

SCOUTS-L

MERIT BADGES

Date: Wed, 10 Jan 1996 00:07:40 -0500
From: Ed Henderson <BigEdBSA@aol.com>
Subject: New Merit Badge in Crime Prevention to be kicked off in May 1996

**HOT OFF THE
PRESS!!
!!!!!!!!!!!!**

For all of those who morn the passing of Botany, Consumer Buying, General Science & such, and were even more disappointed that no new badges were intorduced.....here comes the first replacement:

CRIME PREVENTION MERIT BADGE:

The BSA will launch a national crime prevention program in May 1996; the initiative will be unveiled at the 1996 National Annual Meeting. In addition, a Crime Prevention merit badge will be introduced. The program will kick off during National Crime Prevention Month in October.

Preparation

and input for the new merit badge has come from many sources: National Crime

Prevention Council, International Association of Chiefs of Police, National Sheriff's Association, U.S. Inspector General's Office, U.S. Department of Defense, International Juvenile Officer's Association, and the International Society of Crime Prevention Practitioners.

Date: Fri, 26 Jan 1996 10:45:32 -0800
From: Warren Williams <warrenw@FELIX.TECLINK.NET>
Subject: Re: My Concerns With BSA's Wildernsess Survival Merit Badge

I don't think the purpose of a earning Wilderness Survival merit badge is to make the Scout an expert on survival, any more than a scout who earns Dentistry mb is qualified to set up shop as a dentist. I think the requirements for merit badges give a basic knowledge of the subject and leave the Scout with an idea of where he can learn more, if he is interested.

If the requirements are toughened, then some Scouts will be put off by the difficulty of the merit badge and will never attempt it. Lifesaving is a good example. I've seen summer camps that add to the requirements for Lifesaving so that Scouts see it as one that only the top athletes

should even attempt; if the requirements were followed, a lot more Scouts would be exposed to and benefit from the material.

The scouts in my troop have really taken to Wilderness Survival; we've made it part of a venture program several times over the past 10 years. The work on the merit badge whets their appetite and they are eager to learn more.

As far as treks into "wilderness" type settings, I wouldn't rely on merit badges, but on demonstrated knowledge of how to handle various situations. The more remote/rugged/inaccessible the wilderness area, the greater the level of knowledge I would expect/require before a Scout can go on the trek. Just because a patrol wants to go somewhere and have a particular set of merit badges doesn't mean I will take them. I consider it my responsibility to weigh the risks involved before approving their plan. If I'm not comfortable with the level of risk, the size of the group, and/or the experience level of any member of the group, I won't hesitate to veto the plan and/or suggest alternatives.

I've sort of wandered around here, I hope you understand what I'm trying to say here...!

YiS,
Warren Williams
Chairman, Camp Promotion and Outdoor Committee
Eastern District, Andrew Jackson Council
warrenw@teclink.net
<http://members.aol.com/ajxnbsa/eastern/>

From <@cmsa.Berkeley.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU> Fri Jan 26 03:16:09 1996
Return-Path: <@cmsa.Berkeley.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU>
Received: from cmsa.Berkeley.EDU (cmsa.Berkeley.EDU [128.32.136.4]) by cap1.CapAccess.org (8.6.12/8.6.10) with SMTP id DAA25457; Fri, 26 Jan 1996 03:16:09 -0500
Received: from TCUBVM.IS.TCU.EDU by cmsa.Berkeley.EDU (IBM VM SMTP V2R3)
with BSMTP id 1198; Fri, 26 Jan 96 00:14:36 PST
Received: from TCUBVM.IS.TCU.EDU (NJE origin LISTSERV@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail V1.2a/1.8a) with BSMTP id 3130; Fri, 26 Jan 1996 01:34:54 -0600
Received: from TCUBVM.IS.TCU.EDU by TCUBVM.IS.TCU.EDU (LISTSERV release 1.8b)

with NJE id 2296 for SCOUTS-L@TCUBVM.IS.TCU.EDU; Fri, 26 Jan 1996

01:33:56 -0600

Received: from TCUBVM (NJE origin SMTP@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail

