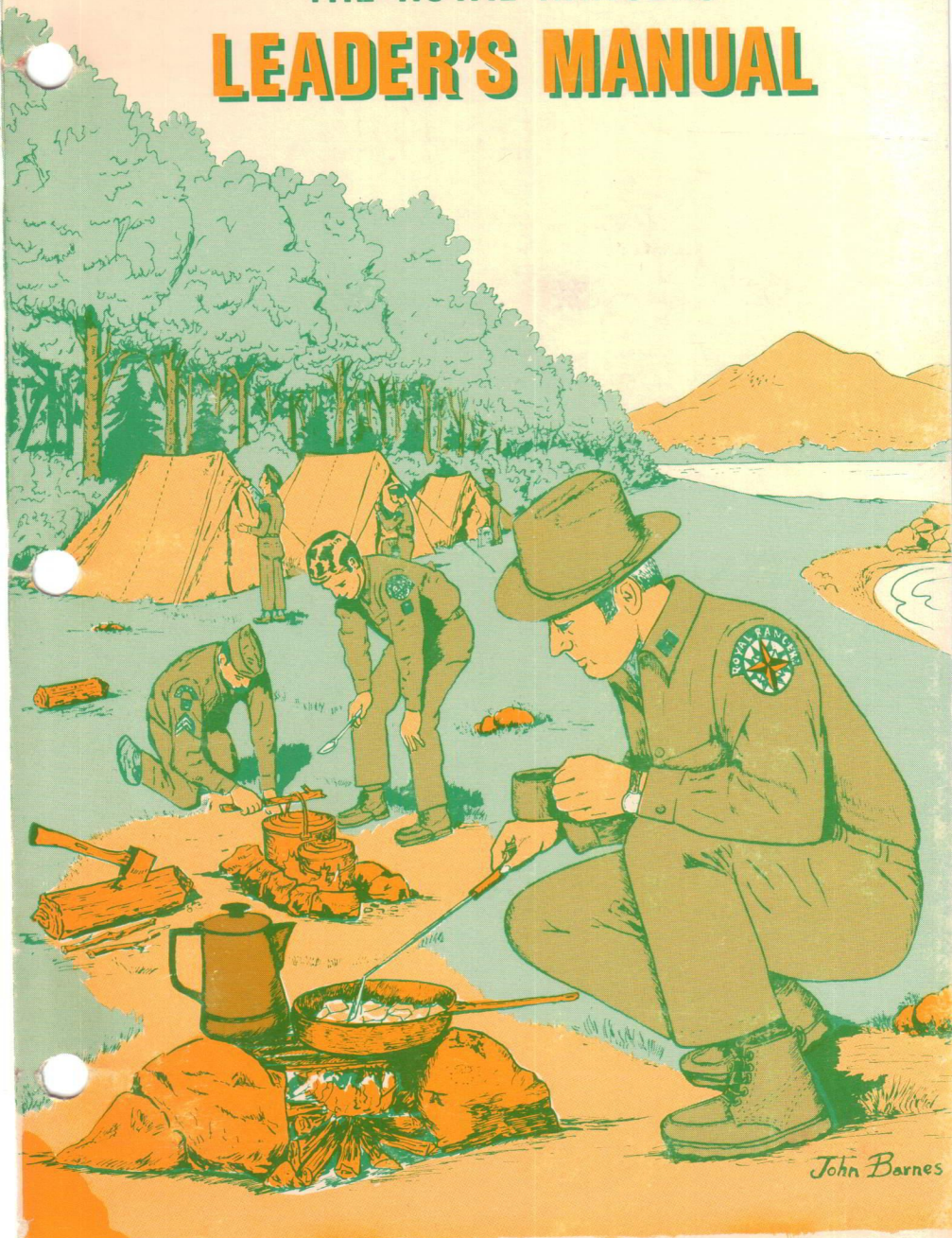


# THE ROYAL RANGERS LEADER'S MANUAL



# **THE ROYAL RANGERS LEADER'S MANUAL**

Prepared by  
**JOHNNIE BARNES**  
Royal Rangers  
of the  
Men's Ministries Department

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## CONTENTS

1. THE ROYAL RANGERS PROGRAM	1
2. LEADING BOYS	21
3. WINNING BOYS FOR CHRIST	37
4. OUTPOST MEETINGS	51
5. THE ADVANCEMENT TRAIL	71
6. THE CAMPING PROGRAM	85
7. GAMES AND OTHER ACTIVITIES	103
8. HEALTH AND SAFETY	127
9. DEVOTIONS	141
10. THE OUTPOST COUNCIL	173

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**"Let's Get Started!"**

## INTRODUCTION

The primary purpose of this book is to help men realize their potential as Royal Ranger leaders. It furnishes leaders with information designed to help them plan and carry out an effective program for boys.

This book represents a new approach to Christian training for boys. The focus is on the boy—his needs, his interests, and his characteristics. *Emphasis is placed on making the Christian life so challenging to boys that they will recognize and assume their places of responsibility as believers in Christ and followers of Him.*

Being a leader takes time and effort. There will be times when you will be satisfied with the progress shown by your outpost as the boys accept responsibilities, grow steadily, and reach upward toward Christian maturity. At other times you will want to give up in despair. Then some act, some word of encouragement will give you heart, and you will continue. It sounds like a big task, and it is. It will not always be easy, but with God's help you can lead your boys into a fuller, richer life.

Your own experience with boys as a father, a friend of other people's boys, or as one who has been a boy will help you to know them and their needs. Times have changed since you were a boy, but youth's desire for fun and adventure has not changed.

You should know the Royal Ranger program thoroughly and be enthusiastic about it. As a Christian, you should already know most of the fundamental principles incorporated in this program, although you may not think of them in Royal Ranger terms. They will become familiar as you learn more about the program through a systematic study.



**THE  
ROYAL RANGER  
PROGRAM**



# THE ROYAL RANGER PROGRAM

## STEPS IN BEGINNING THE PROGRAM

A correct beginning is most important in the Royal Ranger program. The way outposts are started will in a large measure determine their success. Each outpost should begin with a foundation which will insure support from the Men's Department and the church. Use the following steps in beginning or reorganizing the Royal Ranger program.

### I. THE PASTOR

The pastor, by virtue of his call of the Lord and the church, is the first key to a successful Royal Ranger program. He is vitally concerned with the future of the boys in the church and community; consequently he should be the prime figure in initiating the program. To establish the work, he should discuss the basic needs of the boys with the church, recommending that the Royal Ranger program be adopted.

### II. THE CHURCH

The Royal Ranger effort is recognized as a part of the total church program. Upon the decision of the church to begin the work, the Men's Department is recognized as being responsible for the promotion, leadership, and finances of the outposts. Should there be no Men's Department organization at that time, a group of interested men functioning as a Royal Ranger Outpost Council may lead in the work.

### **III. MEN'S DEPARTMENT**

Men's Department becomes acquainted with the Royal Ranger activities and is given the opportunity of voting to promote and administer the program. To acquaint the men of the Men's Department with this work, the president should elect a man familiar with the organization to have charge of the program when the Royal Ranger work is presented. This man may be a District Royal Ranger leader, a District Men's Department leader, or an interested pastor or layman from a neighboring church. The meeting should be one in which men determine the responsibilities involved in sponsoring the Royal Ranger program and familiarize themselves with the aims, purpose, and ideals of the Royal Rangers.

### **IV. THE OUTPOST COUNCIL**

To implement the work of Royal Rangers in Men's Department, the Royal Ranger Outpost Council is appointed by the Men's Department. This council is to be composed of men who are interested in boys, desirous of serving them, capable of providing top leadership for the outposts, and are willing to spend time planning a well-rounded program for the boys. Each member should be thoroughly informed concerning the program of the Royal Rangers. The major responsibilities of the council are as follows:

1. Enlist Commanders and assistants for the outposts.
2. Secure an adequate meeting place.
3. Secure necessary finances and equipment.
4. Review and recognize Royal Rangers upon completion of advancement requirements. Advancement awards should be purchased and given to the boys.

**V. ENLISTING THE COMMANDER**

A. Determine the number of commanders and lieutenant commanders needed. Each group of Royal Rangers needs adequate adult leaders. A survey determining the number of boys in the church (ages 5 through 17) will help in determining the number of outposts and outpost commanders needed.

B. The Outpost Council should consider the qualifications of a good Commander, as suggested by the following questions:

1. Is he a born-again Christian, well grounded in the Word of God?
2. Is he loyal to the church?
3. Are his habits and ideals above reproach?
4. Does he like boys and enjoy working with them?
5. Does he have a consistent testimony in daily Christian living?
6. Is he able to lead and delegate authority?
7. Does he possess good judgment?
8. Is he willing to accept responsibility?
9. Does he command the respect of other men?
10. Does he co-operate with the program of the church?
11. Will he take leadership training?
12. Is he 21 years of age or older? (Lieutenant commanders must be 18 or older.)

**VI. LEADERSHIP PREPARATION**

Good leadership is vital to the success of the Royal Ranger program. Dedicated leaders, carefully chosen by the council, deserve the hearty support and prayer backing of the committee and church as they prepare themselves thoroughly for leadership and the launching of the program.

A. The first step for prospective leaders is to apply for the *Leader's Manual*. This manual has been prepared to give a thorough review of the Royal Ranger program for men desiring to work with boys. It is a tool designed to provide Royal Ranger leaders with the help they need for the various phases of their work. It will prove to be a constant source of help and guidance.

B. Each leader should enroll in the Royal Ranger leadership training correspondence course conducted by the national office. This course will give vital training and assistance to each leader.

**VII. ARRANGEMENTS FOR MEETINGS**

A. Make arrangements for Commander and Lieutenant Commander to meet with interested boys at a designated time and place. The leaders should make detailed plans for this meeting. The Council should be invited to sit with the leaders in the meetings if they desire.

B. Explain the purpose of the program. State it in terms that boys can understand. Help them to see that being a Royal Ranger will open doors to adventure, friendship, and fun.

C. Ask the boys to look over the requirements for becoming a Recruit. Stress the importance of learning the code, the motto, and the significance of the emblem.

D. Set a definite time and place for the regular weekly meetings.

E. Give careful consideration to every phase of the planning for the first three meetings with the boys.

NOTE: Chapter IV (pages 51-70) has detailed suggestions of plans for outpost meetings.

**VIII. CHARTER RECOGNITION**

A. Minimum requirements for chartering a unit: (The following are basic for a unit in any of the three groups. A separate charter application should be submitted for each group.)

1. A minimum of five boys who have met the requirements for recruits.
2. An Outpost Council composed of a minimum of three men.
3. A qualified Commander for each age group and, when possible, one or more Lieutenant Commanders.
4. A registration fee of <sup>50°</sup> \$2.00 for each boy and <sup>50°</sup> adult. If <sup>50°</sup> Outpost Councilmen serve more than one group, they pay only one fee.
5. A subscription to *High Adventure* magazine is now a part of the chartering process. One half of the above registration fee is used to underwrite the cost of *High Adventure*.

B. Charter application is made after three regular meetings are held. The application form itself is usually filled out at the third meeting. The form is then sent to the national headquarters. Your group will then receive a charter, membership cards, and the quarterly publication "Dispatch" for each Commander. This charter is renewed annually.

C. It is recommended that the church or Men's Department order an emblem for each boy, then present the emblem along with the membership card.

**FACTS ABOUT ROYAL RANGERS****I. PURPOSE OF THE ROYAL RANGER PROGRAM**

A. To meet the moral, spiritual, and physical needs of the over 100,000 boys in our churches.

B. To <sup>Keep</sup> hold our boys in our churches: ~~we are losing~~ around 70 per cent of our ~~teen-age~~ boys.

C. To enlist new boys: we want to do more than just hold our own.

## II. OUR AIM AND GOALS FOR ROYAL RANGERS

### A. OUR AIM

To instruct, challenge, and inspire our boys in the areas of Bible doctrine, Christian service, moral conduct, and basic beliefs of our church, through the means of interesting activities that boys enjoy.

### B. OUR GOALS

1. *To instruct in Bible doctrine.* When a boy completes this program, he should have a basic knowledge of what the Bible teaches.
2. *To challenge for Christian service.* When a boy completes this program, he should be ready to take his place in the area of Christian service where God wishes him to be.
3. *To inspire a belief in the fundamental beliefs of our church.* When a boy completes this program, he should be Christian in belief the remainder of his life.
4. *To satisfy the boy's basic need for activity.* A boy engaged in this program should have enough interesting things to do to prevent him from being tempted to engage in unwholesome activities.

## III. METHODS OF REACHING OBJECTIVES

### A. ACTIVITIES

Boys must have activities. If we do not provide suitable outlets for their energies, they will find them elsewhere.

#### 1. Camping

Camping is a magic word to the heart of a boy. It represents adventure, accomplishments, and fellowship. Boys dream of camping out,

cutting wood, building fires, cooking meals, hiking in the woods. . . . To fully enjoy camping, boys must be taught skills in: *firecraft, cooking, first aid, sanitation, ropecraft, compass, and nature study.*

2. Games

Games are important because through them boys can be taught citizenship, fair play, loyalty, and teamwork.

3. Trips

- a. Stimulate interest.
- b. Provide a chance to do something different.
- c. Teach object lessons by discussion of places visited.

4. Physical Fitness. It teaches:

- a. The importance of a strong, healthy body.
- b. The harm of bad habits to the body.
- c. That cleanliness and health enhance our testimony.

5. First Aid

6. Stories

7. Stunts

8. Quizzes

9. Hobbies and crafts

10. Skills

11. Collections

12. Ceremonies

**B. INSTRUCTION IN CHRISTIAN LIVING**

1. Conduct

- a. Personal conduct.
- b. Social conduct
- c. Moral conduct.

2. Responsibilities

- a. To God.
- b. To the church.

- c. To others.
- d. To family.
- e. To the community.

**C. INDOCTRINATION**

- 1. In the Word of God.
- 2. In Bible doctrine.
- 3. In the beliefs of the church.

**IV. MEETINGS**

A. Place—provided by outpost council.

B. Time

- 1. Determined by Commander and outpost council.
- 2. Should not interfere with church program.

C. How often

- 1. Weekly (less often would retard interest).
- 2. Consistent with other youth programs.

D. Content of meetings

- 1. Should not be too long (from 1 to 1½ hours).
- 2. Should contain each phase of our objectives—activities, instruction, and indoctrination.

**V. UNIFORMS**

A. Create pride in appearance.

B. Create a sense of responsibility.

C. Attract attention. (Surveys have shown that more boys join youth groups because they are attracted by the uniforms than for any other reason.)

D. Give a sense of belonging.

E. Encourage unity and loyalty.

F. Give a feeling of social equality.

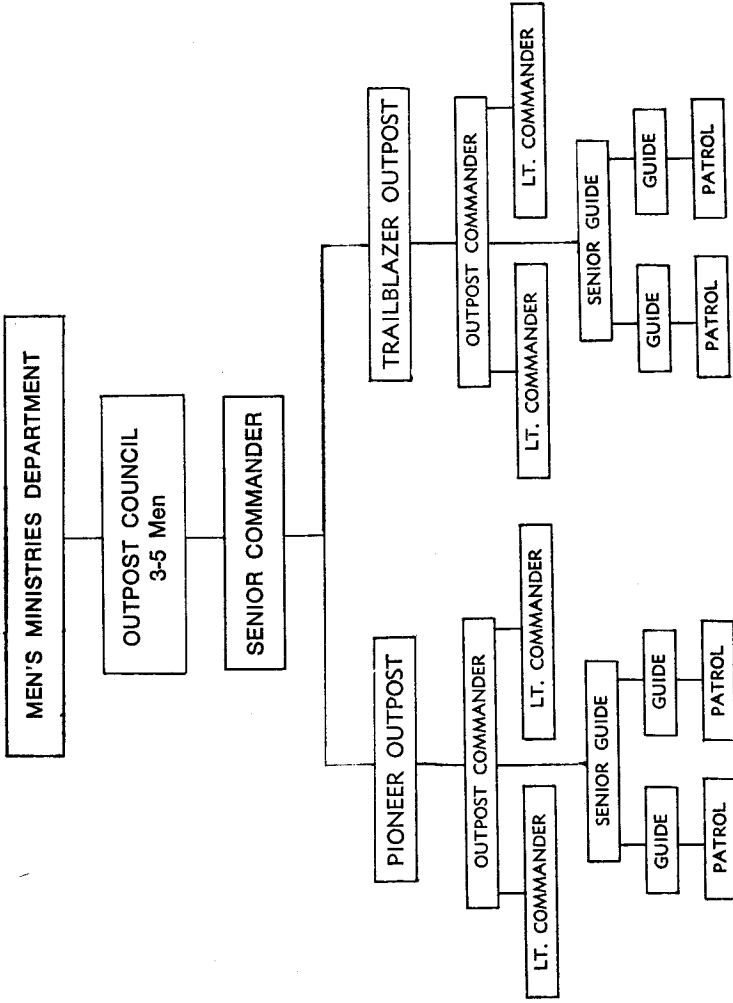
G. Assist in discipline. (Boys are more orderly in uniform.)

H. Create an atmosphere that aids in the promotion of the program.

I. All boys should have an official Royal Ranger membership card before wearing the Royal Ranger uniform.



# OUTPOST ORGANIZATIONAL CHART

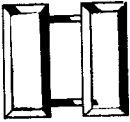


A Buckaroo outpost or an Air-Sea-Trail Ranger outpost are not included in the chart because of space. They would be arranged the same as the Pioneer and Trailblazer outposts.

## YOUR OUTPOST COUNCIL

The Outpost Council is a group of from three to five men who direct the Royal Ranger program in the church. They are responsible for the appointing of the Outpost Commander and Lieutenant Commander. Also, they arrange a meeting place for each outpost and obtain needed equipment for activities and projects.

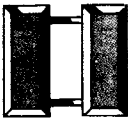
When the fellows have passed the requirements for an advancement in rank, the Outpost Council will set up a special presentation service and present them with their awards.



SENIOR  
COMMANDER



When a church has several outposts, a senior commander may be appointed to coordinate the activities of these outposts. He supervises combined activities and events that involve two or more of the outposts.



OUTPOST  
COMMANDER



The Outpost Commander directs the activities of the outpost such as outpost meetings, camping trips, hikes, etc. He is trained to assist the Royal Rangers in their advancement in rank and will determine when they pass each requirement.



## LIEUTENANT COMMANDER



The Lieutenant Commander has the responsibility of assisting the Outpost Commander in the activities of the outpost. At each meeting he directs certain activities—such as games, crafts, etc. Should the Commander be absent, he assumes charge of the meeting or outing.



## JUNIOR COMMANDER



The Junior Commander is appointed to assist the commander and lieutenant commanders in the various activities of the outpost, but he should not be given full responsibility for an outpost meeting or outing.

He will wear either an Air, Sea, or Trail Ranger tie. He must be between 15-17 years of age.



## SENIOR GUIDE



The Senior Guide is a Royal Ranger appointed by the Commander and Outpost Council to assist in the outpost activities. He calls the roll and keeps records of the meetings. He may also assist in games, ceremonies, and drills. He should carry at least a First-Class rating. (If the outpost is new, a Senior Guide may be temporarily appointed without this rank.) His term of office shall be six months, and he should serve no longer than one year at any one time.



### PATROL GUIDE



The Patrol Guide is elected by his patrol. He arrives early and helps set the meeting room in order. He directs each patrol meeting and represents his patrol at each outpost staff meeting. He also leads his patrol in projects, ceremonies, and drills during the outpost meeting. He should carry at least a Second Class rating. (If the outpost is new, a Guide may be temporarily elected without this rank.) His term of office shall be six months, and he should serve no longer than one year at any one time.



### ASSISTANT PATROL GUIDE



The Assistant Patrol Guide should assist the Guide in the activities of the patrol. In the absence of the Guide he will assume the duties of a Guide.

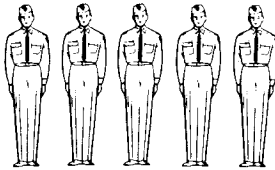
### OUTPOST STAFF

The Outpost Staff is composed of the Commander, Lieutenant Commanders, Senior Guide, and Patrol Guides. The staff meets at different times to discuss plans for outpost meetings, projects, and other activities.



### PATROLS

The patrol is a special gang of fellows that do things together within the Royal Rangers program. Each outpost is divided into two or more patrols. The boys of each patrol will select a name in keeping with the ideals of Royal Rangers and elect its own Guide and Assistant Guide. Each week, during the outpost meeting, time is set aside for patrols to meet. Games will be played between patrols during game periods, and each patrol will sit or stand together during ceremonies.



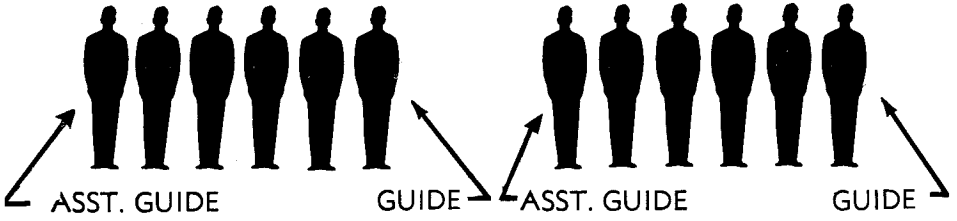
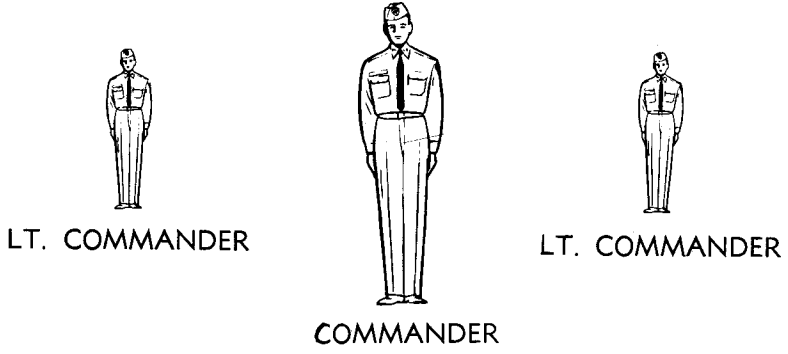
### OUTPOST FORMATIONS

The Commander stands facing the outpost with his Lieutenants beside him. The Senior Guide is in front of the Commander. When in charge or calling the roll, the Senior Guide faces the outpost; he faces the Commander when he is reporting or when the Commander is in charge.

