Twin Rivers Council

ROUNDTABLE REFERENCES

October 2007

fortorangeroundtable1@verizon.net

Opening Ceremony
"Power of Circle"

Setup: Audience stands and forms one large circle.

DEN LEADER: The power of the world works in circles with no beginning and no end. A circle is harmonious unity and everything tries to be round.
SCOUT 1: The sun is round; it warms all living things and allows us to grow.
SCOUT 2: The full moon is round; it gives us light at night.
SCOUT 3: The wind, in its greatest power, swirls; this gives strength.
SCOUT 4: The earth is round; it provides a home and nourishment for all living things.
DEN LEADER: The life of a man is a circle from childhood to childhood, from life to life; we teach our children as they will teach theirs. We are here at our meeting standing in a circle, in harmonious unity. Would you please face the flag and repeat with me the Pledge of Allegiance.

Recognizing our Veterans
Scouting Opportunities

During November, we celebrate Veteran's Day and there are many opportunities, throughout the year, for Scouts to participate in activities that assist and pay tribute to those who have fought for our country. These include:

March in a Veteran's Day Parade.

Volunteer at Stratton VA Hospital by serving ice cream or popcorn to residents.

Placing flags on veterans' graves at Albany Rural Cemetery or other local cemeteries on Memorial Day weekend, if permission is granted.

March in a Memorial Day Parade.

Coordinate a VA bingo night at the hospital.

Important contact:
Karen Haas
Volunteer Manager
Stratton VA Medical Center
113 Holland Avenue
Albany, NY 12208
Phone: (518) 626-5506

PATIENT NEEDS WISH LIST FOR ALBANY VA MEDICAL CENTER

Sneakers (New – size 8 and above)

Women's briefs (size 6 and higher)

Tee shirts (M, L, XL, 2X, 3X)

Slipper sox (mens and womens)

Sweatshirts (M, L, XL, 2X, 3X)

Sweatpants (M, L, XL, 2X, 3X)

Combs

Mirrors (5" size with stands)

Hair Brushes

Shaving Cream (travel size)

Toothbrushes

Nail Clippers

Deodorant

Shampoo (travel sizes)

Disposable Razors

Emery Board nail files

Denture Adhesive

Shower shoes (flip flops)

Decaf Coffee (cans)

Creamora

Sugar packets

In accordance with 38 USC 8301, VA is authorized to accept donations or gifts for the benefit of patients. This list of needs is provided to inform potential donors of the needs of the local facility to "care for those who have borne the battle." Thank you for your generosity.

Gathering Activity Idea
“Indian Nations Word Search”

T R E H C A P A T I E V S N
Z U N I X G P B P G E Y H O
C R E E L A S Y A C K J A R
U E K T C F J C I H O P W U
C J C O E B Y B U I R W N H
H C S M H S O A T C E E E F
O U J A C M C Y E K H A E M
C M K H N K Q I L A C X D C
T C X A A U A P P S X F U O
A R F U M D S O A A I C N V
W Q Z E O F V H O W Q Y P U
U T N D C I V O D R I F J M
C U F P P O S D N A V A J O
P K V X D P L N M Y J S Q U

Apache
Cherokee
Chickasaw
Choctaw
Comanche
Cree
Hopi
Huron
Navajo
Omaha
Paiute
Shawnee
Sioux
Taos
Zuni

Activity Idea
“Leather Den Doodle”

Materials: Foam board, old branch about 2 feet long, string, scrap leather (approximately 1 inch by 8 inches for each Cub Scout), 1 yard of leather lacing or lanyard for each Cub Scout, pony beads and feathers.

Make holes on the foam board for the branch. With string, attach the branch to the board. Cut scrap leather into strips. Have each boy put his name on the back and write Indian words or pictures on the front of the strip. Make an odd number of small cuts along the middle of each leather piece and thread lace through the cuts. Drape the leather on the branch. Use different-color beads and feathers to represent different accomplishments. Example: On one end of the lace, use yellow beads for attendance at den meetings and blue beads for pack meetings. Use the other end of the lace for special events such as outings, paying dues or being a denner. Add feathers as boys complete achievements or electives.