V1.2a/1.8a) with BSMTP id 2295; Thu, 25 Jan 1996 20:48:42 -0600

Received: from marlin.ssnet.com by tcubvm.is.tcu.edu (IBM VM SMTP V2R2) with

TCP; Thu, 25 Jan 96 20:48:32 CST

Received: from gaelic (ss11.ssnet.com [205.216.96.61]) by marlin.ssnet.com (8.6.12/8.6.12) with SMTP id VAA28464 for

<SCOUTS-L@TCUBVM.IS.TCU.EDU>; Thu, 25 Jan 1996 21:47:10 -0500

X-Mailer: Mozilla 2.0b6a (Win95; I)

MIME-Version: 1.0

References: <2.2.32.19960115163113.00682614@ns.net>

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Content-Transfer-Encoding: 8bit

Message-ID: <31083F5C.7D69@ssnet.com>

Date: Thu, 25 Jan 1996 21:41:32 -0500

Reply-To: SCOUTS-L - Youth Groups Discussion List

<SCOUTS-L@TCUBVM.IS.TCU.EDU>

Sender: SCOUTS-L - Youth Groups Discussion List

<SCOUTS-L@TCUBVM.IS.TCU.EDU>

From: "Norman J. MacLeod" <gaelwolf@SSNET.COM>

Subject: My Concerns With BSA's Wilderness Survival Merit Badge

To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>

Status: RO

X-Status:

I've been asked to be a counselor for the BSA's Wilderness Survival Merit Badge. After taking a good look at the requirements and the materials presented in the merit badge pamphlet, I am somewhat concerned as to the level of training expected of the Scouts working on earning the badge. While the training is sufficient for someone who will never be too far from civilization, there are some very significant deficiencies for someone who will actually be out in a true wilderness area.

The five Scouts who are taking the badge with me are quite experienced as Scouts, and are all fairly capable in backcountry skills. I discussed my concerns with them, and they agreed that it would be better to have more training in survival skills than those required by the badge. They are all interested in the subject,

since they are motivated toward wilderness adventures, which their Troop will be doing in the coming years.

I will sign their "blue" cards once they have met the BSA s requirements, but we will be continuing the training throughout the coming year, so that we get some experience for them in all seasons and a variety of terrain types and vegetation zones.

Now, I realise that we are not intended to turn the Scouts into survival education specialist in the course of earning the badge. However, the materials and requirements supplied would seem to provide a Scout with the idea that he has learned all he needs to know about survival. In reality, though, I fear that the knowledge gained will often be enough to give him a false sense of security and may actually be enough to get him into real trouble, were he to enter a survival situation without anyone else around. What the badge is more appropriate for is training a Scout to the point where he would be a real help in a group survival situation where there was a more skilled person on hand to provide leadership and added expertise.

Let s go to the badge s requirements, and I will explain my concerns where they exist...

=====

1. From memory, describe the priorities for survival in a backcountry or wilderness location.

When I look at the text in the pamphlet, I am left with the feeling that there just isn t enough "meat" to the learning required. You see, every survival situation is different. While there is a small core of absolutely essential priorities, they are not always prioritised the same. For instance, locating a good source of water may be the first priority in the summer, especially if the weather is hot and you are running low on your water supply. On the other hand, it will likely come in third behind shelter and heat in the midst of a winter snowstorm.

I really think that someone who may actually have to use these skills will also need to have the training that will firmly instill a set of sequences to be followed for the widest possible group of scenarios for different times of the year and different types of

wilderness. While it takes a little more time and effort to learn this, that time spent now can mean the difference between life and death a few weeks, months, or years from now.

2. Describe ways to (a) avoid panic and (b) maintain a high level of morale when lost.

Definitely can't argue with this! However, it would be nice if there was a bit more text on the subject in the pamphlet. Of course, I understand that a lot of this has to come from the counselor, but I'm afraid that there are not many counselors at a summer camp that will have the depth of experience to really be able to help the Scouts learn how to put together some really effective individual coping strategies that will stand them in good stead in high-stress survival situations. It's not all that difficult to do - providing you have the background to be able to teach them how to develop their own techniques for doing this for themselves and the others around them.

