Follow the White Stag

Leadership Development for Youth

Contents

Part 2 — Program Resources   119

6 — Evaluation Instruments   121

For Bela, Joe, Fran, and Uncle Paul

Forward

The **White Stag** continues to leap on—upward and forward—in a never-ending journey that leads the joyous followers to the promised land. For us who wear the badge of the White Stag, the White Stag journey symbolizes the idea of becoming the best we can. It stands for the ideals of Scouting and for the never-ending process of learning and becoming ever more competent and effective leaders, followers, and stewards in our White Stag community, families, Scout units, schools, churches, home communities, and society.

Central to the White Stag program is the notion of continuous renewal, ever ongoing development and re-visioning. Rather than looking in the rear view mirror of our program history, we focus on the future and explore new vistas, capture new images, seek new opportunities. and create new designs that enrich the program and empower us so that we can make White Stag an ever more vibrant program in our lives and in the lives of others.

As we enter the fifth decade of White Stag, I challenge all of us to continue building and developing the White Stag program, to accept as a community of stewards responsibility for bringing to life the White Stag ideals and organizing our lives to serve the common good.

We should be—and we are—grateful to Brian Phelps who continues to create and present this most inspirational description of the White Stag program. Thank you Brian. All success to all who follow and blaze anew the path of our White Stag journey.

—Bela H. Banathy
September 1997

Part 1 — Program Methods

The first part of this book describes the purposes, methods, procedures, and spirit and traditions used to create and sustain the White Stag Program.

These together are the system used by the leaders to create a program that is uniquely White Stag.

Chapter 1 - "Introduction"

Chapter 2 - "Program Principles"

Chapter 3 - "Aims, Methods, and Content"

Chapter 4 - "Organizational Structure"

Chapter 5 - "Managing Spirit and Traditions"

Introduction

Why This Book

When was the last time as you were camping that someone woke you in the middle of the night, took your flashlight, told you not to talk—and to follow them to points unknown for reasons they would not explain? *And* you trusted them?

Most of our modern, civilized world is stripped of the shaping moments found in the White Stag Leadership Development Program™. Even if an individual belongs to a Boy or Girl Scout troop, a church, synagogue, temple, or other social group, it is unlikely that they have had the kinds of experiences found in White Stag™.

The White Stag camp is relatively unique. It is the longest continuously operated junior leader training programs in the Boy Scouts of America. There are many other excellent junior leader training programs across the United States, a few that also use the White Stag name. We hope that the model offered by this program may be of use to others in supplementing their program or even founding new, advanced JLT courses.

During one week of summer camp, the White Stag program's impact on a youth's emotional or intellectual capabilities is necessarily limited. That is why the program's spirit and traditions are so extremely important. They affect individuals

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Lord Robert Baden-Powell. BP's favorite portrait, by David Jaggers, in the collection of the World Scouting Organization, Geneva, Switzerland. Courtesy of Lew Orans and the Pine Tree Web (www.pinetreeweb.com).

emotionally, securing in their hearts a desire to become better people.

The program's spirit and traditions help us positively influence people spiritually and emotionally. It's that experience, in addition to the exposure to the leadership competencies, that causes individuals to return again and again to follow the White Stag. And with that repeated exposure individuals begin to integrate the leadership competencies into their personal lives.

At the 1933 Boy Scout World Jamboree, Scouting's founder Lord Robert Baden-Powell spoke of the pursuit of the White Stag:

> Each one of you wears the badge of the White Stag...I want you to treasure that badge when you go from here and remember that it has its message and meaning for you.
>
> Hunters of old pursued the miraculous stag, not because they expected to kill it, but because it led them on in the joy of the chase to new trials and fresh adventures, and to capture happiness. You may look on that White Stag as the true spirit of Scouting, springing forward and upward, ever leading you onward and upward to leap over difficulties, to face new adventures in your active pursuit of the higher aims of Scouting—aims which bring you happiness.
>
> These aims are to do you duty to God, to your country, and to your fellow man by carrying out the Scout Law In that way, each of you will help to bring about God's Kingdom upon earth—the reign of peace and good will.[1]

The pursuit of the mythical White Stag is never ending. As humans, we can never achieve perfection, never know all there is about leadership. The arrow topped by the infinity

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1. Lord Robert Baden Powell, at Gödöllő, Hungary, in his closing remarks at the 1933 Fourth World Jamboree of the World Scouting movement, as reported in *The Scouter*, England's Scouting Association magazine, September, 1933.

sign on the cover of this book indicates the never-ending process of leadership development, of moving towards the ideal in pursuing the White Stag. This symbol was first used by Bela Banathy on the cover of the original description of the White Stag program in 1963.

Follow the White Stag, this volume, and its companion volume, *Resources for Leadership* have been written based on the need for a clear, up-to-date reference on the primary facts of the program. Each book can stand alone or be used cooperatively. The first volume is intended primarily for members of the crew or others interested in gaining in-depth knowledge of the program. The second book may be of use to anyone with an interest in leadership development.

Ironically, all of this has been written down so that it can be torn apart. It is not meant to be an absolute reference or arbiter of what is or shall be in the program. White Stag Leadership Development is a dynamic program. The program and these books will change as the needs of our community dictate, and as research alters our concept of the function of the leader and of leadership.

The likelihood of change does not nullify the need for an clear statement of why and how White Stag Leadership Development functions. We must know from whence we come before we can set our sights clearly on distant goals.

What This Book is About

This book is a guide to the program implemented by Venture Crew 122 whose special interest is leadership development. They learn about leadership experientially, by preparing for and leading a week-long leadership summer camp for other youth, called White Stag Leadership Development.

The book is one of a pair: this first one describes the processes or methods that are specific to the White Stag program. The second volume describes the theoretical foundations for the program and its leadership curriculum.

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Follow the White Stag

This volume describes how we do what we do. This book identifies:

- Program principles, aims, methods, and content.
- The program's organizational structure.
- The evaluation instruments used within the program.
- The program's rich lore of spirit and traditions.
- A history of the program.
- A calendar for program planning.
- An assessment of Scouting junior leadership training needs.

An appendix reproduces program founder Bela Banathy's white paper on leadership development published by the World Bureau of the Boy Scouts. A bibliography specifies the original materials which were relied upon to develop this book.

Resources for Leadership

This companion book describes the fundamental concepts of leadership that are the foundation of the White Stag Leadership Development Program. It describes:

- The solid, well-tried and tested theoretical foundation for the program.
- How groups come about, why leadership is necessary, and the sequence of leadership experiences necessary to acquiring competency in leadership.
- The specific leadership competencies or skills that make up our curriculum.

The curriculum is based upon investigation into leadership conducted by a number of our members over thirty-nine years and includes research conducted by the U.S. Army in the 1950's and '60's. It represents our best thinking at this time, but it is not by any means complete. Others will subtract and add to this body of knowledge as needs require it.

Especially effective youth programs, according to developmental psychologists, integrate techniques appropriate to personality change on all three axis: behavioral, developmental, and social. White Stag operates on all of these levels.

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Because of this, individuals credit White Stag with life-changing experiences.

Who This Book is For

This book is intended for anyone with an interest in leadership, but especially for individuals with a desire to develop leadership in our youth. It specifically is written for White Stag leaders, but may also be found useful by educators, recreation leaders, camp directors, and camp counselors.

Readers who are not or have not been participants in White Stag should note that the White Stag approach described in this book is only one means of accomplishing the goal of infecting youth with an enthusiasm for acquiring leadership skills. You could, if desired, develop your own set of traditions and lore that evoke a spirit of your own design.

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How this Book is Organized

This book is organized into nine chapters and one appendix as shown in the illustration below.

1
Introduction

2
Program Principles

3
Aims, Methods, and Content

4
Organizational Structure

5
Managing Spirit and Traditions

6
Evaluation Instruments

7
Sixty-five Years of History

8
Program Year Calendar

9
Junior Leader Training Needs Assessment

A1
World Scouting Reference Paper No. 1

A2
Report on a Leadership Development Experiment

Glossary

Bibliography
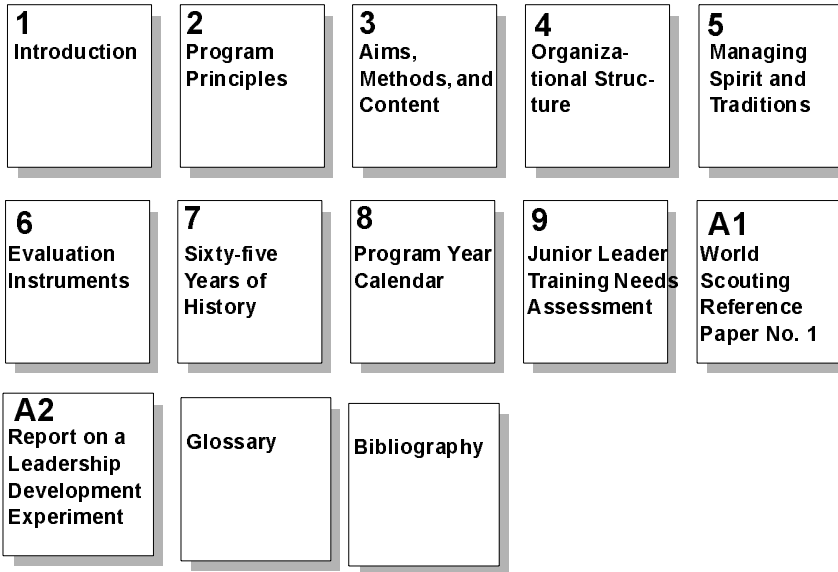
Program Principles

This chapter describes the key principals that form the foundation for all of the methods employed in implementing the White Stag program. These are the basis against which potential methods, activities, and content must be evaluated to learn if they are true to the program's ideals. These principals do not change.

The Infinity Principle

This concept relates to the idea that every individual is in a state of continuous growth. Leadership development is a never-ending process, continuing as long as the learner wishes.

> In implementing the program, it was quickly recognized that leadership competencies cannot be acquired in a few training sessions or in a training course, but only as a result of a **long-range developmental process.** The understanding of this concept has led us to use the term "development" rather than "training." Thus, the program has been designed in a six-year sequence offering—**in a spiral fashion— ever expanding new curricula for the learning of predetermined capabilities.** [1]

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1. Banathy, Bela. *Report on a Leadership Development Experiment.* August, 1964. 10pp. [Original emphasis.]

To support this concept, each yearly program cycle consists of three phases:

Preparatory Phase	To define current individual (and group) needs, their inventory of outdoor and leadership attitudes, skills and knowledge, and to motivate new learning.
Intensive Learning Phase	To learn specific competencies of leadership through intensive involvement and continuous challenging hurdles.
Application Phase	To apply the leadership competencies during the summer camp and in the home environment or sponsoring youth group, and to continuously evaluate the youths' application.

See Chapter 4 - "Organizational Structure" for a complete description of the phase structure and *Resources for Leadership*, Chapter 7 - "Leadership Development By Design" for information on how individuals grow through program participation.

The Evaluation Attitude

The evaluation attitude is a "predisposition to continually examine and analyze the competencies we attain."[2] Evaluation is a critical component of the cyclical learning process. It does not just occur formally at the conclusion of activities, but informally as well, by all involved, throughout the project or task.

One who applies this attitude or technique will be continually aware of the objectives of his learnings

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2. Boyle, Patrick G., and George Aker. "The Evaluation Attitude," *Adult Leadership*, March, 1962.

and will attempt to measure his growth toward them.[3]

Growth in and improvement of leadership performance are dependent upon the individual's willingness to change, his ability to define the kind of change he needs, and his opportunity to objectively evaluate his success.

Evaluation is described in additional detail in *Resources for Leadership*, the companion book to this volume, in Chapter 16 - "Evaluation".

The Direct Approach

In most traditional or conventional training events, because of a lack of systematic programming, most of the emphasis is focused on attempts to change people's perception. Little time is usually allocated for practice and even less to measure changes in performance during the training situation. The White Stag method puts a strong emphasis on individual and group participation and practice long to ensure sufficient habit-formation during the training situation. We also systematically evaluate the participants, staff, and the overall program. We take a direct approach to leadership development...

...rather than being some nebulous characteristic which one has to be born with, **leadership can be defined as a set of competencies which can be learned.** Some eighty aspects of knowledge, skills, and attitudes have been taken into account in our research which have been clustered into competencies. To sum it up, an understanding of the concepts described here has helped us to bring into focus that **the acquisition of leadership competencies should occur by plan and design, rather than by accident.** Although leaders may emerge—as they do today— as by-products of group processes, this is neither an

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3. Larson, John, Bela Banathy and Ken Wells. *The White Stag Report*. New Brunswick, New Jersey: Research Service, National Council, Boy Scouts of America. 62pp. 1965. p. 13. [Original emphasis]

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economical nor an effective way of developing leadership.[4]

The key notion here is that these behaviors are *skills* that can be *learned.* For many years, leadership in traditional junior Scouting leader training programs was referred to only indirectly, by example and inference.[5]

White Stag does not depend on happenstance or luck for leadership training to take place. This "indirect" way of training for leadership is what the White Stag method challenges and transforms into a "direct approach." The skills of leadership are specifically described.

The skills or competencies of leadership are fully described in *Resources for Leadership.*

The System Approach

The system approach[6] is used in developing the program. This approach necessitates the following steps:

1. Identify in exact terms whatever the learner must be able to do at the end of training.

2. Develop objective criteria by which we can measure whether the learner has attained performance objectives.

3. State whatever has to be learned so that the learner can behave in the way described. Thus we establish the learning task.

4. Specify what the training program has to do and by what means or by whom, and when, and where, to assure that the learner will complete the learning task.

5. Design the program, pretest the design, and implement it.

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4. Banathy, 1964.
5. Larsen, John. *The White Stag Report,* December, 1967. p 3.
6. Banathy, 1964. Continuous testing and evaluation of the learner and of the program will indicate if we have to introduce changes to the program.

6. Evaluate the outcomes achieved, comparing them to the goals and objectives set at the outset. Make recommendations for improvement in the future.

The system approach includes developing goals and objectives. See *Resources for Leadership*, Chapter 18 - "Manager of Learning" for additional information.

The Manager of Learning Method

We need to shift our attention from instruction to learning. [7]

Learning means changing behavior. We postulate that this change takes place in an individual by the process of perception, practice, and performance. This sequence is rigorously adhered to in the White Stag plan.

Participants are given realistic opportunities to practice what they learn and to make mistakes under close supervision. Any problems they experience can be quickly spotted by staff, feedback given, and with continued improvement, the member gains increased confidence prior to experiencing the pressure of a real situation.

The Manager of Learning method, in brief:

1. Confront the learning group with a situation in which the use of the competence to be learned is required. This helps them realize the need for increased competence and thus creates a desire to learn. We've labeled this a Guided Discovery.

2. Introduce the learning program in a workshop situation where the competency is demonstrated and practiced. Call this Teach/Learn.

3. Apply the learned skill in situations similar to—or identical with—the original "confrontation." (See step 1 above.) The group can readily recognize the "new way of doing things" and their increased competence. This is the Application.

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7. Banathy, 1964.

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4. Confront the group—unexpectedly—with novel situations in which the competence is to be used; group evaluates the application of the competence. This is the Evaluation.

5. Individuals formulate operational and measurable objectives for the application of the newly-acquired competence in the back-home situation in and out of Scouting.

All of the program participants' leadership development activities are scheduled and systematically programmed using the MOL structure.

The main characteristics of the MOL methodology are:

■ Stresses the practical aspects of the leadership job.

■ Presents concepts only when applicable to the task and presents them within the frame of reference of the specific task.

■ Presents the practical context of the job as soon as possible.

■ Introduces a series of leadership tasks that increase the trainee's desire for knowledge of new principles, concepts, skills and techniques.

■ Presents learnings if possible in the same sequence as they would occur in the actual leadership task.

The MOL competency is described in much greater detail in *Resources for Leadership*, Chapter 18 - "Manager of Learning".

The Hurdle Method

Our primary mode for helping leaders-in-training to acquire a need to know and to apply new knowledge. A *hurdle* is an unexpected challenge presented to a leader and his group for which he has not specifically prepared and which requires them to apply specific leadership skills—and sometimes out-door—skills. A hurdle is often used to introduce a guided discovery.

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One of the paramount characteristics of a leader is his readiness to act in a novel situation. Unexpected tasks that require efficient group organization provides realistic and valuable practice. The hurdle concept was indirectly described by Lord Robert Baden-Powell, Robert Baden-Powell, the founder of Scouting. He referred to the White Stag in his last address at a World Jamboree in 1933, at Gödöllō, Hungary.

> "You may look on that White Stag as the pure spirit of Scouting, springing forward and upward, ever leading you onward and upward to leap over difficulties, to face new adventures..."

Hurdles similarly should help learners move forward and upward in their understanding of and ability to apply the leadership competencies.

For further information on the hurdle method, see the companion volume to this book, *Resources for Leadership, Chapter 6 - "Developing Learning Hurdles"*.

The Patrol Method

Lord Robert Baden-Powell intuited the dynamic power of the patrol method long before sociologists could prove it worked in youth or adult groups. He writes, "The formation of boys into patrols of from six to eight and training them as separate units, each under is own responsible leader, is the Key..." [8] This, he felt, was Scouting's most essential contribution to education.

Twenty years later, commenting on the successful use of the patrol method, he says, "The sum of the whole thing amounts to this—every individual in the patrol is made responsible, both in den and in camp, for his definite share in the successful working of the whole."[9]

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8. Baden-Powell, Robert. Selections from *The Scouter*, edited by Lord Somers, *Baden-Powell's Outlook*. London: C. Arthur Pearson Ltd., 1941.
9. Baden-Powell, Robert. *Scouting for Boys*. London: C. Arthur Pearson Ltd., a Facsimile Edition of the Original, 1908/1951

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Patrols enter every area of what we do. While it used to be that one man could hollow out a tree and make a canoe, or perhaps cut the wood and forge the steel required to build a stagecoach, today's society is a maze of complex tasks that create tremendous specialization.

There are few if any individuals who alone could design and build a car, bus or office building—which we all generally use. *Cooperation*—and patrols, or teams—are the hallmark of our modern society. Civilization is a group effort.

The patrol method is covered in considerable detail in *Resources for Leadership*, Chapter 3 - "Working in Small Groups".

The Outdoor Approach

In White Stag, the outdoor program is the *situational context* in which leadership competencies are learned.

The program takes place outdoors for the same reasons that Boy and Girl Scouts everywhere go camping:

- To have fun, enjoying the great world outside.
- To put the youth in a special environment and serve them notice that something **different** is going on here.
- To teach them how to live with others—how to feed themselves, stay clean, maintain a campsite.
- To put stress on them, to challenge each to get along with those whom they have never met.

We do not propose to teach outdoor (or "Scoutcraft") skills.

The skills of Scoutcraft and Woodcraft, being the skills of the hand, are of the kind which can be well—or even best—learned on an individual basis. One person can learn it from another who is competent in the skill.

On the other hand, competencies of leadership/membership are social skills and are of the nature which can be learned only in groups. In introducing these competencies in the Scout program by design,

we provide a meaningful content for the operation of den, patrol, and committees, in that competencies of leadership and membership comprise a program area which cuts across the boundaries of Cub Scouting, Boy Scouting, and Exploring, and may constitute training common to all branches of Scouting.[10]

We assume, indeed, require candidate participants to have a minimum level of outdoor skills and knowledge prior to their attending the summer camp. Only in Patrol Member Development, Phase I, when many candidates are somewhat new to the outdoors, do we teach outdoor skills as a means for teaching membership skills

These skills are acquired in Phase I by the candidate for the purpose of exposing them to basic leadership concepts. In other Phases any outdoor skills a candidate may serendipitously learn usually originate within his patrol and are taught by his candidate peers.

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10. Banathy, 1964.

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Aims, Methods, and Content

This chapter describes the aims and methods[1] of the White Stag Leadership Development program. Before we describe the substance of these ideas, we must first understand the terms themselves.

Aims   The organizing principles of White Stag form our organizational philosophy, or our *aims*. The aims form a model that promotes positive development of individual character, attributes of citizenship, and emotional fitness: in other words, leadership.

Methods   These aims are achieved via specific *methods*, or what we call a process of "leadership development by design." Leadership development by design can occur when we identify the outcomes desired and the means by which we will reach these outcomes.

Content   The leadership competencies is our *content*. They are summarized in Chapter 2 - "Program Principles" and in detail in the companion volume to this work, *Resources for Leadership*.

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1. A substantial portion of this chapter is from *White Stag Aims and Methods*, Fran Peterson, 1963.

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The interrelationship of these three axis—the aims, methods, and the content—can best be illustrated as a three-dimensional matrix, as shown in Figure 3-1 below.
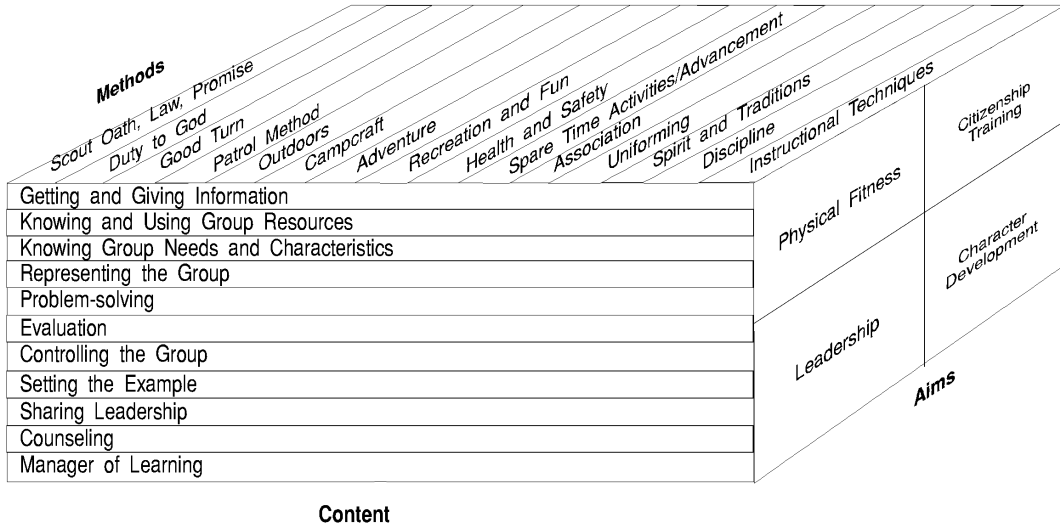
Figure 3-1. The White Stag matrix of leadership development by design. We use the **methodologies** to communicate the **content** to the learner, which develops in them the **aims** of the program.

The content of the eleven competencies in our diagram is not fixed in concrete. As our assessment efforts indicate a need for change in the curriculum, the content and the manner in which these competencies are presented is amended.

The methods of White Stag incorporate those of Scouting: a personal code of conduct based on the ideals expressed in the Girl and Boy Scout Oath, Promise and Law; the Patrol Method; the outdoor program; advancement (in outdoor skills and knowledge of leadership); positive adult and peer role models; uniforming; adventure; competition; and cooperation.

These aims and methods do not mean that the program is geared for Scouts or Venture members only. It is not. The leadership curriculum is generic and applicable in all arenas.

The program outline following identifies for each of the components identified above:

- What each is.
- Why each is a part of the program.
- Provides examples of how each is applied within the White Stag Leadership Development Program.

Program Aims

The aims are the focus or result of the methodologies. These should be the result of the program. In other words, it is our aim to promote the positive development of individual character, attributes of citizenship, and emotional and physical fitness: i.e., leadership. These aims include those of the Boy Scouts of America Venture program, which are Citizenship, Leadership, Fitness, Social, Outdoor, and Service.

Character Development

What　Make the Explorer Code and the Scout Oath and Law the practical guide in camp life. Recognize the character-building nature of all outdoor and campcraft skills. Recognize that the best way to train is through example given by leaders. Impart the knowledge of evaluating behavior based on these moral codes and use them, when appropriate, as the standard for behavior when counselling.

Why　Scouting skills and outdoor crafts are efficient ways to develop good character. The Patrol Leader must be aware of his role in character formation of members of his patrol. She should be the example others will emulate.

How　All camp rules must be based on these standards, applying it in every possible and convincing way. Consciously develop certain character traits in patrols and individual learners.

Citizenship Training

What   By the fact that we train leaders, White Stag also trains its members in good citizenship. We can also create meaningful ceremonies using citizenship and patriotic themes. The program should promote participatory citizenship.

Why   Instill an understanding that our contribution to a better life in our country is through building better leaders. Venturing (and Scouting) is the best citizenship building program. Be skillful in developing such program in the patrols.

How   Discussions. ceremonies, program goal presentations, campfires.

Physical Fitness

What   Conscious, planned inclusion of appropriate physical activities in day's program. Develop skills necessary to plan and conduct physical fitness program.

Why   Instill the desire and a sense of personal responsibility for a healthy, clean and strong body—one which is always ready for action. Teach how to develop a program that meets above goal.

How   Waterfront activities; hiking; Run, Rouse and Dip (RR&D); games, including New Games; special programs; hurdles; vigorous, active training program with great amount of exercise.

Leadership

What   Develop the leadership skills listed for each program phase; motivate the group; develop teamwork; use consensus process; evaluation of self and group; plan and conduct program—all that are in line with the potentialities of the individuals and group. "Plan your work and work your plan."

Why   Achieve a realization of the importance a leader plays in the lives of people under his leadership. Youth like to follow leaders who are close to their own age. A junior leader helps other youth in the patrol to develop his character and to form his own value system. It is important that junior leaders realize the seriousness of their job. Conscientious preparation for the job of a junior leader is important.

How   The example has to be given by all leaders but primarily by the designated Patrol Leader. Discussions and experiential events are to be the workshop experiences of the camp in developing leadership skills.

Program Methods

The methods are the "how" of White Stag, the techniques we use to talk about leadership in practical terms. When these are combined with the leadership competencies, participants can see in real-world terms how they can use the competencies. They begin the immediate task of applying the leadership competencies to their own life.

Principles of Venturing and Scouting

What   Develop an understanding and appreciation of fundamental principles of Venturing and Scouting. Develop an understanding of how these principles work in and through the patrol program. Create a desire to search for truth and knowledge in Venturing and Scouting. Our motto must be: Initiative, Responsibility. Achieve an understanding of how these two work hand in hand.

Why   Perceive Scouting as a way of life. Live it as a way of life as a prerequisite for doing a good job as a leader. The ideals of Scouting lead to a happy life and further the cause of lasting peace on earth.

How   Pre-camp study, lecture, discussions, campfires, Advisor's (Scoutmaster's) minutes, short readings during ceremonies. The main principle is the constant and purposeful application of the principles of Venturing and Scouting on the patrol

member level, in practice, through the White Stag program. Train how to plan and conduct such program on patrol level.

Duty to God

What
Realize that observance of faith in God comes first in the Explorer Code for all Explorers, junior leaders included; that it must be lived rather than talked about. Done trough self-realization, doing the best with what God gave as abilities and talents. Create spiritual opportunities for communication with God. See God and nature as one. Give meaningful spiritual emphasis to ceremonies.

Why
Achieve understanding that as leaders, we merely lay before the Explorers the simplest fundamental ethics of religion; then we guide him and help each to put these into practice in the Venturing program. We furnish the example as leaders. Lord Baden Powell, the founder of Scouting, said, "Religion ought to be caught—not taught." Instill desire for an ever-deepening faith and skillful religious life.

How
Assemblies, ceremonies, meal time, Scouts' Own services. Place special emphasis on staff's own way of life as an example in achieving the fulfillment of our Duty to God. Practice love, forgiveness. Scouting can be seen as a modern interpretation of God's Law and teachings for youth of all ages.

Good Turn

What
Create a environment where everyone seeks opportunities and goes out of his way to do a good turn. Make the camp participants conscious of doing a good turn. Develop missionary zeal toward doing good turns. Make "Do a good turn daily" a theme of the camp. Emphasize doing a good turn means more if no one else knows about it. Reinforce idea of selflessness, of service to others.

Why
Reevaluate meaning of good turn. It ought to mean not only action that can be observed, but an objective to bring out the best in people, building up others, encouraging, helping others to be their best (spiritual good turn). Baden Powell said,

"Make good turn a habit of conduct." Seek not what you can get, but what you can give.

How   There are many interesting possibilities for good turns in camp. Remind patrols and individuals several times a day to do their good turns, individual as well as patrol good turns. Staff should go out of their way to do good turns for camp and for learners. Do good turns without the expectation or recognition. Learners may be encouraged record their good turns in the journal portion of their notebook.

Patrol Method

What   Devise conditions for emphasizing use of the Patrol Method. Demonstrate many possible patrol activities. Develop patrol spirit in an ever-increasing manner. Demonstrate good patrol leadership and then give all participants chance to be Patrol Leaders. Develop equal share of competition and cooperation among patrols.

Why   Prove that the patrol method is the method to use and that it works. Show every aspect of patrol life and program. Achieve a high degree of belonging, loyalty and self-giving, have a closely knit gang. Showing is not enough, only doing establishes a pattern in the individual. Learn to work as a team, learn to work to excel by doing one's best. Learn to be leader of such a group.

How   The patrol is the basic unit for White Stag camp. During first three days of PLD and TLD, encourage learners to elect patrol leaders who by their behavior demonstrate knowledge of basic philosophy and practice of patrol method.

In PMD and PLD, the youth staff observe and advise. Rotate all patrol jobs in the patrol daily. Pick spirited individual as Yell and Song Leader first day or two in camp. Have patrols camp separately, do all things as a patrol. Highlight patrols that do things well as a group. In PMD, the high point of this experience is the Adventure Trail. In TLD, the high point is the Trek. Use other patrol-centered activities including discussions, role-playing, daily patrol meetings, hikes, and so forth. Use patrol representatives at all times.

Outdoors

What Use the outdoor setting extensively in all phases of the program. Do nothing indoors that can be done outdoors. Provide many hands-on experiences that require outdoors knowledge. Encourage physical fitness with physical activities.

Why To avoid the negative feelings sometimes associated with classroom learning and school teaching. To encourage active participation in the learning process. To provide ready opportunities for group projects. Let the "air" in, encourage "fresh" thinking, to encourage physical fitness by vigorous exercise of the mind *and* body. To provide a context for learning entirely different from that available at home, a context that stresses adventure, that notifies the learner that What is happening here is not a "normal every day sort of thing."

How Seek staff development meeting sites that combine indoor and outdoor settings; room for flip charts inside and fires outside. Create learning hurdles requiring physical involvement, that help people stretch their limits, that encourage (indeed, require) group cooperation for success. Use high-adventure experiences such as a traverse over a steep-sided canyon river, a trek in wilderness areas, or an adventure trail out of camp.

Campcraft

What Impart reliable efficiency in all camping skills, specifically those required for the particular program phase. Teach how to demonstrate the same in front of a group. Help and encourage them to acquire additional outdoor skills (see appropriate literature, e.g., Boy Scout *Field Book*, *Boy Scout Handbook*.)

Teach skills and knowledge by demonstrating efficient tent or shelter set-up, using only the most necessary camp conveniences, meeting standard health and safety requirements; efficient and economical cooking; adaptation to living in nature.

Why	Coordination of mind and body; increase one's usefulness to the patrol; develop one's potentials; help others through learned skills. Build self-reliance and self-preservation through learned skills. "Know your subject" is the first step in teaching others. Instill an overwhelming desire to learn new skills, acquire new knowledge, to increase one's potential. Prepare for the program year at hand.
	Develop the attitude that camp improvement never stops, that is a continuous, gradual process. Learn to build and live in camp with the least equipment possible and minimum impact on nature. Be at home in nature. Plan for and prepare for leadership in the context of outings scheduled for the program year.
How	Schedule training periods; practice periods (un-scheduled); Spare Time Activities (STA's). Apply all skills in *actual* situations when they are used and *needed*, proving that their use is justified and the necessary skills is worthwhile. Apply at staff/patrol meetings, special projects, hurdles, tracking. Camp set-up maintenance and improvement; training periods in campcraft skills. Advancement hikes, adventure trail, tracking; camp set-up competitions between patrols.

Adventure

What	Demonstrate, explain, and apply elements of adventure in all phases of camp life and in all activities, with the intent to equip participants with skills that will make their patrols, troops, units and other groups capable of enjoying and experiencing adventure in their programs.
Why	Make the summer camp the greatest adventure in the young person's life. In all activities (teaching and application) stress the element of reality, purposefulness and challenge, thereby creating increased excitement about the possibilities of transferring this new knowledge to the home environment. Excite the learners that learning about leadership is an life-long adventure.
How	Start all activities with a situation that challenges the youth to play an important role. Create adventure in special events,

3

hurdles, games, adventure/advancement trails, and create situations for the application of familiar and recently acquired skills.

Recreation and Fun

What Exposure to well conducted waterfront activities, games, instructional activities, and campfire programs. Explain the need for planning and the leadership skills needed for the above activities. Create opportunities for using these skills in actual situations.

Why Recreation, fun and having a good time are an essential part of being an adolescent, as well as an essential part of Venturing and of White Stag. Demonstrate its role and place in the program. Point out the proper combination of fun, rest and training. Prepare for leadership roles in small units.

How Use the waterfront, pool, recreational and instructional games, small and large unit meetings, and patrol and unit campfires.

Health and Safety

What The safety and security of all participants at all times in all activities is paramount. We must meet and exceed our own and BSA standards. Have on staff knowledgeable and certified individuals responsible for critical areas of concern.

Why To protect the lives and health of our members, for we are legally and morally liable; to maintain and protect the integrity of the program.

How Develop, maintain and enforce health and safety standards. Make key leaders knowledgeable of critical areas of concern and be able to respond when needed. Have specific training sessions for staff members in critical areas of concern. Crew reminders in key areas as needed. Have specific times set aside for health and safety concerns (e.g., showers, swim and medical checks), and make them inviolate.

