

- a) Produce a finished piece of publicity such as a newspaper, bulletin, poster, etc., the size of which is determined by the offset duplicator or offset press employed.
- b) Prepare properly all materials and illustrations needed for the above, to include the preparation of flats for photographing and its transfer into presensitized plates.

Public Health



1. Tell the main cause of the following diseases and how to prevent their spread: tuberculosis, typhoid fever, diphtheria, malaria, hookworm, tetanus (lockjaw), and rabies.
2. Do the following:
 - a) Make a bait and set a mouse trap; catch a live mouse to show that the trap works.
 - b) improvise a fly swatter. Name two or more diseases known to be carried by flies from one person to another.
 - c) Describe two or more methods of destroying the breeding places of mosquitoes. Know at least the name of a modern insecticide and how it is used to destroy flies, mosquitoes, and other harmful insects.
 - d) Destroy completely two kilos of “green” garbage over the embers of an outdoor cooking fire.
3. Tell or explain the following:
 - a) What health requirement his community enforces in the sale of meat, fish, fruits and vegetables, and cooked food, etc.
 - b) How he may cooperate with the health authorities in preventing diseases in his home and community.
 - c) Five simple rules for preventing the spread of communicable diseases during and following a person's illness.
4. Do the following:
 - a) Dig a straddle trench latrine and ‘cat’ hole latrine. Then fill in and leave in proper condition.

- b) Presents a diagram of an “*Antipolo*” type or some other type of sanitary toilet for home use. Help construct one in his own home, if necessary.
- c) Explain two purposes of physical ‘recheck’ examination given to Scouts by a medical doctor when they arrive in a council camp.
- d) Filter one full canteen of muddy water using materials he carries or can find in camp.
- e) Make one-half of the water safe by using a suitable chemical, and the other half by the use of heat.

5. Name some diseases against which he has been immunized by vaccination or other methods and explain how the immunization works. Tell what vaccine is given to persons going abroad.

Public Speaking



1. Give an original talk of not less than five minutes from notes or complete text, to an audience of at least twenty five persons on some phase of Scouting.
2. Read a selection of 500 or more words, to show his ability to read at sight material he has never seen before.
3. Describe clearly and simply a technical process, game, science experiment, or instructions for making an article or handicraft.
4. Talk extemporaneously for at least five minutes on a subject of interest to the Scouts, chosen for him by the Counselor, such as reporting on a camping trip, telling about an accident in which the Scout performed first aid, reciting a funny anecdote, etc.

Rabbit Raising



1. House properly a litter of rabbits from the mating of the doe until marketing time for the litter.
2. Explain the use of this breed and know about one breed used for meat, one for fur and one for wool.
3. Keep a breeding record, a feeding schedule, and a financial record of the rabbits he has raised.

Radio



1. Learn the safety precautions necessary in the building, repairing, and testing of radio equipment, and in the erection of transmitting and receiving antennas.
2. Do the following:
 - a) Demonstrate correct soldering techniques suitable for the wiring of radio equipment.
 - b) Show how to avoid heat damage to transistors and other small parts during soldering.
 - c) Explain why rosin-core solder is used rather than acid-core solder in the building of equipment.
3. Do the following:

a) Draw 10 schematic symbols commonly used in diagrams of radio receivers, radio transmitters, or audio-frequency equipment.

b) Explain in general terms what each of the parts represented by the schematic symbol does.

4. Using the knowledge gained from the first three questions, build from individually purchased parts or from a kit at least one piece of radio equipment using a vacuum tube, transistor, or diode (including selenium, germanium, or silicon rectifiers). Demonstrate the equipment for the Counselor to show that it works correctly and to show that the wiring is safe, correctly soldered, and reasonably neat.

(Acceptable equipment includes a portable radio, shortwave receiver, amateur transmitter, hi-fi amplifier, AC-DC multimeter, vacuum-tube voltmeter, FM tuner, shortwave converter, tube or transistor code-practice set, and similar apparatus. Because they are usually too simple, crystal radios, buzzer-type code sets, and continuity testers would not be considered acceptable.)

5. Demonstrate the ability to send and receive the Morse Code by ear for at least one (1) minute at the rate of at least five words (25 letters) per minute without any errors.

