

THE INVISIBLE UNIT COMMITTEE

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by

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THE INVISIBLE UNIT COMMITTEE

INTRODUCTION

THE PROBLEM

Every Cub Pack, Scout Troop, and Explorer Post is required to have a unit committee consisting of at least three adults, 21 years of age or older. Although many units can and do operate with the minimum of three committee members, experience has proved that a larger committee generally ensures a stronger and more stable unit. Of course, size alone does not guarantee a successful unit. A well-run and active committee in which each member given a meaningful responsibility and kept actively involved, is a virtual necessity. Continued successful operation year after year requires the unit to achieve Scouting's three primary purposes: 1) growing moral strength and character, 2) encouraging citizenship, and 3) developing physical, mental, and emotional fitness in its boys and young people. Unfortunately, many pack, troop, or post committees consists of three names on paper. Sometimes the only connection between the people whose names appear there and the unit is that they are registered in the same

district as the unit. Even where the committee consists of three "real" people, all connected with the chartered organization or at least with the community, the unit is often still a "one-man" show run entirely and exclusively by the Cubmaster, Scoutmaster, or Post Advisor and his or her assistants. The unit committee is invisible and ineffective. This writer has observed that such units can be, and frequently are, successful in achieving Scouting's purposes -- for a while -- but more often than not they usually last only as long as the present unit leader remains on the job.

It is the purpose of this dissertation to explore ways in which unit committees can be made more visible and effective. Specifically we will make some recommendations for modifications in training courses, leaders' manuals, and methods used to organize new units.

HISTORY

As a Boy Scout in Troop 86 at the Walbrook Methodist Episcopal Church in Baltimore, Maryland, in the period from 1938 to 1944, and as an adult leader in that troop and the associated Explorer Post for the eight years after that, I was well aware of the existence of the Troop Committee because they usually met in the same place and at the same time as our troop

meetings and they frequently held Boards of Review. (On nights when the committee was meeting the Scoutmaster's office -- one of the three rooms that constituted the Troop Room in the basement of the church -- was off limits to us boys.) Years later, as the father of a Cub Scout in Pack 245 in Blacksburg, Virginia, I was recruited -- by the Institutional Representative of the Pack -- to be Cubmaster. My predecessor had had the experience of trying to run a "one-man" pack until he got a group of parents together and gave them an ultimatum ("Give me a functioning committee or find yourself another Cubmaster.") which resulted in a Pack Committee which, when I assumed the reins of leadership, was operating like a well-oiled machine. So I was well aware of the benefits of a good, functioning unit committee.

Still more years later, as a Cub Leader Trainer, Cub Roundtable Commissioner, and member and sometime chairman of the District Committee, I learned that many Den Leaders and Cubmasters were ignorant of the existence, much less the function, of their Pack Committees. Indeed, I discovered at one time that the rosters of the Pack Committees of six or seven of the Packs in our district each contained the names of three of a certain four members of the District Committee. In some cases, those three were the entire listed committee.

More recently, the Commissioner of our District Scout Leader Roundtable, who is also a Scoutmaster, made the remark that until he helped put on a Scoutmaster Basic Leader Training course he was not aware of the existence or the role of his Troop's Troop Committee.

PLAN OF ATTACK ON THE PROBLEM

The Problem was attacked in four stages.

1. A survey of the Cub and Scout Leaders at one or more Roundtables to determine how widespread ignorance of unit committees was.

2. An examination of the basic training courses and materials for Cub Leaders and Scout Leaders to see how much emphasis is placed on the unit committee.

3. A review of leaders' handbooks and similar guides to see how much emphasis is placed on the unit committee there.

4. Interviews with someone at the Center For Professional Development (N.E.I.), at least one Council Executive, and at least one District Executive to learn what instructions the D.E.'s are given in regard to unit committees when they organize new units.

CHAPTER 1: SURVEY OF CUB AND SCOUT LEADERS

Surveys (copies of which are included in the Appendix) were passed out to the Cub and Scout leaders present at the Pellissippi District's (Sequoyah Council) February, 1992, Roundtables. Responses were obtained from all thirteen Cub Leaders and sixteen Scout leaders present representing eight packs and ten troops. The results of those surveys are summarized in the table below. "Ques.No.'s" refer to the following:

1. Pack/Troop No.
2. Number of boys in Pack/Troop
3. Your Position in Pack/Troop
4. Number of years you have held that position
5. Number of years you have been active in Scouting
6. Number of members on your Pack/Troop Committee
7. Names of Pack/Troop Committee Members
(First name and last initial only) (Numbers in the table indicate numbers of names given.)
8. Number of Committee Members who have specific Committee assignments (Scouting Coordinator, Chairman, Advancement, etc.)
9. Committee assignment for each committee member listed (Numbers in the tables indicate numbers of assignments specified. X's indicate that the committee members have assignments but the respondent does not know what they are.)