The Guide always stands at the right end of his patrol. The Assistant Guide stands at the left end of each patrol formation.

This formation is for the purpose of opening ceremonies, roll call, closing ceremonies, etc.

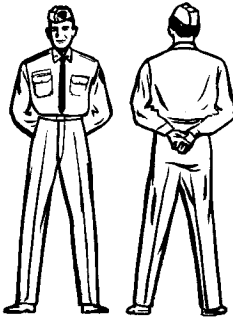
# OUTPOST FORMATIONS



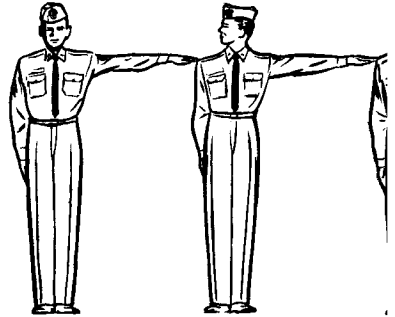
ATTENTION



AT EASE



PARADE REST



DRESS RIGHT DRESS

**PROMOTIONAL AND ADMINISTRATIVE  
LEADERSHIP****DISTRICT COMMANDER**

The District Commander is the administrative officer for Royal Rangers in his district. He is responsible for coordinating and promoting the overall Royal Rangers program in his district.

**DISTRICT AIDE-DE-CAMP**

The District Aide-de-Camp is a promotional representative with the responsibility of assisting the district, sections, and local group in the promotion of Royal Rangers. His responsibility is promotions, not administrative unless otherwise assigned by the District Commander. He is also a member of the National Royal Ranger Council.

**DEPUTY DISTRICT COMMANDER**

The Deputy District Commander has the responsibility of assisting the District Commander in coordinating and promoting the overall program in the district. He may also be assigned special duties by the District Commander.

**SECTIONAL COMMANDER**

The Sectional Commander promotes and coordinates the Royal Rangers program within his section.

**DEPUTY SECTIONAL COMMANDER**

The Deputy Sectional Commander is responsible for assisting the Sectional Commander in promoting or coordinating the program in his section.

**AREA COMMANDER**

Some districts with a more expanded organizational structure have divided each section into several areas. An Area Commander is appointed to promote and coordinate the program in his area.

### LEADER'S INSIGNIA

The local Outpost Commander wears two blue bars, his Lt. Commander wears only one blue bar.



Churches who have several outposts and wish one man to coordinate the activities of all the groups, may appoint a Senior Outpost Commander. He will wear two white bars.



The Local Outpost Council wears two gold bars. We recommend that pastors become members of the Outpost Council.



The Area Commanders and Deputy Sectional Commanders wear a light blue oak-leaf cluster.



The Sectional Commander wears a gold oak-leaf cluster. Sectional presbyters who wish to serve as sectional chaplain will also wear a gold cluster.



The District Aide-De-Camp, Deputy District Commander and members of the District Committee wear a silver oak-leaf cluster.



The Regional Coordinator and the District Commander wear a gold eagle.



Members of the National Royal Rangers Committee wear one gold star. District Superintendents who wish to serve as District Chaplain will also wear one gold star.



Two gold stars are worn by the National Commander, the Secretary of the Men's Ministries Department, and the National Director of Church Ministries.



*Changed*



**ROYAL RANGER EMBLEM****SIGNIFICANCE OF EMBLEM**

- Four Gold Points - Four phases of a boy's development  
Physical, Spiritual, Mental, Social
- Four Red Points - Four Cardinal Doctrines of the Church  
Salvation, Holy Spirit, Healing, Rapture
- Eight Blue Points - Eight points of the RANGER Code  
Alert, Clean, Honest, Courageous, Loyal, Courteous, Obedient, Spiritual

## **ROYAL RANGER CODE**

### **A ROYAL RANGER IS:**

#### **ALERT**

He is mentally, physically, and spiritually alert.

#### **CLEAN**

He is clean in body, mind, and speech.

#### **HONEST**

He does not lie, cheat, or steal.

#### **COURAGEOUS**

He is brave in spite of danger, criticism, or threats.

#### **LOYAL**

He is faithful to his church, family, outpost, and friends.

#### **COURTEOUS**

He is polite, kind, and thoughtful.

#### **OBEDIENT**

He obeys his parents, leaders, and those in authority.

#### **SPIRITUAL**

He prays, reads the Bible, and witnesses.

## ROYAL RANGER PLEDGE

WITH GOD'S HELP, I WILL DO MY BEST  
TO SERVE GOD, MY CHURCH, AND MY  
FELLOW MAN; TO LIVE BY THE RANGER  
CODE, TO MAKE THE GOLDEN RULE MY  
DAILY RULE.

## ROYAL RANGER MOTTO "READY"

Definition of Motto: Ready for anything,  
Ready to: work, play, serve, obey, worship,  
live, etc.

CHAPTER II  
**LEADING BOYS**



## LEADING BOYS

Congratulations on your appointment as a Royal Ranger leader! You have one of the greatest opportunities possible to serve God and your church.

To this God-given task you will want to give your best. There are few needs in the local church greater than the need for good leadership. Your appointment has placed you in a strategic position. The church needs the vigor, alertness, and enthusiasm that boys can provide. Boys, in turn, need the warm, spiritual guidance of the church. Since you are the appointed leader, much will depend upon your willingness to sacrifice and work under the guidance of the Holy Spirit to help boys and the church serve each other.

### UNDERSTANDING BOYS

Between the ages of five and eighteen is a time when a boy is subject to great change in physical and mental growth. His interests suffer such sudden changes that he is often considered totally unpredictable. Though there are many changes which a boy passes through as he develops toward manhood, there are characteristics common to all boys. A good leader will become familiar with these characteristics so that he might better understand the boy. Here are several characteristics for each age group (except Straight Arrows):

1. Ages 7 and 8
  - a. Activity level high, full of energy, but tires easily.

- b. Eager and curious, wants to learn. (Provide opportunities for learning.)
  - c. Attention span is short. (Change activities often.)
  - d. Wants to do rather than watch. (Let them learn by doing.)
  - e. Has a good memory. (Teach him God's Word. Keep your promises.)
  - f. Can take responsibilities but often forgets.
  - g. Enjoys competitive games. Usually places more attention upon the actions rather than winning. (Have games with plenty of action.)
  - h. Interested in gangs or clubs.
  - i. Likes people and wants to be with them.
  - j. Must learn to work and play with others.
  - k. Beginning to form ideas of right and wrong, developing conscience.
  - l. Interested in practical religion, experiences conviction. (Give them an opportunity to accept Christ as Saviour.)
  - m. Can be easily influenced. (Influence them for God.)
  - n. Is literal-minded. (Explain symbolism and figures of speech.)
  - o. Respects authority. (Be worthy of this respect.)
  - p. He likes both fact and fantasy but wants to distinguish between them.
  - q. Tends to be selfish.
  - r. Has faith in prayer.
2. Ages 9-11
- a. A strong play instinct. (Teach him through play.)
  - b. Period of rapid learning.
  - c. Love of imitating.

- d. Vivid imagination. (Teach him through stories, etc.)
  - e. Individualism in play—weak on teamwork.
  - f. Love of dramatization.
  - g. Strong physical stamina.
  - h. Strong retention in memorization. (Excellent time to memorize scriptures.)
  - i. Shortness of attention span.
  - j. Ready acceptance of authority.
  - k. Formation of many habits. (Ideal time to channel habits.)
  - l. Hero worship is strongest. (Stories of Bible heroes are most impressive at this time.)
3. Ages 12-14
- a. Rapid and uneven physical growth.
  - b. Development of social consciousness.
  - c. An interest in girls.
  - d. Strong mental development. (Ideal time for teaching.)
  - e. Independence.
  - f. Resentment of authority.
4. Ages 15-17
- a. Development of ideas about life's work.
  - b. Acceptance of leadership responsibility. (Time to train for leadership.)
  - c. A more understanding attitude toward authority.
  - d. Strong initiative. (Give him plenty to do.)
  - e. Advancement toward full physical growth.
  - f. An urge to create. (Capitalize on this creative drive.)
  - g. Formulation of lasting ideas. (A time to challenge him with right ideas.)
  - h. Time of life's greatest decisions. (Teach the importance of God's leadership.)

## ATTITUDE GOALS

A good leader will set certain attitude goals for his boys. He will then gear his program and activities toward such an achievement.

The goals must be appropriate for the boy at his stage of development. Those listed below are specific and achievable for most boys in their respective age ranges. Opportunities for the development of these attitudes are abundant in this program.

### AGES 9-10-11

#### I. ATTITUDES TOWARD HIS FAMILY

1. An understanding and appreciation of his family and a desire to share in family planning or responsibilities.

#### II. ATTITUDES TOWARD HIMSELF

2. A feeling of being wanted and accepted by his own age group.
3. A confidence in his ability to grow up, to be able to do important, useful things, to feel there is a place for him.

#### III. ATTITUDES TOWARD OTHERS

4. A security in his relations with others outside his family.
5. A willingness to do for others what he hopes they will do for him.
6. Patience with those in the group who are slower or less capable.
7. A willingness to share in acts of service for others.
8. A belief in fair play and justice as a basis for happier living.
9. An appreciation for laws and the importance of being law-abiding.
10. An understanding of God's desire for our best,



without expecting the impossible.

11. An appreciation of prayer as a pathway to forgiveness and power.
12. A realization that all people are of infinite worth to God.

#### **IV. SKILLS TO DEVELOP**

13. An eagerness to develop skills and abilities—to excel in something.
14. A confidence in his ability to take care of himself.
15. The ability to be a good loser, to face failure—even ridicule; to face situations that can't be changed; to triumph over difficult situations.
16. A knowledge of people and the adult world about him.
17. Courage to face life—stepping outside familiar surroundings, eagerness for adventure.
18. A sensitivity to wrong-doing, and an increasing ability to support the right as contrasted with the wrong.

#### **AGES 12-13-14**

##### **I. ATTITUDES TOWARD HIS FAMILY**

1. A willingness to participate in family planning and projects—doing his share.
2. A willingness to consider the wishes and needs of other members of the family.

##### **II. ATTITUDES TOWARD HIMSELF**

3. A confidence of being wanted by a group of his own age and sex.
4. A confidence in his ability to direct his own life within widening areas of freedom.
5. An appreciation of his developing body and its part in God's plan for the creation of life.
6. An awareness that others view him as a man—that he is developing as he should.

7. A conviction that living life at one's best for Christ is a courageous, adventuresome way to live.

**III. ATTITUDES TOWARD OTHERS**

8. A willingness to make some sacrifice for the group and its members.
9. A wholesome loyalty to the group and to worthy group goals.
10. A feeling that he can contribute something to others.
11. An interest in doing acts of service for the group or the church.
12. An appreciation of the interdependence of man—that what he seeks for himself, he must seek for others.

**IV. SKILLS TO DEVELOP**

13. An ability to be a part of a group and to contribute to the group.
14. An understanding of the other fellow and an eagerness to see his point of view.
15. An acquaintance with the work and activities of others.
16. A regard for truth and skill in finding it.
17. A greater courage to face difficulty and discouragement.
18. An ability to determine right from wrong.
19. An appreciation of God as a guide with whom he can talk and from whom he can receive power to do the right thing.
20. An appreciation of the life and actions of Christ as the highest example of manhood.

**AGES 15-16-17**

**I. ATTITUDES TOWARD HIS FAMILY**

- I. A spirit of partnership with the family—a willingness to plan together, recognizing the concerns of

each other, and contributing strength to any member in need.

2. A willingness to abide by the working relationships developed within the family.

## **II. ATTITUDES TOWARD HIMSELF**

3. An appreciation of his part in developing a happy home as a preparation for his own future home.
4. A confidence in his ability to handle himself.
5. An acceptance of himself as a person with a distinct uniqueness through which he can contribute to life.
6. An awareness that he can become an adult who is able to contribute much to the welfare of his church and to the world.

## **III. ATTITUDES TOWARD OTHERS**

7. A close friendship with one or more persons who hold values similar to his own.
8. An eagerness to win the friendship and respect of girls.
9. A willingness to widen his acquaintance—to join with others in new ideas and causes.
10. A desire to contribute to the church's work through his efforts.

## **IV. SKILLS TO DEVELOP**

11. An ability to plan with others for the common good.
12. An ability to manage his sex life for the good of himself and others.
13. An ability to set achievable, realistic goals for his life, such as higher education.
14. An application of the teachings of Jesus to his own situations.
15. An appreciation of the thinking of others.

16. A growing sense of inner peace and power because of his relationship with God.
17. A confidence that God understands him and will help him when he is in harmony with Him.

**V. ON TEACHING BOYS**

Did you know that Martin Luther once expressed himself "On Teaching Boys" as follows?: "I myself, if I could leave the preaching office and other things, or had to do so, would not be so glad to have any other work as that of schoolmaster, or teacher of boys; for I know that this is the most useful, the greatest, and the best, next to the work of preaching. Indeed, I scarcely know which of the two is better; for it is hard to make old dogs obedient and old rascals pious; and that is the work at which the preacher must labor, often in vain. But young trees can be better bent and trained even though some of them break in the process."

**EIGHT MAJOR NEEDS OF BOYS**

1. **LOVE:** A boy needs to know someone loves him. Not just when he is good, but needs to know he is loved when he is naughty, when he makes a mistake, or when angry.

2. **UNDERSTANDING:** It gives a boy a sense of security to know that someone understands him and what he is trying to achieve. He wants someone who will help when he needs it, or someone who will talk with him about his problems.

3. **SENSE OF BELONGING:** A boy needs the feeling of belonging that gives him a sense of identity. This is why many gangs are organized. A Royal Rangers leader should do everything possible to keep boys

from feeling left out, and to help them feel a part of their group.

4. **SENSE OF IMPORTANCE:** A boy needs to feel he is important to someone and has the ability to do something important. This will give him status and will help him develop self-confidence which is also important in the needs of boys. As long as a boy feels able to meet situations he will learn and progress.

5. **ACTIVITIES:** Every boy craves adventure and fun with boys of his own age. He vitally needs proper activities as an outlet for his energy and to make constructive use of his leisure time.

6. **OPPORTUNITY FOR DEVELOPMENT:** Boys need opportunity to discover their talents and develop other skills. This gives a sense of achievement which is important.

7. **GUIDANCE:** Boys need rules and a code of conduct for living. It is a proven fact that boys who are kept within the bounds of certain rules are happier than those who are not. In fact, it gives a boy a sense of security to know just how far he can or cannot go in certain matters. Boys need firm yet understanding guidance in the matter of rules of conduct.

8. **CHRISTIAN LIVING:** Boys should be given the opportunity of accepting Christ because they vitally need the inner strength Christ's presence brings. The opportunity of attending church, of Bible study, of prayer, and of witnessing are among the most important needs of boys.

### **DEALING WITH PROBLEMS**

#### **CONSIDER**

1. Have you made it clear to the boys what is ex-

pected of them? Some problems arise simply because the fellows do not really understand what you expect of them. Explain very carefully what you expect and make sure they understand.

2. Have you explained the purpose of each rule of conduct? Boys respond much better to rules when you explain the practical reasons for having them.

3. Are the rules of conduct just and necessary? Are your expectations of the boys justified? Is each rule necessary for the well-being of each boy and the group? All rules that are not justified or necessary should be eliminated. Too many rules should be avoided.

4. Are you expecting perfection? Remember, they are boys, not adults.

#### ANALYZE

Try to determine the reason for the boy's action. Over 90 percent of bad conduct is caused by one of three things: *Fear*, *Insecurity*, or *Anxiety*.

An understanding of how a boy feels, the attitude of the other boys toward him, and a knowledge of his family background can be very helpful in analyzing why a boy acts as he does. In some rare cases the problem may be a physical one. Do everything possible to understand the reason for a boy's conduct before taking disciplinary action.

#### THE UNRULY BOY

1. Deal with the boy personally. In most cases when a boy is dealt with before the entire group his reaction will be unfavorable because he has been humiliated before the group. It is true that correction sometimes must be made before the group. However, you should deal with the problem itself in private. A boy's at-

titude is often completely different in private than it is before a group of boys.

2. Let the boy know that you still like him even though he has been unruly.

3. Appeal to the boy's pride. Tell him he has many good qualities that you appreciate (name some). Show him how his bad conduct is damaging his good traits.

4. Let the boy express himself. Be a good listener and try to understand what he is trying to tell you. Sometimes it is good for a boy to "get things off his chest." It is possible his misconduct was caused by fear, anger, anxiety, or misunderstanding.

5. Avoid comparison with other boys. This could cause resentment and jealousy. The fact he does not measure up to other boys could be part of his problem.

6. Avoid the use of threats or shame. These seldom solve any problem.

7. Be firm when dealing with problems. However, be sure your firmness is seasoned with love and understanding.

#### THE PROBLEM OF STEALING

Typical case: One boy has lost property; another boy is suspected of taking it.

1. Be sure stealing is involved. Sometimes boys who have lost property and who must explain the loss find it easier to claim theft than admit loss.

2. Do not make a big issue of theft. Quietly investigate all the facts. Involve as few people as possible in your investigation.

3. Respect the rights of boys. In America a person is innocent until proven guilty. A person's private property is also protected by law. Therefore, a boy's person and property should not be searched without real evidence.

4. Never accuse a boy of stealing unless you have ironclad evidence; false accusation is the worst thing that can happen to a boy. It can hurt him for years to come. Fritz Hines tells the story of a scoutmaster who suspected theft of an ax during a camping trip. The scoutmaster lined up the troop and searched all the duffels. As he unrolled a boy's sleeping bag, the missing ax fell out on the ground. He publicly censured the boy, shaming him before the entire group. Several years later the scoutmaster received a letter from one of his former scouts saying he could no longer live with himself without confessing. He stated that he and another scout had put the ax in the accused boy's sleeping bag as a practical joke. They were afraid to confess when the scoutmaster made such an issue out of the incident.

5. If guilt is established, keep the handling of the matter strictly between you and the boy. Property should be returned and just action taken. However, always remember you are in the business of helping boys. Have prayer with the boy and encourage him to pray for God's forgiveness.

#### THE PROBLEM OF LYING

1. Boys tell lies to get attention, to cover up failure, to get out of trouble, and to protect others.

2. Lying should be exposed, boys must learn that truth pays off in the long run. Boys should be taught that the consequences of exposure are worse than the result of telling the truth in the first place. There is a danger of lying becoming a habit.

3. If you suspect a boy has lied, gather all the facts, then face the boy with these facts. Counsel with the boy and try to discover the motivation for the lie. Show the boy how he can achieve his goal in other



ways. Pray with the boy.

### THE PROBLEM OF VANDALISM

1. Malicious destruction of property is caused by thoughtlessness, desire for thrills, a dare, or revenge. This cannot be tolerated among Royal Rangers.

2. Prevention is better than cure. Emphasize respect for the property of others during outpost meetings, on hikes, and in camp. Endeavor to make the boys aware of how senseless it is to destroy property.

3. If destruction of property occurs, determine whether it was accidental or malicious. If vandalism is involved, make the guilty party either replace the property or pay all damages. Proper apologies should be made by the boy. Also, counsel with the guilty boy or boys and determine the motive for their action. Show how foolish and wrong this action was. Pray with him that it will not happen again.

### OTHER PROBLEMS

There are other problems such as bullying, insolence, poor sportsmanship, sulking, etc. However, these problems are handled in basically the same way as the others.

1. Try to find out why the boy acts as he does.
2. Personally counsel with the boy.
3. Pray with him that God will help him improve.

### PERSONAL COUNSELING

Boys have many problems. As a Royal Ranger commander you are in an ideal position to help boys with their problems. A good way to do this is through personal counseling. However, before you can assist a boy with his particular problem, he must feel his need of help. It is a wise policy not to force your

advice and guidance upon a boy until he asks for it. On the other hand, you should make yourself available should they want to counsel with you. Make it a matter of prayer, ask God to help you to be prepared when the opportunity presents itself. The following points will help you during the counseling interview.

1. **CREATE A RELAXED ATMOSPHERE.** Make the boy feel at ease. A pleasant greeting, a smile, a warm handshake, a pat on the shoulder, and a comfortable chair are aids in helping a boy to relax. If a boy is tense and ill at ease, it is difficult for him to open his heart to you.

2. **BE A GOOD LISTENER.** Some leaders have spoiled a good counseling session because they did most of the talking. A good counselor will encourage the boy to express himself. In many cases a boy does not need advice. He simply wants someone to listen sympathetically to his problems. Questions may be asked to encourage the boy in his conversation and thinking.

3. **DO NOT WORRY ABOUT PERIODS OF SILENCE.** If the boy lapses into a period of silence, wait patiently for him to continue. These pauses may simply indicate that he is thinking or endeavoring to put his feelings into words.

4. **WATCH FOR NONVERBAL COMMUNICATIONS.** The look in his eyes, the expressions on his face, the posture of his body, and the gesture of his hands are nonverbal communications which tell many things not put into words.

5. **NEVER EXPRESS SHOCK.** Whatever a boy tells you, calmly accept and let him continue. Sometimes a boy will test your reaction with a shocking statement

before telling you his real problem. If you express shock or alarm, the boy may clam up and never tell you what is really disturbing him.