(Holders of unexpired amateur licenses of any class, issued by the National Telecommunications Commission are exempted from this requirement.)

6. Do the following:

a) Name and explain five of the common “Q” codes/signals and five common abbreviations used by radio operators.

b) Explain how amateur radio operators prepare to handle emergency messages during floods, typhoons, earthquakes, and other similar disasters.

7. Investigate job opportunities in radio. Discuss these with your Counselor. Tell what job, if any, would interest you and what training is advisable in preparing for it.

Reading



1. Have read at least 12 books as approved by Counselor within the past year (not more than three of these from school outside reading requirements). The 12 books should include at least one each from three of the following classifications – fiction, adventure, Scouting, biography, technical or scientific reading, travel, poetry, or books on hobbies. Present list of books read and authors.

2. Indicate the places in his community, province, or city from which he may borrow, rent or purchase books, and present a library card or other evidence to show how he secured the books in Requirement No. 1.
3. Develop a satisfactory bibliography from public or school library index, from publisher's catalogues, government lists or other sources, on one of his hobbies or special interests, and include at least two of these among the twelve books read in Requirement No. 1.
4. List the books he owns as a start towards a personal library and tell how he acquired them.
5. Report on newspapers or news magazines he reads to keep posted on current events.
6. Be a subscriber or a regular reader of a magazine for at least the preceding six months. Report any other magazines read.
7. Locate and deliver reading matter to some shut-in or sick person; or help someone find books on his hobby; or render service to his school or public library; or perform some similar service.

Reptile & Amphibian Study



1. Make sketches from his own observation, showing markings and color patterns of five reptiles and three amphibians found in his province and record the habitat and habits of each species.
2. Know approximately the number of species and general distribution of reptiles and amphibians in the Philippines.
3. Describe how reptiles and amphibians reproduce themselves.
4. Give ten (10) superstitions about snakes and correct explanation in each case.

5. Identify five (5) poisonous snakes and lizards found in the Philippines, and describe their habits. Name those found in his own province. Demonstrate first aid treatment for snake bite.

6. List ten (10) reptiles or amphibians useful to man either as food or in controlling insects or rodent pests, and state how food is taken. List food habits of each species. If there are laws for their protection, tell reasons why they are protected.

7. From actual observation, describe how reptiles move forward. Describe the functions of the muscles, ribs, and belly plates.

8. Describe the outstanding differences between (1) alligators and crocodiles; (2) toads and frogs; (3) newts and the other species of salamanders; (4) salamanders and lizards.

9. Maintain in a terrarium, aquarium or properly constructed cage, one or more reptiles or amphibians for at least a month, recording the food accepted, the method employed in eating, changes in color or skin shedding and general habits during this period OR Keep the eggs of one amphibian or reptile from the time of laying until hatching, and record the length of time required for hatching and method of hatching.
(Note: The Scout should use non-poisonous reptiles or amphibians only in fulfilling this requirement.)

10. Go out at night and identify three kinds of toads or frogs by their voices. Stalk each with a flashlight and discover how each sings. and from where (water, in tree, etc.). Imitate for Counselor the song of each OR, Take a recognizable photograph of a turtle, a snake, and an amphibian. Photographs must be from living specimens.

Rizal Lore



1. Satisfy his Troop Leader and parents that he has done the following:
 - a) Participate willingly in Patrol or Troop activities or any project honoring the memory of Dr. Jose Rizal.
 - b) Assist in any project sponsored by a nationally recognized Rizal organization.

2. List twelve character traits of Dr. Jose Rizal that he should emulate. Relate at least seven incidents in Rizal's life to illustrate each of these character traits.

