

Changes in Scouting (6)

Workbook – April 2019

Contents

Introduction	4
PART 1: Introducing the Changes in Scouting Module	6
PART 2: The Origins of Scouting	7
PART 3: Developing Scouting	12
PART 4: The Purpose and Values of Scouting	15
PART 5: Shaped by Young People	18
PART 6: Skills for life	21
PART 7: Community impact	26
PART 8: Scouting for All	30

Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

Contributors

Caroline Pantling

Bianca Cole

Matt Cobble

Martin Whiting

Introduction

Who is this workbook for?

This module is for all adults who hold appointments in Scouting. It provides an introduction to the origins of Scouting and its evolution since 1908.

What does this workbook include?

This workbook is a method of completing the learning necessary for Module 6, Changes in Scouting. Although the same topics will be covered in the online video, these may be covered differently in some areas.

Section 1:

Introducing the “Changes in Scouting” module

Section 2:

- The origins of Scouting
- The purpose and values of Scouting
- Shaped by young people
- Skills for life
- Community Impact
- Scouting for All

While using the workbook you will see a number of terms:

- **Information** – These sections give you the background knowledge required for the exercises.
- **Exercise** – These sections are for you to complete and show to the person validating your learning.
- **Example** – These are examples for you to study and relate back to an exercise.
- **Discussion point** – These do not require you to undertake additional work. They simply highlight areas you may wish to consider once you have completed the exercise or to discuss in more detail with other volunteer colleagues, your line manager or the person validating your learning.

Throughout this workbook you will be undertaking practical exercises, making notes and considering questions relevant to the role you have taken on. We hope that the workbook and the notes you make should provide you with a useful reference guide for future assessment activities you undertake as part of your role. The workbook will also provide a structure for the validations discussion you have later with your Training Adviser. Therefore we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

How to complete this Workbook

The workbook should be completed alongside the films for each section. We recommend you watch the film as an introduction and then complete the associated activities. This could be done as a group or as an individual. Once you have completed the workbook and watch the films you should reflect on your learning with your training advisor.

What does this module cover?

The workbook is divided into sections covering learning relevant to everyone who completes this module.

What resources do I need to accompany this workbook?

Many resources are included within this workbook, but it is worth highlighting some core resources you may wish to refer to at a later date

- [Scouts.org.uk/heritage](https://www.scouts.org.uk/heritage)
- [Scout Heritage Website](#)

This list is not exhaustive and therefore if you are not familiar with other Association resources you may find it useful to familiarise yourself with the other resources available to volunteers on the website.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to discuss your learning with others and share local Scouting history.

What happens once I have completed this workbook?

Once you have completed this workbook, you will need to have your learning validated. Validation is the process of demonstrating what you have learnt from completing the module.

To validate this module, will involve completing two of the following:

- Complete the Changes in Scouting questionnaire and discuss the answers with a Training Adviser
- Create and deliver a presentation from what you have learnt from the changes in Scouting workbook or online video to adults or young people new to Scouting
- Create and deliver a game or activity from what you have learnt from the changes in Scouting workbook or online video to adults or young people new to Scouting

Revalidation of this module is not required for any change of role.

For further information about validation and the next steps, contact your training manager or Training Adviser.

Aim

Provide an overview of the Movement's history focusing on its development to meet the changing needs of society.

Objectives

By the end of this workbook learners should be able to:

Core Objectives for all roles:

1. Explain how Scouting started
2. Relate the significant milestones in Scouting
3. Outline the national and international growth of Scouting

PART 1: Introducing the Changes in Scouting Module

This module is designed to give you the knowledge you need to complete the Changes in Scouting module.

Scouting's Founder Robert Baden-Powell said that Scouting was a Movement not an organisation as it changed and evolved to stay relevant to young people. To understand modern Scouting it is important to reflect on the journey the Movement has taken exploring the commonalities and differences between Baden-Powell's original vision and Scouting today.

This module will support you in exploring the origins of Scouting and how six core areas of Scouting have developed since 1908.

- The origins of Scouting
- The purpose and values of Scouting
- Shaped by young people
- Skills for life
- Community Impact
- Scouting for All

In addition to this we will provide some background information on some of the key moments in the annual Scouting calendar and their origins. These include:

- Founders Day
- St George's Day
- Remembrance Day

We will signpost you to further resources and ways to use Scouting's heritage to support programme and activity delivery.

Notes:

Role titles

Until 1967 role titles were varied including Scoutmaster, Cubmaster, Lady Scoutmaster and Cubmistress. In 1967, in line with the recommendations of the Advance Party Report, the master/mistress title was replaced with leader. For ease of reference in this workbook we will use modern titles unless in a direct quote.