3. Show that you know first aid for injuries or illnesses likely to occur in backcountry outings, including hypothermia, hyperthermia, heat stroke, heat exhaustion, frostbite, dehydration, sunburn, stings, ticks, snakebite, blisters, and hyper-ventilation.

You know what? These are some of the most difficult types of medical problems to deal with at any time, and are even harder to work with in remote area situations. There are some real sneaky killers here, especially the heat and cold illness/syndrome problems. Most of them have more to do with prevention than with actual treatment, but you also should know how to detect the earliest possible warning signs that some of these situations are developing. There isn't a lot of information on dealing with these in the pamphlet, so this is again something that is going to have to come from the counselor. How much do you know about these things yourself?

4. Tell what you would do to survive in the following environments:
 - (a) Cold and snowy
 - (b) Wet (forest)
 - (c) Hot and dry (desert)
 - (d) Windy (mountains or plains)
 - (e) Water (ocean or lake)

Fairly diverse set of situations. But, what about hot and humid environments, like those you can so easily get in the southeastern part of the USA? You can develop heat emergencies much more rapidly in this kind of environment than you can in the desert southwest

In the north, a more common instant survival situation could easily involve falling through thin ice on a pond or stream. How much do you know about the gasp reflex for someone who has a major portion of the body immersed in really cold water - and how dangerous this can be for your continued well-being? Do you know whether it is safer to remain in the cold water or to get out into the cold air - and why? These are basic things I want my kids to know from their earliest ages, since I grew up in the north and went through ice a time or two myself. I knew how to deal with it, but only a tiny minority of the kids around here have ever been taught what to do.

What I think is called for here is a more comprehensive list in the requirement, coupled with an emphasis from the counselor on the full range of survival environments for the region you live in.

- 5. Make up a small survival kit and be able to explain how each item in it is useful.**

Great! But wouldn't it be nice if the pamphlet included a few suggested survival kit essentials lists?

- 6. Show that you can start fires using three methods other than matches.**

We'll be doing that, but you can bet we will be working with more than three ways to do it. Knowing only three methods, while it is helpful, again will not cover a very wide range of situations. I'd rather they tried out at least ten different methods often enough that they will have a good chance of success in getting a fire going in any environment where there is some kind of fuel to burn.

- 7. Do the following:**
 - (a) Tell five different ways of attracting attention when lost.**
 - (b) Show how to use a signal mirror to attract attention when lost.**
 - (c) From memory, describe five international ground-to-air signals and tell what**

they mean.

I d like (a) to include the word "demonstrate" in place of the word "tell". I d also replace the words "from memory, describe" with "demonstrate". Actually making and using all the available signaling resources is afar better teacher than reading and telling about them. You can work with your local authorities who have the local responsibility for search and rescue (SAR) to set up controlled situations where the Scouts can work with the various signaling methods and materials.

8. Show that you can find and improvise a natural shelter minimizing the damage to the environment.

Good enough. That s what we will do. The pamphlet has some pretty good illustrations and descriptions of a few types of shelters. However, we could do with a treatment on how to improvise the tools needed to make them Again, this is something that we will be stretching out a bit, since there are different types of shelters for different environments and seasons.

I would, however, have preferred that the phrasing about minimising environmental damage have been left in the pamphlet s text, and out of the requirement. I would hate to have that phrase stick out in anyone s mind in a real survival situation. While environmental protection is admirable in all cases, it has to take second seat to the needs of the survivor.

9. Spend a night in your shelter.

We ll be doing this in a number of different types of shelters. Of course, we will count the requirement as "passed" in a couple of weeks when they sleep in their own shelters for the first time. However, I would like them to get to the point where they will be able to do so with far more comfort than they are likely to enjoy on their first few attempts.

10. Explain how to protect yourself against insects, reptiles, rodents, and bears.

OK - but let s remember that a lot of those same critters are actually food!

11. Show three ways to purify water.

How about ten different ways to collect enough water to have to purify it?