- A. Number of boys registered with the unit as shown on the unit roster provided by the Council office.
- B. Number of adults shown on the roster as registered with the unit.
- C. Number of adults shown on the roster as holding committee positions (CR, CC, MC).

CUB LEADERS

Ques.No.:	1	2	3	4	5	6	7	8	9	A	B	C
	1	22	WL	1	1	-	-	-	-	17	11	3
	19	27	CC	1	2	5	5	2	5	13	8	3
	34	34	CM	4	4	1	1	-	-	20	15	3
	34	34	DL	1	1	1	1	-	-	20	15	3
	34	34	DL	1	1	1	1	-	-	20	15	3
	69	28	CM/DL	.5	1.5	7	5	2	2	26	10	3
	76	54	DL	2	3	15	10	3	2	34	14	2
	79	23	CM	2	4	5	5	2	2	17	15	4
	260	39	CM	1	1	12	11	3	3	35	13	3
	260	39	CA	1	1	12	12	3	**	35	13	3
	401	33	CM	1.5	4	14	14	6	2	25	12	4
	401	33	CA	1	2.5	14	14	6	3	25	12	4
	408	36	CM/CA	2	4	10	10	1	2	27	9	3

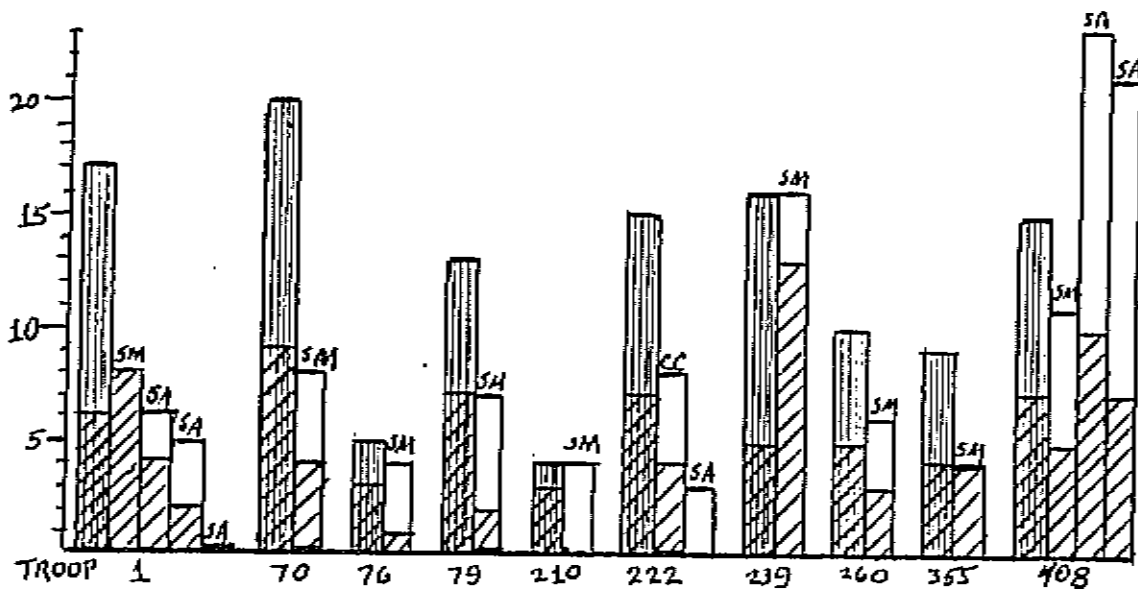
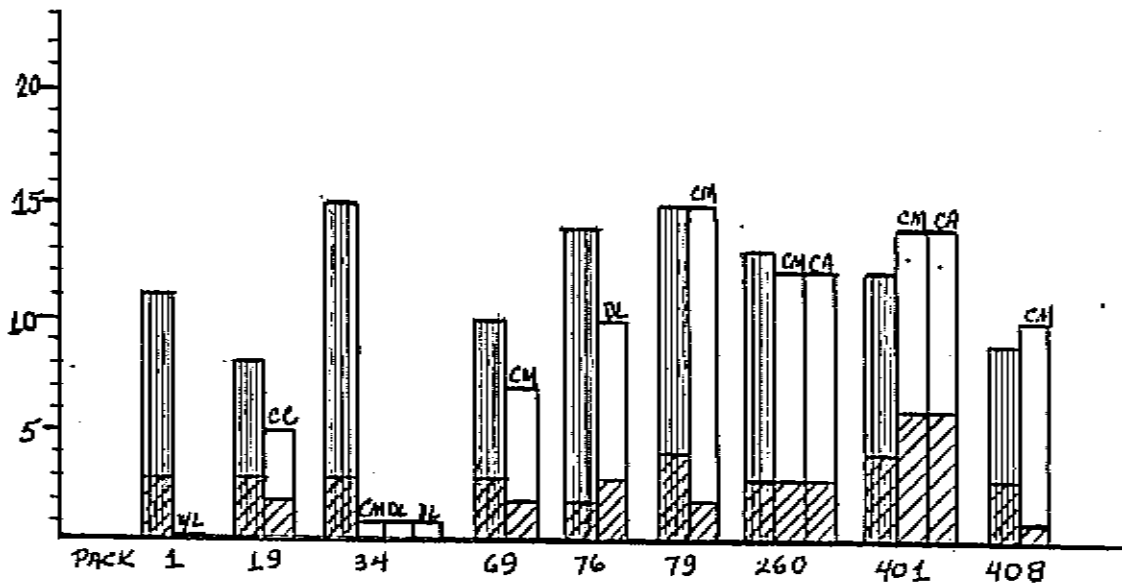
(** 12 X's)





