Greenleaf Cub Scouts Pack 52

ROUNDTABLE HELPS

1960-61

BOY SCOUTS OF AMERICA

50th ANNIVERSARY

Have the boys in your district made the most of Scouting's 50th anniversary? If so, good. If not, there's still time to get moving.

The big Get-Out-the-Vote campaign—Scouting's National Good Turn—is coming up in November, so talk it up at the fall roundtables. Since boys must take part in this great campaign to complete their requirements for the 50th Anniversary Achievement Award, most of them will be raring to go.

When 50 per cent of the boys in a unit earn their achievement awards, the unit will receive the President Eisenhower streamer. Your district will get its award when 60 per cent of your units qualify; your council when 60 per cent of the units qualify.

It's our biggest year, so let's cap it by making sure that every boy can proudly say, "I took part."

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New Brunswick New Jersey

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Running Effective Roundtables

This book has two important functions:

- to provide practical help on the why, what, and how of successful roundtables
- to provide specific suggestions during 1960-61 for each of the roundtable areas – Cub Scouting, Boy Scouting, and Exploring

Through district roundtables we share with unit program people the program material, skills, methods, information, and morale to enrich the operation of their units.

Councils think of roundtables as among their most effective opportunities to guide and stimulate and coach the men and women who operate Cub Scout packs, Boy Scout troops, and Explorer units. Training courses provide an understanding of the basic principles and techniques of the program. Roundtables deal largely with the specifics of month-by-month and quarter-by-quarter program planning.

Suggestions for pack leaders' roundtables and troop leaders' roundtables are based on the monthly themes for 1960-61. Explorer leaders' roundtable suggestions are based on the 1960-61 quarterly planning material. In Cub Scout and Boy Scout programs in this book, the August roundtable has been presented in outline form to suggest a pattern and a time schedule. For the other months, suggested contents have been listed briefly for the various parts of the meeting.

Roundtable Values

The purpose of the local council and its districts is to make Scouting available to boys. This can be done only through units. The council has small opportunity to get the program to the boy. What the council does, through its districts, is to get the program to unit leaders. The council's function is to pass the ammunition. One of its most effective tools in doing this is the monthly district roundtable.

What ammunition does the unit leader need? Primarily two things: the will to do and the skill to do.

> THE WILL TO DO—The I'm-glad-to-be-on-the-team feeling, the get-up-and-get, the desire to do something—regularly renewed and refilled.
>
> THE SKILL TO DO—A few things that he knows and knows he knows, the skill in his hand, the confidence of "I've done it" . . . preferably gained in small regular doses—a bag at a time—to a whole barrelful all at once.

Neither the will to do nor the skill to do is sufficient without the other. It doesn't help to have the skill and not be willing to use it. And it is no better to have the inspiration and desire and not have the knowledge of how to go about it. The unit leader and his unit committee cannot use information they do not have.

Roundtable Ingredients

These, then, are the ingredients of the district roundtable:

Morale, inspiration, enthusiasm, and vision, on the one hand—

Skills, techniques, information, and program ideas, on the other.

Powered by a renewed zeal to serve boys through Scouting and armed with abundant program material and techniques, program people will go back to their packs, troops, and Explorer units to do a quality job.

Obviously, regular effective district roundtables for all unit leaders constitute one of the most rewarding services a council can render.

Who Should Attend Roundtables?

Cub Scout leaders' roundtables are for all Cubmasters, assistant Cubmasters, Den Mothers, den dads, pack committeemen, and other parents.

Boy Scout leaders' roundtables are designed for all Scoutmasters, assistant Scoutmasters, and troop committeemen.

Explorer leaders' roundtables include all Explorer Advisors, associate Advisors, and unit committeemen.

STEPS IN PLANNING ROUNDTABLES

The council executive staff reviews *Roundtable Helps 1960-61,* to see that the programs suggested for all three phases of the Scouting program for the year exactly meet the needs of their council, districts, and units. Adjustments are sometimes made. For instance, a camporee in one district might switch the point of emphasis at that district roundtable to include the skills needed for those units taking part.

When the wrinkles are ironed out and the plan of action agreed upon the executive staff sets the dates of the roundtables for the year.

District Action

The year's roundtable plans, drawn up by the executive staff, together with copies of *Roundtable Helps* are presented by the district executives to their commissioner staffs that carry the responsibility for roundtables. Here they have an opportunity to make their suggestions regarding the yearly plan. Then the specific duties are most often turned over to the three assistant district commissioners for roundtables, one of whom is in charge of roundtables for each phase of Scouting.

After this session, the three assistant district commissioners usually meet each month with the district Scout executive to talk over detailed plans for forthcoming roundtables. At this meeting, they call in others to help in the planning as needed, and check on their progress in assigning the best men available to make roundtable presentations. These meetings also emphasize the idea of advance planning for roundtables, as assignments made well in advance are more likely to be accepted and done well than those handed out a day or a week before they're to happen.

Specific Assignments

Specific assignments made far enough in advance ensure adequate preparation. Let's illustrate by showing the wrong way to make assignments, as well as the right way.

The program for the Boy Scout leaders' roundtable reads, "9:25–9:30 P.M. – Closing ceremony . . . in charge."

Assistant District Commissioner Brown takes the program to the district. He asks Troop Committeeman Joe to put on this particular act. "Joe, how about putting on the closing ceremony at the roundtable? You'll have about four minutes."

The scene shifts to November 15, 9:25 P.M., Joe is called on. Listen to him: "For our closing ceremony everybody please stand and repeat the Scout benediction."

Same closing they've been using in Joe's troop for years. Only one they know. Everyone at the roundtable knows it, too. Result—nobody learned anything.