Spare Time Activities/Advancement

What   Create an understanding of the role of spare time activities (STAs) in the program, how they can be utilized, how STAs and advancement are combined. Make advancement a by-product of the summer camp. Develop understanding of the place and importance of advancement in Scouting, if a learner is a member; impart the skills necessary to facilitate advancement. Create opportunities for individual advancement, as long as they don't conflict with program goals. Consider activities that create opportunities for advancement when designing the program.

Why   Advancement is not a primary activity of White Stag but a component and by-product; it is recognition for a job well done and not some kind of a test. Report rank advancement to home unit leaders to improve our "sale-ability" to leaders.

How   Design STAs that utilize and encourage advancement, like the Adventure Trail; patrol and unit meetings; inter-patrol competition. Incorporate individual advancement into growth objectives for staff and candidates, and as a part of the objectives for activities. Include in an evaluation form sent to home leaders a summary of advancement the youth may be tested for. (White Stag does not test or pass a youth on rank advancement.) The form should primarily report on the youth's success in acquiring leadership skills during the summer camp.

Association

What   Leaders of White Stag must be individuals that youth and adults respect, role models the youth can look up to. Their performance is not without error or fault, but they are honest, possess great integrity and compassion; they generally are people that parents strongly approve for their children to associate with. All members of White Stag realize that they are constantly being observed; that at any given moment a learner may see them and take a mental "snap-shot" of their behavior, and act accordingly.

3

Why

One of the characteristics of people who are successful is that they seek association with those who are already successful. They have access to people who can instruct and mentor them and on whom they can model themselves. All youth need adults and other youth they can respect and learn from as they mature. Youth need to realize their own potential for growth and the possibilities not realized.

Parents of youth members require reassurance that their children are properly looked after. Unit leaders, parents, and youth want to believe that those who teach leadership practice it. The youth strongly want to believe in and belong to something larger than themselves, and the program leaders (adults and youth) are the physical manifestation of that larger spirit. The leaders can demonstrate that the program actually has a significant impact on people's lives. All members are inspired to do their best and stretch their limits.

How

Members discuss the examples they want to set, and what actions will carry out those examples. Conscious choices are made and adhered to. The members remind one another if he appropriate, poor examples are purposefully set and discussions engendered to stimulate discussion of the topic.

Learning activities are provided for all members, regardless of age or position. Positive examples are publicly recognized. Those who seek challenge are given increased responsibility and opportunities for growth. Modeling is pointed out as a significant factor of personal development.

Uniforming

What

Uniforming is a symbol of the program and of the team a person is a member of. Everyone wears a uniform at designated times that all agree upon. There is a Class "A" uniform for wear in camp and especially at ceremonies and meals, and a Class "B" uniform to be worn only when the Class "A" uniform would likely get dirty easily or is otherwise inappropriate.

How

Identifies of the program and the team a member belongs to. Instills pride in the person and the program. Promotes an

egalitarian attitude while eliminating class distinctions. Not to hide differences or create a paramilitary feeling, but to provide visible evidence of the commitment all have made to a common set of beliefs and values. The uniform reminds the individual wearing it and those around him of that commitment and of the beliefs and values, and helps sustain and support them. Crew members will behave better when they wear the uniform. Lessen impact on their personal wardrobe.

How Crew members and officers discuss purpose and function of uniforming. Crew officers decide upon crew uniform and establish standards for its wearing. A uniform bank is established if needed.

Discipline

What Set up positive rather than negative rules in camp. Camp life does not necessarily mean mess and lack of cleanliness. Schedule and camp order must be observed. Schedule must be tight, every minute of the day positively utilized. Develop skill of maintaining discipline and order in the patrol.

Why Achieve understanding that discipline in White Stag is an approach that stresses doing positive rather than forbidding the negative. The main goal is to develop *self*-discipline, and, secondarily, peer discipline.

How Develop camp rules using the resources of the patrol; schedule frequent inspections and make the results known. Achieve an ever-increasing standard in discipline and orderliness. Give praise and credit when due.

Spirit and Traditions

What Learn to move in patrols and in units. Plan and present a variety of meaningful flag ceremonies daily. Train for leadership by conducting formations, ceremonies, and so forth. Sing songs already well known and liked; add new songs including White Stag spirit songs; create patrol/unit yells, mottos, slogans, flags, and so forth. Teach by example how to select appropriate songs and conduct campfires.

3

Why Create a sense of accomplishment and pleasure in participating in formation and ceremonies. Instill a sense of need, desire and responsibility for making one person responsible for such activities in one's own group.

Formations, sensibly used, are meaningful means to develop group coordination and self-discipline. Formations and ceremonies must be meaningful and should have some spiritual depth. Use songs and yells to develop and maintain group spirit. Make the group conscious of the role yells and songs can play in their home unit's spirit. Part of leadership is building and sustaining individual and group morale.

How Encourage movement from place to place by patrol. Morning, evening ceremonies incorporate some kind of spiritual observance. Each program event should begin and end with a ceremony, as appropriate. Formations should show gradual improvement during summer camp. Create inter-patrol competition. Recognize patrols who have songs, flags, and so forth Sing while on the move, while waiting, while playing.

Teach/Learn Methods

What Teach basic skills in how to manage young people in training sessions; present information and demonstrate skills; create and maintain interest and motivation; create and use training aids and decide what types to use.

Why Develop ability to act as trainer of a group of young people, using effective training techniques and appropriate training aids.

How "Set the Example" at training periods; explain the methods used right after demonstration (with additional explanation on individual basis if needed); apply at meetings, hikes, in competency sessions, and so forth.

Program Content

The leadership competencies, which have been developed into eleven general categories for the White Stag program,

3

were derived from over 80 specific descriptors of leadership behavior originally defined by Bela Banathy. However, because of the differences in maturity and experience among girls and boys, these eleven competencies (our curriculum) is divided into what we call "Phases."

Each phase of the curriculum is designed to reflect the needs of young people at a particular point in their own personal development. When they are young and just beginning their leadership development, they need to understand certain basic elements of working within a group situation; as they mature and broaden their outlook, their leadership development needs become more sophisticated.

The Venture Crew 122, White Stag Leadership Development Program is designed to match these developmental stages. There are three phases in the Crew's program. Each phase is organized in a parallel manner, each having three "levels": *candidates*, *youth staff*, and *adult staff*. Each phase has a specific *purpose* and *content*. See "Program phase structure" on page 41 for an illustraion of the program structure.

The purposes have been developed based on first, the underlying principles of our program, and second, the needs of our learners.

The content describes the design for candidates. It does not describe the training content for youth staff participants. Youth staff competency levels typically reflect those expected of the next higher Phase's candidate participants upon completion of the summer camp, plus additional development and practice.

The content described below is not set in concrete. As long as the purposes of the program and the phase are met, there are few limitations. This is how the Crew maintains its dynamic nature. While the goals or purposes for the overall program change very little from one year to the next, the means or content may, depending on the learner's needs.

The qualifications required for participation in each of the phase programs are described in Chapter 4 - "Organizational Structure".

Patrol Member Development

Purpose   To help young people understand and experience the pur-
posefulness and power of the Patrol Method. They are
exposed to the responsibilities of a patrol member, individu-
ally and collectively, and to elementary leadership competen-
cies.

The youth develop:

- An understanding of the organization of small groups.
- Membership and leadership responsibilities in these
  small groups.
- Understanding the significance of the small group and
  their own competency to function within the same
  group.

Content   In Phase I, Patrol Member Development, the candidates will
develop basic level competency in:

- Setting the Example
- Getting and Giving Information
- Evaluation
- Knowing and Using the Resources of the Group
- The Patrol Method

The youth develop some competency to assume leadership
roles which are usually distributed among members of a
patrol in camp. These include cook, fire-tender, clean-up,
Assistant Patrol Leader, and so forth. (Patrol Leader is a
youth staff member role.)

In addition, they are given elementary instruction in a few
basic camping skills including:

- Camp set-up
- Knots
- Knife and axe
- Cooking
- Personal hygiene

- First aid

- Respect for the outdoors

- Hiking safety

- Fire building and safety

This is the only Phase that deliberately instructs candidates in camping skills, as they usually are inexperienced; however, the outdoor skills are taught only as a means to transmit the leadership skills.

Phase I typically hikes in to camp on Day One without backpacks, and goes for one short (one to two miles) overnight hike towards the latter part of the week.

The patrols are led by Youth Staff Patrol Leaders. Learning is primarily facilitated via the regular, day-to-day activities expected in a summer camp setting.

Patrol Leader Development

Purpose For leaders and potential leaders of patrols. They are exposed to all leadership competencies in carrying out the responsibilities of a leader of 6-9 others. The youth develop:

- An understanding of basic principles of leadership;

- Knowledge of the characteristics of small groups;

- Understanding of the functions and responsibilities of the leader;

- Awareness of the resources available to the small group;

- The ability to relate the operation of a small group to the main (larger) body;

- An understanding of group operations and leadership roles of a group of several small groups;

- Knowledge of membership roles in the staff groups.

- Understanding of their own competency to function as a small group leader.

Content The candidates in Phase II, Patrol Leader Development, will develop an intermediate level competency in:

- Setting the Example

3

- Manager of Learning
- Controlling the Group
- Representing the Group
- Sharing Leadership

They develop a basic level competency in:

- Counseling
- Objective and Goal Development

Phase II candidates typically hike into camp on Day One; take a day hike in the form of an extended "Adventure Trail" towards the middle of the week; and also take a three to five mile overnight hike.

The patrols are led by candidate-elected Patrol Leaders who rotate jobs on a daily basis. They are advised by a Youth Staff Patrol Counselor. The concept of "hurdles" is introduced. Learning is motivated via these overt "Guided discoveries," precipitating the need to learn the leadership competencies. special events, including the Adventure Trail, are planned. *All* participants are required to have certain minimum skill and experience requirements (see Chapter 4 - "Organizational Structure" for additional information).

Troop Leader Development

Purpose   For those youth leaders who will or are working directly or indirectly with two or more small groups. They receive intensive exposure to, and opportunity for extensive application of all leadership competencies in carrying out the responsibilities of a senior youth leader.

The youth develop:

- An understanding of the principles and processes of leadership development.
- Knowledge of the characteristics of a group composed of smaller groups.
- An understanding of the functions and responsibilities of the group manager and other leaders.
- Knowledge of the resources available in the group.

3

- Knowledge of how to manage operations based on patrol method.
- An understanding of the interaction of adult and the young leaders within a group.
- An understanding of their own ability to function in group leadership positions.

Content

The candidates of Phase III typically take an extended hike with their backpacks on Day One; take an extended day hike towards the middle of the week; and spend two nights in the field in quest of a "mountain top" experience.

The patrols are led by candidate-elected Patrol Leaders; they rotate jobs on a daily basis. A Staff Patrol Counselor plays an increasingly secondary role as the week progresses. Major challenges to the youth's leadership abilities in the form of complex hurdles are planned.

The candidates develop a high level of competency in:

- Getting and Giving Information
- Knowing Group Needs and Characteristics
- Evaluation
- Problem-solving
- Knowing and Using Group Resources

They develop an intermediate level competency in:

- Manager of Learning
- Controlling the Group
- Representing the Group
- Setting the Example
- Sharing Leadership

They also develop an elementary level competency in:

- Counseling

The Youth Staff's level of skill is at least one step beyond that which they intend to instruct the candidates. In addition, the Youth Staff develop elementary competency in specific areas of Manager of Learning, including:

- Hurdle Development and Implementation
- Goal and Objective Writing
- Alternative Teach/Learn Methods.

3

Organizational Structure

The White Stag Association, a non-profit association of alumni, sponsors the White Stag Leadership Development Program in the San Francisco Bay Area. The Association is a chartered partner with the Boy Scouts of America and sponsors Exploring Posts in the various Councils the White Stag program operates in.

The Monterey Bay Area Council sponsors the White Stag program in Monterey as its official Junior Leader Training Program. That organization is currently exploring organizing its own non-profit organization to support its ongoing activities.

While separate Exploring Posts may be chartered in different councils for the sake of registering youth within the council's borders, the youth meet jointly to plan their summer camp program. When there is more than one summer camp program, the two programs may operate independently.

The Association is responsible for approving the Crew Committees' selection of a Crew Advisor. The crew members, or youth staff, elect their own officers. The special interest of the Venture Crews is leadership development. The officers carry out the normal duties and functions of crew offices, including participation in Council Exploring President Association meetings. The Exploring program provides an additional opportunity for youth to learn and apply leadership within the White Stag program.

Members of the White Stag Leadership Development Program carry out roles in one of two categories: program or administration. Program staff are typically responsible for implementing the leadership development plan while administration staff fill essential operational and support roles. The entire organization is illustrated in Figure 4-1 below.
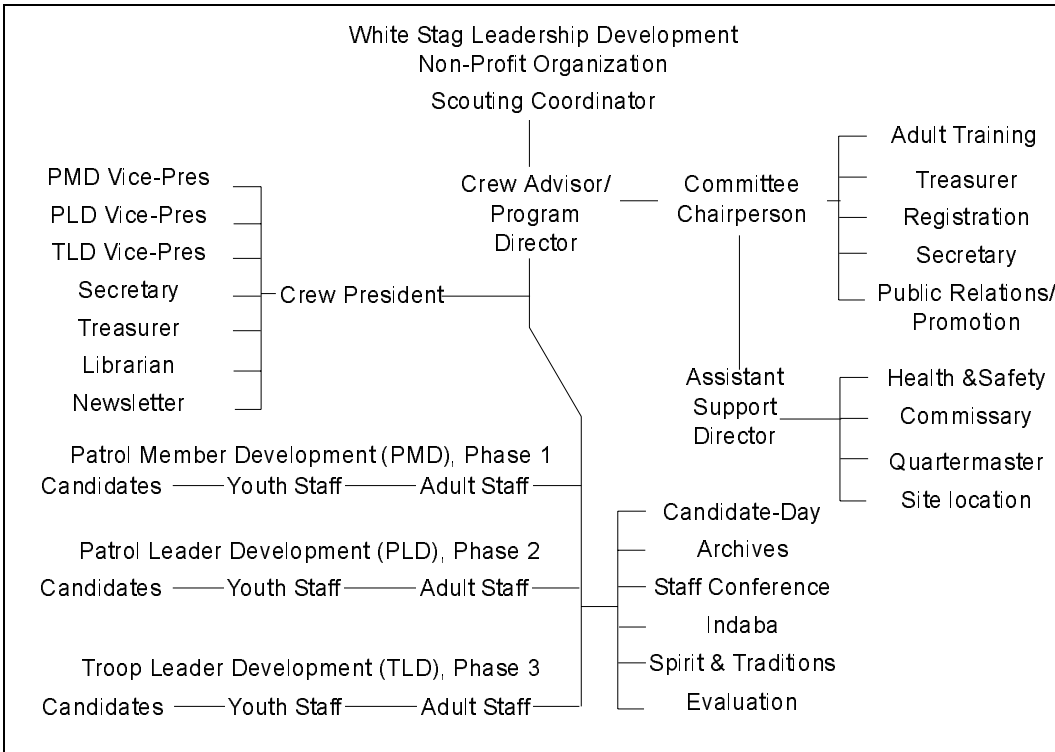
Figure 4-1 White Stag Venture Crew organization structure

We have also learned over time that individuals gain the most from participation in a leadership development experience when they are repeatedly exposed to the leadership competencies over a period of time. This enables people to integrate the leadership concepts as they are able to understand them.

Individuals can experience leadership development at a level consistent with their maturity level. The program uses a three-phase, nine-level structure, as shown in Table 4-1 below.

	Patrol Member Development (Phase 1)	Patrol Leader Development (Phase 2)	Troop Leader Development (Phase 3)
Candidates	Age 11-12. Patrol Members	Age 12-14. Patrol Leaders	Age 14-18. Patrol Leaders, Senior Patrol Leader
Youth Staff	Age 14-15. Assistant Scoutmasters Senior Patrol Leaders Patrol Leaders Quartermaster	Age 15-16. Assistant Scoutmasters Senior Patrol Leaders Patrol Counselors, Quartermaster	Age 16-20. Assistant Scoutmasters Senior Patrol Counselor Patrol Counselors, Quartermaster
Adult Staff	Age 18, 21 + Phase Advisors (21+) Assistant Scoutmasters (18+)	Age 18, 21 + Phase Advisors (21+) Assistant Scoutmasters (18+)	Age 18, 21 + Phase Advisors (21+) Assistant Scoutmasters (18+)
Program/ Support Staff	*Crew* Advisors*/Program Directors Administrative/Operational Committees* The Crew Advisor must meet BSA Exploring Program requirements. Committees are composed of parents, alumni, and interested volunteers of all ages who fulfill critical support roles including registration, commissary, quartermaster, medical and so forth, during the year and at summer camp.		

Table 4-1 Program phase structure

We expect that individuals entering one of these levels will possess a set of skills or a body of experience that will help them succeed in that level. These are outlined in Table 4-2 on page 43.

Staff Development Experiences

With the benefit of hindsight, we've learned that individuals profit most from participation in White Stag when they attend certain levels of phases in the program before others. The experience and knowledge they gain is cumulative. Table 4-2 on page 43 illustrates recommended staff experiences or "channels" for growth in the program. There will be instances where an individual's background, maturity or other factors will mitigate what the chart illustrates; the chart is not ironclad.

Anyone may repeat any phase level—the goal is personal growth. Growth is defined and measured using *Leadership Growth Agreements* (see *Resources for Leadership*, Chapter 16 - "Evaluation", "Personal Leadership Growth Agreement" on page 182). A person may also repeat a position after having served elsewhere, either at a lower or higher level. However, it is rare for someone to return to a youth staff position after becoming an Assistant Phase Advisor, because the minimum age requirement for the latter is 18. It is generally recommended that Phase Advisors have been Assistants in the same phase. Phase Advisors and Assistants may also enter laterally, usually from another phase and sometimes from the corps of supportive and interested parents and leaders.

Program Roles

The White Stag Leadership Development Program function has three phases:

- Patrol Member Development (PMD), Phase 1
- Patrol Leader Development (PLD), Phase 2
- Troop Leader Development (TLD), Phase 3

Each phase is directed by an adult Phase Advisor. Adults also act as Assistant Scoutmasters[1] and are members of the crew committee. Members of the youth staff in turn usually act as patrol leaders and counselors to a patrol of 6-8 candidate participants during the summer camp.

4

	Patrol Member Development (Phase 1)	Patrol Leader Development (Phase 2)	Troop Leader Development (Phase 3)
Candidates	Age 11-12. Two previous overnight camp outs.	Age 12-14. Previous requirements, plus one 5-night camp out, and one 5-mile backpack trip. Some knowledge of first aid and cooking.	Age 14-18. All previous requirements, plus two 10-mile, one-day backpacking trips, and one 5-night camp experience. Skill and knowledge in first aid, cooking, backpacking essential.
Youth Staf	Age 14-15. Previously a Phase 2 or 3 candidate	Age 15-16. Previously a Phase 1 Youth Staff member or Phase 3 candidate	Age 16-20. Previously a Phase 1 or 2 Youth Staff.
Adult Staf	Phase Advisors must be 21 years old, Associate Phase Advisors 18, and Assistant Phase Advisors 15.		
Support Staff	*Crew Advisors/Program Directors and Administrative/Operational Committees* Parents, alumni, and interested volunteers who fulfill critical administrative and support roles including registration, commissary, quartermaster, medical and so forth, during the year and at summer camp.		

Table 4-2 Recommended participant and staff skills and experience. The arrows illustrate recommended paths of advancement in the program.

4

In Patrol Member Development, the youth staff provide the Patrol Leaders (PLs) and Senior Patrol Leader (SPL) for the candidates.

Patrol Leader Development candidates elect their own PLs with some guidance from the youth staff. The youth staff, with adult input, elect a Senior Patrol Leader (SPL) from among their peers who then leads the troop during summer camp.

The candidates of the oldest group, Troop Leader Development, elect their own PLs, though with some guidance from youth staff. The youth staff also guide the candidates in selecting a new SPL each day of the summer camp. This individual is the Patrol Leader of the "senior patrol of the day."

The Crew Advisor also fulfills the role of Program Director. The Director, along with the crew committee, chooses the Phase Adult Leadership, who select their Assistant Scoutmasters and youth staff.

Other program responsibilities include spirit and traditions and evaluation. There may or may not be individuals who have these responsibilities as their sole assignment.

While White Stag is chartered as an Venture Crew, the summer camp participants are primarily members of Scouting units. The adult leaders, therefor, wear two hats: first, as advisors to the youth staff and, secondly, leaders to the summer camp program. So the leaders are both Assistant Crew Advisors and Assistant Scoutmasters. Table 4-1 below illustrates the organizational structure of the Phases.

The job descriptions following are meant to serve as guidelines. As different people accept certain positions, some responsibilities may be moved from one person to another based on individual capabilities, time, and so forth. They are

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1. To use Scouting terminology, a White Stag Scoutmaster is an Assistant Crew Advisor; to differentiate the specialization within the phases, we call the role Assistant Phase Advisor. An Assistant Scoutmaster then is an Assistant Phase Advisor. While White Stag is chartered as an Venture Crew, since participants usually come to White Stag from Scouting programs, using Scoutmaster during the summer camp program is more appropriate.

written down in the hope of establishing a complete under-standing by all of what the complete responsibilities are.

Crew Advisor/Program Director

- Manages the development of the goals and objectives for the White Stag Leadership Development Program, including the objectives for adult staff training, Candidate-Day™, the annual summer camp, and the Indaba™ and in keeping with the principles of the Association.

- Is responsible for the successful accomplishment of all stated objectives.

- Coordinates administrative functions with the Committee Chairperson.

- Insures that the program is administered in accordance with the policies of the Boy Scouts of America and the White Stag Association.

- Counsels adult staff members in personal growth agreements.

- Counsels Crew Committee in setting goals and objectives for Administrative functions.

- Sets standards by example for performance and commitment.

- Coordinates council and district activities with crew program for maximum benefit for the program.

- Recruits, trains and inspires adult staff members sufficient to carry out the mission of the Crew.

- Supervises ad-hoc committees as required.

- Reviews health and safety activities of crew with the appropriate representatives of the Association, council, Assistant Scoutmasters and health and safety committee member(s).

- Files local and national tour permits for all crew activities.

- Coordinates crew activities and functions with the crew officers, including annual elections.

- Supervises the Assistant Scoutmasters.

- Manages the learning of all adult staff and counsels them about their own leadership and their phase program's implementation of the White Stag program.

- Coordinates and manages the schedule of all activities during the summer camp.

- Supervises the program functions in leadership development of the crew, insuring that positions are filled with the best individuals available and that duties are carried out in a timely and first-rate manner.

- Gives guidance to program evaluation, including the preparation of a final evaluation within 90 days of the summer camp to be submitted to the Association.

- Maintains communication with the White Stag Association (the program sponsor) through contact with the Institutional Representative and annual reports to the Association Board.

Phase Advisor/Scoutmaster

- Manages the development of goals and objectives for each phase in accordance with the stated goals and objectives of the crew and in keeping with the principles of the Association.

- Manages the learning of and counsels phase adult and youth staff members in key leadership competencies and other pertinent attitudes, skills and knowledge.

- Manages the phase program and activities and coordinates them with the Crew Advisor/Program Director.

- Represents phase interests to the Crew Advisor, and crew interests to the phase.

- Manages the successful accomplishment of all stated objectives.

- Recruits, trains, and inspires sufficient adult and youth staff members to carry out the mission of the phase.

- Develops a calendar for staff development based on a needs assessment of all phase members at the beginning of the yearly training cycle.

- Manages the evaluation of phase program, activities, staff and candidates, including a final evaluation and written report to the crew committee within 60 days following the summer camp.

- Is responsible for the health and safety of all phase candidates and staff members.

- Reviews plans with health and safety director.

- Sets an example of excellence in personal leadership behavior.

- Is responsible for a written evaluation of each youth staff member and candidate, and the transmittal of that report to each person's home unit or organization leader following the summer camp.

- Has at least one year experience as an Assistant Phase Advisor.

- Files Local Tour Permits for all Phase activities.

Assistant Scoutmaster, Spirit And Tradition

- Manages the appropriate display of totems, mementos, and flags at those events warranting such, and insure their proper storage.

- Collects and maintains with explanations for historical reference and program guidance all White Stag symbols, lore, traditions, legends, and ceremonies.

- Supervises and assists phase Spirit and Tradition personnel in their activities during the year, including opening ceremonies, the adult neckerchief ceremony, staff neckerchief ceremony, candidate neckerchief ceremony, and the final tri-phase closing ceremony at the summer camp.

- Supervises and manages the implementation of the total awards system and records.

- The records include candidate, staff and adult levels, years of active service, capacities served, and outstanding recognition received.
- The system includes all program symbols, totems, staff and candidate certificates, White and Silver Stag™ Awards, Krackenstock™, and so forth.

4 ∎ Assistant Scoutmaster, Evaluation

- ∎ Is responsible for and supervises the entire evaluation effort within the program.
- ∎ Maintains confidentiality of records when required, and insures that all needed information is relayed in the most efficient and understandable form to the appropriate parties.
- ∎ Is responsible for developing and maintaining all evaluation forms and methodologies used by each phase.
- ∎ Work with a designated youth and/or adult member of each phase and insures that evaluation is carried out in an objective and timely manner.
- ∎ Writes a summary of key evaluation findings and is responsible for their distribution.
- ∎ Follow-up on these findings to insure their appropriate application.
- ∎ Coordinates with the Advisor in the design of the evaluation plan and instruments as the year's goals and objectives are developed.

Administrative Roles

The administration function supports the program activity, including staff training and the summer camp. Its responsibilities include registration, recruitment, budgeting, equipment procurement and maintenance, health and safety, and commissary.

The relationship between the Exploring Crew structure and the requirements of the White Stag Leadership Development Program are illustrated in Figure 4-1 on page 40. The follow-

ing pages describe the roles and responsibilities of all adult members of the program.

Committee Chairperson

- Supervises the operational and administrative functions of the crew committee, insuring that positions are filled with the best individuals available and those duties are carried out in a timely and first-rate manner.
- Recruits and trains committee members as needed with the assistance of the Scouting Coordinator.
- Assigns responsibilities to each committee member and follow up on their progress.
- Guides the committee members in support of the Advisor and encourages them to be involved in the crew program.
- With the Crew Committee's assistance, recruits Advisors and Associate Advisors as needed.
- Keeps the White Stag Association informed of the Crew program.
- Participates in and represents the Crew at Council Venture committee activities, and represents to the Venture Crew the activities of the council and district.
- Conducts regular meetings of the crew committee.

Assistant Committee Chairperson—Support

- Supervises all operational functions in preparation for camp, including:
  - Assuring the ordering of equipment for camp, and the delivery of equipment to camp.
  - Supervising Quartermaster, Commissary, Registration and Health and Safety personnel.
- Serve as liaison and communication link between Assistant Scoutmasters and support activities during camp, and between Camp Ranger and all program and support personnel.
- Assists the Committee Chairperson as needed.

Registration Manager

- Maintains current Crew membership records.
- Is responsible for the collection of all fees and dues, and turn them over to the Committee Treasurer for deposit.
- Assists rechartering the crew on time each year.
- Is responsible for the proper and accurate collection of all forms required by the crew committee of crew members and candidate participants.
- Secures mailing labels for the Committee and Crew Secretary's use.
- Collects balance of fees for summer camp and for guest meals in camp.
- Assists the Committee Chairperson in the rechartering of the crew each year.

Treasurer/Bookkeeper

- Is responsible for the maintenance of accurate and up-to-date bookkeeping records of all crew money transactions for all accounts.
- Insures safekeeping of all income and maintains complete records of all expenditures.
- Maintains a prudent reserve of funds from year to year.
- Insures complete and prompt payment of all debts.
- Assists the crew committee in developing a prudent annual budget and an accurate, timely projection of expenses and income.
- Provides the crew committee with regular, current reports of income and expenses.

Public Relations Director

- Manages the writing and release of noteworthy White Stag news reports to appropriate news media.
- Collects pictures of all White Stag events and puts them together in a form illustrating the salient points of the White Stag concept, objectives, structure and program.

- Promotes White Stag throughout the Bay Areas to insure all appropriate people are adequately informed about the program's objectives, concepts, important dates and pertinent procedures

- Assists in the orientation of new adult members regarding the objectives underlying concepts and staff structure of the program.

Secretary

- Maintain accurate minutes and records, and distribute them to all members with the meeting agenda to all members five days prior to all meetings.

- Is responsible for the cataloging, maintenance in a retrievable form, and filing of all evaluation reports, course development material, committee reports, books, periodicals, and forms comprising the White Stag library and archives; making their location known; and maintaining and circulating a current list of the materials.

- Is responsible for any mailing to White Stag members, candidates, or associated youth organizations and leaders.

- Publishes, with input from the Advisors and Crew Committee, an annual calendar for crew committee and youth staff meetings.

- Supervises adult and youth staff members in the carrying out of these tasks.

Quartermaster

- Maintains an opening and closing inventory for all equipment, noting its condition upon issuance and return.

- Supervises the procurement, delivery, safe storage and maintenance in good order of all equipment required at any White Stag event.

- Is responsible for the distribution and proper use of all equipment.

- Recruits, trains and inspires youth and adult staff sufficient to carry out these tasks.

Food And Commissary Director

- Helps the youth staff to develop and write complete menus, including preparation instructions if appropriate, for Candidate-Day, the summer camp, and the Indaba, as needed.
- Is responsible for ordering and procuring food for all events as needed.
- Is responsible for the storage, distribution, quantity, and quality of food in the central kitchen area during summer camp.
- Supervises food preparation for support staff during the summer camp, for the final meal of the summer camp, and for other meals as agreed.
- Supervises food distribution to the candidates during summer camp.
- Recruits, trains and inspires youth and adult staff sufficient to carry out these tasks.
- Prepares a budget for food purchasing for the summer camp each year.

Health And Safety Director

- Possesses proper certification in required first-aid skills.
- Maintains and enforces up-to-date health and safety protocol for the crew and all events.
- Insures proper safety precautions in accordance with National BSA standards for all camp waterfront activities.
- Is responsible for proper medical facilities, equipment and staff for the crew and for all events.
- Properly files all medical and consent forms and insures their prompt return after the summer camp.
- Maintains in writing notice of his current whereabouts in camp at all times during the summer camp.

■ Responds to all emergencies as per the health and safety emergency protocol, and is responsible for the treatment and evacuation if needed of all persons requiring first aid.

■ Maintains an accurate, up-to-date log of all persons, their injuries and diseases treated, date treated, diagnosis and disposition.

■ Supervises a designated individual in each phase who is responsible for first aid and insures appropriate training for him or her.

4

Managing Spirit and Traditions

Aside from the long history of the White Stag program and its leadership development curriculum, its spirit and traditions are what really make it distinctive.

The programs and activities described in this chapter are essential to the program's ongoing success. These things affect youth participants emotionally, securing in their hearts a desire to become better leaders.

Most of our modern, civilized world is stripped of the shaping moments found in the ceremonies described in this chapter. Even if an individual belongs to a particular church, synagogue, temple, or another social group, it is unlikely that they have had these kinds of experiences. When was the last time someone woke you in the middle of the night, took your flashlight, told you not to talk, and to follow them to points unknown for reasons they would not explain? And you trusted them?

During one week of summer camp, the White Stag program's impact on a youth's emotional or intellectual capabilities is necessarily limited. That is why the spirit and traditions described in this chapter are so extremely important. They help us positively influence people emotionally and spiritually. It's that experience, in addition to the exposure to the leadership competencies, that causes individuals to return again and again to follow the White Stag. And with that

repeated exposure individuals begin to integrate the White Stag experience into their personal lives.

This chapter preserves the source documents[1] that comprise the physical body of the White Stag spirit. It includes:

- What the spirit and traditions mean in our program.
- How to implement spirit and traditions activities.
- A suggested equipment list.
- A ceremonial planning guide.
- Our awards system.
- A description of the program symbols, totems, and so forth.
- A description of the specific spirit and traditions for each phase.

It is important to remember that producing leaders, both from within the youth staff and from the summer camp participants, is the most important goal of the White Stag program. Training young people to be leaders through personal example, through knowledge of the subject, and through the White Stag spirit, is the primary work of each staff patrol. Spirit and traditions are powerful tools that complement the leadership development curriculum, creating a synergistic effect on learning.

By giving our members and participants the symbol of the White Stag as an ideal to stretch towards, we hope that they will shape their actions so to become better human beings and leaders. For example, by dramatizing the White Stag legend in a ceremony, we hope to inspire the trainees with the living spirit of continuing personal growth as represented in the ongoing pursuit of the White Stag.

Through our numerous White Stag traditions and ceremonies, the learners experience the principles of patrol organization and leadership, and carry these ideals of Scouting and

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1. Peterson, Fran. *The Responsibility of Spirit and Tradition,* n.d. and Miyamoto, Alan, *Spirit and Traditions*, 1973. Fran Peterson was a Scoutmaster from Chular and a key leader early in the program's early history. Alan Miyamoto was an Assistant Scoutmaster from Monterey.

White Stag back to their own unit and further into their lives. Then the goal of the White Stag Program is achieved.

Staff Responsibilities

Each program phase should select from among its youth staff someone who is responsible for spirit and traditions. This could simply be someone who is designated the "cheer-leader/song master," or it could be someone who is put fully in charge of all ceremonies, spirit, and traditions. These duties may be in addition to their regular responsibilities, depending on staffing levels. This person should be an individual who is a spark plug to the rest of the patrol, someone who is outgoing and has an ability to control the group, hopefully someone who is known as a story and joke teller.