12. Show that you know the proper clothing to be worn in your area on an overnight in extremely hot weather and extremely cold weather.

...not to mention wet weather in any temperature! How about something on the variety of ways to keep the clothing you are not wearing from getting wet?

13. Explain why it usually is not wise to eat edible wild plants or wildlife in a wilderness survival situation.

OK, I ll admit it. This one REALLY bothers me! This is likely based on the idea that most people in survival situations are found within three days. However, I would like to point out that there are a lot of areas in North America where situations can easily develop in such a manner as to prevent the launch of a SAR operation to find you. Have you ever been in the Pacific west when the fog and rain rolled in and didn t leave for the next ten days? People who live in those coastal regions know what I m talking about, here!

Have you ever seen a western forest from the air? The rain, snow, or fog will eventually clear, regardless of how long it takes. If it were to be one of the ten-day ground-hiders, though, you will have needed to be eating something on a reasonably regular basis, even if it s nothing more than a few recognisable plants, some worms and grubs, with the occasional small animal, bird, or fish added in for tastier variety.

Once you hear a plane that might be looking for you, you will need to get your signal fires going pretty quick. Thing is, the wood may be really wet and hard to start, and the plane might well be long gone before you get smoke into the air. The area has been "searched" and you weren t seen...

The last requirement makes some sense for the densely populated eastern areas, where all you really need to do in many areas is to hike a straight line until you come to a traveled road. It makes

far less sense for those regions where it can be more than fifty miles to the nearest road in active use.

Now, it may seem that I expect too much for the merit badge, but I am working with kids who are going to be going on wilderness trips. I think it is simply too dangerous to let them go out there half-trained. Yes, they will be with a group when they go with us, but these are folks who are likely to also be doing wilderness adventuring on their own or with just a couple of friends along in the coming years. I think it would be irresponsible of me to stop at the line these requirements define - not to mention the possible liability issues of not ensuring a reasonable level of competency based on our projected programme.

I really think the BSA's Risk Management Team needs to take a REAL close look at the way this badge is presently set up. I can foresee significant legal liability problems for the corporation on the day a Scout who holds the Wilderness Survival Merit Badge fails to survive after becoming separated from a BSA sanctioned backpacking trip and fails to survive the challenge. It wouldn't take much of a lawyer to win a bundle, especially if the Scout isn't found for a couple of weeks and there is reason to believe he didn't at least try to become a basic hunter-gatherer from the beginning of the situation.

Well, now we are open for some discussion. I hope that many of you, both from urban and rural areas, will weigh in with your opinions and experiences. I know there are some who will feel that the training included in the badge is more than sufficient - and that there are some who will at least basically agree with me. I think this will make for a valuable thread for those who wish to pick it up and run with it.

Norman

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Try this Scouting Link in your WWW browser:

<http://www.win.net/~gws/gaelwolf/home.htm>

Includes "The Serious Side of Scouting" pages where we take on subjects such as ADD and survival training courses

for Scouts and Leaders, along with much, much more!

All pages optimised for use with the Netscape Navigator.

Date: Wed, 14 Aug 1996 21:16:21 -0700
From: Bill Wheeler <wwheeler@BUFFNET.NET>
Subject: Crime Prevention Merit Badge

I just saw information about "Crime Prevention Merit Badge" tonight. It is not listed in the 1995-1996 Boy Scout Requirement Book.

The information I received states that the merit badge pamphlet, Supply Division catalog number 33400, is scheduled to be released on July 1, 1996.

If there is interest, I will post the requirements.

Date: Thu, 15 Aug 1996 15:52:23 -0400
From: "Paul S. Wolf" <aa854@cleveland.Freenet.Edu>

>Brad Hall

I have already posted them. I can send copies to anyone that needs them.

I also sent them to the US Scouting Service site for adding to their web pages. they should be up soon.

The MB book is available at my council Scout Shop, so it should be around.

The other 2 new badges will be out soon also:
Archeology
Climbing

Per Troopmaster, Arch is #131, Climb is 132 and CP is 133.

