

In administering the KID Scouting program, the Langkay Leader takes training and trains leaders and parents and leads the fortnightly Langkay and parents' meetings. He also manages the financial and equipment needs of the Langkay.

“ A Good Leader is not one who can do the job of 10 men, but one who can have 10 men do the job.”

3. PROGRAM

KID Scouting develops a sense of responsibility in the home and in the institution through training in moral and social values. It develops skills relevant to the KID Scouts' daily lives. It also enhances leadership skills that will make them useful members of the family and the institution at large.

The program for Langkay activities is not merely handed out by the Langkay Leader, but is discussed and developed by all Langkay and Assistant Langkay Leaders. The program evolves in many aspects concerning KID Scouting's system of progressive self-education, to be achieved as a result of a combination of elements, which in KID Scouting, are:

1. *The KID Scout Ideals.* The Ideals, specifically the Promise and Law, contribute to the boy's sense of belonging to something special. The Ideals remind the boy of his membership to an organization that builds his character and teaches him the duties of good citizenship.
2. *Learning By Doing.* Lord Baden Powell systematically emphasized that “a boy is always ready to do rather than to digest.” A program which is not based upon the concept of learning by doing cannot be considered a Scout program.
3. *Membership In The Langkay.* Membership in the Langkay satisfies the boy's need to belong. Together with other KID Scouts the boy participates in activities that develop leadership and fellowship skills.
4. *Home- And Institution-Centered Activities.* KID Scouting activities are done at home with the boy's family – the natural place for a young boy to be – or in the institution, with the leaders. The KID Scout attends meetings and participates in activities that are geared towards the attainment of the objectives of KID Scouting.
5. *Parent Involvement.* Parents help the boy with his activities. The family provides the opportunity for the boy to accomplish specific requirements.
6. *The KID Scout Uniform.* The uniform makes the KID Scout different from other boys. It also satisfies his need to belong. The uniform likewise makes him conscious of the things he must do to be a KID Scout.

4. COOPERATION

The Langkay Leader is the leader of the first of five phases of the whole Scouting Program, and will want to cooperate very closely with other leaders – the Kawan Leader in particular. The Commissioner can help the Langkay Leader and Kawan Leader cooperate on KID Scout graduation, activities, etc.

Cooperation with the Institution. The institution forms a Langkay Committee which is composed of

three or more adults (usually parents) and designates one as chairman. It appoints an Institutional Representative (IR), who is its official representative, and therefore has direct contact with the institution, and the institution in turn has direct contact with the District Scouting Committee and the Local Council. The Institutional Representative informs the institution of the activities and accomplishments of the Langkay. The Langkay Committee should therefore submit an annual report of the activities so that the Langkay Committee Chairman or Institutional Coordinator can make a progress report of the activities of the Langkay during the regular meetings of the institution.

Cooperation with the Langkay Committee. The Langkay Committee is usually made up of parents from the Langkay. They give the necessary support/cooperation that the Langkay need. They have to be informed of the needs, and all of these can be done during the monthly Langkay meeting.

Cooperation with the Assistant Langkay Leaders. The Langkay Committee appoints Assistant Langkay Leaders upon the recommendation of the Langkay Leader. The Assistant Langkay Leaders should be the type with whom the Langkay Leader can work best. Both Assistant Langkay Leaders should preferably be parents of KID Scouts.

In the absence of the Langkay Leader, the Assistant Langkay Leader should be able to lead the Langkay. Thus, it is wise for one of the Assistant Langkay Leaders to be the type of person who can take over responsibilities should it be necessary to do so. Assistant Langkay Leaders are the right-hand men of the Langkay Leader. They may be asked to carry out whatever duties may be assigned them. However, it is best if the Langkay Leaders work as a team.

The cooperation made by the Assistant Langkay Leaders are divided, to wit;

- One Assistant Langkay Leader may take charge of all records, such as individual records of KID Scouts, etc.
- The other Assistant Langkay Leader may work with the Langkay Leader on program planning.

Cooperation with other Scout Units. If the Sponsoring Institution also sponsors other units, e.g. Kawan, Troop, Outfit or Circle, the Langkay Leader should be in touch with the Kawan Leader, Troop Leader, Outfit Adviser, Circle Manager, and other leaders. The Langkay Leader will be working with the same boy at different stages of his development and can help them become better acquainted with the boy. The Kawan Leader will be interested in what the Langkay is doing because the Langkay Leader will be preparing the boy to become a KAB Scout. And in the long run, the Kawan Leader will continue the work the Langkay Leader has started. If the Sponsoring Institution does not have other units, it might be a good idea to suggest that it gets a Charter for a KAB Scout Kawan. Then the KID Scouts could continue in Scouting under the institution's leadership.

5. MEMBERSHIP AND REGISTRATION

The membership requirement for KID Scouting is 12 to 18 members, age 5 to 6-1/2 (Kindergarten) years old. The KID Scout must be able to show proof of obeying his parents/guardians, able to recite the KID Scout Promise and Law, and accomplishes task assigned by the Leader.

The KID Scout has to have a sense of responsibility in the home and in the institution through training in moral and social values, skills relevant to his daily life, and skills that will make him self-reliant and a useful member of the family and the institution.

6. RECORDS AND FINANCES

Langkay administration entails among other things, attention to records. The Leader needs to keep Langkay records so that he/she knows at all times data about the Langkay and the KID Scouts, e.g. attendance, activities, finances, and progress.

There are official records that will be supplied by the Boy Scouts of the Philippines. In addition, the leader might develop his/her own records based on his/her own needs.

The responsibility for record keeping might be given to specific leaders in the Langkay. The Langkay treasurer should be responsible for the financial record; the Langkay secretary can be given the task of keeping the other Langkay records; the Assistants should keep the individual KID Scout records.

Suggested records that might be kept are:

1. Langkay Meeting Program – This will guide the leader on what to do during the Langkay meeting. Even if the meeting is loosely structured he/she should still plan for it. The programs may be filed for reference in future program planning.
2. Advancement Report – The Assistant Langkay Leader should keep this up to date at each Langkay meeting and report it to the Langkay Leader at the Leaders' meeting. It may be submitted to the person in charge of records.
3. Individual Kid Scout Record – This contains information about each KID Scout: attendance at Langkay meetings, dues paid, personal and family data, achievements, and advancement.
4. Langkay Record Book – This is the Langkay's most complete record. It contains details on advancement, activities of the Langkay, attendance, and finances.
5. Langkay Financial Record – This is a supplement to the Langkay Record Book. It contains details on income and expenditures, budget, roster, and dues. This should be kept by the treasurer.
6. Application: for a Langkay Charter – This is used in registering the Langkay. It includes the application of the chartered institution, action of the Langkay committee, and a roster of KID Scouts.
7. Additional Enrollment of KID Scout —If a boy joins the Langkay after the Application for a Langkay Charter has been filed, his name can be listed in this form and sent to the local council with the necessary fees.
8. Application for Adult Registration —This form is used for an adult registering as a leader or committeeman other than at charter renewal time.
9. Application to Join a Langkay – This is filled up by a boy who wishes to become a KID Scout. It is signed by the parents or guardians.

Financing The Langkay

A sound financial system for the Langkay involves three steps:

- a. Preparation of a budget.
- b. Establishment of a revolving fund to meet immediate financial needs.
- c. Regular fortnightly payments of a small agreed-upon sum by each KID Scout.

A Langkay should be solid financially in order to keep operating. A budget helps the Langkay towards this direction. Regular income can be established by the payment of fortnightly dues at each Langkay meeting.

The budget is discussed during the Langkay Committee meeting. During this meeting the amount each KID Scout needs to pay during each meeting is discussed. How much can the KID Scout save weekly? This should not be a burden and yet should make the KID Scout feel that he contributes a fair share. Decision should also be made on what to include in the budget.

The budget should be approved by the Langkay Committee, after- which the treasurer becomes responsible for its operation with the help of the Langkay Leader and his Assistants.

The budget is then presented to the KID Scouts and their parents for a frank discussion and final adoption. The parents should understand that this does not only entail collecting funds, but that it provides an opportunity for a real experience in thrift for their sons.

Items to be considered in the budget are the following:

Reregistration – The boy should take care of his first registration, but the following year, his registration will be provided for through the budget;

Literature – Scouting literature can be bought from the Langkay funds. This will provide the leaders with information and program help.

Handicraft – Handicraft materials and tools may also be bought through the Langkay fund.

Reserve Fund – This makes it possible for the Langkay to guard against decreasing other budgetary items or removing any from the budget, if unexpected expenses arise.

Chapter VII – The Commissioner Serves KAB Scouting

A Commissioner's Glimpse at KAB Scouting

There is something typically Filipino about the KAB (*Kabataang Alay sa Bayan*) Scouting Program. It recognizes that the basic unit of Philippine society is the family. Its philosophy is that there can be no real freedom or democracy in the Philippines unless these things spring from the spirit and ideals of the Filipino home. KAB Scouting helps a family to build this true Filipino spirit within the home.

KAB Scouting, then, isn't just a program for boys. It's a program for boys and their fathers and mothers – a great adventure of doing things together. It gives a father and son a common meeting ground, and a means of learning to know and to understand each other better. This is vital to the boy of KAB age,

because he is in his formative years, and needs the interest and guidance of understanding parents.

This home-centered, parent-interest emphasis means that the Commissioner must use a different yardstick in measuring KAB Scouting activities. While in Scouting, he must ask himself, "What effect will this activity have upon the boy?" In KAB Scouting he must ask this additional question, "Will this activity help to draw a boy and his parents more closely together?" If it will, it is likely to be good KAB Scouting, but if it will not, it will bear some further study.

Another very significant thing about KAB Scouting is its recognition of the natural neighborhood play group. Every neighborhood has its small groups of boys, and usually such groups circulate around one mother's home. That mother is really an Assistant Kawan Leader already, but it just hasn't been made official. She has all the problems and worries of the Assistant Kawan Leader, but none of the helps and advantages. KAB Scouting gives this good mother a program and additional leadership to help her to deal with a problem she already has on her hands.

The Color Group meets each leadership of the Chief Usa (a Scout) and the guidance of the Assistant Kawan Leader. The Color Group meeting isn't really an end in itself, but it's a place for KABs to come and get ideas for things to do the rest of the week. In this way, KAB Scouting becomes a seven-day-a-week program of doing things where the KAB is in his own home and institution, with his own friends and parents.

Once a month, all the Color Groups come together for a big celebration, which is called a Kawan meeting. In line with the real KAB Scouting emphasis, this Kawan meeting is not just a meeting for boys, but for parents as well. The meeting is under the leadership of the Kawan Leader, but if the leader is a real Kawan Leader he or she will call on other leaders and seek their help. He also meets with Assistant Kawan Leaders weekly and helps them to plan their Color Group meetings around a central Program Theme, and the boys themselves are given a hand in the planning.

Fields of Service to the Kawan

Let's consider the six fields of service which were outlined in Chapter III in terms of the KAB Scouting Program. It is most important that the Commissioner be familiar enough with the fundamentals of the KAB Scouting Program that he will recognize a problem when he sees one, and that he will either act himself, or ask for assistance. If any additional help is needed in any of these fields, the Commissioner can call on his Scout Executive or the Field Commissioner for KAB Scouting.