Game Idea
Hoop and Pole Game

Materials: 3 feet of ¾-inch automotive heater hose, 1 ½ inches of ½-inch PVC pipe, tape, stick (3/4-inch dowel, tomato stake, etc.)

Make the hose into a ring by inserting PVC pipe into the ends of the hose. Tape securely. The object of the game is to spear the ring as it is rolled on a straight line. Have the player with a stick stand 8 to 10 feet from the line. Award 10 points for spearing the ring: 5 points for a partial spearing.

This game was popular among boys and young men in many tribes. A ring or hoop was often made from a willow twig wrapped in buckskin. The ring was about four or five inches in diameter. Six-foot-long wooden spears were used.

Activity Idea
Ball and Triangle Game

Materials: 6-by-6 inch plywood, 1-inch dowel, handsaw, drill, clamp, sinew or string.

This is a traditional toy enjoyed by Penobscot children. They used a stiff piece of birch bark. The hole in the triangle is made only slightly larger than the ball. Children grasp a corner of the triangle opposite the string, toss the ball into the air, and try to get the ball to drop through the hole.

Cut plywood into a 6-inch triangle. Drill a center hole using a 1-¼ inch to 1-½ inch boring device. Drill a small hole in one corner using a 1/8-inch bit. Cut a 1-inch length of the 1-inch dowel. Clamp and drill an 1/8-inch hole. Sand the dowel piece round. Attach this “ball” to the triangle with a piece of sinew or string.

Activity Idea
Belt First-Aid Kit

Materials: Scrap leather, film canisters (type with the lid larger than the canister body), small first-aid items (adhesive bandages, antibacterial towelettes, etc.)

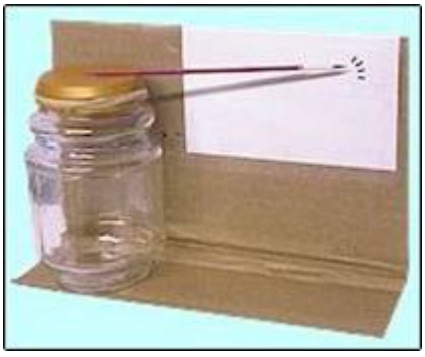
Draw a red cross on the lid and place first-aid kit items in the container. Cut the leather in an elongated shape. Cut slits for belt and an X for the film canister, making sure the X is not too large—it's much easier to fix a too-small X. Tool the leather piece or decorate it with acrylic paint or permanent makers. Webelos Scouts can inscribe their name and den number by using flatblade or Phillips screwdrivers. Make sure you have a piece of wood under the leather to protect the working surface. When the leather is decorated, insert the film canister into the X opening and hang the kit from your belt.

Activity idea
Glass Jar Barometer

Bill of Materials:

Glass jar
Rectangle of cardboard to fit
Length of wire or large twist-tie
Larger toy balloon
Rubber band
Coffee stir-stick
Toothpick
3 X 5 card
Scotch tape & glue

Jar barometers are easy to make. Air trapped inside a jar expands or contracts depending on external atmospheric pressure. As the pressure changes, the surface of the balloon changes shape and raises or lowers the end of the stir-stick pointer. They can also be made from tin cans, but cans tend to rust. They are strongly affected by temperature, so keep it in a place where the temperature is near-constant or can be brought to the same temperature each time a reading is made.



Obtain an empty jar (just about anything will do...the jar in Figure 1. is an empty 8 oz Maxwell House instant coffee jar).

Cut a rectangle of cardboard long enough to accommodate the jar and the 3 X 5 card, and wide enough to form a base under the jar and yet still extend well past the jar top.

