks.

- Actions such as fondling or any other sexual contact.

Child abuse requires calm, considered action. The problems of abuse are serious. Immediate action is necessary. However, think before you act. First, see to the needs of the abused child. Then the camp director will contact the Scout executive, who will contact the proper authorities. Above all else, remain calm.

During the staff training week, all camp staff will have participated in Youth Protection training. Refer to the BSA publications *Child Abuse—Let’s Talk About It* and *Summer Camp Staff Training* for additional information and guidance.

The Boy Scouts of America will not tolerate any form of abuse and will report all offenses to the proper authorities.

Drug Abuse

An unusual situation like drug abuse will not be in the daily routine for the camp chaplain. If a pusher is discovered in camp, notify the Scout executive immediately. The chaplain and/or camp director should have made acquaintance with local law enforcement personnel before camp to find out what the local laws are pertaining to drug use or possession.

As stated in the camping school drug abuse material, anyone who is abusing drugs should be immediately removed from a Scout camp. Illegal drugs and alcohol (also a drug) will not be permitted in any Scout camping facility. This rule applies to all campers, leaders, and staff. This must be made perfectly clear in published camp rules and by the camp director speaking for the Scout executive and BSA local council, and totally supported by the chaplain.

A drug user often desires to avoid responsibility, thinking drugs will solve his problems. Unfortunately, chemical dependency upon drugs and alcohol has become a serious problem for children as young as Cub Scouts. Chaplains should be aware of dangers present and know what to do should they be confronted with drug abuse.

The harmful, deadly effects of drugs and alcohol should be made known to all campers. A group discussion of the problem could be a part of the camping schedule. If time is scheduled for traditional camp subjects such as nature, then time should also be provided for a subject as important and current as this. Every Scout chaplain should insist that a substance-abuse education section be a part of every camping period.

Chaplains may have opportunities to talk about the dangers of drug abuse. Avoid “preachiness” but make the point that the best “highs” come from activities such as Scouting, not from using drugs.

Tobacco and Alcohol

Boy Scouts of America Smoke-Free Policy. It is the responsibility of the Boy Scouts of America to protect the health and safety of the young people in our program. It is the policy of the BSA that leaders should not use tobacco products in any form in the presence of youth members. In addition,

extreme care should be taken to provide smoke-free environments for all Scouting participants. All buildings or facilities under control of the local council are to be designated as nonsmoking facilities. Smoking outside entrance/exit doors is not permitted at any location. In addition, all Scouting functions, meetings, or activities should be conducted on a smoke-free basis with permitted smoking areas located away from all participants.

Alcohol. The most generally accepted policy on alcohol can be found in the *Venturer Leader Manual*, which says the following on the subject:

“Adult and elected leaders should be prepared to help crew members understand the serious consequences that can result from the use of alcoholic beverages. The use of alcoholic beverages by Venturers, leaders, or guests at any Venturing function is prohibited.” This statement applies to Cub Scouts, Boy Scouts, and their leaders as well.

Emergencies in Camp

The chaplain should be aware of possible emergencies that can arise in a Scout camp—missing campers, fires, floods, windstorms, epidemics, serious illness, serious accidents, fatalities. Become familiar with policies and practices governing the actions of staff and campers in emergencies. The staff should be familiar with all types and causes of emergencies. The first step toward developing policies or a plan of action is in listing the possible hazards.

Emergency information should be available in a conspicuous place such as the camp office, posted near the telephone. The chaplain should have the name, address, and telephone number of the following key people:

- Council president
- Scout executive
- Police department
- Chair of the health and safety committee
- Chair of the camping committee
- Fire department
- Sheriff
- Doctors
- Coroner

The chaplain should be aware that the camp director has a complete roster, with home phone numbers, of everyone in camp.