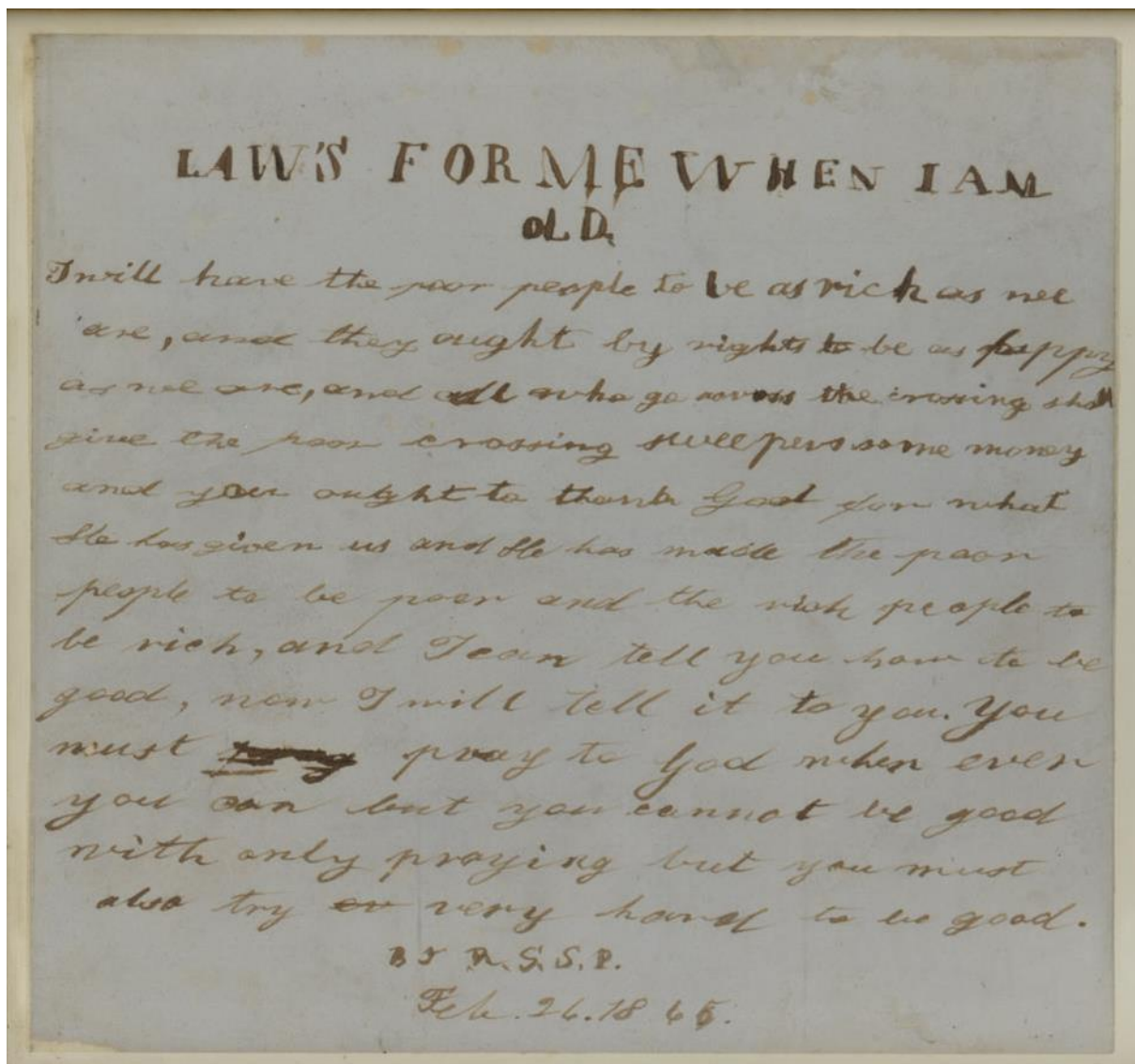
Gender pronouns

Until 1976 all youth sections of Scouting were restricted to boys, at this point girls were able to join the Venture Scouts. From 1992 groups could opt to be co-educational and in 2007 all groups had to accept girls. For this reason early quotes and film footage only referred to boys and use the male pronoun.

PART 2: The Origins of Scouting

Information: Early Life

Robert Stephenson Smyth Baden-Powell was born into a large middle-class Victorian family on 22 February 1857. His father died when he was three years old and his mother installed him with a strong core set of values. These can be seen in a document written by the eight year old Robert, "Laws for me when I am old".



"I will help the poor people to be as rich as we are, and they ought by rights to be as happy as we are, and all who go across the crossing shall give the poor crossing sweepers some money and you ought to thank God for what he has given us and He has made the poor people to be poor and rich people to be rich, and I can tell you how to be good, now I will tell it to you. You must pray to God whenever you can but you cannot be good with only praying but you must also try very hard to be good".

By RSSP - February 26 1865

Exercise 1: Laws for me when I am old

Although some of Baden-Powell's views and language can seem very dated to a modern audience we can start to see how his early upbringing shaped the Scout programme. List some of the elements from "Laws for me when I am old" that later became part of Scouting. Discuss with your training advisor or group which ones are still relevant today?

A large, empty rectangular box with a black border, intended for students to write their answers to the exercise question.

Information: Education

The young Robert attended Charterhouse public school. He was not academically successful and seems to have been easily bored in the classroom and preferred outdoor activities like stalking his teachers and catching rabbits. Something he reflected in a later sketch.



Baden-Powell was a talented artist and often illustrated his own books. School reports included comments like: “Mathematics - has to all intents given up the study” and “French - could do well but has become very lazy, often sleeps in school”. Robert clearly preferred a more practical, self-led approach to learning rather than traditional classroom learning. Something that would be reflected when he developed Scouting’s very practical programme which focused on learning through doing and engaging young people’s imaginations.

“Self-education, that is, what a boy learns for himself, is what is going to stick by him and guide him later on in life, far more than anything that is imposed upon him through instruction by a teacher. Scouting for Boys”. Robert Baden-Powell

Exercise 2: Learning environments

Have a discussion with your group and or training advisor about how learning through Scouting is different to learning in schools and note your conclusions below.

Information: Life as a soldier

On leaving school Robert joined the Army which gave him the outdoor lifestyle he loved with opportunities for adventure and the chance to make use of his practical skills. During his time in the Army he served across the world including India, Afghanistan, Malta and Africa. During this time he gained experience and knowledge which would later influence Scouting.



Baden-Powell as a young officer and at the time of the Mafeking Siege.

Whilst serving in the Army Robert acquired various habits and items which would later become significant in Scouting these include; wearing a campaign hat which would later feature in the Scout uniform (until 1967), the kudu horn picked up during the Matabele campaign (1896, Africa) which could be used to signal over long distances and was later used on Brownsea Island, at Gilwell Park and various World Scout Jamborees and the wood bead necklace acquired from the Zulu chief Dinizulu and later used as the inspiration for the Wood Badge training award.



The kudu horn brought back from Africa and used by Baden-Powell

During the 2nd Boer War in South Africa (1899-1902) Robert was the British commander at the Siege of Mafeking which lasted 217 days. During this time he saw the work being done by the Mafeking Cadet Corps, these were a group of boys who weren't old enough to fight but could carry out useful tasks around the town including carrying messages and working in the messages. Robert wasn't involved in the founding or organisation of this group but he did witness their hard work and usefulness later relating their story in Scouting for Boys.

Following the end of the Siege of Mafeking Robert became a celebrated national hero with his face appearing on items as varied as teapots, plates, mangles and even pub tables. This fame proved very useful in promoting Scouting.