1. POLICIES AND PRACTICES

There are certain policies and practices which have proved most effective in helping KAB Scouting reach its objectives. These policies will help the Commissioner see that his Kawan get the most out of KAB Scouting. A national policy is simply an expression of experience, and is made only when proved by experience in different situations and in all types of communities. Similarly, many Local Councils see the necessity for policies based on their experience so as to adopt a method which seems best suited to that Council's conditions, or to avoid known difficulties. Of course, the Institutional/Neighborhood Commissioner will not try to evade personal responsibility in a difficult situation by saying: "Oh well, that's policy." Instead he will say: "Well now, we have found that such and such is generally the desirable way. Let's look at this problem in the light of goals of the KAB Scouting Program, and let's give it real try."

The Institutional/Neighborhood Commissioner will bend every effort to help KAB and Scout Leaders

operate in line with these local and national policies.

Whenever some folk run up against a practice which requires a change in their thinking or an adjustment in their method of operation, there is a strong temptation to say: "But we have a very 'peculiar situation' and we are going to make certain changes in the program to fit our own special case." In cases like this, a conscientious Commissioner will have the courage to persuade the leaders to study their problem carefully to be sure that they have interpreted the program correctly. This much can be said:

KAB Scouting is NOT new; it was formally launched in 1930 and its policies and practices are based on years of experience.

KAB Scouting is NOT experimental and therefore is not subject to broad changes in its basic principles. KAB Scouting has been tested for years in all types of communities, under many conditions. It is possible for any community to use the KAB Scouting Program without altering the basic principles – the home- and institution-centered emphasis. In fact, it is impossible to weaken either of those principles and still have KAB Scouting.

KAB Scouting is NOT rigid and inadaptible; the KAB Scouting program is being used with great success in metropolitan centers, in cities, and in rural communities. KAB Scouting is successful in well-to-do areas, and is bringing boys and parents closer together in low-income areas as well.

Therefore, any Commissioner can know he is on safe ground in sticking to his guns and insisting that the Kawan operate on a basis proven to be sound. For example, if people in some "peculiar situation" feel that their Kawan does not need the active participation of parents, the Commissioner should point out that they are trying to eliminate the most distinctive thing about KAB Scouting. If the leaders really want to have a club for boys without any parent relationship, then they should give up all pretense of using the KAB Scouting Program.

To be specific, here are few things Commissioners will want to observe in the Kawan they serve:

Parent Participation. Perhaps one of the most interesting and distinctive features of KAB Scouting is the fact that parents play an active part. Since the boy of seven, nine, ten needs a close relationship with his father and mother, his activities take place in or near home, and they usually include one or both parents. Therefore, who is better qualified to credit the KABs for advancement on his achievements than his own parents? When their son has done a job that is satisfactory according to the boy-yardstick. a job that measures up to his usual standard of skill and ability, the parents credit him with the Advancement by signing the proper page in his KAB Handbook. The Kawan Leader, Assistant Kawan Leader and Chief Usa do not credit a KAB for achievements except in some cases. in KAB Scouting, a boy prepares for advancement by making some handicrafts with his father, by preparing a scrapbook under his mother's eye. By chatting with his father about the story of The Flag. The Assistant Kawan Leader or Chief Usa may give some instruction, or lead some play ways on advancement, but the achievement is always actually submitted to his parents for approval and official credit.

KAB Scouts whose KAB parents do not understand about the advancement program are sometimes concerned about maintaining standards. The KAB Scouting Program recognizes that parents know their KAB Scout best. In rare cases where a KAB Scout is slipping by on careless work, or where his parents are exacting too high a standard, the Kawan Leader should review the Advancement Program with the

parents and urge them to look at their son's efforts through a boy's eyes. Under no circumstances should a Kawan Leader tell a KAB Scout that his father's or mother's approval is not satisfactory. Once parents understand that they are to be fair in judging a boy's advancement against his own level of skill and ability, there will be fewer problems in standards for advancement, and the KAB Scouting Program will be accomplishing one of its major objectives – bringing boys and parents closer together.

The Commissioner will find that in healthy Kawans, the majority of parents attend Kawan meetings regularly. Therefore, if a Commissioner finds weak parental support, the important thing is that he recognizes that a problem exists. Next, he should help the leaders work out ways to improve parent attendance.

Here are just a few ideas he might wish to suggest. KAB Scouting assumes that parents are keenly interested in what their children do; therefore, they will want to see their KAB Scout in his Color Group's skit, and to see the things he has made in the Color Group exhibit. Parents themselves present the KAB Scout Badges to their own son when he advances. Some Kawans use a funny, complicated, loving cup made of junk to award to the Color Group with the best percentage of families represented at the Kawan meeting as a source of lots of fun as well as recognizing the Color Group for a job well done.

KAB Scouting is the only program for younger boys which reaches so directly into the home, and draws parents and sons closer through activity together. If a Commissioner learns that parents do not sign for Advancement or do not attend Kawan meetings regularly, or that there is any kind of “board of review” by Kawan Leaders double-checking on a boy's advancement, then he knows he has found an unhealthy symptom which, as the family doctor, he should try to treat.

The Color Group System. The whole activity program of the Kawan is carried out on a Color Group basis. There are very few occasions when KAB Scouts function as one large mass under the Kawan Leader himself. The Color Group is a small play group of neighborhood chums. Institutional/Neighborhood Commissioners can appreciate the worth of the Patrol System in the Troop as a means for developing individual abilities in a Scout and as a means for giving them interesting personal experiences in democracy. They can also appreciate that in KAB Scouting, the Kawans must be the important units, that activities with the KAB Scouts are directed, not by the Kawan Leader but by the Assistant Kawan Leaders. A Kawan of four Color Groups each of which meets weekly, has sixteen Color Group meetings each month. It is easy to see that most of KAB Scouting happens in the Color Group. The monthly Kawan meeting, coming at the end of the month, actually strengthens the Kawan, for the KAB Scouts spend many of their leisure hours preparing their craft exhibits, getting their skits and ceremonies ready so as to build up to a gala Kawan meeting for the other KAB Scouts and parents.

“Club” Kawans. A Commissioner will be quite concerned if he finds a Kawan that meets once each week. Parents do not take an active interest in what their KAB Scouts do. KAB Scouts do not have the experience of doing things together as a small democratic group – in fact they may not even be organized into Color Groups. Chief, USA's may or may not have much to do.

He may meet some opposition when he suggests a Kawan meeting only once a month. Leaders will say “Why should we change? The KAB Scouts like meetings and they come pretty regularly. Anyway, the parents like the way we run the Kawan. This way, they don't have to come to meetings.” Experienced Commissioners have found that if parent's don't want to take part, it is because no one has ever explained what KAB Scouting is and the important part they can play. If they are never expected to come, of course they won't come.

Many parents, who don't know what KAB Scouting is, have a mistaken notion that KAB Scouting is "a place to send their son each week." That is not KAB Scouting. We have a name for these Kawans – "club" Kawans. A "club" Kawan is like any other club in which a man-leader works directly with boys and parents are not involved at all. A "club" Kawan meets each week as a mass of boys, not as members of Color Groups under their own leadership, and parents never take part. That is not KAB Scouting. The thing that makes KAB Scouting different from any other program for younger boys is that parents take an active part and a KAB Scout plays mostly with his neighborhood chums in and around home. Experienced Commissioners can see the effect of "club" Kawans on the graduation of KAB Scouts into Boy Scouting. Too often, instead of looking across the eleventh birthday and seeing Scouting as an exciting new adventure, they see older boys doing the same old stuff, and the things they have been doing for three years.

An alert Commissioner will therefore do his best to help Kawan Leaders and parents to see that such a "club" Kawan is set going on the right foot.

Year-Round Program. Another practice proved by experience is that of planning Kawan activities on a year-round twelve-month basis. A Kawan that shuts down for the summer is backing out on one-quarter of its charter contract to provide KAB Scouting activities for one year. It is taking KAB Scouting away from its KAB Scouts just when they need it most – during vacation when the day is not filled with school activities. Even if so many of the Kawan Leaders leave town that the Kawan itself cannot keep operating, the Color Group should continue to meet, with activities planned in advance. Aside from the vital fact that a shut-down Kawan lets down the boys during the vacation time, there is the practical problem of getting the Kawan rolling again after its summer slump. The Commissioner can help Kawan Leaders plan ahead for activities to cover the summer months. There is a special Summer Program for KAB Scouts which suggests summertime activities at home and in the Color Group. Scouting magazines will help in planning year-round activities. By referring to these publications, the Commissioner will be able to help Kawan Leaders in the programming field.

Kawan Organization. When a Commissioner sees an opportunity to organize a new Kawan, he will get in touch with the District or Council Organization and Extension Committee, and may offer his help. Kawans are organized on a Ten Steps Plan. A Commissioner should see that these steps follow very, logically from Step I (the request to organize a Kawan) to Step X (the installation ceremony). The Commissioner may help interest the parents of KAB Scouts age boys to the point where the institution will request the organization of a Kawan. Parents in a new Kawan learn about KAB Scouting by attending three training meetings where at the meeting leaders are appointed. KAB Scouts do not start to meet until parents and leaders are trained. Since the Kawan Leaders will look to the Commissioner for guidance and service, the Ten Steps call for his active cooperation so he will be well known to the new leaders.

The important thing for the Commissioner to remember is that the Ten Steps plan should be followed very carefully if the Kawan is to be strongly set up. To omit or to slight any of the Steps is to invite trouble later on. In addition to its soundness in organizing new Kawans, the Ten Steps are useful in strengthening weak Kawans. Commissioners find that Kawan problems, leadership, parental cooperation, advancement program, etc, can be solved through using again those parts of the Ten Steps plan that are applicable to the problem.

Correct Uniforming. A Commissioner is in a good position to appreciate the values of the uniform, and he knows that while a boy does not have to have a uniform to be a KAB Scout, still he may feel more a part of the movement through wearing the olive green uniform. The Commissioner promotes the use of the uniform; he sets a good example in the correct use of the uniform, and encourages KAB

Scouts and Kawan Leaders who own uniforms to wear their uniforms correctly. Correct placement of insignia is covered in KAB Scouting literature.

2. LEADERSHIP

A full staff is necessary for a successful Kawan. A smoothly operating Kawan is one in which each leader understands his job. And performs that job to the best of his ability. The Kawan Leader leads the Kawan and Assistant Kawan Leaders, but does not lead the Kawan directly. He is specially concerned with parent training, and program planning and coordination of the various Kawan and Assistant Kawan Leaders. Therefore, the Kawan Leader must be one who is respected by the parents and leaders. Each Color Group is represented in the Kawan by the Committee. Chief Usas develop Color Group meeting programs under the Kawan Leader's guidance. Activities for the KAB Scouts are not decided for them by the adult leaders, but are discussed and developed by all concerned.

In both Color Group and Kawan events, KAB Scouts participate as Color Groups and activities are directed by their own Chief Usas and Assistant Kawan Leaders. Chief Usas and Assistant Kawan Leaders share the job of leading Color Group activities with Chief Usas doing most of the actual leading.

Leaders are trained to know their jobs through training courses, roundtable meetings, and intelligent use of KAB Scouting literature. Assistant Kawan Leaders are trained by their own Kawan Leader. Parents are trained at three parents' meetings when the Kawan is first organized, and each month's Kawan meeting includes a short training session for parents. The alert Commissioner also keeps his eye peeled for Kawan Leaders who can serve in a wider capacity – as faculty members for training courses, as candidates for Field Commissioners for KAB Scouting, as members of a team to organize Kawans, or when their KAB Scout becomes a Scout, as Troop Leader, Troop Committeeman or Merit Badge Counselor.

When leadership has to be replaced and new leadership recruited, the Commissioner confers with the head of the sponsoring institution and Kawan Committee using proper personnel procedures and techniques.