Emergency phone numbers for quick reference in camp:

- | | |
|-------|-----------------------------------|
| _____ | Local hospital |
| _____ | Local fire department |
| _____ | Local police department |
| _____ | Sheriff |
| _____ | Local priest |
| _____ | Local minister |
| _____ | Local rabbi |
| _____ | Council president |
| _____ | Council Scout executive |
| _____ | Health and safety committee chair |
| _____ | Camping committee chair |
| _____ | _____ |
| _____ | _____ |

CHAPLAIN RELATIONSHIPS

The camp chaplain will be involved in relationships with many individuals or groups throughout the summer. Following are some guidelines on what to expect and how to deal with these situations. Some examples are given, but the list is not intended to be all-inclusive.

Relationship to Camp Director

The chaplain is directly responsible to the camp director. The camp director, in turn, is responsible to the Scout executive, who, along with the council camping committee, is ultimately responsible for the whole camp program.

The chaplain should frequently confer with the director about any problems or situations of mutual concern. They should decide together who does what in a crisis or emergency.

Relationship to Program Director

The program director is responsible for the coordination of the total camp program, including unit activities, interunit events, family activities, and general camp programming. The camp staff members working under the program director have the most direct contact with campers and leaders, so the chaplain should have good communication with them concerning problems and potential problem situations, illnesses, and other emergencies.

Relationship to Other Staff Members

Other staff members include the following directors and their respective staffs: aquatics, shooting sports, ecology/conservation, campcraft commissioner, business manager, and health director. All of these people have definite responsibilities that keep them primarily within a certain camp area. The chaplain, on the other hand, has freedom to move about the camp, to go where the campers and leaders are. This makes it possible for the chaplain to be flexible and available. He or she should be friendly and interested in what others are doing, but must use common sense in deciding how present or absent to be. The chaplain's actions will determine his or her acceptability and will enhance an effective ministry.

To become well-acquainted with the staff, the chaplain should arrive in camp before camp opens, along with other staff members. The chaplain should not be afraid to put on

rough clothes and pitch in on some of the hard physical tasks that are a part of setting up camp. Working with staff in these situations helps develop an atmosphere in which staff members feel that the chaplain is a friend, sincerely interested in them as individuals.

The chaplain should assume responsibility for preparing his or her specific area. This may involve such chores as weeding or mowing around the chapel area or cleaning out the storage area for the chaplain's supplies. Being at camp during staff week is a must for the chaplain.

During the precamp period, the chaplain will have an opportunity to assess how his or her particular skills will fit into the other parts of the Scout camp program. The chaplain should, however, always keep in mind that in all activities in the camp, the primary responsibility is to serve as religious adviser.

Relationship to Unit Leaders

The chaplain should be given an opportunity to meet with the unit leaders at their first meeting after they arrive in camp. If possible, the chaplain should be introduced at the precamp leaders' meeting, usually held several weeks before the opening of the camp.

At the leaders' meeting in camp, the chaplain outlines the chaplaincy program, mentioning such things as the time and place for religious services to be held during the camp session. If the chaplain has a program specialty that could serve as a means of getting acquainted with campers, such as ropework, campfire songs, storytelling, or nature lore, this would be an appropriate time to point out his or her availability to units. Service in making sick calls, assisting with mail distribution, helping with homesick campers, personal counseling, etc., also can be mentioned at this time.

Relationship to Parents and Family Members

Often the chaplain has an opportunity to greet the parents along with the campers as they arrive in camp. When parents return for visitors' campfire, many campers who have visited with the chaplain or assisted with services during the session will want to introduce them to the chaplain. The chaplain may want to encourage the parents of a camper who has become interested in the religious emblems program to contact the home religious leader.

A camper's brothers, sisters, and grandparents may also visit the camp. The chaplain should encourage their involvement in the Scouting program. Scouting is a family program and family involvement should be encouraged whenever and wherever possible.

Relationship to Religious Advisory Committees

Local Council

The local religious advisory committee may call for periodic reports. The chaplain should see that any such reports are made to the committee that hired him or her. Committees are urged to hold a summertime meeting at camp to see the chaplaincy program. The chaplain usually hosts this meeting and conducts a camp tour, reporting on chaplaincy activities and progress.