3. Write a short biography of Dr. Jose Rizal in his own words and submit this for approval to his Merit Badge counselor. The Rizal biography should include the following points:

- a) Date and place of Rizal birth
- b) Name of Rizal's mother, father, brothers, and sisters
- c) How Rizal got his name
- d) His school and university education
- e) His writings and achievement in life
- f) His martyrdom and its significance

4. Do the following:

a) Read any of Rizal's literary works and relate this to his Patrol or Troop during a regular meeting. Explain the significance of this literary work that he has chose from among the following:

[1] *Noli Me Tangere* (1887)

[2] *El Filibusterismo* (1891)

[3] *Liham sa mga Kababaihan sa Malolos* (Rizal's Letter to the Women of Malolos – 1889)

b) Recite from memory one of the following poems written by Rizal:

[1] *Ang Ating Inang Wika* (*Sa Aking Kababata* – 1869)

[2] *Al Niño Jesus* (To the Child Jesus – 1876)

[3] *A La Virgen Maria* (To the Virgin Mary – 1880)

[4] *Mi Ultimo Adios* (My Last Farewell – 1896)

[5] *A La Juventud Filipino* (To the Filipino Youth – 1879)

[6] *Himno a Talisay* (Talisay Hymn – 1895)

[7] *Himno al Trabajo* (Labor Hymn – 1885)

[8] *El Canto de Maria Clara* (*Ang Awit ni Maria Clara* – 1887)

5. Do ONE (1) of the following:

a) Take part in a public dramatic presentation of the life of Rizal or a dramatization of any of his literary works.

- b) Visit the Rizal Shrine at Fort Santiago and the Rizal Monument at the Luneta.
- c) Visit the Rizal Shrine in Calamba, Laguna.
- d) Visit the Rizal Shrine in Dapitan, Zamboanga del Norte.

6. Make a scrapbook on Rizal depicting the following:

- a) His travels to other countries showing maps, routes travelled, and other clippings and photos about them. Using one or more pages for each country and his friends in each country he visited.
- b) The versatility of Rizal in various vocations or professions, i.e., as a physician-surgeon; as a writer; as an artist; as a scientist; as a linguist, etc.
- c) A pictorial essay on the life of Rizal.
- d) Rizal on stamps, currency, products, etc.; Rizal monuments in various places.
- e) Quotations and famous sayings of Dr. Jose Rizal.
- f) Rizal's works in painting and sculpture.

Ropework



1. Explain the following:

- a) The development of ropes
- b) Kinds of rope and their uses
- c) How to take care of ropes
- d) The weakening effects of knots

2. Show how to tie the following knots and explain thier uses:

- a) Square Knot
- b) Fisherman's Knot
- c) Sheet Bend (Weaver's Knot)

- d) Slippery Sheet Bend
- e) Double Carrick Bend
- f) Two Half Hitches
- g) Timber Hitch
- h) Clove Hitch
- i) Bowline
- j) Man-harness Knot
- k) Packer's Knot
- l) Sheepshank
- m) Bowline on a Bight
- n) Scaffold Hitch
- o) Tautline Hitch

3. After showing how to tie knots in Requirement No 2., Submit a knot board to his Counselor showing all the knots.

4. Show and explain the knots to be applied in making the following:

- a) Constructing a pergola
- b) Arches and gateways
- c) Repairing the broken leg of a chair
- d) Tying bundles of firewood

5. Make a 20-foot rope ladder with wooden rungs.

Safety



1. Make an inspection of his home using a safety checklist by his Troop Leader/Outfit Advisor and Counselor. Tell what hazards he found, why they are hazards, how they can be removed.
2. As a result of the inspection, list down ten (10) safety rules to be observed in his home.
3. Do one (1) of the following:
 - a) Take active part in the safety work in school over a period of at least 10 weeks, at all time doing his best by example and attitude, to interest his schoolmates in safety activities, OR
 - b) Build a cabinet for the safe and proper storage of medicines and poisons or a suitable play pen for a baby, OR recommend a safety device for home or Troop/Outfit and with the approval of the Counselor, make such a device.
4. Show or tell:
 - a) How he would make himself visible while walking on the road at night; on which side of the road he should walk, day or night, and why.
 - b) A good knowledge of local traffic regulations and basic rules of the road.
 - c) The correct way to carry a full-sized bolo.
 - d) How to handle, carry, and store safely various kinds of farm tools in the home or shop.
 - e) His familiarity with, and ability to operate, common types of fire extinguishers.
5. Submit and comment on newspaper accounts which he has gathered within the past three months, describing at least three kind of accidents due to any one of the following causes:
 - a) Getting on and off moving vehicles.
 - b) Crossing streets or highways.
 - c) Reckless driving.
 - d) Failure to observe traffic laws.
6. Explain in discussion with his Counselor or dramatize with members of his Patrol, what he considers as the main hazards involved in:
 - a) Modern transportation
 - b) Industry
 - c) Recreation
 - d) Home
7. Tell how to deal safely with the following:

- a) Wire dangling from an electric line
- b) Safe storage and use of gasoline
- c) Running engine in a closed garage
- d) Three ways of turning on a fire alarm, citing the best local method and giving the exact location of the fire alarm nearest to his home, school and Troop meeting room, and danger of firecrackers.