Their responsibilities, depending on what is asked of them, can include planning and implementing (with staff participation, of course) all ceremonies to keeping the staff and candidates inspired via songs and yells. For example, this person could prepare daily messages in White Stag code. The person ought to be someone with experience with the Phase's spirit and traditions who also has good planning ability and logistical control.

Also see Chapter 4 - "Organizational Structure" for a thorough description of the job of the adult Spirit and Traditions support staff.

Yearly Spirit and Tradition Activities

During staff training each year, the following general events ought to take place:

Fall

Critique of previous year, input to new staff; organization of patrol; develop yell, song, flag, and so forth; explanation of importance of spirit and tradition.

Winter

Review of ceremonies, revised to meet current needs; explanation of White Stag legend, presentation to new staff members; development of songs, skits and hurdles. Practice

camping skills related to spirit and traditions (e.g., splices for waist rope).

Spring

Discussion of concept of adventure trail and its design, practice of hurdles; song leader, cheer master assignments made, selection of ceremony sites, completion of goals and objectives for spirit and tradition; patrol names given in ceremony.

Summer

Rehearsal of ceremonies; gathering equipment for ceremonies, Adventure Trail; presentation of staff neckerchiefs.

You can review a suggested program calendar for the all events during the program year in Chapter 8 - "Program Year Calendar".

White Stag Traditions

The traditions described here have accumulated over many years. The embody a rich lore and spirit that makes this program unique.

Program Symbols

White Stag Legend

"The White Stag Legend" on page 114 is a myth telling the origins of the Hungarian people, the Huns and Magyars, and their long migration from Turkey to Europe. There they hope to find a permanent home, "surrounded by mountains, warmed by the sun, sheltered from the cold, a land rich in game and green pastures, between two great rivers rich in fish..." The full story is told in an award-wining children's book by Kate Seredy, *The White Stag*, published in 1937. This book is so well-written that it has continuously remained in print since its initial publication.

As a predominant cultural myth of the Hungarian people, it was chosen as the official symbol of the Fourth World Jamboree held in Hungary in 1933. Lord Baden-Powell spoke of the White Stag at the closing ceremony of the Fourth World Jamboree:

Each one of you wears the badge of the White Stag...I want you to treasure that badge when you go from

here and remember that it has its message and meaning for you.

"Hunters of old pursued the miraculous stag, not because they expected to kill it, but because it led them on in the joy of the chase to new trials and fresh adventures, and to capture happiness. You may look on that White Stag as the pure spirit of Scouting, springing forward and upward, ever leading you onward and upward to leap over difficulties, to face new adventures in your active pursuit of the higher aims of Scouting—aims which bring you happiness.

"These aims are to do you duty to God, to your country, and to your fellow man by carrying out the Scout Law In that way, each of you will help to bring about God's Kingdom upon earth—the reign of pace and good will."

White Stag Emblem

The White Stag emblem is a stylized white stag leaping left, usually resting on a dark green circle. The name was chosen by Bela Banathy, White Stag's founder, who emigrated to the U.S. from Hungary in 1948. The stylized White Stag our program uses was adapted by Ralph Herring from the symbol on the patches of the Fourth World Jamboree.

Order of the Still

The Order of the Still is a command used only on very special occasions that requires absolute silence from the participant. It is meant for ceremonial use, for example, as candidates and sometimes staff are traveling to and from a ceremony. It is never used to get a patrol to be quiet in the middle of the day. It also requires that no flashlights are to be used except those of the staff. Its use ought to inspire solemnity and respect for the event.

Letter to a Patrol Leader

Lord Robert Baden-Powell's Letter to a Patrol Leader is used by PMD, PLD, and TLD at certain times. In short, it says,

First, **wi**n your boys by making yourself their friend and helper.

Lord Robert Baden-Powell's

Letter to a Patrol Leader

What I have often told to gatherings of Patrol Leaders, I repeat now to you who read this; namely, that you have great power to do good or to do harm to the Scouts placed under your charge. It largely depends on your character and your example to them which way they go.

There are three steps you should take:

First, win your boys by making yourself their friend and helper.

Secondly, influence them by your example in conduct and in doing things.

Thirdly, control them with your good sense and by keeping them to the teaching of the Scout Law.

Your key to success is to thoroughly understand the inner meaning of the Scout Law, to carry it out in all that you do and thereby to give the lead to your boys.

Secondly, **in**fluence them by your example in conduct and in doing things.

Thirdly, **control** them with your good sense and by keeping them to the teaching of the Scout Law.

The boldfaced letters form the (out-of-order) acronym, WICOIN, which is the PLD phase yell. See "Letter to a Patrol Leader" on page 60 for a complete copy of the letter ready as a handout.

Waist Ropes A waist rope, or commando toggle-rope as it was previously known, is a 6' length of ¼" manila hemp. A eye splice is fashioned in both ends, one to hold a toggle and the other end to receive a carved wooden toggle. Sometimes a short splice is also placed in the middle, although this has the potential for weakening the rope. Waist ropes are typically made by Troop Leader Development candidates.
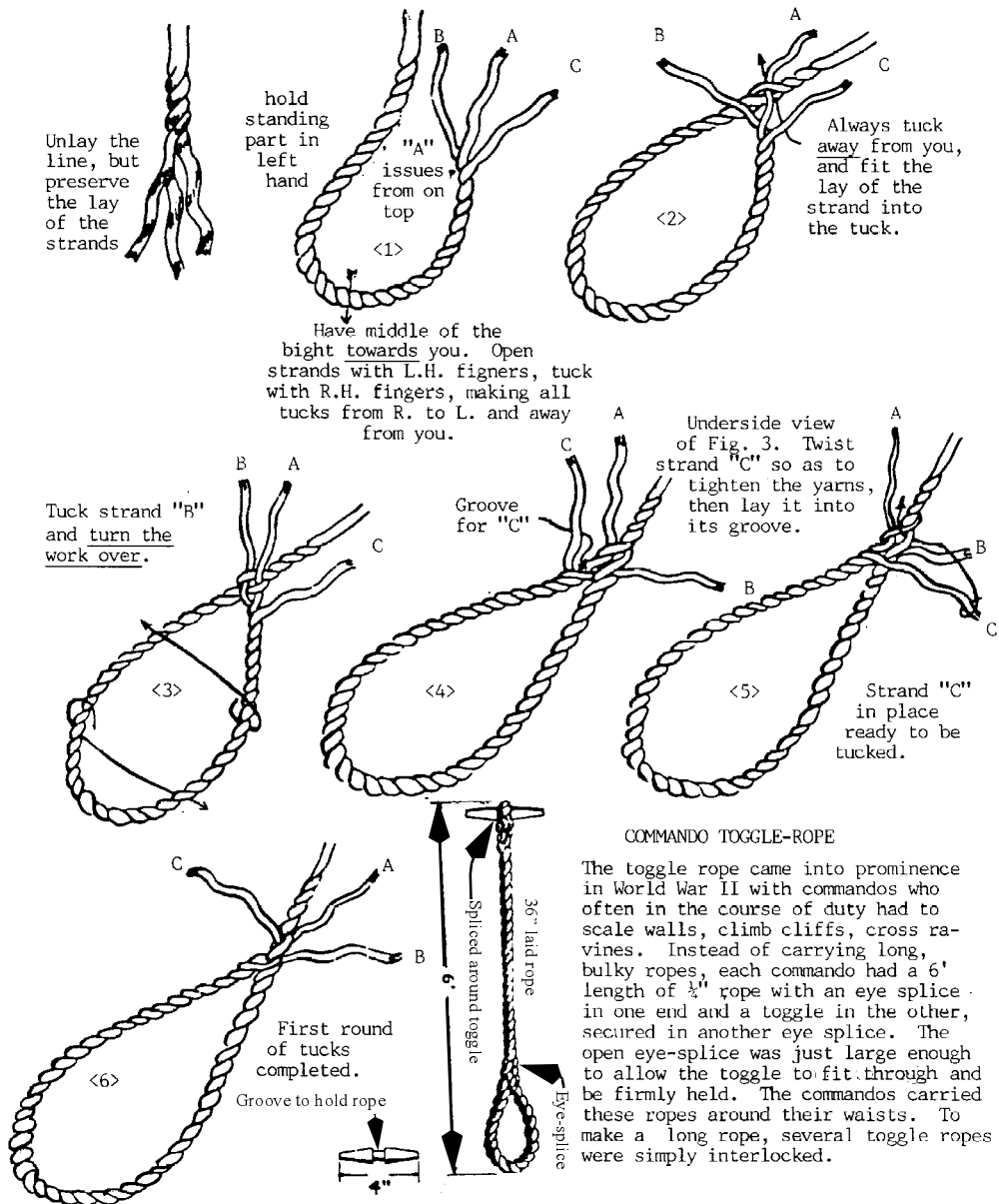
Their purpose of making the waist ropes during the beginning of the summer camp week is to help the members begin to get to know and rely on one another as they teach one another the splices required. A hurdle sometime during the week should require the candidates to use the waist ropes in a meaningful way. See "Waist Ropes" on page 62 for a description of how to make a waist ropes.

The Turk's Head The Turks' Head neckerchief slide, or woggle, is made by each member of each phase. We make a three lead (or turns) version and use the three leads to represent the three phases of the White Stag program. This is also interpreted to represent the infinite possibility for growth we recognize in White Stag, seemingly never ending, physically resembling the mathematical symbol for infinity. It is made by all candidates the first day or two of the summer camp and is worn by all candidates and staff. See "Turk's Head Neckerchief Slide" on page 63 for more information.

The Turk's Head knot is commonly used as a covering knot. Members of the Boy Scouts of America have taken a liking to tying a five bight, three lead variation which they call a "woggle." The woggle is a symbol associated with the Wood Badge Program and worn as a neckerchief slide in memory of the Scouting founder Baden-Powell, who can be seen in most

Waist Ropes

Unlay the
line, but
preserve
the lay
of the
strands

hold
standing
part in
left
hand

"A"
issues
from on
top

<1>

Always tuck
away from you,
and fit the
lay of the
strand into
the tuck.

<2>

Have middle of the
bight towards you. Open
strands with L.H. figners, tuck
with R.H. fingers, making all
tucks from R. to L. and away
from you.

Tuck strand "B"
and turn the
work over.

<3>

Groove
for "C"

<4>

Underside view
of Fig. 3. Twist
strand "C" so as to
tighten the yarns,
then lay it into
its groove.

<5>

Strand "C"
in place
ready to be
tucked.

<6>

First round
of tucks
completed.

Groove to hold rope

36" laid rope

6'

Spliced around toggle

Eye-splice

4"

COMMANDO TOGGLE-ROPE

The toggle rope came into prominence
in World War II with commandos who
often in the course of duty had to
scale walls, climb cliffs, cross ra-
vines. Instead of carrying long,
bulky ropes, each commando had a 6'
length of ¼" rope with an eye splice
in one end and a toggle in the other,
secured in another eye splice. The
open eye-splice was just large enough
to allow the toggle to fit through and
be firmly held. The commandos carried
these ropes around their waists. To
make a long rope, several toggle ropes
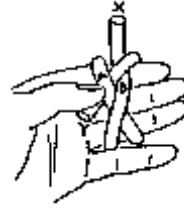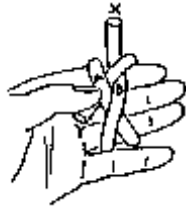were simply interlocked.

Turk's Head Neckerchief Slide

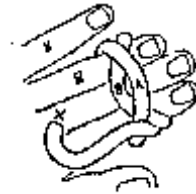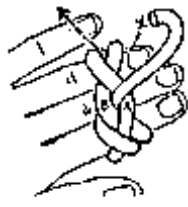Fig. 1

Fig. 2

Fig. 3

Fig. 3
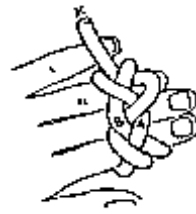
Fig. 5

Fig. 6

Fig. 7

Fig. 8

Fig. 9

Fig. 10

Fig. 11

Fig. 12

pictures of him to be wearing one. In sailing, the knot was tied around hold-fasts to prevent chipping of the deck as block and tackle were lowered from the mast.

White Stag Code

The White Stag Code, a simple substitution code, was invented by an unknown author early in the program. It is another element used to instill a feeling of uniqueness and *esprit de corp* among program participants. Short messages are usually posted around camp using the code during the week. Sometimes the kitchen helps and distributes the menu in code. The purpose is first, fun, and second, to help the group work together creatively to solve a problem. Use random, made-up symbols for missing letters of the alphabet. See an illustration of the "White Stag Code" on page 65.

Krakenstock

The "Krakenstock" is, literally, a "crooked stick" that is the totem of the Program Director. Engraved on it is the name of every Program Director since the White Stag Program was begun in 1958. It is passed on from one advisor to the next in a special ceremony conducted by the outgoing Program Director. This ceremony is only handed down by word of mouth.

Tradition holds that the "crooked stick" was originally the root of a Bay Laurel tree. Bela Banathy was exploring the Little Sur River basin above Camp Pico Blanco when he tripped over the root. Looking up, he saw a large boulder overlooking the river, a site that presented itself as a natural place for a special ceremony he had in mind. The root became the Krakenstock, and the boulder remains to this day the traditional site of the ceremony during which the Krakenstock is passed from outgoing to incoming Program Director.

Candidate Materials

Many of these traditions require distribution of materials to candidates on the first day. "Day One Candidate Equipment List" on page 66 lists the items required by most phases on the first day of the summer camp program.

White Stag Code

A	4		L	⋀
B	X		M	ⱸ
C	↗		N	⊃
D	+		O	⊐
E	ⱦ		P	Ⅎ
F	⋀		R	H
G	⋋		S	/
H	⨪		T	Y
I	⅄		U	⋈
J	7		V	M
K	◇		Z	Ⅎ

HⱸⱸⱦXⱦH Y�ꓸ ⋀ⱦ⋀⋀ⱼⱸ Y⅄⥾ ◇⨪Y⥾ /Y4⋀!

Day One Candidate Equipment List

☐ Candidate notebooks

☐ Patrol rosters

☐ Individual candidate resource sheets (blank and completed)

☐ Patrol names, color ribbons

☐ Leather thongs for Turk's head neckerchief slides

☐ Candidate neckerchiefs

☐ Scrap material for patrol flags

☐ Patrol duty rosters

☐ BP's Letter to a Patrol Leader

☐ Name plate materials

☐ Inspection score-sheets

☐ Evaluation forms

☐ Camp menus

☐ Staves (PLD only)

☐ ¼" manila for waist ropes, 6'/person (TLD only)

Award and Recognition System

The White Stag awards and recognition system[2] is meant to provide immediate appreciation and long-term incentives and recognition. White Stag traditions are deeply imbedded in the history and traditions of Scouting, and its founder Lord Baden-Powell ("BP").

Neckerchief Recognition System

Each level within each phase has a special neckerchief. This system is described in Table 5-1 below. The complete design is illustrated in Figure 5-1 on page **68**.

Table 5-1 Neckerchief Recognition System

	Patrol Member Development (Phase 1)	**Patrol Leader Development** (Phase II)	**Troop Leader Development** (Phase III)
Candidates	A White Stag on a dark green circle (the basic White Stag emblem). Below the emblem are the letters, B.S.A. (Boy Scouts of America).	PMD plus a dark green circle around the emblem; within the circle are the words, at top, "White Stag", and at bottom, "Leadership Development".	PLD plus a dark green square resting on one corner surrounding the circle and emblem.
Youth Staff	Candidate neckerchief plus green piping on edge of neckerchief		
Adult Staff	Youth staff neckerchief plus white piping on edge of neckerchief		
Support Staff	Plain neckerchief with White Stag emblem plus the words, at top, "White Stag," and at bottom, "Support Staff."		

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2. First documented by Alan Miyamoto, 1974.

The youth and adult staff receive their neckerchiefs in a special ceremony performed the night before the summer camp program begins.

During the evening of the first day of the summer camp program, each candidate participant receives a simple, undecorated, pale green neckerchief. This symbolizes that they have begun a new adventure, that the patrol has started to become a unit, and helps develop patrol spirit. Even if the candidate previously attended another phase of the program, he or she still wears the simple candidate neckerchief. Upon graduation and during a closing ceremony the night before camp ends, candidates are awarded the candidate neckerchief for their phase.
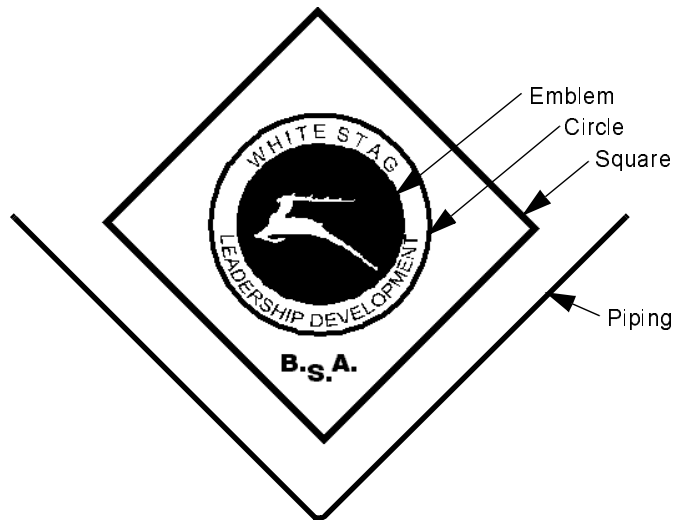
Figure 5-1 The White Stag neckerchief design™

Candidate Awards

The candidate receives a plain pale green neckerchief for wear during the summer camp, even if he has previously been a member of another phase.

At the end of the summer camp and upon satisfactory performance, a Phase neckerchief is presented to each candidate, to be worn only at White Stag functions. See "Neckerchief Recognition System" on page 67 for complete information.

At the tri-phase closing ceremony, a candidate is presented with the Phase Outstanding Notebook Award, if desired, and with the outstanding Patrol Leader Award.

At the tri-phase closing ceremony, each candidate receives from his PC/PL a packet containing his Certificate of Achievement and White Stag patch (as well as his medical and consent forms).

It is suggested that at the Indaba a special seal to add to the certificate is presented to those who complete a Leadership Growth Agreement. We will have a greater likelihood of instilling the concept of "never-ending growth as a leader" with this device. The certificate represents the completion of the appropriate candidate phase. The seals may be an incentive for participation in the Indaba.

Staff Awards   Staff level neckerchiefs are presented the night before the candidates arrive in Phase ceremonies.

The Certificate of Achievement and the red bordered staff patch is presented by the Phase Advisor at the end of the summer camp (along with the return of medical and consent forms).

Each Phase Advisor presents the Youth Staff Silver Stag award to the outstanding staff member at the tri-phase summer camp closing, if a deserving staff member has been selected. The Silver Stag is only presented to an individual who has demonstrated a superior ability to apply the leadership competencies, as well as exemplify all the ideals of Scouting and Venturing.

Adult Awards   Support staff, Phase Advisors and Assistant Phase Advisors receive their neckerchiefs from the Crew Advisor the night before the candidates arrive.

The Silver Stag selection for adults is made by the White Stag Association in accordance with their guidelines and presented at the Annual White Stag Dinner. Generally, the individual(s) selected must have served for at least one year on adult staff. They must exemplify to a very high degree the qualities of leadership taught in the program, as well as set a

very high standard for adhering to the ideals of Scouting and Venturing.

Other Program Traditions

White Stag Fires

God of the Ancients,
Slave of their sons,
Friend of our homes and foe of our houses,
Builder and breaker of cities and civilizations,
From the cave dweller of yesterday to the city dweller of today.

Fire has been inseparably interwoven with the destiny of man. Fire, not the axe and the long rifle, but fire was the primary tool of the pioneer. Without it, the cabin his axe built would have gone unheated and his food uncooked. The ability to make fire is not less important today.

The number one skill modern woodsmen must master is fire-building. The most vital thing he must learn is to build a fire, and control it, under and circumstances, anywhere, anytime.

White Stag Poem

When I find myself in need of comfort and my mind confused,
I hike in pursuit of the White Stag, and there my soul is soothed,
High in the Santa Lucia an idea started from a tiny spring,
Moving down to meet its brothers and help make Scouting sing.

—John Larsen, 1964

White Stag Songs

5

"White Stag Feeling"

I've got that White Stag feeling
down in my feet, down in my feet, down in my feet,
I've got that White Stag feeling
down in my feet, down in my feet, down in my feet,
down in my feet to sta-a-y.
I've got that White Stag feeling
up in my head...

(refrain)

I've got that White Stag feeling
deep in my heart...(refrain)
I've got that White Stag feeling
all over me...

(refrain)

Variations:

I've got that White Stag feeling
down in my feet, up in my head, deep in my heart,
all over me...

(refrain)

Sung by candidates only on the last day of the week:

I've got that White Stag spirit...

(and so forth.)

"Trail the While Stag"

Trail the White Stag, trail the white Stag,
               leading all the time.
With his spirit and his ideals as our leading guide,
               keep seeking....

Bless the trail and we will follow, hark the
               White Stag's call.
On brothers, on, as we are leaders all...

—Foster Thompson
1982

"White Stag Hymn"

Green trees around us whispering in the breeze,
Green trees around us growing straight and tall,
They seem to know something about us all.

White Stag is a spirit, White Stag is a camp,
And you'll remember the hikes and trails so new,
The friendships made that always stay so true,
the joys we've shared will last our whole lives through.

Green trees around us whispering in the breeze,
Green trees around us growing straight and tall,
They seem to know something about us all.

—Peggy Aghazarian
1980

"Chase"

Oh when we chase, that mighty stag,
Oh when we chase, that mighty stag,
Oh it leads us on to adventure,
When we chase, that mighty stag.

Oh when the crew goes hikin' on,
Oh we like to be God's country.
Oh when the Kudu begins to blow,
Oh we know the fun starts happenin'.

Oh when we feel that White Stag spirit,
Oh our friends are many in number.
Oh when the week comes to an end,
Oh we'll cherish our fond memories.

Oh when we chase that mighty stag,
Oh it leads us on to adventure.

—Foster Thompson
1983

Patrol Member Development

This section describes the phase and patrol traditions and
symbols which have typically been used within Patrol Mem-
ber Development from one year to the next.

Phase Traditions

Phase yell	B.P. (repeated with words that begin with B.P.)
Phase song	"Phase 1"
Quiet Hour	No activities except quiet things like journaling.
Ceremony	Baden Powell's Letter to a Patrol Leader. See the handout, "Letter to a Patrol Leader" on page 60.

5

Best Notebook Award	Given to the candidate with the best notebook evaluation.

Phase Symbols

Patrol Leader Spirit Award

> The Idlevise (horn), carried by the Patrol Leader of the patrol earning the award that day.

Patrol Spirit Award	Totem with White Stag legend on it.
John Handy Award	Service Patrol symbol, a plumbers helper.
Stave	Color coded according to patrol and staff. See "Patrol Traditions" below for more information on staves.

Patrol Traditions

Each patrol is to develop:

- Patrol call
- Patrol yell
- Patrol song
- Patrol flag
- Patrol totem
- Individual nameplates
- Use of staves
- Phase song and yell

Instill first day:

- Not a free -time camp, but a leadership development camp
- Spare Time Activities (STAs)
- Duty Roster
- Inspections: personal, patrol, camp competition
- Evaluations: self, patrol, program and staff.

•   Good Turns: daily, that no one knows about.

Patrol Names

These names are based on the birds that frequent the Little Sur River basin and Pico Blanco Scout Reservation.

Quail   (*Lophortyx californicus*)

A small game-bird found in both the northern and southern hemispheres. Although capable of flight, quails live and nest primarily on the ground, where their softly colored plumage blends protectively with their habitat. Quail sounds include the well known challenge note of the males, the four syllable answering whistle of the female, and the loud gathering call. Quail eat grain, seed, and insects. Quail roost in a close circle, bills facing out. When detected by an enemy, each bird darts forward and the flock is scattered.

Hummingbird   (*Archilochus colubris*)

This bird is generally the smallest bird in existence and found all around the world. The plumage of the males is brilliant in coloration and distinctively iridescent, with jewel-like throat patches. Females are much less brilliant. They have a long, thin bill and tubular tongue especially adapted for sucking flower nectar, their main food source. Their feet are feeble, but they can beat their powerful wings 60 to 75 times per second. They are known for their willingness to attack enemies many times their size, and for the nest architecture.

Eagle   (*Aqulla chrysaetos*)

A large diurnal bird of prey that has been a symbol of power and courage since ancient times. It is found everywhere on the world except in Antarctica and a few remote oceanic islands. The bird is characterized by stout legs, strong feet with sharp talons, and a strongly hooked beak that is as long as its head. The eyes are highly developed and give the bird binocular vision, unlike most birds. Their diet is mainly mammals, reptiles or fish. The pursuit flight is either swooping down or direct diving on the prey.

5

Dove   (*Zenaida asiatka*)

The traditional symbol of peace and love. A pigeon and a dove are the same bird, but a dove is conventionally the smaller species with long, pointed tails. The plumage is usually soft shades of dull colors with a large white patch on the wings and white corners on the tail. The dove's low cooing voice and amiable, affectionate disposition have made it the symbol it is.

Patrol Leader Development

This section describes the phase and patrol traditions and symbols which have typically been used within Patrol Leader Development from one year to the next.

Phase Traditions

Ceremony   Baden Powell's "Letter to a Patrol Leader" on page 60.

Phase Yell   The **WICOIN yell** originates from Lord Robert Baden-Powell's "Letter to a Patrol Leader" on page 60.

Phase song   See "White Stag Feeling" on page 70.

Quiet Hour   An hour set aside each day to work on notebooks, and so forth.

Turks Head   The neckerchief slide. See "The Turk's Head" on page 61.

A name plate   Made of native materials.

Phase color   Pinned to the shoulder colors: dark green

Phase Symbols

Program patrol   Tote bag, performs flag ceremony night and following morning.

Service patrol

SM shovel, rakes and waters morning ceremony area, after ceremony and before ceremony on following day.

Rating poles Located at head of patrol in ceremony area, used to indicate rating from each day's inspections: green (low), red (medium), and white (high) stag on pole. Each stag can be in one of three positions: low, medium and high. The Campsite Inspection Rating Plan is shown below.

Points received	Color and relative position of colored stag on rating pole
169-160	White high
159-145	White medium
144-130	White low
129-115	Red high
114-100	Red medium
99-85	Red low
84-70	Green high
69-55	Green medium
54-or less	Green low

Troop Totem Large pole carved by staff to represent that year; PA's ought to be seen carving all week to show candidates that youth run the program. Past totems are displayed in ceremony area.

Staves Each patrol member receives a color-coded stave for their patrol using the following schema.

Name	Colors
Nimrod	Orange
Cush	Violet
Damos	Gold

Name	Colors
Bendeguz	Brown
Hunor	Yellow
Magyar	Dark blue
Attila	Red

Patrol Traditions

Each patrol is to develop:

- Patrol call
- Patrol yell
- Patrol song
- Patrol flag
- Patrol totem
- Individual nameplates
- Use of staves
- Phase song and yell

Instill first day:

- Not a free-time camp, but a leadership development camp
- Spare Time Activities (STAs)
- Duty Roster
- Inspections: personal, patrol, camp competition
- Evaluations: self, patrol, program and staff.
- Good Turns: daily, that no one knows about.

Patrol Names

These names are drawn from the White Stag legend; their descriptions are from the book, *The White Stag*, by Kate Seredy.

Cush	Cush, the Great Leader, father of Nimrod, who was given the power to understand the voice of God a long, long time after the people had been scattered from Babylon. It is he who first knew of the great land to the west, "rich in game and green pastures between two great rivers plentiful in fish, surrounded by mountains, warmed by the sun, sheltered from the cold..."
Nimrod	Nimrod, Mighty Hunter before the Lord, is the father of Hunor and Magyar. He is the patriarch of his people, and his people are the first to sight the miraculous stag, the first to follow it "to a land like an immense green bowl surrounded by mountains, warmed by the sun, sheltered from the cold." It is he first who prophesied the "Scourge of Hadur," Attila.
Magyar and Hunor	The Twin Eagles of Hadur, the two brothers who rule over the people of Nimrod after their father's death. It is these two whose disagreements cause the split in the family and tribe, that leads to the formation of the Hun and the Magyar tribes. They lead their people across many lands, against many hostile peoples, in pursuit of the miraculous stag, the White Stag.
Damos	Damos is the young boy who has a vision and prophesies the marriage of Hunor and Magyar to the Moonmaidens, and Damos who blesses Hunor's son, Bendeguz, the White Eagle.
Bendeguz	He is the first leader of the Huns, the first to stain the White Eagle's wings with red blood. He leads his people in war, "not because we want to, but because nothing must stand in our way, we must and we will reach our land of destiny." He allies his tribe with those of Aleeta, of the Cimmerians, and the alliance produces a "man-child," Attila.
Attila	Born in the year 408, Attila is the leader who finally pursues the White Stag through the Carpathian Mountains. It is his people whose backs are to the mountain walls as their enemies rejoice in the Huns' imminent defeat. Attila is the "Red Eagle," prophesied by Nimrod and Damos, the "Scourge of God." He overcomes his defeat to lead his people west over the Carpathian Mountains to find a new land for his people.

5

Troop Leader Development

This section describes the phase and patrol traditions and symbols which have typically been used with Troop Leader Development from one year to the next.

Phase Traditions

B-P's Letter to a Patrol Leader	See the handout, "Letter to a Patrol Leader" on page 60.
Phase Yell	"Augi, Augi, Augi."See "Phase Yell" on page 80.
Phase Song	"Come Scouts". See "Phase Song" on page 80.
Quiet Hour	A time to update notebooks, work on Turks' head neckerchief slides, etc. May not actually last an hour.
Turks Head	Also also called a "woggle." See "Turk's Head Neckerchief Slide" on page 63.
Beret Patch	A small 1"x2" patch affixed to each member's beret. as shown below.

The White Stag beret patch.

Waist Rope	See "Waist Ropes" on page 62.
Name Tag	Made of native materials.
Phase Color	Used for shoulder colors on uniform tabs.
Trek	A challenging 2-3 day back country back pack trip.
Feast	A troop-wide meal planned and managed by the candidate leadership.

Red Hornets	Red marbles, passed from person to person secretly, owner arbitrarily rewarded by Phase Advisor either positively or negatively. For example, the patrol may all receive a candy bar, or be asked to police the morning ceremony site.
Run, Rouse and Dip (RR&D)	A morning run, led by "Tinkerbell"; all members wear swim trunks, tennis shoes and a towel around their neck. All run a mile or so and then jump in the pool, lake, and so forth.

Phase Song

"Come Scouts"

(To the tune for the Notre Dame fight song.)

Come Scouts, for we're off today,
Hiking to hilltops far, far away.
With the White Stag leaping high,
We'll reach the summit by and by.

What though the trail be hard and long,
You'll always hear us singing our song.
Ever loyal to the White Stag,
On-ward for leadership!

Hike! Hike! Hike!

Phase Yell

Call and respond with wild enthusiasm:

Leader	Augi! Augi! Augi!
Group	Ugh! Ugh! Ugh!
Leader	Augi! Augi! Augi!
Group	Ugh! Ugh! Ugh!
Leader	Augi!
Group	Ugh!
Leader	Augi!
Group	Ugh!
Leader	Augi! Augi! Augi!
Group	Augi! Augi! Augi!

5

Phase Symbols

Program Patrol

Their symbol: the Kudu horn. Selected at morning ceremony. Responsible for performing flag ceremony that night and following morning.

Figure 5-2 The compound-spiral Kudu antelope horn is from 25″ to as much as 60″ long. *Courtesy Mike Barnard, www.woodbadge.org.*

As a Colonel in Africa in 1896, Lord Baden Powell and his men were on a raid down the Shangani river. They were puzzled at how quickly the alarm was spread among the Matabele warriors. They later found that the Matabele were using a war yorn of tremendous sound-carrying power. A code existed, and as soon as the enemy was sighted, the alarm would be sounded. This war horn turned out to be the 25-40 inch long compound-spiral horn of the African antelope, the Kudu (Tregelaphus strepsiceros).

The Kudu horn was first used in Scouting to summon the scouts at Brownsea Island in 1907. It (or a substitute) is now used in all U.S. Wood Badge courses.

Service Patrol

Their symbol: the Quartermaster broken shovel. Selected at morning ceremony. Responsible for raking and watering the morning ceremony area after ceremony and before next day's ceremony.

Berets

Each patrols' members wears a distinctive colored beret. The youth staff wears maroon berets; the adult staff's traditional color is bright blue.

Patrol Traditions

Each patrol is to develop:

- Patrol call
- Patrol yell
- Patrol song
- Patrol flag
- Patrol totem
- Individual nameplates
- Phase song and yell
- Individual waist ropes
- Individual Turk's Heads

Instill first day:

- Not a free-time camp, but a leadership development camp
- Enjoy productive Spare Time Activities (STAs). These often include working on Turks Head slides and Waist Ropes.
- Use the Patrol Duty Roster daily.
- Inspections: personal, patrol site, camp-wide competition
- Evaluations: self, notebook, patrol, program and staff.
- Good Turns: daily, that no one knows about

Patrol Names

Patrol Naming Ceremony

The intent of this ceremony is to provide the individual Patrol Advisors with a history, understanding and background of the patrols, in order that they may provide and distill the same understanding and pride into the candidate's and their identification with their crews.

The ceremony is planned to take place the night previous to Candidate-Day in the spring time. It will begin about 1l:00 pm, an hour before taps, at the C-Day site. (This ceremony, although written for Phase III, can be adapted for any of the patrols.)