SCOUT LEADERS

<u>Ques.No.:</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>A</u>	<u>B</u>	<u>C</u>
	1	41	SM	1	9	8	8	8	8	41	17	6
	1	41	SA	3	5	6	6	4	4*	41	17	6
	1	35	SA	2	2	-	5	2	4	41	17	6
	1	42	SA	1m	5	-	-	-	-	41	17	6
	70	20	SM	1w	12	8	8	4	4	14	20	9
	76	8	SM	1	12+	4	4	0	1	10	5	3
	79	10	SM	2m	7	-	7	2	2	13	13	7
	210	5	SM	5m	5m	4	4	0	0	4	4	3
	222	25	CC	10	30	-	8	4	4	25	15	7
	222	30	SA	3	11	3	2	?	0	25	15	7
	239	14	SM	3	8	16	16	13	13	17	16	5
	260	30	SM	6	20	6	6	3	3	24	10	5
	355	11	SM	1-	3	4	4	-	4	11	9	4
	408	22	SM	6	9	11	12	5	4	22	15	7
	408	25	SA	6	12	23	23	10	8	22	15	7
	408	22	SA	6	6	21	21	7	4	22	15	7

(* plus two X's)

The bar graphs on the next page show the data from columns B, C, 6, and 8 of these tables.



-  ADULTS LISTED ON UNIT ROSTER FROM COUNCIL OFFICE
-  ADULTS SHOWN HOLDING COMMITTEE POSITIONS (CR, CC, MC)
-  ADULTS SHOWN HOLDING OTHER POSITIONS (CM, SA, etc.)
-  XY POSITION CODE OF SURVEY RESPONDENT

Survey Results

The most striking, and for this report the most significant, aspect of the data in these tables is that only five of the 29 respondents (17.2%) could not name at least two members of their committee, with three of the five from the same Cub Pack (Pack 34). This would seem to indicate that the unit committees are not as invisible as I had originally thought they were. One Assistant Scoutmaster (in Troop 1) who did not (perhaps could not) say either how many members there were on his troop's committee or what their names were, had been on the job for only one month, so that his omissions are understandable. A similar excuse could probably be offered for the Webelos Den Leader of Pack 1 who said she or he had been on the job only one year. However, an examination of the roster of adults registered with Pack 34 shows that their committee consists of only three people: the minister of the chartered organization who is listed as both CR and CC, and two other men from the district who have no direct relation to that pack.

Also a comparison of the responses on these questionnaires with the rosters of adult registrations in the several packs and troops produced some interesting

1. In spite of that apparent weakness in their committee structure, it is a good sign for that pack that three of their leaders were present at the roundtable -- no mean feat when you consider that their pack is located at the far edge of a geographically very large district.

discrepancies. It became apparent, both from that comparison and from the responses, that the respondents considered Cubmasters, Den Leaders, Scoutmasters, and their assistants to be members of the unit committee. Since most committees probably function with those leaders present and allowed to vote, this is understandable; but in many of the units, the leaders are considered to be and, de facto, are the entire committee. This is unfortunate because it means that those who have the responsibility of meeting and working with the boys must perform additional chores that could be done by others who are less involved in the unit's day-to-day operations. It is also (perhaps) unfortunate when the committee's policy-making responsibilities and responsibility for the continued life of the unit are considered.