Activity idea
Glass Jar Barometer
(continued)

Fold the cardboard as shown in Figure 1. Place the jar in position on the cardboard and punch two small holes through the cardboard behind the jar in a spot that is well-placed to guide the wire or twist-tie that will anchor the jar in place.

Scotch-tape the 3X5 card to the cardboard as shown in Figure 1. This is where the pointer measurement scale will be created later.

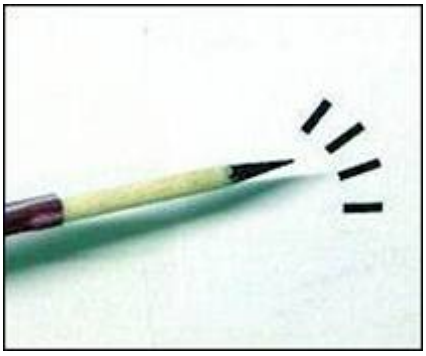
Cut the nozzle end off of the balloon and then cut along one side from the open end to the tip. You will then be able to flatten out the material.

Stretch the balloon fabric tightly over the mouth of the jar and rubber band it into place, making at least two loops with the rubber band. Trim off the excess fabric and wire the jar in place on the cardboard.

If you are building this during fair weather (i.e. high barometric pressure), you can place a loop of thread between the rubber band and the jar. Then, during the next low pressure period (rain or whatever), holding the edge of the balloon fabric, gently pull on the thread to draw the rubber band slightly and allow the current air pressure into the jar. This will also reset your pointer back to the benchmark. Then, proceed as above to create a measurement scale.

Activity idea
Glass Jar Barometer
(continued)

At this point, the membrane is as flat as it is ever going to be. Place a mark on the card at the current pointer position. This will be the benchmark.



If you are constructing this during stormy weather, all is well.

When the weather clears completely, the pointer should be in a considerably higher position. Make a mark opposite this new position. You can now make 3 or 4 marks between the two extremes as a rough scale. See opposite.

Snap the toothpick off near the end, and force it into the end of the stir-stick Color the tip to increase visibility.

Using a ruler, locate the center of the balloon membrane and place a drop of glue there.

Place one end of the stir-stick (the end without the toothpick) on the drop of glue with the other end pointing off the jar toward the 3X5 card.

Activity Idea
Making a Cloud in a Jar

Place the ice in the metal dish.

Let it stand until it gets very cold.

Once the dish is cold, place 1 inch of warm water in the jar.

Place the metal dish over the top of the jar.

As the warm water evaporates, it will encounter the cold dish.

The moisture will then condense and form a cloud.

Activity idea
The Water Content of Snow

Fill the container with fresh snow and use the ruler to measure how much snow you have.

Bring the container inside and let the snow melt.

Now, measure how much water is in the container.

Explanation: Try this experiment several times over the winter to see if different types of snow make a difference. Some snow is very dense, other snow has a very low density. Some things affecting the density of snow are: temperature, air pressure, the nature of the storm, your geographic location and altitude.

On the average, every 10 inches of snow equals one inch of water.

Activity idea
Making It Rain in a Jar

Pour about two inches of very hot water into the glass jar.

Cover the jar with the plate and wait a few minutes before you start the next step.

Put the ice cubes on the plate.

EXPLANATION:

What happens? The cold plate causes the moisture in the warm air, which is inside the jar to condense and form water droplets. This is the same thing that happens in the atmosphere. Warm, moist air rises and meets colder air high in the atmosphere. The water vapor condenses and forms precipitation that falls to the ground.

Activity Idea
Tracking a Thunderstorm

Because light travels much faster than sound, lightning flashes can be seen long before the resulting thunder is heard.

Estimate the number of miles you are from a thunderstorm by counting the number of seconds between a flash of lightning and the next clap of thunder. Divide this number by five.