8. Explain in discussion with his Counselor how he can contribute to the safety of his own self, his family and his community, as proof of his understanding and appreciation of SAFETY.

Salesmanship



1. Make a report of what happens to an article of merchandise from each of five retail stores from the time it leaves the manufacturer until it reaches the consumer.
2. Explain the value of a salesman between manufacturer and distributor, between distributor and retailer, or between manufacturer and retailer.
3. Sell a definite quantity of merchandise, the total sales value of which is in excess of P200.00, and relate his selling experience, including the methods he used to influence people and how he overcame "sales resistance."
4. Explain the part or importance of selling in business.
5. Explain how ideas are formed and how a salesman can lead a customer to decide to buy.
6. Do the following:
 - a) Sell at a profit something he has made or grown. Keep the necessary records to enable him to fix the right selling price and tell how much profit he has made.
 - b) Obtain and hold for three (3) months, a selling job after school hours, Saturday afternoons or

vacations.

- c) Visit a business concern and learn how its product is sold. Describe the selling process. Take with him at least ten (10) questions prepared in advance.
- d) Name five fundamental requirements of successful salesmanship.
- e) Visit a successful salesman in his community and find out what he thinks of selling as a lifework. Write in 500 words or more his conclusions of what the salesman tells him of salesmanship as a lifework.

7. Explain the following:

- a) "Everyman is a salesman. He must sell himself his time, his ideas, his service."
- b) Why truthfulness about an article is one of the outstanding requirements of good selling.
- c) What it is that every salesman sells to his employer.
- d) How courtesy to prospective customers aids selling.

8. Compare two typical stores and give the points where the one excels the other giving the reasons for such superiority, basing his comparisons on:

- a) Store location
- b) Store appearance
- c) Store capital as seen in goods offered for sale
- d) Attitude of sales people
- e) Prices
- f) Other factors

Scholarship



1. Have been in attendance at school (elementary, high, evening vocational, or night school) for a period of at least one year.
2. Present evidence from his teacher or principal that during this period, (a) his attendance has been

satisfactory, (b) he has had an average of 82, and (c) with no grades below 75 in any subject.

3. Present evidence that he has taken a satisfactory part in the life of his school.

4. Give evidence of at least five instances where his school training has been of value to him in Scouting and other activities or interest outside of school.

5. Give evidence that he has made use of educational resources other than those of his school for self-education.

6. Present evidence that his behavior, leadership and service have been better than average.

Sculpture



1. Make a shaded drawing in pencil or charcoal of cylindrical objects grouped together a little below the eye level.

2. Model in clay or soap one example of Greek or renaissance ornament from a cast or model.

3. Make a copy in clay or soap (size optional) of an antique statue, such as a head, a hand or a foot.

4. Make a study in the round of an animal, preferably a carabao.

5. Reproduce the Scout Badge in clay and finish in plaster of Paris.

NOTE: If the medium chosen by applicant in Requirement No. 2 above is clay, the material to be used in Requirement No. 3 should be soap, and vice-versa.

Seamanship



1. Demonstrate the correct way of (a) whipping, (b) coiling, and (c) flinging a rope using at least a 1-inch circumference rope. Describe the characteristics of three (3) different types of rope commonly used by seamen.

2. Using at least a 1-inch circumference rope, make:

- a) At least three (3) kinds of knots used by seamen
- b) Two (2) bends
- c) Two (2) kinds of hitches
- d) A short splice

Explain the practical uses in seamanship of each type or the knot, bend, hitch, and splice demonstrated.