6. DO NOT CRITICIZE OR JUDGE. If a boy has done something unwise or wrong, he probably realizes his mistake and needs understanding. In some cases it may take several sessions with a boy to help him with his problem. If you criticize him, he may be reluctant to counsel with you again.

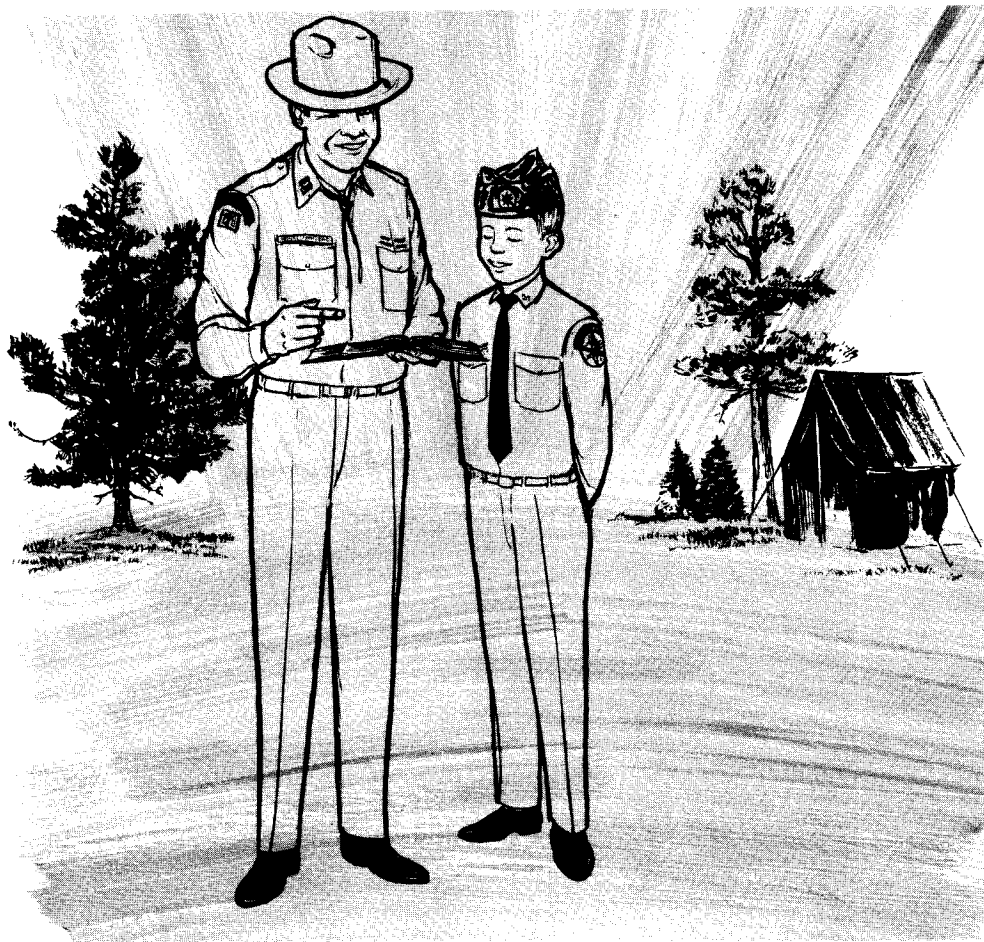
7. AVOID GIVING ADVICE. The purpose of the counseling session is not for the leader to tell the boy what to do, but to help the boy discover for himself what to do. Any suggestions given should be designed to help the boy think for himself. An ideal counseling session should end with the boy thinking, "You know, I had the solution to my problem all along. However, Commander Jones sure was a good listener." This is hard on our pride but it is good counseling.

8. MAINTAIN CONFIDENCES. Nothing can destroy your effectiveness as a counselor quicker than the rumor that you have shared with others confidential information given you by a boy. You should never be guilty of doing this.

#### SUGGESTED SCRIPTURES:

Proverbs 20:11	Leviticus 19:11
Hebrews 13:17	Matthew 5:44
Numbers 32:23	Romans 13:9, 10
Exodus 20:15	Proverbs 15:1
Mark 10:19	Proverbs 15:13

CHAPTER III  
WINNING BOYS FOR CHRIST



**LEADING BOYS TO CHRIST****PREPARATION**

1. You must believe that every boy who is not born again by the Spirit of Christ will spend eternity in the lake of fire (Revelation 20:15).

2. You must believe God is "Not willing that any should perish, but that all should come to repentance" (2 Peter 3:9).

3. You must believe that the Holy Spirit will assume the task of convicting and converting the sinner (John 16:7-15).

4. Finally, believing the Holy Spirit will do the actual "work" in the convicting and converting of the lost, you must then believe you have been commissioned to take the gospel of Jesus Christ to the lost so the Holy Spirit can perform His work (Acts 1:8).

5. Immediately set aside time each day in special prayer for the guidance of the Holy Spirit. Ask Him to lead you to needy boys. Let the Lord prepare you for soul winning among boys of the 7-17 age group.

6. Start today to memorize the five Scripture verses listed below. Concentrate on one verse a day. Be able to quote verse and reference orally without error. You must saturate yourself in God's Word so He can use you to speak to others.

(a) ROMANS 3:23—All Have Sinned

(b) ROMANS 6:23—Sin Is Death

(c) JOHN 1:12—But as Many as Received Him

(d) 1 JOHN 1:9—If We Confess Our Sins

(e) REVELATION 3:20—Behold, I Stand at the Door

7. Take a pocket-size New Testament and lightly shade with yellow or red colored pencil the verses listed above.

8. The verses listed above make up a plan you can use to win others to the Lord. Here is a simple way you can mark your New Testament so you can follow the pattern during an actual soul-winning encounter. Turn to the first verse on the list, Romans 3:23. At the bottom of the page write the second reference (Romans 6:23) in small letters with a red or yellow pencil. Now turn to Romans 6:23. At the bottom of the page write the third reference (John 1:12). Continue in the same manner with verses (d) and (e). Now you will be able to glance at the bottom of any of the five pages and know where to turn for the next reference in the plan.

9. Using Scotch tape, make a small tab on the edge of each page containing a Scripture reference. This will help you turn more quickly to each verse.

10. Make sure each boy has a copy of the Royal Rangers Bible Study Lessons, Volume I. These lessons will be used for Bible study assignments as soon as the boy receives Christ as his personal Saviour. The correct use of the Bible Study Course will be handled in detail under PRESERVATION.

#### SOUL WINNING DOS AND DON'TS

1. Do not attempt to lead a boy to Christ unless you are a born-again Christian.

2. Do not attempt to lead a boy to Christ unless you have allowed the Holy Spirit to help you master God's Word.

3. Do not force, push, or pressure a boy into accepting Christ. If you have done your best to present Christ, the Holy Spirit will do the convicting.

4. Do not have more than one adult talking to the boy about Christ at one time. This will avoid confusion.

6. Do give every boy the opportunity to receive Jesus into his heart.

7. Do keep your breath sweet with mouthwash, mints, etc., so you will not offend the boy while trying to lead him to Christ.

8. Do have your Bible or Testament ready to use at every meeting and outing.

#### THE SETTING

1. We have found that the best method for introducing a boy to Christ is through private conversation in a room separated from the other outpost activities.

2. If possible, take aside only one boy at a time. Three would be the limit for one leader to deal with at one time. Over three means a loss of personal contact between the leader and boys.

3. Sit beside the boy (if only one), so that you can hold the Bible in front of him during the conversation. If dealing with two or three boys, sit directly in front of them. By holding the Bible in front of you, they will be able to read the verses as you quote them. The boys should be seated close together as you "read" the scriptures from memory.

#### AT EASE!

4. Your opening remarks should be informal and of a relaxing nature. Example: "Fellows, my name is Jack Smith. You may call me Commander Smith, or just Commander. Now let us see, your name is...? (Extend hand to boy and repeat the first name.)"

5. "Well, (call the boys by name) I would like to spend a few minutes with you before we return to the rest of the outpost activities. I am certainly happy to have you in our Royal Rangers Outpost."

### THE BIG QUESTION

6. "First, I would like to ask you a question." (Make sure the boy or boys answer or nod in approval. Remember to wait for a response each time you ask a question. Let them express themselves. This will create a close relationship between you and the boys during the talk.)

7. "Fellows, when we die (you can enlarge on this by mentioning the many auto accidents, heart attacks, wars, drownings, old age, etc.) we all want to go to heaven, don't we?" (Make sure you get an affirmative reply before continuing. You may have to repeat the question if they do not understand the first time.) "That is right. We all agree that when we die and leave this world, we want to go to heaven. The question is: How can a person get to heaven?" (Allow time for the Holy Spirit to begin working in the hearts of the boys.)

8. The answers received from the boys will be something like this:

- a. By believing in God.
- b. By going to church.
- c. Reading the Bible and praying.
- d. By doing good things for people.

### ELIMINATING OPPOSITION

9. You must wait until each boy has either given you an answer or has admitted he does not know how to get to heaven. When you have asked each of the boys for an answer, use the following reply: "The Bible tells us in James 2:19 that the devils also believe in God, but we know that they will not go to heaven, don't we?" Again get the reply or nod of agreement from each boy. "Furthermore, nowhere in the Bible does it tell us that we will go to heaven by reading the Word, praying, doing good things, or by not smoking,



drinking, or swearing. Most people in this country believe that there was a man named Jesus, but the Bible tells us that this is not enough to reach heaven. How then, can we expect to go to heaven when we die?" Let this question sink into their thoughts as you silently await their answer. It is possible they will not have any more answers. In this case, wait just a moment so the Holy Spirit can search their hearts and create a desire within to know more about the Word of God.

10. "You fellows said you wanted to go to heaven when you died, did you not?" Wait for their replies. "Well, if you want to go to heaven, don't you think it would be a good idea if we checked with God's Word, the Holy Bible, to see what it says about our going to heaven?" Again wait for their reply.

#### GOD'S INFALLIBLE WORD

11. "The Holy Bible is God's infallible Word. Infallible means that the Holy Bible is without error. The Bible is the true Word of God. God tells us in the Bible that all other things, even the heavens and earth, may pass away but His Word will never change. Therefore, it is important that we look in His Book to see how we can get to heaven."

12. "Fellows, let us bow our heads and close our eyes in reverence to God, and have prayer before we read His Word."

13. This is just a suggested prayer and is not meant to be read or memorized. "Dear Father God, we thank you for this Holy Bible which contains Your words of truth to us. Help each boy in this room to understand Your words which will show them how they can reach heaven when they leave this earth. Thank You, Father. Amen."

14. Now take the Bible in your hands and hold it so that the boys can read the verses as you point to them. (Refer to paragraph 3 under THE SETTING for the correct position for this reading.)

ALL HAVE SINNED

15. Turn to Romans 3:23. Let the first boy read as you point to the verse. "For all have sinned and come short of the glory of God."

16. The Holy Spirit will begin His work within the heart of the boys as the Word of God is presented. Take time to ask questions about each verse that you present. These questions will help them to understand the purpose of His Word and allow the Holy Spirit to bridge the gap between the known and the unknown.

17. "Fellows, who does God say has sinned?" As you ask this question, point to the word "all." Give everyone a chance to answer before proceeding. "Yes, that is right, all have sinned. Do you know what sin is?" Wait for replies from the boys. "The Bible tells us in James 4:17 that if we know that we should do good, and yet do it not, then we have sinned. It also says that if we reject, or refuse the commandments of God, we have sinned."

18. "Another thing, fellows, if the Lord Jesus Christ were on earth and were standing right beside us this moment, in this very room, do you think that we would be as good and as righteous as He?" Allow the boys to comment. Never point out their answers as incorrect. Tie in their comments with the answer you wanted them to give. "Of course not. We are sinners and Jesus is perfect, and without sin."

19. "Therefore we can read this verse and truly know that 'all have sinned, and come short of the glory of God.'"

## SIN IS DEATH

20. "Now, fellows, let us check another verse in God's Word. God has told us we are *ALL* sinners, and as sinners we know we cannot enter into the kingdom of God, or heaven." Turn to Romans 6:23, and read only the first part of this verse.

21. "Here God says that we have earned something because of our sins. 'For the wages of sin is death.' God's Word tells us that as sinners we have earned wages. These wages are DEATH and SEPARATION from God, never to be in His presence or to enjoy the many things He has prepared for us in heaven."

22. "When your dad works on a job, he is paid wages. The state law of (name your state) says that your dad must be paid wages for his hours of labor. God's laws are even more sure and true than the laws of man. God says if we remain in sin and die as sinners, our wages will be death and separation forever from the presence of God." (Revelation 20:15)

## KNOWING THE GIVER

23. "Let us continue reading this same verse. 'But the gift of God is eternal life through Jesus Christ our Lord.' In this verse God tells us as sinners we automatically earn wages of eternal death and separation from Him. But God also tells us He has a gift for us."

24. Take a few moments to question the boys about this gift. "What is the gift that God has for sinners such as you and me?" Point to the last part of the verse, "Through Jesus Christ our Lord."

25. Now take time to demonstrate this example to clarify the gift of God. "Boys, let us pretend that this card (3 x 5) is a hundred dollar bill. I wish it were, don't you? Now suppose I say to you, (use the name of the boy) I am going to give you this hundred

dollar bill as a free gift. But I am going to put this hundred dollar bill in my Bible. (Place the card in the Bible as a bookmark at the very same place you have been reading.) Wouldn't you take the Bible in order to get the free gift of one hundred dollars?" Let the boys think this over for a moment. You may repeat this example to help them understand that receiving the Bible with the hundred dollar bill is just like receiving Jesus Christ in order to receive eternal life.

"Sure you would!" By now the boys should see the point and agree with you. "In this way, fellows, we must accept Jesus Christ in order to receive the free gift of eternal life from God."

#### RECEIVING THE GIFT

26. "Now let us turn to another part of God's Word, John 1:12, and see just how we can get this free gift." Again let the boys read the verse as you move your finger along the words. "But as many as received him, to them gave he power to become the sons of God."

27. "Who does God say can have this gift?" Point to the words "as many" and wait for their answers. "That is right, 'as many' means everyone in the world. Many know about the gift and about God, but they have not done anything about it.

28. "For example, suppose I say again that I am going to give you this hundred dollar bill as a free gift." Hold the 3 x 5 card out toward one of the boys and call him by name. "Here is a free gift of one hundred dollars. Do you have the gift?" Usually the boy will not immediately reach out and take the card and will reply "no." "Why don't you have the gift? I am offering it to you free." The boy should be led to reply that the reason he does not have the card

is because he has not reached out and taken it. "Well, how are you going to get it out of my hand then?" Keep asking questions until he gets the idea and reaches out to take the card from your hand. "That is right, reach out and take the card. Now who has the hundred dollar bill?" The boy will reply that he has it. "Fine, but as long as I had the hundred dollar bill (take the card from boy's hand) you might believe that I was going to give it to you, but you still did not have it, did you?"

29. "This is also true of the gift of eternal life through Jesus Christ. We, as sinners, can believe that Jesus died for sinners and that He has the gift of everlasting life for us, but until we reach out and RECEIVE Him, we do not have the free gift."

#### CONFESSING OUR SINS

30. "Remember, I told you that James 2:19 says the devils believe in God, yet we know that they will never enter heaven. Why?" See if the boys can give the answer: Because they will not receive Jesus as their Saviour. "That is right, fellows. The devil and his fallen angels will never receive Jesus Christ into their hearts and live a Christian life for Him." Turn now to 1 John 1:9.

31. "Let us read this verse together. It is a direct promise from God to us. 'If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.' Here God tells us if we will confess our sins, Jesus Christ is faithful and just to forgive us our sins and to make us clean from all sin and unrighteousness." Turn now to Revelation 3:20.

#### OPENING THE DOOR

32. Speak slowly and lower your voice. This final verse will be used by the Holy Spirit to speak to the

hearts of the boys. Hold the Bible so they can read the verse themselves. "Fellows, Jesus Christ at this very moment is standing beside us in Spirit. Let us read what He wants to say to us. 'Behold, I stand at the door and knock: if any man hear my voice, and open the door, I will come in to him.'"

33. "Fellows, Jesus is standing at the door of your heart. He will not force His way in but is humbly knocking." If possible, tap lightly on some surface that will give off a loud sound. "The Bible tells us that Jesus was with God before the world was created (John 1:1) and that God created the world through Jesus. Imagine that! Jesus, the creator of the heavens, earth, water, trees, animals, sun, moon, stars, and man is at this very moment standing, knocking, and waiting for you to open the door of your heart. Fellows, what would you do if your best friend knocked on the door of your house?" Wait for them to reply that they would invite him to come in.

#### THE INVITATION

34. "Wouldn't you fellows like to bow your heads right here and now? Open the door of your heart to the Lórd Jesus. If you receive Him into your hearts you will know that you have this free gift of eternal life. When you die, you will know that Jesus will be waiting in heaven for you." It is important that you give them time to acknowledge their desire to receive Jesus. Tell them you will help them pray.

35. As soon as they have bowed their heads, you should open with a prayer such as this. (Do not read this prayer, but follow the same pattern.) "Dear Jesus, we thank You for speaking to our hearts through Your Holy Word, the Bible. We thank You for (give the first names of the boys). They have heard You speaking to them and now, Jesus, they want to open the door

of their hearts and invite You to come in. Hear them now as they pray, Jesus, and bring to them Your gift of eternal life. Amen.”

36. “Now, fellows, with your heads still bowed and your eyes closed, I will help you pray and invite Jesus into your hearts. I do not want you to pray unless you want Jesus and His free gift with all of your heart. If you really mean it and want Him to come into your heart and live within you, just repeat after me as I pray.”

#### THE SINNER'S PRAYER

37. Do not wait, start praying a sinner's prayer similar to the one below. Keep the prayer short and pray only brief phrases at a time. Repeat if they do not reply after you. “Dear Jesus, (pause for their reply) I have read Your Word; (pause) I know I am a sinner, (pause) and I know I have wages coming, (pause) and these wages (pause) are wages of death (pause) and separation from You. (pause) Lord, be merciful to me a sinner and forgive me of all my sins. (pause) Dear Jesus, if You will forgive me and come into my heart, (pause) I'll serve You and live for You. (pause) Lord Jesus, I mean this prayer with all my heart. Amen.”

38. As soon as the boys say “amen,” immediately pick up as follows: “All right, fellows, with your heads still bowed and eyes closed, follow me again in prayer. “Dear Jesus, (pause) I thank You (pause) for forgiving my sins, (pause) for cleansing me (pause) from all unrighteousness, (pause) and coming into my heart. (pause) Now help me to live a Christian life, (pause) to read the Bible, (pause) and to pray every day. In Jesus' name. Amen.”

## DOUBLE CHECKING

39. Question the boys immediately following this prayer to see if they understand exactly what they have done. Call each boy by name and ask: "What did you just ask Jesus to do?" Wait for his reply: "I asked Jesus to come into my heart." Then ask: "Will Jesus lie?" (He should answer no.) "Well then, where is Jesus this very moment?" He should reply, "He's in my heart." Repeat the questioning until the boys understand that Jesus is in their heart because *they* have asked Him in, and not through anything you have done.

40. "Now, when do you think Jesus is going to give you this free gift of eternal life?" If they cannot give the correct answer, "right now," you may have to turn to John 3:3 and show them that they have just been born-again of the Spirit of God and from that moment on they have the gift of eternal life.

## THANKING THE GIVER

41. "Fellows, what do you usually say to a person who gives you a gift?" Wait for their answer of "thank you." "Well, don't you think it would be a good idea to just take a minute to bow our heads, close our eyes and thank Jesus for His free gift of eternal life?" Again wait for their reply and then you automatically bow your head and prepare to lead them in this final prayer.

42. "Dear Jesus, (pause) I thank You (pause) for saving me (pause) and for forgiving my sins. (pause) I also thank You, Jesus (pause) for giving me the gift (pause) of eternal life (pause) which You gave me (pause) when I asked You to come into my heart. (pause) Jesus, help me to live a Christian life (pause) and tell others about You. (pause) In Jesus' name I ask. Amen."



**PRESERVATION**

1. The greatest effort in behalf of the boys must now be put forth. You must take steps to see that this "newborn babe" is fed the milk of the Word to "preserve" him for the Lord (1 Peter 2:2).

2. Make sure the boy has a Bible or New Testament at home. If he does not, give him a pocket-size Gospel of John or a New Testament.

3. Assign the boy the task of reading one chapter a day in the Gospel of John.

4. Give the boy Bible Study Lessons, Volume 1, Section 1. These lessons have been written to lead an unsaved boy to Christ or review and form a Christian foundation for the new convert.

5. Tell the boy how simple it is to talk to God in prayer. This will be covered in greater detail in lesson three of the Bible Study Lessons, Volume 1, Section 1.

6. Encourage the boy to attend Sunday school and church at your Assembly the coming Sunday. Offer to furnish transportation. Point out that Ranger requirements include regular Sunday school attendance.

7. Plan to follow up this conversion by visiting the home of the new convert during the week or before the next meeting. Explain to the parents the purpose and goals of Royal Rangers.

8. Notify the pastor of the name, address, and age of the new convert. The pastor should take time to follow up. He will perhaps receive an open door into the home and reach other members of the family for Christ.

9. Likewise, inform the proper Sunday school teacher so follow-up can be made from that department.

CHAPTER IV  
**OUTPOST MEETINGS**



## OUTPOST MEETINGS

### I. MAKE MEETINGS INTERESTING

Your outpost should meet once a week if possible. Your meetings should last for at least an hour and should usually run for an hour and a half, which includes recreation. It is important that you and the boys have a good time together. Every meeting should provide both *fun* and *accomplishment* for the boys. Be sure that fun is included in every meeting so that the boys will always be anxious to come back. On the other hand, a meeting that has only fun with no accomplishment allows the boys to soon lose interest.