Examples of Baden-Powell memorabilia,

Exercise 3: The importance of heritage collections

Above you have seen pictures of items associated with Baden-Powell, below note down why you think it is important to create a heritage collection for a founder like Baden-Powell.

PART 3: Developing Scouting

Information: Scouting for girls

Robert's experiences of school and the Army were later fed into his views on what Scouting could offer young people and both appeared in Scouting for Boys. It wasn't just boys who were inspired by Scouting for Boys, many girls also took up Scouting. In May 1908 Robert wrote about this enthusiasm in The Scout magazine

"I have had several letters lately asking whether scouting would be a good thing for girls to take up; and whether there was any chance of this being sufficiently plucky to make good scouts. I have replied that I think girls can get just as much healthy fun and as much value out of scouting as boys can".

By mid 1909 there were around 6,000 Girl Scouts active in the UK, some had formed their own patrols and troops and some were Scouting alongside boys.



Illustration from a 1909 Girl Scout Magazine written by Kangaroo Patrol

In keeping with the social norms of the day by August 1909 decision had been made to create a separate organisation for girls but following similar principles as those laid out in Scouting for Boys. A summary of the scheme for "Girl Guides" was published in the November 1909 Headquarters Gazette.

Information: Continuing evolution

Scouting has continued to develop and evolve to ensure its continued relevance for young people. Some of these innovations have been:

- | | |
|------|--|
| 1914 | A pilot scheme for Wolf Cubs is launched to engage younger boys (8 – 10 years) in Scouting. The Wolf Cubs were formally launched in December 1916. |
| 1918 | Rover Scouts are launched to enable over 18s to carry on Scouting but with a more service led focus. |
| 1920 | The first World Scout Jamboree is held in Olympia (London) |
| 1946 | Senior Scouts section introduced for 15 – 18 year olds |
| 1967 | Implementation of major changes to Scouting following the Chief Scouts Advance Party Report. These included major uniform changes, the Senior and Rover Scout sections were combined to form Venture Scouts, Wolf Cubs became Cub Scouts and Boy is dropped from the Association's name. |
| 1976 | Venture Scouts become the first section to welcome girls |
| 1986 | Following a national pilot programme Beaver Scouts for 6 – 8 year olds are formally welcomed into the Scouting family. |
| 1992 | All youth sections are allowed to become co-educational if they wish |
| 2007 | Girls can no longer be excluded from joining Scouting |
| 2014 | An alternative promise for Scouts of no faith or humanists is created. |

Exercise 4: Scouting's journey

Reflect on the changes that Scouting has undergone to ensure it remains accessible and relevant. What changes do you think Scouting might go through in the future?

Additional resources and activities

For further information on the origins and development of Scouting visit heritage.scouts.org.uk for online exhibitions on:

- [Brownsea Island: Trialling Scouting, 1 – 8 August 1907](#)
- [Scouting for Girls](#)
- [Vera Barclay: A Scouting Pioneer](#)
- [The patter of little paws – the origins of the Wolf Cubs](#)
- [The story behind the Scout emblem: fleur-de-lis or arrowhead?](#)
- [The history of the Scout Wood Badge](#)

There are also a series of downloadable learning resources which can be used to introduce this topic to others. These include:

- [Scouting milestones](#) – a timeline showing how Scouting has evolved and developed from 1907 and the Brownsea Island Pilot Camp to the present day.
- [Uniform timeline](#) – a visual timeline showing the history of the Scout uniform from 1908 to the present day. This resource looks at the changes in uniform for all the youth sections and adult leaders.
- [Chief Scouts timeline](#) – from Baden-Powell to Bear Grylls, a visual timeline of our Chief Scouts.
- [World Scout Jamboree timeline](#) – shows the date, location, theme and badge for every World Scout Jamboree from Olympia in 1920 the 24th event which will be held in the USA in 2019.
- [Guess that badge: Cubs 1916](#) – when the Cubs programme was formally launched in 1916 there were only 12 badges to work towards. Can you guess the names of the badges and match them with ones from today's programme.
- [Guess that badge: Scouts in the First World War](#) – At the outbreak of the First World War it became clear Scouts had the skills to carry out lots of tasks to help out on the home front. Can you guess which badges would teach you these important skills.
- **Founders Day resource pack** – celebrate Founders Day and create a mini exhibition exploring the life of Robert Baden-Powell.

PART 4: The Purpose and Values of Scouting

Information: Developing a purpose

When Robert wrote Scouting for Boys he wanted the scheme to be more than just an activity programme. He wanted to address some of the key issues facing Edwardian society including social mobility and public health. He felt Scout training could help create useful citizens able to contribute to their society. He stated that:

“The purpose of the Boy Scout and Girl Guide Movements is to build men and women as citizens endowed with the three H's: Health, Happiness and Helpfulness”.

Robert Baden-Powell, Lessons from the “Varsity of Life” 1933

The early Scout programme badges reflect these various aims.

		
Ambulance Man	Carpenter	Healthyman
		
Engineer	Missioner	Electrician
		
Clerk	Public Health	Tailor

Exercise 5: The three H's

Reflect on the three H's Baden-Powell describes. How do you think the current programme supports these areas?