At a suitable location, the youth staff will be called together to witness the naming of their fellow Patrol Counselors. The Advisor might speak the following words:

> It is singularly significant that the most advanced program of leadership development for young adults is conducted in western North America where grow the tallest of all forest trees, unequaled in size or majestic splendor anywhere else on earth.

> Trees have always been intimately absorbed into the life and progress of the people living among them. The canoe cedar was a way of life to the Alaskan Indian and the mesquite was the cornerstone of the desert dweller's economy. The coast Indians used acorns in a number of ways, and their mortar stones abound in the forest around Camp Pico Blanco.

> The distinguished English patriot and philosopher, John Evelyn, said in 1664, "Men seldom plant trees 'till they begin to be wise, until they grow old, and find, by experience, the prudence and necessity of it."

Very appropriately the oldest level of White Stag candidates organize themselves into patrols during a memorable week together, each of which is identified by the name of a tree indigenous to the Little Sur area. They include Madrone, Fir, Sycamore, Tanbark, California Buckeye, Sugar Pine, Live Oak, Redwood, Bay Laurel, and Maple. Use the descriptions beginning with "Madrone" on page 86 to help instill a sense of pride in their name.

The script continues:

> Trees are a part of a vibrantly complex, interwoven community of many forms of life, each struggling together and against one another to survive and perpetuate their species. Trees, like people, must have air, light, heat, water and food. Having once taken root, the tree struggles continuously to shoulder its way upward towards the sun and light. Those that strive the hardest prosper and grow taller

5

while the less vigorous, cut off from sunlight, wither
and eventually die.

Like trees, we must strive to reach higher, not in
competition with our neighbors for a limited
resource, but with ourselves, against the possibility
of limiting our own growth and achievement when
we have potential for doing and learning more.

The patrol counselor ought to utilize the information on each
of the trees for which a patrol is named and any additionally
facts and lore to dramatize the patrol name and provide some
special rapport and pride within each of the patrols. For
instance, the fir patrol might evolve a ritual involving the sip-
ping of Fir tea, or the passing of their berets through Fir
smoke. Use your imagination.

Then, in turn, each of the Patrol Counselors is called forward,
and the information and lore about their respective trees is
read to them. When this has been completed, the ceremony is
concluded with a few final words:

It is your challenge now to fill the candidates with
the spirit that inhabits each of us and is represented
by the trees that symbolize the worldliness and
natural place that we have in the world, in the
enduring knowledge we have to give. Give them an
experience tomorrow that will bring them back to the
week with their friends in their troop, that will allow
them to go home and apply what they have learned.

The patrol names reflect the area the camp is held in. There is
room in the forest for all kinds of trees as there is a place for
all people.

Patrol Names   The names for patrols in TLD include:

- "Madrone" on page 86
- "Fir" on page 87
- "Sycamore" on page 88
- "Tanbark" on page 89
- "California Buckeye" on page 90

- "Sugar Pine" on page 91
- "Redwood" on page 92
- "Bigleaf Maple" on page 93
- "Coast Live Oak" on page 94
- "Sugar Pine" on page 95
- "Giant Sequoia" on page 96

5

Madrone

(*Arbutus menjiesii*)

The madrone received its name in 1769 from the first white man ever to see it, Father Juan Crespi, who was the chronicler for the Portola expedition looking for the looking for the 'lost bay' of Monterey. "Madrone" refers to the Strawberry tree (*Arbutus unedo*) a Mediterranean sister species that Father Crespi knew well.

Sometimes called madrana, it is a Stout, straight tree, attaining a height of 100 feet and is 4-5 feet in diameter at times. A characteristic feature of the madrone is the smooth bark which eventually peels away in papery strips to reveal various colors according to the relative age of the tree or branch. The wood seasons well, is heavy, hard, strong, dose "rained, light brown, takes fine finish, and is used for furniture, for flooring, for making shutters and producing charcoal. The smooth colorful bark is sometimes used in tanning leather.

The dense clusters of small, white waxy bell-shaped flowers hanging on the twig ends, produce edible orange-red berries. They are eaten fresh or cooked with hot stones in water in a cooking basket, then dried and stored until rehydrated with warm water. An infusion brewed from the root, bark or leaves, was used by early settlers to prepare a lotion to speed the healing of sores and cuts on men and horses. The Spanish settlers used Madrone wood for stirrups and the early Californians prepared their gun powder from Madrone charcoal.

Arbutus menjiesii can be found at about 50 north latitude on Vancouver Island, British Columbia. South from this region it is widespread in the lowlands west of the Cascade range and scattered in sites of the Sierra Nevada. It can also be found as far south as San Diego County. Elevation limits range from sea-level to 1524-1829 m (6000 feet).

The Pacific madrone grows on many types of soil in various climatic environments, occupying sites where the average rainfall ranges from as little as 15 inches to as much as 150 inches a year. Once established, this broad leaf evergreen is very resistant to drought and high temperatures as well as freezing wet conditions. It is fairly tolerant of shade and often found in the understory of oak and coniferous forests preferably establishing on sites where the coniferous forest does not readily close in. The life cycle of the madrone offers a kaleidoscope of colors to admire. In midsummer, as the hillsides get partly dry and moisture is at a premium, the old leaves, bright scarlet in color by now, gradually drop off while the bright-green, new leaves emerge.

By Judy Anderson, 1978

Fir

(*Pseudotsuga menziesii*)

The Douglas-fir is a clear, straight-trunked tree with a spire-like crown rising up to 300' tall. The fresh, bright green needles are flat with two white stripes below, forming a spiral on the twig. This trident-like protruding knot distinguishes the Douglas-fir from all other conifers.

The tree is very widespread in the western United States and produces more wood products than any other American tree. It is the world's most commercially valuable conifer. Its wood is used for lumber, piling, plywood, fuel, railroad ties, mine timbers, foxes, boats, and ladders; the tree is planted for shade, as an ornamental, and to make wind and shelter belts.

Smooth, gray-brown, with gummy resin-filled blisters when young, the bark becomes very thick with age and deeply grooved, with dark reddish-brown ridges. The needles are flat with a pointed tip. The upper surface is bright yellowish-green with a single groove down the center; the lower surface is paler. The needles appear to stand out around the twig. Its cones are 5 to 11 centimeters long, turning from green to grey as they mature. Between each scale, long three-pronged bracts are easily seen. Seeds are winged at the tip.

A hot coffee-like beverage was made by the Indians and pioneers from the young needles of the Douglas-fir. The Indians are said to relieve rheumatism by having the patient lie for as long as half a day on a blanket spread over Fir boughs placed on top of hot rocks in the sweat house. In order to secure success for the hunter, his bow and arrow were passed through the smoke of Douglas Fir boughs while singing an incantation.

The genus name comes from the Greek word pseudo, meaning false, and the Japanese, *tsuga*, or yew-leafed tree, because of its similarity to the hemlock-spruce family. Menziesii comes from Dr. Archibald Menzies, who was a physician and naturalist with Captain Vancauven's voyage, and who discovered the tree in 1791. Because the Douglas-fir is not a true fir, the common name is hyphenated. It was named after David Douglas, the Scottish botanist who in 1827 send the first seeds to Europe, subsequently introducing many of western north America's native conifers to Europe.

By Judy Anderson, 1978

Sycamore

(*Platanus racemosa*)

The Latin name for Sycamore comes from "platanus" meaning "plane tree," the ancient ancestor of the sycamore. "Racemosa" refers to the fruit which grows in clusters of one to six on a single stem. Racemosa means growing in groups."

This tree is characterized by very thin, smooth, whitish or pale green bark on young trees and on the large branches of old trees, exposing cream to tan inner bark. The inner bark when exposed in this way is pale olive green first and turns chalky white later. Thin veneer-like sheets of the bark are usually shed as a result of the diameter growth of the stems. On lower, older trunks the bark is dark brown and furrowed. American sycamore is a large deciduous tree that grows at the edges of swamps, lakes and streams, and in low bottom lands. The leaves of sycamore are large, simple, alternate and palmately lobed and veined. At the base of the petiole is a leaf-like stipule which often persists through the summer.

The sycamore has an ancient origin. Species similar to present day sycamore existed in Greenland, in the Arctic region, in middle Europe, and the central part of North America during the Tertiary epoch.

The California sycamore is usually 40-60' tall although those found in canyons reach a height of 80'. They grow quite old because they repair damage to their crowns and trunks rapidly.

The sycamore is used in interior finishing and in cabinet work, however their commercial value is really secondary. The Sycamore mainly forms protective growth along streams m dry, arid regions. The wood is distinctively "cross-grained" and exceedingly difficult to split.5

By Judy Anderson, 1978

Tanbark

(*Lithocarpus densiflanus*)

There is not a more admirable hard wood in all the west than the Tanbark, or Tan Oak, a tree with a magnificent bole and sumptuous foliage; evergreen and darkly glittering above and a beautiful silvery white below. The evergreen leaves are three to five inches long, 3/4-3" long. At maturity the leaves are thick and leathery, the upper surface is light green and shining, the lower surface is pale bluish with touches of the furry reddish fuzz which coats the new young leaves.

Tanbark trees of 70 to 90 feet in height are found frequently, though some growing in competition with redwood trees attain 150 feet. The striking stature of this tree comes from the great central trunk that rises, mast-like, giving off spirals of mighty branches. In the forest, the trunk is bare of branches a long way, with a very long, narrow crown. Trees growing in the open have short massive boles and branches almost to the base, which sweep boldly out, giving the tree an appearance of permanence and solidity. Young trees have mottled pale grayish and smooth bark; old trees are ruggedly checked into plates and outwardly brown, though the inside bark has a reddish tint. The bark of the older tree is thick, firm, dark gray and cut by narrow seams and cross-checked into broad smooth square-shaped plates. Twigs at first have a dense but deciduous wool of reddish hairs, later smooth and deep brown tinged with red.

Acorns are solitary or in pairs on a downy stout stalk that is ½-1" long. The nut is light yellow-brown, shining and smooth after losing the fuzziness of its early stages. It is ¾-1" long, ½-1" thick, seated in a shallow cup covered on the outside by rigid scales. Long erect spikes (catkins) of white flowers light up the tree like candles at Christmas and the acorn stands erect in its handsome furry cup. These acorns were used by the Indians of Mendocino and Humboldt Counties for making a flour which was then cooked into a mush. It had to be ground, then washed in several waters, to extract the bitterness. For this reason, pioneers used to call this the Squaw Oak.

The bark used to a valuable tanning agent in the production of high grade heavy leather. It has been replaced by cheaper imported tanning agents. The tan oak now left undisturbed may grow for a full tally of years, perhaps 500, seldom troubled even by the lumber man. The fine hard wood which might be used for furniture cannot be profitably logged owing to the inaccessibility of the scattered trees.

By Judy Anderson, 1978

California Buckeye

(*Aesculus californica*)

The Buckeye is one of the showiest and most beautiful of the native trees. In the months of May and June, it is characterized by great masses of creamy-white flowers that appear on long spikes. The leaves dry and fall off in early fall, leaving a silvery trunk and branches upon which the fruits hang thick, looking like so many dry plump figs.

A short tree or large shrub, rarely reaching 9 m (30 feet) in height. The trunk is short, enlarged at the base. The bark is light to pale gray, thick and nearly smooth. Winter buds are very sticky, cone-shaped, pointed at the tip and covered with narrow, pointed overlapping dark brown scales. The tree is often shrubby in dry chaparral areas but on fertile soils may reach a height of 40 feet.

The flowers are often so numerous that they give the rounded crown of the tree the appearance of a great candelabra with thousands of white candles. It is characterized by bright green palmately compound leaves with serrated edges.

Aesculus californica occurs exclusively in California where it grows in the humid coastal belt, eastward to the Sacramento Valley and south to northern Los Angeles county at elevations ranging from 150 - 1,250 m. California buckeye does best in the coastal range canyons, north of San Francisco but they also grow on moist stream borders and in dry, gravel soils on sides of canyons. It is often used as a street tree or ornamental tree.

The fruit was used among many of the indigenous people for food through a complex system of roasting, grinding, leaching, and drying to remove the tannin and alkaloid elements. The process took several days and the resulting mush was eaten fairly soon after preparation. The fruit was also crushed, then floated in streams to stupefy fish which were taken in coarse nets or by hand.

By Judy Anderson, 1978

Sugar Pine

(*Pinus lambertiana*)

The great genus Pinus stretches around the north temperate zone and on mountains far into the tropics, numbering some 80 species. Many of them are of the highest use or the greatest beauty, and attain splendid proportions. But there is one species, the Sugar Pine, that towers above them all. It is the king of pines, undisputed in its monarchy over all others. It is the fourth greatest in size of all American trees, surpassed only by the two Sequoias and Douglas Fir. It can attain a height of 61 m (200 feet) with a trunk circumference of 8.1 m (31 feet).

The trunk of the sugar pine rises straight in columns the color of the yellow green staghorn lichen, with tufts colored a rich purplish brown. The incense of its needles fills the forest. Young sugar pines are slender, close-grown, and conical in shape. In winter their limbs easily shed the snow, never breaking under the weight. The lower branches of this pine self- prune with the result that these pines have few limbs and a large bole of branches. At the top of the long stem an old Sugar Pine bears a palm-like crown, sometimes storm racked and rugged. From the underside of the foliage, hang the swaying, slender cones, 15-26" long, green shaded with dark purple on the sunward side.

The Sugar Pine takes its name from its sweet, gummy exudations. They are in the shape of irregular, crisp kernels, which are crowded together in large masses. From the earliest days of settlement in the Sierra foothills, the Sugar Pine was cut in preference to any other because of its fragrant wood with its lightness, satin texture, close grain, ease of working, and ability to take a fine polish. Early roofs were covered with shake shingles made wastefully by hand from these trees.

As sawmills made their appearances, the Sugar Pine was cut into lumber to provide siding for buildings and barns, for flumes, sluice looses, bridges, fences and mine props. Being lighter and softer than other pines, it soon became the most used of the pines. Its straight grain qualifies it for use as the pipes of church organs, for which few woods are at all satisfactory. Roused by words from John Muir, the stands of Sugar Pine are being more carefully guarded by the government. At the present time the cut is still well in excess of the natural replacement.

By Mary Pyott

Redwood

(*Sequoia sempervirens*)

Redwoods, Sequoia sempervirens, are tall, narrow trees 65-100 meter (213-328 feet), rarely to 114 meters. The trunk is straight, slightly flaring, buttressed at the base, 3-5 m in diameter, rarely 10 m. The lower third of the tree is branchless. The bark is thick, 15-30 cm, dark brown with grayish tinge and deeply furrowed with rounded ridges of long, fibrous scales. The bright deep yellowish-green leaves are small and linear, (0.6-2 cm) long, spreading in two ranks, flat sharp-pointed, slightly curved. Male cones are tiny, oblong whereas female cones are tiny, egg-shaped, scattered near the ends of the branchlets. The fruits are small, hard cones, 1.9-2.5 cm long, oblong brown, and composed of 12-20 scales.

Coast redwood occur only in a narrow, fog-laden belt in the Pacific Coastal region of southwestern Oregon and northern to central California. They usually grow on low protected flats, along rivers, or in river deltas of the moist coastal plain. Humid conditions, caused by frequent fogs sweeping in from the sea and deep, well-drained soils are essential for maximum development.

Coast redwood can occur in pure stands or in association with western hemlock, Douglas fir, tanbark oak, grand fir, and western red cedar. Pure stands are common on flat terrain, while on slopes a mixture of tree species are more common. Redwoods are relatively free of insect pests and disease, although heartrot sometimes occurs. The tree grows well in low light intensities and reach maturity in 400-500 years. The oldest tree on record is 2,200 years old. Seed production can occur when the tree is 20 years. New sprouts develop quickly from the stump and root crown of recently cut trees. The lumber is prized because it is straight-gained, knot free, durable, termite resistant, and easily worked. Because of its size, redwoods can yield 2.5 million board feet of lumber per acre.

The redwood is named for a native American leader, chief Sequoyah. He was immortalized for his achievement in the creation of a Cherokee alphabet, among other accomplishments. The tree has been dated back to the Cretaceous period, one hundred million years ago, when it was common throughout the Northern Hemisphere in present day Japan, Himalayas, and western Europe. With the advance of the glaciers, the tree became restricted to western North America.

The coast redwood requires at least 25 inches of rainfall to survive and at least double of that for optimum growth. Fog provides up to 50 in of additional water as well as retarding evaporation in the summer. The coast redwood do not have a central water seeking tap root found in other trees, instead it has several main roots, not deeper than six feet, fed by worm-like filaments that rise one or two feet from the ground surface. The filaments satisfy the redwood's lifetime need for one thousand tons of water for each ton of its weight.

By Chan Phommosaysy

Bigleaf Maple

(*Acer macrophyllum*)

Bigleaf Maple grows in the foothill borders, near low mountain streams, and the largest trees are found in alluvial river bottoms in moist, gravel, and rich soils. It is found as far north as the extreme southeastern coast of Alaska and British Columbia and south into California. In California, Bigleaf Maples are found in the coast ranges and the western slopes of the Sierra Nevada, as far south as the San Bernardino Mountains and in Hot Springs Valley in San Diego County.

The genus Acer includes about 100 species of trees and shrubs, mostly in eastern Asia of which 35 species are native to China end Japan. There are 28 species in the U.S and Canada, four of which occur in the Pacific Coast. Bigleaf Maple is the only maple species in the Pacific Northwest that becomes a medium to large-size tree. It is more closely related to some of the European maples than to North American species due to the effects of the Ice Ages on the distribution of the plants. This species may form dense pure stands but it is more commonly found in association with Douglas fir, Western Hemlock, Vine Maple, Redwoods, Willows, and Live Oak.

Growth is rapid for the first 40-50 years, then slows as the trees approach a maximum age of about 275 years. Trees typically reach 50-60 feet high, the canopy stretching about as wide. Larger trees can obtain a height of 98 feet or more. The tree flowers in April or May, with the winged seed maturing by autumn. Squirrels, chipmunks, mice, evening grosbeaks, and many other birds eat the seeds. Blacktail deer, mule deer, and elk fed on saplings, young twigs, and leaves. Bigleaf Maples are an important resource of hardwood lumber in the Northwest. The light-brown wood is used for furniture, paneling, cabinets, musical instruments, and veneer. The knobby outgrowth or burl produced by older trees are prized in veneer work for its interesting configuration.

By Chan Pommosaysy

Coast Live Oak

(*Quercus agrifolia*)

The Coast Live Oak occurs in moist areas with deep soil. It grows in open groves of canyon bottoms, valleys, and on north-facing slopes. It is often found growing with the Golden Cup Oak (*Quercus chrysolepis*) and the California Black Oak (*Quercus kelloggii*). The Coast Live Oak can be found generally among the coast ranges from central to southern California, on Santa Cruz and Santa Rosa Islands, and into northern Baja California. It usually grows from sea level up to about 3000 feet.

The Coast Live Oak (*Quercus agrifolia*) is an angiosperm tree of the family Fagaceae. It is an evergreen tree with a stout trunk and many crooked branches that spread outwards. It is sometimes shrubby but not as often. It's height can range from 30-80 feet with a trunk diameter of 1 to 3 feet or greater. The leaves of the oak are alternate on the branches, elliptical in shape, and its edges are generally curved under to produce a boat shape. Leaf shape may be quite variable between old and new growth. The leaf coloration is a shiny green on the surface and a yellow-green beneath. There are two varieties of the coast live oak, *Quercus agrifolia* var. *agrifolia* and *Quercus agrifolia* var. *oxyadenia*. The bark is a dark brown, can become rather thick, and is widely ridged.

The Coast Live Oak was one of the first trees to be described in California. It was first noted by the Spaniards of the Malaspina Expedition in 1791 and was referred to by them as *encina* from the evergreen oak of the Mediterranean. The history of the oak dates back even further. In 1770, Junipero Serra landed at Monterey Bay and planted his cross under a great Live Oak near the shore. It was there that he gave his first mass and founded San Carlos Mission. The mission moved to Carmel, but the oak remained as the first Christianized spot in that region of California. In many ways, the Coast Live Oak represents country living in southern California. Many cities have incorporated the tree into the urbanization of their communities. These include Sherman Oaks and Thousand Oaks.

The wood of the Coast Live Oak is strong but is not commonly used to furnish due to its strange growth patterns and frequent branching near the base. It is an excellent wood for fuel because it has a high heat value. It produces an intense and steady flame and gives out a sweet odor. Due to its value as a fuel source, it was used in the days of sailing ships. The oak woodlands were cut in response to high demand from the ships as well as from people settling into the oak woodlands.

Individuals of Coast Live Oak are commonly infested by a species of mistletoe. The oak mistletoe (*Phoradendron villosum* ssp. *villosum*) has been described on the Coast Live Oak as well as on two other California oaks (*Q. lobata* and *Q. douglasii*). Each species of these oaks have been thought to represent different ecological habitats for the mistletoe.

By David Moskovitz

Sugar Pine

(*Pinus lambertiana*)

Sugar Pine is the tallest of all pines, often reaching heights of 61m (200 feet). In 1991, the California state champion measured 216 ft. tall with a circumference at 4-3/4" or 384 inches. Its natural range extends from Oregon to Mexico, but over 80 percent of the trees are found in California. Sugar pine is found in the Cascades, Sierra Nevada, coast ranges, and the Transverse and Peninsular ranges, from elevations near sea level to over 3000 m (10,000 feet). Sugar pine is considered a very important timber species due to the quality and value of its soft, even-grained wood.

Sugar pines tend not to dominate forest types, but rather are found growing with many other species. In the northern mountains some of its associates include Douglas fir, ponderosa pine, grand fir and incense cedar. In the Sierra it is found with Jeffrey pine, Giant Sequoia, and California Black Oak. In fact, the most dense populations of sugar pine are found on the western slopes of the Sierras. In the southern mountains sugar pines grow with Ponderosa pine, coulter pine, white fir and incense cedar. Sugar pines grow best in deep, sandy loam soils, and they prefer warm dry summers and cool wet winters.

Sugar pine is an evergreen conifer, distinguished by silvery-lined bluish green needles, five to a bundle. Mature trees have large asymmetrical branches that are bent downward at the tips by long cones. These cones are the largest of any pine species, frequently up to 56 cm (22 inches) in length and weighing four pounds when green. It takes two years for sugar pines to produce cones, and they typically drop their seeds from August to October in the second season. Although sugar pines produce significant crops of cones every three years, over 50 percent of the seeds produced are unsound. Many animals such as the sugar pine cone beetle, Douglas squirrel and white-headed woodpecker consume or cache these seeds and only up to 40 percent of the seeds develop into seedlings. Those that survive can grow to be 500 years old.

In the past, sugar pine was important for indigenous peoples, who used the seeds and bark for food, the rootlets for baskets, the pitch for glue and gum, and the leaves and bark to make medicinal teas. John Muir found its sweet resin preferable to maple sugar.

Today, impressively large sugar pines can be seen growing in Calaveras Big Trees State Park. Wandering around the magnificent groves, you can understand why John Muir called sugar pine the "Queen of the Sierras."

By Mary Pyott

Giant Sequoia

(*Sequoiadendron giganteum*)

Over millions of years of warming summers and cooling winters, the ancestors of the giant Sequoia (*Sequoiadendron giganteum*) trees ant their relatives—the coast redwood of northern California and the metasequoia of southern China—all but disappeared from their ranges in northern Europe and North America. They grew restricted to areas with more reliable summer moisture.

Seventy-five groves of the giant Sequoia exist today in California on the western slopes of the Sierra Nevada from Placer County to southern Tulare County. The groves occur between elevations of 1370-2560 m (4500 to 8400 feet) and range in size from 1 to 4000 acres. They require fires intense enough to remove the forest litter and kill a portion of the forest canopy for successful regeneration. Sequoia cones release seed only when subjected to extreme heat. Each seed that is released from the 2-3 inch cones is very light (about 91,000 seeds equal one pound m weight). A mature tree will produce on average about 2000 cones per year, each cone containing an average of 230 seeds.

Giant Sequoias will grow 45-75+ m tall and average 1.5-9.0+ m in diameter depending on age and annual moisture. The stump of the first Big Tree to fall by the hands of man in 1853 was 29.2 m (96 feet) in circumference and once supported 32 dancers, onlookers, and the band at a cotillion party. The three largest trees existing today can be found at Sequoia and Rings National Parks.

The longevity of these titans is largely due to their high resistance towards fire, insects, and diseases. The thick, fibrous, cinnamon-red bark contains tannin, a natural fire extinguisher, which also is suspected to inhibit wood borers and fungi. The loss of lower branches reduces the fire ladder effect when there is a lack of understory trees. Although basal hollows caused by fires are common (often serving as dens for wildlife), they are rarely detrimental to the tree's existence.

Logging of the giant redwoods was vast in the late 1800's when acres of trees, including the Converse Basin Grove in present-day Sequoia National Park (probably the largest and finest), were devastated. The wood was used for shingles and fences but finally considered to be too brittle. Since a large majority of the groves are now under the protection of national and state parks, logging is not an imminent concern.

> The Big Tree is nature's finest masterpiece...the greatest of all living things, it belongs to an ancient stock and has a strange air of another day about it, a thoroughbred look inherited from long ago—the Auld Lang Syne of trees.

> —John Muir

By Sandra Klepadlos

Using Ceremonies

A ceremony is a powerful means to communicate with program participants. Some of our ceremonies are part myth and ritual, echoing long-lost rites of passage that our forbearers took part in at times beyond our cultural memory. They use the archetypes explained by famous psychiatrist Carl Jung to indoctrinate participants into the White Stag culture of love, acceptance, personal growth, spirituality, cooperation, and togetherness. The Order of the Still is but one example of the many traditions that do this. Ceremonies are intended to touch the tap root of each individual, to reach them where words cannot.

We want to set a precedent or standard with our ceremonies in such a way that a participant's life will be made fuller and richer. We want to do this using the White Stag Spirit, the spirit of the Scout Oath and Law, and the Explorer Code, and to reinforce a learner's own positive values and beliefs.

We weave the legendary trail of the White Stag into the program carefully that program participants' own faith and vitality, that intangible energy that drives them ever onward, becomes entangled between the real and the mythical.

Finding a Theme

Generally, a ceremony is a type of program that has a central controlling theme, subject, idea or message. Everything that happens in the ceremony leads to the full development of that theme. A ceremony may be sad, serious, funny, dignified, happy or sober, but it must have a definite purpose. A ceremony may inspire spiritual values, happiness, character development, love of the outdoors, love for our fellow humans; the list is endless. Ceremonies need to fit the place, the people and the message.

The Purpose in Ceremonies

Our overall purpose in conducting ceremonies is to encourage an attitude of continuous growth among learners in their day-to-day activities. In addition, we include ceremonies in the program because they:

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- Bring people together.
- Add meaning, depth, and dignity.
- Provide time for reflection.
- Present a special message.
- Establish a mood or atmosphere.

It is our hope that the youth will grow to become inspirational leaders who will in turn instill the guiding spirit in the youth of tomorrow. We expand our members' horizons by giving them a planned adventure to its grand climax. Careful development and presentation of the ceremonies must evidence strong principles, an integrated purpose, and set an example for continued achievement of higher goals.

Ultimately, we want to develop participants' faith: faith in themselves, faith in their leaders, and faith in their destiny. We want learners to suspend their conscious and unconscious belief systems that say something is not possible, to believe in their own limitless opportunities, to nurture the youthful flame of hope. We intend to shape the youths' deeply placed attitudes and values, and thus establish a foundation within them for growth.

We sustain this foundation for growth through constant program innovation and development and by using troop, patrol, and individual ceremonies or rituals. We emphasize the adult and junior staff to reinterpret and personalize the White Stag program's ideals each year as models for the participants.

We continue to build from the foundation by planning and conducting ceremonial or spiritual activities. These are based on the master plan outlined in this book and, more importantly, on the leaders' own experience. We evaluate the activity and write down the idea for posterity.

When Ceremonies are Appropriate

There are many occasions for ceremonies. This is only a partial list of the possibilities:

- Awards, campfires, legends.

- Flag ceremonies.

- Patriotic ceremonies.

- Opening and closing ceremonies.

- Membership—renewal or additions, departure of old members.

- Holidays, dedications, commemorative days.

- Rededication to group ideals and concepts.

You can use ceremonies to mark any special occasion, though they ought not be abused. The program should be punctuated by ceremonies, not dominated by them.

Original poems, original songs, old poems and songs, all can be used to make up the ceremony content. A balance of songs and words ought to be sought.

Planning Ceremonies

For maximum effectiveness, ceremonies must be planned and rehearsed. When planning a ceremony:

- Keep it simple and short. Cut the long speeches. Ceremonies have more impact when they are kept to the point. Make them impressive, dignified, simple, sincere.

- A ceremony is not the same as a religious service. It is inappropriate, given the many different beliefs present in participants, to make it religious. (Scouting does require a belief in God, which we should support through a Scout's Own service on Sundays.) A ceremony can encourage participants to believe in God and to have reverence and respect for life.

- The location and setting ought to fit the mood that the planners want to achieve.

- Music, especially songs, can significantly affect the mood. The music must be planned and appropriate to the occasion.

- Each of the people helping to present the ceremony must know exactly what he is doing and when to do it. A rehearsal makes a huge difference.

- Use variety in your ceremonies. Don't present the same kind of ceremony repeatedly. Keep ceremonies fresh by making them relevant in some way to the individuals for whom the ceremony is being presented.

- Know the difference between sentiment and sentimentality.

- Long faced solemnity is not always the desired mood for a ceremony. Humor may have a quiet dignity running through its lightness.

- Ceremonies can be dramatic, inspiring, and colorful, and they should help participants feel more connected to other group members and a part of the group.

- Every ceremony needs to have a plan and a goal. Organization is vital to the effectiveness and success of the ceremony.

- A ceremony belongs to the group. It ought to be planned to suit the needs and the abilities of the participants.

- Use ceremonies to promote a better understanding of the group aims, ideals and responsibilities.

Have a Clear Goal

List the characteristics of the group members who will attend. Write down the reasons for the ceremony and develop a clear goal. If the ceremony is to give participants a token of some kind, be conscious of what the token is supposed to mean and why it is being given. Communicate this clearly during the event.

Location, Location

Remember that the setting is one of the most important factors affecting the success of the ceremony. Choose a location that:

- Limits the likelihood of disturbance by others
- Permits all participants to view the proceedings
- Fits the size of the group
- Permits people to stand or sit as needed
- If a fire is desired, is fire-safe.

People ought to be comfortable watching the ceremony. You can't keep their attention if they're worried about falling off the side of a hill.

Keep a Smooth Flow

The ceremony ought to flow easily, with a definite, although inconspicuous, structure. The ceremonial master of ceremonies needs to be well-organized. The event should be well-planned and rehearsed, and the agenda clear to everyone who is helping with the ceremony.

Allow ceremony participants and leaders to express their personal thoughts, if appropriate. Be careful, because this can take a considerable amount of time. Use ceremonies to enhance group experience and to add to the depth of thought and feeling. Develop a sense of group consciousness. Encourage development of meaningful values.

Practice, Practice

If possible, go to the actual site of the ceremony and practice there. If you're including a potentially difficult stunt, like remotely lighting a fire, try it out a few times until you are confident it works without fail. Get all of the ceremonial leaders or actors together and rehearse your movements. Time how long it takes to actually perform certain events, as this may alter your decisions about what you will do.

Nothing jars a ceremony and disturbs the mood you are trying to create than to have something go obviously wrong. Make sure you rehearse with all of the props and materials needed. The details are essential to the complete mood of the ceremony.

Have Everything on Hand

Print song sheets for all songs if they are not known or if there is not time to learn them. Give song sheets to the participants if they do not know the words; this helps them feel more involved in the ceremony. Create a check-list of materials as well as a written plan. (See "Ceremonial Preparation Work Sheet" on page 104 for an example.) Lastly, be flexible; each ceremony can be a unique and special time.

Special Ceremonies

Some ceremonies are very special and are used only for a certain purpose on a specific evening at camp. Other ceremonies are adaptable and can be used for all ages, at any time, for a large or small group.

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The locations available for the ceremonies often affect what is done as well, if not entirely shape it. Some smaller ceremonies may be conducted within a phase or a patrol. An inventive Patrol Leader will find a few opportunities for them. Handing out berets in Troop Leader Development and presenting staves in Patrol Leader Development are two examples.

White Stag Staff Ceremonies

The ceremonies for staff members usually include the following events.

Legend Ceremony

This ceremony usually begins staff development, and typically includes the awarding of a staff "training" neckerchief, designed for and unique to that program year and phase. The ceremony itself is an adaptation of the candidate legend ceremony. "The White Stag Legend" on page 114 is adapted from the award-wining children's book by Kate Seredy, *The White Stag*, published in 1937. The "White Stag Candidate Opening Campfire" on page 108 is used as the basis for the staff ceremony.

Staff Neckerchief Ceremony

Usually the night before the candidate arrive, and including their staff neckerchiefs for the year and phase. (See "Youth Staff Neckerchief Ceremony" on page 105.)

Adult Neckerchief Ceremony

There is one ceremony for adult members of the program, usually held the night before the candidates arrive. It is conducted by the Program Director. The ceremony is passed from one Program Director to the next.

Ceremony Materials Check-List

☐ pen, pencils, paper, markers

☐ stapler gun, desk stapler, three-hole punch.

☐ 14 to 16 gauge wire (for "flaming arrow", and so forth)

☐ flashbulb device, or other fire-starting device.

☐ one box matches, strike anywhere if possible.

☐ tinder, firewood.

☐ fire cans filled with sand and water.

☐ fire shovel, rake.

☐ tools: hammer, nails, wire cutter, pliers, screwdriver.

☐ thumbtacks.

☐ string, cord, binder twine.

☐ gas/propane/kerosene lantern.