--

Paul S. Wolf, P.E. aa854@Cleveland.Freenet.Edu
Traffic Engineer, Cuyahoga County Engineer's Office
SIGOP, The Scouting Center on The Cleveland Freenet

Past President, Great Lakes Region, Federation of Jewish Men's Clubs

From <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU> Sat Oct 12 16:54:54 1996

Return-Path: <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU>

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with BSMTP id 8242; Sat, 12 Oct 96 16:50:39 EDT

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with NJE id 2788 for SCOUTS-L@TCUBVM.IS.TCU.EDU; Sat, 12 Oct 1996

15:49:31 -0600

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V1.2a/1.8a) with BSMTP id 2787; Sat, 12 Oct 1996 15:49:29 -0600

Received: from mailout1.h1.usa.pipeline.com by tcubvm.is.tcu.edu (IBM VM SMTP

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GMT

Received: by pipe4.ny3.usa.pipeline.com (SMI-8.6/SMI-5.4-PSI) id UAA12676; Sat,

12 Oct 1996 20:47:25 GMT

X-PipeUser: bec

X-PipeHub: nyc.pipeline.com

X-PipeGCOS: (Bruce E. Cobern)

X-Mailer: Pipeline v3.5.0

Message-ID: <199610122047.UAA12676@pipe4.ny3.usa.pipeline.com>

Date: Sat, 12 Oct 1996 20:47:25 GMT

**Reply-To: SCOUTS-L - Youth Groups Discussion List
<SCOUTS-L@TCUBVM.IS.TCU.EDU>**

Sender: SCOUTS-L - Youth Groups Discussion List

<SCOUTS-L@TCUBVM.IS.TCU.EDU>
From: "Bruce E. Cobern" <bec@NYC.PIPELINE.COM>
Subject: 1996-97 Boy Scout Requirements: Changes (long)
To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>
Status: RO
X-Status:

I have just returned from my local Scout Shop with the NEW 1996-97 Boy Scout Requirements book. (It was SO new that it wasn't even in the computer system yet.)

Guess what, there are some changes! :-)

First of all, Crime Prevention is now in the book, although it is listed on the inside front cover as a merit badge whose requirements have "changed." I guess going from nothing to something is a "change." I could not find any change from the original set of requirements announced in May, which doesn't surprise me.

Crime prevention is the ONLY new merit badge in this edition. Apparently the other two anticipated new merit badges, archeology and climbing, were NOT released this year, even though many of us were expecting them and we even had one Climbing merit badge counselor post about the merit badge.

There is one change to the rank requirements, and two other merit badges whose requirements have changed.

The rank requirement change is to Eagle requirement 4, where historian has now been added to the list of acceptable positions of responsibility. That leaves,

I believe, bugler as the only position acceptable for Star and Life that is NOT acceptable for Eagle.

The two merit badges reporting requirement changes are Public Health and Sports, as follows:

Sports - In requirement 7, the term "attributes" has been replaced with "attributes (qualities)." I guess they didn't think that Scouts knew the meaning of the word attributes. :-)

Public Health - The changes here are somewhat more substantial as follows:

In requirement 1's lead paragraph, "Prepare an outline of its . . ." has been changed to "Prepare an outline of the agency's . . ." 1(b) goes from "Explain how these affect you." to "Explain how these services affect you." 1(c) replaces "Find out" with "Identify" and "the United States" with "your community." 1(d) adds "at the agency" to the end of the sentence.

The most significant change in these requirements is in requirement 2 where

the list of diseases has been changed. It now reads: "Explain how the following diseases are contracted: tetanus, influenza, syphilis, hepatitis, emphysema, AIDS, encephalitis, meningitis, salmonellosis, Lyme disease, herpes, and lead poisoning." This involves eliminating a couple, adding a couple, and expanding "sexually transmitted diseases" by being specific.

In 3(b), "baby" has been replaced with "young child." 3(c) has added the word "periodically" at the end.

Requirement 4 now requires you to "Visit a restaurant or other commercial food service facility and observe food preparation, handling, and storage.

Interview a food service inspector and explain" the items in parts (a) through (d).