Since you know the direction and distance from which the thunder is coming, you can plot the track of the thunderstorm on a map by placing dots at the approximate distances and bearings of repeated thunderclaps as the storm moves relative to you.

Important: You are in danger from lightning if you can hear thunder. Knowing how far away a storm is does not mean that you're in danger only when the storm is overhead.

Reference information

Urushiol Oil is Potent

- Only 1 nanogram (billionth of a gram) needed to cause rash
- Average is 100 nanograms for most people
- 1/4 ounce of urushiol is all that is needed to cause a rash in every person on earth
- 500 people could itch from the amount covering the head of a pin
- Specimens of urushiol several centuries old have found to cause dermatitis in sensitive people.
- 1 to 5 years is normal for urushiol oil to stay active on any surface including dead plants

Poison Ivy, Oak, and Sumac

- Most common allergy in the country claiming half the population
- Sensitivity to urushiol can develop at any time
- Solutions or cures are those that annihilate urushiol
- Everyone appears to react slightly different to all the remedies.
- Covered by workers compensation in some states (CA, for example)
- First published records of poison ivy in North America date back to 1600s
- Poison Ivy coined by Captain John Smith in 1609
- Western Poison Oak discovered by David Douglas (1799-1834) on Vancouver Island. Douglas fir also named after him.
- People will serious deficiency in cellular (T-cell) immunity such as AIDS patients may not have problems with dermatitis.

Reference information (continued)

Myths vs. Facts

Myth	Fact
Poison Ivy rash is contagious.	Rubbing the rashes won't spread poison ivy to other parts of your body (or to another person). You spread the rash only if **urushiol oil** -- the sticky, resinlike substance that causes the rash -- has been left on your hands.
You can catch poison ivy simply by being near the plants	Direct contact is needed to release **urusiol oil**. Stay away from forest fires, direct burning, or anything else that can cause the oil to become airborne such as a lawnmower, trimmer, etc.
Leaves of three, let them be	Poison sumac has 7 to 13 leaves on a branch, although poison ivy and oak have 3 leaves per cluster.
Do not worry about dead plants	**Urushiol** oil stays active on any surface, including dead plants, for up to 5 years.
Breaking the blisters releases **urushiol** oil that can spread	Not true. But your wounds can become infected and you may make the scarring worse. In very extreme cases, excessive fluid may need to be withdrawn by a doctor.
I've been in poison ivy many times and never broken out. I'm immune.	Not necessarily true. Upwards of 90% of people are allergic to urushiol oil, it's a matter of time and exposure. The more times you are exposed to urushiol, the more likely it is that you will break out with an allergic rash. For the first time sufferer, it generally takes longer for the rash to show up - generally in 7 to 10 days.

Merit Badge Requirements
Plant Science

Merit badge requirements

1. Make a drawing and identify five or more parts of a flowering plant. Tell what each part does.

2. Explain photosynthesis and tell why this process is important. Tell at least five ways that humans depend on plants.

3. Explain how water, light, air, temperature, pollinators and pests affect plants. Describe the nature and function of soil and explain its importance. Tell about the texture, structure and composition of fertile soil. Tell how soil may be improved.

4. Tell how to propagate plants by seeds, roots, cuttings, tubers and grafting. Grow a plant by ONE of these methods.

5. List by common name at least 10 native plants and 10 cultivated plants that grow near your home. List five invasive nonnative plants in your area and tell how they may be harmful. Tell how the spread of invasive plants may be avoided or controlled in ways that are not damaging to humans, wildlife and the environment.

6. Name and tell about careers in agronomy, horticulture and botany. Write a paragraph about a career in one of these fields that interests you.

7. Choose ONE of the following options and complete each requirement:

OPTION 1: AGRONOMY

A. Describe how to prepare a seedbed.

B. Make and use a seed germination tester to test 50 seeds of four of the following plants: corn, cotton, alfalfa, soybeans, clover, wheat, rice, rye barley. Determine the percentage of live seeds.