☐ two large and one penlight flashlight, extra batteries.

☐ one dozen 20 minute fusees.

☐ large/small plywood White Stags.

☐ trail lanterns, either cans or paper bags.

☐ two dozen votive candles.

☐ Quest, Legend, Letter to a Patrol Leader, other messages.

☐ kudu horn, conch shell, and so forth.

☐ neckerchiefs, patches, woggles, certificates, and so forth.

☐ written agenda/plan.

These materials ought to be sufficient for all ceremonies during a week program.

Ceremonial Preparation Work Sheet

Purpose, theme, message:

Location, setting, to create the mood:

Place: Time:

Dramatic effects, props, equipment:

Roles, procedures, participants, responsibilities:

Narration/Script:

Closing:

Program Director Ceremony

There is also a ceremony to induct the new Program Director. One special totem, belonging to the Program Director, deserves special mention. The Krackenstock is a special stick, or branch, which contains the names of all past Program Directors. It is passed from one Program Director to the next.

White Stag Summer Camp Ceremonies

The candidates participate in two key ceremonies:

- The initial Legend and Candidate Neckerchief Ceremony (see "White Stag Candidate Opening Campfire" on page 108).
- The final "graduation" Neckerchief Ceremony (see "Final Candidate Neckerchief Ceremony" on page 110).

In addition, the following ceremonies are also usually held:

- An opening ceremony within each phase at the beginning of the summer camp.
- A daily morning ceremony and flag raising. See "Morning Ceremony" on page 109.
- Sometimes a phase assembly to retreat the flag.
- A phase closing at the end of the week.
- A closing Final Awards Ceremony for all three phases.

What follows are the regular ceremonies conducted each year in White Stag. They are done in a variety of ways, different from year to year, based upon the experience and desires of those conducting them, and for whom they are being conducted for. Nonetheless, they retain consistent purposes and elements.

Youth Staff Neckerchief Ceremony

Purpose   To inspire staff to their optimum effort during the week, and to provide each an opportunity to set challenging personal goals.

When	Held the night before the candidates arrive for summer camp.
Location	An area where each staff member can be left in privacy, then assembled in small groups before a small campfire, and finally before a large campfire. There should be a sense of vistas unseen, things unknown.
Resources	See "Ceremonial Preparation Work Sheet" on page 104.
Roles and Procedures	At the sound of three blasts of the Kudu horn, an adult leader will assemble the youth staff and ask them to follow him. He will lead them, using a Tiki Torch or a flashlight, to the various station points. There will be one station per youth staff member, each marked by a trail lantern containing a single candle lighted. A letter from the phase advisor tied with a green ribbon is placed at each station.

A youth staff member will be left at each station point, told to read and contemplate the contents of the letter which will be a memento of the occasion for each of them. They will reassemble on the trail at the next sound of the Kudu horn and as they leave they are to pinch out the candle and return to trail and follow the adult leader again.

The leader will take them down the trail to the first small campfire where one of the Associate Advisors (AAs) will be waiting. He will drop off one-third of the members there, then proceed to the next fire where he will drop off another one-third of the staff, proceed to the last fire with the final one-third.

The AAs will open the discussion by asking each member to discuss where we have been, where we are going, what he feels his responsibility to the candidates will be, and what he hopes to accomplish. The AA's will initiate discussion and then listen to the thoughts of the youth staff.

The Kudu will sound again, and after they re-group on the trail, an adult will lead the staff forward. The adult will proceed to a large central campfire circle. The other AA's will stay behind and put out all fires, then follow.

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At the large campfire, the Phase Advisor (PA) will be waiting and will greet the youth staff with these remarks:

> You started along this trail tonight by individually pondering the challenge of the week to come; you further pursued this quest by sharing your thoughts in small groups and at this third and last station we join together to make the sum of the spirit of the members of this staff, far greater than any one of us could generate alone. At no other time in the coming week shall we be together in such a contemplative manner as this.

> Most of the time we will be alone or in pairs working with candidates, or fulfilling whatever our individual tasks may be. Those few times that we are together as a staff will be late at night, hectic, and stressful and they will not equal the serenity of this moment. May the spirit of this moment be with us the entire week and continue to lead us to our ultimate goal.

> At this time, each of you is invited to share any thoughts or feelings about your expectations of the week to come.

Time will now be allotted for each member to make any comments or thoughts that he would like to contribute. At the conclusion of these remarks the program will proceed.

The staff neckerchiefs will be on hand, rolled and ready and will be presented to each Patrol Counselor by the Phase Advisor.

At the conclusion of the neckerchief presentation, the Advisor will read (or play a tape of) Baden Powell's message to Scouts at the 1933 World Jamboree when the idea of the White Stag as a Scout theme came into being. They will be asked to rededicate themselves to the ideals of Scouting and Exploring as they hear his words.

At the conclusion of this reading, the youth staff will be instructed to return to camp area along the trail. Adult staff members and the Senior Patrol Leader (SPL) will remain

behind to put out the fire, and to proceed to Adult Ceremony later.

White Stag Candidate Opening Campfire

Purpose

This campfire is the high-point and end of the candidates' first day, therefore it ought to leave him with the significance of the White Stag and the words "follow him" firmly planted in mind. All preparations ought to have this goal in mind.

Although the White Stag's basic history ought to have been explained to the candidate during Orientation earlier in the day, this ceremony is the first time he is really introduced to the characters in the White Stag Legend, and the concept of ever-increasing challenges from which so much of the program takes its basis. The legend is adapted from the book by Kate Seredy, *The White Stag*.

When

If it is presented to the entire troop on the evening the Candidates arrive at summer camp. Sunday night around 10:00 or so is a good time, as the ceremony can take up to 1½ hours or more.

Location

A private spot away from the other phases where the entire troop can easily hear the storyteller and which lends itself to the presentation.

Roles and Procedures

The story teller(s) are the most important people in this campfire presentation. "The White Stag Legend" on page 114 ought to be told from memory to give the story vitality and force. A dress rehearsal ought to be held before the candidates arrive.

One staff member is with a White Stag statue on an adjacent slope ready to illuminate it so it can be seen by the candidates upon the story teller's cue. If an echo effect is chosen for the words, "Follow me!", additional people will be stationed at staggered intervals away from the campfire. Someone will be needed to feed the fire. Two or more staff members will be responsible for escorting the candidates back to bed and taps.

Morning Ceremony

This schedule approximates what is used daily during the summer camp, except the last day, by all phases.

Troop formation	SPL
Patrol reports	SPL
Thought for the Day	APA
Inspection	APA/SPL/ASPL/ Scribe
Change Patrol Leaders	SPL
Change duty patrol symbols	SPL
BP exercises	ASPL
Yell	Song Leader
Good turn challenge	ASPL
Song	Song Leader
Announcements	SPL
Phase Advisor's challenge	Advisor
Dismissal	SPL

Patrols and staff assemble at ceremony area *five* minutes prior to morning ceremony. SPL summons patrols to line up inside area.

ASPL meets daily with service patrol 15 minutes before morning ceremony to practice flag ceremony.

QM checks to be sure Program and Service Patrols have their respective symbols at morning ceremony.

SCRIBE checks inspection sheets and posts results of this and other objective completion each day. Also moves the White Stag symbols on the staves that represent inspection scores.

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Final Candidate Neckerchief Ceremony

Purpose   To recognize the candidates for completing the week, to award them their phase neckerchief, and to encourage them to continue to fulfill the challenge of the White Stag.[3]

Location   A small fire-circle with access from two directions to allow access and egress for patrols coming and going; space adequate to seat a patrol.

When   It has been traditional to wake the candidates for this ceremony on the last night of the summer camp, after they have gone to bed.

Roles and Procedures   They are told earlier in the day to obtain a stick or twig about 9-12" long and the thickness of their finger from the tree bearing the patrol name. The candidate will be told to carve his initials on the stick and set it aside near their sleeping area. At 10:15 the candidates are wakened under the Order of the Still and asked dress and bring their sticks with them. At 10:30pm the Patrol Counselor (PC) will already have their patrols at small campfires in their patrol sites. The candidates will be instructed by the PCs to prepare for the closing ceremony by getting into full uniform with neckerchief.

At 11:00 there will a triple blast of the Kudu and the patrols will move to a designated meeting area. Here the SPL will remind them they are the under the Order of the Still and move them single file to the ceremonial area.

As the candidates enter the fire circle the SPL will indicate to them a suitable rock, branch or stump upon which they are to place their candidate neckerchief. They will then move to the fire alter and place their stick on the teepee fire lay. As the last patrol is seated, one of the Assistant Phase Advisors (APA) will say:

> Fire, God to the ancients, but a slave to their sons,
> Friend of our homes but a foe to our houses,
> Builder and breaker of cities and civilizations.
> From the cave dweller of yesterday, to the cliff dweller of

---

3. This ceremony was conceived by Bill Roberts, 1974.

today,
Fire has been inseparably interwoven with the destiny of
man.
The ability to make fire is no less important today.
The number one skill a modern woodsman must master,
The most vital thing one must learn, is to build a fire and
control it
Under any circumstances, anywhere, anytime.

As these words are concluded, a PC will step to the fire altar
and light the fire. The Phase Advisor then speaks:

Together we have built the final campfire of this
White Stag event. The symbol of the White Stag
stands for the true spirit of Scouting, leading us
always onward and upward. Tonight's campfire
becomes the symbol of the Scout Spirit which burns
in our hearts and inspires us to become the kind of
person we have the potential to become. This fire is
laid on a base of ashes you each brought from the
Quest—it represents you as you were at the
beginning of the week. The stick you have brought
along the trail tonight represent you as you are now,
carved with the pattern of good leadership.

But this still is not the end of your quest—your quest
continues and you are charged to follow the White
Stag even when you leave this place. You have
traveled an exciting adventure this week and now
are about to receive recognition for a job well done.

Mr. _____, will you proceed with the recognition
ceremony.

The APA steps forward and says:

It was six days ago you joined together on this
adventure. You have come from different places and
from different units but you have discovered that
when you band yourselves together as an organized
patrol you have been able to accomplish much more,
you could solve problems and overcome hurdles that
were not possible when working alone.

> If you were to withdraw your stick from the fire (removes a stick and holds it vertically upward), it would rapidly cool and soon go out. However, this stick, in association with other sticks, continues to give off a strong light and cast a warm glow, just as your life radiates more effectively when working cooperatively with other people.
>
> Our fire tonight is a unique fire. It could not have been built before and it can never be built again. It is here and now—it is your life.
>
> In a moment of silence, let us each in our own way bow our heads and give thanks to our own God for this experience together and evoke his guidance to become the best in whatever we do.

(Silence.) The PA steps forward beside the APA and speaks:

> Let us maintain the spirit of this moment, this spirit of teamwork with other men in all our endeavors.

(An APA brings forth the phase neckerchiefs which have been previously rolled.)

> It is with humility and admiration for the greatness of the potential in each of you that we bestow on each of you the distinguished symbol of a White Stag leader.

(PCs assist their patrol and congratulate candidates as they receive their neckerchiefs.)

The staff will move to the rear of the candidates, leaving the altar area clear. The PA addresses the candidates from behind, asking each to express whatever is in his heart tonight, what each feels he has learned, what each enjoyed, what was disappointing, what he feels prepared to do with life, what has meant the most of all the things during the week.

When all who want to have had an opportunity to speak, everyone will circle the fire, left and right hand on their neighbor's shoulders; from outside the circle, a member of

the staff will read Lord Baden Powell's final message to the Scouts of the World. (Or play a tape of it.)

All will then sing several verses of "Kum-bi-ya," and as each verse concludes, a patrol at a time will return to bed, reminded they are again under the Order of the Still.

The White Stag Legend

The man stood tall on the crest of the hill, bathed in the rays of the setting sun. He was searching, gazing intently west at the formidable snow-capped mountains that lay where the sun had gone to rest.

The man was powerful—he seemed to tower over this surroundings…he epitomized strength, yet there was in his stance the suggestion of despair.

This scene took place many centuries ago. The man was Nimrod, Might Hunger Before the Lord, great leader of his people. Of late, he felt he had failed them, for a great scourge was upon the land. The land had gone dry—the game had fled—there were no fish in the tepid streams—and Nimrod's two stalwart sons had been away for seven moons. He knew they must return soon, or all hope in finding the promised land of Nimrod's' visions was lost.

Nimrod remembered well his two sons: strong, fearless, great hunters, tireless horsemen. These were the men to whom he planned to pass on this leadership, they who could surpass all others physically, who could read the signs of the sun, moon, fire, and water.

As old Nimrod scanned the horizon before him, he remembered well his son's departure, the start of their quest. It had been a day like this, at sunset, when there had appeared, outlined against the setting sun, a glorious White Stag. The red sun shone through it s majestic antlers as if the White Stag were supporting the solar giant.

Hunor and Magyar had jumped on their horses to capture the majestic animal. For seven moons they had been gone on the chase—and each day Nimrod went forth to look for them. Now, as the sun set, his own eyes began to dim.

Suddenly there was a shout from one of the tribe. Nimrod looking again to see two riders appear on the crest of the western hill—Hunor and Magyar—their saddles laden with game, their faces proud and happy.

The famine was broken. At the end of the feast, Nimrod stepped forward and his sons stood by his side. As a majestic oak towers over young saplings, Nimrod towered over his stalwart sons.

Nimrod spoke: "My people, you have seen the sun set on a day so great that it will be remembered long after we are dust and ashes. It is a day you will swear obedience to you new leaders, Hunor and Magyar. They will now tell you of their quest."

Hunor was the spokesman: "Seven moons ago a miraculous White Stag appears on the crest of the hill…he was white as the driven snow, and bigger than any stag ever seen by man. He waited until we were so close to him that we thought we could touch him. Then he spun around and leaped away as lightly as sunlight leaps over the running water. He ran swifter than the wind.

"All night he ran—through the forest and plains, across rivers, over mountains. We rode after him as we had never ridden before… When morning came, the White Stag stopped on the edge of a misty blue lake. As he stopped, our horses fell back exhausted. The White Stag pawed the ground three times, shook his antlers, and disappeared in the floating mist over the water.

"All that day we searched for him. We did not see him again, but we saw that the lake was full of fish, that the meadows were green and alive with game, the forest around it teeming with deer and other big game. There were trees heavy with fruit, the air sweet with the breath of flowers. We had found a land that would provide our people room and food for all.

"We rested, hunted until we could carry no more, and started back… The White Stag had led us there in one night—it took us seven moons to come back."

When Hunor finished, old Nimrod stepped forward and spoke to his sons. "My work is done. Tomorrow you will go forth to lead your people to the promised land. Go and fulfill the will of Hadur."

In that moment Nimrod's eyes closed and he crashed to the earth. A huge mound was build over his body during the night, and when the sun lighted the way, the tribe followed the trail west created by the White Stag to the beautiful valley.

Hunor and Magyar became worthy successors to Nimrod. For years they stayed by the misty blue lake. And then Hunor had Magyar saw the White Stag again.

All day they had been on a hunt that had taken them far from their home. Night had fallen rapidly—they were awed and hemmed in by the darkness. They had finally stopped—peering about, trying to penetrate the black forest. The great hunters were lost.

Suddenly Hunor exclaimed, "Look! Brother! To your right! The White Stag!" Shimmering white against the dark trees stood the stag. He seemed to float on the rising mist. And then to move slowly, silently away.

"Follow him," whispered Magyar.

"Follow him," whispered the leaves.

"Follow him," gurgled the spring.

"Follow him," sighed the wind.

Always in sight, but never letting them near, the White Stag led them through the forest, until suddenly he disappeared. Hunor and Magyar stopped. Gradually, softly at first, they heard the sounds of singing and laughter. To their delight and amazement, they found two beautiful women alone in a meadow. They spoke gently to the women; the women climbed

behind the saddles of the brothers, and with the first rays of the sun, all four found their way to the people's encampment.

The maidens were beautiful and happy. The tribe came to love them, and there came a day when Hunor and Magyar chose them for wives. Twelve moons later, Hunor's son was born: Bendeguz, the White Eagle.

When Bendeguz was ten years old, a great scourge settled over the land… Hunor and Magyar commanded the tribe to set forth once again into the west. Always on the move, Bendeguz grew into a loving and fearless young man, and in time he was united with the proud and beautiful Aleeta… And then, on a night where lightening flashed and thunder roared and the wind howled—Attila was born, son of Bendeguz.

Attila was fearless, Attila was invulnerable, Attila became the leader of a restless tribe, ever searching for the promised land. Ever pushing west, the tribe came at last to the sheer walls of the Carpathian Mountains. Day after day Attila sent scouts out to find a path across the mountains…those who returned said, "There is no way."

For days the weather had been growing steadily colder. The sun was hidden behind clouds heavy with snow. There was no wood for fires. Their food was at an end. The people huddled close together, silent, miserable, puzzled that their God had forsaken them.

Bendeguz and Attila sat alone in an icy tent, their helplessness and impending doom tore at them with claws more viscous than the claws of the icy wind.

Suddenly Attila sat up. "Listen, father! Listen to the wind—no! It's not the wind! The people are calling my name—listen!" He tore the tent flap open and the wind smote him with violence. "Attila! Attila!" came the cry of many voices. "Attila! Look!"

He saw, luminously white against the white of the snow, standing like a majestic statue, glowing with an unearthly light—the White Stag!

Attila whipped around and snatched a horn from the tent. "To saddle! To saddle!" blared the horn.

"Follow the stag!" cried Attila.

"Follow the stag!" echoed the mountains.

"Follow the stag!" howled the wind.

The White Stag moved ahead of them, now slowly, now swiftly. Like a shimmering will-o-the-wisp, always just within sight, but never letting them nearer…leading them safely over the icy expanses, across deep drifts of snow and vast crevasses of ice. No one knew where the White Stag, the miraculous White Stag, was leading them.

Perhaps it was their own faith that was leading them—faith in their God—faith that smoothed the path under the stumbling feet of the horses, through the buffeting, stinging, whirlpools of snow, into the unknown.

Gradually the storm abated. They saw the White Stag had led them through a winding defile, between towering peaks, a deep gorge between overhanging cliffs, opening onto a broad, green valley.

"What enchanted land is this?", cried Attila… "Like an immense green bowl, surrounded by mountains, warmed by the sun, sheltered from the cold, a land rich in game and green pastures, between two great rivers rich in fish…" Attila recognized the words of Nimrod… This was truly the promised land.

The White Stag had led them to the promised land, and he had faded away into the golden sunlight.

Thrice the White Stag appeared before the people of old Nimrod. When they were in need of his challenge—when adversity seemed to rule—he brought faith and the will to move onward. The White Stag led the people of Nimrod and his sons upward and onward, to bigger and better accomplishments.

There on yonder hill is my image! I am the White Stag!

"Follow me!"

"Follow me!"

"Follow me!"

5

Part 2 — Program Resources

The second part of this book contains some background information. This includes a set of forms, or instruments, successfully used to evaluate the program; a history of the program; a typical calendar year plan; and a survey of youth leadership needs. The appendix is a paper written by Bela Banathy for the World Scout Bureau on leadership development.

Chapter 6 - "Evaluation Instruments"

Chapter 7 - "Sixty-five Years of History"

Chapter 8 - "Program Year Calendar"

Chapter 9 - "Junior Leader Training Needs Assessment"

Appendix A - "World Scouting Reference Paper No. 1 — Leadership Development"

Appendix B – "Report on a Leadership Development Experiment"

You can find additional current and historical information on the White Stag web site at www.whitestag.org.

Evaluation Instruments

The evaluation forms on the following pages are have been used successfully and are recommended for evaluating patrols during both staff development and during summer camp.

This chapter does not describe how to develop an evaluation plan. This and the concepts of evaluation can be found in *Resources for Leadership*, Chapter 16 - "Evaluation".

What We Evaluate

A number of specific items are purposefully evaluated in White Stag:

- Each day's program, whether it's staff or candidate training.

- Each individual, the degree to which each is challenged, the level of contribution to the group, evidence of application of the eleven leadership competencies.

- Accomplishment of learning objectives.

- Completed year's program.

- Relativity of current program methods, organization, and so forth, to assessed training needs.

- Concepts of leadership, the degree to which White Stag is in tune with current theory and practice and its own principles and values.

- Personal growth.
- Campsite organization and cleanliness.

These items may be evaluated in a variety of ways each year. Essential to the design of the evaluation scheme every year is a description of what outcomes are desired from the evaluation, that is, "What do you want to know when you're finished?"

These purposes mandate the development of well-written objectives.

The objectives are the basis for the questions asked during evaluation, because they are the standards by which everything is measured. Because our objectives are constantly reevaluated, it is sometimes necessary for each year's program staff to modify the evaluation forms.

Candidate Application and Resource Sheet

The candidate application is the first step in helping potential leaders-in-training to begin to evaluate themselves and what they want to learn. It is also our first chance to get an idea of what they know about leadership development and what they expect to get from the experience.

The application and resource sheet is used at Candidate-Day to assign individuals to a patrol. The name of the Patrol Leader/Counselor is noted, which can be helpful when developing patrol rosters for the summer camp later. It helps the staff to create patrols of relatively equal strengths in terms of individual capabilities.

When C-Day is concluded, the application is reviewed by the staff. Based on the input from the individual's Patrol Leader/Counselor, a recommendation for an appropriate summer camp phase, if different, is noted on the application. The Patrol Leader/Counselor can also get to know his patrol members before the summer camp program starts.

Objective Score Sheet

An objective score sheet like that in Table 6-1 below should be posted as a wall chart in a public location in camp. This wall

chart lets participants tally their own accomplishment of the objectives. The total and percentage rows are not posted publicly, but used by the staff to evaluate progress.

Table 6-1 Objective Score Sheet

Patrol	Patrol Flat, Yell	Needs & Charac.	Group Resources	Example	Problem-Solving	Evaluation	MOL	Sharing Leadersh
Redwood	X	X		X	X		X	X
Sequoia		X	X	X	X	X	X	X
Tanbark Oak	X	X		X	X	X		X
Madrone	X		X			X	X	
Total completed								
Percent completed								

Using an Objective Score Sheet like that above is fully explained in *Resources for Leadership*, Chapter 16 - "Evaluation".

Individual Leadership Skills Evaluation

Place a check mark in the column most closely describing the individual.

Adventure Trail Evaluation

The Adventure Trail is traditionally used by Patrol Leader Development. It is a day-long series of hurdles designed to challenge the patrol and exercise a number of their leadership skills. The hurdles are usually organized in a round-robin fashion, giving each patrol a turn at each hurdle during the day.

A typical hurdle might be the "Nuclear Can", which is a #10 can full of rocks in an area about 30 feet in diameter. The

patrol must use rope and an old inner tube to remove the can from the circle without coming within 30' of the can at any time. Patrol members use the rope to stretch the inner tube, like a giant rubber band, around the can, grabbing it, and moving it.

Another might be the "Coracle", in which patrols are to transport their patrol across a pond by using only a water-proof tarp and some brush. The usual solution is to build a small, rounded boat by stretching the waterproof material over a frame of brush.

Group Membership Skills Evaluation

Use this form to evaluate candidate's participation as members of their patrol during the summer camp. It can also be used, if desired, during staff development to help the staff focus on their membership behavior.

Manager of Learning Session Evaluation

This form is used by the patrol to evaluate the manager of learning session. This helps the participants understand evaluation and gives the manager of learning effective and useful feedback about his technique. It can be quickly and easily completed each time the Patrol Leader/Counselor conducts a Teach/Learn session.

Manager of Learning Discussion Checklist

This form is occasionally used by the manager of learning to assess his own instructional technique. It can also be used by an adult staff member to evaluate a manager of learning during a Teach/Learn session.

Competency Objective Evaluation

This form is useful during the Adventure Trail or whenever the patrol is challenged with a situation requiring use of a leadership competency. The information collected is useful during a follow-up Teach/Learn session to help the leaders-in-training improve their ability to apply the competency.

See "Competency Objective Evaluation" on page 138.

Overall Objective Evaluation

Use this form to evaluate individual and group accomplishment of the named knowledge, skill, or attitude, including, for example, appearance, uniforming, and so forth.

See "Overall Objective Evaluation" on page 140.

Patrol Campsite Evaluation

The campsite is one of the very few camp craft related areas which we pay some attention to in White Stag. Because the program is focused on leadership, we do not want to devote too much time to camping skills. But the manner in which a patrol establishes and maintains their patrol site speaks volumes about their togetherness as a group.

The form ("Patrol Campsite Evaluation" on page 142) and the evaluation schema shown below in Table 6-2 below has been continually used for some time by the phases, especially PLD, and is a tradition of many years' standing.

The points accumulated using this evaluation are used by the Patrol Counselor. In the morning ceremony area, each patrol has a patrol stave. Mounted on each stave is as painted white stags. Their relative height from the ground represents the patrol's success at achieving inspection standards.

The Green painted stag is lowest, red is medium, and white is highest. Each stag can be in one of three relative positions within its color range: low, medium and high.

The entire Campsite Inspection Rating Plan is shown Table 6-2 on page 126.

Points received	Color and position of stag on rating pole
169-160	White high
159-145	White medium
144-130	White low
129-115	Red high
114-100	Red medium
99-85	Red low
84-70	Green high
69-55	Green medium
54 or less	Green low

Table 6-2 Campsite Inspection Rating Plan.

Each phase may choose to follow this scheme, modify it or adopt another.

See "Patrol Campsite Evaluation" on page 142.

Leadership Growth Agreements or Tickets

One particular component of the evaluation effort is the individual "Leadership Growth Agreement" (LGA, illustrated in "Personal Leadership Growth Agreement" on page 144). In Wood Badge, its cousin is known as the "Ticket." This is the learner's contract to action which he prepares himself, with the aid of a staff member.

The desire is to motivate the learner to use his newly acquired skills, knowledge, and abilities in a helpful, productive way—primarily in his home unit.

The Leadership Growth Agreement concept was devised by Bela Banathy:

Leadership development cannot be perceived as a single training course or as a one-shot event, but must be a

continuous sequence of closely chained and systematically organized learning and experience building opportunities.[1]

If we accept the premise that White Stag is not a "one-shot" event, then we must provide a means for application as part of our model.

The test of any leadership program is not, and never should be, the training situation itself, but its applied manifestation. There comes when the trainee has returned to his group and performs the leadership role...[2]

...The leader-in-training is...required to engage in further self-development and self-evaluation. He must write a report on his leadership achievements.[3]

Individuals formulate operational and measurable objectives for the application of the newly-acquired competence in the back-home situation in and out of Scouting.[4]

While Banathy did not use the exact term, "Leadership Growth Agreement," his language fully supports the concept. The LGA is the key for the summer camp participant to understanding and using the competencies. When the National Council of the Boy Scouts of America studied the White Stag program, they used the concept of the LGA to create the Wood Badge Ticket.

The importance and usefullness of LGAs or Tickets are fully explained in the companion book to this volume, *Resources for Leadership*, "Using Leadership Growth Agreements or Tickets" on page 176.

1. Banathy, Bela. *A Design for Leadership Development in Scouting*. San Jose State University Master's thesis. Later published by the Monterey Bay Area Council, Boy Scouts of America. 1963. p 5.

2. ibid. p 18.

3. ibid. p 19-20.

4. Banathy, Bela. *Report on a Leadership Development Experiment*. August, 1964. 10pp.

Sample Evaluation Forms

The forms on the following pages have been developed and successfully used over several years. They ought to meet most program's needs with little if any modification.

6

[This page intentionally left blank.]

White Stag Candidate Application and Resource Sheet

Attach recent photo at top right

Personal Info

Name: _____ Age: _____ Sex: M / F

Address:_____ City:_____ Zip: _____

Hobbies: _____ Height: _____ Weight: _____

Previous leadership training: _____

Unit number: _____ Leader's name: Mr./Mrs./Miss _____

Leader's full address: _____

Your Outdoor Skills

This info is used to help place you in a phase and patrol suited to your abilities.

Indicate by number for each skill:

1. Well enough to teach 2. Well enough to enjoy 3. Need to learn or review

Camp set up: _____   Knife & axe: _____   Cooking: _____

Fire building: _____   Knots: _____   Lashings: _____

Map & compass: _____   Backpacking: _____   Swimming: _____

First aid: _____   Lifesaving: _____   Survival: _____

Number of overnight camp outs: _____ Longest backpack trip: None/Miles: _____

Why White Stag

Please tell us what you expect to learn from attending White Stag. Be specific.

_____
_____
_____
_____
_____
_____
_____

(continue on reverse)

FOR STAFF USE ONLY

Candidate-Day Participation	Summer Camp Recommendation
Phase/Level: I II III	Phase: I II III IV V VI
Patrol: _____	Patrol: _____
PL/PC: _____	PL/PC: _____

Comments: (continue on reverse)	Comments: (continue on reverse)

Why White Stag

Be specific. (continued from front)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

FOR STAFF USE ONLY

Candidate-Day Participation	Summer Camp Recommendation

Comments: (continued from front)

Comments: (continued from front)

Signed: _____ Date ___/___/___

Signed: _____ Date ___/___/___

Individual Leadership Skills Evaluation

Phase: **PMD PLD TLD**

Patrol: **_____**

Evaluator's Name: **_____**

Individual's Name: **_____**

Place a check mark in the column most closely describing the individual.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Demonstrates vitality	5	4	3	2	1
Clean, neat and well-groomed	5	4	3	2	1
Talks clearly, uses appropriate language, tone	5	4	3	2	1

Individual Leadership Skills Evaluation

Phase: PMD PLD TLD

Patrol: _____

Evaluator's Name: _____

Individual's Name: _____

Place a check mark in the column most closely describing the individual.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Shows poise, self-confidence	5	4	3	2	1
Positively influences group	5	4	3	2	1
Commands respect, trust from peers	5	4	3	2	1
Uses good judgment, common sense	5	4	3	2	1
Is enthusiastic	5	4	3	2	1
Is cooperative	5	4	3	2	1
Works hard	5	4	3	2	1
Is dependable	5	4	3	2	1
Demonstrates tact	5	4	3	2	1
Teaches others	5	4	3	2	1
Interested in others	5	4	3	2	1
Understands others' concerns	5	4	3	2	1
Knows subject being taught	5	4	3	2	1
Meets individual's needs	5	4	3	2	1
Uses variety of teach/learn techniques	5	4	3	2	1
Evaluates people, task	5	4	3	2	1
Controls group effectively	5	4	3	2	1
Teach/learn sessions are well-planned	5	4	3	2	1
Motivates learner participation	5	4	3	2	1
His/Her learners achieve objectives	5	4	3	2	1
Shows positive spirit and morale	5	4	3	2	1

Adventure Trail Evaluation

Phase: **PMD PLD TLD**

Patrol: _____

Evaluator's Name: _____

Use this form to evaluate patrol application of leadership competencies: (5) Conscious use by most members (3) Conscious use by a few (1) Some use, probably not conscious (0) Not used	Score
Getting and Giving Information Comments:	5 4 3 2 1 0
Knowing and Using Group Resources Comments:	5 4 3 2 1 0
Understanding Group Needs and Characteristics Comments:	5 4 3 2 1 0
Representing the Group Comments:	5 4 3 2 1 0
Setting the Example Comments:	5 4 3 2 1 0
Problem-solving Comments:	5 4 3 2 1 0
Evaluation Comments:	5 4 3 2 1 0
Counseling Comments:	5 4 3 2 1 0
Controlling the Group Comments:	5 4 3 2 1 0
Manager of Learning Comments:	5 4 3 2 1 0
Accomplished task Comments:	5 4 3 2 1 0
Total	

Group Membership Skills Evaluation

Phase: PMD PLD TLD

Patrol: _____

Evaluator's Name: _____

Circle the number in the column most closely describing the individual's participation in the patrol.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Listens to others and accurately reflect back what they say.	5	4	3	2	1
Positively influences others in group.	5	4	3	2	1
Willing to be influenced by others.	5	4	3	2	1
Tendency to build on ideas of other group members.	5	4	3	2	1
Willing to appropriately share both positive and negative feelings.	5	4	3	2	1
Demonstrates awareness of others' feelings.	5	4	3	2	1
Responds positively to differing opinions.	5	4	3	2	1
Responds well to difficult group situations.	5	4	3	2	1
Willing to try out new ideas, behaviors.	5	4	3	2	1
Helps group members identify individual, group motives.	5	4	3	2	1
Helps group set/clarify group agenda/goals.	5	4	3	2	1
Keeps group focused on topic, issue, or task at hand.	5	4	3	2	1
Helps others learn.	5	4	3	2	1
Includes quieter, less active group members.	5	4	3	2	1
Accurately evaluates behavior and task accomplishment.	5	4	3	2	1
Group places high degree of trust in me.	5	4	3	2	1

Manager of Learning Session Evaluation

Phase: PMD PLD TLD

Patrol: _____

Evaluator's Name: _____

Circle the number in the column most closely describing the manager of learning session.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The Guided Discovery helped me understand what I did and did not know about the subject.	5	4	3	2	1
The Guided Discovery increased my desire and motivation to learn more about the subject.	5	4	3	2	1
The objectives for the Teach/Learn session were clearly stated.	5	4	3	2	1
The objectives presented were in writing, understandable, and appropriate to the learning group.	5	4	3	2	1
The Teach/Learn session clearly communicated content that matched the objectives.	5	4	3	2	1
The Manager of Learning encouraged group participation by using leading and open-ended questions.	5	4	3	2	1
The Manager of Learning helped me gain new knowledge by proceeding from my current level of knowledge and building on that.	5	4	3	2	1
The Manager of Learning frequently called patrol members by name.	5	4	3	2	1
The Manager of Learning answered questions satisfactorily.	5	4	3	2	1
The Application following the Teach/Learn session was appropriate to the objectives and clearly allowed me to apply the knowledge I had just learned.	5	4	3	2	1
The objectives were attained by a majority of the group.	5	4	3	2	1
The evaluation conducted by the Manager of Learning included both keeping the group together and getting the job done.	5	4	3	2	1

Manager of Learning
Discussion Checklist

- ☐ Members address me no more formally than others in the group.
- ☐ Members frequently express real feelings.
- ☐ Group starts itself at beginning of each meeting.
- ☐ Sometimes members openly disagree with me.
- ☐ Group has a tendency to want to remain after the time limit has passed.
- ☐ Group makes decisions without depending on me as the final judge.
- ☐ Members are clear about the goals they seek.
- ☐ Members speak up without asking my permission.
- ☐ Members do not count on me alone to handle "problem members."
- ☐ "Bright ideas" originate with many members of the group.
- ☐ Different individuals frequently lead the group's discussion.
- ☐ Members strive to listen to teach other without interrupting.
- ☐ Conflicts and disagreements arise, but people try to understand the nature of these and deal with them.
- ☐ Members often accept insights and information from other members.
- ☐ Members are friendly toward me and accept my presence.
- ☐ Members question each other seeking to better understand each person's contribution.