Another interesting discrepancy in the data could be noted. The two Assistant Scoutmasters from Troop 408 gave, respectively, the names of 23 and 21 members of their troop committee; and the Scoutmaster said that there were 11 members on the committee but gave 12 names. The Troop's roster listed 15 adults and indicated that 7 of them were members of the committee (6, CC, or MC).

Two other discrepancies that appeared in the comparison of the responses to the questionnaires with

(1988, No. 4100), the course will require 495 minutes (8 hours and 15 minutes), including 45 minutes gathering time and 70 minutes for breaks and lunch. Of that time, only 20 minutes, 5.26% of the instructional time, is allotted to a description of the organization of the Cub Pack, including the role and the organization of the Pack Committee. Indeed, the Pack Committee is only barely mentioned in the Basic Training Manual either in this section (Pack Organization and Leadership, pp. 55-59) or elsewhere. Granted that the manual refers to Chapter 2 of the Cub Scout Leader Book (1982, No. 3220A) where there is an extensive description of the Pack Committee (see Chapter 3, below), but it is left to the trainer to decide how much emphasis to put on the committee within a short period of time that must also be used to cover many other aspects of organization and leadership.

The Three-Step Course does not do much better, if at all, for the Pack Committee. Step 1 is a 180-minute (three-hour) group session introducing the Cub Scout Program in a general way: Activities and Resources, Outdoor Program, Rules and Regulations, Uniforming, and Program Planning. Then the trainee is directed to work through those sections of the Cub Scout Leader Basic Training Home Study Workbook (1988, No. 4102) that are appropriate to his or her position. Those sections in turn direct the trainee to read parts

of the Cub Scout Leader Book. For the Pack Committee members, this means reading all or parts of twelve chapters from the Leader Book, of which only one (Chapter 4) describes the committee in any detail and only two others (Chapters 2 and 13) even mention the committee. Of the 95 pages of the Leaders Book that the trainee is assigned to read, only 7, or 7.4%, contain references to the Pack Committee, and some of those are very fleeting references. Step 3 is another 210-minute (three and a half hour) group session including a 30-minute review of the Home Study Workbook, a 20-minute discussion and video on Pack Advancement, and a 25-minute discussion, with a video, on Records and Finance. The bulk of the remainder of the session is devoted to the trainee's developing a Personal Plan of Action and an extended (almost one hour) session on the Pack Meeting. The Training Manual says nothing about the role of the Pack Committee in Pack Advancement, and makes only very brief mention of the committee in connection with Records and Finance.

The Cub Scout Leader Basic Training Self-Study Course (1988, No. 4106) directs the trainee to read all or parts of Chapters 5, 6, 7, 8, 10, 11, 14, and 15, of the Cub Scout Leaders Book and makes no mention of the other chapters. In particular, Chapter 4, in which the Pack Committee is described in detail, is omitted completely.

2.2 SCOUT LEADER TRAINING COURSES

2.2.1 Background

In the same way as Cub Leader training, Scout Leader training is provided in four levels: 1) Fast Start, 2) Basic Training (Scoutmastership Fundamentals), 3) Supplemental Training (Roundtables, specialized training units, training conferences at Philmont, etc.), and 4) Advanced Training (Woodbadge). Scouting uses two basic types of training: 1) group training and 2) personal coaching.

2.2.2 Fast Start

The Boy Scout Leader Fast Start training materials consist of a viewer's guide (1990, No. AV-026VG) and three videotapes (Troop Organization, No. AV-025; The Troop Meeting, No. AV-023, and The Outdoor Program, No. AV-024). As this dissertation was being written, only the viewer's guide was available from the local Council office, so the lengths and contents of the tapes can only be extrapolated from the viewer's guide. The viewer's guide begins with an introductory section on "What is Boy Scouting?", and then moves into descriptions of the several videotapes, terminating each description with a series of summary questions.

According to the viewer's guide, the videotape, "Troop Organization", (1) explains the

working relationship between the chartered organization, the district, the Troop Committee, the Scoutmaster and his assistants, and the junior leaders; (2) describes in some detail the Troop Committee's job; and (3) describes the Scoutmaster's job. The videotape, "The Troop Meeting", describes and explains the seven parts of a troop meeting; and the tape "The Outdoor Program", describes the planning, execution, and results of outdoor activities.