But here's the other way and a better way. The program reads the same as before; but there was another sheet of paper and on it, written out in detail, was a new closing ceremony that Commissioner Brown dug out of Scouting literature from a reference in *Roundtable Helps.* Result: an effective and impressive ceremony new to everybody.

See the difference? It's the difference between a good show and a poor one. Decide which you want and pay the price. The first method (Joe, will you put on *a* closing?) is cheap and the results may be equally cheap. The second method (Joe, will you put on *this* closing?) is costly, but it results in something of value.

GETTING ROUNDTABLE ATTENDANCE

When a man says he hasn't time to do something, that usually means there are other things he prefers to do. A man may attend a roundtable once or twice from a sense of duty. He'll come regularly only if he wants to come.

How do you get him to want to come? Let's look at a few ways:

• *Well-written notices telling the when, where, why, and what of the coming roundtable.* When folks get announcements that are thrown together at the last moment, blurry, full of thumbprints, and dry as a bone they're likely to think the roundtable will be just as messy. And they're likely to be right. So dress up these notices. Vary them. Why not send one out now and then issued as a court order to show up, signed by a make-believe judge? . . . or on pine scented paper that will tickle a Scouters sense of smell, so he'll read the notice instead of tossing it in the wastebasket . . . or punch a hole in the middle of your notice and write these words near it: "Is your program in a hole? Our roundtable will pull you out."

And don't forget "we missed you" follow-up cards for those who didn't show up.

You get the idea—variety, ingenuity, fun.

• *When you push to get folks out.* We've mentioned that good notices are a must, and they are. But don't stop there. Publicize your roundtables in your newspapers—including the awards your Scouters get. Then there's your radio station that'll put in a spot for you. Maybe even your TV station will help out at times, depending on where you're located. And how about car pools? Commissioners can play a big part here. After all, it's pretty hard for a fellow to stay away if Commissioner Jones says, "Why don't you come along with me, Joe?"

• *When there's a real sense of fellowship.* Did you ever go to a meeting and feel like the lost soul? No one on hand to say, "Hello." An undecorated room. Everyone looking serious and out of sorts. Well, make sure your roundtable isn't like that. Get lots of helpers—the more, the merrier. Have name tags for folks as they come in and Scouters on hand to greet them. Play a get-acquainted game or two. Give away prizes to the biggest delegation from a unit. Recognize new Scouters with a Scouter pin. Present awards to other Scouters at every opportunity. Decorate the room to give the meeting a Scouting atmosphere. Have a roundtable mailbox or folder set aside for each unit.

Sure all this takes time. But it's well worth it.

• *When there is a separate helpful session for each program.* Cub Scout people aren't much interested in discussing Boy Scouting. Nor do Explorer leaders want to spend the evening watching Cub Scout demonstrations. There must be separate roundtables for each type of unit.

• *When they get specific helps.* General discussions may have their value, but to Scoutmaster Joe the big question is—what to do from 7:30 to 9:00 every Tuesday night? He knows the monthly theme is Pioneers, but, "Let's get specific," says Joe. "Exactly what do we do and how?" He wants definite ideas to carry back to his patrol leaders' council.

• *When interesting exhibits and demonstrations are used to make learning easier.* Pictures, graphs, flannel boards, blackboards—all are devices to make learning easier and more interesting. A demonstration—showing how by doing, then letting the learner try his hand—is more likely to get a subject across than a lecture.

• *When a dependable schedule is maintained.* Scouters like to count on a regular meeting night. They enjoy knowing that it will start on time, move quickly, and dismiss on the dot. Hit-or-miss schedules, late starts, and long drawn-out meetings are suicide. It is recommended that roundtables be held the first or second week of the month. This gives enough time for other steps in unit program planning before the end of the month.

• *When every item on the program has been thoughtfully planned, carefully prepared, and snappily executed.* Fuzzy planning, careless preparation, and a boring presentation at one roundtable are the best reasons in the world for poor attendance at the next one. A good show will draw a good crowd.

Food Is Important

Few things contribute more to the general good feeling of a group than eats. Food doesn't have to be expensively served. For outdoor roundtables, a picnic supper or perhaps a barbecue, a good stew, or an imu will do the trick. Indoors it can be a potluck dinner served by a delegation of Scouters' wives.

If a dinner isn't practical it's always a good idea to have a coffee klatch or cracker-barrel session tied in with the roundtable.

Get Outdoors

Don't picture the roundtable as being held indoors every month. If, as you say, "Scouting is outing," prove it. It's the only place many of the skills and crafts can be taught.

The scene? A public park, a scenic spot, the country club, the ample back yard of some Scouter, the athletic field, a playground, a farm, or a camp.

Seating Arrangements

Never use the fixed seat classroom arrangement. Use an open circle, open square, or semicircle. Have too few chairs rather than too many. Having to bring in additional chairs as late-comers arrive says, "We've got more people than we expected!" Good psychology! No chairs in the back of the room or along the wall where anyone can sit apart from the group.

Noise Interference

Check to see that the noise from one roundtable will not interfere with another and make sure that there is no other outside noise invading your meeting. If the high school band is practicing next door you haven't got much of a chance!

Everything Ready

Arrange to have the room open, lighted, aired, and ready with someone there to greet people as they arrive. One district has a lantern with a blue globe that is lighted and hung at the meeting place entrance. At each roundtable the lantern passes to the man who will be host for the next meeting.