Health	
Happiness	
Helpfulness	

Information: A peace movement

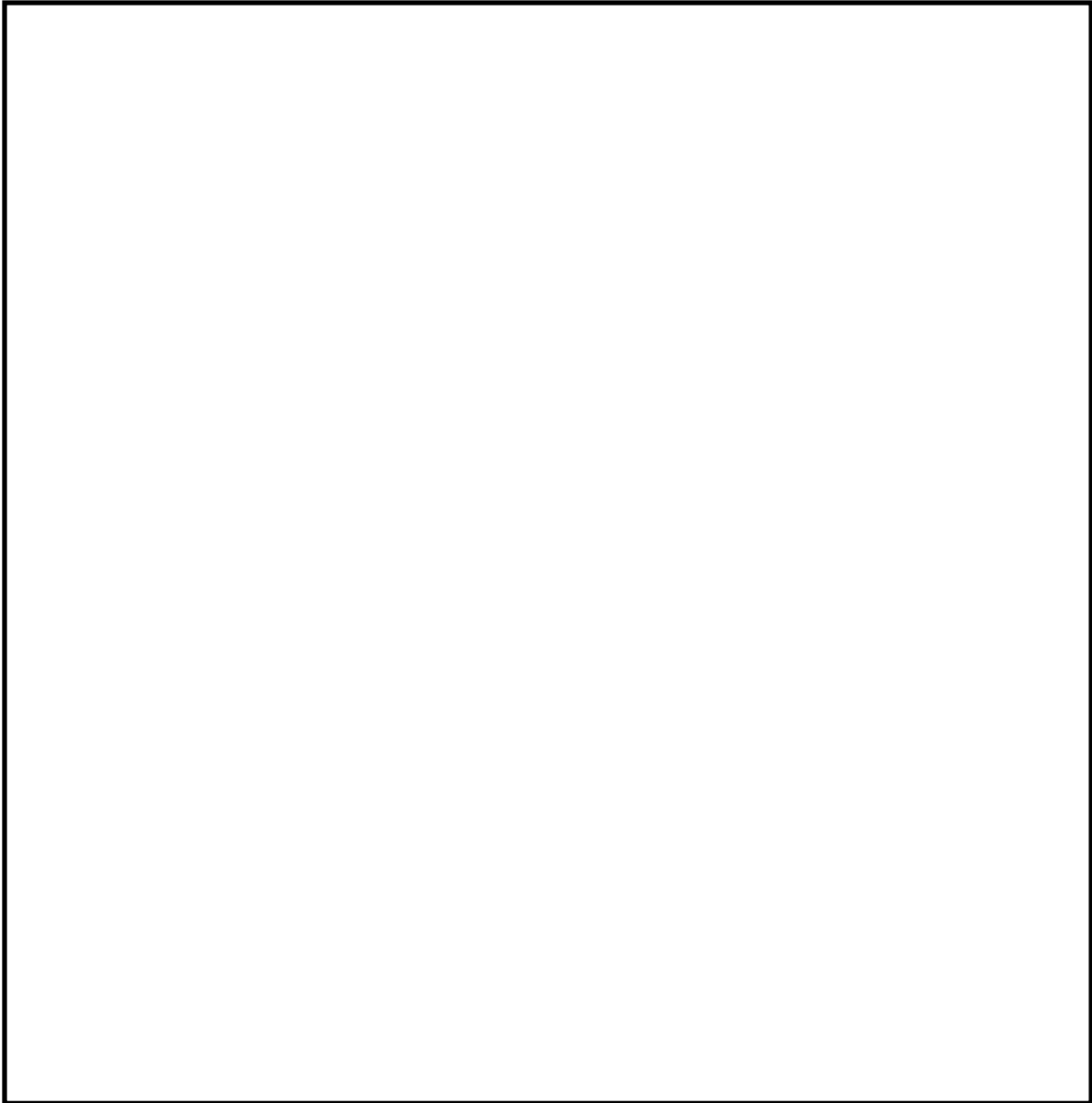
One thing Robert was always very clear on was that Scouting was a peace movement and not focused on training young people for a career in the Army. By the time Scouting was founded in 1908 the Cadet Corps were well established but Robert had strong views on the differences between the two programmes.

Both Cadet and Scout movements are out for the good of the boy. The outstanding difference between their respective methods of training is that of principle - one works through impression, the other through expression. The Cadet training imposes collective instruction upon boys from without; while the Scout Movement encourages self-development on the part of the individual from within. Military drill fashions him on to an approved standard as a part of the machine; whereas the aim of Scouting is to develop his personal character and initiative as a first step.

Robert Baden-Powell, Aids to Scoutmastership, 1919 edition

Activity 6: Characteristics of Scouting

What are the characteristics of Scouting which make it different from other youth organisations and activities?



Additional resources and activities

For further information on the origins and development of Scouting visit heritage.scouts.org.uk for online exhibitions on:

- [Brownsea Island: Trialling Scouting, 1 – 8 August 1907](#)
- [Jack Cornwell: A true Scout](#)

PART 5: Shaped by Young People

Information: The Influence of young people

Young people's influence on Scouting goes back to its very earliest days. Baden-Powell's vision for Scouting for Boys was that it would provide a scheme to be used by other organisations. It was the overwhelming response by both boys and girls which led him to set up a specific Movement for the schemes delivery. This response wasn't limited to the target age range Baden-Powell had originally envisaged.

Vera Barclay, who became a Scout Leader in 1912, reflected on the enthusiasm expressed by boys too young to join the Scouts "Often as I walked through the village, one or another of these keen-eyed, neglected youngsters would run after me, calling " Miss, miss! If yer wants anuver Scout, I'm ready!" "Right" I would answer, "I'll certainly remember you," and I would officially take his name and send him along with rekindled hope. But two years is terribly long when you are nine years old."

Vera Barclay, How a lady can train the Cubs, 1915

This need was being expressed all over the country and by 1914 had impressed upon Baden-Powell the need for a younger section leading to the launch of a pilot scheme for Wolf Cubs.