Requirement 5(b) has been changed to read: "Visit a water treatment facility and describe the steps used in making public drinking water safe; OR visit the drinking-water quality-control agency in your community. Describe how water quality is monitored."

In requirement 6(a) delete the word "household." 6(b) has been replaced by:

"Visit a municipal wastewater treatment facility and a solid-waste management operation in your community. Describe how sewage and solid waste disposal is done safely in urban and rural environments, and under wilderness camping conditions."

Requirement 7(b) has been reworded to read: "Describe the health dangers from tobacco use and alcohol and drug abuse."

So, there you have it, as near as I can tell. As I did last year, I will most likely prepare a summary of these changes for distribution within my district.

When I have done so, I will once again submit the file for posting in the Scouts-L archive and on the US Scouting Service web site. Stay tuned.

--

**Bruce E. Cobern
Advancement Chairman
Founders District, Queens Council, NY
bec@pipeline.com**

From <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU> Tue Oct 15 06:29:12 1996

Return-Path: <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU>

Received: from server1.capaccess.org (server1.CapAccess.org [207.91.115.5]) by cap1.CapAccess.org (8.6.12/8.6.10) with ESMTP id GAA07619; Tue, 15 Oct 1996 06:29:12 -0400

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Received: from TCUBVM.IS.TCU.EDU (NJE origin LISTSERV@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail V1.2a/1.8a) with BSMTP id 9010; Mon, 14 Oct 1996 10:36:51 -0600

Received: from TCUBVM.IS.TCU.EDU by TCUBVM.IS.TCU.EDU (LISTSERV release 1.8b)

with NJE id 4405 for SCOUTS-L@TCUBVM.IS.TCU.EDU; Mon, 14 Oct 1996

10:36:16 -0600

Received: from TCUBVM (NJE origin SMTP@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail

V1.2a/1.8a) with BSMTP id 4404; Sun, 13 Oct 1996 09:07:07 -0600

Received: from mailout1.h1.usa.pipeline.com by tcubvm.is.tcu.edu (IBM VM SMTP

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13 Oct 1996 14:04:59 GMT

X-PipeUser: bec

X-PipeHub: nyc.pipeline.com

X-PipeGCOS: (Bruce E. Cobern)

X-Mailer: Pipeline v3.5.0

Message-ID: <199610131404.OAA04753@pipe2.ny1.usa.pipeline.com>

Date: Sun, 13 Oct 1996 14:04:59 GMT

Reply-To: SCOUTS-L - Youth Groups Discussion List
<SCOUTS-L@TCUBVM.IS.TCU.EDU>

Sender: SCOUTS-L - Youth Groups Discussion List
<SCOUTS-L@TCUBVM.IS.TCU.EDU>

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Public Health - The changes here are somewhat more substantial as follows:

In requirement 1's lead paragraph, "Prepare an outline of its . . ." has been changed to "Prepare an outline of the agency's . . ." 1(b) goes from "Explain how these affect you." to "Explain how these services affect you."

1(c) replaces "Find out" with "Identify" and "the United States" with "your community." 1(d) adds "at the agency" to the end of the sentence.

The most significant change in these requirements is in requirement 2 where

the list of diseases has been changed. It now reads: "Explain how the following diseases are contracted: tetanus, influenza, syphilis, hepatitis,

emphysema, AIDS, encephalitis, meningitis, salmonellosis, Lyme disease, herpes, and lead poisoning." This involves eliminating a couple, adding a couple, and expanding "sexually transmitted diseases" by being specific.

In 3(b), "baby" has been replaced with "young child." 3(c) has added the word "periodically" at the end.

Requirement 4 now requires you to "Visit a restaurant or other commercial food service facility and observe food preparation, handling, and storage. Interview a food service inspector and explain" the items in parts (a) through (d).

Requirement 5(b) has been changed to read: "Visit a water treatment facility and describe the steps used in making public drinking water safe; OR visit the drinking-water quality-control agency in your community. Describe how water quality is monitored."