Check List

Here's a check list of some of the things you may need to think about and provide for:

Blackboard	Chalk	Erasers
Projectors	Hats and coats	Drinking water
Screens	Ash trays	Taking care of any Scouts that may be in the show
Heating	Notepaper	
Lighting	Pencils	
Ventilation	First aid	
Parking	Toilets	

And a special check list for outdoor roundtables:

Road signs	Toilets	Seating
Parking	Lighting	Shelter
Mosquitoes	Drinking water	Activity area

ELEMENTS OF A SUCCESSFUL ROUNDTABLE

In the Cub Scouting and Boy Scouting roundtable suggestions included in this book you will notice that each meeting has six elements—preopening, opening, demonstrations and projects, special features, ceremonies, and after the meeting activities. Below are items that come under each of these elements.

PREOPENING—Exhibits; gathering-time activities

OPENING

DEMONSTRATIONS AND PROJECTS—Skills and crafts teaching and practice; games and stunts; dramatizations; visual aids

SPECIAL FEATURES—District, council, national activities; invited experts; dramatizations; visual aids; inspiration; aids to unit operation; success stories

CEREMONIES—Openings; closings; recognition; installation and presentations; investitures and inductions

AFTER THE MEETING—Fellowship; refreshments; informal discussions; next meeting follow-ups

USE ALL THE HELPS

General materials for roundtable planning may be found in Scouting literature. Specifically, the tools available are the program notebook, SCOUTING magazine, program quarterlies, BOYS' LIFE, and particularly the book in your hands, *Roundtable Helps 1960-61.*

Program material will appear in the Cub Scout, Boy Scout, and Explorer program quarterlies distributed every three months by your council. For example, the program quarterly for the winter months (December, January, and February) will be distributed in October, in time to be used for planning the November roundtables. Most councils find the quickest and best method of distributing the quarterlies is by mail.

INTERESTING EXHIBITS AT YOUR ROUNDTABLES

If you had your choice of walking through a picture gallery or going through a series of empty rooms, which would you choose? Probably the picture gallery, because it offers something to look at, to occupy your mind, and to entertain and teach you.

Well, a roundtable should have eye appeal, too. We're not suggesting you convert it into a picture gallery but we do say, "dress it up." A blank-looking roundtable room will draw blank looks and yawns. But one with exhibits of books, pamphlets, teaching devices, and the newest gimmicks for getting across the program will draw people out.

Here are some ideas for your roundtables—

- Follow the suggestions for literature exhibits noted in this book for each roundtable section. The materials you should bring are all listed.
- Tailor special exhibits to answer some questions that crop up in your district quite often. For instance, many units are looking for money-earning ideas. Why not exhibit a few finance pieces that deal with this subject—*Earning Money for Your Unit, Candy Bars and Character,* and Unit Money-Earning Application. If you wish to get more of your units interested in religious awards that are offered by their churches or synagogues you might display the religious awards pamphlets.
- Have someone who is thoroughly familiar with the exhibit on hand to answer any questions about it and to make change for those who wish to buy. He can best do this with an exact-change jar with five dollars worth of pennies, nickles, dimes, and quarters. After each sale all he does is check off the item sold and the price. It's simple as that.
- Plant questions in exhibits that can be answered by some attention catching device. For instance, you can make a few fishing poles out of sticks and pieces of string with magnets attached to them. Plant some questions about Cub Scouting, Boy Scouting, or Exploring on pieces of paper with paper clips attached and put them in a fish bowl. Then let the folks go fishing. Make sure the answers to the questions can be found in the literature exhibit on hand. It's a way of getting folks to open books and read them.
- When you use games, ceremonies, or teaching skills from books that are on display, remind everyone where you got them so they can do the same.
- Display items to be sold so they are at eye level rather than out flat on a table. Unless a display catches a person's attention it isn't doing the job.
- Make displays self-explanatory by labeling the parts with cards containing clear directions.
- Portable display panels are catching on as an ideal device for exhibiting materials. Tied together with string, the panels can be set up on any available table and can also be used for holding flip charts.
- Blackboards, flannel boards, and large sheets of white wrapping paper are ideal for illustrating points you want to emphasize and will spark your talk.
- If you borrow material for a display make sure you return it promptly and in good condition. That's courtesy and good public relations.

These are just a few ideas. With ingenuity and enthusiasm you can come up with many more. When your roundtable crowd gets bigger you'll know the extra effort is paying off.

Explorer Leaders' Roundtables

Designed for a Reason

The materials and suggested program in this Exploring section of *Roundtable Helps* are specifically designed to help you as the assistant district commissioner for Exploring roundtables to plan and conduct interesting programs for Advisors, associate Advisors, and committeemen of Explorer units.

The pattern of quarterly program support for unit leaders carried out through the roundtable calls for enthusiastically promoted and operated meetings. These meetings, if they are to provide the essential medium necessary for the healthy exchange of program ideas and techniques of operation for which they are designed, must attract and hold the attention of adult Explorer leaders. Roundtables will help Explorer leaders solve the problems that face them in their roll as adult leaders of high-school age boys.

The Explorer roundtable must be so enjoyable and productive that adults attending will leave with the feeling that their unit must always be well represented at future meetings. With this thought in mind, it is extremely important that those planning the Explorer leaders' roundtables follow the suggested approach on the following pages. Experience shows that any major departure from the suggested pattern outlined for roundtables generally results in less effective unit program support.

The Introduction Is Important

The general purpose and method of conducting roundtables is found in the introduction on pages 1-4 of this booklet. If you have not already read and given careful consideration to that section of the booklet, you should do so. You will find it much easier to understand, plan, and conduct Explorer roundtables after reading that basic information.

Adult Leaders Only

Quarterly Explorer leaders' roundtables are for adult leaders and unit committeemen only. We suggest that you make no exception to this rule by admitting either Explorer officers or members. Roundtables are aimed at supporting the adult leader with program ideas and methods of program promotion. These ideas and methods are based on an understanding of the high-school age boy and, therefore, necessarily involve a discussion of the boy himself. Discussions of high-school age boys by adult leaders cannot be successfully carried out with the boys present.