Have a definite beginning and end to every meeting. Start on time, and leave when the meeting is over. This is good training for the boys in managing their own affairs. It also helps inspire confidence in the parents of the boys. It is important to let the boys share in the planning of their meetings, in spite of the fact that it is probably easier and quicker for you to do all the planning for them. However, this does not mean that you do not plan, because you do so in order to see that the meeting goes right. In fact, it will require much more on your part to see that the boys develop traits of resourcefulness, unselfishness, dependability, and leadership.

A good Commander makes adequate preparation for each meeting. Boys will only make plans for a few minutes of the gathering and are left with nothing to do. Your job is to fill in when their plans are incom-

plete. Another idea that will help a lot is to call a short session of the outpost Staff after each regular meeting and check signals for the next meeting. These suggestions will go a long way in building confidence between you and the Royal Rangers.

## **II. GIVE EVERY NEW CANDIDATE A REAL WELCOME**

The importance of giving a boy a real welcome into the outpost cannot be overemphasized. The greeting must be sincere and natural and the new boy should feel he is truly wanted. As soon as possible, the new boy should be assigned an older boy who has passed some ranks to work with the candidate. Visit his parents and explain the advancement system to them and encourage them to assist their son in his work.

## **III. ADVANCEMENT**

The measurement of your outpost's success is its advancement system. Don't take this important phase of Royal Ranger work for granted. Advancement in rank is not an end in itself. It is the direct result of what has happened in your outpost. Your outpost advancement record will show the extent that Royal Rangers have progressed in Bible study, Christian service, and activities. Work hard to keep boys interested in their advancement activity.

## **IV. RECOGNIZE EVERY BOY**

Boys like to be recognized for their achievement. Never forget this fact. It will be worth much to you. Be sure every boy passing a rank is recognized. The service does not necessarily need to be elaborate but be sure proper honor is given the boy. Invite the parents of each boy being recognized. Also, be sure every boy passing the rank of recruit is initiated. This ceremony is most impressive for boys and has a lasting

effect upon them. It is also a sure way to impress parents with the importance of Royal Rangers.

#### **V. CULTIVATE PARENTAL INTEREST**

Parental support for Royal Rangers is helpful. Not only should you know each Royal Ranger, but you should get to know his parents. Their co-operation will go a long way in having each boy receive the best possible experience as a Royal Ranger. As you begin your work as a Commander, start cultivating parents' interest. Let fathers of boys help out on special occasions and events. Every person who participates is another friend for Royal Rangers.

#### **VI. OUTDOOR ACTIVITY**

Boys of all ages are eager for fun and adventure to be found in the out-of-doors. These may be camping experiences, hikes, nature activities, swimming, or others. As many activities as possible should be planned for the out-of-doors in all seasons of the year. Experiences in the open provide boys with excellent training, contributing to their physical and mental well-being, and developing in them such qualities as resourcefulness, initiative and self-reliance. You should work out a year-round program of outdoor events so that every boy will have an opportunity to appreciate this activity.

### **GUIDE FOR FIRST THREE MEETINGS**

#### **First Meeting**

##### *Before the Meeting Starts*

Commander and assistants arrive early and prepare the room. Place chairs in a circle or semicircle.

##### *While the Boys Arrive*

The Commander and Lieutenant Commander welcome each boy. Plan for games, tricks, or puzzles as the boys arrive early. After all have arrived, play

about ten minutes of games conducted by the Commander or Lieutenant Commander.

*Opening: Prayer.*

*Program Period*

Explain the ideals and purpose of the program. State it in terms that boys can easily understand. Help them see that being a Royal Ranger will open doors to adventure, friendships, and fun.

Explain that they will have their own officers, and that the Commander will work with them to make their activities and programs a success.

Let them look at the display of materials and explain how they are to be obtained and used. Give the boys a chance to ask questions.

Explain to the boys the purpose and use of the *Handbook*. Encourage each to have his own copy. Use the *Handbook* to explain the requirements of the first rank.

Ask the boys to look over the requirements for the first rank. Stress the importance of learning the Code, Pledge, and Motto, and discuss their meaning.

*Recreation Period*

Use thirty minutes for active games that have been planned well ahead of time. If one game is not interesting, use another. (A number of games are listed in the chapter entitled "Games".)

*Closing Time*

Close the meeting by having the boys repeat the Pledge.

*After the Meeting*

Boys like to ask a lot of questions. Allow time for this. Place the room in order. Designate a boy, or ask all to help.

**Second Meeting***Before the Meeting Starts*

Commander and Lieutenant Commander arrive early and prepare the meeting room.

*While the Boys Arrive*

Welcome each boy. Plan games, tricks, or puzzles for the boys who arrive early.

*Opening: 5 minutes*

Repeat the Ranger Code, then lead in prayer.

*Roll Call:* Secure a list of names of boys present.

*Program Period: 25 minutes*

Explain more about outpost organization including the duties of the guides and the senior guide. If ready to do so, announce the names of the temporary officers who have been selected.

Allow the boys to work on advancement requirements with the Lieutenant Commander aiding them. Ask the newly appointed officers to meet for some brief instructions as to their duties.

Point out to the Senior Guide the importance of keeping accurate records and minutes. Explain to the Guides that they are responsible for all equipment and should have the room in order before and after each meeting.

Remind each boy to bring registration fee of \$1.00 to the next meeting.

*Recreation Period: 40 minutes*

Active games, well planned. Play one game the boys liked from the previous meeting, then try a new one.

*Devotions with the Commander: 10 minutes*

(Suggestions may be found in the chapter "Devotions with the Commander.")

*Closing Time: 5 minutes*

Have everyone repeat the Motto and Pledge.

*After the Meeting*

Clean up and place the room in order.

Commander meets newly appointed officers to make plans for the next meeting.

**Third Meeting**

*Before the Meeting Starts*

Commander and Lieutenant Commanders arrive early.

Guides arrive early and prepare the meeting room. Senior guide arrives early and checks attendance.

Plan for games, tricks, or puzzles for the boys as they arrive.

*Opening:* 5 minutes

Repeat the Royal Ranger Pledge, then lead in prayer

*Roll Call*

By newly elected senior guide.

*Program Period:* 25 minutes

Allow the boys to complete work on requirements for recruit. Fill out application for charter, and collect registration fee from boys. Discuss plans for future meetings.

Let the boys select a name for each patrol. Explain that the name chosen should be in keeping with the purpose and ideals of Royal Rangers and that it should also be one that will inspire and challenge boys.

*Recreation Period:* 40 minutes

Active games, some old and some new.

*Devotion Period:* 10 minutes

Devotions with the Commander.

*Closing Time:* 5 minutes

Have everyone repeat the Code.

*After the Meeting*

Guides place the room in order.

Commander and Lieutenant Commanders and tem-



porary officers meet to consider plans for the next meeting.

### **REGULAR MEETING PLAN**

#### *WHILE THE BOYS ARRIVE*

As the boys arrive, a leader should greet each one and give him something to do. This is very important! If boys are allowed to enter the outpost meeting room without the supervision of a leader, in most cases they will begin to engage in robust activities such as scuffling. By the time the meeting begins, unsupervised boys have worked themselves up until the leader finds it necessary to spend a lot of valuable time getting the boys to settle down. This can be avoided if the leader arrives early enough to greet each boy and give him something to do. They may be given a simple puzzle or some craft work. They may be asked to help arrange the meeting room or the leader may take this opportunity to talk to some of the boys about their advancement requirements.

#### *OPENING CEREMONY*

(5 Minutes)

A leader should begin the meeting on time and lead the outpost in a brief opening service. The pledges of allegiance to the American and Christian flags is ideal. The leader may wish to secure a large Royal Rangers emblem poster from the Gospel Publishing House. He can begin the meeting by having different boys point to and explain the points of the emblem. Also, the leader may ask a boy to lead the group in repeating the pledge. It would be well to use variety in the opening service.

Regardless of the ceremony used, prayer should always be included.

**BUSINESS**

(5-10 Minutes)

During this period the senior guide calls the roll. If the group pays dues, this is the time to collect them. This is also an ideal time to discuss and plan special activities and projects for your group. Each group should have a copy of the *Royal Rangers Outpost Record Book*. This book is designed to help groups to keep simple records such as enrollment, attendance, finance, activities, and projects. The yearly summary page may be used in making the annual report at the time of charter renewal. If the responsibility for outpost records is given to the senior guide, careful supervision should be maintained by the outpost Commander to assure up-to-date records.

**BIBLE STUDY**

(10 Minutes)

One of the most vital phases of a Royal Rangers meeting is Bible study. If we fail to indoctrinate our boys in the Word of God, we fall short of one of the most important purposes of Royal Rangers.

An ideal plan is to use the special weekly Bible study for Royal Rangers prepared by the National Office. This course is designed especially to challenge boys. The leader should secure enough copies of the course to supply each boy. During the Bible study periods, the current lesson for the week is briefly discussed. The assignment for the next meeting is given at the close of the meeting. Boys should be strongly urged to complete each lesson and to bring their Bibles.

**PROGRAM FEATURE**

(30 Minutes)

This part of the outpost meeting should feature the main theme of the meeting. This feature should be an item or theme related to some emphasis in the Royal

Rangers program such as camping techniques, first aid, hobbies and crafts, nature and physical fitness, health and safety, ropecraft, conservation, or citizenship.

#### CAMPING TECHNIQUES

(Read Chapter 6 in this manual)

A very exciting feature may be built around a lecture and demonstration and some phases of campcraft. This can include firecraft, ropecraft, toolcraft, camp cooking, camp sanitation, camp equipment, tent pitching, and compass and map. You may wish to feature unusual types of camping such as winter camping, pack trips, and survival camping. The handbook *Adventures in Camping* and Chapter 6 in this manual, as well as pages 77-97 of the *Air-Sea-Trail Ranger Handbook* will supply you with the information needed. Another suggestion is to enlist the aid of a specialist in some phase of camping and have him speak to the boys. It is very important for the boys to receive some training in camping before venturing out into the field.

#### FIRST AID

Teaching first aid skills is an ideal program feature. It is necessary for boys to know certain first aid skills to pass various ranks. Also, it is extremely valuable to a boy in emergency situations. First aid techniques may be tied in with various Royal Rangers activities; for example: wintertime first aid (which would feature first aid for frost bite, freezing, snow blindness, etc.), water activities first aid (featuring first aid for drowning, cramps, sunburn, etc.) The leader will find all necessary information in the first aid section of the boys handbooks and in the Red Cross first aid handbook. There are also many volunteer first aid instructors who would give your group first aid instructions free of charge. Contact the local Red Cross for this information.

## CRAFTS AND HOBBIES

(Read page 120-126 in this manual)

Crafts and hobbies provide another ideal program feature. There are many interesting craft projects you may introduce to your group. This is particularly ideal in the winter months. These projects need not be expensive. There is a special scrap-craft magazine available featuring crafts which are inexpensive. To subscribe, write to: *Pack-O-Fun*, Clapper Publishing Company, Inc., 14 Main Street, Park Ridge, Illinois 60068. Other good reference books for crafts are: *The Golden Book of Crafts* by Ben Hunt, *Easy Crafts* by Ellsworth Jaeger, and *Indian Crafts* by Ben Hunt.

## NATURE STUDY

Nature study is always an interesting subject to feature. It is not only fascinating but practical. Hiking and camping has much more meaning to a boy when he is familiar with nature. Also, an unlimited supply of spiritual object lessons are found in the study of nature. These illustrations will serve as spiritual reminders to boys each time they have outdoor activities. There is a safety value in nature study. A boy who knows how to identify poisonous snakes, insects, and plants will be able to avoid encounters with them. (See pages 43, 44, and 45, *Adventures in Camping*.) A good series of reference books for nature study is the *Golden Nature Guide Series*, which offers a book on almost any nature study subject. These books also contain instructions on various nature study projects and crafts. They may be purchased in most bookstores or may be found in the public library.

## PHYSICAL FITNESS

Physical fitness is a good feature because strong, fit bodies are important to boys. One good way to emphasize physical fitness is to invite a specialist in the field

to lecture to the boys. For example, an athletic coach could speak on the importance of exercise. A doctor could talk about good health habits, proper diet, etc. During a feature such as this is a good time to discuss bad habits such as smoking and drinking and their effects on the body. A good reference book on physical fitness is *Youth Physical Fitness*. It can be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20025.

#### CONSERVATION

(Read Chapter 7 in the *Adventures in Camping* handbook)

This is another good feature because Royal Rangers should be taught good conservation habits that will help protect our natural resources. Boys should not only be taught to appreciate the wonders of God's world, but also to have a sense of responsibility for their care. There are many park rangers, forest rangers, and conservation agents who would be happy to lecture to your outpost on the importance of good conservation practices. See page 91 of *Adventures in Camping* for places where you may obtain reference materials.

#### CITIZENSHIP

Good citizenship should be a goal of all Royal Rangers. Therefore, this subject is an ideal program feature. Emphasis should be placed on our responsibilities to our nation, our state, and to our communities. The leaders may feature, "How to Display and Respect the American Flag." A booklet on this subject may be obtained free from your Army, Navy, or Marine Corps recruiting office. The Commander may invite a civic leader to lecture on how to be a good citizen in your community or how your city government operates. The leader could also request the pastor to speak to the boys on the subject of how a Christian can be a good citizen.

## OTHER FEATURES

There are many other special and seasonal features you may use. Be alert for new ideas to feature in your group. The leaders *Dispatch*, a publication available to Commanders of all chartered groups, contains a quarterly planning guide. This guide includes a monthly theme and suggested weekly program features for Royal Rangers, plus special activities and projects. The leaders should use this guide in planning their meetings.

## RECREATION

(30 Minutes)

The opportunity for boys to have fun through recreation is a must for each outpost meeting. The leader should always allow time in his program for active games. Chapter 7 of this manual contains information on the value of recreation, how to conduct games, and a list of 27 outpost games. Study this chapter carefully. It will be very helpful in planning and conducting your recreation. Each issue of the leaders *Dispatch* also contains new game ideas.

## DEVOTIONS

(10 Minutes)

This is perhaps the most important phase of a successful outpost meeting. Here the leaders have the opportunity of presenting a spiritual truth to their Rangers. These truths can produce a complete change in a boy's conduct or attitude. Many Rangers have accepted Christ as a result of these devotions. Because of the tremendous possibilities, a leader should spend much time in prayer and preparation for these devotions. The following suggestions may assist you in preparing your devotions:

1. Select one spiritual truth which you wish to emphasize and build your devotions around it.

2. Select a simple story, demonstration, or illustration to emphasize this truth.
3. If possible, let the boys briefly discuss how this truth applies to them.
4. Develop a ceremony that will give the boys an opportunity to respond or commit themselves. Spiritual truths are more lasting if boys can be involved in some way.
5. Above all, prayer for the guidance of the Holy Spirit is important in your presentation. Saying and doing the right thing at the right time can produce gratifying results.

Chapter 8 of this manual contains a number of outpost devotions. Study this chapter carefully. Also, each issue of the leaders *Dispatch* contains new devotions.

#### *CLOSING CEREMONY*

This is a brief ceremony to officially bring the outpost meeting to a close. The group may sing a song, repeat the Ranger pledge, recite the Lord's Prayer, form a friendship circle, etc. Regardless of the ceremony used, it should be concluded with prayer. It is very good for a boy to leave the meeting with the memory of his leader praying. The leader should plan the meeting in such a way that the closing will be as near the set closing time as possible so parents can pick up their boys on time. Send the boys on their way with words of appreciation for attending the meeting and words of encouragement to attend the next outpost meeting.

#### *AFTER THE MEETING*

The meeting room should be cleaned, if necessary, and all equipment put back into place. This responsibility should be assigned to the patrol guides and assistant patrol guides. This is an ideal time for a staff

meeting (Commander, Lieutenant Commanders, and senior guide). The staff can evaluate the just concluded meeting and make suggestions and plans for the next meeting. They may also discuss future special activities and projects for the group. This can be an ideal time for the leader to counsel boys who have problems. However, these sessions should be kept brief. Longer counseling periods should be arranged at another time.

#### *BETWEEN MEETINGS*

Home visits are important. Strengthen your Royal Rangers program by contacting the parents of the boys. Show the parents your interest and faith in their boy as a Royal Ranger. When visiting an unchurched home where the parents are unsaved, invite them and their Royal Ranger son to attend church together as your guests.

Explain the Royal Rangers program to the parents of all your boys as soon as possible after your outpost is organized. They will have questions, and home visits give opportunity for individual answers in the light of their own concern.

Invite the fathers to visit and participate in special Royal Rangers activities. Men who do not feel qualified to teach or lead boys may still make a valuable contribution by sharing one of their hobbies or special interests as a program feature. A how-to-do-it project demonstration or an equipment loan by the fathers can be an important contribution to the outpost.

There are three kinds of Commanders: (1) Those who do their job effectively; (2) those who do their work halfway; and (3) those who merely hold the title.

No doubt every Commander prefers to belong to the first group.



**ROYAL RANGERS WEEK**

The first week of October has been designated each year as "Royal Rangers Week." The outpost should plan several special activities to put the spotlight on the Royal Rangers as they observe "their week." Try one or more of the following suggestions.

**FATHER-SON CAMP-OUT**

Arrange an overnight camp-out for men and boys. Encourage fathers and sons to pitch their tents together, cook their food over a campfire together, play camp-type games together, hike in the woods together and share a campfire service together. Some men may hesitate because they dread certain discomforts. Proper camping can be a pleasant experience and the benefits of a father-son camp-out far outweigh any possible discomfort. Sharing camping activities together can build a lasting bond of fellowship between a father and son.

**GROUP RECOGNITION**

Arrange with the pastor to have the Royal Rangers attend one of the church services during Royal Rangers Week as a group in uniform. Arrange for them to sit together in a special section of the church. Recognize or have the pastor recognize the group during the service.

**FATHER-SON BANQUETS**

Men who do not have sons should be encouraged to "adopt a boy" for the banquet. Make this a big event. Boys love to sit with Dad during the banquet.

**FATHER-SON PICNICS**

Arrange for appropriate activities for the occasions such as a father-son ball game, father-son sack race, father-son tug-of-war, etc. A wonderful atmosphere can be created when men and boys play together.

## HOW TO DISPLAY THE FLAG

1. The National flag should be raised and lowered by hand. It should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. Do not raise the flag while it is furled. Unfurl, then hoist quickly to the top of the staff. Lower it slowly and with dignity. Place no objects on or over the flag.
2. When displayed on a platform in a church, the flag should be placed on a staff at the clergyman's right; other flags at his left. If displayed in the body of the church, the flag should be at the congregation's right as they face the clergyman.
3. Do not use the flag as a portion of a costume or athletic uniform.
4. When displayed with another flag from crossed staffs, the flag of the United States of America should be on the right (the flag's own right) and its staff should be in front of the staff of the other flag.
5. When it is to be flown at half-mast, the flag should be hoisted to the peak for an instant and then lowered to the half-mast position; but before lowering the flag for the day, it should again be raised to the peak. On Memorial Day display at half-mast until noon only; then hoist to top of staff.
6. When flags of states or cities or pennants of societies are flown on the same halyard with the flag of the United States of America, the latter should always be at the peak. When flown from adjacent staffs the Stars and Stripes should be hoisted first and lowered last.
7. When the flag is displayed from a staff projecting horizontally or at any angle from the window sill, balcony, or front of a building, the union of the flag

should go clear to peak of the staff (unless the flag is to be displayed at half-mast).

8. When carried in a procession with another flag or flags, the Stars and Stripes should be either on the marching right, or when there is a line of other flags, our National flag may be in front of the center of that line.

9. When a number of flags of states or cities or pennants of societies are grouped and displayed from staffs with our National flag, the latter should be at the center or at the highest point of the group.

10. Take every precaution to prevent the flag from becoming soiled. It should not be allowed to touch the ground or floor, nor to brush against objects.

11. The flag may be mended or dry cleaned. When the flag is soiled or torn beyond repair, it may be destroyed in a dignified way, preferably by burning.

12. During the ceremony of hoisting or lowering the flag, or when the flag is passing in a parade or in a review, those present in uniform should render the right hand salute. Men not in uniform should remove their headdress and women should salute by placing the right hand over the heart.

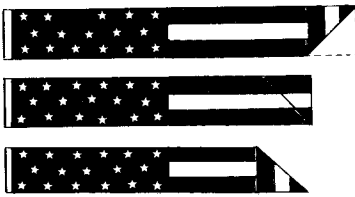
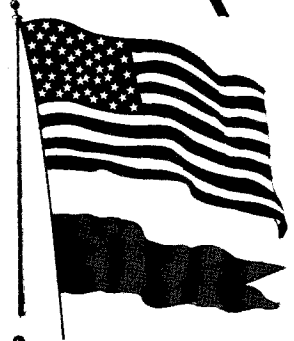
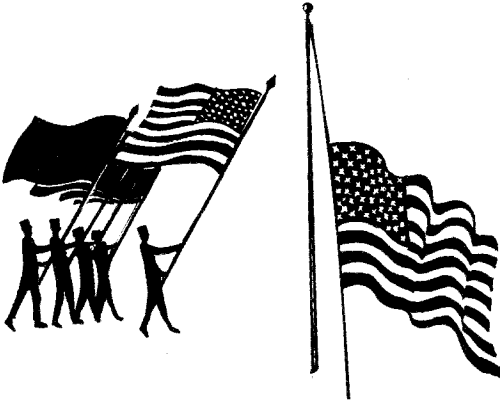
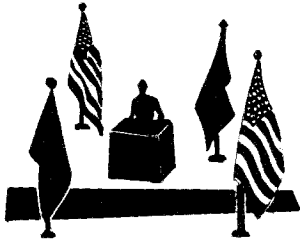
#### THE PLEDGE OF ALLEGIANCE

##### THE AMERICAN FLAG

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

##### THE CHRISTIAN FLAG

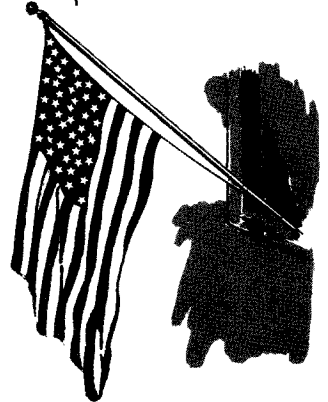
I pledge allegiance to the Christian flag and to the Saviour for whose kingdom it stands; one brotherhood, uniting all true Christians in service and in love.