In requirement 6(a) delete the word "household." 6(b) has been replaced by: "Visit a municipal wastewater treatment facility and a solid-waste management operation in your community. Describe how sewage and solid

waste disposal is done safely in urban and rural environments, and under wilderness camping conditions."

Requirement 7(b) has been reworded to read: "Describe the health dangers from tobacco use and alcohol and drug abuse."

So, there you have it, as near as I can tell. As I did last year, I will most likely prepare a summary of these changes for distribution within my district. When I have done so, I will once again submit the file for posting in the Scouts-L archive and on the US Scouting Service web site. Stay tuned.

--

Bruce E. Cobern
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Founders District, Queens Council, NY
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From <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU> Tue Oct 22 22:22:16 1996

Return-Path: <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU>

Received: from pucc.PRINCETON.EDU (smtpe@pucc.Princeton.EDU [128.112.129.99]) by cap1.CapAccess.org (8.6.12/8.6.10) with SMTP id WAA03910; Tue, 22 Oct 1996 22:22:16 -0400

Received: from PUCC.PRINCETON.EDU by pucc.PRINCETON.EDU (IBM VM SMTP V2R2)

with BSMTP id 3768; Tue, 22 Oct 96 22:17:51 EDT

Received: from TCUBVM.IS.TCU.EDU (NJE origin MAILER@TCUBVM) by PUCC.PRINCETON.EDU (LMail V1.2a/1.8a) with BSMTP id 0609; Tue, 22 Oct 1996 22:17:51 -0400

Received: from TCUBVM.IS.TCU.EDU (NJE origin LISTSERV@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail V1.2a/1.8a) with BSMTP id 5476; Tue, 22 Oct 1996 21:18:34 -0600

Received: from TCUBVM.IS.TCU.EDU by TCUBVM.IS.TCU.EDU (LISTSERV release 1.8b)

with NJE id 5469 for SCOUTS-L@TCUBVM.IS.TCU.EDU; Tue, 22 Oct 1996

21:16:42 -0600

Received: from TCUBVM (NJE origin SMTP@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail

V1.2a/1.8a) with BSMTP id 5468; Tue, 22 Oct 1996 21:16:41 -0600

Received: from itchy.mindspring.com by tcubvm.is.tcu.edu (IBM VM SMTP V2R2)

with TCP; Tue, 22 Oct 96 21:16:34 CST

Received: from LOCALNAME (ip99.an9.new-york4.ny.psi.net [38.26.20.99]) by

itchy.mindspring.com (8.7.5/8.7.3) with SMTP id VAA17614; Tue, 22 Oct

1996 21:53:45 -0400 (EDT)

X-Sender: bec@pop.pipeline.com

X-Mailer: Windows Eudora Light Version 1.5.4 (16)

Mime-Version: 1.0

Content-Type: text/plain; charset="us-ascii"

Message-ID: <1.5.4.16.19961022214926.09cfb364@pop.pipeline.com>

Date: Tue, 22 Oct 1996 21:53:45 -0400

Reply-To: SCOUTS-L - Youth Groups Discussion List
<SCOUTS-L@TCUBVM.IS.TCU.EDU>

Sender: SCOUTS-L - Youth Groups Discussion List
<SCOUTS-L@TCUBVM.IS.TCU.EDU>

From: "Bruce E. Cobern" <bec@PIPELINE.COM>

Subject: Re: New Merit Badges

X-To: bolton@mail.kdcol.com

To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>

Status: RO

X-Status:

At 06:30 PM 10/22/96 +0000, Dean and Robin Bolton wrote:

>As of September 1, I believe that there are three new merit badges.
>Archaeology, Climbing and Crime Prevention.

>Does anyone know where to find the requirements for the new Climbing
>Merit Badge?

Actually, that is what we anticipated. In reality, the only new merit badge that made it into the program this year is Crime Prevention. The 1996-1997

edition of Boy Scout Requirements has been released (#33215) and does not

contain either archaeology or climbing so, until we see official notice of their release (which will probably now not be until NEXT September) they just don't exist.