The program planning method in Exploring calls for efficient leadership by the unit Advisor at the monthly officers' meeting. It is for this reason that at least an Advisor or an associate Advisor should be present from every Explorer unit to bring back to the elected officers the activity ideas and program support provided by the roundtable.

Solving by Involving

The assistant district commissioner in charge of Explorer roundtables does not attempt to put on the entire roundtable by himself. He involves those attending! Experience has proven that leaders who have a voice in developing, presenting, and promoting roundtables are more certain to be present and interested in the presentation. They cannot help but have a feeling that the roundtable is their own.

Of the many systems used by councils to involve those who attend, the following method seems to be the most successful. The assistant district commissioner in charge of Explorer leaders' roundtables utilizes adults from one fourth of the Explorer units in his district for each three month period of the year to promote attendance and present topics.

Records and Attendance

Accurate attendance records are taken at every roundtable so that the assistant district commissioner can evaluate the methods of promotion and also credit leaders for training records. It is important to keep unit and individual attendance. The effectiveness of a roundtable can best be determined by the percentage of units attending.

No Immediate Follow-Up Intended

The program material covered at a roundtable does not necessarily relate to the program to be used by the Explorer units during the following month. Explorer units schedule their own program. Roundtables as well as the EXPLORER PROGRAM QUARTERLY, do, however, provide a wealth of program ideas and activities suggestions for the unit to consider at their program planning sessions.

Preopening Activities

In the roundtable outlines that follow, preopening activities are not suggested. We feel that local planning groups, using ingenuity and imagination, can best encourage their own means of fellowship as the group gathers.

Quarterly Roundtable Outline

The district Explorer roundtables for August and November, 1960, and February and May, 1961, are outlined in detail on the following pages. Your reactions to the suggested outlines are encouraged by the Exploring Service. Please write and tell us of your experiences with them. Send this information to the Exploring Service, National Council, Boy Scouts of America, New Brunswick, New Jersey.

AUGUST ROUNDTABLE SUGGESTIONS FOR FALL QUARTER

Opening: 5 minutes

BY _____

Start your meeting on time. Don't wait for latecomers to get there.

Open the meeting by having everyone rise and repeat the Explorer Code together. This can be effectively done by spotlighting the Explorer Code poster (No. 3150) in the front of the room. If facilities permit, background music tied in before and after the reading will add to the effectiveness of this ceremony.

Featuring the Fall Quarterly: 60 minutes

BY _____

You will notice that about half the time of the roundtable is allotted to the EXPLORER PROGRAM QUARTERLY, indicating its importance as a source of program aid to the Explorer unit.

This means also that those assigned to conduct this session of the roundtable must make careful preparation for it. Experience shows that the following has been a successful method of presenting this subject:

BEFORE THE ROUNDTABLE MEETING

Read the fall EXPLORER PROGRAM QUARTERLY from cover to cover and mark those sections that you feel should receive special emphasis. Make notes on how the program material offered might best be adjusted to fit local conditions.

Be sure that everyone attending will have an EXPLORER PROGRAM QUARTERLY during the session. This presentation cannot be successful unless everyone present has one in his hands.

Select and coach three group leaders in advance and put marked copies of the fall quarterly in their hands so that they will be well prepared and enthusiastic about their assignments. (Subject material for each of the three groups that these men will work with is listed on page 24 of the fall quarterly.)

Leaders for groups.

Group A _____

Group B _____

Group C _____

(Should the attendance be too small to make division into three groups practical, have the group leaders make their presentations to the whole group.)

AT THE ROUNDTABLE MEETING

Introduce the subject. Open the session by reminding the group that the EXPLORER PROGRAM QUARTERLY is a great source of new ideas and program information for Explorer units. Let them know it is aimed at helping the adult and boy officers of an Explorer unit with their program, and is dedicated to the Exploring philosophy that young men of high school age should be taught how to choose, plan, and conduct their own activities.

Invite them to enter enthusiastically into this session that has as its objective a thorough study of the program possibilities for the fall.

Conduct the round-robin review. Assign your three group leaders to different corners of the room, or if facilities permit, to different rooms. Direct a third of those present to meet with each group leader. Rotate the groups at fifteen minute intervals until each group has met with all three group leaders. (See page 24 of the fall quarterly for A, B, C group assignments.)

The success of this session depends on the careful selection of the group leaders well in advance of the roundtable and, of course, their enthusiastic presentation of the subject matter assigned to them.

Share successful experiences. After the groups have visited sections A, B, and C, call them all back together and then bring the "Blue Ribbon Exchange" section to their attention. Point out that these are successful activities that have been carried out by Explorer units in other parts of the nation. If time permits, this is the spot where you might have one or two of your own leaders tell about successful Explorer activities they have had during the past three months.

Group Discussion: 45 minutes

BY _____

This portion of each Explorer roundtable is devoted to a discussion of problems that concern those attending in regard to the operation of their Explorer units.

ADVANCE ARRANGEMENTS

Select a discussion leader.

Name _____

The assistant district commissioner in charge of Explorer roundtables should select a discussion leader well in advance of the roundtable who has had experience in leading discussions. Local industry, high schools, colleges, service organizations, and Explorer units have men who can do the job. Help for discussion meetings can be found in the *Exploring* manual, *Explorer "Citizens Now" Conference Workbook,* and your local library.

Select a recorder.

Name _____

The assistant district commissioner in charge of Explorer roundtables should select a person well in

advance of the roundtable to act as the recorder. He should be able to summarize all the problems discussed and the solutions arrived at through discussion. His ability to record should be such that the discussion leader can call on him at any time to restate either the problem under discussion or a specific answer suggested during the discussion.