The viewer's guide then wraps up the Fast Start training by giving instructions for Troop Leaders in general ("Attend monthly roundtables; take the 'Scoutmastership Fundamentals' training; and get and wear a uniform."), for the Troop Committee ("Read the Troop Committee Guidebook; attend regular meetings of the Troop Committee."), for the Committee Chairman ("Get acquainted with your unit commissioner and District Executive; get to know your Chartered Organization Representative; and develop a close working relationship with your Scoutmaster."); and for the Scoutmaster and his assistants ("Read the Scoutmaster's, Boy Scout, and Patrol Leader's Handbooks; get acquainted with the other troop leaders, the unit commissioner, and the District Executive; and plan the first troop meeting with the Senior Patrol Leader and the Assistant Scoutmasters.").

2.2.3 Basic Training

The Basic Training Course, Scoutmastership Fundamentals, consists of three sessions, one all-day session, one evening session, and one overnight session. Part I: The Troop Meeting, is a 420-minute (seven-hour) session covering such fundamental topics as the Patrol Leaders' Council, the Troop Meeting, the Advancement Program, and the Outdoor Program. Part II: Troop Organization is a 150-minute (two and one-half hour) session covering such topics as the Chartered Organization Concept, Troop Organization, Use of Scoutmasters, Troop Finance, the Quality Unit, Junior Leader Training, and Membership. It also includes a twenty-minute session on the Troop Committee. Part III: The Outdoor Program, is an overnight campout that includes 915 minutes (fifteen and a quarter hours) of training plus eleven hours for a cracker barrel discussion and sleeping. It covers a wide variety of scoutcraft skills and activities such as fire building, campfire programs, and health and safety among many others. (This description of Part III is based on the suggested schedule running from Saturday morning until Sunday evening. An alternate schedule running from Friday evening until Saturday evening is also provided in the Training Manual.)

The Troop Committee is mentioned at length only in that one twenty-minute session in Part II with

eighteen of those twenty minutes occupied by the video, The Barbeque: Working with the Troop Committee, (AV-048). Other than that, references to the Troop Committee are few and far between. It is mentioned briefly only once in Part I in the segment "Conducting Boards of Review" ("Who makes up the Board of Review? The Troop Committee ..."; page 35). Elsewhere in Part II the troop committee is briefly mentioned several times on page 50 ("The chartered organization appoints the Chartered Organization Representative ... and the Troop Committee," and "The committee's first job is to recommend a Scoutmaster to the head of the chartered organization." On page 52 the Troop Committee is represented by a box labelled "TC" at the top of a chart showing the organization of the Troop. In the 10-minute segment on Troop Finance, pages 55-58, the Troop Committee is mentioned once in the paragraph headed "Involve Everyone"; and on page 60, in the description of Junior Leader Training, the need for the total support of the Troop Committee in connection with JLT is indicated by two short sentences.

The video, The Barbeque: Working with the Troop Committee, was quite good as far as it went; but this writer found it to be more entertaining than instructive and felt that it needed much more elaboration, especially in the importance of the troop committee to the functioning of the troop, than the two

minutes that the training schedule allotted for it.

[The Barbeque, without its accompanying viewer's guide, was the only Scout Leader Training video that was available from the local Council office during the preparation of this dissertation.]

answers the question of "Who Attends?" with the six-line, four-sentence paragraph: "The pack committee chairman and Cubmaster are jointly responsible for seeing that this meeting occurs. The meeting is conducted by the pack committee chairman. All den and pack leaders, den chiefs, and interested parents attend. The unit commissioner also should be invited to attend."

It is worth noting that, except for the one brief sentence, "The Cubmaster and pack committee are responsible for inviting other special guests to pack meetings," on page 68, the section on "Planning the Pack Meeting" on pages 67-72 makes no mention of the possibility of using the members of the Pack Committee in helping with details of the Pack Meeting such as presenting awards, leading songs and games, setting up and taking down chairs and tables, securing the badges to be presented to the boys, and printing and distributing copies of the written plan for the meeting.

On page 81 in the section on "Planning the Blue and Gold Banquet" (pages 81-83) are the sentences, "The pack committee usually recruits a banquet chairman, who, in turn, selects helpers Try to involve as many people as possible, but avoid giving den leaders too many additional responsibilities since they will be busy working with their boys."

The section on "Planning Pack Money-Earning Projects" on page 84 contains the sentence, "Money-earning projects must be approved by pack committee and chartered organization;" and the section on "Evaluating the Den and Pack Program" on pages 85-86 indicates that two questions that should be asked are: "Is your pack administered by the pack committee?" and "Does the pack committee make an annual report to the chartered organization?"