How to Fold the Flag



Folded Flag



**THE ORIGIN OF THE CHRISTIAN FLAG**

The idea for the Christian Flag originated on September 26, 1897, at the Rally Day exercises of the Sunday school of Brighton Chapel, Coney Island, New York. One of the speakers for the occasion failed to reach the meeting on time. Mr. Charles C. Overton, superintendent of the school, had to give an extemporaneous talk. Since he had not made preparation, he decided to speak about the American Flag which was draped over one corner of the pulpit. While he was speaking he conceived the idea of a flag for Sunday schools and churches that could be used in any country and would remind men of their allegiance to God, just as national flags express loyalty to our country. After the meeting Mr. Overton contacted a well-known flag maker in New York and during the week after the rally the first Christian Flag was made and used in that little Sunday school. Through this superintendent and the flag maker, other Christian leaders were interested in the flag, and plans were made to give it wide publicity. Since that time this flag has been used all around the world. There is no copyright on its design and no commercial limitation on its manufacture and sale.

It stands for no creed or denomination and contains no symbol of warfare. The white ground represents peace and purity. The blue field in the upper right corner is the color of the unclouded sky and the symbol of fidelity and truth. The cross of red is the emblem of Christian sacrifice.

The salute was written by Reverend Lynn Harold Hough, D.D. It was first used on Christmas Eve, 1908, in the Sunday school of the Third Methodist Episcopal Church, Long Island City, New York.

CHAPTER V  
**THE ADVANCEMENT  
TRAIL**



## THE ADVANCEMENT TRAIL

The Advancement Trail is based on the characteristics, needs, and interests of Royal Rangers. It is a plan of achieving by learning, through experiences and activities, and being recognized for this advancement.

Advancement Trail should give every boy an opportunity for adventure and fun. The trail is more than just something interesting to do. It is a means of offering a boy a new experience—a new achievement. It is an opportunity to grow into young manhood with new abilities, knowledge, and desires.

### TECHNIQUES FOR ENCOURAGING ADVANCEMENT

Boys of all ages are impressed by at least four things: things that are big, unusual, challenging, or successful. We as leaders are basically attracted by these same four things. Below are listed seven methods or techniques which can be used in your outpost to stimulate and maintain interest during the journeys on the Royal Rangers Advancement Trail.

*WALL CHART:* A simple advancement chart may be drawn on a sheet of white cardboard. This chart should list the names of every member of the outpost in a vertical left-hand column. You can divide the chart, across the top into sections listing the various requirements to be passed—i.e., Bible, Church, Camping, First Aid, etc. This will provide an up-to-date, easy-to-read

chart that will give the boys a chance to keep abreast of inter-outpost advancements. This should present a challenge to all.

**CEREMONIES:** There are four types of advancement ceremonies which can be used to generate a sense of pride and accomplishment for the boys: (1) A special Royal Rangers Night (2) a Sunday school and church ceremony; (3) a Men's Department promotion, or (4) an outpost council award-review meeting. A special Royal Rangers night on a monthly or bimonthly basis with parents and friends invited will be a constant encouragement to all boys. Promotional ceremonies during or between Sunday school and the Sunday morning church service will perpetuate a steady challenge. Men's Department may also want to sponsor a Ranger ceremony during one of their meetings. Here you would be giving the boys a chance to "sit in" with the men of the church and receive advancement recognition in their presence. A special ceremony sponsored by the outpost council could be a major motive in encouraging advancement within your Ranger group. Try one.

**DISPLAYS:** Make up a nice display showing the various pins, stripes, and bars which can be earned in your outpost. Mount them on a cloth background and arrange with posters or information sheets that explain the necessary requirements for obtaining each of the ratings. Be creative and original. Make the display to catch the eyes of the boys, thereby keeping them informed of their goals.

**DEMONSTRATIONS:** Each week plan to demonstrate something from the boys' handbook which will enable the majority to pass, or prepare to pass, one of their rating requirements. One week you might wish to work on first aid; the next week, camping skills; the



following week, Bible study; and so on. Gear your demonstrations to the level of handbook requirements and take time to assist the slower members in working and passing their requirements.

**POSTERS:** Colorful, yet simple, posters can be made for the meeting room, Sunday school and church bulletin boards, and out-of-doors locations. These posters should be of a challenging nature, motivating the boys to greater achievement along the Advancement Trail. Rotate your posters to keep interest high. Design them to capture the interest of boys.

**OUTPOST NEWSPAPER:** A simple one-page outpost newspaper can be published biweekly. Mimeo or ditto-process is quick and inexpensive. Don't be afraid to mention the names of boys who are advancing, for they love to see their names in print. Your paper can be a series of short stories covering all phases of progress.

**LETTERS—PERSONAL VISITS—PRAISE:** These contacts will help you to keep on a personal basis with your boys. Greatest of all is personal praise for a job well done.

#### **THE IMPORTANCE OF GIVING PROPER RECOGNITION**

Everyone desires recognition; boys are no exception. Boys, from the time they are old enough to talk and run around, seem to thrive and flourish on the recognition and acknowledgment given out by dad and the older boys. This is a normal desire. To be deprived of legitimate recognition can be disastrous to a young life.

Pick up your newspaper and you will read story after story of youths who, in their effort to receive some kind of recognition, have exceeded social limits. As a result they have been scarred by shameful tragedies that will forever blight their lives. Who is at fault? Can we point an accusing finger in their direction and say, "We

told you so?" Babies need love or they will die. Animals must be fed or they pass on. Boys desire recognition; if it doesn't come, their personalities will be warped.

*FIRST*, proper recognition must be given immediately following personal achievement. Delay of recognition creates disappointment and lack of interest in advancement. Boys work hard to climb the Advancement Trail and they expect to be recognized upon completion of requirements. Your schedule should be arranged to meet this need and convert the enthusiasm into motives and desires for additional gain.

*SECOND*, proper recognition will automatically provide the spark a boy needs to assure a continued interest in his personal advancement. The Advancement Trail is only a yardstick by which measurements of spiritual, social, physical, and intellectual growth can be charted. In order to identify this progress, it is important to keep a continuous record of advancements, achievements, and accomplishments of each boy.

*THIRD*, proper recognition given to a particular boy can harvest many indirect results. Other boys within the outpost may be challenged by the recognition given to another. Nothing could be more welcome or healthy than to see boys eager to move ahead after watching a fellow member receive recognition for advancement. A boy's family could be indirectly affected. The deserving recognition of one boy in a family might be the very thing that is needed to lead the family to a saving knowledge of Jesus Christ. Experience has taught us when one person receives recognition, many are directly or indirectly affected for the good.

*FOURTH*, proper recognition will produce a high level of morale. High morale is the backbone of any successful organization (which usually indicates a

smooth-running and harmonious fellowship). Recognition of the individual in a successful group reflects pride and accomplishment upon the group as well. High morale is produced when each team member is aware of the advancements of others within the organization. This in turn motivates a greater desire for continued advancement and progress. Thus, we see a cycle in which proper recognition plays a major part in its completion and chain reaction: (1) requirements, (2) advancement, (3) recognition, (4) perpetuation, (5) high morale, (6) progress, and back to requirements.

*FIFTH*, an excellent way to give immediate and proper recognition is to conduct a COUNCIL OF ACHIEVEMENT. A detailed description of the COUNCIL OF ACHIEVEMENT is on page 176 under the section "Presentation of Awards."

#### **ADDITIONAL ADVANCEMENT INFORMATION**

Boys who have earned Master Rating in the Pioneers are permitted to earn the Advanced Awards listed in the Trailblazer Handbook. In some cases, real sharp boys have earned Master Rating in Pioneers 6-8 months before they reach Trailblazer age. In order to maintain their interest, they are permitted to earn the Trailblazer Advanced Awards. These awards are worn over the left pocket directly under the Pioneer Advancement Pins.

When a Pioneer becomes a Trailblazer, he may wear his highest Pioneer Advancement Pin over his left pocket while he is a Trailblazer. This should be centered above the Advanced Awards.

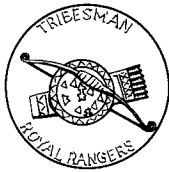
(Awards and badges may be purchased from the Gospel Publishing House, 1445 Boonville Ave., Springfield, Missouri 65802.)

# ADVANCEMENT PINS

## STRAIGHT ARROWS



**BRAVE**



**TRIBESMAN**



**WARRIOR**

## BUCKAROOS



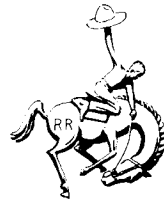
**GREENHORN**



**WRANGLER**



**RANGE RIDER**



**TOP HAND**

# ADVANCEMENT RATINGS

## PIONEERS



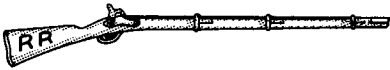
## SECOND CLASS RATING



## FIRST CLASS RATING



## ADVANCED RATING



## MASTER RATING

## TRAIL BLAZE



SECOND CLASS RATING



FIRST CLASS RATING



ADVANCED RATING



MASTER RATING

# ADVANCEMENT CHEVRONS

## AIR RANGERS

## SEA RANGERS

## TRAIL RANGERS



TECHMASTER



CREWMASTER



CAMPMASTER



FLIGHTMASTER



BOATMASTER



WOODMASTER



AIRMASTER



SEAMASTER



TRAILMASTER

# SPECIAL AWARDS

ORGANIZATION

COUNSELOR

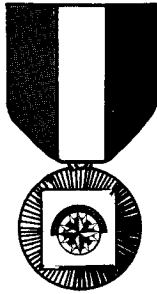
COORDINATOR

CAMPING

LEADERSHIP  
TRAINING AWARDS



LEADER'S MEDAL  
OF ACHIEVEMENT  
(For completing  
Training Course)

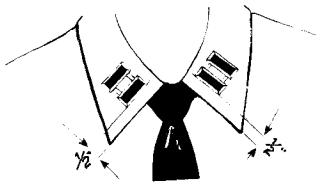


GOLD MEDAL OF  
ACHIEVEMENT  
(The top award for  
Royal Rangers)

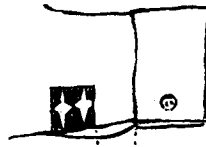


MEDAL OF VALOR  
(Given to boys for saving  
a life at the risk of  
their own)

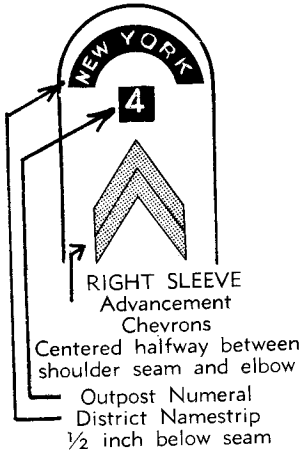
# WHERE TO WEAR INSIGNIA



RANK INSIGNIA



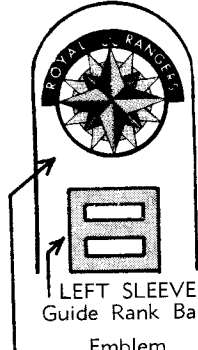
SERVICE STARS



RIGHT SLEEVE  
Advancement  
Chevrons

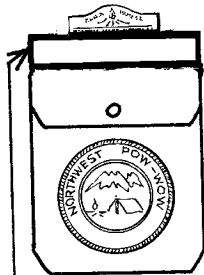
Centered halfway between  
shoulder seam and elbow

Outpost Numeral  
District Namestrip  
 $\frac{1}{2}$  inch below seam

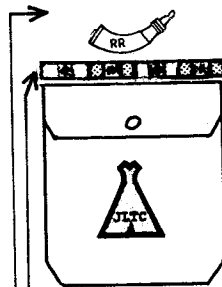


LEFT SLEEVE  
Guide Rank Bars

Emblem  
Centered  $\frac{1}{2}$ " below  
shoulder seam



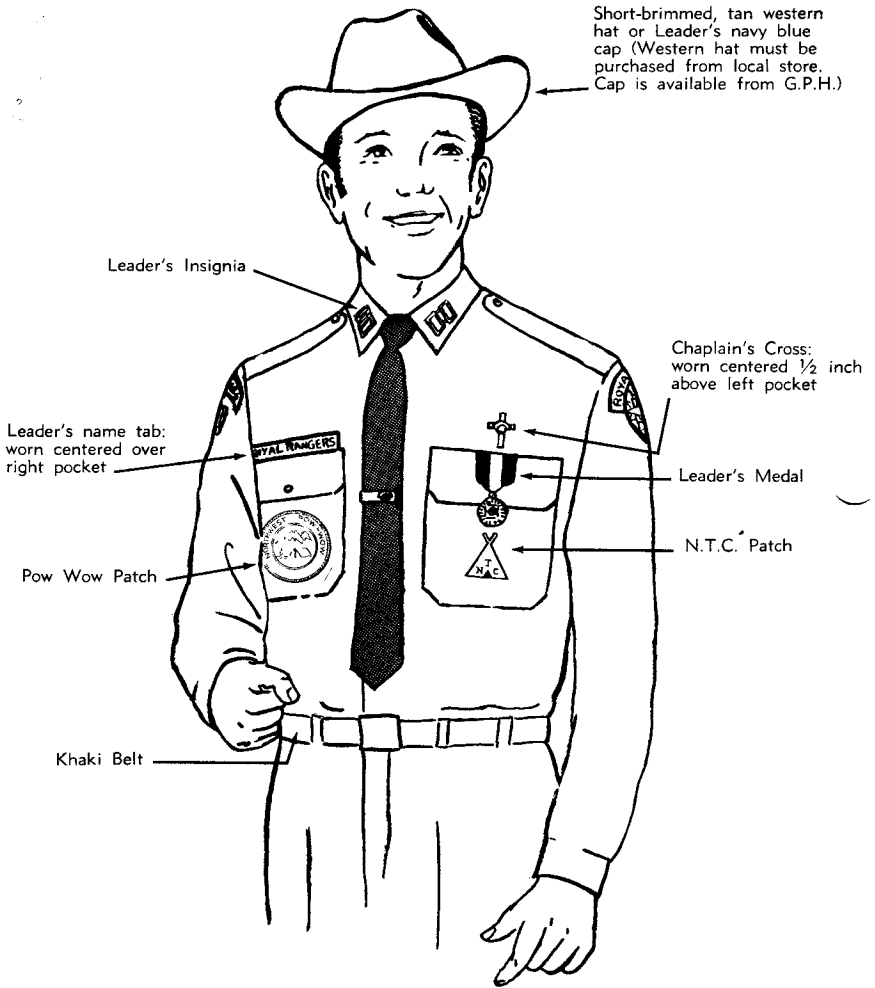
RIGHT POCKET  
Name Tab



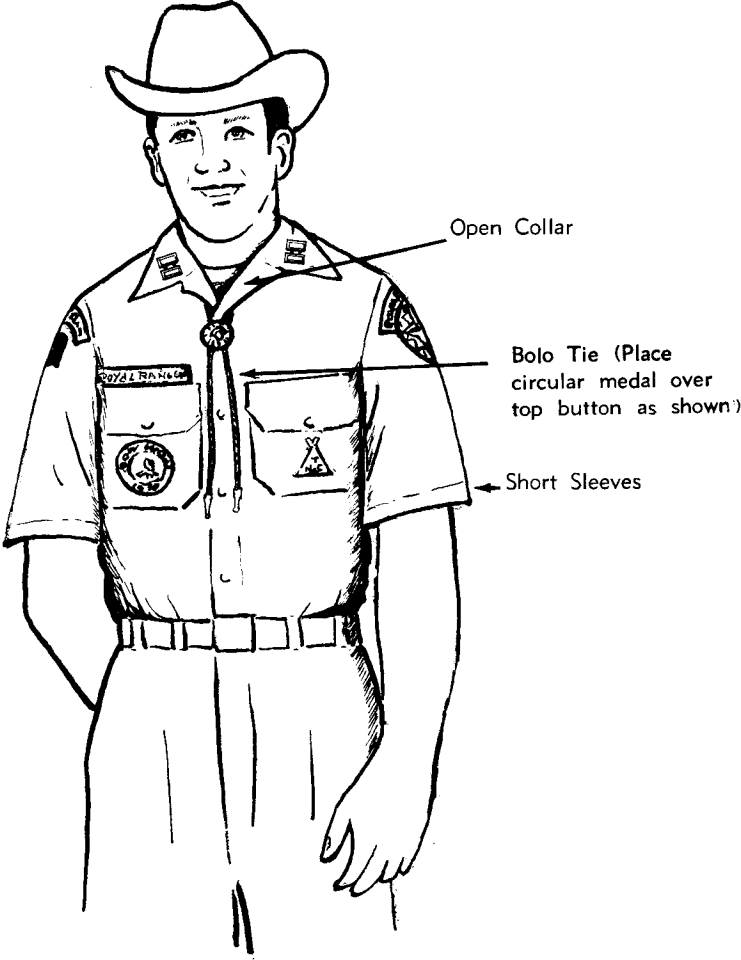
LEFT POCKET  
Advanced Awards or  
Pioneer Advance-  
ment Pins



# THE ROYAL RANGER LEADER'S UNIFORM



# SUMMER UNIFORM

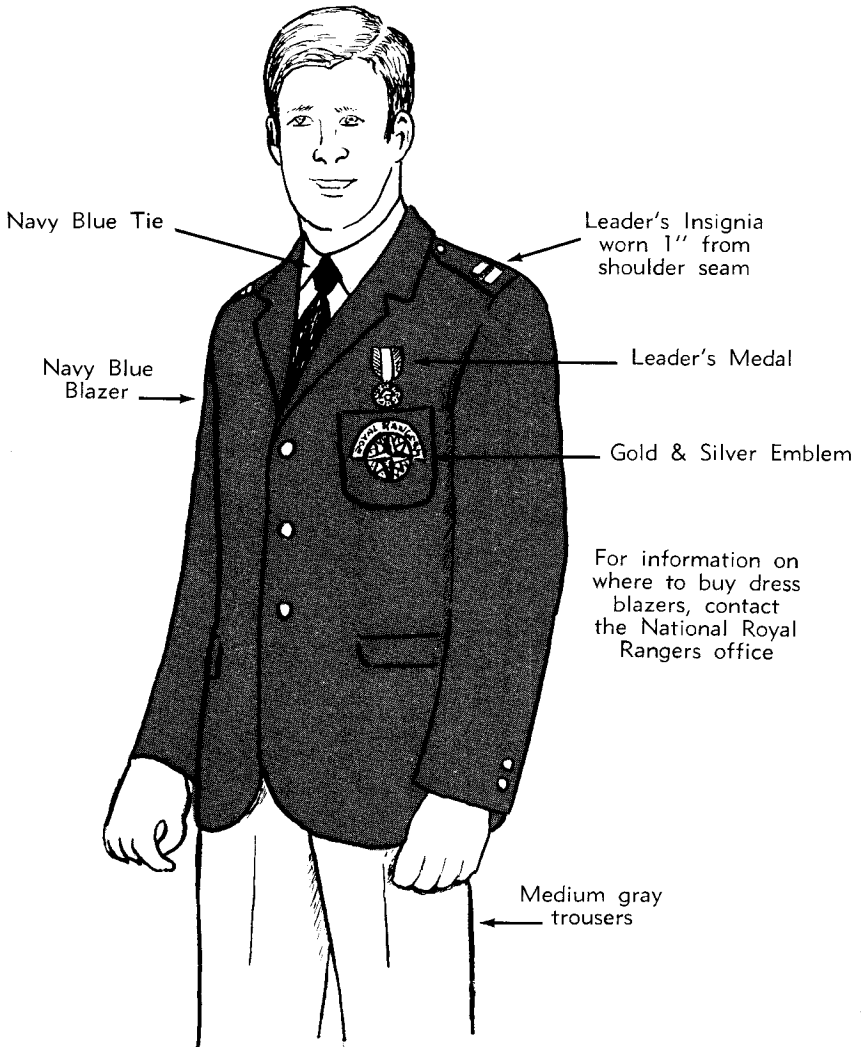


Open Collar

Bolo Tie (Place circular medal over top button as shown)

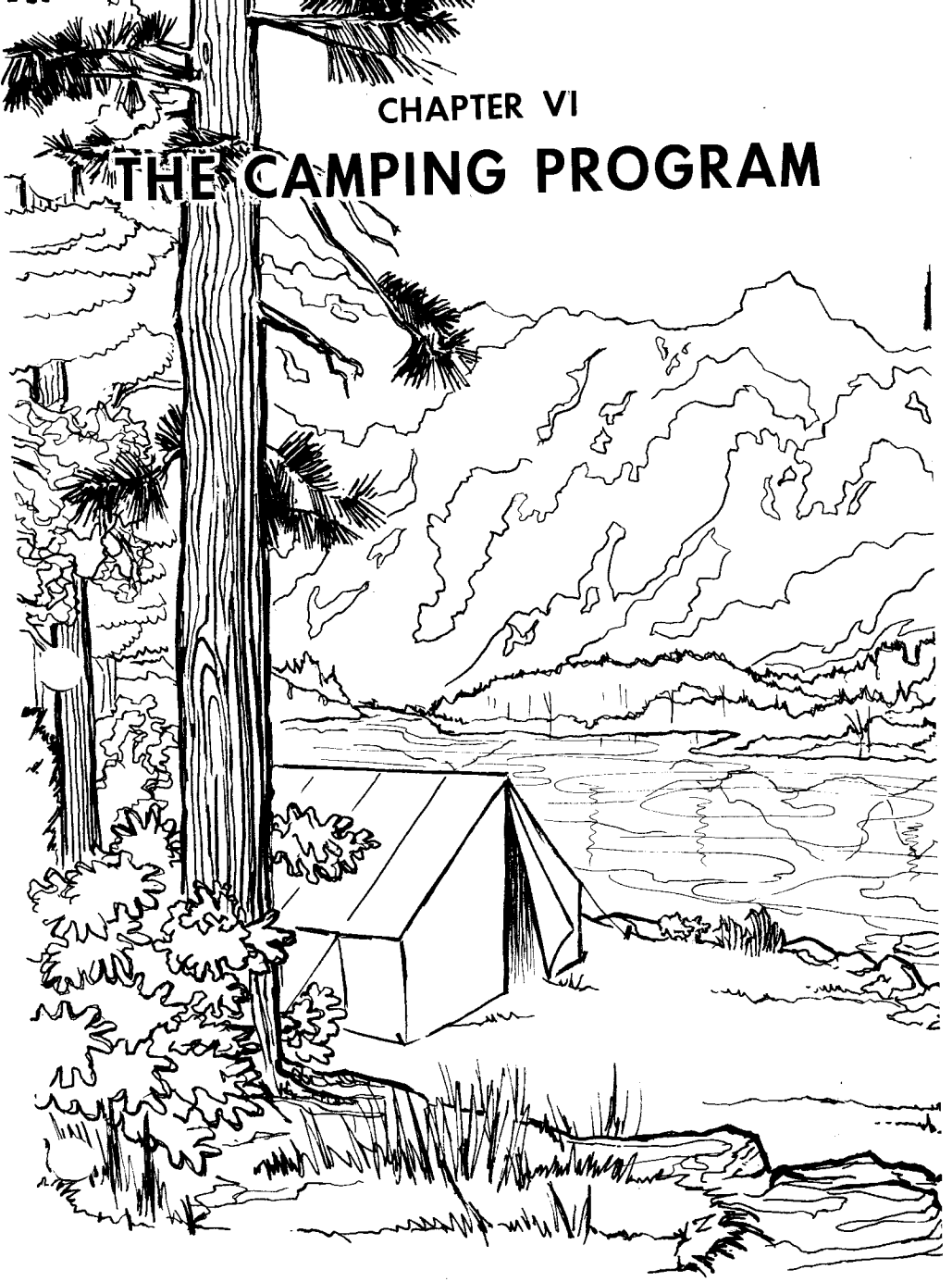
Short Sleeves

# FORMAL BLAZER OUTFIT



CHAPTER VI

# THE CAMPING PROGRAM



## THE CAMPING PROGRAM

A natural characteristic of boys is the love of adventure in the out-of-doors. Boys long for the wide open spaces and the challenge to do that which was a part of pioneer life. The love of adventure is inherent in boys and craves satisfaction. Royal Ranger camping appeals to boys and can be used to advantage in their Christian training.