Have consultants available.

Names _____

The assistant district commissioner in charge of Explorer roundtables should arrange to have capable consultants available. One of these could be a high school or college teacher to whom the problems of working with young men can be referred. Another person should be the consultant on program. If this program consultant is not available the assistant district commissioner may do the job, for he is generally a good source of program information.

Conducting the Discussion

Room arrangement. Rearrange the entire group into a square or circle for this discussion period. It helps to get people on their feet for a few minutes and reseated in a way that sets the proper atmosphere for the discussion.

Select the problems for discussion. The problems for discussion can be suggested by the group or drawn from the list that follows. The main idea is to discuss actual problems that have occurred among members of the group.

When a number of problems are chosen, list them on a blackboard or a piece of large paper where everyone can see them. Then ask the group to vote by a show of hands for those that they wish to talk about. The discussion leader then places the problem having the most votes before the group and helps them reach a logical solution or the understanding of an Exploring policy before going on to the next problem.

Some suggested problem areas.

1. What makes the chow-how an effective elected leader training experience?
2. What are the best ways to secure and utilize consultants?
3. How can adult leaders make sure that activities committees produce results without nagging them or doing their work for them?
4. How can the Explorer Code and the post code be made effective through the activities of the unit?
5. How can discipline problems best be handled?

Discussing the problems. The discussion should continue on the first problem until the group has reached a logical solution. Then the second problem chosen by the group should be introduced.

At the request of the members of the group, or at ten minute intervals, the consultant should be asked to comment on the topic under discussion.

At the conclusion of the discussion, the recorder should be asked to read the problems and the solutions as he has recorded them. Copies of his summary can be mailed to all participating, if the group so decides. (A copy sent to the Exploring Service, Boy Scouts of America, New Brunswick, New Jersey, would be very much appreciated.)

Council and District Announcements: 5 minutes

BY _____

At this time, make announcements concerning special national and regional activities, such as the NRA–BSA Postal Rifle Matches, Get-Out-the-Vote, and so forth.

Have a member of the district Explorer cabinet make council, district, and Explorer cabinet announcements of coming activities.

Closing: 5 minutes

BY _____

Ask a capable person to close the meeting with a brief story of the life of Alexander Hamilton, using the information on page 147 of the *Exploring* manual and references from a library. Emphasize the accomplishments of this great statesman during his youth.

After the meeting your group can have refreshments and informal discussions.

Check List for This Roundtable

- _____ Have leaders bring their *Exploring* manual and copies of fall EXPLORER PROGRAM QUARTERLY.
- _____ Select and train three group leaders for the project of featuring the EXPLORER PROGRAM QUARTERLY.
- _____ Arrange for consultants, discussion leader, and recorder.
- _____ Assign two men—one for opening, one for closing ceremony.
- _____ Make arrangements for listing discussion areas on blackboard or white paper.
- _____ List district, council, and Explorer cabinet announcements.
- _____ Display basic Exploring literature.
- _____ Arrange for refreshments.

Significant presentations, explanations, and demonstrations may be used in the Explorer roundtable as desired to add variety and effectiveness to the subject matter presented.

NOVEMBER ROUNDTABLE SUGGESTIONS FOR WINTER QUARTER

Opening: 5 minutes

BY _____

Start your meeting on time. Don't wait for latecomers to get there.

Ask a person who has talent for making inspirational presentations to express the Exploring ideals through the symbolism of the Explorer emblem, as described on page 161 of the *Exploring* manual. Provide him with a large Exploring Emblem and Motto, No. 3149, to help him illustrate his talk.

Featuring the Winter Quarterly: 60 minutes

BY _____

You will notice that about half the time of the roundtable is allotted to the EXPLORER PROGRAM QUARTERLY, indicating its importance as a source of program aid to the Explorer unit.

This means also that those assigned to conduct this session of the roundtable must make careful preparation for it. Experience shows that the following has been a successful method of presenting this subject:

BEFORE THE ROUNDTABLE MEETING

Read the winter EXLORER PROGRAM QUARTERLY from cover to cover and mark those sections that you feel should receive special emphasis. Make notes on how the program material offered might best be adjusted to fit local conditions.

Be sure that everyone attending will have an EXPLORER PROGRAM QUARTERLY during the session. This presentation cannot be successful unless everyone present has one in his hands.

Select and coach three group leaders in advance and put marked copies of the winter quarterly in their hands so that they will be well prepared and enthusiastic about their assignments. (Subject material for each of the three groups that these men will work with is listed on page 24 of the winter quarterly.)

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Invite them to enter enthusiastically into this session that has as its objective a thorough study of the program possibilities for the winter.

Conduct the round-robin review. Assign your three group leaders to different corners of the room, or if facilities permit, to different rooms. Direct a third of those present to meet with each group leader. Rotate the groups at fifteen minute intervals until each group has met with all three group leaders. (See page 24 of the winter quarterly for A, B, C group assignments.)

The success of this session depends on the careful selection of the group leaders well in advance of the roundtable and, of course, their enthusiastic presentation of the subject matter assigned to them.

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Have consultants available.

Names _____

The assistant district commissioner in charge of Explorer roundtables should arrange to have capable consultants available. One of these could be a high school or college teacher to whom the problems of working with young men can be referred. Another person should be the consultant on program. If this program consultant is not available the assistant district commissioner may do the job, for he is generally a good source of program information.

CONDUCTING THE DISCUSSION

Room arrangement. Rearrange the entire group into a square or circle for this discussion period. It helps to get people on their feet for a few minutes in a way that sets the proper atmosphere for the discussion.