Competency Objective Evaluation

Phase: *PMD PLD TLD*

Patrol: _____

Evaluator's Name: _____

Use this form to evaluate individual and group effectiveness at applying the named leadership competency. Enter the day or date across the top. 5 is excellent, 1 is very poor. Place an 'X' in the appropriate place.

Day or Date:										
Getting and Giving Information	5 4 3 2 1									5 4 3 2 1
Knowing Group Needs & Characteristics	5 4 3 2 1									5 4 3 2 1
Knowing and Using Group Resources	5 4 3 2 1									5 4 3 2 1
Controlling the Group	5 4 3 2 1									5 4 3 2 1
Counseling	5 4 3 2 1									5 4 3 2 1
Setting the Example	5 4 3 2 1									5 4 3 2 1
Representing the Group	5 4 3 2 1									5 4 3 2 1

Competency Objective Evaluation

Phase: PMD PLD TLD

Patrol: _____

Evaluator's Name: _____

Use this form to evaluate individual and group effectiveness at applying the named leadership competency. Enter the day or date across the top. 5 is excellent, 1 is very poor. Place an 'X' in the appropriate place.

Day or Date:										
Problem Solv-ing	5 4 3 2 1									5 4 3 2 1
Evaluation	5 4 3 2 1									5 4 3 2 1
Sharing Lead-ership	5 4 3 2 1									5 4 3 2 1
Manager of Learning	5 4 3 2 1									5 4 3 2 1

Overall Objective Evaluation

Phase: *PMD PLD TLD*

Patrol: _____

Patrol Leader/Counselor's Name: _____

Individual's Name: _____

Use this form to evaluate individual and group accomplishment of the named knowledge, skill, or attitude. Enter the day or date across the top. 5 is excellent, 1 is very poor. Place an 'X' in the appropriate place.

Day or Date:										
Appearance (uniforming, personal cleanliness)	5 4 3 2 1									5 4 3 2 1
Cooperation (ability to get along, promote harmony)	5 4 3 2 1									5 4 3 2 1
Leadership (takes initiative, shares ideas)	5 4 3 2 1									5 4 3 2 1
Notebook (takes neat, organized notes)	5 4 3 2 1									5 4 3 2 1
Spirit (leads yells, is enthusiastic, energetic)	5 4 3 2 1									5 4 3 2 1
Campcraft (cooking, knife & axe, campsite setup)	5 4 3 2 1									5 4 3 2 1

Overall Objective Evaluation

Phase: *PMD PLD TLD*

Patrol: _____

Patrol Leader/Counselor's Name: _____

Individual's Name: _____

Use this form to evaluate individual and group accomplishment of the named knowledge, skill, or attitude. Enter the day or date across the top. 5 is excellent, 1 is very poor. Place an 'X' in the appropriate place.

Day or Date:										
First aid, other health & safety	5 4 3 2 1									5 4 3 2 1
Hiking (map & compass, hike safety)	5 4 3 2 1									5 4 3 2 1
	5 4 3 2 1									5 4 3 2 1
	5 4 3 2 1									5 4 3 2 1
	5 4 3 2 1									5 4 3 2 1
	5 4 3 2 1									5 4 3 2 1

Patrol Campsite Evaluation

Phase: PMD PLD TLD

Patrol:_____

Evaluator's Name:_____

Each item is worth the possible number of points stated. Enter the Actual value for the item listed.	Possible	Actual	Comments: What's right and what needs improvement. Be specific.
Tents			
Outside straightened	3		
Personal equipment stowed	3		
Clothing neat	3		
Sleeping bag aired	3		
Area clean	3		
Dining			
Tables, benches clean	6		
Table, silver clean, protected	6		
Grounds clean	6		
Kitchen			
Wood piles orderly	3		
Axes, saws stowed safely	3		
Food cupboards, boxes clean	3		
Grease pit available	3		
Garbage properly discarded	3		
Fire pails in place, ready	3		
Fire out, stove clean	3		
Latrine			
Seats, building clean	6		
Paper handy	6		
Area nearby clean	6		
Washing area has soap	6		
Light for night use handy	6		

Patrol Campsite Evaluation

Phase: PMD PLD TLD

Patrol:_____

Evaluator's Name:_____

Each item is worth the possible number of points stated. Enter the Actual value for the item listed.	Possible	Actual	Comments: What's right and what needs improvement. Be specific.
Meals			
Quality	6		
Served on time	6		
Yell given beforehand	5		
Good grace, manners	5		
Guest present, involved	5		
Family dining	5		
Spirit And Morale			
On time at all times	7		
Doing their best	7		
Spirit in evidence	7		
Uniforming			
Complete(1 pt./part/person)	6		
Name tags	3		
Woggle	3		
Waist rope complete	3		
Patrol flag (7 pts. for patrol)	7		
Camp Improvements			
Non-destructive (2 pts. ea.)	20		
Total possible	**169**		

Personal Leadership Growth Agreement

Use the reverse side if necessary.

Phase: PMD PLD TLD

Patrol: _____

Patrol Leader/ Counselor's Name: _____

Candidate's Name: _____

Competency:_____

1. **Leadership Role:** What is your current leadership position in your home group or unit?

2. **Problem description**. Describe a personal characteristic of yours or a problem hindering the group in which you are active that you would like to improve.

3. **Plan for action**. Describe a plan for action that you believe will better this situation. Describe exactly what you will do to apply the competency.

4. **Results expected**. Describe what you expect to happen because of your plan.

_____ ___/___/___   _____ ___/___/___
Candidate's Signature   Date   Unit Leader's signature   Date

5. **Evaluation**. Did you achieve the results you expected? Why or why not? How did people respond? What would you do differently next time? (Use reverse.)

_____ ___/___/___   _____ ___/___/___
Candidate's Signature   Date   Unit Leader's signature   Date

Sixty-five Years of History

The White Stag Youth Leadership Development program has a rich history[1] since its founding in 1958. But this program, so powerful that it has continued without interruption since that time with no funding or assistance other than that donated by its volunteer leaders and members, has direct roots that go back to a time, twenty-five years earlier (and indirectly long before that).[2]

In 1933, at Gödöllõ, Hungary, the Fourth World Jamboree of the World Scouting Movement is in full swing.

> The 4th World Jamboree was held in the Royal Forest of Gödöllô, eleven miles from Budapest, and was attended by 25,000 Scouts from 34 nations. It was notable for the excellent weather which was enjoyed and the assembled Scouts were thankful for the shade which the trees of the Royal Forest afforded. Scouts who attended this gathering will remember particularly the pleasing sight of B.-P. making his rounds on the camp site on a magnificent brown charger. It was also most noticeable that the whole Hungarian nation had cooperated to make the event a success.[3].

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1. This chapter was initially based on *A History of White Stag Leadership Development* by Joe St. Clair, 1978. 8pp. Bela Banathy also made significant contributions to this record.
2. Additional historical information and documents can be found on the White Stag web site (www.whitestag.org).

From these beginnings, a chronological story of White Stag and people's activities unfolds. This is a history that tells, in only a cursory way, of untold thousands of hours of effort, great expenditures of personal energy and money, and a devoted response by adults and youth to the challenge,

<div align="center">

"**Follow the White Stag**"

</div>

1933
The Fourth World Jamboree is held in Gödöllô, Hungary. There are 25,792 Scouts in camp. The daily Jamboree paper is printed in Hungarian, English, French and German with contributions in other languages. The Jamboree badge: the "Miraculous Stag" of Hungary.

At the conclusion of the Jamboree, Baden-Powell speaks to the assembled Scouts:

> Each one of you wears the badge of the White Stag...I want you to treasure that badge when you go from here and remember that it has its message and meaning for you.
>
> Hunters of old pursued the miraculous stag, not because they expected to kill it, but because it led them on in the joy of the chase to new trials and fresh adventures, and to capture happiness. You may look on that White Stag as the pure spirit of Scouting, springing forward and upward, ever leading you onward and upward to leap over difficulties, to face new adventures in your active pursuit of the higher aims of Scouting—aims which bring you happiness.
>
> These aims are to do you duty to God, to your country, and to your fellow man by carrying out the Scout Law In that way, each of you will help to bring about God's Kingdom upon earth—the reign of peace and good will.[4]

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3. From the Public Relations Department, Baden-Powell House, London, England.
4. As reported in *The Scouter*, England's Scouting Association magazine, September, 1933.

Paul Sujan, **Bela Banathy**, and **Joe St. Clair**, three Scouts from Hungary, and **R. Maurice Tripp**, from the United States, are in attendance. They do not meet at this time.

Bela reports:

> The highlight of the Jamboree for me was meeting Baden-Powell, the Chief Scout of the World. One day, he visited our camp with the Chief Scout of Hungary, Count Paul Teleki (who later became our Prime Minister), and the chief of the camp staff, 'Vitez'[5] Kisbarnaki Ferenc Farkas, a general staff officer of the Hungarian Royal Army. A few years later he became the commander of the Royal Ludovika Akademia (when I was a student there). In the 1940s, he became the Chief Scout of Hungary. (I was serving on his staff as head of national junior leadership training.)

Baden-Powell also tastes some of **Paul Sujan**'s stew. These four—Paul Sujan, **Bela Banathy**, **Joe St. Clair**, and **R. Maurice Tripp**—will much later meet and play key roles in what will be called "White Stag Youth Leadership Development."

1941-44   **Bela Banathy** is director of the youth leadership development program of the Hungarian Boy Scout Association during World War II.

1943   On October 17, 1943, a statue of a Boy Scout is erected in Gödöllô, Hungary on the tenth anniversary of the 1933 World Jamboree. The work of the sculptor Lõrinc Siklôdy is located across from the Guard Barracks until 1948, when Communist forces, after liberating the country, occupy it and suppress Scouting.

1946-56   **Bela Banathy**, **Paul Sujan**, **Joe St. Clair** and their families independently emigrate to the United States, in some instances with great difficulty. All eventually find their way

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5. According to Bela, "Vitez" is the name of a military order established by the Regent of Hungary. Members of the order were selected based on their heroism during the First World War. (Vitez means hero.) These where "knighted" by the Regent. Bela says, "My father was a member of the order and I, as the oldest son, inherited the title."

coincidentally to the Monterey Peninsula and the Army Language School, later the Defense Language Institute, where they meet. Bela's and Joe's wives rediscover a girlhood friendship from Budapest. As the three immigrant men become involved in American Scouting, they meet **Maury Tripp** and a fifth Scouter, **Fran Peterson**.

1957-58   Bela Banathy continues his interest in leadership development and organizes an experimental troop consisting of two patrols for the purpose of trying out a leadership development program conceived by him. He is Chairman of the Leadership Training Committee of the Monterey Bay Area Council, Boy Scouts of America. This initial experiment takes place at the Pico Blanco Boy Scout Reservation, in summer 1958, which will remain the site of the program through 1978. The "White Stag" is chosen by Bela as the symbol of the program.

1959   Encouraged by the success of this experiment and because of the lack of adequate official intensive and long-range junior leader training program, the Monterey Bay Area Council decides to use **Banathy**'s design as a council-wide program. The first full-scale program takes place in the summer of 1959 with Banathy as Scoutmaster, **Fran Peterson** as Assistant Scoutmaster (Training), an adult staff of eight and a youth staff of 13, with **John Chiorini** as the Senior Patrol Leader. The Troop consists of 39 trainees from 24 troops. In the first two years of the program, the training of Patrol Leaders is stressed.

Also during the second year, **Banathy**'s research efforts indicates an interest in leadership development by the U.S. Army's Human Resources Research Office (HumRRO). Banathy initiates contact with **Paul Hood**, a research psychologist and Task Leader of Task NCO at HumRRO. A research team which Hood is heading publishes *A Guide for the Infantry Squad Leader—What the Beginning Squad Leader Should Know About Human Relations* (1959). This publication contributes greatly to elaboration of the leadership tasks, as Banathy finds its conceptual basis fully complimentary with his program. By this time Banathy focuses his research on leader-

ship development and formalizes his efforts in his Master's Thesis at San Jose State University.

Bob Perin, Assistant National Director, Volunteer Training Service, Boy Scouts of America, a friend of Bela's, provides guidance and acts as a liaison to the National Council. Mr. Banathy is continually aided and supported by Fran Peterson, who is active on both the local and national levels.

Banathy continues as Program Director through 1964.

1960   At the end of the 1959 intensive summer camp event, it is announced that in the following year a two-phase program will be offered: one for the 12-14 year age group, with the objective of training Patrol Leaders in the patrol method; and another for the 14-17 year age group to train "junior trainers and impart leadership skills."

1961-65   During this period of time, the present three phase/three-level plan emerges in which *Phase I* imparts Patrol Membership skills, *Phase II* Patrol Leader skills, and *Phase III* Troop Leader skills. Each phase has a candidate (learner or trainee) level, a youth staff level, and an adult staff level.

1962   An advisory board of educators, psychologists, management specialists and members of the Scout professional staff is formed, chaired by **Dr. R. Maurice Tripp**. Dr. Tripp is a research scientist and member of the National Council, BSA.

Explorer Post 122 is established, in which young men conduct research on leadership development. Banathy is advisor, **Ted Minnis** is Committee Chairman, and **Markham Johnston** is Institutional Representative.

1963   The Monterey Bay Area Council publishes **Banathy**'s book, *A Design for Leadership Development in Scouting,* an expanded version of his master's thesis for San Jose State University. This book becomes the main source of information and guidance for the program. In developing his ideas on leadership development, Banathy receives continued scientific support from Hood, then stationed at the Presidio of Monterey.

Dr. Tripp presents a paper entitled, "Development of Leadership in Boy Leaders of Boys" at the Fifty-Third Annual Meet-

ing of the National Council, BSA. He advocates leadership development by design in Scouting, based on the leadership competencies of White Stag.

A patrol of Scouts from the San Mateo County Council and a few boys from the Circle Ten Council in Dallas attend White Stag summer camp. The boys from Dallas are part of an experimental pilot program to take the White Stag program nationwide.

1963-64   Through the efforts of **Maury Tripp**, **Bob Perin**, and **Fran Peterson**, the National Council takes an early interest in Banathy's ideas. The Research Service of the BSA sends observers to Pico Blanco: **Ken Wells** (Director of Research Service) and **John Larson** (Staff Researcher).

They evaluate the local experiment, and in January of 1964 a number of key individuals assemble at Asilomar in Pacific Grove, California. The purpose is to acquaint the national council with the new design and plan for effective teaching of the skills of leadership within the design of Scouting, in a manner "similar to the way we teach Scoutcraft skills."

In attendance from National are **Ken Wells**; **Walt Whidden** (Region 12 Executive); **Bill Lawrence** (National Director of Volunteer Training); **Marshall Monroe** (Assistant National Scout Executive); **Harold Hunt** (Vice President of the National Council and Professor of Education at Harvard); **Ellsworth Augustus** (National Council President); **Jack Rhey** (National Director of Professional Training); and **Bob Perin** (National Training Representative).

Attending from the local council are **Fran Peterson**, (member of the White Stag Advisory Board, Scoutmaster in Chular, and member of the National Engineering Service); **Ralph Herring** (member of the White Stag Committee); **Ferris Bagley** (a retired businessman with an interest in leadership development); **Bela Banathy** (Director of White Stag and Director of the East Europe and Middle East Division of the Army Language School); **Tom Moore** (Monterey Bay Area Council Executive); **Dale Hirt** (President of the Monterey Bay Area Council); **Paul Hood** (Research Scientist at HumRRO); **John Barr** (Chairman of the Department of Education at San

Jose State University); **Joe St. Clair**, (Chairman, Hungarian Department at the Army Language School on the Presidio and MBAC Training Committee Chairman); **Judson Stull**; **R. Maurice Tripp** (Chairman, White Stag Advisory Committee; member, Boy Scout Committee, National Council, and organizer of this conference); and a few Scouts from the local council who provide personal testimony about the program.

This conference marks the beginning of a long process that eventually results not only in the redesigning of Junior Leader Training for the BSA, but also a new approach to the Wood Badge Adult Scouter Training Plan.

The San Mateo County Council joins the program, and a total of 80 Scouts participate.

The 1964-65 director is Fran Peterson.

1965   This is the first year in which the three-phase/three-level program is presented. The National Council selects the training of Scoutmasters in Wood Badge as the first area of national application of the White Stag Leadership Development design. The application is designed by **Banathy**, **Perin** and **Larson**.

The Silver Stag Award to recognize outstanding contributions by youth and adult staff members is established.

George Toole becomes Director for the years 1965-67.

1967   The Wood Badge program is laboratory tested in June at the Schiff Scout Reservation in New Jersey and at the Philmont Scout Ranch, New Mexico.

Fran Peterson returns as co-director, along with Judson Stull, for 1967-69.

1967-77   Leaders of the Mexican Scout movement ask **Banathy** to guide them in the adaptation of the White Stag program concept. In 1968, Salvador Fernandez, Director of Training of the World Bureau of the Boy Scouts, visits the White Stag Camp at Pico Blanco. Appointed to the subcommittee of the Interamerican Scout Committee, Banathy participates in three Interamerican Train the Trainer events in Mexico, Costa Rica,

and Venezuela. He assists their national training teams in designing leadership development by design programs.

1968   The National Leadership Development Project is formally established for the purpose of continuing experimentation and developing a program suitable for nation-wide application. Following its revision it was field tested in five councils. The experimental national leadership program is field tested in five councils. The testing is implemented by **John Larson**, advised by a committee chaired by Bela Banathy. They also establish the goal of infusing the principles inherent in White Stag, including that of "leadership development by design," into the national training program.

An experimental Wood Badge course (#25-2, Fort Ord, California, January and February, 1968) is conducted by the Monterey Bay Area Council. The course director is **Joe St. Clair**; the course evaluator, **R. Maurice Tripp**. It is one of five councils that have been selected by National council for field testing of the revised Wood Badge program.

The two new co-directors are **Frank Masamori** and **Darrel Minten**, who will serve for 1969-70.

1969   The Boy Scout World Bureau (Geneva, Switzerland) publishes a paper by **Bela Banathy** under the title, "Leadership Development," *Scout Reference Paper #1*. This paper (reproduced in *Appendix A - "World Scouting Reference Paper No. 1 — Leadership Development"*) is instrumental in spreading the philosophy of White Stag to Scout organizations outside the United States. Banathy makes a presentation of "Leadership Development by Design" at the Helsinki, Finland conference of the worldwide Scout movement.

In the meantime, the "Monterey Bay experiment" attracts interested observers and participants from councils in California and other states.

According to the 1974 *TLD Staff Guide*,

> By 1969 it was determined to expand leadership development to junior leader training in ... five local councils. It proved to be successful, but the experimentation did not stop here. The Rockefeller

Brothers Fund was approached to underwrite continued experimentation and evaluation at the two national junior leader instructor training areas located at the Philmont Scout Ranch in New Mexico and the Schiff Scout Reservation in New Jersey.[6]

1970 This year is a milestone in the history of White Stag. Three young adults, Jim Said, Bill Roberts, and George St. Clair, who serve as Scoutmasters in the Troop Leadership Development program (Phase III) this year have come up through the ranks. Each completed the candidate levels first before serving as adult leaders. In subsequent years, many more will follow in their footsteps.

Frank Masamori continues as sole Director for 1970, '71 and '72.

1971 The 1974 *TLD Staff Guide* reports:

In 1971 more than 800 young men aged 13-17 experienced the leadership development idea at Philmont. This was evaluated by volunteers during a five-day conference held at the Rayado site on the Philmont Ranch. The unanimous decision of this group was to move ahead with leadership development.[7]

The National Council commits to a national roll out of a modified version of the White Stag program. They adopt the leadership competencies while simplifying some of the concepts and language, but largely ignore the spirit and traditions embedded in the program.

1972 The leadership development concept is fully integrated into the national Wood Badge curriculum and is represented in every course conducted that year.

The program implemented by the National Council is evaluated by an outside source. The 1974 *TLD Staff Guide* reports that:

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6. *Troop Leadership Development Staff Guide*, Boy Scouts of America, North Brunswich, NJ. 1974. p 90.
7. ibid

In the summer of 1972 the people associated with the Rockefeller Foundation requested that this program be evaluated by an outside source; hence the Management Analysis Center of Cambridge, Mass., was contracted to make an independent analysis of this experience by interviewing participants, staff members, and parents to determine Scouts' attitudes toward understanding the ifferent aspects of leadership before and after they had completed this program.

In their report, the Management Analysis Center indicated that the educational methods being used in leadership development are consistent with both the current state of knowledge concerning the conditions under which people learn most effectively and within the current practice in the best leadership development programs available to managers in both public and private organizations. [8]

1973   This is the first year a young man who started as a candidate will serve as Director: **Jim Said**. In the same year, two of three Phase Scoutmasters (**Paul Davis** and **Larry Challis**) have participated in the program as trainees.

1974   The National Council publishes *Troop Leader Development Staff Guide* (1974), #6544, which credits White Stag with its origins (pages 91-92):

Back in the 1950's the armed forces of the United States became concerned about the quality of leader-ship among noncommissioned officers. Experiments were carried out in noncommissioned officer schools at Fort Hood in California. Several Scouters from the Monterey Bay Area Council learned of this program and designed a junior leadership training experience using some of the competencies or skills of leader-ship identified in this Army training, and it was known as the "White Stag" program. [While this

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8. ibid

paragraph implies the Army research was the genisis for White Stag, this is incorrect. —*Editor*]

This program came to the attention of the Boy Scouts of America through a member of the national Scouting committee [**Ken Wells**, Director of Research Service]. As a result of several conferences, it was felt there were grounds for the Research Service to take a closer look at this White Stag program to determine the value of this approach to adult and boy leader growth. [9]

The Troop Leadership Development program along with the newly updated Wood Badge program, is now mandated for use by every council in the United States.

Jean Peterson, **Jackie Espinoza**, and **Terry Masamori** are the first women to receive a support staff neckerchief.

The program once again welcomes **Fran Peterson** as Director, and he serves for 1974, '75 and '76.

1975   This is another milestone, marking the entry of women into the program on the trainee and youth staff levels. Women have played an important and significant role in White Stag from its very beginnings. Up to this time, however, they served only on the Steering Committee, the highest policy-making body in the program.

1976   The Phase I, Patrol Member Development, Scoutmaster, **Wynne Hutchings**, is also Senior Patrol Leader of the Monterey Bay Area Council Brownsea II course.

1976-77   Eighteen White Stag leaders attend Wood Badge Training: **Myron Haas**, **Foster Thompson**, **Rob Eidsen**, **John Espinoza**, **Paul Davis** and **Bill Ray**; and on staff are **Holiday Neafus**, **Wynne Hutchings**, and **Bob Moger**. In 1977, other attendees are: **Margarete Davis**, **Rodger Hudson**, **Brian Phelps**, **Leonard** and **Mary Williams**, **Ron Anderson**, **Jody Stearns**: and on staff are **Kris Anderson** (Coach Counselor) and **Bob Moger** (the Course Director).

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9. ibid

1977   A triumvirate is Director this year: **Paul Davis**, **Wynne Hutchings** and **Jean Kochems**.

1978   The Monterey Bay Area Council decides to discontinue White Stag as part of its official council training program, substituting in its place the Troop Leader Development plan. At the end of the same year, the White Stag Steering Committee decides to organize the adult leaders of White Stag and their friends into the White Stag Association. At the same time, the youth staff form White Stag Youth Leadership Development Explorer Post 258. The Association is sponsor. The Post is officially chartered the same year.

Paul Davis solos as Director during the 1977-79 program years.

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1979   For the first time in the history of White Stag, the intensive summer camp event is held outside Pico Blanco Scout Reservation at the Skylark Girl Scout Ranch in the Santa Cruz mountains. Later in the year, the 1979 Indaba is held at Cutter Scout Reservation, the site of the summer camp for the next several years.

The year is marked by intensive efforts to tighten the organizational framework of the program, including the White Stag Association and friends of the program. The publication of the *White Stag Challenge* is resumed. In an effort to revive old traditions, the Explorer Post asks for and receives permission to change its numerical designation to 122, the number under which the original White Stag Post functioned in the early 1960's (focusing on research for leadership development). The Post Advisor then was **Bela Banathy**; **Ted Minnis** was Committee Chairman; and **Markham Johnston** was the Institutional Representative. Ted is Institutional Representative this year, and Markham is a member of the Post 122 committee; Bela joins the Association.

1979   The national council publishes *Troop Leader Training Conference Staff Guide* (1979), #6535, to replace the *TLD Staff Guide* and "also provide the Scoutcraft skills experiences of Brownsea Double Two." This revision dilutes the previous

emphasis on the leadership competency curriculum and on the training troop experience.

1980

The first woman, **Margarete Sujan**, is Advisor (what had been called Scoutmaster) of Phase II, Patrol Leader Development. The Post Committee commits to a concept of total youth involvement in all phases of post operation. **Paul (Uncle Paul) Sujan**, Quartermaster since the program's inception, supervises the equipment section; **Peggy Hudson**, in her third year as commissary director, has several youth assisting her; youth members from each phase assist in registration and finance.

The fiftieth Silver Stag awards are presented to youth and adult staff members, recognized by their peers for their outstanding contributions and qualities of leadership, spirit and service to the program.

Long-time Morgan Hill Troop 799 Scoutmaster **Mr. E (John Espinoza)** is Director for 1979-80.

1980-82

A man who has not been active in White Stag for many years is invited back, upon his "retirement," to assume leadership in a difficult transition period: **Wayne Rosenoff** is Director for two critical years as the program adjusts to operating without the support of the local council.

1982

Post President **Deirdre Morgan** becomes the (Northern California) Area III Explorer Chairwoman. She receives the National Exploring Leadership Award at the Area III Explorer President's Congress. It is presented by the Monterey Bay Area Council in recognition of her contributions to the Council Exploring Presidents Association (EPA). Post member **Iain Morgan** is the Monterey Bay Area Council representative to the Western Region EPA.

The Explorer Post 122 White Stag Youth Leadership Development is rechartered to the White Stag Youth Leadership Development Association, now incorporated as a tax-exempt (501(C)3) organization. Seven board members are elected: **Peggy Hudson**, Chairman and President; **Brian Phelps**, First Vice-President; **Foster Thompson**, Second Vice-President; **Paul Davis**, Third Vice-President; **Susan Morgan**, Secretary;

Sheila Hutchings, Treasurer; and **Joe St. Clair**, member-at-large. Peggy Hudson declines to serve, as her family is leaving the Monterey Bay Area. Joe St. Clair is next asked to serve as President; he accepts, and Ian Morgan is elected to serve as the seventh member of the board.

John Chiorini, the White Stag program's first Senior Patrol Leader, now Vice President, Training and Development, of Mellonics (Litton Industries), in Sunnyvale, accepts chairmanship of the Twenty-Fifth Reunion Celebration. A database of all past members is begun and over 2000 people are initially mailed invitations.

Brian Phelps is the new 1982-84 Director.

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1983

The 25th Anniversary White Stag Candidate patch.

The 50th Anniversary 1933 Jamboree patch.

Post President **Barbara Clough** is selected by the Monterey Bay Area Council to attend the National Explorer's Congress in Dallas, Texas in April. The Post elects to organize a Campfire group for its members less than the minimum age (14) for Post membership. The President of the Monterey Bay Area Council Explorer President's Association is Post 122 Vice-President **Tim Tuscany**.

Paul Davis is elected Assocation Board President.

Over 150 people attend the 25th Anniversary Indaba held at Grant Ranch near Morgan Hill. An informal group meets and begins to talk about the next twenty-five years: What will White Stag Leadership Development do to meet this challenge?

In a closing address, former Director **Jim Said** offers a challenge:

> The doubling time for information has gone from 100 years to a mere five years. In the next 25 years this time will shorten at an ever-increasing rate... Those who will secure the future of White Stag must make themselves known... The task before us is not an easy one. Some of you will succeed and impart that which you have learned effectively to others. I challenge you, when the cry "Follow me" rings out, answer it.

A subcommittee is formed to begin analyzing strategies and alternatives.

1985-86	**Dave Stein** assumes the role of Program Director. Camp is held at Cutter Scout Reservation for the next five years.
1987-89	**Scott Weylan** becomes Program Director for 1987-89.
1990-92	**Bill Southam**, formerly a White Stag candidate participant and youth staff leader in the 1960s, accepts the challenge and becomes Program Director for 1990-92.
1990	Camp Cutter is unavailable and the program returns to Skylark Girl Scout Camp on the San Mateo coast while a more suitable site is scouted out.
1992	Camp Marin Sierra, off Highway 80 near Nevada City, is secured as the site of the summer program. Fees are set at $150, or $135 for early registration.
1993-94	**Phil Smith**, a veteran of 17 years continuous activity in White Stag, is named Program Director for 1993-94.
1994	Democracy is reestablished in Hungary. The idea emerges of setting the statue of a Boy Scout, once across from the Guard Barracks in Gödöllô, back in its place. After a long search, it is established that the original statue by Lõrinc Siklôdy cannot be found. A committee established for erecting the statue decides to have Zsigmond Kisfaludy Strobl's statuette entitled *The Boy Scout* enlarged. The enlargement of the 50 cm high statuette is completed by a student of Kisfaludy Strobl, Istvân Paâl. The new statue of a Boy Scout standing on the original pedestal is unveiled on April 23, 1994, commemorating once again the 1933 World Jamboree, the last attended by B-P.

The leadership of Patrol Member Development commit to two complete troops for the next program year. Camp is set for August 14-20 at Camp Marin Sierra. In the end, two Patrol Leader Development troops along with a single Patrol Member Development troop and a single Troop Leader Development troop are trained.

To the south, the Monterey Bay Area Council invites local White Stag alumni to provide the council's Troop Leader Training program using the White Stag method. The alumni

set June 14-20 as the date for a second camp to be held at Camp Pico Blanco. A new generation of youth staff are trained in the White Stag method. Later that summer 87 candidates once again attend White Stag Leadership Development at Camp Pico Blanco led by Program Director **Steve Cardinalli**. The adult staff once again stand at The Rock to receive their neckerchiefs.

1995   A White Stag is engraved in a six-foot redwood log and a plaque are dedicated at Camp Pico Blanco commemorating the founding of White Stag by Bela Banathy, Joe St. Clair, Paul Sujan, and Fran Peterson.

Steve Cardinalli continues to serve as Program Director for the Pico camp through 1997.

1996   Two camps are again held, one in June at Pico and the second in August in the Sierra Nevada. Over 300 individuals receive training in the White Stag program that summer.

The eleven leadership competencies continue to be taught to thousands of participants in the Wood Badge training program each year.

1997   Three of the founding fathers of the White Stag program gather at a reunion and a dedication of the plaque at Pico Blanco Scout Reservation. Bela Banathy, Joe St. Clair, and Uncle Paul Sujan are present—only ill health keeps Fran Peterson away. The leaders from both summer camp programs are present. Banathy issues a ten point challenge to a new generation of What Stag leaders outlining a future vision for the program.

Inquiries are received from individuals and groups in distant locations in California requesting assistance in creating a White Stag program in their local area.

In early fall, a group of past and present program leaders gather at the Presidio of Monterey to chart the future of the White Stag program.

1998   Nearly 140 candidates attend the summer camp program in Pico Blanco and 80 youth attend camp at Camp Marin Sierra.

Eight youth from the Redding area participate on staff as they move towards launching a new White Stag program in the northern reaches of California. Their first summer camp is set for August, 2000.

Preparations are begun to observe the 50th anniversary of the White Stag program in 2008.

The Boys Scouts of America changes the Exploring program. Exploring Post 122 becomes Venture Crew 122.

Modifications to the Wood Badge program are begun. A task force of professional staff and volunteers is charged with developing the first significantly new Wood Badge syllabus since 1972, when the White Stag leadership skills were incorporated into the program. The Task Force members are given a "Vision Statement:"

■ Develop a twenty-first century Wood Badge course that reflects contemporary concepts of leadership development and the importance of values in creating empowerment.

■ Specifically introduce the concept of Situational Leadership into troop operation, thereby creating troops that more effectively teach leadership and values to boys.

Program Year Calendar

The calendar in this chapter may be used to plan future leadership development programs. It assumes an August camp event, but is of course easily adapted to other weeks during the summer. This calendar is a model and subject to amendment as required. It sets an example for the approximate time table for events during staff development and preparation for Candidate Day (C-Day—an introduction to the program) and the summer camp itself.

It is our experience that when these events are carried out in the order described, and the youth staff is trained and prepared in the manner described elsewhere in this book, that these development experiences will lead to a top-notch summer camp program.

This schedule has been derived from eight years' practical experience and from the study of numerous calendars prepared by many people over 39 years. It hopefully represents the best thinking of all of them.

