

# ADVISOR- WHO DOES IT?

## **WHO—presides over unit meetings?**

You do, of course. After all, you're the top man in the outfit, aren't you?

Your senior crew leader—or the deputy senior crew leader. Leadership grows on leadership.

## **WHO—plans agenda for unit meetings?**

You do, mostly, for you've had more experience, and besides, the fellows argue so much when they try to plan something.

You and your senior crew leader. Joint decisions democratically arrived at.

## **WHO—plans and carries out ceremonies?**

Ceremonies happen to be your special dish, so you work them up and then get the guys to help you carry them out. After all, it's their program.

A committee chairmanned by your deputy senior crew leader, consisting of the assistant crew leaders, and counseled by the assistant Advisor.

## **WHO—handles skill instruction and demonstrations?**

Say what you want about giving the boys responsibility, Explorer skills are high powered stuff and need an adult's firm hand. You and your assistant handle this.

Your elected leaders can handle some of these jobs. And—let's face it—handle them with as much skill as you yourself would.

## **WHO—heads up a unit event?**

Well, the event director starts it off, but you or your assistant usually has to take over when he starts to fumble.

The event director. You may appoint him, or he may be elected by the unit. Either way he has elected-leader status and—with counselor's help—runs his own show.

## **WHO—meets and introduces speakers?**

Adult speakers naturally expect to work with other adults, even though their actual talk is to boys. You have organized your committee to handle speakers.

Speakers at unit events are recruited, met, and introduced by event directors. At monthly business meeting, senior crew leader or his appointee handles speakers.

## **WHO—represents the unit at district Explorer planning conferences?**

Here again you prove that the Advisor needn't do it all. Your assistant and chairman alternate here. You stay home.

The entire body of your elected young men leaders, as well as all adult leaders, are eligible to attend district Explorer planning conference.

## **WHO—originates ideas and then sells them?**

The boys' inexperience unfortunately shows up in some of the ideas they come up with. So you and your assistant furnish most of the new ideas and get the boys to help sell them.

Every Explorer in the unit is an idea man and idea salesman. Your elected leaders guide, select, and make the final sale.

## **WHO — handles records, correspondence, and makes financial reports?**

Your committee treasurer—an adult, of course—handles most of this red tape. Boys want to run a program, not a bookkeeping operation.

Your secretary—an Explorer elected by his peers. An adult from the committee is available for consultation if needed.

## **WHO—maintains discipline and builds morale?**

You honestly feel that you and your assistant—as the active adult leaders—have the principal responsibility here.

Your elected Explorer leaders, with the unobtrusive backing of the adult leaders. END

## FRONT LINE STUFF

# DIPLOMA DILEMMA



***If the older Explorers in your post were quitting school to enlist in the armed services, would you do anything about it? What?***

**EDITOR'S NOTE:** *The following is an actual letter from an Explorer leader in a New Jersey city. Read it—and decide what you would do if you faced this problem. Send your suggestions to Front Line Stuff, Scouting Magazine, New Brunswick, New Jersey. We'll forward them to the leader and run a résumé in an early issue.*

**I** AM ONE OF THREE ASSISTANT ADVISORS of our council's largest and most active Explorer post. We have thirty-two active boys and, of course, our Advisor, who is tops. But we also have a problem.

Our program is so intensive and evidently so interesting and the boys like the method of organization (which

is right along the handbook's blueprint) so well that they don't like to leave when they get older. Of course, we have the expected turnover of boys in general so that all age groups from fourteen years up are well represented. But our problem hits with the older boys, and it boils down to this:

As our boys hit around the seventeen-year-old mark, they are starting to notice the armed forces advertising and get interested. This is fine, since we feel it is best for a boy to get his military obligation over as early in life as possible. **BUT NOT AT THE EXPENSE OF HIS SCHOOLING.**

Everyone knows the importance today of at least a high school diploma, yet it's another thing to point this out to the boys without lectures that can go in one ear and out the other. We have tried the usual vocational promotions, including some motion pictures, but something unusual is needed to convince these boys, who are trying to think for themselves, just what is best, without their knowing we are doing it.

We have had four boys recently who quit school to go on military duty through voluntary enlistment. At least two more that we know of are now thinking of it. All these boys have been in the post for two or more years. All have at least average intelligence and with sufficient schooling could be expected to do well in life.

The factor that makes things worse is that some of their parents must sign waiver papers because the boys are only seventeen, and they do it! Maybe we should adopt the attitude that since their own parents don't care, we shouldn't either!

Some armed forces recruiters, I understand, in their zeal to outdo each other, have told boys they can complete their high school work and receive a diploma while on active duty. This is hogwash—most boys never do it, and for those that do, well, a service diploma is valueless in New Jersey, for instance. ALSO, schoolteachers are reputed to have told some of the boys as early as last December that their marks were on the border of failure and they might as well quit school now rather than try to last the year and then fail. This is their attitude, instead of trying to help the students learn and to produce worth-while citizens. This fact we are going to report to the local board of education.

That, then, is our problem. How can we convince our boys to do their best in school and fight for a diploma and then, after graduation, enlist in the service? But not quit even if the going is rough. We are open to suggestions.

J. E. B.

*Atlantic City, New Jersey*