National

So that a proper evaluation can be made of the chaplaincy program on a nationwide basis, individual chaplains should make reports to their respective national committees. These reports are valuable in determining the future direction of the chaplaincy program.

Note: The suggested time for acquiring denominational information is at the initial leaders' meeting.

You may want to use the summary forms shown at the end of this section or adapt them for your reports. Add any items significant to your local needs.

Relationship to Chaplain's College or Seminary

A chaplain who is a seminarian should follow through on assignments from school, such as field service reports. From the standpoint of future chaplaincy service in Scout camps, it would be much appreciated if the chaplain who has had a successful experience would encourage other seminarians to consider a similar experience for themselves. Perhaps a report could be arranged to the seminary student body, along with showing slides of the chaplain's experience.

Relationship to Community in Which Camp Is Located

Although this public relations function is handled primarily by the camp director, there are many ways in which the chaplain can be of valuable assistance. Here are just two examples.

1. Become acquainted with the hospital in the neighboring community; meet the chaplain if one services the hospital.
2. Invite neighboring clergy to visit the camp and host the event.

Chaplain Aide in Boy Scout Troops

Troops coming to camp may or may not have a chaplain aide. The chaplain should encourage appointment of a chaplain aide from each unit while in camp. This position is in keeping with the religious principles of the BSA to encourage troop members in their growth in relationship to God. A Scout, serving as a chaplain aide, can help make this happen.

It is recommended that troop members have a part in selection of the aide with guidance from the patrol leaders' council and Scoutmaster. See the *Scoutmaster Handbook*.

Purpose of Chaplain Aide Program

The purpose of the chaplain aide program is to encourage spiritual awareness and growth in the lives of Scouts.

1. The chaplain aide is an approved leadership position for Boy Scouts. The chaplain aide should
 - Have earned or be in the process of earning his religious emblem.
 - Be at least a First Class Scout.
 - Be mature and sensitive, and one who has earned the trust and respect of his fellow Scouts.
2. The purposes of the chaplain aide program are to
 - Make the twelfth point of the Scout Law more meaningful in life.
 - Promote a greater understanding of and appreciation for all religions.
 - Provide Scouts with opportunity to work with an ordained member of the clergy, thereby gaining insight into the ministry or rabbinate.

Duties

The duties of the chaplain aide are as follows.

1. Work with the troop chaplain (usually an adult member of the clergy) to plan appropriate interfaith religious services during troop campouts.
2. Encourage troop members to strengthen their own relationship with God through personal prayer and devotion and participation in religious activities.
3. Participate in patrol leaders' council planning sessions to ensure that a spiritual emphasis is included in the troop's activity.
4. Assist the troop chaplain or other appropriate adult to plan Scout Sabbath or Sunday at least twice a year, including one in February.

5. Present an overview of the religious emblems programs at a troop meeting at least annually.
6. Assist the troop chaplain or other appropriate adult to recognize youth who earn their religious emblems at the next troop court of honor.

Orientation

The camp chaplain may wish to have an orientation meeting of all chaplain aides, including those campers who may wish to become chaplain aides, on the first evening of camp.

Troop Chaplain

The camp chaplain should have current training from the Chaplain section of National Camping School. Some troop chaplains attend camp with their troop. The camp chaplain should recommend that every unit invite its chaplain to attend camp or at least spend a day or two at camp with the unit.

Weekly Summary of Scout Camp Chaplain

(Reproduce locally.)

For week ending _____ Report No. _____

1. Total number of youth and leaders in camp: _____

Roman Catholic _____ Protestant _____ Jewish _____

Islamic _____ Mormon _____ Other _____

2. Worship services conducted:

a. Total number of services _____

b. Number of: Morning _____ Evening _____ Sunday _____ Other _____

c. Total attendance _____

d. Amount of money received in collections _____

3. Religious emblems program work done (describe): _____

4. Other types of chaplain's duties performed:

a. _____

b. _____

c. _____

d. _____

(Use back for additional information.)