The youth staff develop each year's week-long summer camp program, relying on the adults' guideance and the youth's previous experience. An example of a previous year's summar camp program is available upong request. Copies are available upon request.

Bold letters indicate a meeting or event to be held.

September

10 Closing inventory; tentative list of next year's needs made.

10 Staff sign-ups from camp forwarded to Indaba committee.

10 Indaba announcement sent to previous year participants.

10 Adult nominating committee names, selections begun.

15 New Adult Crew Advisor selected.

15 Post-week follow-up with candidates; evaluation sent to unit leader.

15 Prospective staff list assembled; incumbent Advisor invites them to Indaba. Personal follow-up to insure good turn-out.

30 New Phase Advisors selection initiated; nominating committee determines potential role assignments, advises Crew Advisor.

30 Summer Camp evaluation by Advisor due to Crew Committee.

October

1 The new year's Program Director (Crew Advisor) and Phase Advisors are selected by the Association.

15 Summer Camp evaluation is conducted by youth at Indaba.

15 Staff interviews held at Indaba.

15 Crew adult committee roles, assignments tentatively determined.

15 Tentative site for summer camp reserved.

15 Indaba. Agenda includes:

- Summer camp graduates follow up on Leadership Growth Agreements
- Adult staff conference
- Awards, program update
- Crew (youth) meeting

- Staff recruitment
- Crew adult committee meeting

Preliminary staff organization by phase, including

- Roles and responsibilities.
- Initial calendar for staff training events set (for at least first three months)
- Phase programs coordinated
- Preliminary goal development (adult staff)
- Discussion of summer camp location alternatives based on evaluation to date of last year.

16 Staff Development Event. Agenda includes:

- White Stag Philosophy
- Goals development discussion
- Uniforming
- Crew organization, structure, membership qualifications and requirements.
- Meeting calendar set for program year

November **13 Staff Development Event.** Agenda includes:

- Rechartering begun, call for crew dues to all members.
- Youth staff training begun; needs assessment conducted.
- Review youth staff attendance, recruit additional members as required.
- Set yearly calendar through summer camp.
- Phases finalize goal, begin work on objectives.
- Preliminary skills and leadership development begun.

14 Crew Adult Committee Meeting. Agenda includes:

- Selection of meeting sites for staff training events.
- Summer camp evaluation
- Selection of summer camp site

- Committee roles and assignments
- Rechartering
- Review of previous year's budget
- C-Day site selection

December   **15 Crew Adult Committee Meeting**. Agenda includes:

- Budget review complete, new budget drafted.
- Summer Camp site selected, reservations made and confirmed.
- Equipment inventory completed; input to budget for new purchases.
- Crew rechartering continued.
- C-day brochure design committee organized.
- Goals are final; phases set agendas for training meetings.
- Phase adult staff roles tentatively set.

28 Annual White Stag Dinner

January   **15 Staff Development Event.** (Tri-Phase)

16 Summer Camp evaluation method for coming year is designed as goals and objectives are drafted.

- Adult staff training and development.
- C-Day Prospect list assembled, target units and other groups identified.
- C-Day goal drafted by Crew and Phase Advisors.
- Leadership development continues.

Crew Adult Committee Meeting

- Set target dates for summer camp fees payment.
- Program brochure is completed, sent to printers.

15 Deposit sent to council for camp; contract signed.

February   12 Phase C-Day goals completed.

- Phases draft C-Day plan.

- Program brochure completed, to printers; mailing labels prepared.
- Leadership development continues.
- Adult staff finalize their roles, input to crew committee.

30 Program brochure with C-Day, Summer Camp reservations and information included is mailed.

March 12 Expendable supplies reordered.

13 Staff Development Event. (Tri-Phase)

- C-day purpose, plan review and coordination.
- C-Day plans completed.
- C-Day material requirements phases to crew committee.
- On-site of C-Day, terrain review.

12 Staff Development Event. (Tri-Phase)

13 Camping skills development

- Day One of summer camp plan drafted by each phase.

April 2 **Staff Development Events**

9 First draft Day One complete in each phase.

- Outline for week complete.
- Input to crew committee for review and coordination.
- Leadership development continues.

May 6 C-Day reservations deadline.

14 **Candidate-Day (C-Day)**

- Practice Patrol Counselor/Patrol Leader roles.
- Practice activities for week.
- Candidate interviews.
- Adult leader/parent orientation, recruitment.

15 **Staff Development Event**

- C-Day evaluation.
- Week planning.
- Staff evaluation.
- Leadership development continues.

June 1 Food brokers contacted, orders completed, delivery arranged.

- First draft complete week program for all phases. Input to commissary re: days in and out of camp for meals.
- Week equipment lists due to Quartermaster.

14 **Staff Development Event.**

- Review and add details to week plan and equipment list
- Review site location for ceremonial purposes
- Feed special menu request to commissary director
- Final staff development

July 15 Staff summer camp fees due.

- Final draft week plan is complete; input to crew committee
- for review and coordination.
- Make tentative arrangements with drivers for transportation of equipment to camp and back.
- Campsites for summer camp location determined.

30 Preference deadline for discount payment.

31 Menu reviewed and revised based on last year's evaluation.

August 1 Tentative phase/patrol assignments made for candidates as reservations are received.

5 Program, meal and supply requirements reassessed based on enrollment input.

12 Deadline candidate fees cancellation without penalty.

12 Preliminary food order developed, reviewed.

12 Final check in support areas:

   • Health and Safety

   • Quartermaster, including transportation

   • Commissary, including purchasing

12 Final count to commissary director for food purchasing.

20 **Crew Adult Committee Meeting**. Agenda includes:

22 **Summer Camp**

   • Coordination of phase ceremonial sites, main HQ and phase HQ, program areas (adventure trails, and so forth)

   • Camp setup.

   • Distribution of Phase equipment for staff (notebooks, waist-ropes, candidate neckerchiefs, and so forth

   • Adult staff neckerchief ceremony.

   • Distribution of phase week plans to support.

   Candidate Arrival

   • Registration

   • Collect medical forms, parental consent forms, personal

   • Resource inventories, if not on hand.

   • Leader and parent orientation.

27 Awards ceremony.

   • Leader and Parent orientation.

   • Candidate sign-up for staff.

28 Preliminary evaluations of week.

   • Closing camp inventory.

8

Junior Leader Training Needs Assessment

About the Survey

This survey of attitudes and experiences relating to Junior Leader Training was distributed to 215 Scoutmasters by the San Francisco Bay Area Council (SFBAC) and by the author. The Troops were largely from the SFBAC. A small group were already familiar with the White Stag Program.

Objectives

The objective of this needs assessment survey was to:

- Determine the needs for Junior Leader (boy) Training from the point-of-view of Scoutmasters.
- Compare these results to the needs we have assumed.
- Determine what needs we ought to and those we cannot meet.
- To improve our program to better meet these needs.

Respondent Characteristics

The survey was distributed to 215 Scoutmasters; of that number, 38 responded, or 17.4%. Two of the 38 responses were eliminated. One leader professed that after "five or six years as a registered leader," he had never heard of junior leader

training. A second response was eliminated because the leader's responses showed overt bias and hostility of unknown origin.

Of the 36 Scoutmasters whose answers were tabulated, they range in age from 29-72 years old; four are 60 or older, ten are 39 or younger. Their average age is 47.2 years old. They have completed an average of 14.4 years of school. All are high school graduates. Six have Ed.D. degrees of other post-graduate degrees.

A great majority of those responding have previous or concurrent leader experience. Half were Assistant Scoutmasters (14); seven have or are members of the district or council training teams. Five were Cubmasters, nine were Weblos Leaders, four were Committee Chairmen.

Assumptions

9

Before the survey, the White Stag program made a number of assumptions about the need for Junior Leader Training. They include:

- Scoutmasters who are knowledgeable of and value junior leader training (JLT) will have greater tenure, education and leadership experience or training than most Scoutmasters.

- The troops of these Scoutmasters will have at least two if not three patrols of 6-8 boys, and additionally a leadership corps of older, senior boys.

- The Scoutmaster will expect his boy to complete some rank (or badge) advancement during the course.

- The troop will not actively meet during the summer.

- The Scoutmasters follow-up of the boys' learning at a JLT event will be minimal (1-2 hours per boy in the following month), and the Scoutmaster will expect the boy to be rather self-sufficient in his application of the leadership training.

It was one of our desires to use the survey to find out if these assumptions were valid.

Rationale

The survey was conducted to answer a number of questions:

- Why do Scoutmasters who send boys to Junior Leader Training (JLT) do so?

- What benefits do the Scoutmasters expect their troop or the boys to derive from the experience? How does the Scoutmaster use this experience?

- What are the characteristics of these Scoutmasters?

- How did the Scoutmasters first learn of the JLT program?

- How knowledgeable is the Scoutmaster of what JLT is?

- What does the Scoutmasters expect his boys to learn?

- How dependent is the Scoutmasters upon JLT to complement or supplant his own JLT efforts?

- What JLT does the Scoutmaster conduct himself?

Survey Responses

Here is a summary of the responses to the survey.

Top Leaders Trained

	Percentage of top leaders trained	Tenure	Wood Badge Trained
Nationally[1]	65.5%	2.5 years	15%
Locally	56.2%	n/a	n/a
Respondents	84%	4.3 years	44%

1. Information for 1986 provided by John Larson, National Director of Training, Boy Scouts of America, in a personal letter to the author.

Sixteen (44%) of the Scoutmasters responding indicated they have also completed Wood Badge training, the highest training available to a Scoutmaster. This is very high, as it is reli-

ably estimated only 15% of all Scoutmasters are Wood Badge trained. These results for voluntary respondents to the survey are somewhat predictable, and more follow-up should be done to develop a more representative sampling of leaders.

The results do substantiate our assumption that Scoutmasters who use JLT are more trained and experienced, and this will be discussed again later.

Two-Deep Leadership

Nearly every troop (97.2%) has "two-deep" leadership, or at least one Assistant Scoutmaster. Of these troops, 70% of them have A Scoutmasters who are also trained. Both of these figures are extraordinarily high in our experience, which reinforces the evidence that this sample is a select group.

Troop Leadership Corps

Do you have an active Troop Leadership Corps (TLC)?
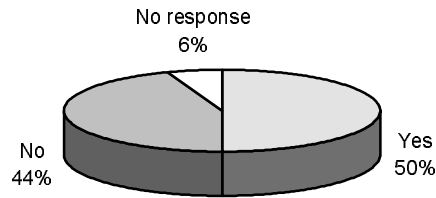
These results yield an average of 2.3 senior (non-patrol member) boys per troop. The largest TLC had 18 members (in a troop of 86 boys).

Troop Size

What are the ages of your boys and what is the size of your troop?

Number of Boys	Smallest Troop	Largest Troop	Average
Age 11-14	9	45	17.7

Number of Boys	Smallest Troop	Largest Troop	Average
Age 14-16	0	31	7.2
Age 16-18	0	9	2.8
Total all ages	9	84	27.7

Total boys represented in the 34 troops indicating size is 941. These results support our thesis that the troop that uses JLT will have at least two patrols.

Boy Retention

Does your troop readily retain older Scouts?

No response: 8%
No: 39%
Yes: 53%
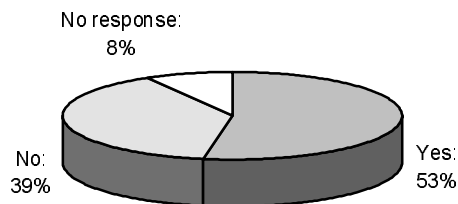
Does or would JLT help your troop retain older Scouts?

No response: 14%
No: 20%
Yes: 66%
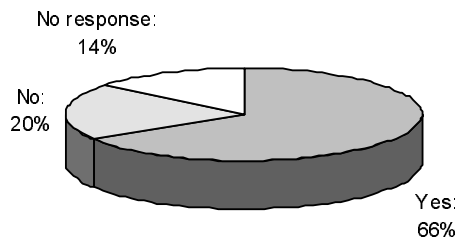
These answers are of course subjective; one troop that indicated several older boys said they did not retain them; another that had one older boy said his troop did.

JLT Participation

Despite the large number who profess a belief in the value of JLT, only 47.2% (17) leaders have sent boys to a JLT program

in the past year. One Scoutmaster sent 3 boys to Brownsea II, and 13 participated in the troop sponsored Junior Leader Orientation Workshop (*Scoutmaster Handbook*, pp 250-269). Another reported a total of 12, while most Scoutmasters sent only one or two boys.

Boy Leader Training

Are your boys adequately trained for the leadership they currently hold?

No response: 8%

Yes: 28%

No: 64%
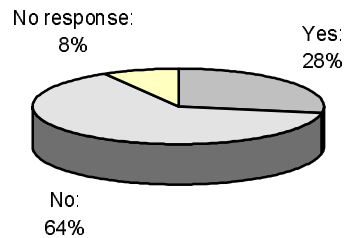
Only four of the ten leaders who feel their boys are adequately trained sent boys to a JLT event in the past year. Or stated another way, four of the 17 troop leaders whose boys took part in a JLT event felt their boys were adequately trained. These same 17 leaders also believe that their troops retain older boys, and that JLT helps them to that.

Either the leaders have very high standards for the boys and they are not readily satisfied, or JLT is not doing what the Scoutmasters want it to do for them. Eight leaders who have sent boys to JLT do not believe it adds to the boys' retention in the troop.

Troop JLT Program

Do you have an active Junior Leader Training program?
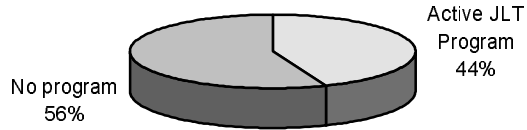
If you have an active JLT program in your troop, what is it?
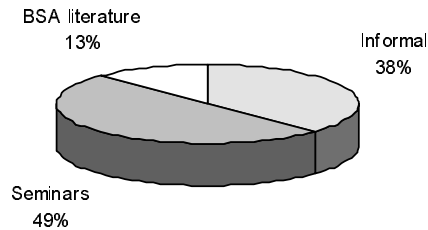
All those that said Yes refer to a "plan" of some kind for JLT in the troop.

Patrol Leader Qualifications

What qualifications do you expect Patrol Leaders to have?

Qualification	Total[1]
Basic Scouting skills	14
Help other boys with advancement	5
Have a positive attitude	5
A desire to lead	5
Scout spirit or motivation	5
Communication skills	4

Qualification	Total[1]
Ability to control the group	4
Responsibility	3
Dependability	3
Understanding of other boys	2
Take the initiative	1
Run patrol meetings without an adult present	1
Set goals	1
Have one year's tenure in Scouting	1

1. Totals exceed the number of respondents as some respondents selected more than one qualification.

One leader each felt it important that a Patrol Leader take initiative, run patrol meetings without an adult present, be able to set goals and have a year's tenure.

Senior Patrol Leader Qualifications

Nearly all Scoutmasters simply felt the Senior Patrol Leaders' (SPL's') qualifications were those of the PL but expanded and better. His leadership ability was mentioned significantly more often, as was his ability to plan, organize and lead meetings and outings without adult supervision. One leader each suggested setting the example, participation in JLT, and Life rank.

PL/SPL Training Time

Scoutmasters indicated they spend an average of 2.24 hours per month training their PLs and 2.75 hours training their SPL's. One Scoutmaster gave "10" for both; another "5" and "15". While 32 of 36 respondents reported that they spend some time each month training their junior leaders, only 17

previously reported that they have an "active" troop JLT program.

JLT Participation

How many boys do/would you send to a JLT event?

6-10 boys
28%

1-3 boys
38%

4-5 boys
34%
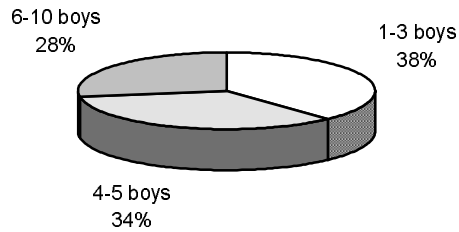
The troops that said they would send 10+ boys ranged in size from 23 to 86 boys. Five leaders (13.8%) said they would not participate in JLT.

Would you send boys to a weekend JLT event?

No
6%

No response
6%

Yes
88%
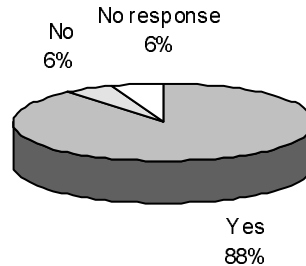
Would you send boys to a week-long JLT event?

No response
22%

Yes
53%

No
25%
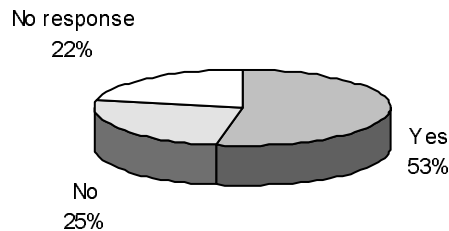
All of our programs are currently week-long events. From the above response, we certainly ought to consider some kind of weekend course as well.

Would/Do your boys attend a week-long JLT in place of or in addition to summer camp?
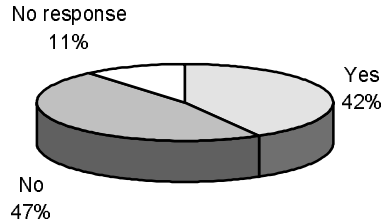
Learning During Junior Leader Training

Leaders expected greater boy management skills training from the JLT than advancement skills training, though a small group (7, or 19.4%) consistently looked for basic skills instruction at a JLT event. The basic skills were mentioned by leaders as a significant requirement for leadership positions, but most expect to teach those woodskills within the troop. Many more emphasized qualities of leadership.

Knowledge		Attitude		Skill	
knots	7	setting positive example	22	managing learning of other boys	21
lashing	6	communicating/ listening	19	sensitivity to others' feelings	16
compass	7	demonstrating willingness to discipline peers	12	evaluating job/ workers	10
first aid	9	evidencing interest in advancement	15	planning, organizing. Troop meetings	1
Scoutcraft games	1	dependability	1	signaling	1

Knowledge		Attitude	Skill
stars	7	planning, organizing hikes	21
cooking	9	wearing uniform	14
knife/ax	4	volunteering for tasks	9
survival	1	completing tasks	1
semaphore	1	leadership	1

A great proportion checked "planning/organizing hikes," while only one independently added "planning/organizing troop meetings." The latter was mentioned many times as a desired outcome earlier in the survey.

Advancement During Junior Leader Training

9

Would you have/Do you expect your boys to complete advancement during the JLT Course?

No response 15%
Yes 31%
No 54%
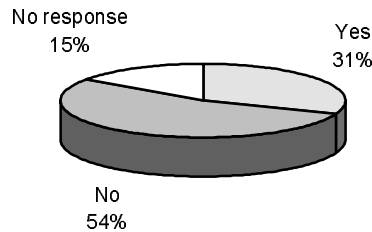
If Yes, which skills awards or merit badges? (Circle each).

Skill Awards		Merit Badges	
Citizenship	3	First Aid	1
Hiking	4	Camping	1
First Aid	3	Citizenship in the Community	7

Skill Awards		Merit Badges	
Camping	2	Personal Fitness	1
Cooking	2	Citizenship in the Nation	5
		Safety	1
		Citizenship in the World	3
		Swimming	0
		Communication	4
		Emergency Preparedness	4
		Environmental Science	2
		Lifesaving	0
		Personal Management	0
		Sports	1
No response	2	Wilderness Survival	1

It is a pleasant surprise that most leaders do not expect advancement to take place during JLT. Among those that do, some feel that advancement is important only as a spin-off of secondary effect of the training.

Payment for Training

This question was posed to help develop an assessment of how much cost is a factor in a boy's JLT participation.

Who would pay for the boy's training if he attended a district or council JLT event? (Check all applicable.)
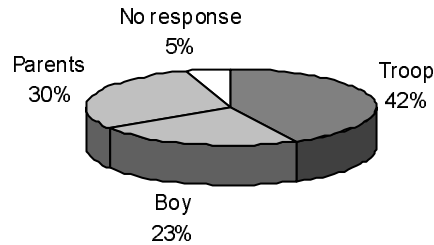
A large number of the troops that send boys to JLT also pay some of their fees for the experience as well. Apparently, our concern that a boy might not attend due to cost is not well founded.

Feedback from Staff

9

What information would you expect to receive from the JLT course staff about your boys' performance?

Deportment	1	Evaluation sheet	1	Narrative feedback	2
Leadership	4	Attentiveness	2	Interest	1
Attitude	8	Scout skills	2	Cooperation	6
Citizenship	2	Areas excelled in	4	Knowledge, skills, attitude	1
Performance	7	Areas he needs work, help	7		
Completion certificate	1	Level of achievement	1	None	1

"Attitude," the areas a boy leader "needs work" or help on, his overall "performance," along with "cooperation," are the attributes identified by leaders as those most important to an assessment by the Scoutmaster of the boys' performance.

We must clarify our objectives in order to report boy's achievement of them, because we do not do a good job of that now. We must clarify for ourselves what we reasonably expect in a week. We must also find a meaningful way to communicate the boy's completion of the objectives to the home Scoutmasters.

Our feedback to leaders now is entirely reliant on the initiative of the course leader or Scoutmaster. There is not a consistent format or effort. A standard NCR form, in the manner of a "report card," is definitely needed.

Junior Leader Training Application

Upon a boy's completion of a week long JLT event, when would you expect him to be able to assume a new position?
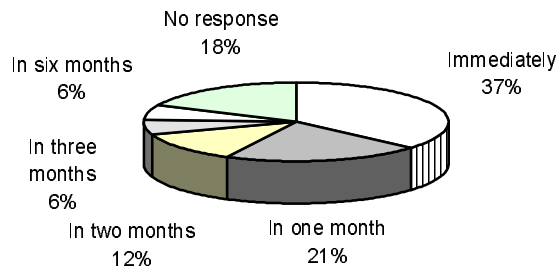
Scoutmasters have expectations of immediate application and benefit to the troop. Whatever JLT does, it must give the boy a few tools he can take home and use right away, otherwise the long-term benefit to the boy may be not be realized. Only a few Scoutmasters think of JLT as a benefit primarily to the boy.

One leader, also a Brownsea II Scoutmaster, wrote:

"I think JLT programs are always valuable to the Scout as far as his personal development. Most of the time, the information gained doesn't get implemented at troop level for several years...I find my junior leaders get discouraged very early in trying to implement what they

> have learned at (a) JLT course because the average Scout they are trying to lead tends to goof off a lot of time. So (I) feel application is much more effective in groups such as Philmont Treks, Jamborees, or Order of the Arrow than it ever is at the troop level."

Troop Summer Activity

Does your troop actively meet during the summer?
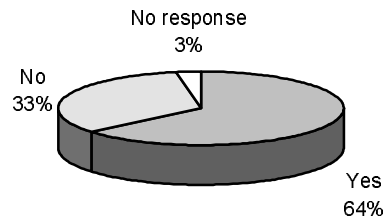
If so, how often?
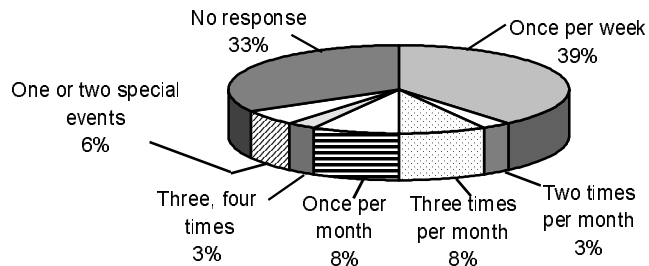
The question underlying this one is, "Is it important to have JLT in the late summer or during the school year when the boy will have immediately application?" Half of those who do not meet actively during the summer did not send boys to a JLT event. Apparently the timing of the event is not critical.

Junior Leader Training Follow-up

How many hours do you think you (would) spend, if any, helping the boys in the troop apply what was learned at the JLT course during the month after attendance?

The average response (32 total) is 4.39 hours, compared to an average of 2.5 hours regularly spent training boy leaders. This is higher than we had assumed, and indicates greater interest and motivation on the Scoutmasters' part than we expected. It also means that feed-back would be extremely valuable and useful.

Previous Junior Leader Training Exposure

Have you previously heard of these leadership development programs?

	Explorer Post 122 White Stag Leadership Development		(SFBAC) Brownsea II		(SFBAC) Miwok		Cedar Mountain Troop Leader Development	
Yes	12	33.3%	23	63.8%	15	41.6%	9	15.0%
No	13	36.1%	1	2.7%	6	16.6%	9	15.5%
No response	11	30.5%	12	33.3%	15	41.6%	18	50.0%

If Yes, how did you hear about the program?

	White Stag	Brownsea II	Miwok	Cedar Mountain
A fellow Scoutmaster	10	7	8	10
Via council mailing	8	16	12	10
At a Roundtable	1	8	4	3
At a council meeting	0	2	1	1
Total	19	33	25	24

Certainly word-of-mouth is a strong influence for those who send youth to White Stag. This may also indicate the more

formal channels of communication do not adequately communicate the availability of the White Stag program.

General Comments from Scoutmasters

"Scoutmasters Handbook, Chapter 13, pp 246-260 (Junior Leader Orientation Workshop) if followed will do the job for any Scoutmaster."

"In my opinion successful completion of a JLT course should be a prerequisite for advancement to Star Scout."

"JLT is a very necessary part of Scouting, but I feel formal JLT should be restricted to Scouts in or about to assume leadership positions, including leadership corps."

Conclusions

The learning from this respondent group focuses on seven key areas:

1. Advancement is not a key result that leaders expect.

2. Troop leaders believe junior leader training is important.

3. Leaders are uninformed for the most part about JLT courses.

4. Few leaders actually carry out their own JLT program, despite their professed belief in it.

5. Most troops among the respondents are active during summer months.

6. Unit leaders look for and need their boys to be trained in some skills of immediate value to the troop.

7. Scoutmasters are willing to and do spend time with a boy helping him apply what he learned at a JLT event.

Experienced, motivated leaders, which this group comprises, make up our primary target audience for youth leadership development. Themselves relatively highly trained, they recognize the value of JTL and endorse the youth's application of what they learned in the home unit.

Scoutmasters Do Not Conduct Own JLT

The results substantiate our assumption that Scoutmasters who use JLT are more trained and tenured. Nonetheless, over half of these Scoutmasters, even the most well-trained and experienced, do not conduct their own Junior Leader Training.

Despite the large number (31, or 86%) who profess a belief in the value of JLT, only 17 (47.2%) leaders have sent boys to a JLT program in the past year. Nearly the same number of troop leaders (16, or 44.4%) say they have an active troop JLT program. All others do not.

A majority (23, or 63.8%) felt their boys were inadequately trained for the leadership position they currently hold. Only ten leaders (29.5%) felt their boys are adequately trained; three (8.3%) did not respond.

The fact that Scoutmasters do not conduct their own JLT within the troop is an important finding because the National Council of the BSA, in it's program design and support literature, assumes they do. Post 122 is filling a critical gap for these Scoutmasters because of the quality program it provides. We could do a much better job if we provided more direct feed-back to the leader after the event.

Training Expectations

The most outstanding requirement for patrol leaders (mentioned by 14 leaders) is a knowledge of the "basic Scouting skills" (camping, cooking, and so forth). Other attributes gathering repeated mention include helping other boys with advancement; having a positive attitude, a desire to lead; and Scout spirit or motivation (five mentions each).

Nearly all Scoutmasters simply felt the Senior Patrol Leaders' (SPLs') qualifications were those of the PL but expanded and better. His leadership ability was mentioned significantly more often, as was his ability to plan, organize and lead meetings and outings without adult supervision.

It is a pleasant surprise that most leaders do not expect advancement to take place during JLT. Among those that do,

some feel that advancement is important only as a spin-off of secondary effect of the training.

Leaders expected greater boy management skills training from the JLT than advancement skills training, though a small group (7, or 19.4%) consistently looked for basic skills instruction at a JLT event. The basic skills were mentioned by leaders as a significant requirement for leadership positions, but most expect to teach those woodskills within the troop. Many more emphasized qualities of leadership.

Scoutmasters have expectations of immediate application and benefit to the troop. Whatever JLT does, it must give the boy a few tools he can take home and use right away, otherwise the long-term benefit to the boy may be not be realized. Only a few Scoutmasters think of JLT as a benefit primarily to the boy.

Scoutmasters indicated they spend an average of 2.24 hours per month training their PLs and 2.75 hours training their SPL's. They indicate they will spend an average of 4.39 hours with the new boy leader upon his return from the JLT experience helping him apply what he learned.

This is more time than we had expected, and indicates greater interest and motivation on the Scoutmasters' part than we expected. It also means that positive feed-back to Scoutmasters will be extremely valuable and useful, both for the boy and our program as a whole.

"Attitude," the areas a boy leader "needs work" or help on, his overall "performance," along with "cooperation," are the attributes identified by leaders as those most important to an assessment of the boys' performance.

We must clarify our objectives in order to report boy's achievement of them, because we do not do a good job of that now. We must clarify for ourselves what we reasonably expect in a week. We must also find a meaningful way to communicate the boy's completion of the objectives to the home Scoutmasters.

Our feedback to leaders now is entirely reliant on the initiative of the Phase or Post Advisor. There is no consistent format or effort. Something is definitely needed, such as a

standard NCR form, in the manner of a "report card," to get the information on performance back to the home leader.

Week-End vs. Week-Long

All of our programs are currently week-long events. Nineteen leaders, or 52.7%, said they would send boys to a week-end JLT event, and 88.8%, or 32 leaders would send boys to a week-long event. Given the above response, we certainly ought to consider some kind of weekend course as well, since the Scoutmasters who would send boys to the weekend course are not the same as the Scoutmasters who send boys to the week long event.

Fees Not a Hindrance

A large number of the troops that send boys to JLT also pay some of their enrollment fees as well. Apparently, our concern that a boy might not attend due to cost is not well founded.

Timing of the Event

Half of those troops that do not meet actively during the summer still do or would send boys to a JLT event. It would seem that the timing of the event between June and August seem is not critical.

World Scouting Reference Paper No. 1 — Leadership Development

By Bela H. Banathy

Training: What is it All About?

Take a piece of paper[1] and describe the last training session you conducted, observed, or attended. What happened? Who did what? What did the staff do? How about the participants? What did they do and what kind of capabilities did they acquire? In your description try to be as specific as you can possibly be.

Compare your description with my account of two training events presented below under Program "A" and Program "B". Reading these two programs you will find that the topic and context of these two training events are alike; the ways the events are conducted, however, are very different. It is this difference which constitutes the basis of my examination, and it is the analysis of this difference which will help me to answer the question stated in the title: Training: What is it all about?

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1. Originally published as "World Scouting Reference Papers, No. 1." by the Boy Scouts World Bureau, Geneva, Switzerland, May, 1969. Reprinted with permission of the author. Orignial emphasis used throughout.

I will describe the two programs based on the questions I have asked in the introductory paragraph.

What Happened?

Step 1

"A" In the training area, charts are displayed with planning slogans. As the participants arrive, they are seated and the staff in charge explains the program of the session. [Motto: "First tell them what you will tell them."]

"B" The day before, the written objectives of the session are distributed and participants are asked to modify them to fit their own interests and needs

The night before the session, teams of 5 to 6 participants are asked to prepare a plan for their hike which will take place during the last day of the course. [Problem Exposure]

A

Step 2

"A" The staff presents a skit in a humorous vein - about two trainers who forget to plan ahead. The moral of the skit is brought out by the staff in charge who lists reasons why we should know how to plan. [Tell them why!]

"B" Upon arrival at the session, participants first individually, then in teams, are asked to list those aspects of their training responsibility which call for competence in planning. Teams report their lists to the entire group and a master list is developed. [Discover why!]

Next, teams exchange and evaluate each other's plans which they prepared last night and share their findings. [Exposure to how to evaluate planning]

Step 3

"A" The staff, using a flip chart, delivers a presentation on steps of good planning. [Tell them!]

Trainees are asked to take notes. At the end, questions are answered by the staff in charge.

"B" Teams are asked to describe steps of good planning. They review a programmed filmstrip on: "Guide to Planning". The program requires individual and group responses and it has built-in quizzes. It leads participants to develop a scheme for planning, which they compare with the one they earlier developed and resort their findings.

Step 4

"A" In support of the main presentation and to demonstrate steps of good planning, a motion picture is shown to the group on a planning session.

"B" Teams now rewrite their original hike plan, exchange plans and evaluate each other's plans, and prepare their revision of the plan.

Teams evaluate the competence gained during the session against the stated objectives and report on their findings to the group.

Step 5

"A" The staff highlights the teachings of the film and questions on the film are answered by a panel of staff.

"B" Teams prepare a set of questions for general discussion. Questions presented are answered by the participants and by the staff.

Step 6

"A" The staff in charge presents a summary of the session. ["Tell them what you told them"]

"B" Teams are asked to choose one aspect of the session and pre-pare a summary on it and present it to the whole group.

Step 7

"A"	The staff challenges the group to follow steps of good planning in all their future programs. [Transfer]
"B"	Participants prepare their own planning objectives for the next six months. Following the session, individuals discuss their objectives with their counselors. [Transfer]

Step 8

"A"	The notes taken by the participants during this session will be evaluated by the staff.
"B"	The reports of the participants on the attainment of their six-month objectives will be the basis to evaluate the success of this program.

What Did the Staff Do?

A

Program "A"

The staff explained the program of the session, put on a skit on planning, and presented reasons why one should learn to Plan. Next they delivered a lecture on good ways of planning, demonstrated planning by presenting a film, answered questions, and summarized the session. Finally, they evaluated the trainees' notebooks. [It was indeed a busy staff!]