3. PROGRAM

First of all, is it KAB Scouting? For a Kawan to use activities which should be reserved for Boy Scouting takes the edge of a KAB Scouts' eagerness to be a Boy Scout. Activities for KAB Scouts with their parents and neighborhood chums should always take place right where they are – in their own homes and institutions. KAB Scout activities should always be under the leadership of their regular Kawan and Color Group Leaders. Programs for KAB Scouting must be planned in advance, and all who are concerned have a part in discussion, from KAB Scouts to Kawan Leader.

The program for Kawan activities is not handed out by the Kawan Leader, but is discussed and developed by all Kawan and Assistant Kawan Leaders. Most Kawans have a planning meeting once or twice each year, when Kawan and Assistant Kawan Leaders get together to choose program themes for the twelve months, a big idea around which to plan a whole month of good KAB Scouting, including weekly Color Group meetings, fun at home during play hours, building up to a lively Kawan meeting for KAB Scouting and parents at the end of the month. Then the Kawan Leader and Chief Usa develop Color Group meeting programs around this monthly program theme. Color Group meetings prepare the Color Group for its part in the monthly Kawan meeting – for instance: during Christmas month,

perhaps the Color Group Christmas Ceremony or a skit about Christmas. In this activity, the KAB Scouts naturally have to have a ceremony or hold a party, and they have to have costumes and toys. Thus the theme provides plenty of opportunities for crafts, activities and advancement in a natural way.

During the summertime. Color Groups continue to operate following planned programs. It is a most unusual case where all the boys leave town for the summer. Even if only three or four KAB Scouts are left, they need KAB Scouting more than ever. KAB Scouts do not hike or camp. Of course, they do not attend the Scout camp. Camping for KAB Scouts does not fit in with the home or institution emphasis of KAB Scouting.

The Advancement Program in KAB Scouting is similar in framework to that of Boy Scouting, but in KAB Scouting, the parents examine and credit their own son, and the time requirement for each rank is not emphasized instead of a special length of time such as thirty days service as a Tenderfoot or as Second Class Scout.

4. COOPERATION

Since a Kawan Leader is the leader of the second of five phases of the whole Scouting Program, he will want to cooperate very closely with the other leaders – the Troop Leader in particular. The Commissioner can help the Kawan Leader and Troop Leader cooperate on Chief Usa service, KAB Scout graduation, parental interest, etc.

Chief Usa Service. The Commissioner can help the Kawan Leader understand that his Chief Usa will be more able and will stay longer if he has the Troop Leader's cooperation in selecting the most suitable Scouts.

The Commissioner may need to remind the Troop Leaders occasionally that: Chief Usa is having a valuable training experience for future Patrol leadership, and that a good one is the best recruiting agent for KAB Scouts graduates. Many a Troop Leader tries to have prospective Patrol Leaders first serve a year or so as Chief Usa. The Troop Leader must appreciate the need for recognizing Chief Usas as members of the Troop's junior staff. The Chief Usa is a Scout, who may be of any age or rank. Generally, both the Kawan Leader and Troop Leader will prefer to have younger Scouts eleven or twelve who are not yet heavily busy at school and in the Troop. Former KAB Scouts frequently make the best Chief Usa.

Graduation to Scouting. When it comes to KAB Scout graduation, the Commissioner can help by checking with the Kawan Leader regarding KAB Scouts who will become ten within the next three or four months. Then he can help the Kawan Leader get these older KAB Scouts to meet their future Troop Leader and Patrol buddies. The Commissioner can readily see that the Troop which has a Kawan in the same institution has gone a long way toward solving its recruiting problems. Then, too, there is every indication that Scouts who come from KAB Scouting stay longer, advance faster, and are better able to assume leadership in the Troop. Whenever a KAB Scout graduates into a Troop, his father usually graduates right along with him: an interested father who is also a likely prospect for Troop Committeeman, Assistant Troop Leader, etc. A good Kawan is the best insurance policy a Scout Troop can have for its own stability and tenure.

Cooperation with Sponsor. The Commissioner, who serves, is thus in a position to help Kawan improve their relationships with the sponsoring institution. These relationships include formal action by the institution's governing body, appointment of members to the Kawan Committee, assisting in organization setting forth certain policies governing the relationship and operation of the Kawan, and

the actual responsibility for the supervision of the Kawan through the Kawan Committee and Kawan Leader.

Cooperation with Council and District. The Kawan Leaders see beyond their own immediate circle, and look to the Commissioner to bring them information about council training courses, important Council meetings and conferences, District roundtables, various Council activities for Kawan Leaders, and through the Committee, Kawan Leaders can call upon Council experts in KAB Scouting, organization, training, or any other matter which may be urgent at the moment.

Below is a model form for the Profile Study of a Kawan Meeting:

PROFILE STUDY OF A KAWAN MEETING										
Kawan No. _____										
Date _____										
By _____										
<p>INSTRUCTIONS: This profile study pertains only to Unit meetings. Do not fill it out until after leaving the meeting. It is your own measuring tool, and should not be shared with Unit Leaders. Figures to the left of each statement correspond with the graph or profile at the right of the page. The figures 2 and 4 appear only on the graph or profile and should be checked when the situation is between situations are described. When completed, draw in connecting lines from number to number. This will give you a profile or graph of the meeting.</p>										
Check numerical value that applies.										
FUNCTIONING MANPOWER						1	2	3	4	5
ADULT LEADERSHIP										
1	A one-man show									
3	Leadership divided among several people but poorly coordinated.									
5	Conducted by Kawan Leader but responsibilities delegated to Committeemen, Assistant Kawan Leaders, and Chief Usas.									
ADULT ATTENDANCE										
1	Only a few adults present.									
3	About as many adults as KAB Scouts									
5	Adults outnumber KAB Scouts. Both Father and Mother as well as Committeemen present.									
QUALITY PROGRAM						1	2	3	4	5
PROGRAM PLANNING										
1	No evidence of planned program.									
3	Some evidence of advanced planning.									

5	Detailed written program with time schedule. Copies in hands of all responsible for leadership.					
PROGRAM OPERATION						
1	Meeting poorly operated.					
3	Generally good meeting, but frequent pauses, some confusion.					
5	Orderly meeting. Opened and closed on time, run without delays.					
MEETING PLACE						
1	Undesirable.					
3	Adaptable.					
5	Adequate. Clean, safe. Place for parents meeting apart from KAB Scouts.					
COLOR GROUP PARTICIPATION						
1	No evidence of color group participation.					
3	Color groups take part in some parts of program.					
5	Almost all of meeting conducted on basis of regularly organized color groups, including session with parents.					
BOY INTEREST						
1	Evidence of disinterest.					
3	Boys sometimes appear to lose interest.					
5	Boys enthusiastically interested.					
BOY ATTENDANCE						
1	Poor attendance.					
3	Fair attendance.					
5	Good attendance.					
PARENT PARTICIPATION						
1	Parents just watch.					

3	Some parent participation.					
5	Considerable parent participation, including parents meeting to introduce new parents, hear treasurer's and other reports, discuss plans, receive training, etc.					
UNIFORMS						
1	No uniforms.					
3	Some uniforms.					
5	All boys and leaders in clean, neat, complete uniforms with proper insignia.					
CEREMONIES						
1	No ceremonies.					
3	Some ceremonies.					
5	Well conducted ceremonies for opening and closing, awards, graduations, and induction to office.					
ADVANCEMENT						
1	No evidence of advancement.					
3	Nominal advancement.					
5	Awards made to considerable number of boys. Evidence of parent participation. Color group advancement displayed.					
KAB SCOUT IDEALS						
1	No evidence of attention to ideals.					
3	Nominal attention to ideals.					
5	Evidence of planned attention to ideals.					
BUSINESS PRACTICES						
1	Poor records, evidence of poor dues collection.					
3	Some records.					
5	Good records. Evidence of use of Kawan thrift plan.					

EXHIBITS						
1	No exhibits.					
3	Some exhibits.					
5	Each group had good exhibit with some display by most of KAB Scouts.					
RECEPTION OF NEW BOYS						
1	No new boys in evidence.					
3	New boys made to feel welcome.					
5	Evidence of good reception in Color Group and Kawan.					
BOY REACTION TO ADULT LEADERS						
1	Leader did not appear to be able to handle boys.					
3	Boys appear to like and respect leaders.					
5	Boys enthusiastically support their leaders.					

5. MEMBERSHIP AND REGISTRATION

Age Distribution. The Commissioner can help Kawan Leaders to plan for balanced membership through recruiting, replacement, and growth. He can help Kawan Leaders see the value of keeping a weather eye on the age distribution of the Scouts-a-Kawan made up mostly of ten-year old will lose most of its membership within the year as they become eleven; a Kawan with too large a proportion of seven-year-olds coming in may have a problem in absorbing so many new ones all at once. Of course, in the organizing of a new Kawan there may well be a large proportion of seven-year-olds and the leaders will have to carefully recruit new boys during the first months of the Kawan's existence to make certain the age grouping doesn't become out of balance. The grouping in a Kawan should be about evenly divided as to age, with about one-third being eight, one-third being nine and one-third being ten at any one time. Therefore, as long as the age groups are approximately equal, the matter of age distribution will be satisfactorily balanced.

Recruiting. Recruiting sources for new KAB Scouts are primarily the boys in the neighborhood who become seven each year; KAB Scout-age chums of the boys in the Kawan; and KAB Scout-age boys who move into the neighborhood. The Commissioner can help the Kawan Leader by letting him know of prospective KAB Scouts, and by referring inquiries about KAB Scouting to the Kawan Leader.

Graduation. At the other end of the boy's KAB Scouting experience, the Commissioner can help graduating KAB Scouts find their way into a Troop without delay. indeed, many sponsoring institutions

sponsor a Langkay, Kawan, Troop, Outfit, and Circle, the whole Scout Family. In these institutions the boy follows the Scout trail from KID Scouting through Senior Scouting without interruption.

It is indeed unfortunate when a KAB Scout, eager to become a Scout on his tenth birthday, has to face the discouragement of a “waiting list.” Institutional/Neighborhood Commissioners can help cut down waiting lists by cultivating opportunities for new Troops.

Registration. This is the time for the Annual Charter Review explained in Chapter III. It may become a problem if the Kawan Leaders have not prepared for it. The Institutional/Neighborhood Commissioner can suggest ways of being ready for the review and reregistration through the use of the Kawan Thrift Plan, keeping leadership positions manned and maintaining close relationships with the sponsor. The registration forms and procedures for Kawans are similar to those for Troops and Senior Scout Outfits. One difference is the fact that the Assistant Kawan Leaders are supposed to register, and thus entitles them to wear the official uniform and insignia.

Transfers. When KAB Scouts or leaders transfers to another Kawan, or move out of town, the alert Commissioner will make sure that they are encouraged to become affiliated with another Kawan as soon as possible.

6. RECORDS AND FINANCES

Paperwork is never bothersome unless it is overdone, or neglected. The record system used by any Kawan should provide the information needed in order to operate effectively. There are special forms to be made available at the National Supply Service for Kawans, and the Commissioner may find occasion to recommend these to a Kawan which needs help in record keeping.

Here are some questions which any record system must answer if it is adequate:

1. Does the Kawan Leader know the tenure of the KAB Scouts?
2. Does he know about their advancement?
3. Does attendance of parents and KAB Scouts show that activities are interesting enough to keep them active?
4. Do reports on Color Group meetings allow Assistant Kawan Leaders to improve the quality of activities and to avoid past mistakes?
5. Is the Kawan Thrift Plan in use, giving the boys and parents an experience in planned financing, aiding with Kawan operation, and contributing toward prompt reregistration?
6. Do records provide for a regular monthly report from the Kawan to the Council covering advancement, membership, leadership, and program?