The National Royal Ranger Office believes that camping is a natural and effective way to accomplish the basic purpose for which Royal Rangers exists. Camping provides opportunity for boy contact, association with men, physical activity, and adventure. Under properly trained leadership, camping can be used to build in boys these qualities which the local churches want in the future generations of dedicated, consecrated men.

Ideal camps are those camps where the boys or campers have most of the responsibilities for their basic day-to-day needs, such as cooking food, setting up shelters, making beds, and making sanitary devices and gadgets with which to be comfortable. These are camps carried on by individual outposts on a local church basis.

Camping should not be a test of endurance or ability to stand discomfort, physical abuse, confusion, or untidy living conditions. Rather it should be an outdoor experience which boys look forward to with eager anticipation because camping has many values which are seldom found in other activities. This is especially

true in the field of Christian training for boys. For this reason Royal Ranger camping has been developed.

Royal Ranger campcraft is a progressive method by which Royal Rangers and leaders learn to take care of themselves and others in the out-of-doors safely, sanely, healthfully, and comfortably, and get joy and inspiration from their experiences.

We believe boys should be given a real camping experience and that the out-of-doors be used to teach boys the values which contribute to Christian living. May we suggest that leaders deal with nature, which does not change fundamentally, and show boys their relationships to nature. Camping should be used to build in boys those qualities of reliability, resourcefulness, initiative, self-reliance, honesty, teamwork, fair play, and Christlikeness so that when God taps them on the shoulder and calls them to any field of service, each boy will answer saying, "Here am I, Lord, send me."

Camping can help Commanders build a bond of fellowship bringing boys to know their leaders and one another. Camping gives special opportunity for close personal relationships. Boys live together as a small group under the leadership of the Commander. Boys and Commanders working together for the comfort and safety of the outpost reveal their real selves to each other. They are free from complex relationships in which they live, and each is taken at face value.

Living together in the out-of-doors under proper guidance can be democratic living in its highest form. Boys learn the give-and-take of life. They share living quarters, responsibilities, they play and work together, they share experiences, they learn that co-operation, with each boy doing his part, is necessary for a safe,

comfortable experience. The democratic way of life is a part of our heritage. Faith in the democratic way of life comes through happy, satisfying, personal participation which must begin with boys if we expect them to grow into freedom loving Christian men who are willing to sacrifice for Christ and this way of life.

Camping experiences are natural opportunities for boys to see the differences and likenesses of other boys with whom they come in contact. Camping creates a better understanding among boys. Living together in camping breaks down artificial barriers which may have stood between boys because of differences in family, economic, or cultural backgrounds.

Camping gives boys opportunity to work together with others. Here boys must face the consequences of their actions. They assume responsibility for their own housekeeping; they learn to respect the rights and personal belongings of others.

Selfishness and greed have no part in a camp. Camping means everyone working together. The boy who chisels for selfish reasons finds himself suffering the wrath of his fellow campers. Camping is a unique occasion for adjustments to take place in the habits and attitudes of boys which will remain with them through life.

Royal Ranger camping helps boys understand how to maintain good physical and mental health. Boys' parents care for their health at home. When boys go to camp they are gradually taught to be more responsible for their physical and mental needs. Under the watchful eyes of a well trained leader, boys learn to make their beds, have regular eating habits, and learn the fundamentals of health and safety. Boys are led to understand that this is important to their own health as well as to that of the outpost.

A good Royal Ranger camp helps every boy to become an active participant. Far too often boys sit on the sidelines and look, rather than participate in activities. This is often true on the athletic field, in the home, church, and classroom. Camp life helps lead a boy to participate in the events of camp. He makes his contribution to the welfare of his outpost by carrying his share of the supplies on a hike, by helping set up shelters, gathering fire wood, washing dishes, by learning to paddle and manipulate a boat, or by learning to use and care for basic tools. There are many opportunities for him in camp.

He contributes to the welfare of a group of boys and thereby gives himself status in it. This desire for approval is a necessity in the mental welfare of a boy.

Camping dispels fear. The boy who is at home in the out-of-doors has no fear of darkness and storms, only a wholesome fear of the wild life he encounters in field and forest. The camper who has learned to love and understand nature is not likely to become a fear-ridden adult lacking courage for exacting tasks.

Camping helps boys develop a sense of Christian justice and fair play and Christian standards of right and wrong, and gives them opportunities to apply these to life. Living outdoors teaches boys to be humble and to be reverent to God.

### **CAMPING AND THE NEEDS OF BOYS**

Boys need to understand that God provides the resources for the basic needs of food, clothing, and shelter. They need to realize their dependence upon God for these basic needs.

Read Genesis 1 and 2; Matthew 6:26-31.

Here are some ways that simple outdoor living provides for this need in the lives of boys.



It is easy to forget the source of the necessities of life, and when we forget the source we begin to lose our sense of dependency upon God for providing the basic needs of life.

Simple outdoor living provides opportunities for boys to learn first hand just how dependent they are upon nature for their basic needs of shelter, food, clothing, and water.

#### SHELTER

The construction of a camp site which includes the making of tables, benches, or shelters helps boys see how dependent they are upon nature to meet their needs. This construction involves the practice of the best conservation principles which is an added lesson in stewardship so far as natural resources are concerned.

The location of the camp site must be determined with regard to drainage, density and size of trees, water supply, ground covering, and the effects of clearing. Boys must determine if clearing a particular area may cause future erosion. They must decide if a sufficiently fireproof campfire area be cleared so that fire won't spread through roots and break out elsewhere.

The actual construction with wood involves a wise selection of saplings so that future supplies will not be depleted and that one area will not be hurt because too many are taken.

#### SIMPLE OUTDOOR LIVING

Boys must also learn the difference between trees, and why certain kinds are used in preference to others. They will need to learn to use a simple tree key to tell the different types, a dogwood which should not be cut in most states, and a hickory or oak or some other tree that may be plentiful in a particular area.

**FOOD**

Cookouts raise the whole question of food: food supplies, balanced diet, methods of cooking, selection of firewood and the cutting and storage of it, proper place for a fire in relation to trees, and ground hazards of fire. The matter of garbage disposal brings up questions regarding health, sanitation, and safety.

**WATER**

An outpost preparing a camp site or planning a trip learns very fast the importance of safe drinking water. This leads to observations of the way animals depend on water. Then there is the matter of proper drainage around living areas so that refuse disposal and latrines do not pollute streams or drain into any source of water used for drinking purposes.

**WEATHER**

Boys living in the out-of-doors soon discover the importance of weather in their lives. Camping activities and plans depend to a great extent on the weather. The observation and prediction of weather becomes an important and useful activity. This may lead to the construction of a simple weather station.

**DIRECTION**

Hikes through woods or across plains with no paved roads, perhaps even no trails, give opportunity for boys to learn the value of a compass or knowledge of the stars, the sun, and other outdoorsman ways of finding direction. This dependence upon the laws of the universe helps boys learn the dependability of God's laws.

All of these activities will provide excellent learning opportunities to help boys become increasingly aware of the natural resources God has given us, and of our

dependence upon these for our basic needs. The Commander's task is to take the inherent interest in wild-life, trees, and native crafts, and help the boys interpret their experiences in such a way that they will grow in the sense of dependence upon the God who created these things.

### **TRIP PLANNING**

A Royal Ranger looks forward with anticipation to moving from his home into the wide open spaces, sleeping in a tent or cabin, cutting wood, building an open fire, cooking his meals, and having fun and adventure under the sky. He can hardly wait to get to the camp site. However, in many cases he returns home sadly disappointed.

Too often, unfortunately, a group of boys leave on a camping trip with poorly made plans and practically no preparation. Trouble usually starts the first day. A few boys arrive at the site with blistered feet. Others sleep poorly. Mosquitoes take their toll. Poison ivy becomes a hazard. Backs are sunburned. Poorly cooked foods cause upset stomachs. The boys stay, but they become thoroughly disgusted. They return home tired, hungry, and "fed up" with camping. Many of these boys go through life thinking of camping as discomfort, confusion, and untidy living.

You have a special opportunity as a Commander to use boys' natural interest in simple outdoor living to help them learn to take care of themselves and their friends in the out-of-doors.

Learning and practicing skills may be included as a part of the outpost meeting during the meeting feature. Allot time to teach and practice skills such as ropecraft, toolcraft, first aid, safety, sanitation, and trip planning.

Introductory instruction may begin in the outpost room for such skills as firecraft, cooking, equipment, shelter, conservation, and nature. Further instructions and practice can be given in an outside practice area such as the churchyard, a vacant lot, or back yard.

There are many persons in the church and community who can help Rangers master camping skills. Parents can assist boys in the home. Rangers who are advanced in one skill may assist those who are not. The Royal Ranger leader may enlist men to help.

A doctor or public health worker can help Royal Rangers with first aid, safety, and sanitation. Such men as forest rangers, conservationists, county agents, or engineers who are specialists in nature, conservation, maps, or the use of the compass, may be called upon to help. Other Christian men may be enlisted to help boys with shelter and equipment, fire building, food and cooking, and ropecraft.

An individual Ranger may complete campcraft requirements by mastering each skill in the order outlined in his Handbook and using the book *Adventures in Camping* as a guide to learning each skill.

You must determine the standard for all skills and check requirements when completed. However, be certain that you keep the standards high and check them as being completed only when you are sure a boy has mastered each skill and can perform it without help.

After sufficient instruction and practice, the outpost members should plan a trip to use and test their ability in each skill. The suggestions in the following pages will help in planning a trip.

The following are suggested questions to be considered before taking a group out on a trip. Pre-planning (by democratic methods):

**A. Selection of site**

1. How long will we be gone?
2. Where are we going?
3. When are we going and returning?
4. How are we going?
5. Cost and site rental?

**B. Menu and food**

1. What meals will we be eating?
2. What will our menus be?
3. What food supplies and quantities will we need?
4. Do we have well-balanced meals and a variety of types of cooking?

**C. Equipment needed**

1. Do we have adequate cooking and eating utensils according to the menus?
2. Do we have adequate facilities for personal hygiene and group sanitation?  
Individual washing equipment.  
Dish washing equipment.  
Garbage disposal.  
Latrines.  
Refrigeration.
3. Do we have the necessary tools for wood gathering, building camp site facilities, sanitation?
4. Do we have too much or too little equipment?

**D. Personal Gear**

1. Do we have adequate gear for sleeping, taking into consideration: weather, animals, insects?
2. Is each person adequately equipped with personal gear?
3. Is your personal gear packed so that it can be easily carried, taking into consideration your means of travel?

**E. Duty Chart**

1. Does everyone know and understand his duties on the trip, such as wood gatherers, fire builders, cooks, clean-up, etc.?
2. Taking into consideration the level of responsibility of the campers, is it necessary to post a list of duties at the camp site?

**F. Skills necessary for trip.**

1. Does everyone know how to use and care for a knife, axe, hand axe, or saw?
2. Does everyone know and understand fire building, including preparation of site, laying the fire, building the fire, feeding the fire, extinguishing the fire, and cleaning up fire site?
3. How will we set up our camp site such as cooking, sleeping, and latrine areas?
4. Do we know basic knots and lashing for setting up campcraft?
5. Are we familiar with the basic skills concerned with preparation, cooking, and serving of foods?
6. Are we familiar with methods of disposal of human wastes, glass, cans, dishwater, etc.?
7. Are we familiar with plant, insect, and animal hazards of the camp site and surrounding areas?

**G. Activities for Trips**

1. Do we have a variety of activities in accordance with the development level of the children?
2. Do we have a flexible and well balanced program?
3. *Activities:* If the Commander is not experienced in nature lore, an experienced person should be included in the group. This should

be a learning experience in nature, conservation, and campcraft.

4. *Skills:* If the camper has had no previous practice in campcraft skills, this could be an introduction to them. Adequate time should be made available, depending upon the experience of the group. The camper must know about any natural hazards in the area.

### **OUTDOOR COOKING**

Cooking a meal outdoors is fun for persons of any age when:

Everyone helps make the major decisions involved.

Everyone shares in the work.

The cooking attempted is not too difficult.

The resulting meal is tasty and enjoyable.

If your group has done little or no outdoor cooking, a few suggestions, used as guiding principles, may help to make those first outdoor meals the essence of success!

Have the entire (small) group share in the planning. Then you won't be having wheat cakes if two-thirds of the group would rather have scrambled eggs! You will learn about allergies, too.

Have desirable menu items to suggest, but do suggest alternatives. It is the making of choices that provides opportunity for growth.

Avoid putting too many items in the menu. One is sufficient for the first experience, or two. Heating soup, making hot chocolate, or toasting sandwiches make good starting experiences. Even these involve selection of firewood, building an appropriate fire and keeping it burning, and doing the actual cooking.

Don't try items that require long and patient tending (at least for juniors) .

Stay clear of complex or tricky methods and equipment. (Many homemade ovens are hard to manage, for instance.) These should be left to those who have done lots of outdoor cooking and are ready to experiment with more complex methods.

See that everyone has a job. Especially the younger campers need to have jobs clearly defined, so that each person knows exactly what is expected of him.

Have a good time. Avoid too much supervision. Cooks should have clearly worded menus so they can follow these themselves. Urge each camper to know what his job is and then proceed with it without supervision.

Time the cooking of the various foods so that all are ready to be served at the same time—as is done in your own home. This requires good timing.

Outdoor cooking and eating together provide wonderful experiences for learning and growth—experiences in co-operative planning and work, a chance for give-and-take experiences, enjoyment in handling food, personal achievement, fellowship, and worship.

#### **ADDITIONAL INFORMATION**

Additional information on camping techniques may be found in the "Adventure In Camping Handbook" and pages 77-97 in the "Air-Sea-Trail Ranger Handbook."



**SUGGESTED MENU**

(For 8-man patrol)

**BREAKFAST**

MENU	FOOD LIST
Cereal	1½ dozen eggs
Bananas	9 individual boxes of cereal
Scrambled eggs	1 lb. bacon
Bacon	¼ lb. butter
Bread	9 bananas
Butter	1 loaf of bread
Jam	½ gallon milk
Hot chocolate, milk	1 jar of jam
	1 small box chocolate

**PREPARATION**

1. Bring 10 cups of water to boil (for hot chocolate).
2. Break the eggs in pan. Add ½ cup of milk and season with salt and pepper. Beat mixture well with fork.
3. Place bacon in frying pans and cook until brown.
4. Remove bacon from frying pans. Pour off excess grease except about 1 tablespoonful.
5. Pour egg mixture into the hot frying pans; stir gently until eggs are cooked.
6. Serve bananas with cereal.

**LUNCH**

MENU	FOOD LIST
Tuna fish salad sandwiches	½ gallon milk
Cream of Tomato soup	2 cans tuna fish
Applesauce	2 loaves of bread
Cookies	2 no. 2 cans applesauce
Milk	3 cans tomato soup
	5 tomatoes
	1 head of lettuce
	1 pkg. cookies

PREPARATION

1. Prepare soup according to instructions on can.
2. Wash and dice lettuce and tomatoes. Season and place in a mixing container.
3. Open tuna fish and mix with lettuce and tomatoes. Add salad dressing as desired.
4. Make 16 sandwiches and cut into halves.
5. Open applesauce and serve with cookies for dessert.

SUPPER

MENU	FOOD LIST
Hamburgers	4 lbs. hamburger
Lettuce and tomatoes	2 pkgs. hamburger buns (16)
Potato chips or Fritos	4 medium tomatoes
Milk	1 large pkg. potato chips
Fried pies	1 large pkg. Fritos
	½ gallon milk
	Head of lettuce

PREPARATION

1. Form hamburger into patties.
2. Put 1 tablespoon shortening in each frying pan and heat.
3. Fry hamburgers.
4. While hamburgers are frying, slice tomatoes and separate lettuce leaves.
5. Serve hamburgers with chips and Fritos.
6. Serve fried pies for dessert.
7. Heat large kettle of water during meal for dishwashing.

**DISTRICT POW-WOWS**

A Pow-Wow is an organized camp-out in which all the outposts in a section or district come together for a great outdoor adventure. These Pow-Wows provide an outstanding camping experience, an opportunity for fellowship, professional campcraft training, inter-outpost competition, impressive ceremonies, and a fruitful evangelistic outreach. Check with your Sectional or District Commander for more details on these events.

**FRONTIERSMEN CAMPING FRATERNITY**

In many districts an exciting camping fraternity called Frontiersmen Camping Fraternity is available for leaders and older boys.

**PURPOSE OF THIS ORGANIZATION**

1. To give recognition to men and boys who have shown exceptional interest and outstanding achievement in the Royal Rangers program and in Royal Rangers campcraft.

2. To continuously build a brotherhood of "top-notch" men and boys who will continue in the Royal Rangers program and remain camping enthusiasts.

3. To emphasize the importance of involvement in the advancement program, development of campcraft skills, and completion of the Leadership Training Course.

4. To develop a corp of elite Royal Rangers who will strive to be the very best in Christian example and leadership.

**BASIC REQUIREMENTS FOR MEMBERSHIP****BOYS**

1. They must meet the following requirements:

- a. Earn the Trailblazer First Class rating, or be an Air, Sea, or Trail Ranger who has previously earned Trailblazer First Class rating.

b. Earn the Advanced Camping Award.

2. They must be recommended by their outpost for this position. (This is done by submitting an F.C.F. application form to the district office prior to the Pow-Wow. These forms are available from your District Commander.)

3. They will be officially selected by the F.C.F. staff at a district Pow-Wow during a council fire service.

4. After being selected, they must pass certain tests in woodsmanship and participate in an initiation ceremony.

LEADERS

1. They must complete the Leadership Training Course and earn the Leader's Medal of Achievement.

2. They must be approved and selected by the F.C.F. staff.

3. After being selected, they must participate in an initiation ceremony.

*PLEASE NOTE:* Contact your District Commander for further information.

**NATIONAL TRAINING CAMP**

These camps are designed to give leaders "topnotch" training in campcraft and leadership, plus the opportunity of participating in an exciting outdoor adventure.

Leaders will live out-of-doors, sleep in tents, cook on campfires, and will engage in jam-packed days of camp-related training.

All activities of these camps are planned especially for leaders who wish more detailed camp and leadership training.

For more information on the National Training Camp write the national Royal Rangers office.

### WHAT IS A BOY?

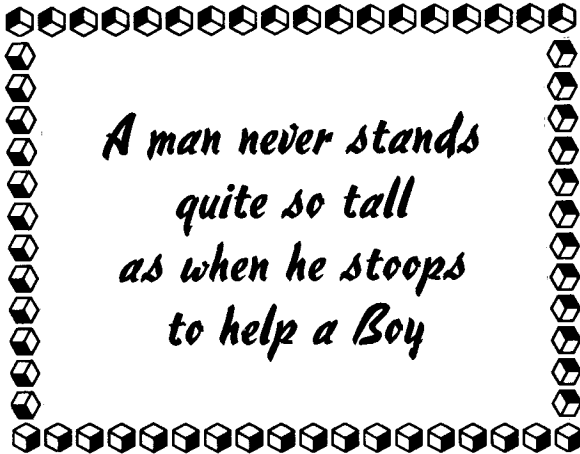
A boy is a person who is going to carry on what you have started. He is going to sit right where you are sitting and, when you are gone, attend to those things you think are important. You may adopt all the policies you please, but how they will be carried out depends on him.