Program "B"

During the project the staff coordinated the inter-team activities, took care of the programmed filmstrip presentation, managed the question-answer and summary periods, and worked with the teams as resource personnel. [The staff really did not seem to do too much during the session.]

Note: In this process the competencies include how to

- Get and give information
- Get to know and know how to use the resources of the group

- Evaluate
- Plan and make decisions
- Know the characteristics of member of the group
- Keep the group agreeable to members
- Control and correct
- Counsel
- Manage learning
- Represent the group
- Set the example
- Share leadership

What Did the Participants Do?

Program "A"

Participants, upon arrival at the training area, were seated. They listened to the presentations and took notes. Twice during the two-hour session two or three participants asked questions. [Compared to the staff, the participants really did not do much.]

Program "B"

Participants studied the project objectives, modified them to meet their own needs and planned for their hike. Upon arrival at the session, they listed reasons for learning how to plan, compared their lists with others, and developed a master list. Teams exchanged and evaluated their hike plans and developed a planning scheme and modified it based on the filmstrip. They revised their hike plans and evaluated each others plans, prepared and answered questions, summarized and prepared long-range objectives for planning. [Participants were always acting, doing something during the project.]

What Capabilities Did the Participants Acquire?

Program "A"

From their notebooks we know that they took notes during the session, but we don't really have any other evidence as to what they have learned, except that they sat for two hours, and a few of them asked some questions.

Program "B"

They can work with objectives, can evaluate performance against objectives and can prepare objectives of their own. They know why planning is needed. They can prepare plans according to a planning guide and can evaluate plans for correctness. They can develop long-range planning objectives. They can also work in teams.

Now compare your account of a training session with the two descriptions above. You will find that the program you described is probably similar to one of the two. I suspect that it will be more likely "A" then "B".

Let us go back to the two examples I described and examine them. Reread example "A". What characterizes this program? Then read "B" and ask the same question. What did you find out?

Let me share with you my findings.

Step 1

Mode A

A course syllabus is available which outlines the session and which guides the performance of the staff.

Mode B

Performance objectives are prepared and individualized which clearly state what the participant will be able to do and know at the outcome of the project. These objectives guide the activities of both participants and staff.

Step 2

Mode A

The teaching plan is developed by the staff as an implementation of the syllabus.

Mode B

It is determined what has to be learned by the participants to enable them to perform the way described in the objectives.

Step 3

Mode A

Presentations, lectures are prepared and visual aids selected to support the teaching program.

Mode B   Learning experiences will be selected which will ensure the experience needed to master specific learning tasks.

Step 4

Mode A   Subject matter is presented through instruction or demonstration

Mode B   Much of what is to be acquired is discovered by the learners themselves and is learned by them as they accomplish things during the project.

Step 5

Mode A   The staff conducts training sessions with the whole training group.

Mode B   The program is conducted in large and small groups or on an individual basis in settings which are best suited for the attainment of learning tasks.

Step 6

Mode A   The group of trainees sits, listens, and takes notes. Members of the staff are actors on the instructional scene. They control the training group and furnish directions and information.

Mode B   The individual is involved actively and intensively as an actor on the learning stage. The staff is involved in managing the learning environment and in setting the stage for learning in order to facilitate the success of the learner.

Step 7

Mode A   The progress of the training group is evaluated by the staff.

Mode B   Progress is dependent mainly upon self-direction and self evaluation. Participants assume responsibility for their own learning.

Summing it up, we can say that:

In Mode A when teaching is in focus, the trainer is the actor and the trainees are the audience.
In Mode B when learning is in focus, the trainee is the actor; and the trainer becomes the manager of learning.

The two descriptions above present two contrasting modes: the teaching focused, and the learning-focused training modes. These two modes can be represented by two contrasting diagrams.

Training Mode A

Training Mode A is depicted in Figure A-1 below.

Focus is on the Trainer

Trainer presents subject to trainee. We have already said that in this mode the trainer appear s to be the actor on the training scene. The environment is organized in order to optimize his performance. Training aids are used to enhance teaching. Trainees are the audience and are expected to pay attention to the performance of the staff.

The size of the trainee group is usually limited only by our capability to control the group. It has often been remarked that if Mode A is realized, the instructional performance may as accomplished even without the presence of trainees. What I am saying simply is that in Mode A, the key activity is: **Trainer presents subject.**
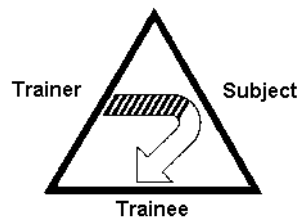
Figure A-1 Mode A: Focus is on the trainer

(In the diagram above, the shading of the arrow leading from the trainer to subject indicates this point.)

Training Mode B

Training Mode B on the other hand, can be diagrammed like this:
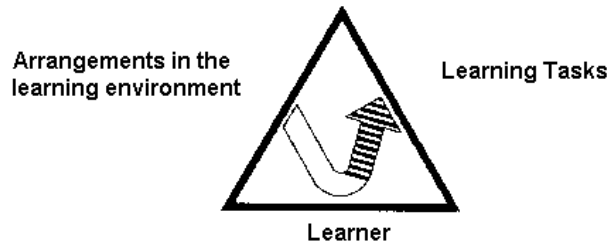
Figure A-2 Mode B: Focus is on the Leaner

Arrangements are made in the environment of the learner which communicate to the learner the learning task so that he can explore and master it. Learning tasks are knowledge, skills, and attitudes which the learner is to acquire in order to be able to perform in the way defined in the objectives.

Focus is on The Learner

In Mode B the singular form "learner" is used. It is the learner who is the actor on the scene and arrangements are made around him in order to help him to master his learning task. "Arrangements" as a term stands for a lot of things, such as the selection and organization of learning experiences by which the learner is confronted with the learning task; the management and motivation of the learner; the assessment of the progress he makes; the selection of people and other resources which take part in the arrangements; scheduling, etc. (In an extreme form of Mode B all these things can be done by the learner).

The key activity in Mode B is: **The learner masters the learning task**. (In the diagram above, the shading of the arrow indicates this idea.)

In conclusion of our discussion of the two modes, I suggest that: Mode A represents the traditional conventional training mode and this mode still prevails in most of our training courses.

Mode B on the other hand, appears to be the emerging pattern. It is now observable in some innovative projects.

The Learning Task is the Focus

My commitment lies with this learning task centered, "B" mode; yet while making this commitment, I hasten to emphasize that I do not intend to promote a conflict between learning and instruction. The significance of instruction is not questioned here at all. The point that is made here is that **the learning task is the nucleus around which to design instruction. The role and function of instruction should be viewed in its proper relationship to learning. It should be planned for and provided for accordingly.** Instruction is a means to an end and not an end in itself. **Its function is to facilitate learning.**

As you have considered the two modes, you have probably said to yourself: "Wait a minute! Things are rarely such either-or, black or white, as suggested by the contrast." Of course you might be right. Many of us may operate in a mixed mode. I may have exaggerated the contrast, but I wanted to make it clear that the difference between the modes is crucial. We definitely have a choice.

But what makes us operate in one mode or in the other? Why is it difficult for some of us to move into Mode B, even though we wish to be there? What are some of the forces and influences which hinder this move? There are probably many. I'll propose a few.

Forces Hindering Using Mode B

First and foremost, we are influenced by our conception of the learner. According to a still prevailing conception, the learner's mind is considered to be an empty container which has to be filled with knowledge. The trainer's job is to present knowledge, to pour it into the mind of the learner. The trainee is to receive and store the information presented. In order to be able to do so, he is expected to be attentive, to listen, and to take notes. In this mode, the trainee is just a receiver. This conception underlies the teaching-centered training mode and determines much of what goes on in our training courses today.

But there is a new conception which seems to be emerging now and which becomes the basis of the learning-centered

A

mode. The learner is now viewed as one who is seeking new knowledge and skill; he initiates and manipulates, rather than just receives or is Just manipulated. Discovery and inquiry appear to be the preferred ways of doing and learning. As a result, learning comes into focus and it becomes a self-generated, self-rewarding endeavor. The trainer s role becomes more that of a stage manager, rather than the actor on the scene. Learning is the key act and the learner becomes the actor.

Wanting to act in Mode B is not enough, although it is the first crucial step. We have learned to realize that conducting a training event in Mode B requires a much more intensive and extensive staff preparation than our conventional way of doing training. The staff itself has to go through specific learning experiences in order to acquire competence to become guides and managers of learning, rather than actors on the instructional scene.

Staff Development is Key

A lack of staff involvement in the process of self-development for the new roles in the new mode is probably the most outstanding reason why we cannot operate in Mode B I know of programs where attempts were made to act in the new mode without, however, proper staff preparation. The results were disastrous.

Next we are, of course, influenced by our own experiences. Most of us grew up in the Mode A type instructional environments and dreamed to cope with, and live by, this mode. As the majority mode is still "A", many of us find a certain security in going along with it. It often invites criticism or even ridicule if one acts in the "B" mode.

In closing, let me return to the question I have raised in the title:

Training: What is it All About?

If you are happy with your present ways of conducting training, then, of course, you have your own answer to this question and you will probably keep on emulating Mode A. If, on the other hand, you share the dissatisfaction many of us have

about this mode and if you have at least a feeling for Mode B, then you might agree with me that:

A Process With a Purpose

Training is a process with a purpose. It is a process of the learner moving from a state wherein he cannot yet perform as the described purpose of the training to a state when he can demonstrate such performance. This move is what training is about. **Training is the making of specific arrangements[2] in the environment of the learner which provide him with experiences by which he can confront and master the learning task, by which he can be transformed to the state when he can perform as desired.**

It is probably the greatest challenge for us in training today to break the conventional training mode patterned according to the subject-centered, trainer-performer mode and create a fresh mode in which learning tasks come into focus and the learner becomes the key performer.

A

2. The design of these arrangements is described in: Bela H. Banathy, *Instructional Systems*, Palo Alto, California, USA: Fearon Publishers, 1968.

Report on a Leadership Development Experiment

By Bela H. Banathy

For the last ten years[1] an experiment in leadership development by design has been conducted in the Monterey Bay Area Council of the B.S.A. Over one thousand Scouts and Scouters have taken part in the program. Year by year the outcome of the experiment was evaluated and its results and findings were analyzed by the Research Service of the Boy Scouts of America. In 1968 a national Leadership Development Project was established with the goal of continuing experimentation on the national scale and to infuse leadership development by design into the program of the B.S.A.

My purpose here is to report on the main findings of the Monterey experiment and to give an account of the present status of the national project.

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1. Originally published as *Report on a Leadership Development Experiment.* Monterey Bay Area Council, BSA. August, 1964. Reprinted with permission of the author. Orignial emphasis used throughout.

Leadership Development Should Begin During Youth

Leadership development should begin during the formative years of youth. Still, none of the programs of public and voluntary educational agencies of the day include any systematic long-term leadership development.

Scouting's Role

To provide for leadership development and for the exercise of leadership by design, therefore, can be looked upon as an all-important challenge. But how about Scouting? What is being done in Scouting to develop leadership in youth? Surely leadership capabilities do emerge in some boys who are in Scouting. But at a close examination we were not able to find evidence for a deliberately designed program for the acquisition of specific leadership competencies.

Using The Scout Patrol

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Although Scouting has a well-structured and detailed program for the learning of skills of Scoutcraft and woodcraft what has been lacking, and the lack of which is increasingly in evidence, is a specific program by which competencies needed for effective leadership (and group membership) can be developed by design. This is the case even though Scouting lends itself ideally to the learning and applying of the methods and skills of leadership. It offers a unique—and perfect—framework for such learning: the Scout patrol.

Realizing this opportunity and recognizing the need, over ten years ago we initiated an experimental program from which some significant findings have emerged which may help to close the program gap described above.

A New Concept of Leadership

The FIRST of these findings is a new concept of leadership. As we understand it, leadership is a dynamic interaction process of the group, the leader, the task, and the situation in which the group moves toward its objectives. In this move the leader has specific functions which he often shares with others in order to facilitate goal achievement. As a result, leadership becomes the property of the group.

Depending on their potentials and on the needs of a particular task or situation, members may assume leadership functions to varying degrees. We have learned that the best solutions to group problems and task achievement are those which grow out of the combined resources of the group and which make use of the potentials of all its members.

This contemporary definition of leadership was intuitively understood by Baden-Powell, who said,

> The sum of the whole thing amounts to this—every individual in the patrol is made responsible, both in den and in camp, for his definite share of the successful working of the whole. It is the similarity between modern leadership theory and Scouting's specific method of operation which makes Scouting so uniquely conducive as a framework for leadership development for youth.

Leadership Can Be Defined

The SECOND concept is that, rather than being some nebulous characteristic which one has to be born with, leadership can be defined as a set of competencies which can be learned. Some eighty aspects of knowledge, skills, and attitudes have been taken into account in our research which have been clustered into competencies.

To sum it up, an understanding of the concepts described here has helped us to bring into focus that the acquisition of leadership competencies should occur by plan and design, rather than by accident. Although leaders may emerge—as

they do today—as by-products of group processes, this is neither an economical nor an effective way of developing leadership.

Based on the concepts described above, in our experimental program:

1. Specific competencies of leadership—relevant to Scouting—have been identified, and

2. A program was developed toward the attainment of these competencies by design.

3. In implementing the program, it was quickly recognized that leadership competencies cannot be acquired in a few training sessions or in a training course, but only as a result of a long-range developmental process. The understanding of this concept has led us to use the term "development" rather than "training." Thus, the program has been designed in a six-year sequence offering—in a spiral fashion—ever expanding new curricula for the learning of predetermined capabilities.

Implementing a Phased Program

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Every program year cycle consists of three phases:

The Preparatory Phase

Define the needs and input competencies of the learner and motivate toward learning.

The Intensive Learning Phase

Learn the specific competence through intensive involvement.

Application and Evaluation Phase

Apply what has been learned in the home troop and continuously evaluate application.

As the experiment went on, year by year, it has been ascertained that participants attained predetermined capabilities, and transferred the learned skills into their groups in and out of Scouting.

Identifying What the Learner Should Know

There are two more important findings which need to be mentioned here. The first is the systems approach which has been used in developing the program. Firstly, we identify in exact terms whatever we expect that the learner should be able to do at the end of the training; then we develop criteria by which we can measure whether he attained performance objectives.

Next we state whatever has to be learned so that the learner can behave in the way described. Thus we establish the learning task. Now we ask the question: What do we (the training program) have to do and to do by what means or by whom, and when and where, in order to ensure that the learner will hurdle the learning task? So we design our program. Then we pretest the design and, if it functions as planned, we install it. The continuous testing and evaluation of the learner and of the program will indicate if we have to introduce changes.

Shifting Our Attention From Instruction to Learning

The second finding is a dramatic understanding that we need to shift our attention from instruction to learning. (See above). The new strategy has been implemented in the experimental program in different ways. The most frequent use of the strategy has been—what we called—the project method. This method will be described next briefly:

1. Confront the learning group with a situation in which the use of the competence to be learned is required in order to help to realize the need for increased competence and thus create a desire to learn.

2. Introduce the learning program in a workshop type of setup where the competence is demonstrated and practiced.

3. Apply the learned skill in situations similar to—or identical with—the original "confrontation" (See item "1." above) so that the group can readily recognize the "new

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way of doing things" and the acquisition of increased competence.

4. Confront the group—unexpectedly—with novel situations in which the competence is to be used; group evaluates the application of the competence.

5. Individuals formulate operational and measurable objectives for the application of the newly-acquired competence in the back-home situation in and out of Scouting.

The concepts and findings described above became the basis upon which specific programs have been—and are being—designed and experimented with.

Scouting's Plan for Leadership Development

The BSA has evolved a long-term plan for the "by design" introduction of leadership competencies into the overcall program of Scouting. The training of Scoutmasters was selected as the first area of national application.

During the Design Phase of the program, using the systems approach:

- First, we described the tasks which comprise the performance of the Scoutmaster;

- Second, we identified the competencies which he has to attain in order to perform in the expected way;

- Third, we designed learning experiences which lead to the attainment of competence;

- Finally, we designed evaluation and change-by-design criteria.

The program first was laboratory tested at the Schiff Scout Reservation in New Jersey and at Philmont Scout Ranch in New Mexico in 1967. Following its revision it was field tested in five councils during 1968. It is now undergoing a major revision and further testing and will become operational in 1970.

In addition, pilot programs in leadership development by design have been conducted during some of the training events of the Inter-American Region and an experimental application is planned for a Training the Team Course next Fall.

What These Experiments Mean

In closing let me speculate about the significance which these experiments in leadership development might have for Scouting.

The skills of Scoutcraft and Woodcraft, being the skills of the hand, are of the kind which can be well—or even best—learned on an individual basis. One person can learn it from another who is competent in the skill.

On the other hand, competencies of leadership/membership are social skills and are of the nature which can be learned only in groups. In introducing these competencies in the Scout program by design, we provide a meaningful content for the operation of den, patrol, and committees, in that competencies of leadership and membership comprise a program area which cuts across the boundaries of Cub Scouting, Scouting, and Exploring, and may constitute training common to all branches of Scouting.

Throughout the years we have also learned to recognize and appreciate differences in the programs of Scouting around the world. These differences are inherent in variations in interest, customs, and in geography. These variations have greatly restricted the range of training content which can be considered universal and common to all. On the other hand, leadership competencies are required properties of all human groups and are not much influenced by geography, or even by customs. Thus, training and development in leadership may be regarded as universal in nature, one which may have world-wide applicability in the Movement.

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Glossary

Application   The third step in the Manager of Learning (*see*) process. Having received instruction and having had proper practice, the leader-in-training engages again in an actual leadership performance, during which he will have a chance to compare his performance exhibited before and after the instruction and evaluate his own development.

The application is a practical test and performance of the new principles, concepts, skills or techniques. Situations for application are devised that simulate or parallel as closely as possible situations the learner may encounter in the home environment. The laboratory, experience-based nature of the program is essential to the outcomes achieved.

Campcraft Skills   In White Stag, the outdoor program is the *situational context* in which leadership competencies are learned. We do not propose to teach outdoor (or "Scoutcraft") skills. We assume, indeed, require candidate and staff participants to have a minimum level of outdoor skills and knowledge prior to their attending the summer camp. The exception is Patrol Member Development, Phase I, when many candidates are somewhat new to the outdoors. In this Phase we teach outdoor skills as a means to help participants gain an understanding of group membership skills.

Evaluation   The fourth step in the Manager of Learning (*see*) process. The leader-in-training is required to evaluate the learning process, including the stated objectives and the process for attaining the objectives. In this manner they learn about evaluation itself.

We believe evaluation is a continual process, either informal or formal, of judging a situation against a standard. Evaluation is, in essence, two things:

- An attitude of continuous striving for higher goals.
- A process for judging the group's completion of a task against the standards the group has set for itself.

We strive to maintain a constant evaluation attitude, a "predisposition to continually examine and analyze the competencies we attain."[1]

Goal

One or more general statement(s) identifying a long-term purpose, usually as a result of the accomplishment of several objectives.

Guided Discovery

The first step in the Manager of Learning (*see*) process. The leader-in-training is confronted with a pre-planned leadership situation, or Guided Discovery, in which use of a new attitudes, skill, or knowledge is required. The experience not only exposes what the learner does not know, but

The Guided Discovery helps the learner:

- Realize the need for increased competence.
- Develop an assessment for the learner of his current attitude, skills and knowledge.
- Create an increased desire to learn.

The learner realizes a need to acquire new or improve his current knowledge of principles, concepts, skills and techniques.

Just as importantly, the Manager of Learning develops an accurate assessment of the learner's current knowledge level from which to proceed with additional learning.

Hurdle Method

The primary method for helping leaders-in-training to discover the need for—and to practice applying—specific abilities, skills, and knowledge. A *hurdle* is an unexpected, challenging, experiential learning activity, presented to a leader and his group. The leader has not specifically prepared for the hurdle which requires

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1. Boyle, Patrick G., and George Aker. "The Evaluation Attitude," *Adult Leadership*, (March, 1962).

him to apply leadership competencies and sometimes outdoor skills.

Indaba   The Indaba—an Indian word for "gathering of the tribes"—is an annual "eighth day" of summer camp held two to three months after the summer camp program is complete. Summer camp graduates and staff are invited to a day-long event where the candidates are helped to evaluate their application to date of the leadership competencies. Staff interviews are begun and the first meeting of the new program year is held.

Infinity Principle   This concept relates to the idea that every individual is in a state of continuous growth. Leadership development is a never-ending process, continuing as long we live. This is embodied in the White Stag program by the legend, in which participants are encouraged to always pursue the White Stag "ever onward and upward."

Knowledge, Skills, and Attitude (ASK)   By *learning*, we mean the gaining of *knowledge*, the improvement of *skills*, or the development of *attitudes* in a certain area. Sometimes this is abbreviated to "KSA." Attitudes are obviously more important than skills or knowledge—after all, what is the barber going to do with that razor?—thus it might be better to turn it around to ASK!

Leaderless Experience   An activity requiring leadership from within the group when they have not yet selected a designated leader. Suppose you want to introduce new learners who are together for the first time to the concept of leadership and leaders. What better way than to require them to act before they have a designated leader?

During the first day of the summer camp program, typically before the group has thought of selecting a leader, the Patrol Counselor accompanies the group. At various moments the PC finds appropriate, the counselor provides learning activities (*see* Hurdles) that require leadership from within the group. Later, the group is debriefed and instructed about the process they unknowingly participated in, an intentional leaderless experience. Learning has begun.

Leadership Development By Design	Specific leadership behaviors are clearly and objectively defined as specific learnings and are systematically programmed into a long-term developmental process. This *direct* approach ensures that appropriate and sufficient time is given to developing leadership skills in the individual to bring about the desired change in behavior and to achieve leadership competence.
Leadership Growth Agreement	A learner's contract for applying the leadership competencies in LGA himself, with the aid of a staff member. Our desire is to motivate the learner to use his newly acquired skills, knowledge, and abilities in a helpful, productive way—primarily in his home unit.
Leadership	Leadership is a combination of three dynamic factors: the group, the environment, and the task. More than one member of the group will perform leadership functions. Several members may contribute to goal achievements, depending on the requirements of the situation and the resources it offers, including the people, time, and material available.

Simply put, leadership is...

> ...influencing the group to accomplish a mutually agreed-upon task while advancing the group's integrity and morale.

In the language of an eleven-year old, it's "getting the job done and keeping the group together."

Leader	A leader possesses the authority, accountability, and responsibility for the group's results.

- Authority: the right to make decisions.
- Responsibility: assignment for achieving a goal.
- Accountability: acceptance of success or failure.

Leading Questions	Adept Managers of Learning (*see*) avoid asking questions that can be answered "yes" or "no." A yes/no question does not help the participant to learn how to think and the learner may even guess the right answer. Use leading questions that require a statement in reply.

When you ask a leading question, follow it up with others that will force the learner to reason the problem through. Leading questions help the learner reason from the known to the unknown, enabling them to acquire knowledge more quickly and effectively.

Manager of Learning

In a nutshell, Manager of Learning is a leadership competency describing a system for exposing learners to the need to know and involving them in their own learning. Manager of Learning is also the name for the role youth staff assume during the summer camp.

Along with being one of the eleven competencies taught in the program, it is a method for leadership development which we embrace as essential to participatory, experiential, leadership development. We generalize this participatory approach in all we do, applying it to the entire program design and implementation, describing it as the Project Method.

The phrase manager of learning is carefully chosen. The emphasis is on *learning*, not on what the instructor *teaches*.

Manager of Learning Method

The Manager of Learning method, in brief:

1. Confront the learning group with a situation in which the use of the competence to be learned is required. This helps them realize the need for increased competence and thus creates a desire to learn. We've labeled this a Guided Discovery (*see*).

2. Introduce the learning program in a workshop situation where the competency is demonstrated and practiced. Call this Teach/Learn (*see*).

3. Apply the learned skill in situations similar to—or identical with—the original "confrontation." (See step 1 above.) The group can readily recognize the "new way of doing things" and their increased competence. This is the Application (*see*).

4. Confront the group—unexpectedly—with novel situations in which the competence is to be used; group evaluates the application of the competence. This is the Evaluation (*see*).

5. Individuals formulate operational and measurable objectives for the application of the newly-acquired competence in the

back-home situation in and out of Scouting. We formalize this as a Leadership Growth Agreement (*see*).

Patrol Counselor

The Patrol Counselor (PC) is not the same as a Patrol Leader (*see*). The PC is less involved in the patrol's activities. While the PC controls the patrol's activities, he is not responsible for the results. He may, in a delicate balancing act, retain some authority over the patrol, but this is usually only exercised in critical situations affecting the health and safety of patrol members.

The Patrol Counselor's job is to:

■ Help members learn how to think for themselves.

■ Help members solve individual and patrol problems.

■ Guide members into learning their own potential as leaders through the use of the leadership competencies.

■ help individuals and the entire patrol to develop self-confidence.

■ Create a situation or atmosphere in which a learner will feel secure and will realize his real self.

■ Help individuals realize the value of these experiences as they will apply in their own troops and in their daily lives.

■ Help individuals see, by example, how counseling can bring out answers to problems from within the individual concerned.

Patrol Leader

The Patrol Leader is the individual, normally elected by the patrol members, who has the official leadership role in the group. During the first few days of the summer camp, the Patrol Counselor (*see*) may select a Patrol Leader.

Patrol Method

The Patrol Method is a system for organizing individuals into teams of 6-8 members and thus into larger groups, or teams of teams, each led by members of the group, especially the youth themselves.

Lord Robert Baden-Powell intuited the dynamic power of the patrol method long before sociologists could prove it worked in youth or adult groups. He writes, "The formation of boys into patrols of from six to eight and training them as separate units,

each under is own responsible leader, is the Key..." [2] This, he felt, was Scouting's most essential contribution to education.

Objective   A meaningfully stated objective or goal is one that succeeds in communicating to an unbiased evaluator the manager of learning's instructional intent. What is sought is that group of words and phrases that best communicates to an objective observer the purpose of the learning activity as the manager-of-learning understands it.

System Approach   The system approach[3] is used in developing the program. This approach necessitates the following steps:

1. Identify in exact terms whatever the learner must be able to do at the end of training.

2. Develop objective criteria by which we can measure whether the learner has attained performance objectives.

3. State whatever has to be learned so that the learner can behave in the way described. Thus we establish the learning task.

4. Specify what the training program has to do and by what means or by whom, and when, and where, to assure that the learner will complete the learning task.

5. Design the program, pretest the design, and implement it.

6. Evaluate the outcomes achieved, comparing them to the goals and objectives set at the outset. Make recommendations for improvement in the future.

Teach/Learn   The third step in the Manager of Learning (*see*) process. Having internalized the need for learning because of the attempted application, or Guided Discovery (*see*), the leader-in-training enters into a learning period. This period is designed to teach the skills, techniques and knowledge needed to cope with the initial challenge and with similar situations. The learnings are presented if

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2. Baden-Powell, Robert. Selections from *The Scouter*, edited by Lord Somers, *Baden-Powell's Outlook*. London: C. Arthur Pearson Ltd., 1941.
3. Banathy, Bela. *Report on a Leadership Development Experiment*. August, 1964. 10pp. Continuous testing and evaluation of the learner and of the program will indicate if we have to introduce changes.

possible in the same sequence as they occur in the context of the actual leadership task.

White Stag

The White Stag is named and the symbol originates in the legend of the White Stag, a deeply rooted myth of the Hungarian people. It was chosen as the official symbol of the Fourth World Jamboree held in Hungary in 1933. It is a myth telling the origins of the Hungarian people, the Huns and Magyars, and their long migration from Turkey to Europe in search of a "promised land." There they hope to find a permanent home, "surrounded by mountains, warmed by the sun, sheltered from the cold, a land rich in game and green pastures, between two great rivers rich in fish..."

The full story is told in an award-wining children's book by Kate Seredy, *The White Stag*, published in 1937. This book is so well-written that it has continuously remained in print since its initial publication. A version of the myth which we use within the program is found in *Follow the White Stag*, Chapter 5 - "Managing Spirit and Traditions", "White Stag Legend" on page 58.

Acknowledgments

This book is dedicated to the visionaries who founded the White Stag Leadership Development Program, who helped me become a man.

I attended my first White Stag summer camp over thirty years ago. I feel a great deal of gratitude towards a man I did not meet until I was in my twenties: Bela Banathy. His conceptualization and implementation of the White Stag "leadership development by design" program had a vast impact on my life, greater than any other until age 36 when I developed a personal relationship with God and Jesus Christ. Bela's work with White Stag and others has helped youth not just in his proverbial back yard, but in the entire county, state, country, and beyond.

The person who had the greatest impact on my during my early participation in White Stag, who offered me a challenge I have strived for years to fulfill, is Fran Peterson. I have not known the man nearly as well as I would like to, but saw that it was his drive, commitment, and interest that sustained the White Stag program after Bela had released the reins.

I will always remember how Fran never seemed to sleep, how he seemed at times like a ghost in the sunlight among the trees of Pico Blanco. Wherever you were, if you turned around at just the right moment, you might catch a glimpse of him in his red Scout coat in the shadow of a giant redwood, watching, observing. He always knew exactly what was going on long before anyone else.

I remember Joe St.Clair as the individual who, when Bela and Fran were no longer directly involved in the program, Joe was always present, helping individuals, steering the program, listen-

ing and teaching in subtle ways so you almost didn't notice. Joe steered the program selflessly for many years, serving more than once as Program Director, sustaining the program, guiding and inspiring new groups of youth and adults.

And then there's "Uncle Paul" Sujan. When I was a candidate at age 13, Uncle Paul was Quartermaster. When I was program Director 13 years later, he was still Quartermaster, and he continued in that role for many more years. His caring for the program went far beyond the equipment he ruled over. Some people could not see that beyond his surface brusqueness and irascible manner he was deeply committed to making sure the White Stag spirit lived on. It was Uncle Paul who, chomping on his always present, unlit, half-chewed cigar, could produce the very flag that your candidate patrol created when you came to Patrol Member Development. He, perhaps more than any other, has carried in his heart the White Stag spirit, the desire to serve others and provide a program second to none.

When I first attended the White Stag summer camp in 1969 as a Patrol Leader Development candidate, I unknowingly began collecting material for this book. I would like to acknowledge the direct contributions of Bela Banathy, Fran Peterson, Alan Miyamoto, Bill Roberts, and Joe St. Clair to this book.

I studied closely what Bela has written about leadership, both during and after his direct association with the program. Fran left a legacy of written program resources that was a strong foundation to build on. Alan similarly left a bequest of work he had done in spirit and traditions.

Bill was indirectly responsible for getting me started on this; I came into possession of the White Stag *Rationale* he had written. Based on his early work, I saw a need to assemble the several boxes of source material I had collected into a useful, accessible document. I relied on the *Rationale* in part for some of the organization and theory, if not the substance, of portions of the book.

Joe St.Clair, the unofficial historian and archivist for White Stag, contributed many old camp programs and written materials which I eagerly digested and distilled. He also contributed a major portion of the history of the program which forms Chapter 7 - "Sixty-five Years of History".

Judy Anderson, Lori Madajian, and Mildred Voelker also contributed selected writings and editorial expertise. John Larson, National Director of Training, Boy Scouts of America, helped with information for the survey of Scoutmasters documented in Chapter 9 - "Junior Leader Training Needs Assessment".

I cannot personally acknowledge but also wish to thank the many, many others whose names are unknown to me, but who contributed greatly to this book as I distilled their written programs and leadership competency sessions of many years into portions of this work. Much of the content for the competencies is the work of anonymous leaders from years past. Some of these individuals' contributions are evidenced by the many entries in the Bibliography under the authorship of "White Stag."

What is contained within these pages has been written by nearly everyone who is or was a member, for they were the patrols, the teams, that make up White Stag. Like everything done in the program, this book is in reality a group effort.

I also thank the hundreds if not thousands of volunteers, youth and adult, who have freely given of their time, money, and talents to sustain and carry forward the White Stag program. Their selfless service has made a vital difference in not only my life and in the lives of their children, but in the lives of many thousands of others.

Nearly twenty years have passed since I completed the first edition of this book. Then, in 1981, White Stag had been out of Pico Blanco Scout Reservation for only two years, where the program began, its original partnership with the Monterey Bay Area Council at an end.

Since then, the program has continued to grow and evolve, as does its members and leaders. During the summer of 1994, two summer camps were held in two locations, and one of those camps hosted two complete troops for Patrol Member Development (PMD).

The first camp was due to the hard work of Phil Smith, who led his experienced staff to Camp Marin Sierra. It was he who energetically promoted the program, making it possible for two complete PMD troops to be trained. The second camp came about when the Monterey Bay Area Council Training Chairman invited

White Stag alumni to provide the council's official Troop Leader Training program. Credit goes to Steve Cardinalli for organizing and training a dedicated staff at Camp Pico Blanco.

The leadership competencies we teach are a vehicle for acquiring truly human skills that make a difference in other people's lives. It is these human aspects—the symbol, traditions, and spirit of White Stag—that help make for a remarkable program.

The White Stag program is at a juncture. It can remain small, isolated, restricted to Northern California. Or it can grow and spread its philosophy of leadership development by design to the corners of the world. Given today's mass communication technologies, it is entirely possible to sponsor White Stag programs for youth across the world.

How will the White Stag program grow in the future? Who owns the program, the concepts, the spirit and traditions embodied in this program? Do we just give the program away and hope for the best? Who ensures that the qualities and standards achieved in the past will be met in the future? Or do we trademark the emblem, copyright the materials, license the program, and audit the results? The answer probably lies somewhere between the two extremes. Only future leaders can answer these questions. Will you be one of them?

I welcome your comments. Please see the inside cover for my address.

Brian Phelps

January, 1998
Livermore, California

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Index

F

G

H

P

T

Y