C. Tell about one important insect pest and one important disease that damage each of the following: corn, small grains, cotton. Collect and name five weeds that compete with crops in your locality. Tell how to control these weeds without harming people, wildlife or useful insects.

Merit Badge Requirements
Plant Science
(continued)

D. On a map of the United States, identify the chief regions where corn, cotton, forage crops, small grain crops and oil crops grow. Tell how climate and location of these regions make them leaders in the production of these crops.

E. Complete ONE of the following alternatives:

1. Corn
   a. Grow a plot of corn and have your plot inspected by your counselor. Record seed variety or experimental code number.
   b. Tell about modern methods of commercial corn farming and the contributions that corn makes to today's food and fuel supply.
   c. Tell about an insect that can damage corn, and explain how it affects corn production and how it is controlled.

2. Cotton
   a. Grow a plot of cotton and have your plot inspected by your counselor.
   b. Tell about modern methods of commercial cotton farming, and about the uses of cotton fiber and seed and the economic value of this crop.
   c. Tell about an insect that can damage cotton, and explain how it affects cotton production and how it is controlled.

3. Forage Crops
   a. Collect, count and label samples of each for display: perennial grasses, annual grasses, legumes and broadleaf weeds. Indicate how each grass and legume is used. Tell the kind of site where you found each sample.
   b. Explain how legumes can be used to enrich the soil and how they may deplete it under certain conditions. Explain how livestock may enrich or deplete the soil.
   c. Name five poisonous plants that are dangerous to livestock, and tell the different ways of using forage crops as feed for livestock.

4. Small Grains
   a. Give production figures for small grain crops listed in the U.S. Statistical Report or Agricultural Statistics Handbook for the latest year available.

Merit Badge Requirements
Plant Science
(continued)

b. Help in harvesting a crop of grain. Tell how to reduce harvesting losses and about modern methods of growing one small grain crop.
c. Visit a grain elevator, flour mill, cereal plant, feed or seed company. Talk with the operator. Take notes, and describe the processes used and tell your patrol, troop or class about your visit.

5. Oil Crops
   a. Grow a plot of soybeans and have your plot inspected by your counselor.
   b. Tell about modern methods of growing soybeans on a commercial scale and discuss the contributions soybeans make to our food supply.
   c. Explain why a killing frost just after emergence is critical for soybeans.

OPTION 2: HORTICULTURE

A. Visit one of the following places and tell what you learned about horticulture there: public garden, arboretum, retail nursery, wholesale nursery, production greenhouse or conservatory greenhouse.

B. Explain the following terms: hardiness zone, shade tolerance, pH, moisture requirement, native habitat, texture, cultivar, ultimate size, disease resistance, habit, evergreen, deciduous, annual, perennial. Find out what hardiness zone you live in and list 10 landscape plants you like that are suitable for your climate, giving the common name and scientific name for each.

C. Do ONE of the following:
   1. Explain the difference between vegetative and sexual propagation methods, and tell some horticultural advantages of each. Grow a plant from a stem or root cutting or graft.
   2. Transplant 12 seedlings or rooted cuttings to larger containers and grow them for at least one month.
   3. Demonstrate good pruning techniques and tell why pruning is important.
   4. After obtaining permission, plant a tree or shrub properly in an appropriate site.

Merit Badge Requirements
Plant Science
(continued)

D. Do EACH of the following:

1. Explain the importance of good landscape design and selection of plants that are suitable for particular sites and conditions.
2. Tell why it is important to know how big a plant will grow.
3. Tell why slower-growing landscape plants are sometimes a better choice than faster-growing varieties.