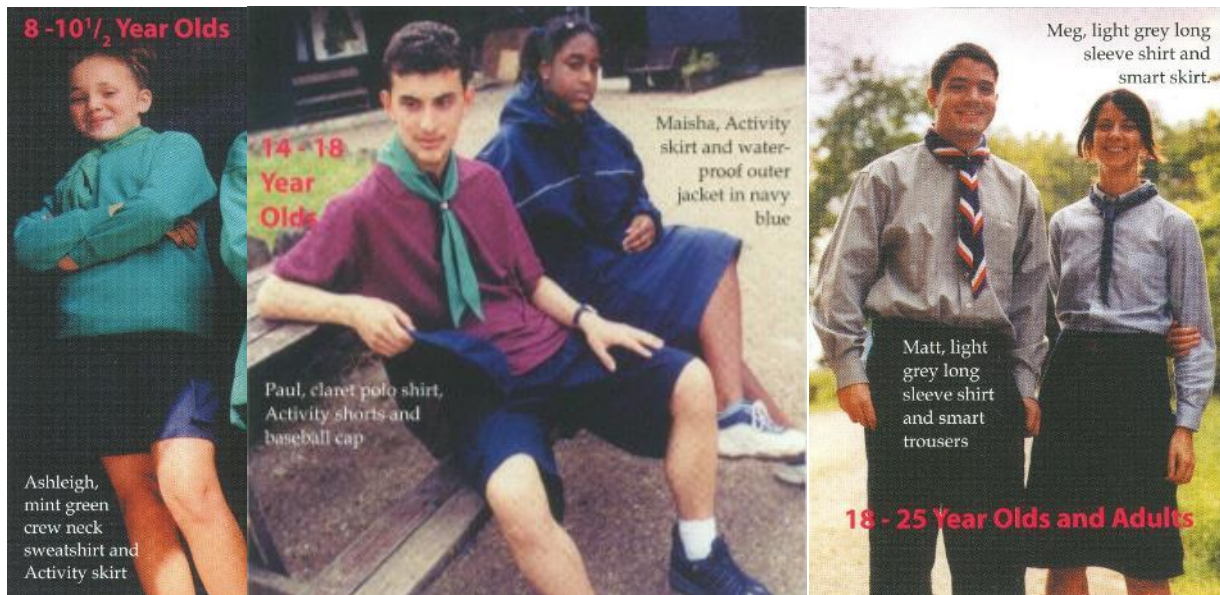


Two Cub leaders watching a Wolf Cub grand howl, December 1916

Young people have continued to shape their personal Scouting experience through events such as patrol leader conferences, sixer forums and youth shaped activities as well as influencing

organisational policy and practice. When in 1964 the Chief Scout commissioned a review in the state of Scouting young people were consulted on how Scouting could stay relevant. This led to changes in the uniform and organisation's name.

In 2001 a programme of consultation was carried out with over 27,000 young people as part of a uniform review this led to suggestions as varied as the Scout top being "luminous jazz orange" and Cubs requesting leather jackets. Their responses did influence the final decisions with the proposed change to mint green for Cubs being rejected as many Cubs wanted to keep "the mouldy green we have now" and the Explorer shirts being changed from claret as it looked "like something out of Star Trek".



The 2001 uniform proposals

In 2016-17 over 6500 young people were consulted as part of the development of the Skills for Life strategic plan.

Exercise 7: Youth Shaped

What types of youth shaped activity have you witnessed or participated in? How has this influenced Scouting in your area?

Additional resources and activities

For further information on the origins and development of Scouting visit heritage.scouts.org.uk for online exhibitions on:

- [Brownsea Island: Trialling Scouting, 1 – 8 August 1907](#)
- [Scouting for Girls](#)
- [Scouting in the First World War](#)
- [The patter of little paws – the origins of the Wolf Cubs](#)

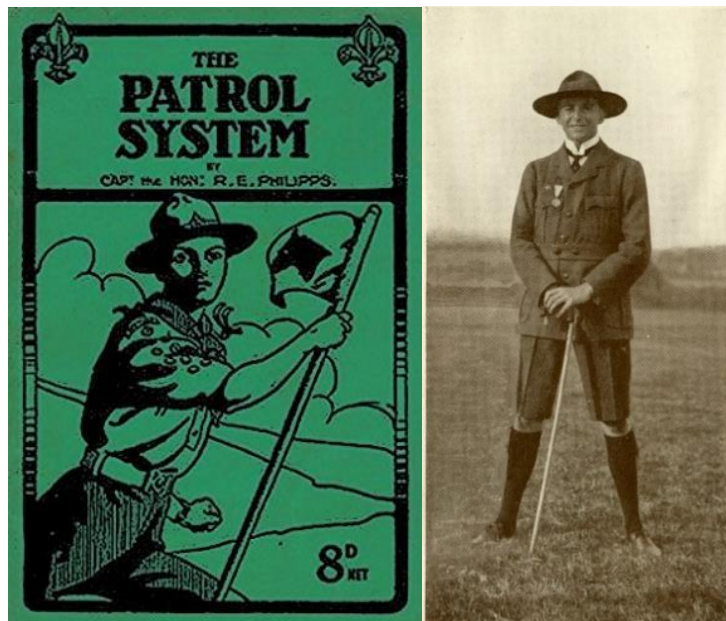
PART 6: Skills for life

Information: Leadership

In November 1914 Robert wrote an article for The Scout magazine calling for Patrol Leaders to take on the running of their troops as their leaders were called up to the Armed Forces. At this point Scouts were 11 – 18 year olds so leaving the running of a troop to an older Scout may not seem quite as daunting as it would today.

But in our own movement there is a special need of boys to come forward to do the work of Scoutmasters who are called away to war duties, and that is where the Patrol Leaders come in. I want you, in the absence of your Scoutmaster, to help to take charge of your troop. The Court of Honour of Patrol Leaders can quite well manage the troop affairs. The best welcome that you can offer to your Scoutmasters when they come back from the war - if they are away - is to show them that the troop has not gone to pieces in their absence, but is all the stronger and all the more efficient.

Allowing young people to take on responsibility for themselves and their peers has been core to Scouting. Pioneering Scouter Roland Philipps wrote two books "The Patrol System" and "Letters to a Patrol Leader".