Select the problems for discussion. The problems for discussion can be suggested by the group or drawn from the list that follows. The main idea is to discuss actual problems that have occurred among members of the group.

When a number of problems are chosen, list them on a blackboard or a piece of large paper where everyone can see them. Then ask the group to vote by a show of hands for those that they wish to talk about. The discussion leader then places the problem having the most votes before the group and helps them reach a logical solution, or the understanding of an Exploring policy, before going on to the next problem.

Some suggested problem areas.

1. Are expenses for unit activities handled best on the unit basis or by individuals as they participate?
2. What are some successful ways of earning unit funds?
3. How can you get Explorers interested in activities in the six interest areas?
4. Why is it necessary to get a tour permit, and how do you get one?
5. What are some opening and closing ceremonies that work well in an Explorer unit?

Discussing the problems. The discussion should continue on the first problem until the group has reached a logical solution. Then the second problem chosen by the group should be introduced.

At the request of the members of the group, or at ten minute intervals, the consultant should be asked to comment on the topic under discussion.

At the conclusion of the discussion, the recorder should be asked to read the problems and the solutions as he has recorded them. Copies of his summary can be mailed to all participating, if the group so decides. (A copy sent to the Exploring Service, Boy Scouts of America, New Brunswick, New Jersey, would be very much appreciated.)

Council and District Announcements: 5 minutes

BY _____

Announcements concerning special national and regional activities are made at this time based on information from the council office. Include information about Boy Scout Week, Philmont, and the possibility of Advisors taking their families to Philmont to attend volunteer training conferences.

Have a member of the district Explorer cabinet make council, district, and Explorer cabinet announcements of coming activities.

Closing: 5 minutes

BY _____

Read the letter from Bill to Stan, and then Stan's reply to Bill on pages 251-54 of the *Exploring* manual. Following the reading, briefly emphasize the importance of getting Explorers to read and use the *Exploring* manual.

After the meeting your group can have refreshments and informal discussions.

Check List for This Roundtable

- ____ Have leaders bring their *Exploring* manual and copies of winter EXPLORER PROGRAM QUARTERLY.
- ____ Select and train three group leaders for the project of featuring the EXPLORER PROGRAM QUARTERLY.
- ____ Arrange for consultants, discussion leader, and recorder.
- ____ Assign two men—one for opening, one for closing ceremony.
- ____ Make arrangements for listing discussion areas on blackboard or white paper.
- ____ List district, council, and Explorer cabinet announcements.
- ____ Display basic Exploring literature.
- ____ Provide Explorer Emblem and Motto, No. 3149.
- ____ Arrange for refreshments.

Significant presentations, explanations, and demonstrations may be used in the Explorer roundtable as desired to add variety and effectiveness to the subject matter presented.

FEBRUARY ROUNDTABLE SUGGESTIONS FOR SPRING QUARTER

Opening: 5 minutes

BY _____

Start your meeting on time. Don't wait for latecomers to get there.

Select an outstanding Explorer to interpret what the Explorer motto means to him. Ask him to include examples of how he sees it influence the program and membership of his unit.

Featuring the Spring Quarterly: 60 minutes

BY _____

You will notice that about half the time of the roundtable is allotted to the EXPLORER PROGRAM QUARTERLY, indicating its importance as a source of program aid to the Explorer unit.

This means also that those assigned to conduct this session of the roundtable must make careful preparation for it. Experience shows that the following has been a successful method of presenting this subject:

BEFORE THE ROUNDTABLE MEETING

Read the spring EXPLORER PROGRAM QUARTERLY from cover to cover and mark those sections that you feel should receive special emphasis. Make notes on how the program material offered might best be adjusted to fit local conditions.

Be sure that everyone attending will have an EXPLORER PROGRAM QUARTERLY during the session. This presentation cannot be successful unless everyone present has one in his hands.

Select and coach three group leader in advance and put marked copies of the spring quarterly in their hands so that they will be well prepared and enthusiastic about their assignments. (Subject material for each of the three groups that these men will work with is listed on page 24 of the spring quarterly.)

Leaders for groups.

Group A _____

Group B _____

Group C _____

(Should the attendance be too small to make division into three groups practical, have the group leaders make their presentations to the whole group.)

AT THE ROUNDTABLE MEETING

Introduce the subject. Open the session by reminding the group that the EXPLORER PROGRAM QUARTERLY is a great source of new ideas and program information for Explorer units. Let them know it is aimed at helping the adult and boy officers of an Explorer unit with their program, and is dedicated to the Exploring philosophy that young men of high school age should be taught how to choose, plan, and conduct their own activities.

Invite them to enter enthusiastically into this session that has as its objective a thorough study of the program possibilities for the spring.

Conduct the round-robin review. Assign your three group leaders to different corners of the room, or if facilities permit, to different rooms. Direct a third of those present to meet each group leader. Rotate the groups at fifteen minute intervals until each group has met all three group leaders. (See page 24 of the spring quarterly for A, B, C group assignments.)

The success of this session depends on the careful selection of the group leaders well in advance of the roundtable and, of course, their enthusiastic presentation of the subject matter assigned to them.

Share successful experiences. After the groups have visited sections A, B, and C, call them all back together and then bring the "Blue Ribbon Exchange" section to their attention. Point out that these are successful activities that have been carried out by Explorer units in other parts of the nation. If time permits, this is the spot where you might have one or two of your own leaders tell about successful Explorer activities they have had during the last three months.

Group Discussion: 45 minutes

BY _____

This portion of each Explorer roundtable is devoted to a discussion of problems that concern those attending in regard to the operation of their Explorer units.

ADVANCE ARRANGEMENTS

Select a discussion leader.