Chapter VIII – The Commissioner Serves Boy Scouting

A Commissioner’s looks at Boy Scouting

The Commissioner to be effective in his job needs to be well grounded in the fundamentals of the Troop Program as well as the needs of good Troop organization.

In his supervision of Troops, the Commissioner wants to ask himself as he makes Troop visitations a number of questions. “What makes the good Troop good? What sort of leadership does the Troop need that it hasn’t already got? What schedule of personal activities on my part will be most effective in producing good Troops? Will an occasional friendly call, a series of speeches, a bag of tricks, songs or stories, or the ability to conduct a formal inspection each time I visit a Troop – will any or all of these things produce the good Troop I am after – or do I need to do more than all of these?”

Let it be said at the outset that if the Commissioner sincerely wants to make each of his Troops a good Troop, he will forsake any selfish motive in favor of doing those things, frequently behind the scenes, that will best serve the Troop in the long run.

As a measuring rod for determining the strength and quality of a Troop the Commissioner has ready at hand an instrument waiting to be used, i.e., the analysis of the “holding power” of Scouting. In terms of Troop operation this is found by studying the tenure records of each individual Scout. Here is a clear indicator of boy-satisfaction in the program of Scouting. However, there are many factors that go into the “holding power” of Scouting – all of which can be discussed and outlined under the six fields of service that the Commissioner gives Langkay. Kawan, Troops, Outfit, and Circle.

1. POLICIES AND PRACTICES

The Troop that operates on a solid foundation of good Scouting practices is a Troop that is going to be strong – both in the quality and the quantity of its Scouting. So, the Commissioner to be helpful to his Troop Leaders must know the policies and practices of Scouting.

First, and most important, the Commissioner will want to analyze the Troop organization and his first question should be “Is the Patrol Method being used?” Every Troop Leader's answer will be, “Of course it is!”

But is it? The wise Commissioner will check further to find the answers to such questions concerning the Patrol Method as:

- a) Does the Troop use natural boy groups as the basis of Patrol structure? Are pals kept together in forming the Patrols? Do they select their own Patrol Leaders?
- b) Are all Troop activities carried on by Patrols?
- c) Are Patrol Leaders trained by the Troop Leader and his Assistants?
- d) Are Patrols and their members given a democratic voice in decisions affecting the Whole Troop?

If the Patrol Method is strong and boy leaders are given a voice in program planning and operation, the Commissioner can be well-assured that the Troop is on a strong footing.

Next, the Commissioner looks to the leadership of the Troop. Is there a capable man as Troop Leader? Has he adequate Assistants? Is there a strong and active Troop Committee working hand and hand with the Troop Leader?

The Commissioner should emphasize among his Scouters the necessity for following national policies on such matters as Troop financing, commercial activities of Troops, and other basic policies in the By-laws of the Boy Scouts of the Philippines.

Finally, the Commissioner as the “service man” of the Council has a share and responsibility in carrying out policies of the Local Council. To ensure an effective District and Council organization there are of necessity certain policies and practices to be followed by all Troops. The Commissioner in his Troop visitations should make certain that each leader has not only an understanding of the meaning of these policies and practices but more important, an understanding of the reasons behind these policies and practices. If the “why” is known, little difficulty, as a rule, is found in having the policy carried out.

2. LEADERSHIP

The most important single factor in the success of the Troop is the Troop Leader himself. Activities, the Patrol Method, advancement, hikes and other parts of a good Troop program are great aids to longer tenure. However, it is not simply the fact that these things are done, but how they are done that really counts and the leadership of the Troop Leader is the determining factor in that.

The Commissioner can be of real help to the Troop Leader and other Troop Scouters when leadership problems arise. He will have an understanding of the part that a Troop Leader's personality plays in a Troop's success or failure, and when confronted with problems where personalities are involved, he will be able to deal with them fairly and squarely.

When a Troop Leader leaves a Troop it is the first duty of the Troop Committee to secure a Troop Leader as a replacement. The Commissioner should see to it that prompt action is taken and to help in the selection of the new Troop Leader, so that the best possible man is recruited. The Commissioner can also suggest that the Committee use the “Guide for Selecting Leaders of Boys” (Chapter II). It must be recognized that no one is in a better position to secure the best man for Troop Leader than the sponsoring institution and the Troop Committee. The Committee, however, often needs guidance and the Commissioner must be able to help in this all important task.

Training naturally follows the selection and recruiting of a leader. The new leader may get on-the-job-training given informally by his Institutional/Neighborhood Commissioner, and a formal course given by his District or Council. Both the coaching and courses will be continued plus the training that comes in District Roundtables. Once a month at the Roundtable on Boy Scouting, the leaders from many Troops, old and new, meet, share program ideas, talk over problems, and take part in a sort of self-training under the leadership of the Commissioner.

While, as indicated, each Troop should have at least one trained leader – Troop Leader or Assistant Troop leader – who has completed the Basic Training Course of the Boy Scouts of the Philippines, every leader – including Troop Committeemen – should receive the introductory Session on The Fundamental Principles of the Boy Scouts Movement in order to be prepared for Scout leadership and all that it means. Troop Leaders and Assistants should complete the Basic Training Course as soon as possible.

Thereafter, the Commissioner is interested in seeing that other Troop Scouters take training. The more trained leaders at the head of the Troops, the better the Scouting program in the District/Municipality or Institutional/Neighborhood – for trained leadership invariably means better Scouting and better Troops. As new men are recruited for positions of leadership the Commissioner will encourage them to take training at either District or Council training courses, or the work may be done through some personal coaching by a member of the District Training Committee or the Commissioner.

The Commissioner working with the District Committee on Leadership Training will keep an up-to-

date inventory of the leadership training record of each leader. This inventory shows at a glance the training record of his Troop Leaders and Assistants, as well as Kawan and Senior Scout Adviser and, if carefully kept and tabulated, indicates to the Committee on Leadership Training those areas of training where emphasis is needed.

As the Commissioner works with his Langkay, Kawan, Troops, Outfit, and Circle he will find that many of his problems are directly related to leadership and personnel. Where careful diagnosis reveal problems, the Commissioner, and through him the Scout Executive, and the proper committees of the Local Council, must take the necessary steps to correct them. It may be that a major change in Troop leadership is necessary. The removal of a Troop Leader or the reorganization of a Troop Committee may be indicated but such decision for change involves more than the Commissioner's decision. It involves the Scout Executive, the District Committee, possibly the Organization and Extension Committee, and most certainly the Sponsoring Institution.

In the reorganization of the Troop Committee, the head of the sponsoring institution should be brought to a position of full and sympathetic cooperation with the plan. He should take prompt action as the one who has the responsibility for appointing the Troop Committee. Needless to say, every effort should be made to see to it that the reorganization of the Troop Committee is handled in such manner as to leave no ill will toward the Troop or toward Scouting. The head of the sponsoring institution can handle the situation with good grace and judgment.

In the replacement of a Troop Leader or an Assistant Troop Leader, the Troop Committee and the head of the sponsoring institution should be in full accord with the plan. Every effort should be made to see to it that the man who is to be replaced is dealt with in such a manner as to create no ill will. Frequently he himself is fully aware of his ineffectiveness and being dissatisfied with the results of his work, is quite willing to be released from his duties. However, this is not always true and, where that is not so, the situation must be handled with extreme tact and good judgment.

Here it is well to point out that there can be no temporizing in those rare and distressing situations wherein a man who is morally unfit to be a leader of boys has through some inadvertence become a Troop Leader. Upon the discovery of such a case the Commissioner should without delay confer with the Scout Executive. The National Office has an adequate procedure for dealing with such cases, and the Scout Executive is familiar with this procedure and will be prepared to take steps leading to the removal of the individual from any position of leadership in Scouting.

3. PROGRAM

The Commissioner has an accurate gauge to the strength and vitality of the Troop's programs in the Troop's Scout tenure record. This reveals the "holding power" of Scouting. Of course, the ultimate end of Scouting is measured in terms of its character building and citizenship training influences on the boy. But the immediate success in the Troop can be measured by the gauge of tenure. Scout tenure is the index of boy satisfaction.

Another thermometer for measuring boy satisfaction is the simple factor of attendance. The Troop which consistently reveals 85%, 90%, or 95% of its members present at succeeding Troop meetings, hikes, overnight camps, and other activities can be said to be in good health, but that Troop whose average attendance falls to 45%, 50%, or 60% at succeeding Troop activities is in need of help.

As the Commissioner watches the attendance record over a period of time he is in a good position to gauge Troop efficiency.

It is well to note that the review of attendance at Troop activities should be a practice familiar to and constantly followed by Troop Leaders as well as by Commissioners. It provides an immediate gauge to boy-satisfaction developed by the Troop program.

Troop service by the Commissioner becomes intelligent and meaningful only as it is based upon an adequate diagnosis of the strength and weakness of the Troop. When the District/Municipal or Institutional/ Neighborhood Commissioner becomes skilled at reading Scout tenure and then in Observing Troop conditions affecting tenure, he can be of real help in planning improvements. When Troop Leaders see in such service an opportunity to secure a larger measure of success in their Troops they will give it a hearty welcome.

**Council Program as Motivation
for a Troop-Centered Program**

The right sort of a Council Program of camping, activities, civic service, and the like motivates a good Troop program. Occasionally, however, under the leadership of an enthusiastic District or Council Committee, a Council program will be constructed which actually, competes with rather than motivates the Troop program. This of course, is unfortunate and may be responsible for real injury to the Troop. The Commissioner staff in advising on either Council or district activities should keep the idea of Troop-centered programs ever in mind. In program planning, the Troop is the central point of all activity; programs that build toward strengthening the Troop are to be encouraged – those that tend toward building activities on a Council or District basis at the expense of the Troop are to be condemned.

Advancement

The various advancement requirements suggest activities for the Troop program. In turn, activities in a well-planned program lead to Scouts' advancement in rank the possibility that advancement should ever result from mere "test passing," separate from the rest of the program, is discouraged by the present program. The integration of advancement and program is seen in the Troop hike planned with imagination. The Scouts camp for 24 hours. properly clothed and equipped, cook their own meals, sleep in tents, and leaves the site in good condition. The Commissioner can counsel Troop Leaders to follow through on this application of advancement in programming.

Below is a model form for the Profile Study of a Troop Meeting:

<p>PROFILE STUDY OF A TROOP MEETING</p> <p style="text-align: center;">Troop No. _____</p> <p style="text-align: center;">Date _____</p> <p style="text-align: center;">By _____</p> <p>INSTRUCTIONS: This profile study relates only to Unit Meetings. Do not fill it out until after leaving the meeting. It is your own measuring tool, and should not be shared with Unit Leaders. Figures to the left of each statement correspond with the numbers which appear on the graph or profile at the right of the page. The Figures 2 and 4 appear only on the graph or profile and should be checked</p>

when the situation is between the situations which are described. When completed, draw in connecting lines from number to number. This will give you a profile or graph of the meeting.

Check numerical value that applies.