E. Choose ONE of the following alternatives and complete EACH of the requirements:

1. Bedding Plants
   a. Grow bedding plants appropriate for your area in pots or flats from seed or cuttings in a manufactured soil mix. Explain why you chose the mix and tell what is in it.
   b. Transplant plants to a bed in the landscape and maintain the bed until the end of the growing season. Record your activities, observations, materials used and costs.
   c. Demonstrate mulching, fertilizing, watering, weeding and deadheading, and tell how each practice helps your plants.
   d. Tell some differences between gardening with annuals and perennials.

2. Fruit, Berry and Nut Crops
   a. Plant five fruit or nut trees, grapevines or berry plants that are suited to your area. Take full care of fruit or nut trees, grapevines or berry plants through one season.
   b. Prune a tree, vine or shrub properly. Explain why pruning is necessary.
   c. Demonstrate one type of graft and tell why this method is useful.
   d. Describe how one fruit, nut or berry crop is processed for use.

3. Woody Ornamentals
   a. Plant five or more trees or shrubs in a landscape setting. Take full care of the trees or shrubs you have planted for one growing season.
   b. Prune a tree or shrub properly. Explain why pruning is necessary.

Merit Badge Requirements
Plant Science
(continued)

c. List 10 trees (in addition to those listed in general requirement 5 above) and tell your counselor how each is used in the landscape.

   Give the common and scientific names.

d. Describe the size, texture, color, flowers, leaves, fruit, hardiness, cultural requirements, and any special characteristics that make each type of tree or shrub attractive or interesting.
e. Tell five ways trees help improve the quality of our environment.

4. Home Gardening
   a. Design and plant a garden or landscape that is at least 10 by 10 feet.
   b. Plant 10 or more different types of plants in your garden. Tell why you selected particular varieties of vegetables and flowers. Take care of the plants in your garden for one season.
   c. Demonstrate soil preparation, staking, watering, weeding, mulching, composting, fertilizing, pest management and pruning. Tell why each technique is used.
   a. Tell four types of things you could provide to make your home landscape or park a better place for birds and wildlife. List the common and scientific names of 10 kinds of native plants that are beneficial to birds and wildlife in your area.

OPTION 3: FIELD BOTANY

A. Visit a park, forest or other natural area near your home. While you are there:
   1. Determine which species of plants are the largest and which are the most abundant. Note whether they cast shade on other plants.
   2. Record environmental factors that may influence the presence of plants on your site, including latitude, climate, air and soil temperature, soil type and pH, geology, hydrology and topography.
   3. Record any differences in the types of plants you see at the edge of a forest, near water, in burned areas, or near a road or railroad.

B. Select a study site that is at least 100 by 100 feet. Make a list of the plants in the study site by groups of plants: canopy trees, small trees, shrubs,

Merit Badge Requirements
Plant Science
(continued)

herbaceous wildflowers and grasses, vines, ferns, mosses, algae, fungi, lichens. Find out which of these are native plants and which are exotic (or nonnative).

C. Tell how an identification key works and use a simple key to identify 10 kinds of plants (in addition to those in general requirement 5 above). Tell the difference between common and scientific names and tell why scientific names are important.

D. After gaining permission, collect, identify, press, mount and label 10 different plants that are common in your area. Tell why voucher specimens are important for documentation of a field botanist's discoveries.

E. Obtain a list of rare plants of your state. Tell what is being done to protect rare plants and natural areas in your state. Write a paragraph about one of the rare plants in your state.

F. Choose ONE of the following alternatives and complete EACH of its requirements:

1. Tree Inventory
    a. Identify the trees of your neighborhood or a park or section of your town.
    b. Collect, press and label leaves, flowers or fruits to document your inventory.
    c. List the types of trees by scientific name and give common names. Note the number and size (diameter at 4 feet above ground) of trees observed and determine the largest of each species in your study area.
    d. Lead a walk to teach others about trees and their value, OR write and distribute materials that will help others learn about trees.