In Chapter 10: DEN AND PACK MANAGEMENT the section on "Financing the Pack" (pages 112-116) asserts, on page 112, that "Planning the pack budget is the responsibility of the pack committee, with the help of other pack leaders and families." Then on page 114 there are extensive descriptions of the pack treasurer's role in the collecting of den dues, the maintaining of the pack bank account, and the keeping of the pack's financial records. On page 116 the sections on "Den and Pack Records" and "Den and Pack Equipment" describe several ways that the pack committee can and should be involved. The section on "Membership," pages 117-119, contains, on page 119 under the subsection on "Recruiting Leaders," the statements, "The first responsibility of the pack committee is to recruit the best person available for Cubmaster and provide this person with one or more assistants," and "The Cubmaster works with the pack committee and den leader coach in

selecting and recruiting qualified [den] leaders and seeing that they are trained." The subsection on "Suggested Rally or School Night Agenda" on pages 120-121 mentions a role for the pack committee chairman and/or members; as does also the section on "Charter Renewal on pages 124-126.

Finally Chapter 11: ADVANCEMENT contains, on page 128, an eighteen-line section describing duties that a member of the pack committee could assume in relation to advancement, and, on page 135, the assertion that the Pack Advancement Report "is filled out each month by the Cubmaster or a designated pack committee member."

3.2 THE SCOUTMASTER HANDBOOK

In sharp contrast to the Cub Scout Leader Book, the Scoutmaster Handbook (1990, No. 6502) has remarkably little to say about the Troop Committee. There are eight entries in the index pertaining to the Troop Committee and its Guidebook. In defense of this paucity, I note that there is a separate Troop Committee Guidebook which describes the troop committee and its function in great detail (see section 4.3, below). There remains the question of whether there is enough there to emphasize to the Scoutmaster the importance of his Troop Committee.

On page 12, two short paragraphs, responses to a question-answer dialogue, describe in very general terms the role of the Troop Committee and where the committee members come from. On pages 19-21 a two-page section on "The Troop Committee" expounds at some length on the need for a Troop Committee, the relation between the committee and the Scoutmaster, the work that the committee might do, and possible sources of committee members. Reference is made here to Troop Committee Guidebook and the video, The Barbeque: Working with the Troop Committee.

In Chapter 7: PROGRAM PLANNING the section "Getting Troop Committee Support" on pages 85-86 describes a method for getting the Troop Committee's support for plans that have been developed by the Scoutmaster and the Junior Leaders at the Troop Program Planning Conference.

In Chapter 9: The OUTDOOR PROGRAM the section on "Resources for Your Outdoor Program" lists, on page 142 the members of the Troop Committee, among others, as possible resources.

In Chapter 11: TROOP ADMINISTRATION the section on "Fiscal Management" describes, on pages 177-179 several steps involving one or more members of the Troop Committee in the process of developing a Troop

budget, and collecting and handling the Troop's funds. Thus, on page 177, we are told that the Scoutmaster, the member of the Troop Committee for finance, and the troop scribe prepare the rough draft of the budget which is then reviewed by the Patrol Leaders Council, submitted to the troop committee for approval, and then announced to the Scouts and their parents. On page 178 we are told that troop scribe collects the Scouts' dues and passes them to the troop committee member responsible for finance who posts and deposits them in the bank. That same committee member, according to statements on page 179, is responsible for paying all bills and for watching to see that the troop's budget is not being exceeded. Finally, the section on "Troop Open House" describes ways in which the Troop Committee should be involved in recruiting new Scouts for the Troop and in conducting the Troop Open House as part of the recruiting process.

3.3 TROOP COMMITTEE GUIDEBOOK

Since the Troop Committee Guidebook (1991, No. 6505C) is aimed primarily, if not exclusively, at the Troop Committee, there seems little point in citing particular passages from it in this dissertation. Nevertheless, we will give the following brief description of its several chapters.

Chapter 1: INTRODUCTION describes Boy Scouting and its aims and methods in general.

Chapter 2: THE ORGANIZATION OF SCOUTING describes the organization of the Boy Scouts of America from the National Council to the District Committee and District Executive and then the chartered organization concept and the relation between the Troop and the chartered organization.

Chapter 3: HOW YOUR SCOUT TROOP WORKS describes the Scoutmaster and his responsibilities, the patrol structure of the troop, the Troop's junior leaders and their responsibilities, and the Patrol Leaders' Council.

Chapter 4: TROOP COMMITTEE ORGANIZATION AND RESPONSIBILITIES describes just that, with one-page descriptions of the chairman, the secretary, the treasurer, the outdoors/activities member, the advancement member, and the chaplain.