FUNCTIONING MANPOWER		1	2	3	4	5
ADULT LEADERSHIP						
1	Meeting led by adult leader.					
3	Some leadership but meeting evolved around adult.					
5	Adult leader in background. Evidence of good training of Troop Staff.					
ADULT ATTENDANCE						
1	Only one adult present.					
3	At least 2 adults.					
5	Several adults including both leaders and Committeemen.					
QUALITY PROGRAM		1	2	3	4	5
PROGRAM PLANNING						
1	No evidence of planned program.					
3	Some evidence of advanced planning.					
5	Detailed written program with time schedule. Copies in hands of all responsible for leadership.					
PROGRAM OPERATION						
1	Meeting poorly operated.					
3	Generally good meeting, but frequent pauses, some confusion, or conducted primarily by adult leaders.					
5	Orderly meeting. Opened and closed on time, run without delays, with Junior Leaders in charge.					
MEETING PLACE						
1	Undesirable.					
3	Adaptable.					
5	Adequate. Clean, safe.					
PATROL PARTICIPATION						
1	No evidence of Patrol grouping.					

3	Occasional Patrol activity.					
5	Meeting conducted on basis of regularly organized Patrols.					
BOY INTEREST						
1	Evidence of disinterest.					
3	Boys sometimes appear to lose interest.					
5	Boys enthusiastically interested.					
BOY ATTENDANCE						
1	Poor attendance.					
3	Fair attendance, but mostly younger boys.					
5	Good attendance with balanced age distribution.					
UNIFORMS						
1	No uniforms.					
3	Some uniforms.					
5	All boys and leaders in clean, neat, complete uniforms with proper insignia.					
CEREMONIES						
1	No ceremonies.					
3	Some ceremonies.					
5	Well conducted opening and closing ceremonies, investitures, or induction to office.					
ADVANCEMENT						
1	No evidence of Scout advancement.					
3	Nominal advancement.					
5	Good advancement, with evidence that program is planned to result in natural advancement.					
BOY SCOUT IDEALS						

1	No evidence of Scout attention to ideals.					
3	Nominal attention to ideals.					
5	Evidence of conscious effort to promote Scouting ideals including Good Turns.					
BUSINESS PRACTICES						
1	Poor records, evidence of poor dues collection.					
3	Some records, effort to collect dues.					
5	Good records, dues paid up to date by almost all boys. Budget plan in operation.					
EQUIPMENT						
1	No equipment.					
3	Some equipment.					
5	Adequate equipment in good condition.					
RECEPTION OF NEW BOYS						
1	No new boys in evidence or disregard of any present.					
3	New boys made to feel welcome.					
5	Evidence of prompt personalized training for each new boy.					
BOY REACTION TO ADULT LEADER						
1	Leader did not appear to be able to handle boys.					
3	Boys appear to like and respect leaders.					
5	Boys enthusiastically support their leader.					

A Troop's advancement record is an indicator of its program. If the Scouts advance steadily from Tenderfoot to First Class, the Commissioner usually finds a strong program. Poor advancement often points to a basic weakness such as not enough outdoor activities or poor use of the Patrol Method.

The Commissioner should be familiar with the Board of Review and Court of Honor in Boy Scout advancement so he can advise the Troop Leader about them. In some Councils they are conducted on a

District basis; in others they are operated within Troops. The Troop Advancement Plan allows qualified Troops to hold their own Boards and Courts. This convenient arrangement gives Troop Committeemen and Leaders an opportunity to work with junior leaders in conducting impressive ceremonies for Scouts before their parents and friends. The Commissioner is the logical man from the Council to supervise the set up and continued operation of the Troop Advancement Plan in a manner that meets the approval of the Council Advancement Committee.

Camping and the Outdoor Program

Any Troop to be Strong must have an active out-of-doors program. It is axiomatic in Scouting that the camping Troop is a strong Troop. The Troop should not only go camping often but should also plan many other outdoor activities – hikes, father-and-son outings, parent picnics, etc.

What is the measuring rod that the Commissioner can follow to measure the effectiveness of a Troop's outdoor program? Here are the camping and out-of-doors objectives for a Troop as set forth in the Troop Camping Objectives.

1. Plan and conduct at least one outdoor Scouting session each month.
2. Attend camp as an organized Troop for at least one week whether at the Council Camp or approved Troop Camp off Council site.
3. Plan the Troop Program so that each Scout may have at least ten whole days and nights camping experience during the year, including summer camp, camporees, overnight camps, and short-term camps.
4. Study and live up to the Standards for Camping of the Boy Scouts of the Philippines in all outdoor Scouting activities.
5. “*Laging Handa*” to help in any public service or emergency in which our camping ability may qualify us to be helpful to others.
6. Prepare a “Camp Log” of our outdoor trips as a Troop record that will be a measure of our attainment of our objectives and helpful to other Scouts who may follow along the trail.

Aren't these objectives really a measuring rod? The Troop that meets them is doing a good job – of that the Commissioner can be sure.

What if the Commissioner finds a Troop with a weak out-of-doors program? What steps should he take to help strengthen it?

First, interest the Troop Leader and his Assistants in getting the Troop out-of-doors. Possibly help in planning an evening campfire on meeting night or a simple Saturday afternoon hike – just such a small beginning often leads to much more comprehensive plans. The Commissioner can help in getting the Troop leaders over their initial fear of undertaking outdoor activities – especially when Troop leaders have not had extensive camping experiences.

Second, urge Troop Leaders to attend training courses – especially those dealing with camping and activities.

Third, spend some time with the Troop on its out-of-door activities.

Fourth, work out with the District Committee on Camping and Activities methods of stimulating outdoor activities based on observed needs.

Fifth, have a ready supply of outdoor program ideas for the Troop Leader who needs them, including suggestions on places to go and ways to acquire the equipment.

Scouting is Camping – as a Commissioner, you never want to lose sight of that fact. Keep informed about the camping and general out-of-doors works of every Troop under your supervision.

Correct Uniforming

The Commissioner as he makes his Troop visitations can do a great deal toward encouraging every leader and Scout to be correctly uniformed by wearing his own uniform – the power of example is great. The uniform is an important part of the Scout program. Every Leader and Scout should be encouraged to be properly uniformed at all Scout occasions. The Scout uniform is a builder of *esprit de corps* and signifies the unity of membership. Leaders should understand this educational significance of the uniform in Scouting, as mentioned in the Troop Leader's Handbook.

Service Program

In reviewing the community service record of the Troop, the Commissioner must be skillful in determining not only the nature and extent of its service program, but also whether the genius of the Scout Good Turn was actually present as the motivating force. The civic service program should not be superimposed upon the Scouts, but should spring out of their own interest and initiative. The motto "*Laging Handa*" means to every Scout that all his Scout training is with the objective of standing by ready for skillful action when the time comes. The civic service program of the Troop should be aimed to give Scouts the opportunity to put their motto in action

The Council, through its District, presents many plans to Troops for service. The District/Municipal and institutional/Neighborhood Commissioners are the officials whose duty is to carry these plans to the Troop Leaders for action. The Commissioners as the supervisory officials can work out plans for cooperative effort on the part of every Troop. This group planning method has worked remarkably well in many service projects that the Scout Movement has accomplished for our communities.

Planning the Troop Program

Troop programs that win Scouts and influence character are planned; they don't just happen week after week. But even those Troop Leaders who know this often are busy men and need urging to plan ahead and with their junior leaders. The Commissioner does a far-reaching Good Turn when he convinces a Troop Leader that planning ahead by the whole Troop staff not only produces better programs and leadership training but saves the Troop Leader time and worry.

There is a wealth of program materials in the literature published for use by our own organization. The Handbook for Troop Leaders is a guide book with which the Commissioner should be well acquainted. If he can help a Troop Staff learn to take full advantage of the handbooks and plan Troop programs well in advance, with the help of the devices mentioned above, he can be assured that the Troop has taken a first and most important step towards a rich program.

4. COOPERATION

A strong Troop, as a rule, has developed over the years cordial and friendly relationships with its sponsoring institution, its Council, its District organization, and the Kawan and Senior Scout Outfit in its immediate vicinity.

The great majority of Troops are sponsored by established institutions. If proper organization methods are used at the time the Troop is established, there will be an appreciation of the Scout Program by the leaders of the sponsoring institution that will give continuing support to the Troop and its leaders.

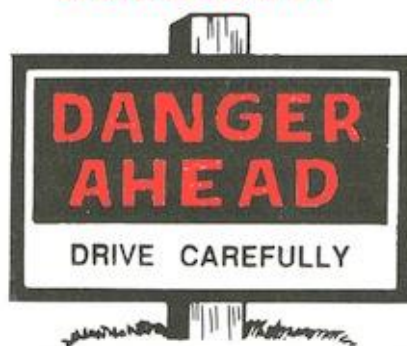
If basic policies are agreed upon when the Troop is organized governing meeting facilities, membership, Sunday hikes, and other phases of Troop Operation, the danger of misunderstanding between the sponsoring institution and the Troop in these points is reduced to a minimum or eliminated altogether.

If such foundations were not laid, however, or if through change in the leadership of the sponsoring institution there develops a lack of understanding and sympathetic support for the Troop, the Commissioner should step into the breach and help in re-establishing an understanding between the Troop and its sponsor.

One of the most helpful devices that the Commissioner can urge be used is the "Annual Report of the Troop Committee to the Sponsoring Institution." The Troop Committee must carefully review the Troop's record for the past year and based on that review, make a full report to the sponsoring institution including recommendations. This in turn calls for the leaders of the sponsoring institution to go over the Troop's annual report to determine what help should be given the Troop. Here is one of the strongest methods that the Commissioner has at his disposal to improve and maintain a cooperative spirit between the sponsoring institution and the Troop.

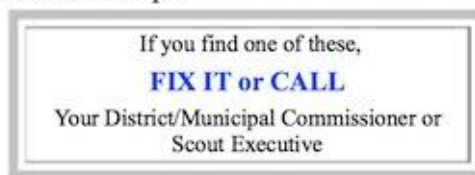
INSTITUTIONAL/NEIGHBORHOOD
COMMISSIONER

LOOK OUT!



DANGER SIGNS IN BOY SCOUTING

1. Poor Attendance – Short Tenure
2. Patrol Method on paper
3. Programs not planned
4. “Parlor Scouting” – Camping and Hiking Programs Weak
5. Leaders not trained
6. Sponsor Lukewarm
7. Advancement below par



Many sponsoring institutions having one Troop are really able to sponsor other Scouting groups, if the situation is carefully analyzed and explained by the Commissioner. The institution sponsoring the Scout Family with a Langkay, a Kawan, a Troop, an Outfit, and a Circle has a long-range program for its boys that carries from five years of age to participating citizenship. It is also true that though a sponsoring institution already sponsors a Unit, there may be need for another Unit to take care of the boys interested in becoming Scouts.

The Troop can do many things to help Kawan and Outfit. Scouts of the Troop can serve as Chief Usa in the Kawan and the Troop can cooperate with the KAB Scout graduation ceremonies – there are innumerable ways in which the Kawan and Troop can be mutually benefited and the Commissioner can promote this needed spirit of cooperativeness. The same principles hold for the Troop and the Outfit.

The Troop and its leaders can do much in cooperating with the Council and the district in their special events and activities. The Commissioner's responsibilities to the Council and the District are discussed in Chapters IV and V.

5. MEMBERSHIP AND REGISTRATION

Troop membership depends, of course, on two factors – the number of Scout that exists each year and

the number of new Scout recruits each year. The Troop with a program that builds boy-satisfaction generally has a fine tenure record among its Scouts, and has few Scout exits and little or no problem recruiting new boys. There is a lot to the idea that the Troop must run the best show in the neighborhood if it is to hold the interest of the boys – and a lively program of Scouting is the answer.