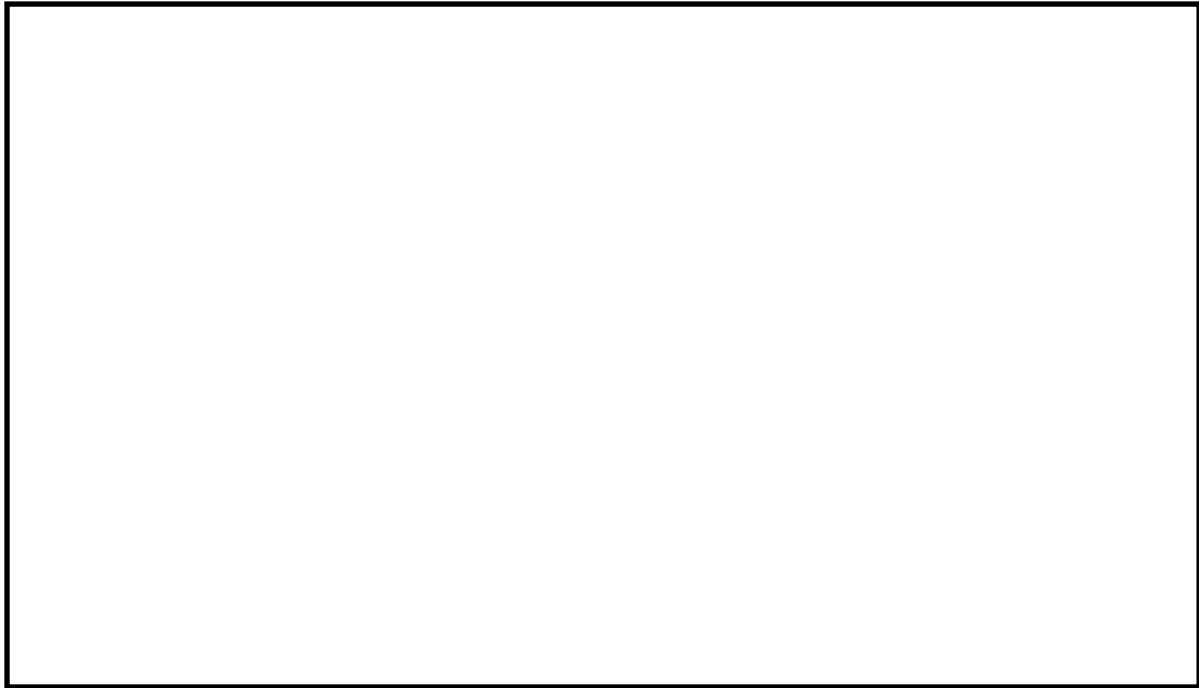


"Letters" was written to an imaginary Patrol Leader called Jim giving him advice on how to run his patrol and train them in the Scout Promise and Law. It includes the advice:

The first thing you have to make your mind about if you want to be a leader is where you want to lead the people who are going to follow you.

Exercise 8: Peer leadership

Imagine you were going to write a letter to modern lodge leaders, sixers, patrol leaders Explorer or Network Scouts. What advice would you give to them about leading their peers?



Information: Lifesaving skills

For some Scouts the skills they have learnt through their Scouting have proved to be life saving for both themselves and others.

During the Second World War Scouting carried on in secret in prisoner of war camps. In one of the most infamous camps, Changi in Singapore the conditions were appalling. Skills learnt through Scouting such as cooking and first aid helped Scouts survive. The Scouts in Changi set up a secret Rover Crew to pass on their skills to others.



A handmade Scout wristband and badge made in Changi Prisoner of War camp

The Scout Awards Records list thousands of Scouts who have used their skills to save the lives of others. The records also show changing social trends. In the early years of Scouting there were frequent rescues from clothing catching fire and runaway horses such as that portrayed by George Hillyard Swinstead in his 1916 painting *The Good Turn*.

As technology developed the nature of emergencies changed but one constantly used skill is that of lifesaving. The records are full of awards given to Scouts who saved people from drowning. Many of these received Scouting's highest award for gallantry, the Bronze Cross. One of the most recent recipients of this award was John Volanthen, a Cub Leader who played a critical role in the rescue of the football team from a flooded cave in Thailand (July 2018). John started caving with Scouts

building on those skills to lead and ultimately save others.