Chapter 5: SELECTING AND RECRUITING ADULT LEADERS describes a six-step process for selecting and recruiting a Scoutmaster and Assistant Scoutmasters and ways for recruiting committee members.

Chapter 6: TROOP FINANCES describes ways that

the money necessary to run the troop program is raised, managed, and spent.

Chapter 7: ADVANCEMENT describes Scouting's Advancement Plan and how the troop committee can be involved in it, especially with Boards of Review and Courts of Honor.

Chapter 8: TROOP COMMITTEE MEETINGS presents a brief sample agenda for a troop committee meeting.

Chapter 9: OUTDOOR PROGRAM, RECHARTERING, TRAINING, AND NATIONAL POLICIES gives a wrapup of loose ends as indicated by the chapter title.

3.4 PAMPHLETS

Each of the pamphlets, So You're a New Pack Committee Member! (1985, No. 3865) and So You're a New Troop Committee Member (1985, No. 3804) is a four-page flyer designed to be given to new Pack and Troop Committee members as part of Fast Start training. Each gives a brief overview of Scouting, its aims, methods, and organization, describes briefly in a general sort of way the role of the unit committee, and concludes with a section on "What do you invest in Scouting?" and one on "What do you receive in return?" followed by a literature list and a place to enter names and other

data of people who can be of help.

CHAPTER 4: INTERVIEWS

4.1 THE CENTER FOR PROFESSIONAL DEVELOPMENT (N.E.I.)

Part of the original plan for this dissertation was to interview someone at the Center For Professional Development (more commonly known as the National Executives Institute or N.E.I.) at Irving, Texas, to find out what instructions new district executives were given there in regard to unit committees when they organize new units. I spoke by telephone to the director of the Center on December 14, 1992. He told me that the D.E.'s in training there are given essentially the same training courses that we use for volunteers in our districts. On December 23, I had the opportunity to visit the Center and to spend an hour or two looking over the training materials that are used there and confirmed what the director had told me. (I did not doubt his word. I just took advantage of a rare opportunity to visit the Center and to see what it and the National Office were like.)

In the light of this discovery and of the other parts of this dissertation, there seemed little change to be recommended for N.E.I. procedures except those that arise naturally from the changes in

literature and training courses as recommended in Chapter 5, below.

4.2 COUNCIL EXECUTIVE

In the one brief interview I had with our Council Executive, I explained to him that I was particularly concerned about our having so many units in which the unit committee is a committee in name only and that I wanted to try to find out what we might do to get more proper, functioning committees. His first response was that it was his observation that those units that had good committees were the most successful and the most stable and longest-tenured, but that getting a good committee for a pack or troop was hard work and we all needed to work harder. He said that the District Committee must do more to emphasize the roles of the Chartered Organization, the Chartered Organization's Representative, the Unit Leader, and the Unit Committee. He also said that the District Committee and District Commissioners should be more involved in the process of organizing new units. A member of the District Membership Committee and a Commissioner should go with the District Executive when he gets to the final organizational stage for a new unit. The District Training Committee should be involved, if not at that time then immediately afterward. And the District Commissioner Service needed to be strengthened.

4.3 DISTRICT EXECUTIVE

Interviewing our district's District Executive was a bit more expensive: we invited him to our home for a dinner so I could pick his brains. I first asked him about what he had been told at N.E.I. about the unit committee in the process of organizing new units. His response was again a confirmation of what I had been told at Irving: he was given virtually the same training courses as we use for volunteers, except that they had been thrown at him very rapidly in a very short period of time. My next question, which I tried to phrase as gently as I could so that he would not be in the position of having to criticize his superiors, was "Why do we have so many units with only paper committees, and what instructions were you given in the Council office about the unit committees in new units?" He noted that he frequently found himself having to organize several new units in a short period of time and there was no way he alone could meet his quotas and also recruit proper unit committees in the time allotted. Our conversation took place about five or six days before the end of the month and he noted that he had been told, just a few days before, that he had to have four new units in his district by the first of the next month. Fortunately three of those units were well on their way, but he was going to have trouble with that fourth one, and getting a proper committee for it was

understandably very low on his list of priorities. He agreed with me that we needed greater involvement of the volunteers from the District Committee in the process of holding School Nights and then of following up on the organizing of new units.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

1. Revive the old Cub Pack Committee Guidebook. It is a rare Pack Committee member who is willing to pay eight dollars or more for a Cub Scout Leader Book when only a small part of it is pertinent to his or her position in the Pack, and some of that information is scattered throughout the book. If the Troop Committee Guidebook is a valid model, a similar one for Cub Pack Committee members could be produced and sold for under three dollars.