Systematic Recruiting

No Troop is “going on the rocks” if over the years it has developed a systematic plan for recruiting new Scouts to fill the gaps as they occur and to add new members to the Troop. It is important that the age distribution of the members of the Troop be watched. At no time should any age group become preponderant, rather there should be a balance with ten-year old coming in to replace the older Scouts. The Commissioner should regularly check this point with the Troop Leader to know the facts.

Annual Troop Charter Review

The annual charter review, described in Chapter III, offers one of the best opportunities to help Troop Leaders. The Commissioner, with his intimate knowledge of the Troop's strong points and its needs, can be of real assistance in this review.

Following the reregistration, a public presentation should be made of the charter. The actual presentation is usually made by a member of the Organization and Extension Committee, a Council officer or the District/Municipal Commissioner, but in any case, the District/Municipal Commissioner should make certain that arrangements are made.

Registration

It has been demonstrated that Councils having a carefully planned registration procedure have the highest percentage of reregistered Scouts with a smaller percentage of separated Scouts.

The registration procedure for the Troop is the same as for the Kawan, Outfit, and Circle. Well in advance of registration time the Local Council should arrange to have the necessary papers placed in the hands of the head of the sponsoring institution. It then becomes the Commissioner's responsibility to follow through with the sponsoring institution and its leaders to make sure that the papers are properly completed in the charter Review procedure and transmitted to the Local Council.

6. RECORDS AND FINANCE

The financial set-up is important to the stability of the Troop and the Troop Budget Plan provides the soundest and most practical method for Troops to finance themselves. At the same time it gives the Scouts training in good thrift habits, and provides them with a business-like approach and attitude towards financing the Troop. The Commissioner should see to it that Troops are operating on the Standard Troop Budget Plan. A Troop Budget Book must be kept that outlines the plan in detail and provide the necessary records for keeping an accurate accounting of income and expenditures as well as the payment of dues by individual Scouts. Also, there are forms for the Troop to use in adopting the Budget Plan and for the Commissioner to use in reviewing the operation of the plan in his Troops.

RESPONSOR BILITIES

THE SPONSORING INSTITUTION

- Formally Adopts Program
- Actively Sponsors its Units
- Sponsors Units for all its Boys
- Appoints and recruits Unit Committees
- Selects and Recruits Leaders
- Coordinates its Units
- Provides Meeting Places
- Secures Parental Cooperation
- Assures Outdoor Program
- Observe Scouting Policies

Many Troops are able to supplement their income from dues under the Budget Plan by earning additional funds for the purchase of equipment and supplies. The Commissioner should encourage the Troop Leaders to plan ways and means for the Troop to earn money. However, be sure to read the policy on commercialism contained in the Bylaws of the Boy Scouts of the Philippines before going ahead with any money raising schemes – and consult your Scout Executive for formal approval by the Local Council.

The Commissioner should encourage all Troops to keep careful Camping, Advancement, Tenure, and Attendance Records. A Troop Record Book offers an easy and efficient method for keeping the “vital statistics” of the Troop. Then, too, many Troops keep a diary from year to year recording the highlights of history and tradition.

Building for Permanency

If Scouting is to accomplish its purpose there must be a quality of stability of permanency to the whole structure so far as the Scout, the Scouter, and the Troop are concerned. The boy that drifts out of the Troop after but a few months in the Game of Scouting usually does so because he is disillusioned. He has not found what he pictured in his dreams of Scouting. With him, Scouting has failed!

That Troop Leaders who resigns after but a few months or perhaps a year at his post of leadership usually does so because of discouragement and personal dissatisfaction. Once a man has caught a taste of success in his work as a Troop Leader, once he has found that he really can do it; all manner of temporary trials – even the baffling antics of the Troop “cutup” – cannot shake him from his allegiance to the Game of Scouting.

The Troop organized only to go out of existence after a year or two of operation means “burned over territory” in the field of boyhood. It means keen disappointment on the part of the sponsoring institution. It means a serious setback in the onward march of Scouting.

To the permanency of Scouting as it affects the boy, as it affects man, as it affects the Troop, Commissioners can well afford to dedicate their best efforts.

MR. COMMISSIONER...
When you are visiting a Scouting Activity:



DO observe from the sidelines the Kawan, Troop, or Outfit in action.



DON'T let the leader stage a formal review.



DO stay long enough to observe the normal activities.



DON'T breeze in and out – all in the same breath!



DO let the leader know you are



DON'T always drop in



DO drop in on friendly calls and commend the group on a “job well



DON'T always ask them to do a



DO “build up” the leader, so the boys will think even more highly of



DON'T pose as a big shot!



DO remember you're a SERVICE man and supervisor!



DON'T be a “snoopvisor”!

Chapter IX – The Commissioner Serves Senior Scouting

The Commissioner Views Senior Scouting

The Commissioner will serve Senior Scouting most effectively by keeping in mind that this phase of Scouting is a program for young men. The importance of this attitude is that the average Senior Scout in his own mind is a man. Though he may be no older than the minimum Senior age of thirteen, he wants to be a man and appreciates being considered as one. Backing this ambition, he has some advanced abilities with which he will respond to a sincere approach to him as a young man. To hold young men under the influence of Scouting ideals, the Senior Program must take into account their growing ambitions and abilities.

Following is a summary of the chief aims of Senior Scouting:

1. Help the older Scout through the critical period of early manhood by adapting Scouting ideals, activities, and leadership to his stage of maturity.
2. Give communities and institutions an educational program they can apply to the needs of their young men, thereby providing the sponsors with a long-span youth program.
3. Attract into Scouting young men who are former Scouts or who have never been Scouts.

These aims are reached through a variety of activities and organizations making up The Senior Program as follows:

1. Registered Senior Scout Outfit. For Scouts thirteen and older.
2. Special Activity Programs. These include the Emergency Service Corps. They are organized on a Council basis, but all are not limited to Scouts of Senior age.
3. Old Scout or Alumni Groups. Among these are Troop and Council Alumni, *Alpha Phi Omega* (National Scouting Fraternity at colleges). BP Scout Guild and Rover Scouts. Although Rovers are registered in Crews, they are at least eighteen, old enough to be commissioned.

Commissioner service is largely with the registered Senior Scout Outfits in the six fields of service corresponding to those in KAB and Boy Scouting.

1. POLICIES AND PRACTICES

Senior Scouting aims to provide an interesting program for young men of thirteen and over who have left or are about to leave Troops or who have never had the advantage of Boy Scouting. It disapproves the recruiting of Scouts still active in Troops.

There are two circumstances under which an older Scout should be encouraged to take up Senior Scouting. First, if he has time to carry both Troop responsibility and Senior membership, he can join a Senior Scout Outfit. He will be registered only in the Senior Scout Outfit but will also be active in the Troop. Second, if he is losing interest in his Troop, Senior membership probably will be the only way of holding him in Scouting. Senior Scout Outfit also attract many former Scouts and most of the new Scouts who are recruited for the first time after they are thirteen.

The Commissioner will “make friends and influence people” in the ranks of Senior Scouting by the attitude that theirs is a very specialized and advanced kind of Scouting. They appreciate a distinction being made between their program and Boy Scouting just as Boy Scouts see the difference between their program and KAB Scouting.

2. LEADERSHIP

The Commissioner, being familiar with his advisory relationship to the Scouters in his area, will readily understand the unique advisory position held by the adult leader in a Senior Scout Outfit. A greater degree of self-government is possible among Senior Scouts because of their maturing abilities and their desire to make their own decisions.

3. PROGRAM

Although the activities for all types of Senior Scout Outfit are based on different skills, they follow much the same pattern. However specialized any leisure program for young men may be, to satisfy their own and the community's interests, the program should contain a balance of four kinds of activities, providing for:

1. Outdoor trips with plenty of action and adventure.
2. Indoor activities and technical skills relating to hobbies and life work.
3. Service projects encouraging growth into intelligent citizenship.
4. Social affairs including some in which the girls take part.

Outdoor Action

Outdoor activity remains prominent in Senior Scouting because young men need vigorous adventurous action. Most of them want it too, but on a man's level. They are capable of learning advanced skills in camping, hiking, swimming, sailing, fishing, hunting, and nature lore. They do so eagerly when they have the chance to pit these skills against nature in man-sized expeditions and cruises. Sometimes the Commissioner has experience or contacts which he can call to a Unit's aid in planning an outdoor trip. He may stimulate more of this kind of activity by being a clearing house for information about other Units' expeditions.

Technical Skills

The technical information involved in the requirements for advancement in the various Senior Programs is the doorway to a wide range of hobbies and occupations. Regardless of the type of Unit in which a Senior is registered, a Senior Scout may qualify for the Senior Scouting ranks within his field by following the regular order of advancement.

Furthermore, any Senior may earn any of the Merit Badges and the Senior Scout Titles awarded for specialized groups of Merit Badges. He may also qualify for the higher Boy Scout ranks of Outdoorsman, Venturer, and Eagle if he has completed the First Class Scout requirements. The whole advancement program does more than set individual goals for personal improvement. It suggests a vast variety of activities for planning Senior Unit Programs.

INSTITUTIONAL/NEIGHBORHOOD
COMMISSIONER



DANGER SIGNS IN SENIOR SCOUTING

1. Poor Attendance-Short Tenure
2. Patrol method "on paper"
3. Leader himself plans and directs all activities
4. Romance of Adventure — Camping not realized
5. Program skills and Vocational fields not emphasized
6. The plans forget the girl interest
7. Leaders not trained
8. Sponsor's interest weak

If you find one of these,
FIX IT or CALL
Field Commissioner for Senior Scouting

The Commissioner can smooth the way to advancement by encouraging Boards of Reviews, taking part in formal award ceremonies, and suggesting experts who may be called in to give demonstrations, movies, or other special instruction. It is better for Senior Scouts to use the Unit Advancement Plan than to get their awards at Boy Scout Courts of Honor.

Service Projects

Service to the sponsoring institution, to Troops, and to civic groups outside Scouting, appeals to the Senior's growing desire of belonging to, and being needed by the community. It encourages a constructive attitude toward his approaching responsibility of citizenship. The Commissioner can promote this activity among Senior Scout Outfits by seeing that requests made through the Council are for service which is dignified and challenging to the young men. They do not willingly take the bait of, "make work" that merely puts them through the motions of serving.

Social Affairs

A distinctive feature of Senior Scouting is the emphasis given the social side of the program. Some kind of social event, formal or informal, stag or mixed, should be on the Unit's calendar every month or

two. The purpose is not just entertainment. It is to develop the young man's knack of getting along with other people, an increasingly valuable asset. To meet a normal interest of young men and make the Unit program more attractive, parties and socials should be held which include girls. The Commissioner can be helpful by suggesting and aiding in arranging inter-Unit social affairs such as a District or Council Senior Scout ball.

Program Committees

Ideally, Senior Scout Outfits operate democratically. They are run by as well as for young men. Experience shows that this can be done easiest through Program Committees, usually four in number, namely, the Outdoor, Indoor, Service, and Social Committees. Every member of the Unit is on at least one committee, and each Crew is represented on every committee. (A Crew is the sub-division, in all types of Senior Scout Outfits corresponding to the Patrol in the Troop.)

A few weeks in advance of a quarterly or semi-annual program period, each committee prepares an outline of its events for the Unit. Then the chairmen present their outlines to the whole Unit for discussion. The events are finally approved by majority vote and the adviser are fitted into a complete schedule at a meeting of the chairmen and the Unit officers. Then each committee follows through on the operation of its part of the program. This set-up is thoroughly democratic. It is not simply practice in parliamentary procedure, it is democracy in action on the young men's level. It is training for living in a democracy.