Name _____

The assistant district commissioner in charge of Explorer roundtables should select a discussion leader well in advance of the roundtable who has had experience in leading discussions. Local industry, high schools, colleges, service organizations, and Explorer units have men who can do the job. Help for discussion meetings can be found in the *Exploring* manual, *Explorer "Citizens Now" Conference Workbook,* and your local library.

Select a recorder.

Name _____

The assistant district commissioner in charge of Explorer roundtables should select a person well in advance of the roundtable to act as the recorder. He

should be able to summarize all the problems discussed and the solutions arrived at through discussion. His ability to record should be such that the discussion leader can call on him at any time to restate either the problem under discussion or a specific answer suggested during the discussion.

Have consultants available.

Names _____

The assistant district commissioner in charge of Explorer roundtables should arrange to have capable consultants available. One of these could be a high school or college teacher to whom the problems of working with young men can be referred. Another person should be the consultant on program. If this program consultant is not available the assistant district commissioner may do the job, for he is generally a good source of program information.

CONDUCTING THE DISCUSSION

Room arrangement. Rearrange the entire group into a square or circle for this discussion period. It helps to get people on their feet for a few minutes and reseated in a way that sets the proper atmosphere for the discussion.

Select the problems for discussion. The problems for discussion can be suggested by the group or drawn from the list that follows. The main idea is to discuss actual problems that have occurred among members of the group.

When a number of problems are chosen, list them on a blackboard or a piece of large paper where everyone can see them. Then ask the group to vote by a show of hands for those that they wish to talk about. The discussion leader then places the problem having the most votes before the group and helps them reach a logical solution, or the understanding of policy, before going on to the next problem.

Some suggested problem areas.

1. How can you build the prestige of the various officers' positions among the unit members?
2. How can you get the members of the unit committee actively interested in the unit?
3. How can you get all the members of a post interested in buying and wearing a uniform?
4. Should you keep the membership from repeatedly electing the same boy to office?
5. What do you do when the boy elected by the gang as president just can't seem to handle the job?

Discussing the problems. The discussion should continue on the first problem until the group has reached a logical solution. Then the second problem chosen by the group should be introduced.

At the request of the members of the group, or at ten minute intervals, the consultant should be asked to comment on the topic under discussion.

At the conclusion of the discussion, the recorder should be asked to read the problems and the solutions as he has recorded them. Copies of his summary can be mailed to all participating, if the group so decides. (A copy sent to the Exploring Service, Boy Scouts of America, New Brunswick, New Jersey, would be very much appreciated.)

Council and District Announcements: 5 minutes

BY _____

Use this time to make announcements concerning special national and regional activities, such as the Philmont National Volunteer Training Conference available to Advisors and the NRA—BSA Postal Rifle Matches.

Have a member of the district Explorer cabinet make council, district, and Explorer cabinet announcements of coming activities.

Closing: 5 minutes

BY _____

With the help of your local library, look up a thought provoking statement made by a statesman, a historic figure, or a leader in government, business, labor, education, science, or sports. Brief the group quickly on the background of both the statement and its author and then read the statement to them.

After the meeting your group can have refreshments and informal discussions.

Check List for This Roundtable

- _____ Have leaders bring their *Exploring* manual and copies of spring EXPLORER PROGRAM QUARTERLY.
- _____ Select and train three group leaders for the project of featuring the EXPLORER PROGRAM QUARTERLY.
- _____ Arrange for consultants, discussion leader, and recorder.
- _____ Assign two men—one for opening, one for closing ceremony.
- _____ Make arrangements for listing discussion areas on blackboard or white paper.
- _____ List of district, council, and Explorer cabinet announcements.
- _____ Display basic Exploring literature.
- _____ Arrange for refreshments.

Significant presentations, explanations, and demonstrations may be used in the Explorer roundtable as desired to add variety and effectiveness to the subject matter presented.

MAY ROUNDTABLE SUGGESTIONS FOR SUMMER QUARTER

Opening: 5 minutes

BY _____

Start your meeting on time. Don't wait for latecomers to get there.

With summer approaching, this is a good time to open the roundtable with the reading of the Outdoor Code found on page 150 of the *Exploring* manual.

Featuring the Summer Quarterly: 60 minutes

BY _____

You will notice that about half the time of the roundtable is allotted to the EXPLORER PROGRAM QUARTERLY, indicating its importance as a source of program aid to the Explorer unit.

This means also that those assigned to conduct this session of the roundtable must make careful preparation for it. Experience shows that the following has been a successful method of presenting this subject:

BEFORE THE ROUNDTABLE MEETING

Read the summer EXPLORER PROGRAM QUARTERLY from cover to cover and mark those sections that you feel should receive special emphasis. Make notes on how the program material offered might best be adjusted to fit local conditions.

Be sure that everyone attending will have an EXPLORER PROGRAM QUARTERLY during the session. This presentation cannot be successful unless everyone present has one in his hands.

Select and coach three group leaders in advance and put marked copies of the summer quarterly in their hands so that they will be well prepared and enthusiastic about their assignments. (Subject material for each of the three groups that these men will work with is listed on page 24 of the summer quarterly.)

Leaders for groups.

Group A _____

Group B _____

Group C _____

(Should the attendance be too small to make a division into three groups practical, have the group leaders make their presentations to the whole group.)

AT THE ROUNDTABLE MEETING

Introduce the subject. Open the session by reminding the group that the EXPLORER PROGRAM QUARTERLY is a great source of new ideas and program information for Explorer units. Let them know it is aimed at helping the adult and boy officers of an Explorer unit with their program, and is dedicated to the Exploring philosophy that young men of high school age should be taught how to choose, plan, and conduct their own activities.

Invite them to enter enthusiastically into this session that has as its objective a thorough study of the program possibilities for the summer.