Bronze Cross



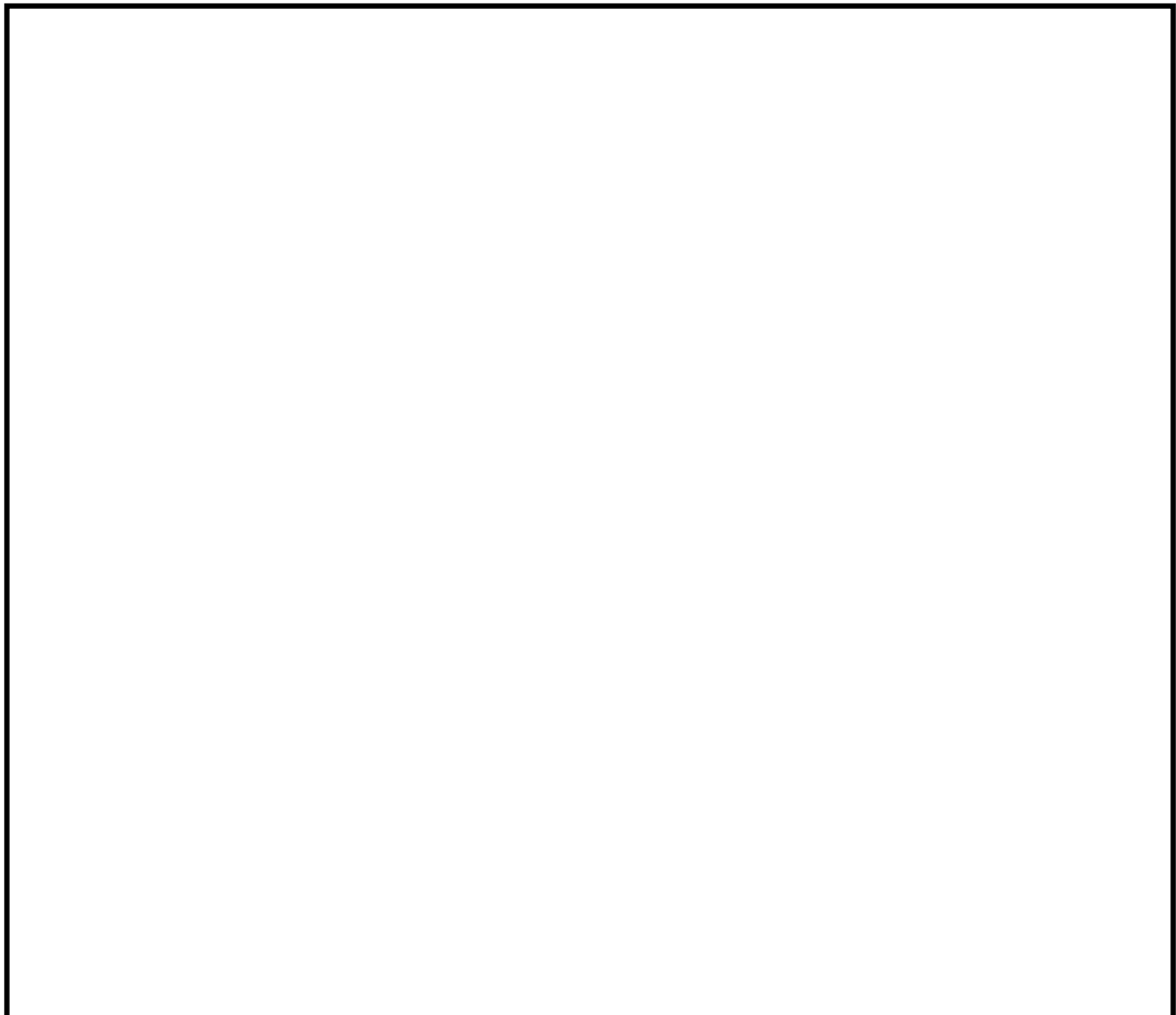
Silver Cross



Gilt Cross

Exercise 9: A good turn

Discuss with your group and or Training Advisor the narrative of the story presented in the painting below. Which Scouting skills can you see being used?





The Good Turn, by George Hillyard Swinstead

Additional resources and activities:

For further information on the origins and development of Scouting visit heritage.scouts.org.uk for online exhibitions on:

- [The history of the Scout Wood Badge](#)
- [The patter of little paws – the origins of the Wolf Cubs](#)
- [Roland Philipps: A Lasting Legacy](#)
- [Scouting on the Home Front 1914 - 1918](#)

PART 7: Community impact

Information: Good Citizen

Every Scout ought to prepare himself to be a good citizen of his country and of the world.

Robert Baden-Powell, Scouting for Boys, 1908

Scouts have always used their skills for the good of others whether this is on an individual basis or through part of a wider scheme such as the 1979 Cub Country fundraising programme which saw UK Cubs raise over £140,000 to support child focused projects in Nepal. Today this ethos continues and is supported through the Million Hands scheme.

Scout International Relief Service

It is not only our young people who take on this role. During the Second World War Scout leaders were recruited to take part in a scheme called the Scout International Relief Service known as SIRS.



Arm badge for SIRS members, whilst affiliated to the Army they retained their Scout identity

The scheme was started to support people living in war effected areas, particularly refugees and others who had been displaced by war. It was felt that Scout leaders would have the skills to help as they had experience of organising large groups of people, catering, sanitation and record keeping.



SIRS members ready to go overseas

The SIRS teams followed the Armed Forces into Europe after D-Day in 1944 they also worked in Syria, Palestine, Egypt and Hong Kong.

SIRS continued a long tradition of Scouts supporting refugees and displaced people which had started in August 1914 with Scouts welcome Belgian refugees fleeing the impact of the First World War. Baden-Powell perfectly captured this ethos in the design in this thank you card.



Scouts are shown supporting those fleeing the devastation of the Second World War

Exercise 10: Transferable skills

As an adult in Scouting reflect on what skills Scouting has or might teach you and how these might be applied to other areas of your life.

Information: National events

Scouts have often played an important role in supporting national and international events including the Queen's coronation in 1953, the Queen Mother's lying in state and the annual Act of Remembrance at the Whitehall Cenotaph.

In 1948 London hosted the Olympics, these would become known as the Austerity Games due to the lack of money to hold the event. Scouts were the "games makers" of 1948.



Scouts supported the opening ceremony and helped with the sailing events.

On 30 June 2016 Scouts took part in an overnight vigil at the Tomb of the Unknown Soldier at Westminster Abbey to remember those who died during the Battle of the Somme.



Scouts from East London stand in vigil for East London Commissioner Roland Philipps

Further resources and activities:

heritage.scouts.org.uk

Online exhibitions:

[Scouting helps displaced people](#) UK Scouting has a long history of supporting refugees and displaced people dating back to the earliest days of the Movement and continuing to this day.

[Roland Philipps: A Lasting Legacy](#) explores the impact this innovative young man had on early Scouting and how his legacy is still supporting East London Scouts today.

[Scouting on the Home Front 1914 – 1918](#) draws on The Scouts Heritage Collection which contains a fascinating collection of photographs and records relating to the contribution Scouts made to the war effort from 1914 – 1918.

Learning resources:

[Scouting on the Home Front Resource Pack](#) – Includes easy to print photographs and ideas of how to use the topic and collection for learning and engagement activities.

PART 8: Scouting for All

Information: Supporting young people with disabilities

Supporting the varying needs of young people has always been at the core of Scouting. When Scouting was founded people with disabilities tended to be placed in institutions away from their families and communities. Baden-Powell saw Scouting as a way of integrating young people with wider society giving them an opportunity to take part in local Scouting events. He fully endorsed the delivery of Scouting in hospitals and care homes and was delighted when in 1913 Scouting for Boys was published in braille and a Scout troop was started to cater for boys with visual impairments.

In 1924 a series of special tests were introduced to enable members with disabilities to participate in a Scouting programme designed to accommodate their special needs and requirements. In 1936 a dedicated department was set up to support Scouts with disabilities. Events such as jamborees had special sub-camps for Scouts with disabilities and from the 1940s special international jamborees called agoonorees were organised.