4. COOPERATION

Senior Scouting, the big brother of the Whole Scout Family, lengthens the flow of the Scouts from the Kawan through the Troop and the Senior Unit toward trained citizenship. The Commissioner, working with these five phases of Scouting, is in a strategic spot to smooth and stimulate this flow. Especially can he foster mutual confidence between Troop Leaders and Senior Scout Adviser. When friction occasionally arises, it is generally a problem of individual relationships rather than a clash of programs. Most often it will be the question of an older Scout going from a Troop to a Senior Scout Outfit. In bringing the Troop Leader and Senior Scout Advisor together, the Commissioner can get them to iron out their differences by suggesting that they decide what would be best from the Scout's standpoint. Another way the Commissioner can help is with the preparation of ceremonies at Troop meetings for graduating older Scouts into Senior Scout Outfit.

A Troop Leader who has difficulty in holding his older Scouts, or has too many of them, may appreciate an explanation of Senior Scouting by the Commissioner, and further, a suggestion that the Troop's sponsor start a new Senior Scout Outfit. The Organization and Extension Committee of the Council or District should be called on to complete the job.

One form of cooperation between Senior Scouting and Boy Scouting is the junior leadership which Senior Scouts can give Troops. They get credit for such Troop service on their advancement records. Young men experienced in Scouting can be capable Junior Assistant Troop Leaders and advancement instructors. The Commissioner can bring together members from Senior Scout Outfit who wish to serve and Troop Leaders who want junior assistants and special instructors.

PROFILE STUDY OF AN OUTFIT MEETING OR ACTIVITY

Outfit No. _____

Date _____

By _____

INSTRUCTIONS: This profile study relates only to Unit Meetings. Do not fill it out until after leaving the meeting. It is your own measuring tool, and should not be shared with Unit Leaders. Figures to the left of each statement correspond with the numbers which appear on the graph or profile at the right of the page. The Figures 2 and 4 appear only on the graph or profile and should be checked when the situation is between the situations which are described. When completed, draw in connecting lines from number to number. This will give you a profile or graph of the meeting.

Check numerical value that applies.

FUNCTIONING MANPOWER		1	2	3	4	5
ADULT LEADERSHIP						
1	No evidence of advisor's guidance or Senior Scout's confidence in him.					
3	Leader exerts some influence as Advisor.					
5	Evidence that Scouts respect guidance of Advisor and that he participated in planning program with Committee Chairman and Crew Leaders.					
QUALITY PROGRAM		1	2	3	4	5
PROGRAM PLANNING						
1	No evidence of planned program.					
3	Some evidence of advanced planning on basis of Committee Plan.					
5	Detailed written program with time schedule, developed on basis of Committee Plan. Copies in hands of all responsible for leadership.					
PROGRAM OPERATION						
1	Meeting poorly operated.					
3	Generally good meeting, but frequent pauses, some confusion.					
5	Orderly, purposeful meeting. May be informal but opened and closed on time. Run without delays.					
MEETING PLACE						

1	Undesirable.					
3	Adaptable.					
5	Adequate. Clean, safe.					
CREW PARTICIPATION						
1	No evidence of Crew entity.					
3	Some Crew activity.					
5	Crews play important part in meeting.					
YOUNG MAN INTEREST						
1	Evidence of disinterest.					
3	Young men sometime appear to lose interest.					
5	Enthusiastic participation.					
YOUNG MAN ATTENDANCE						
1	Poor attendance.					
3	Fair attendance, but mostly younger Senior Scouts.					
5	Good attendance with balanced age distribution.					
UNIFORMS						
1	No uniforms.					
3	Some uniforms.					
5	All Senior Scouts and leaders in clean, neat, complete uniforms with proper insignia.					
CEREMONIES						
1	No ceremonies.					
3	Some ceremonies.					
5	Well conducted opening and closing investitures, induction to office, etc.					
RECOGNITION & AWARDS						

(Consider Boy Scout Advancement, Senior Scout Advancement, and Ratings)

1	No evidence of Scout advancement.					
3	Nominal advancement.					
5	Good advancement, with evidence that program is planned to result in natural advancement.					

BOY SCOUT IDEALS

1	No evidence of attention to Senior Scout ideals.					
3	Nominal attention to ideals.					
5	Evidence of conscious effort to promote Scouting ideals.					

BUSINESS PRACTICES

1	Poor records, evidence of poor financing.					
3	Some records.					
5	Good records. Evidence that all young men bear share of Unit expenses on basis of established budget.					

EQUIPMENT

1	No equipment.					
3	Some equipment.					
5	Adequate equipment in good condition.					

RECEPTION OF NEW BOYS

1	No new members present.					
3	New members are made to feel welcome.					
5	Evidence of warm welcome and orienting of new members.					

BOY REACTION TO ADULT LEADER

1	Senior Scouts resented Advisor's leadership.					
3	Scouts appear to like and respect leaders.					

5	Evidence of good balance of Senior Scout and Advisor Leadership.					
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5. MEMBERSHIP AND REGISTRATION

The minimum membership requirement for any type of Senior Scout Outfit is eight young men, age thirteen or older, and adviser, at least 21 years of age, and a committee of at least three men representing the sponsoring institution. A Senior Scout who is also active in a Troop is registered only in his Senior Scout Outfit.

6. RECORDS AND FINANCES

Special Log forms are available for keeping attendance and minutes. There should be an advancement wall chart for each type of the Unit.

The Senior Scout Treasurer should work under the close supervision of a member of the Unit Committee who approves the monthly financial report and makes a quarterly audit of the books. The Unit should operate under a definite budget approved by all members and the advisers.

Summary of Service to Senior Scouting

1. The Senior programs are for young men. The Commissioner's relationship to them is largely through the registered Senior Scout Outfit.
2. Senior Scouting hold older Scouts longer and occasionally brings other young men who otherwise have never been Scouts under the influence of Scouting.
3. Successful leaders of Seniors understand young men's ambitions and abilities and act mainly as advisers.
4. A balanced program based on young men's interests includes outdoor, technical, social, and service activities, planned and operated democratically by the Seniors.
5. The Commissioner is in a most strategic position to encourage cooperation among the members of the Whole Scout Family.
6. The Commissioner should promote the flow of Scouts from Troops into Senior Scout Outfit so that it is mutually advantageous.
7. The Commissioner should suggest to Troop Leaders and sponsoring institutions the organization of a Senior Scout Outfit where there is evidence that the number of young men presently available warrants it.

Chapter X – The Commissioner Serves Rover Scouting

The Commissioner Looks at Rover Scouting

The Commissioner is the leader of Unit Leaders serving in the KID, KAB, Boy, Senior, and Rover Scout units. Rovers help in the Scouting activities undertaken by the KID, KAB, Boy, and Senior Scouts more particularly in their rank advancement. They are Hikers on the Open Road and Campers of the woods, able to shift for themselves and ready to be of service to others. Rover Scouting is the fifth branch in Scouting. Its objectives are:

1. To provide Filipino young adults the opportunity to enjoy Scouting with a wider outlook appropriate to their educational experience and age.
2. To provide female young adults the opportunity to enjoy Rover Scouting with their male counterparts and peers as they grow towards adulthood.
3. To provide adult Filipino citizens the opportunity to enjoy the Rover Fellowship of the Open Air and Service to God, Country, Home, and Humanity through meaningful activities appropriate to their age with a view to improve the quality of their lives.
4. To provide a constant reservoir of dedicated manpower and womanpower tasked to extend useful services to the Scouting Movement and their respective communities.
5. To serve as a desirable vehicle for the further edification of the Scouting Movement as an effective training ground for the development of the young geared towards the attainment of national unity, progress, and international understanding and peace.

The Rover Scouting inspires, guides, coordinates, and ensures that the duties and responsibilities of the Rover/Rover Circle are complied with according to standards.

POLICIES AND PRACTICES

Rover Scouting aims to continue character building and citizenship training given to KID Scouts, KAB Scouts, Boy Scouts, and Senior Scouts, but with a wider outlook appropriate to the age of Rovers.

There are certain requirements to be carried out in Rover Scouting Program. They are as follows:

1. The Unit Organization in Rovering shall be known as a "Rover Circle." The Rover Circle may be divided into Sub-Units known as "Teams." Each Team is composed of at least two members which shall be the unit of activity based on:
 - a. Common interest, endeavor, and concern;
 - b. Age grouping; and
 - c. Activity/Projects to be undertaken.
2. The Rover Circle shall decide on the maximum number of members although it may start with only six and register when it reaches twelve. If it cannot reach the maximum number required for registration within three months, it has to attach itself to another circle within the jurisdiction of the Local Council.
3. The Rover Circle elects its own Rover Circle Manager, Assistant Rover Circle Manager, Circle Secretary, Circle Treasurer, Circle Auditor, and such other positions as it may wish to

create, serving for a term of one year. The Rover Circle Manager is appointed during the initial organization of the Circle and may be re-elected for the same position.

4. Each Circle shall have a “Rover Den” or a place where its members can hold meetings.

5. Rover Circles shall have as Sponsoring Institution the District/Municipal Scouting Committee, a neighborhood or school. Its Institutional Scouting Committee shall be composed of at least three members which shall coordinate with the Commissioner for Rover Scouting in the council.

6. The Local Council shall appoint a Commissioner for Rover Scouting. He shall initiate the organization of Rover Circles within the council. It shall be his duty to ensure that all the other Circles are organized according to standards.

The Commissioner shall establish good relationship in the Circle in many fields of study they be Team or Circle projects. Their program shall no longer be interpreted from a boy's point of view but that of a man.

2. LEADERSHIP

Leadership is provided by the appointment of qualified leaders by the Sponsoring Institution for a new Rover Circle Unit. The Council Commissioner for Rover Scouting shall initiate the organization of new Rover Circles. Qualified leaders shall be chosen from among those who have completed at least a Basic Training Course for Rover Circle Managers.

The Sponsoring Institution shall select a Rover Circle Committee which is tasked to –

- a) Select a Rover Circle Manager who has completed a Basic Training Course for Rover Circle Managers. The District/Municipal Commissioner, however, may arrange for the Assistant District Scout Commissioner for Rover Scouting to take charge until such time as a suitable leader is recruited.
- b) A suitable meeting room “Rover Den” for the Circle.

3. PROGRAM

The Boy Scouts of the Philippines provides opportunities for young men and women and adults who may wish to be of service and enjoy the outdoor program of the Scouting Movement.

Former Scouts or non-Scouts are offered routes for Advancement/Personal Development at specified age groups. The Advancement or Personal Development Plans are carried out through Areas of Personal Advancement and Personal Development.

There is normal involvement in the structured Advancement Plan for Rovers and Roverettes, on a co-educational basis.

All prospective or newly-recruited members undergo Self-Examination and Vigil before their investiture as members of the Rover Circle. The Self-Examination and Vigil is undertaken only once during the Scouting life of a Rover/Roverette/Rover Peer.