5. Other contributions to the camp program: _____

6. Supplies needed for the office: _____

7. Opportunities for individual counseling: (Please relate incidents; give other comments.
Use other side of sheet.)

Signed _____

Camp _____

Address _____

**Indication of Interest
Religious Emblems Program**

Date _____

Youth's name _____ Unit No. _____

Address _____

Religious affiliation or denomination _____

Religious leader _____ Phone _____

Religious leader's address _____

Catholic _____ Jewish _____ Protestant _____ Mormon _____

Other _____

Chaplain's letter sent to: _____ Date _____

Remarks: _____

Note: Give these cards to respective religious advisory committee for follow-up.

**Camp _____
Religious Service Attendance Record**

This will certify that _____

attended _____ services in camp on _____
(date)

Signed _____
Chaplain

(Reproduce locally as needed.)

Camp Chaplaincy Questionnaire

(Reproduce locally.)

We request your assistance in completing this short questionnaire. It has been designed to provide information to help improve the promotion and use of chaplains in meeting the spiritual needs of campers and staff at BSA council camps. Please complete it and mail to the address at the end of the questionnaire.

	Yes	No
1. During your camping season, does your council make use of:		
a. One or more full-time chaplains?	_____	_____
b. One or more part-time chaplains?	_____	_____
2. If your answer to both of the above was "no," go to No. 10. If you answered "yes," briefly list the chaplains' qualifications and religious denominations.		

3. If one or more chaplains were employed:		
a. How were the salaries handled? Did the council pay, or were payments made by a religious advisory committee or other organization?		

b. How long was your camping season? _____ weeks		
c. How much were the chaplains paid per week at camp?		
\$ _____ \$ _____ \$ _____		
d. Did representatives of the employing organization visit the chaplains at camp?	_____	_____
e. Did the chaplains provide ending reports of activities to the employing organizations?	_____	_____
4. What religious duties did the chaplains perform while at camp?		
a. Number of services held each weekend: _____		
b. Number of midweek services held: _____		
c. Personal counseling with campers?	_____	_____
d. Personal counseling with camp staffers?	_____	_____
e. Liaison with unit leaders?	_____	_____
f. Promotion of religious emblems program?	_____	_____
g. Other (specify): _____		

Yes No

5. For part-time chaplains:

a. Did the chaplain serve only on weekends? _____

b. Was the chaplain on staff with other duties? _____

c. If yes to "b" above, list other duties:

6. What benefits were derived from the availability of chaplains at camp?

7. Did the chaplains receive training at a National Camping School? _____

8. If you answered "yes" to No. 7, what organizations, if known, underwrote the cost of this training and any salary?

9. If known, how were funds acquired to cover the chaplain's salary and training costs?

10. Are you aware of the following resource?

Summertime Opportunity As a Scout Chaplain brochure, No. 05-214 _____

11. Has your council made use of the above resource in promoting chaplaincy opportunities to local clergy and seminarians? _____

This questionnaire was completed by:

Signature

Council position

Print name

Council name and number

Thanks for your assistance in completing this questionnaire. Once data are compiled, we will publish results in the Relationships newsletter.

Sincerely,

National Religious Relationships Committee

Note: Photocopy and mail this completed questionnaire to the Religious Relationships Service, S326, Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079, with a copy to your local council religious advisory committee.

RESOURCES

The Boy Scout Handbook, 11th edition, No. 33105

Child Abuse—Let's Talk About It, No. 3943

Duty to God brochure, No. 05-879C

Duty to God poster, No. 05-880

Eagles Soaring High, No. 05-877

Exploring Reference/Policy Guide, No. 23-202

Kosher Food in Scouting, No. 15-247

Relationships Resources, No. 04-400C

A Scout Is Reverent, No. 3004

The Scoutmaster Handbook, No. 33009B

Summer Camp Staff Training Guide, No. 20-115A

Summertime Opportunity As a Scout Chaplain brochure,
No. 05-214

Venturer Leader Manual, No. 34655D

Youth Protection training, No. 12004





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