--

Bruce E. Cobern
bec@pipeline.com

Date: Wed, 2 Apr 1997 14:13:34 -0800
From: Steve Grafstrom <smogsteve@EARTHLINK.NET>
Organization: S G Construction Services
Subject: Archaeology Merit Badge

In case some of you haven't heard we have a new merit badge that for some of us is quite exciting. Archaeology is a great subject for the boys and I'm glad to be the first counciler in our district.

Thought that you might like to see the requirements..

ARCHAEOLOGY MERIT BADGE

- 1. Tell what archaeology is and explain how it differs from anthropology, geology, paleontology, and history.**
- 2. Describe each of the following steps of the archaeology process: site location, site excavation, artifact identification and examination, interpretation, preservation, and information sharing.**
- 3. Describe at least two ways in which archaeologists determine the age of sites, structures, or artifacts. Explain what relative dating is.**
- 4. Do TWO of the following:**
 - a. Gather research on three archaeology sites located OUTSIDE the United States. Point out each site on a world map. Explain how each site was discovered. Describe some of the information from the past that has been found at each site. Explain how the information gained from the study of these sites answers questions that archaeologists are asking and how the information may be important for modern people. Compare the relative ages of the sites.**
 - b. Gather research on three archaeological sites that are WITHIN the United States. Point out each site on a map. Explain how each site was discovered. Describe some of the information from the past that has been found at each site. Explain how**

relative

the information gained from the study of these sites answers questions that archaeologists are asking and how the information may be important to modern people. Compare the ages of the sites.

- c. Visit an archaeological site and gather research on it. Explain how the site was discovered. Describe some of the information from the past that has been found at the site. Explain how the information gained from the study of this site answers questions that archaeologists are asking and how the information may be important for modern people. Compare the age of this site with the ages of the other sites you have researched.
5. Choose ONE of the research projects you completed for requirement 4. Present your findings to your scout troop, school class, or other group.
 6. Do the following:
 - a. Explain why it is important to protect archaeological sites.
 - b. Explain what people should do if they think they have found an artifact.
 - c. Describe ways in which you can be a protector of the past.
 7. Do ONE of the following:
 - a. Make a list of items you would include in a time capsule. Discuss with your merit badge counselor what archaeologist a thousand years from now might learn from the contents of your capsule about you and your family.
 - b. Make a list of the trash your family throws out during one week. Discuss with your counselor what archaeologists finding that trash a thousand years from now might learn from it about your family.
 8. Do ONE of the following:
 - a. Under the supervision of a qualified archaeologist, spend at

least eight hours helping to excavate an archaeological site.

- b. Under the supervision of a qualified archaeologist, spend at least eight hours in an archaeological laboratory helping to prepare artifacts for analysis, storage, or display.
 - c. If you are unable to work in the field or in a laboratory under the supervision of a qualified archaeologist, you may substitute a mock dig. To find out how to make a mock dig, talk with a professional archaeologist, trained avocational archaeologist, museum school instructor, junior high or high school science teacher, advisor from a local archaeology society, or other qualified instructor. Plan what you will bury in your artificial site to show use of your "site" during two time periods.
9. Under the supervision of a qualified archaeologist or instructor, do ONE of the following:
- a. Help prepare an archaeological exhibit for display in a museum, visitor center, school, or other public area.
 - b. Use the methods of experimental archaeology to re-create an item or to practice skills from the past. Write a brief report explaining the experiment and its results.
10. Identify three career opportunities in archaeology and tell what education and experience are required for each.
11. Do ONE of the following:
- a. Research American Indians who live or once lived in your area. Find out about traditional lifeways, dwellings, clothing styles, arts and crafts, and methods of food gathering, preparation, and storage. Describe what you would expect to find at an archaeological site for these people.
 - b. Research settlers or soldiers who were in your area at least one hundred years ago. Find out about the houses or forts, ways of life, clothing styles, arts and crafts, and dietary habits of the early settlers, farmers, ranchers, soldiers, or townspeople who once lived in the area where your community now stands. Describe what you would expect to find at an

archaeological site for these people.

**YIS
STEVE GRAFSTROM
TROOP 270
RIVERSIDE, CA**