2. Transect Study
    a. Visit two sites, at least one of which is different from the one you visited for Field Botany requirement 1.
    b. Use the transect method to study the two different kinds of plant communities. The transects should be at least 500 feet long.
    c. At each site, record observations about the soil and other

Merit Badge Requirements
Plant Science
(continued)

influencing factors AND do the following. Then make a graph or chart to show the results of your studies.

1. Identify each tree within 10 feet of the transect line.
2. Measure the diameter of each tree at 4 feet above the ground, and map and list each tree.

3. Nested Plot

a. Visit two sites, at least one of which is different from the one you visited for Field Botany requirement 1.

b. Mark off nested plots and inventory two different kinds of plant communities.

c. At each site, record observations about the soil and other influencing factors AND do the following. Then make a graph or chart to show the results of your studies.

1. Identify, measure and map each tree in a 100-by-100 foot plot. (Measure the diameter of each tree at 4 feet above the ground.)
2. Identify and map all trees and shrubs in a 10-by-10 foot plot within each of the larger areas.
3. Identify and map all plants (wildflowers, ferns, grasses, mosses, etc.) of a 4-by-4 foot plot within the 10-by-10 foot plot.

4. Herbarium Visit

a. Write ahead and arrange to visit an herbarium at a university, park, or botanical garden; OR, visit an herbarium Web site (with your parent's permission).

b. Tell how the specimens are arranged and how they are used by researchers. If possible, observe voucher specimens of a plant that is rare in your state.

c. Tell how a voucher specimen is mounted and prepared for permanent storage. Tell how specimens should be handled so that they will not be damaged.

d. Tell about the tools and references used by botanists in an herbarium.

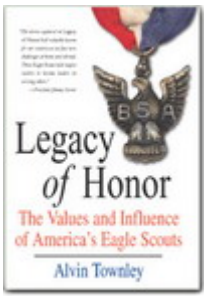
5. Plant Conservation Organization Visit

a. Write ahead and arrange to visit a private conservation organization or government agency that is concerned with protecting rare plants and natural areas.

b. Tell about the activities of the organization in studying and protecting rare plants and natural areas.

Merit Badge Requirements
Plant Science
(continued)

c. If possible, visit a nature preserve managed by the organization. Tell about land management activities such as controlled burning, or measures to eradicate invasive (nonnative) plants or other threats to the plants that are native to the area.



Recommended Reading - A Legacy Of Honor

...by Alvin Townley

We were introduced to this book at the recent BSA National Meeting in Atlanta and thought that our membership would enjoy knowing about it. You can learn more about this and other Scouting related books in the new Recommended Reading section of our Eagle Scout Association website.

Book Description

Over the past century, America's Eagle Scouts have earned a reputation for service, virtue, and leadership that is recognized throughout the world. But few people realize the full extent to which Eagle Scouts have made a mark on American history. They have served as astronauts, soldiers, politicians, and businessmen, but they have also been the fathers, brothers, Scoutmasters, coaches, and other role models who have played an integral part in American life.

Alvin Townley set out across the country to hear the stories of these Eagle Scouts. He spoke with individuals from every region, of every age and every background, some of whom have risen to fame as public figures while others have left a lasting impact outside of the spotlight.

The Eagle Scouts who share their experiences include Bill Gates, Sr., Bill Bradley, J. W. Marriott, Jr., Ross Perot, Michael Bloomberg, Richard Lugar, Michael Dukakis, Supreme Court Justice Stephen Breyer, Treasury Secretary Hank Paulson, coach Chan Gailey, and Capt. Jim Lovell of Apollo 13. The book also explores the virtues of a Tuskegee Airman, a Vietnam War POW, a September 11 NYPD hero, a crew of Hurricane Katrina relief workers, and a host of others from every walk of life.

During his journey, Alvin discovered stories of character, courage, and inspiration that belong not only to Eagle Scouts but to all Americans. These stories form the heart of *Legacy of Honor* and offer us a chance to appreciate the profound impact that Eagle Scouts have had on American history and the lasting role they will play in our country's future.