Service-Oriented Projects/Activities within the Scouting Movement and in the Community are of

primary factors that need planning, organizing, and implementing livelihood projects. They are encouraged because they develop self-confidence and dignity of the individual. Activities that ensure the development of the personality of the candidates must be undertaken. A certain degree of service must be rendered to the Movement but emphasis is to be given to community-based services as they are of great value for the development of the community aside from generating, like:

1. Personal Development Activities/Projects
2. Livelihood Projects
3. Community Service Activities or Community Development Projects
4. Service to the Scouting Movement Activities/Projects
5. Religious/Spiritual Upliftment Activities/Projects

Outdoor Activities

A Brotherhood of the Open Air and Service was our founder's definition of Rover Scouting. The Open Air is the Rover Scout's school and his playground. The school develops qualities of character which he has developed as a KID, KAB, Boy ,and Senior Scout. Values such as self-reliance, initiative, observation, judgment, loyalty, courage, kindness, and helpfulness, help him to be a good participating citizen.

It is the place where he goes for recreation, for health, and strength to cope with his routine in life.

Rover Scouting is designed to help its members to undertake activities in the Open Air to develop them physically, mentally, and spiritually in order to render effective service to the community. Rover Scouting accepts its share in the nation's responsibility for sending into that adult community men who will work for the common good, ever trained to think for themselves, men of sound judgment, men who accept readily the highest ideals of chivalry, clean living, tolerance and helpfulness, men with courage to express their views positively. Over and above all, men who place foremost in their lives a practical, fearless and forthright standpoint based upon "Duty to God."

It is in the context of this responsibility and accountability that Rover Scouts should undertake. Outdoor activities and service-oriented projects according to the needs of the community.

Some of the outdoor activities common in Roving are:

- Hiking/Camping/Aquatics/Mountain Trek
- Long Term Expedition (within the country/overseas)
- Conferences
- Jamborees
- Moots
- Special Events: forums, seminars, workshops, socials: e.g. Dancing/Parties/Cultural Shows
- The "how" of Project Management for a community development activity

Community Development Projects Involvement

Community work provides the ideal setting in which the Scout method can be applied in a real life environment. This leads to benefits for the Scouts, their community, and their Scout Association.

Benefits to Scout:

1. Scouts can learn more skills to equip them to become better citizens.
2. Scouts shall develop a vision which goes beyond their immediate environment. They will be able to understand more about other people, whether they are in their own community, or other communities anywhere in the world.
3. They shall be able to understand and overcome bias and prejudices and get along well with others, regardless of race, creed and beliefs.
4. They shall adopt a different perspective. Their own problems become smaller. and the goals they set for themselves can be higher.
5. With a “global” vision, they shall have a better appreciation of their own circumstances; the need for education, the preparation for a job, the avoidance of temptations such as drugs by living a clean life.
6. They shall get involved in constructive activities to improve their lives and the lives of others in their families and communities. They shall feel a sense of belongingness, and a sense of usefulness.

Benefits to the Community:

1. The Community benefits directly from the projects undertaken by Rover Scouts. Needs are met and the quality of life is improved.
2. There are long-term benefits as the young grows up to be better citizens who are more likely to contribute to the improvement of their own community.
3. The community shall have greater understanding of young people and their potential role in improving the quality of life.
4. There shall be a greater awareness that members of community can work together to solve their own problems.

Benefits to the Scout Association:

1. The involvement of Scouts in addressing the needs of their community is a major component of a *programme* which meets the needs and interest of young people, particularly adolescents.
2. The opportunity to be involved with real community issues helps to attract new members, from all sectors of society, thus establishing the permanency of its members because they have personal satisfaction of knowing that they are making worthwhile contributions to the community.
3. Scouting becomes more visible in the community and encourages people to support it.

4. Improved Scouting image contribute to attracting qualities and dedicated leaders to develop young men and women.
5. Cooperation with other organizations establishes good working relationships with them and eventually they will support Scouting.

4. COOPERATION

A. Establishing a Dialogue with the Community

The Worker's initial approach to the community will determine the extent to which the community is willing to take an active role. The worker must be able to establish a good relationship with the community leaders.

The Rover should conduct dialogue with the community in an ongoing process, not something started and then stopped. It is greatly influenced by the personal attitudes of the worker.

To develop a good working relationship with the community, the worker must:

- a. Be prepared to learn from the community.
- b. Value their ideas and ways of life.
- c. Be humble and contribute sensible suggestions.
- d. Show and do Scouting to them. Deeds speak better than words.

B. Understand Community Conditions

The Rover must be able to observe the situation and condition of the community, its peculiar characteristics, and must be capable to collect appropriate data through interviews/surveys.

C. Able to Communicate

The Rover should be able to listen and speak well; to pose appropriate questions at the right time. When necessary, he must be able to give appropriate, practical, and concrete explanations. To stimulate community awareness of its own needs and desire to fulfill those needs. To look at the problem with a view to improve the community's general welfare with a profound desire to improve man's lot convincingly.

D. Sense of Timing

This is very important to spur program development in order to create the best opportunity and situation. Necessary in order to create, maintain, and accelerate momentum. The Rover must be sensitive to situations anti conversations.

E. Capable of Leading in a Way That Encourages Participation, Rather than in an Authoritarian Manner. Capable of Planning According to Priorities.

In determining priorities, the following factors should be considered:

- a. Program aims which are established on the basis of data obtained from observation and survey.
- b. Difficulties and obstacles which would be encountered in striving for these goals, and possible ways of overcoming these obstacles.
- c. Activities which are practical, easy, and cheap to implement are given priority.

Any point affecting the welfare of future training and activities of the Circle should normally be discussed by the Circle as a whole. If this takes too much time, a kind of General Purposes Committee, composed of selected Rovers, with the assistance of the Commissioner, can sift the pros and cons of a subject before it is put to the whole Circle (again, with the discretion of the Commissioner). In any case, the Circle Manager should refrain from “ruling the roost;” instead he should keep in the ground as much as possible, leaving the Circle to “find itself” and train its individual Rovers to become independent.

5. MEMBERSHIP AND REGISTRATION

The membership of a Rover Circle, for flexibility and proper administration control, should not exceed the normal number of a Scout Unit which is a total of sixty four (64) with a complement of the same number of Roverettes. Beyond this figure, another Rover Circle should be organized.

The leaders and members of a Rover Circle are uniformed. They pay an annual registration fee to the Boy Scouts of the Philippines. A full-time Unit Leader in another Program Section is not eligible to serve concurrently as a Circle Manager. Youth members of the Circle except that of the Circle Manager or any leadership position in the Peers Division.

6. RECORDS AND FINANCES

A Special periodic report shall be required to render for the Rover Circle about the progress of their attendance and minutes, as well as, the fulfillment of the advancement ranks for their candidates.

The Circle Treasurer should work under the close supervision of the Circle Auditor and the Assistant Rover Circle Manager who approved the financial report and makes a quarterly audit of the books. The Circle should operate under a definite budget approved by the Circle Committee.

Rover's Enlightenment

The Object of the Rover training is to enable young men to develop themselves as:



and to give each his chance of making a useful career for himself.

It gives the older boy an aim for remaining under the helpful influences at the difficult time of his life when he is just entering manhood.

It provides Scouting for young men with its joys of Backwoodship and Nature craft.

It helps young men to train for warrant rank of Troop Leaders or Instructors in the Scout Movement.

It gives young men the opportunity of doing useful service for others on a recognized footing.

Chapter XI – Field Commissioner Service

Some Local Councils have Field Commissioners, but most Councils depend on the District/Municipal and Institutional/Neighborhood Commissioners to service Langkay, Kawan, Troops, Outfit, and Circle in all phases of the program.

In a Council where the Field Commissioner is used, he is a specialist, trained in his particular phase of Scouting, and he stands ready to advise and counsel with the District/Municipal and Institutional/Neighborhood Commissioner when called. If the Institutional/Neighborhood Commissioner encounters a problem that he and his District/Municipal Commissioner cannot solve, they call in the Field Commissioner who specializes on that particular activity.

Here are ways in which some Councils have set up the specialized functions of Field Commissioners.

Field Commissioner for KAB Scouting

The Field Commissioner for KAB Scouting is the technician in the KAB Scout Program within the Local Council. He is acquainted not only with the basic principles of that program, but also with its technique. Through special training courses, he has acquired both the inspiration and the understanding necessary to spread throughout the Council something of the inspiration and the knowledge which he himself has acquired.

If there is a KAB Planning Committee in the Council, the Field Commissioner for KAB Scouting bears a natural relationship to it and frequently serves as a member.

The Field Commissioner for KAB Scouting should be familiar with the responsibilities of the

District/Municipal and Institutional/Neighborhood Commissioners to KAB Scouting as outlined in Chapter VII.



A District/Municipal or Institutional/Neighborhood Commissioner can determine the condition of the Kawan in his territory – and this he can do without great technical information. The chart is easy to use and lists the simple; elementary requirements of satisfactory Kawan operation. The requirements are easily recognized through a visit to the Kawan or a chat with the Kawan Leader.

In carrying out this plan, the Commissioner may discover that in one Kawan parents are not attending Kawan meetings. His experience may not be sufficient for him to solve such a problem – but he has rendered an important service through discovering it. He will therefore call upon the Field Commissioner for KAB Scouting who is a man with technical KAB Scouting experience – a specialist. The Field Commissioner will then work with the District/Municipal or Institutional/Neighborhood Commissioner in helping the Kawan to solve the problem.

In other words, the first responsibility lies with the District/Municipal or Institutional/Neighborhood Commissioner. He must understand that if he does nothing about the Kawan in his territory they will not receive Commissioners help from any other source. The first initiative must come from the “regular

line” Commissioner.

Field Commissioners for Emergency Service

The responsibility for the leadership, promotion, and operation of the Emergency Service Corps is assigned to a Field Commissioner for Emergency Service. He is responsible to the Scout Executive and the emergency service experts on the Health and Safety Committee. The Field Commissioner in carrying out his assignment has the help, of course, of the District/Municipal or Institutional/Neighborhood Commissioner. He, too, has a cooperative and directional relationship with the District Emergency Service Corps leaders.

This Field Commissioner may also be the Emergency Service Adviser on the Health and Safety Committee – and this is desirable. It is also desirable that he be acceptable to the responsible head of the Red Cross Disaster Relief Committee with whom he will be related in times of emergency.

Field Commissioners for Senior Scouting

Field Commissioners for Senior Scouting are serving in their own field as technical expert. Well acquainted with the program to which they are related and ready to serve. As has been indicated, these Field Commissioners will respond to requests for special services brought to them by District/Municipal or institutional/Neighborhood Commissioner.

Field Commissioners for Senior Scouting – like those for KAB Scouting should have had specialized training to equip them for leadership in their respective fields. They should be leaders who understand the needs of young men of Senior Scout age. They will contribute their part in assuring an adequate representation of the interests of Senior Scouting in the activities of the Council.

Other Commissioners Related to Special Phases of Scouting

There are a number of opportunities for service by Field Commissioners in special phases of Scouting as such, or in certain specialized phases of Local Council administration. Witness the following examples:

a) Field Commissioners in charge of Merit Badges

In the Advancement Program are listed opportunities for Field Commissioners to serve in charge of various departments of the Merit Badge Program. Such men have responsibilities for enlisting and supervising the work of Merit Badge Counselors within the departments, and for seeing to it that the outcomes to Scouts who participate in the Merit Badge Program are what they should be.

b) Organization Commissioners

Under certain circumstances, it may be found desirable to commission specialists in Langkay, Kawan, Troop, Outfit, and Circle Unit organization as Field Commissioners. Such organizers devote themselves to the technical task of setting up new Units, working of course in the field as representatives of the Committee on Organization and Extension and entirely in line with the program for extension as developed by that committee.

c. Other Opportunities

These examples will serve to indicate the opportunity which is given for the service of Field Commissioners in various special fields related to Scouting. We might continue to mention areas such as Emergency Service, Community Service and Development, etc.