He will assume control of your cities, states and nations. He is going to move and take over our churches, schools, universities and corporations.

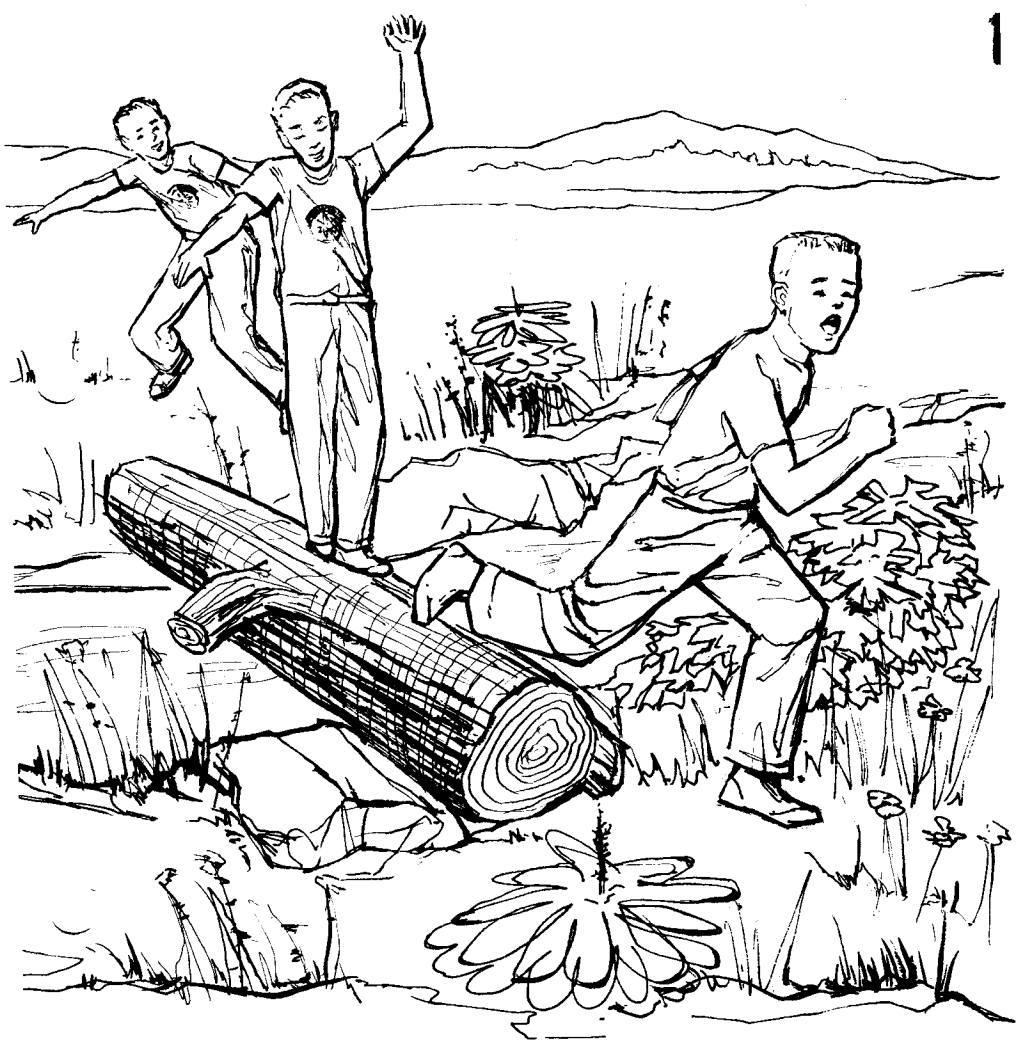
All your books are going to be judged, praised or condemned by him. The fate of humanity is in his hands.

So it might be well to pay him some attention!

—SELECTED



CHAPTER VII  
**GAMES AND ACTIVITIES**



## GAMES AND OTHER ACTIVITIES

### I. THE RIGHT CONCEPTS OF PLAY

Unfortunately, many people do not understand the true significance of play. Somehow, they hold to the idea that play means the same as "fooling around." In other words, it is an activity of little or no value.

Perhaps this thinking stems from the distinction between work and play, with the feeling that, while work is good, play borders on the sinful. For those who cling to these ideas, let it be said that play is a boy's work.

Perhaps a new word for play should be coined, since the word itself does not express the importance that child authorities attach to what it represents. Play is the way a child learns what no one can teach him. It is the way he explores and orients himself to the world in which he lives.

It must be recognized that play makes a major contribution to the education and development of boys. Educators report the best and most lasting learning takes place when the learner is enjoying what he is doing. In play the boy does what comes spontaneously from his mind and heart. Here he is himself, self-directed, open, and creative. It is in this situation that he learns best. In addition to being an important educational medium, it is a vital force in the development of personality as well as strong, healthy bodies.

Through play, basic social standards are learned. You may talk about good sportsmanship, fair play,

loyalty, teamwork, honesty, and such, but the play field is the place where individuals are under pressure to meet these standards of social behavior.

Play, then, provides you with an effective vehicle for leading boys. You should prepare yourself to capitalize upon the instinct of boys to play.

## II. BOYS AND PLAY

It has been said, "If you want to know a boy, watch his play." One of the best ways to understand the true nature of a boy is to observe him during play. To the boy play is life itself; his conduct and behavior during this experience will reflect many interesting things.

Although play is a natural characteristic of boys, the ability to play must be developed. Teaching a boy to play, then, is one of the finest contributions you can make. You can help the boy express himself in the way that is natural for him. At the same time you will be helping to develop a happy youngster, which is basic to becoming a happy adult.

*Getting along with others is an important fruit of play.* The youngster learns that he must "take" as well as "give." He learns that he cannot always have his own way. He finds that there are rules of the game he cannot violate without penalty. He learns to abide by decisions of the referee. He finds that every game has the element of success or failure representing life itself. He learns to co-operate, accept responsibilities, lead, and follow. All these experiences will enable him to adjust more readily to the social requirements of adulthood.

*Play also contributes to the physical needs of boys.* While a boy is at play, he strengthens his muscles through running, climbing, jumping, throwing, vault-



ing, and chasing. Play develops nerve skills. Every jump, dodge, throw, and catch is nerve practice as well as muscle practice. Successful muscular action means successful nerve control.

You must remember that play to the boy is life itself. By it he lives and grows. Through it he develops his own personality and is more apt to become a useful Christian adult.

### **III. GAMES AND OTHER ACTIVITIES**

There are many kinds of games and play activities that may be planned for Royal Rangers. Some involve small groups while others provide for a large number of players. Some are highly organized with exacting rules and skills. Others are easily organized and need few skills and instructions.

Each type of game or activity has something to offer. Some will provide opportunities for great vigor, effort, and endurance. Others will call for teamwork and self-sacrifice for the group. Much attention should be given to the nature and characteristics of the boys with whom you are working. The selection of games and activities should be consistent with that nature and those characteristics.

### **IV. LEADING GAMES**

Here are some hints for leading games:

1. Secure the boys' attention and have them get into formation for playing the game.
2. Explain and show how to play the game. Begin play immediately.
3. If the game is complicated, demonstrate one part at a time and let the boys try each part immediately after it is demonstrated.
4. Let the boys have fun with the game before you

check on mistakes, but stop when necessary to make the rules clear.

5. As soon as the boys are able, let them carry on themselves. Help only if questions or arguments arise which they can't answer or settle satisfactorily.

6. Stop the game after a reasonable time even if some boys beg to continue. If they play it to death the first time, they lose the fun of playing it again.

7. In highly competitive games, encourage the boys to try to win but to play for the fun of the game.

#### **V. PHYSICAL FITNESS**

As pointed out previously, you, in your relationship with boys, are dealing with total boys. When they come to the outpost meeting they bring their total selves. When they go on a hike, parts of their personalities are not left behind. You should strive toward total fitness for each boy in your outpost, as you endeavor to help him grow and develop. The Royal Ranger program is designed to contribute to total fitness

One phase of total fitness is physical fitness. It is one with which you should be concerned. Boys should be led to understand the significance of physical fitness and how important it is that they have strong, healthy, and efficient bodies. Boys should be impressed with the idea that clean, healthy bodies will enable them to be better witnesses for Christ. Each member of your outpost should understand that his body is a temple of God and that it is holy (1 Corinthians 3: 16, 17).

Physical fitness (or the lack of it) is a major concern of youth leaders in our country today. There are indications our youngsters are getting soft and flabby. Actually, almost 60 per cent of a large group

of our youth, ages 6 through 16, failed a muscular fitness test which was passed by 91 per cent of a similar group of European children.

Why? Many answers are suggested. Prominent among the reasons were that our youngsters ride too much, walk too little, and spend too much time watching television rather than playing vigorous games and doing daily chores.

Royal Rangers should participate in games and other physical activities. They should have opportunities to test their physical selves (with proper direction and supervision) and thus be able to work toward improvement.

#### **VI. A LIST OF OUTPOST GAMES**

##### *American Eagle*

A good starting game—for any number of players. All of the fellows collect at one end of the room except one. He is designated the "Eagle." He shouts "American Eagle" and the whole gang heads for the opposite end of the room, aiming to touch the wall on the opposite side before the "Eagle" can catch them. His objective is to catch a player and lift him off the floor long enough to say, "American Eagle, one, two three." If he succeeds that player becomes an eagle, but if the latter can keep any part of his body on the floor, he is safe. Each one who is caught stays in the middle of the room and helps catch the rest.

The last one to be caught is declared the winner.

With a large group in a large room this game sometimes tends to drag on too long. It can be speeded up in two ways: (1) by starting with three or more "Eagles" or (2) by declaring the last three (or more) to be winners instead of continuing until only one is left.

*Win the Field*

The field in this case can be a regular gym mat or a space marked on the floor with a piece of chalk, approximately 10 feet by 8 feet. The two teams line up opposite each other and each about ten feet from the nearest edge of the field. At a given signal each team rushes to the field and attempts to get the greatest number of men on to the field and keep them there. Players may push and shove and dodge and pull as much as is necessary, but must not grasp clothing. Take a point away from any team whose player pulls clothing. At the end of a minute, blow a whistle. As soon as the whistle is blown each player must freeze in his position. The team having the most boys completely on the mat or inside the marked field wins the joust. This type of game is good for squad competition.

*Horse 'n Rider* ("Cavalry" as a team game)

This combative game may be played with two opposing units or as many as the space in which it is being played will allow. It takes two boys to make a unit—a horse 'n rider. The rider holds himself on the back of the horse in regular "piggyback" style. The riders are the fighters from the back of their horses. The object of the game is to either unseat the rider or make the unit fall. A rider is considered unseated if he touches the ground in any way.

The version "Cavalry" combines the strenuous exercise with the strategy of a well-planned attack on opposing teams.

*Steal the Bacon*

This two-line game is played by teams with an equal number of players. Each team is numbered consecutively. The goal lines are drawn about 30 feet apart be-

hind which each team must stand. Select any object to serve as the "bacon" and place the "bacon" midway between the two goal lines. When the leader shouts a number, the players from each side having that number race from their goal line to the "bacon." Each of the players tries to out-maneuver the others in order to secure the "bacon" and carry it over his own goal line before being tagged by his opponent. Score: two points for crossing the line with the "bacon"; one point for tagging the man before he can cross. As a variation, more than one man may be called from each team.

#### *Poison*

An action game for any number of players. A chair or similar object is set in the middle of the game area. All players join hands in a large circle around it. The object of the game is to pull other players toward the chair—which is "poison"—while avoiding the chair oneself. Any player touching the "poison" must drop out of the game. When there is a large group either have several circles going at once with the last few in each competing in one circle, or place several chairs in the center several feet apart. The last one to remain in the game is the winner.

*Wet or Dry* (also known as Crows and Cranes; Black and White, etc.)

Two teams, equal numerically, face each other while standing on lines which would divide the playing area into thirds. One team is "dry" and the opposing team, "wet." At the leader's call of "wet" or "dry" the team designated attempts to run to the wall behind them and avoid being tagged by the players of the other team. Those tagged before reaching their goal are out. Any player stepping over the line is out. The game

may be varied by telling a fiction story in which the words "wet" and "dry" occur.

*King of the Square*

Designate a playing area about ten feet square. Divide the players into two groups and place one group in the square. The other group tries to pull the group that is in the square, out of it. The fellow who remains in the square until the last, is the king. There may be a time limit on each team to see which group can stay in the square the longest.

*Air-ground Rescue*

Divide the players into teams of two boys each, blindfolding one member of each team. The blindfolded member is the "ground" element and the seeing member is the "air" element. The "ground" member is sent in search of a "lost" object by means of the directions "right" or "left" given by the "air" member. No other directions or sounds are allowed. The "lost" object may be almost anything—a bucket of water, etc. At the signal "Go," all talking and noise must cease except for the two words of direction being given by the seeing member of each team. The first team to find the "lost" object wins. With a large group it may be better to work in shifts.

*Touch It!*

Divide the group evenly into two teams. Have the teams face each other about eight feet apart. Each member of the team is assigned a number. The leader stands at one end of the two lines and calls out the name of a certain object in the room. Immediately all the players try to find the object, touch it with the left hand, and then return to their original position in line. As soon as the team is re-formed the players number off. The first team lined up and having had

each player call out his number (from "one" to the last number assigned) wins the point. There is hardly a limit to the objects which can be used by the leader—floor, chair, book, pencil, shoe, tie, etc. When the leader calls "hot stuff," the teams stay in line and immediately begin counting off by their numbers, and the first team completed wins the point. If the team breaks rank in any way when "hot stuff" is called, it loses a point. Set a point goal of 15.

#### *Breeches Buoy Relay*

Choose two or more teams of at least four boys each. The object is to get the whole team to the other end of the playing area by means of a "wristlock seat" carry. Number the members of each team. At the signal "Go," 1 and 2 form a "wrist-lock seat" and carry 3 to the far end of the meeting room; 1 remains and 2 and 3 return for 4; 2 remains and 3 and 4 return for 5, etc. The first complete team to reach the other end of the room by this means sits down, and they are declared winners. The race may be run in reverse so that each team ends up in the same position as at the start.

#### *Capture the Flag*

**Territory:** Divide as evenly as possible. Division and outer boundaries should be clearly explained to all players. Size should be determined by terrain, time of day, and amount of time. Usually, size should be football field or larger.

**Flags:** Each side has a flag (different colors), which is the object of the game.

**Arm Bands:** Every player wears an arm band (single band of 1-inch Gauze) tied between wrist and shoulder. Have one side use left arm, and the other, the right. These bands must not be covered with any

clothing, nor shifted from one arm to the other.

Game: When all bands have been given out, each team takes its flag and places it somewhere in its own territory. It must be on a movable pole at least 8 feet high and perpendicular to the ground. After ten minutes, a whistle or bugle blows and the game starts. The first team to bring the opponents' flag to the game leader wins the game. A man may play only when he has an arm band on. When it is torn off, he must go back to the leader and obtain a new band.

Special Rules:

1. In fighting, there must be no dirty play (e.g. slugging, kicking).
2. The flag may be moved during the game, but under the same regulations.
3. No one may use an arm band taken from another man. He must get a new one.
4. To announce the game conclusion, blow loud blasts on whistle or bugle.
5. No one is allowed in or under any building or shelter, nor in any tree.
6. Anyone trespassing on outer boundaries must forfeit his arm band.

*Hidden Men*

Divide into two or more groups (three or four is best). Each group picks a man to hide. They may communicate with him in any way before he leaves, so that they know where he will be. At signal the "hidden men" may hide within specified boundaries. All other players must remain in a group for five minutes. At the next signal, the search for all opposing "hidden men" begins. When found, each must return to home base without struggle. The last man to be brought back is the winner.



*Pioneers and Indians*

The two sides of this game are named the Pioneers and the Indians. There are about one-fourth as many Indians as Pioneers. This game needs to have the bounds carefully defined beforehand. Each man has his "life" represented by a piece of gauze tied around his arm. This must be in plain view. The Indians are given a five- to ten-minute head start on the Pioneers. Every minute they must blow a blast on the bugle or whistle they have with them, or they must ring the bell they have with them; these noise makers must be in the same group as the baton. The object is for the Pioneers to try to get the baton (some object such as a stick, agreed upon by both sides before the game) and bring it back to home base. The baton counts as many points as there are men on the Pioneer's side. Scoring is one point for each life (gauze bandage) and baton points. Once a man is dead (has his gauze torn off) he cannot communicate any information or enter in any way into the game.

This game needs at least one hour to two hours to be played successfully.

If it is decided not to allow men "killed" to get back into the game, it is wise to plan some activity for them at home base. It is sometimes best to permit them to get new "lives" after serving ten minutes of duty in the home base "prison."

*Kick the Can*

The player selected as "It" places the can on a base position, and stands over the can, eyes closed, while he counts 100 by 5's. The players hide and may hide close to base. Then "It" goes looking for them. If "It" sees a player in hiding, he calls the player's name and that player is caught and returns to base.

"It" continues to look for the other hiding players, but he also keeps a close watch on the can on base position, because if any player sneaks from his hiding place and gives the can a good hard kick, the hiding players may change hiding positions and the players already caught by "It" may again hide. When the can is off base all players are safe and remain so until "It" has replaced the can on base; then "It" goes seeking the hiding players again. After all players have been caught, the player who was caught first becomes "It" for the next game.

#### *Masterpieces*

Give each fellow a piece of paper and a pencil. Then announce that we are going to test out our ability at creative art. Turn out all the lights. Then have all the fellows try to draw a picture of the church (or the school, a house, or some specific building). Prompt them along the way as to what to include, such as windows, doors, and steeple. Put in a couple of specials (e.g. draw a man opening the front door; draw a Christian wreath in the window; put a bell in the steeple). When they have all finished, turn on the lights and have the fellows pass around their "masterpieces." Judge the best, and award a simple prize appropriate to the situation (watercolors, paint brush, etc.).

#### *Cross Sticks*

This is a deceptive little game, but one which is very interesting to fellows. Everyone is seated in a circle. You as the leader take two sticks or pencils and explain to the fellows that you are going to "receive" and "pass" the sticks properly, and that they must watch carefully, and then try to do it right, when their turn comes up. If they do it properly they re-

main seated, but if they do it wrong, they must stand up. Those who make mistakes will have two more chances, and if they miss then they are "out" and must sit on the floor.

The leader starts out, "I take these sticks 'crossed' (or 'uncrossed') and pass them to you 'crossed' (or 'uncrossed')," speaking to the player on his right. That player then turns to the next person and says, "I received these sticks . . . , and I pass them to you. . . ." The trick is that it makes no difference if the sticks are crossed or not; it is whether or not the speaker's legs or feet are crossed. At first it is best to make both the legs and sticks correspond, in order to confuse the fellows more. Little by little a few will catch on. Make sure these keep the secret to themselves. Of course it is helpful to have one or two who also know the trick so that the fellows see it done properly once in a while. Remember—it doesn't matter whether or not the sticks are crossed. Only the legs of the speaker count.

### *Spoof*

This circle game is played by having each boy seated on a chair or sharing a bench with others. In the middle of the circle the leader places some small objects (like clothespins, spoons) called "bones"—several, too few to go around. All of the players hold their ankles or put their feet on the chairs to keep them off the floor. The object of the game is to get out to the pile of "bones" and get them when the leader (who tells a fictitious story) uses the word "spoof." Any players who do not get a "bone" are eliminated and must sit on the floor in front of their chairs. Similarly, any player whose feet touch the floor before the word "spoof" is used is out. The leader, of course, removes "bones" as the boys are eliminated. The tricky

leader will use other words in the story as "spoon," "spool," "spoke," etc., to create suspense. The winner is the player to remain in the game the longest.

*Slide Right*

All players except one are seated in a closed circle which contains one extra chair. The extra player, who is "It," takes his place in the center; he then tries to seat himself in the vacant chair that is continually being taken by the person next to it. By calling "slide right," or "slide left," the player controls the direction of the group's motion. When he calls "slide right," the person who finds that the chair on his right is vacant must slide into it before "It" can be seated in the chair. As soon as "slide left" is called, each player is responsible for the chair on his left. When "It" gets the chair, the person who should have taken the chair ahead of him must go into the center as "It."

*Catch that Flash*

The room must be completely dark. One player is given a flashlight while lights are on. All others must stay together in the center of the room with hands joined. Lights are turned off, and after five seconds the leader calls "catch that flash"; and everyone releases hands and hunts for the man with the light. He must remain in the room and must flash his light at least every ten seconds. Urge him to take chances. He must be stopped and held to be caught. The man who goes longest without being caught is the winner.

*Pull Over*

Two teams line up facing each other with a chalk line between. At the signal "Go," members of each team try to pull opponents across the line. When a player has been pulled across, he automatically becomes a member of that team and joins in pulling his

former team mates across. The game lasts until all players are on one side of the line or for a time limit (the side with most players is the winner). Players "giving in" too easily should be disqualified. Allow no pulling of clothing.

#### *Hand Wrestle*

Contestants toe opposite sides of the same line. On a signal they shake hands and each tries to pull opponent over the line. The player who first pulls opponent off balance is the winner.

#### *Ping Pong Blow (teams)*

Divide the group into two teams; place a team on each side of a table, and place a ping pong ball in the center of the table. Object of game is to blow ball in the center of table off on opponents' side. Hands must not be used in the game but must be kept out of "play." Each time ball goes off opponents' side of table, you score one point. Set point total anywhere you wish.

#### *Stalking*

A boy sits blindfolded in the middle of a circle. On a signal, another boy tries to creep in noiselessly and touch him. If he succeeds, he goes to the center. If the boy in the center hears him and points to him before he is touched, he goes back to the outside of the circle.