Conduct the round-robin review. Assign your three group leaders to different corners of the room, or if facilities permit, to different rooms. Direct a third of those present to meet with each group leader. Rotate the groups at fifteen minute intervals until each group has met with all three group leaders. (See page 24 of the summer quarterly for A, B, C group assignments.)

The success of this session depends on the careful selection of the group leaders well in advance of the roundtable and, of course, their enthusiastic presentation of the subject matter assigned to them.

Share successful experiences. After the groups have visited sections A, B, and C, call them all back together and then bring the "Blue Ribbon Exchange" section to their attention. Point out that these are successful activities that have been carried out by Explorer units in other parts of the nation. If time permits, this is the spot where you might have one or two of your own leaders tell about successful Explorer activities they have had during the last three months.

Group Discussion: 45 minutes

BY _____

This portion of each Explorer roundtable is devoted to a discussion of problems that concern those attending in regard to the operation of their Explorer units.

ADVANCE ARRANGEMENTS

Select a discussion leader.

Name _____

The assistant district commissioner in charge of Explorer roundtables should select a discussion leader well in advance of the roundtable who has had experience in leading discussions. Local industry, high schools, colleges, service organizations, and Explorer units have men who can do the job. Help for discussion meetings can be found in the *Exploring* manual, *Explorer "Citizens Now" Conference Workbook,* and your local library.

Select a recorder.

Name _____

The assistant district commissioner in charge of Explorer roundtables should select a person well in advance of the roundtable to act as the recorder. He

should be able to summarize all the problems discussed and the solutions arrived at through discussion. His ability to record should be such that the discussion leader can call on him at any time to restate either the problem under discussion or a specific answer suggested during the discussion.

Have consultants available.

Names _____

The assistant district commissioner in charge of Explorer roundtables should arrange to have capable consultants available. One of these could be a high school or college teacher to whom the problems of working with young men can be referred. Another person should be the consultant on program. If this program consultant is not available the assistant district commissioner may do the job, for he is generally a good source of program information.

CONDUCTING THE DISCUSSION

Room arrangement. Rearrange the entire group into a square or circle for this discussion period. It helps to get people on their feet for a few minutes and reseated in a way that sets the proper atmosphere for the discussion.

Select the problems for discussion. The problems for discussion can be suggested by the group or drawn from the list that follows. The main idea is to discuss actual problems that have occurred among numbers of the group.

When a number of problems are chosen, list them on a blackboard or a piece of large paper where everyone can see them. Then ask the group to vote by a show of hands for those that they wish to talk about. The discussion leader then places the problem having the most votes before the group and helps them reach a logical solution, or the understanding of an Exploring policy, before going on to the next problem.

Some suggested problem areas.

1. How do you earn, record, and spend funds for equipment related to a specialty?
2. What are the successful methods of getting boys interested in coed activities?
3. How can you get parents to attend an admission ceremony?
4. What do you do about the Explorer who repeatedly promises to do his share of the work but rarely does?
5. How do you get your chartered institution interested enough in what your unit is doing to offer their help?

Discussing the problems. The discussion should continue on the first problem until the group has reached a logical solution. Then the second problem chosen by the group should be introduced.

At the request of the members of the group, or at ten minute intervals, the consultant should be asked to comment on the topic under discussion.

At the conclusion of the discussion, the recorder should be asked to read the problems and the solutions as he has recorded them. Copies of his summary can be mailed to all participating, if the group so decides. (A copy sent to the Exploring Service, Boy Scouts of America, New Brunswick, New Jersey, would be very much appreciated.)

Council and District Announcements: 5 minutes

BY _____

This is the time for announcements concerning special national and regional activities. The information on these activities can be secured from the local council office.

Have a member of the district Explorer cabinet make council, district, and Explorer cabinet announcements of coming events.

Closing: 5 minutes

Ask an Advisor in advance of the meeting to prepare a three minute talk on the citizenship experience area as outlined on page 3 of the *Exploring* manual. Have him illustrate his remarks by referring to a successful service activity his post carried out.

After the meeting your group can have refreshments and informal discussions.

Check List for This Roundtable

- _____ Have leaders bring their *Exploring* manual and copies of summer EXPLORER PROGRAM QUARTERLY.
- _____ Select and train three group leaders for the project on featuring the EXPLORER PROGRAM QUARTERLY.
- _____ Make arrangements for listing discussion areas on blackboard or white paper.
- _____ List of district, council, and Explorer cabinet announcements.
- _____ Arrange for consultants, discussion leader, and recorder.
- _____ Assign two men—one for opening, one for closing ceremony.
- _____ Display basic Exploring literature.
- _____ Arrange for refreshments.

Significant presentations, explanations, and demonstrations may be used in the Explorer roundtable as desired to add variety and effectiveness to the subject matter presented.

PEOPLE WILL COME

TO THE ROUNDTABLE

- when well-written notices tell them all about it
- when there is a push to get them out
- when there is a real sense of fellowship
- when there is inspiration
- when there is a separate helpful session for each program
- when they get specific helps
- when interesting exhibits and demonstrations make learning easier
- when a dependable schedule is maintained
- when every item on the program has been thoughtfully planned

WE SHOULD BE SURE —

. . . that Scouters gain the will-to-do, the we're glad-I'm-on-the-team feeling, the get-up-and-get, the desire to do something — regularly renewed and refilled.

. . . that Scouters gain the skill-to-do—a few things that they know and know that they know, the skill in their hands, the confidence of "I've done it"—preferably gained in small regular doses—a bag at a time—not the whole barrelful at once.


FOR GOD AND COUNTRY
1910
1960
BOY SCOUTS OF AMERICA
50
FIFTY YEARS OF SERVICE