3. Demonstrate on sail cloth the use of palm and needle and in making:

- a) A herring-bone stitch and
- b) Both flat and round seams

4. Demonstrate:

- a) Making a line fast to a cleat, ring-bolt and file;
- b) A simple whip;
- c) A single block tackle; and
- d) A double block tackle.

5. Describe and explain the uses of:

- a) A snatch block; and
- b) A Becket.

6. Do any four (4) of the following:

- a) Box the compass to 32 points. Explain: (1) the quarter point and degree systems; (2) compass deviations; and (3) compass variations. Know the importance of the North Star to seamen.
- b) Have a working knowledge of: (1) weather and tides, and (2) coast and geodetic survey charts. Understand buoyage system as used on coastwise harbors, rivers, and bays.
- c) Describe: (1) at least 2 kinds of anchors and (2) the uses and outstanding features of a lead line.
- d) Know what lights and other equipment are required by law for:
 - [1] a power-driven pleasure boat of class 2;
 - [2] a power-driven motor boat under 26 feet; and
 - [3] sailing vessels.
- e) Understand proper flying of the ensign, jack, and two (2) other flags commonly used on commercial or pleasure craft.
- f) Know: (1) what the danger sector is when two vessels are approaching; (2) what signals are used when a vessel is passing: to left, to right; a sailing vessel lying at anchor in fog; a power-driven vessel; and (3) two types of distress signals commonly used at sea other than the radio.
- g) Do the following: (1) Fully dressed (in shoes, trousers, and jumper or coat), jump overboard in deep water, undress and, accompanied by a boat, swim 100 meters under supervision of his Counselor and (2) Demonstrate the proper use of a lifebelt and a lifebuoy.

7. Do the following:

- a) Handle a rowboat (1) with a pair of oars; and (2) with a single oar (sculling).
- b) Do the following: (1) Launch and land a rowboat or *banca* properly from and to shore; and (2) Bring rowboat or *banca* alongside a pier, properly assist a passenger into boat, row 20 meters, come back to pier and assist passenger safely and properly from boat; and
- c) Handle correctly some type of boat, under sail on all points of sailing, getting underway, reeling, docking, and anchoring.

Signaling

1. Send and receive a message in the International Morse Code, by buzzer or other sound device, at a



rate of at least 5 words per minute.

2. Show his ability to send and receive a message in the International Morse Code by wigwag, blinker or other light signaling device, at the rate of at least five (5) words per minute.
3. Know the proper application of the International Morse Code; when, where, and how it can be used to best advantage.
4. Describe briefly various other codes and methods of signaling which are in common use.
5. Within a period of three months, log 15 radio contacts showing details of date, time, call sign, signal strength, readability, and location.
6. Tell in discussion with the Merit Badge Counselor his experience in Radio Scouting communication as to:
 - a) Rules and regulations affecting radio communications;
 - b) Nature of Radio Scouting communication both in local and foreign contacts; and
 - c) Fundamental theories involved in the operation of a radio transceiver.

Snorkeling



1. Earn the Swimming merit badge.
2. Explain the rules in skin diving.
3. Present and explain to his Counselor the basic equipment for skin diving.
4. Do the following:
 - a) Sink basic equipment in deep water of swimming pool. Dive for each item in turn and fin at

surface.

- b) Fin 150 meters, surface during every 20 meters (i.e., 6 times).
- c) Perform three rolls forward, three rolls backward (breath may be taken between rolls).
- d) Fin 15 meters under water. Hold breath for 20 seconds under water.
- e) Fin 30 meters wearing 4.5 kilograms weight. Release weight belts in deep water; remove mask.
- f) Fin 30 meters face submerged, using snorkel tube and mask, finish at deep end; replace mask, surface dive, recover and refit weight belt. Give signal “I am OK.”