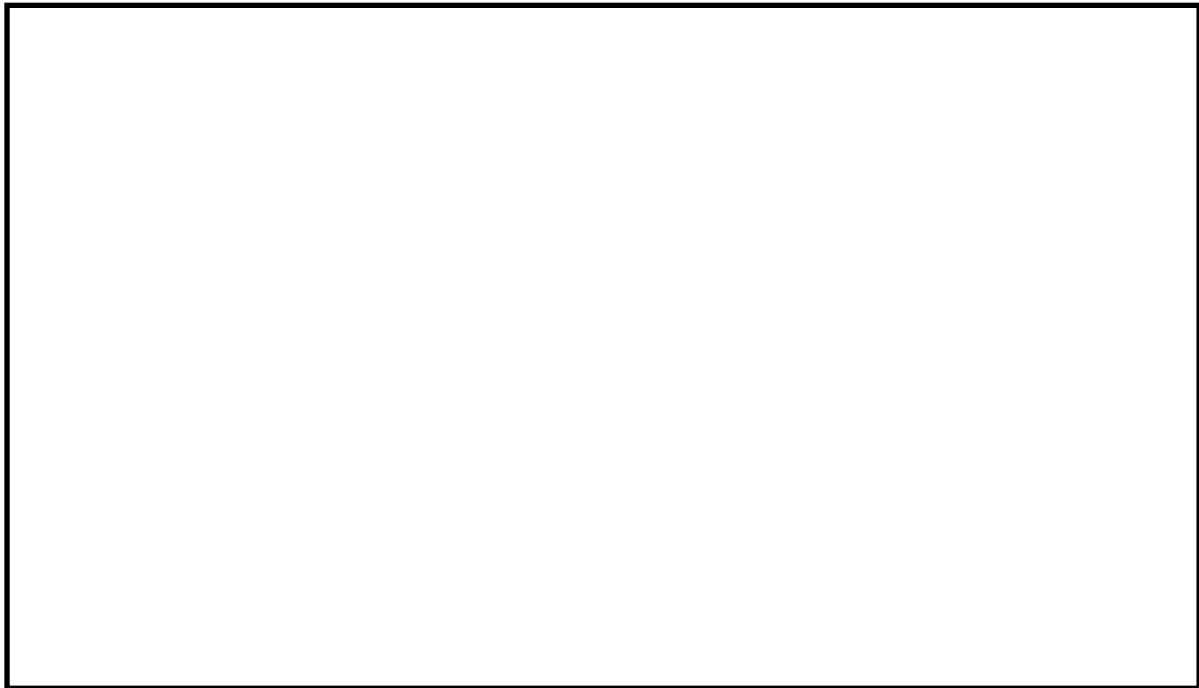
Scouting in hospital, illness and injury proved no obstacle for these keen Scouts.

Children's hospitals set up dedicated Scout groups for in-patients so they could continue Scouting despite being away from home. This practice continues today with provision such as the Scout and Girl Guiding Group at Leeds Children's Hospital opening in 2016.

Scouting led the way in integrating young people with disabilities. Our practice has changed over the years, now rather having special tests, groups and activities arranged for them the majority of Scouts with disabilities are able to participate in core activities with adaptations being put in place as required to meet the individual's needs.

Exercise 10: Activities for all

Discuss with your group and or training adviser how Scouting activities can be adapted to support both young people and adults with disabilities and additional needs.



Information: Women in Scouting

On 16 March 1909 Miss Wade Henfield of Brighton received her warrant to be a Scout leader. She was the first woman to officially take up Scouting and blazed a trail for other women wanting to join the Movement.



Vera Barclay
Co-founder of the Cubs



Hannah Kentish
First UK Youth Commissioner



Betty "Rikki" Melville Smith
Cub Leader, HQ Wolf Cubs Secretary

These women were Scouting pioneers just as much as their male counterparts, but had the additional challenge of overcoming the social prejudice of the time regarding appropriate activities for women and whether they could lead a group of boys. An article entitled "Lady Scoutmasters", by Olave Baden-Powell, October 1913, reflected the impact of women taking up Scouting;

"The experiment of ladies being Scoutmasters has through the good and earnest work of those carrying it out proved itself successful; it only remains for it now to become a more widespread practice among young women keen to do something for their country".

Within a year of this statement the UK had entered the First World War and the call for more women to get involved in Scouting increased. Olave's voice was frequently used as a rallying cry to women throughout the war.

May I urge all my co-lady Scoutmasters to prevail on their friends to come and take up the work? All are anxious to do something for their country and now is the opportunity of a life-time

Female leaders wrote into the Scout leader publication the Headquarters' Gazette talking about their experiences of Scouting and encouraging others to give it a go.

"I think it is essential that a lady taking over a troop of Scouts should be strong enough to join in the games as well as in the work. The boys must feel you are necessary to them in every way; the Troop must never be complete without the Scoutmaster. A ten or twelve mile route march, camp raids, all Scout games as well as the summer camp is as much part of the Scoutmaster's duty as teaching the Scout Law. In short she must imagine herself a man for the time being with the additional advantage of a woman's tact, but above all things not a school-mistress.

With Wolf Cubs the games are necessarily not so strenuous, so it would be better for a lady who feels she cannot do the "rough and tumble" not to attempt the big boys, but to take on a pack of Cubs. Here there is splendid work to do – the small boys are intensely patriotic and keen and as they start as Cubs so they will continue as Scouts."

Work in War Time for Women by Miss Eva Rayner,
Scoutmaster 56th South West London Troop and 1st Kensington Wolf Cubs,
February 1916



Dorothy Hughes at the opening of her Pack Holiday Centre



1916 Cub Leader



Female leaders and their Cub Pack during the Second World War

The name Dorothy Hughes is known to many who visit Gilwell Park. Dorothy Hughes was born in the 1890s into an affluent family. She devoted her adult life to working with young people. In the

1920s she moved the Dockland area of West Ham where she ran several Cub Packs carrying on her work with the section during the Second World War alongside running an Auxiliary Ambulance Station. She bought a Scout Hall for her Group and later gave funds to Gilwell to found the Dorothy Hughes Pack Holiday Centre; which is still used by thousands of young people every year. In 1958 her dedication to Scouting was recognised when she was awarded the Silver Wolf. When she passed away in 1973 her obituary gave her the epitaph “She was born with a silver spoon but used it to feed others.”

Today Scouting has over 70,000 female volunteers making up 43% of the Scouts adult membership, they stand on the shoulders of these pioneers.

Exercise 11: Challenging perceptions

Our Scouting for all ethos requires us to reflect on the perceptions which people might hold about the Scouts and consider how these can be challenged. What preconceptions do you think people might have, why might this view be held, how can you help to challenge it?

Preconception or stereotype	What might reinforce this?	What might you do to breakdown this view?

Further resources and activities:

- [Scouting for Girls](#)
- [Vera Barclay: A Scouting Pioneer](#)
- [Scouting for All: Supporting young people with disabilities](#)
- St George’s Day: exploring the origins of a Scouting celebration