2. Lift out the pertinent parts of the leaders' Basic Training Courses and assemble them into a separate training course for committee members. Many Troop Committee members will be unwilling to spend a two days and a night in the woods learning about things like fire building and cooking over an open fire and laying out and following a compass course when they see their role on the committee as being exclusively that of handling the Troop's finances or keeping the minutes at Troop Committee meetings. Similarly, Pack Committee members who thought they were signing on to keep records pertaining to the boys' advancement or to be in charge of the Pack's Public Relations will question the need for them to sit through half a day's training sessions

learning about how to handle discipline problems in Den meetings and how to tie themes into the Pack meeting program. Granted that it would be well for every adult connected with the pack or troop, whether as an "active" leader such as a Cubmaster, Den Leader, or Scoutmaster, or as an "inactive" one such as a committee member, should know everything about Scouting and its program and the program of the pack or troop; but that is not likely to happen anytime in the near future and we should go for what is possible. Perhaps if a committee member gets the minimal committee member training, he or she will get more interested in the program, become more "active", and later go for the full leader training.

3. Beef up the references to the Troop Committee in both the Scout Leader Training Courses and in the Scout Leaders' literature, especially the Scoutmaster Handbook. This would be aimed more at the Scoutmaster than at the Committee members, to make the Scoutmaster more aware of the need and the value of a strong, active, trained Troop Committee.

4. Include among the requirements for a Quality Unit the requirement of an active unit committee. I note that such a requirement is already in place for Explorer Posts and I was told that a similar requirement has recently been added for Packs and Troops; but the Quality Unit Award forms for Packs and

Troops that were recently sent to me by our Council Office said nothing about the unit committee. It would also be my recommendation that a certain level of training be specified for unit committeemen and each Quality Unit be required to have a certain number of its committee members trained at that level. (This would be related to Recommendation 2, above.)

5. With the adoption of Recommendation 4, above, perhaps the ratings of District Executives, Councils, and Council Executives could include, in addition to numbers of boys and units registered, something about the number of Quality Units in their jurisdictions. In the light of the theme of this dissertation, maybe that ought to be number of Quality Units with active, trained Committees.

6. Increase the involvement of volunteers, especially those at the District level, in the organizing of new units. I have been a member of our District Committee for many years but I cannot recall having ever seen a manual for that position or having attended a training course for it, certainly not one that followed a nationally-produced training manual. In particular, the idea that came out in my interview with our Council Executive that the District Membership Committee and the District Training Committee should have a more active role in the organizing of new units

was new to me. And because it was new, I found it somewhat shocking; or maybe it was the newness of the idea that I found shocking. Anyway, manuals could be produced and distributed, or at least made available, spelling out in great detail the responsibilities of district committees and their members, especially in regard to filling in the holes in new units left by their organizers, specifically and especially seeing to it that each new unit has a functioning committee that is something more than a list of names on a sheet of paper in the Council Office.

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APPENDIX

HOW WELL DO YOU KNOW YOUR TROOP COMMITTEE?

- 1. Troop No. _____
- 2. Number of boys in Troop _____
- 3. Your Position in Troop _____
- 4. Number of years you have held that position _____
- 5. Number of years you have been active in Scouting _____

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6. Number of members on your Troop Committee _____

7. Names of Troop Committee Members | This Space reserved for your
(First Name and Last Initial only) | answer to Question 9, below

[Continue on the reverse side of this sheet if necessary.]

8. Number of Committee Members who have specific committee assignments (Scouting Coordinator, Chairman, Advancement, etc.): _____

9. Indicate, as far as you know them, the committee assignments for each committee member listed above. Use the box to the right of each name. Indicate by an X those who you know have an assignment but you do not know what it is.

APPENDIX

HOW WELL DO YOU KNOW YOUR PACK COMMITTEE?

- 1. Pack No. _____
- 2. Number of boys in Pack _____
- 3. Your Position in Pack _____
- 4. Number of years you have held that position _____
- 5. Number of years you have been active in Scouting _____

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- 6. Number of members on your Pack Committee _____
- 7. Names of Pack Committee Members | This Space reserved for your
 (First Name and Last Initial only) | answer to Question 9, below

[Continue on the reverse side of this sheet if necessary.]

- 8. Number of Committee Members who have specific committee assignments (Scouting Coordinator, Chairman, Advancement, etc.): _____
- 9. Indicate, as far as you know them, the committee assignments for each committee member listed above. Use the box to the right of each name. Indicate by an X those who you know have an assignment but you do not know what it is.