Soil and Water Conservation



1. Define what is soil. Explain how soil is formed. Explain the importance of conserving soil.
 - a) Collect and identify various kinds of rocks from which soil is formed.
 - b) Present samples of three classifications of soil, sand, silt, and clay. Explain their relationship with water.
 - c) Explain and show why soil conservation is important to soil fertility.
3. Demonstrate and explain any three (3) of the following:
 - a) Why organic matter called “humus” is important to soil.
 - b) How living organisms like earthworms, play an important role in conserving soil.
 - c) Beneficial effects of compost heap when added to soil.
 - d) How indiscriminate burning of grass and leaves of trees or plants and *kaingin* cause soil erosion.
 - e) Name three kinds of soil erosion, describe each and how they can be prevented or controlled.
 - f) What is a gully (or *dongas*). Describe how a gully could be healed.
4. Make a drawing showing the water cycle and explain why a disturbance in the water cycle is a threat to man.
5. Show and explain any three (3) of the following:

- a) The importance of water to man.
- b) The disastrous effects of water pollution to man.
- c) How water is polluted in rivers or streams. What pollution does to fish and wildlife, swimming, water for homes, farms, and factories.
- d) The three steps of waste water treatment.
- e) What is a watershed? How removal of vegetation will affect the way water runs off a watershed.
- f) At least five (5) ways of conserving water.

Surveying



1 Do one:

- a) From an initial point, measure by tape a range line north 100 meters and south 100 meters. Using the same initial point and procedure, establish a baseline east 100 meters and west 100 meters. Locate the main features of the area by compass readings and pace measurements from one or more stations along the range or base lines.
- b) Establish the corners of a lot described as follows: from a point of beginning; thence running (1) north $16^{\circ} 30'$ minutes east, 17.8 meters, thence (2) north 77° east, 20.5 meters; thence (3) south $49^{\circ} 30'$ east, 22.4 meters; thence (4) south 55° west, 30 meters; thence (5) north 60° west, 20 meters to the point of beginning. The error of closure must not exceed 1.5 meters. Locate the main features of the lot by compass readings and pace measurements from its corners.

2. From the field notes gathered for Requirement No. 1, draw a map to convenient scale. Submit a neatly drawn copy of the map to the Counselor.

3. Use the initial point or point of beginning as a bench mark with an assumed elevation of 30 meters to determine the elevation of four other points.

4. Without traversing a distance of approximately 100 to 1,000 meters, determine its length by proper surveying methods; then tape the distance. Your figure must be within 5% of the taped measurement.

5. Determine the height of a point by accepted surveying methods that can be checked by raising or lowering a tape. Your figure must be within 5% of the taped measurement.

6. Discuss with the counselor the development and importance of surveying.

Swimming



(These tests must be performed before a Counselor who is a recognized swimming instructor of the Boy Scouts of the Philippines Aquatic School).

1. Swim 100 meters in good form using the following strokes for at least the distance specified:
 - a) Side-stroke – 20 meters
 - b) Elementary back stroke – 20 meters
 - c) Breast-stroke – 60 meters

2. Surface dive in two meters in water and recover an object from the bottom.

3. In water, two (2) or more meters deep, while fully dressed, remove trousers, tie an overhand knot on the bottom of each leg, inflate trousers and float motionless for one (1) minute using the inflated trousers as buoys; or while dressed as above, tread water, inflate shirt and float motionless for one (1) minute.

4. Rest motionless in the water, or as nearly so as possible, at any angle, for one minute.

5. Enter water without sound, swim silently without splash for fifteen (15) meters (with breast stroke or dog paddle), leave water without sound.

6. While swimming, submerge quickly (using both surface dive jack-knife and duck dive and feet first method), swim three strokes forward under water, return to the surface and at signal, repeat three (3) times.

7. In deep water, remove street clothes and swim forty (40) meters. *(NOTE: Include socks, shoes, trousers, shins, sweater or sweatshirt)*

Tailoring



1. Show how to (a) operate (b) thread and (c) take care of a sewing machine.
2. Identify and tell the uses of the following basic tools for tailoring: tape measure, tailor's square, scissors, tracer, tailor's chalk.
3. Name the different parts of a pair of trousers and a casual shirt.
4. Do the following:
 - a) Show how to take the measurements for making pajamas and athletic pants.
 - b) Draft the patterns and make a pair of pajamas or athletic pants.
5. Explain why certain fabrics should be soaked first in water and drip dried preparatory to cutting the cloth.
6. Explain what is sanforized cloth.
7. Repair or remodel one (1) of the following:
 - a) Worn out collar
 - b) Too short or too long trousers
 - c) Tight or loose trouser waistline

Team Sports



1. Explain sportsmanship. Tell why it is important. Give several examples of good sportsmanship in sports. Relate one of these to everyday citizenship off the sports field.
2. Take part for one full season as a member of an organized team in ONE of the following sports: baseball, basketball, bowling, soccer, softball, swimming, tennis, track and field, volleyball, (OR any other recognized team sport approved in advance by the Counselor, except boxing and karate.)
3. Take part in ONE of the following sports on a competitive basis in two organized meets or tournaments: archery, badminton, bowling, cycling, judo, orienteering, swimming, table tennis, tennis, track and field (OR any other recognized sport approved in advance by the Counselor, except boxing and karate).
4. Make a set of training rules for the sport selected. Tell why these rules are important. Follow these rules.
5. Design exercises for these sports. Keep a record of how you do in these sports for one season. Show how you have improved.
6. Show proper techniques in the two sports selected.
7. Explain the attributes of a good team leader and a good team player.
8. Draw diagrams of the playing areas for the two selected sports.
9. Explain the rules and etiquette for the two selected sports. List the equipment needed. Describe the protective equipment needed and tell why it is needed. Tell what it does.

Tree Farming



1. Point out fifteen (15) different species of trees or wild shrubs in the field and tell their names and chief use. (If fewer than fifteen (15) kinds grown locally, identify and tell their uses.)
2. Tell the value of forests in protecting soil and building fertility, regulating the flow of water, wildlife management, and as recreational areas. Tell from what watershed or other sources his community obtains its water.
3. Describe briefly the part that forest products play in our everyday life.
4. Take part in his town or community tree farming activities. Give the meaning of forest management.
5. With its supervisor, visit a public or private forest area or watershed and write a 300-word report on how the area is managed to grow repeated crops of trees to protect the watershed, support wildlife, or provide other services and benefits.

Weather



1. Show that he knows the composition of the air, referring to both constant and variable elements of the air, and what functions each performs.

2. Tell how the following are formed: moisture, fog, hail, rain, and snow.
3. Explain the electrical and optical phenomena in the air, such as rainbows, mirages, looming, halos, lightning, and thunder. Describe as many of the above as he has seen.
4. Describe the use and how to read a barometer, thermometer, anemometer, hygrometer, and rain gauge. Make a simple weather vane. Be conversant with storm/weather signals.
5. Do one the following:
 - a) Write a simple statement on the climate of the Philippines.
 - b) Tell the value of weather prediction. Write a brief account of the Philippine Atmospheric Geophysical and Astronomical Services Administration (PAGASA), stating what daily, weekly, or monthly publications are prepared and distributed by it. Be able to interpret the chart and graphs contained in these publications.
 - c) Keep a daily record for a month of the following: dew or fog in the morning; at a specific hour each day, the direction and force of the wind; the temperature and the kinds of clouds (if any) in the sky.
6. Name some places where, during severe thunderstorms, the danger from lightning is great, some places, where the danger is small.
7. Show a knowledge of the causes and usual origins and trajectories or paths of typhoon in the Philippines.

Wildlife Conservation



1. Have a knowledge of the history, development, and management of wildlife conservation in the Philippines.
2. With the approval of his Counselor, study one tropical wildlife community.

3. Take two hikes within the area and do the following:
 - a) List the most commonly found plants and animals.
 - b) List three kinds of soils and most commonly found rocks.
 - c) Describe the springs, streams, lakes, and other bodies of water.

4. Tell how temperature, wind, rainfall, altitude, geology, tide, wild or domestic animals, or man help make the selected area what it is. Tell what is meant by plant succession. Tell what successions have taken place in the selected area in the last hundred years. Tell what will probably happen in the next hundred years if the area is undisturbed by man.

5. Do two (2) of the following:
 - a) Identify six (6) species of wild mammals.
 - b) Find in the field the signs of the six (6) species of wild mammals.
 - c) Make plaster casts of the tracks of three (3) wild mammals or photograph two species of wild mammals.

6. Visit a wildlife refuge or managed area or fishing waters. Interview the resident manager. Write at least 200 words on what is being done to improve the area for fishing, bird, and/or animal wildlife.

Wood Carving



1. Name at least six (6) species of Philippine woods suitable for woodcarving. Explain why each species is good for carving purposes.

2. Do the following:
 - a) Name and identify at least four (4) hand tools used in woodcarving and tell the uses of each.

b) Following fundamental steps, sharpen at least one (1) woodcarving tool.

3. Draw at least two (2) simple designs for woodcarving with a Philippine motif, one in half relief and the other in full relief; or make and submit one simple carved article in wood using low relief or incised carving, such as book ends, tray, small chest, or jewel box.

Woodwork



1. Describe briefly how timber is grown, harvested, and milled and how lumber is cured, seasoned, graded, and sized. Collect and label sample blocks of six kinds of wood useful in woodworking; describe the chief qualities and best uses of each.

2. Demonstrate proper care and use of all woodworking tools and equipment which are owned or are permitted to use at home or in school. Sharpen correctly two edge-cutting tools.

3. Make a useful article of wood which calls for the use of saw, plane, hammer, and brace and bit. Cut parts from lumber which you have measured and squared correctly according to working drawings.

4. Submit, for approval of the Counselor, a working sketch of a carpentry project, along with a list of materials needed. Complete the project and submit a report of time spent and cost of materials.

5. Do any two of the following projects:

a) Make a working drawing of some article requiring (1) beveled or rounded edges, or curved or incised cutting; and (2) miter, dowel, or mortise and tenon joints. Construct the article.

b) Make an article for which you have to turn duplicate parts on a lathe.

c) Make a cabinet, storage box, or some other article with a door or lid attached with inset hinges.

d) With other members of your patrol or troop, take part in a project of making and repairing wooden toys for needy children; or help carryout a carpentry service project in your community.

e) Build a miniature, accurate scale model of a house or other frame structure.

f) Talk with a skilled cabinetmaker or carpenter and find out what are the job opportunities and conditions (required training, apprenticeship, work hours, pay rates, etc.) for woodworking craftsman in your locality.

World Brotherhood



1. Have an elementary knowledge of the geography, history, custom, and characteristic of people of at least three countries other than his own.

2. Correspond regularly for a period of not less than six months (write at least three letters and receive at least two replies) with a Scout of another country.

(This project may be done individually or as part of a Troop "link-up." Request for contacts with overseas Scouts may be made with Boy Scout of the Philippines, National Office, Manila.)

3. Give an informative talk of at least 3 minutes duration to the members of his Patrol or Troop on the interests and knowledge gained by corresponding with or visiting a Scout from another country.

4. Do the following:

a) Tell in his own words how the Scouting Movement began. Point out on a world map the five Scouting regions and identify at least thirty countries which have Scouting.

b) Describe and demonstrate at least three ways by which Scouts from various countries can recognize one another (e.g., by similarity in uniforms, insignias, badges, oath and law, motto, sign, handshake, etc.)

c) Explain the organization and operation of the World Scout Movement (Conference, Committee, and Bureau).

5. Do any three (3) of the following:

a) Identify the flag of the United Nations and those of at least twelve member-countries.

b) Read the preamble of the Charter of the United Nations; outline in his own words the purpose of the United Nations organization as set forth in Chapter I of its charter.

- c) Describe the work of the specialized agencies of the United Nations.
- d) Read the Universal Declaration of Human Rights and list at least five rights directly related to himself and his family.

6. Do any three (3) of the following:

- a) Take part in some practical activity of an international character such as the collection or distribution of relief supplies, the reception and entertainment of visitors from overseas, or assist in a project of a non-partisan organization to promote world brotherhood.
- b) Camp at least five days with Scouts of another country either in his own or in a foreign country. Keep a log book covering the event and note down his impressions. Show that he has a fair understanding of the culture, customs, and characteristics of the Scouts he had camped with.
- c) Carry on a conversation with another person in a foreign language for at least live minutes; translate at least 100 words of that language given by the Counselor.
- d) Keep an album or scrapbook for at least one year depicting activities of another country.
- e) Relate briefly to the members of his Patrol/Crew or Troop/Outfit the history of Scouting of three member-countries of World Scouting. Draw their Scout Emblems.

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CONTRATULATIONS TO ALL!

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Secretary General
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