#### *Fish (group game or relay) :*

Equipment: paper fish about three inches long, a paper soda straw for each person. Scatter fish in small area. Object of game is to return fish to starting point by carrying them on end of straw. Fish are picked up and held by inhaling through straw.

#### *Stepping Stones*

Place small pieces of board on the floor to form a

twisting line of stepping stones; some close together, others far apart. Each boy in turn tries the course while balancing a tennis ball on a flat board.

*Indian Sock*

Fill a heavy sock with many different small household objects, such as clothespins, thimble, eraser, scissors, etc., and tie the open end. Give each boy a pencil and paper and time them as they write down the objects they feel within a minute's time. The winner is the boy with the most correctly named objects.

*Three-Legged Race*

This contest can also be run on either an individual team or a patrol basis. Preparations are made by tying one boy's right leg to another boy's left leg. At the signal "Go" they make their way to the line and back again. The first team completing the course wins.

*Whip the Pony*

One rolled up switch of brown paper about 1½ inches in diameter and 2 feet long and one back yard. The boys stand in a circle with their hands behind them. One brave chosen to be "It" takes the paper switch and walks around the outside of the circle until he places it in the hands of one of the boys. All boys must keep their eyes straight forward. The boy receiving the switch immediately begins to swat the boy on his right and chase him around the circle. The boy being chased tries to keep out of his range until he has reached his original place in the circle. The chaser then walks around the circle and drops the switch into the hand of a boy, who then begins to chase the person on his right, etc. As soon as the switch is dropped into a boy's hand, the boy who dropped it merely takes his place in the circle.

**VII. COLLECTIONS**

Boys like to make collections of such things as stamps, minerals, miniatures, matchbook covers, insects, bird feathers, old birds' nests, leaves, ferns, flowers, shells, coins, emblems, autographs, and soda caps. If individual boys are making collections they may want to talk about them with the Commander or bring exhibits to the meetings. Any boy who has a collection should be given an opportunity to show it and tell the others something about it.

From time to time some adult with a special hobby interest should be invited to the meeting to share his project with the boys. For instance, someone who collects Indian relics might be asked to talk about customs and traditions among the Indians.

**VIII. HOBBIES AND CRAFTS**

Hobbies are those interests to which a boy may turn during his spare time. These may provide many worthwhile experiences as a boy works at one hobby, drops it, picks up another, and so on. The leader should try to tie these interests into patrol activities.

Hobbies may help boys find a vocational interest. They cover a wide range, such as playing a musical instrument, camping, collecting magic tricks, painting, or making shell jewelry.

Boys enjoy doing things just for fun. Some who cannot seem to settle down to any one hobby or craft may find themselves fascinated by the mess and beauty of finger painting. These youngsters may also get satisfaction from molding, kneading, thumping, and finally forming a simple shape out of an ordinary lump of clay.

Many of the hobbies of boys will consist of making things with their hands. These handwork or craft

projects may be started in the outpost meeting as part of the regular program. They may be completed at home.

Decide with the boys what is to be made. Keep in mind these questions:

1. Is the project simple enough for the boys?
2. Can it be completed in a reasonably short time?
3. Are the places and tools available for the project?

Some sports stores carry a wide variety of craft projects. Craft materials bought in large quantities can usually be obtained at a discount. Craft materials are often available for the asking from local industries. For example, scrap leather may be secured from a shoe factory or clay from a terra-cotta plant. Boys will enjoy going with the leader when he secures the craft materials.

#### **IX. TEACHING CRAFTS**

First, show the boys a sample of the completed craft project or at least a good picture of the item. Then demonstrate the steps in making the article. Do this in such a way that the boys will grasp the general idea of how to go about making the project rather than painfully copying every detail of the sample. Get them into the "doing" of the project as soon as possible.

Break up the steps in making the project into logical order for the boys to follow. For example, in making baskets, have the boys put reeds in water to soak; prepare the holes in the base of the basket; cut the upright reeds to the desired length; demonstrate the insertion of the upright reeds; have the boys insert their reeds; and so on.

Once the project is under way the members may be encouraged to take it home and get their dads to help finish it. Even dad-and-son projects may be car-



ried on by using the "coach-and-pupil" method, utilizing the boys who demonstrate skill in the project at hand. Perfection is not the goal of the craft activity. The important part is the participation of the Royal Rangers. Let the boys handle objects when possible, but discuss with them the responsibility the group has for returning things in good condition.

Remember! Help boys to feel needed and important. Give them responsibilities. Appreciate their contributions.

#### **X. TRIPS**

A trip is a good way to teach Christian service to boys. It gives them a picture of what is going on and helps them feel the desire to do something about the work of their church and denomination.

Plan in detail your trip with the boys, giving the Royal Rangers a preview of what they will see and how this is related to the work of the outpost.

Choose a place to visit well in advance. Go there yourself, if possible, and note the location of the exhibit, hospital, mission, church, school, or object of your visit. Locate drinking water, toilets, and refreshment places.

Make arrangements with the person in charge. Tell him the approximate time of arrival and departure. Be sure to arrange all transportation details, making sure that all health and safety standards are met.

Make the most of your trip. Have each boy make notes of what he learns and the items of interest he sees. Urge boys to take their cameras and make a picture record of the trip. Encourage the members to make a scrapbook about their trip or to bring items of interest to a meeting for an outpost scrapbook.

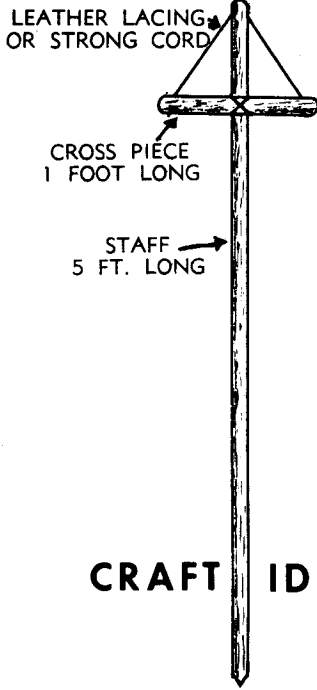
Newspaper clippings, photographs, and souvenirs

make good scrapbook materials. Be sure to evaluate the trip at a meeting, bringing out good and bad points. Allow the boys to give their opinions and conclusions about what they saw.

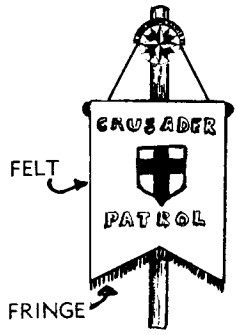
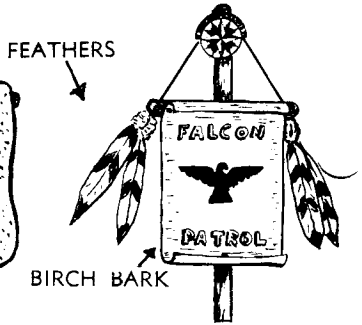
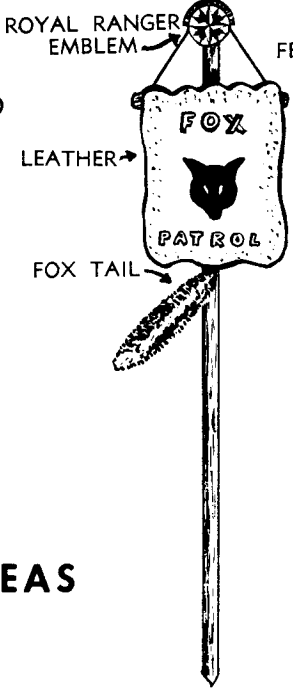
“A PLEA”

Folks say we do a lot of things  
We hadn't oughta had,  
But we never mean a bit of harm  
Nor do them to be bad.  
But when a chance just comes along  
With fun a-peekin' through,  
We take it mostly just because  
We've nothing else to do.  
Boys are an awful problem,  
All the grown people say;  
But, honest, all we really want  
Is just a chance to play.  
And all us boys from country towns  
And from the cities, too.  
Would quit what you call mischief  
If you showed us what to do.

—*Selected*



**CRAFT IDEAS**



**MAKE A STANDARD**

A good craft project is making patrol standards (flags) for each patrol. These are very easy to make and are very inexpensive. Equipment needed is a stick or staff of any type wood 5 feet long, a cross piece of the same type wood about 1 foot long, and a piece of board, leather, cloth, or birch bark, 10 x 14 inches in size for making the standard. The standard should contain the name of the patrol and a design depicting the name of the patrol (see illustration). The standard is secured to the cross piece and to the staff with nails or tacks. (See illustration.) Other decorations and frills may be added if desired.

The leader can create additional excitement by having a contest and giving a prize to the patrol with the best standard.

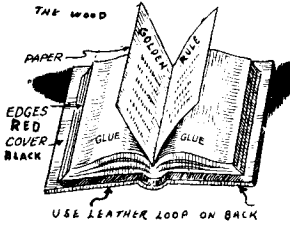
These standards may be used at campsites to identify patrols, in the patrol corners of the outpost meeting room, and as banners during parades or hikes.

## BOLO SLIDES

Bolo ties may be worn as a part of the uniform instead of the dress tie during hot weather or on camp-outs. They should be worn loosely with the shirt collar open. Bolo ties are available from the Gospel Publishing House. However, the outpost may make their own bolo ties as a craft project, use small nylon rope or leather boot strings. We suggest that each patrol make a different type bolo slide. This will help identify their patrol. There are almost unlimited possibilities for bolo slides designs. These illustrated are only a few examples.

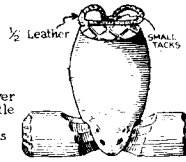
### GOLDEN RULE SLIDE

CUT OUT BIBLE FROM BLOCK OF WHITE PINE. NEXT CUT A PIECE OF PAPER TO FIT OVER FRONT. LETTER WITH PEN AND INK. WHEN INK IS DRY, GLUE PAPER ONTO THE WORD

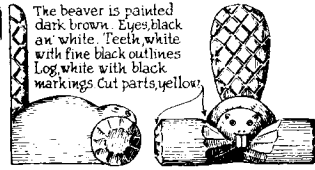


### BUSY BEAVER SLIDE

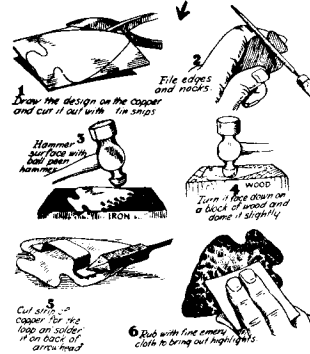
This busy little beaver is quite easy to whittle if you go at it right. Get your dimensions from these 3 drawings.



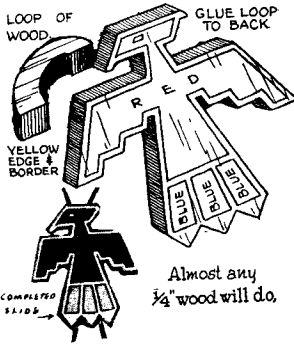
The beaver is painted dark brown. Eyes black and white. Teeth white with fine black outlines. Log, white with black markings. Cut parts, yellow.



### COPPER ARROWHEAD



### THUNDERBIRD SLIDE



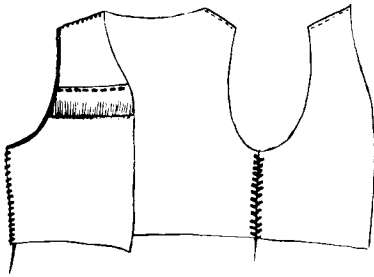
Almost any 1/4" wood will do.

## AWARD VEST

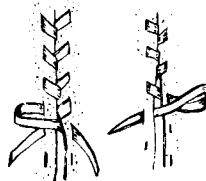
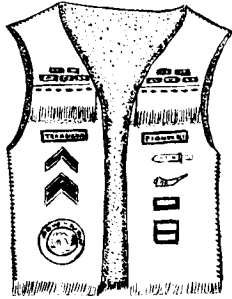
An award vest is an ideal way for Royal Rangers to display a record of their achievements, ratings, Pow-Wows, and camporees. They may display advancement pins, chevrons, advanced awards, and guide bars which they have previously received in any age division. Camporee and Pow-Wow patches can also be displayed in this way.

These vests may be worn during any Royal Ranger activity, except formal occasions, such as banquets and church services.

Make the vest from buckskin, suede cloth, or felt and lace it with leather or plastic lacing. Punch holes for lacing with a sharp leather chisel or make a chisel from a nail with a file. Use an old vest as a pattern or secure a vest pattern from a store. This would make a good outpost craft project.

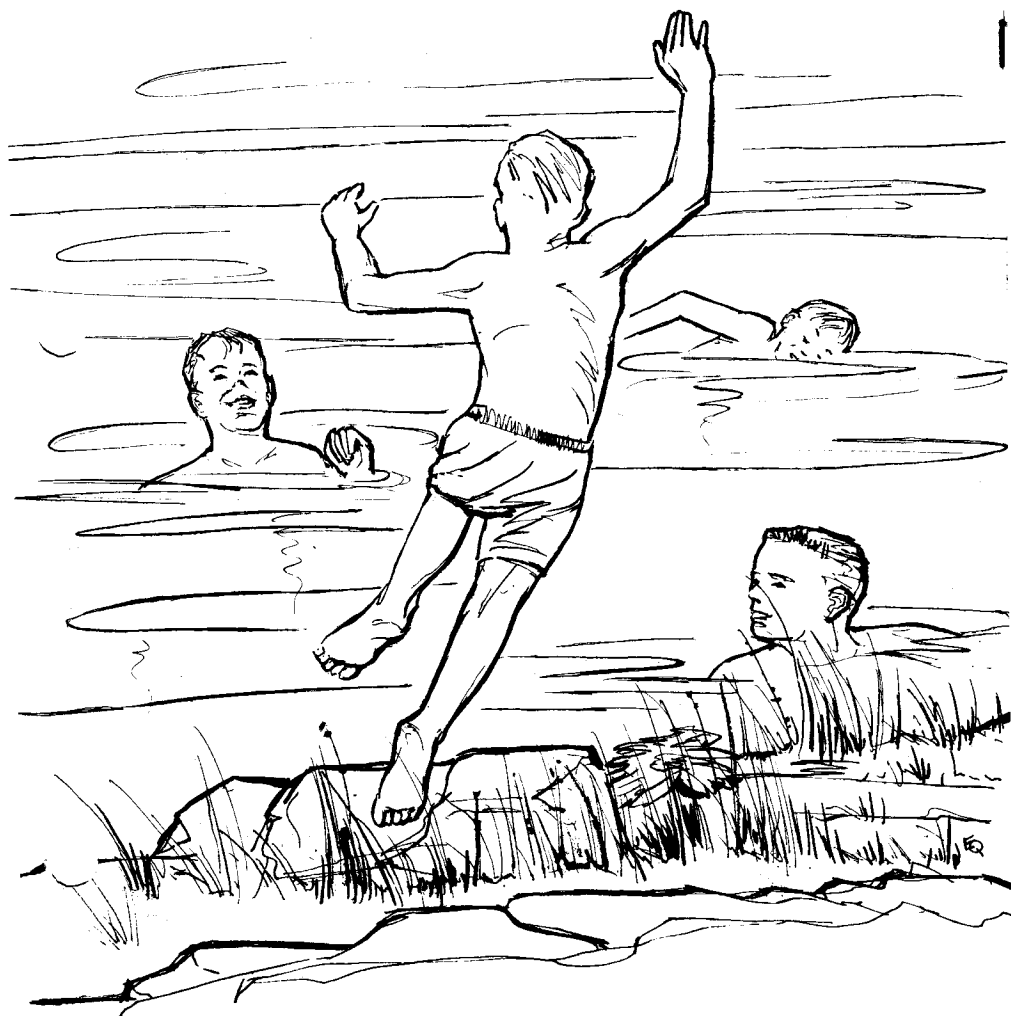


CHISEL MADE  
FROM NAIL



USE DOUBLE  
OR SINGLE LACING

CHAPTER VIII  
**HEALTH AND SAFETY**



## HEALTH AND SAFETY

*Originate . . . initiate*—not just cooperate. That's the job of the Royal Ranger leader. Instead of simply helping out with activities originated by other organizations, the leader should originate and carry out his own program projects. The Commander has the responsibility for planning, promoting, and carrying out events directly related to health and safety.

Staging events, of course, is not the only job you have. Actually your work is divided into three parts: *activities*, *protection*, and *preparedness*. Your job is to conduct activities that teach health and safety to boys. It maintains standards of protection during Royal Rangers activities and prepares for emergencies.

### ACTIVITIES

The Royal Ranger leader is responsible for planning, promoting, and conducting the following activities and projects:

Events where health and safety training is the primary purpose—swimming meets, lost person rescues, first-aid contests (featuring emergency skills).

Health and safety instruction opportunities for units in year-round program—swimming, lifesaving, first aid, boat and canoe handling, fire prevention and protection, public health, sanitation.

Health and safety demonstrations—traffic safety (bicycle, pedestrian, driving), fire prevention, ice res-

cue and winter safety, the buddy system for safe swimming, home safety, emergency preparedness (individual and family), water safety and rescue.

In addition to planning, promoting, and conducting these activities, the leader should, through training and direct assistance, help boys carry out an activities program that builds physical fitness. Such a program should create interest in healthful outdoor activities and hobbies that will carry over into boys' adult lives. Interest can be created through fishing instruction, archery tournaments, swimming and boating contests, etc. Also, unit leaders should plan programs that include frequent hikes, cross-country running games, rugged camping experiences (back-packing it—not traveling by car). The commander should offer assistance for these activities, such as arranging for a doctor or coach to speak on physical fitness. This physical fitness emphasis can be followed up with group participation.

#### **PROTECTION**

Protection is an important and essential part of the Royal Ranger program. It needs our strictest attention if we are to maintain the confidence of parents. Protection is part of your job as a Royal Ranger leader. The Commander has the following protection responsibilities:

Inspection of the places where ranger activities happen (meeting places and camp sites) and of the carriers used to transport the boys (motor vehicles and boats).

Investigations of every accident or illness that occurs in connection with a Ranger activity; recommendations that may help prevent recurrence of the accident.



**PREPAREDNESS**

Emergency preparedness can be divided into two parts: preparation of the individual, and family preparedness. Emergency preparation is not something separate from the regular Ranger program. Preparation of the individual for an emergency, wherever he may be when it happens, and of his family should be given special emphasis in all units. (Adult members, too, should be included in this preparedness program.)

Promote the teaching of activities that prepare individuals for emergencies (basic skills, survival skills, rugged hiking and camping, for example).

Plan and conduct an annual project that makes family preparedness a live issue in unit programs.

Arrange for Royal Rangers to specialize in some field of emergency service such as light-duty rescue and first aid.

Develop a disaster service plan.

Any plan should be co-ordinated with community leaders responsible for disaster preparedness—civil defense; police, fire, and health authorities; the Red Cross and similar agencies.

**PROJECTS****SAFE UNIT SWIMMING ACTIVITIES**

The public has stressed and pushed the training of boys in safe swimming procedures for many years, yet we still have water accidents. Boys still lose their lives by drowning. With rare exceptions, these tragedies happen on unit-conducted hikes and camps. Better safety practices could prevent many of them. Teaching leaders and boys how to use the old tried and proved

“Eight Defense” plan will help prevent similar accidents in the future. Here’s a project for your health and safety activities. The goal: Safe swimming in every unit. The plan of Action:

Using the reprint *The Eight Defense Plan*, the commander reviews the eight defenses under the leadership of a water-safety expert.

#### THE EIGHT DEFENSES

1. Medical exam—to indicate when activities should be limited and when there are defects that may be remedied. Those physically unfit to swim must be kept out of the water.
2. Adult supervisor with water-safety training or assistants who are qualified. There must always be a responsible leader in charge.
3. A safe place where bottom and depths are known. Areas for swimming divided for ability groups.
4. Lifeguards on duty. Lightweight ready line should be used—chain knot or pineapple method.
5. Lookout up high to watch entire swimming area.
6. Swimmers classified according to swimming ability—each group swims in prescribed area.
7. Buddy plan with check-in and check-out system.
8. Intelligent discipline—rules that boys understand and that they have a part in making and enforcing will be more readily obeyed.

For further information concerning swimming safety see pages 135-140.

#### FIRST-AID CONTESTS

Plan: Practical first-aid training for all Royal Rangers by providing instruction and competition in every unit. The plan of action:

Prepare the program and all special arrangements

for contest; train judges and observers; promote participation and parent interest.

#### FAMILY "BE READY" PLAN

The importance of the family unit in emergency situations has long been recognized. When fire, flood, tornado, or any disaster hits a community, family groups are the ones most seriously affected. It is with and through the family group that the most important relief and rehabilitation processes have to begin. Any disaster that affects one of them while at home or away affects the entire family. "Be Ready" plan: the objective—have every Royal Ranger's home really prepared for *any* emergency. The plan of action:

#### AN ADEQUATE FAMILY FIRST-AID KIT

The home first-aid kit can be assembled by the family. Most families have the things they need. The first job in making the home kit is to build, buy, or otherwise acquire a suitable box to hold the first-aid materials. (1) It should be large enough to hold everything, in such a way that all contents are readily visible and any one item may be taken out without unpacking the whole kit. (2) It should be sturdy and lightweight. (3) It should have a list of contents readily available for checking to keep the kit filled. (4) It should be kept in a central location. (5) There should be one person responsible for the kit and for keeping it filled. (6) Several people should be trained to use it. A good family home first-aid kit includes:

- |                                          |                                      |
|------------------------------------------|--------------------------------------|
| 2 Bars of soap                           | 24 Assorted finger dressings         |
| 2 Two-inch roller bandage                | 1 Tube of burn ointment              |
| 2 One-inch roller bandage                | 1 Thermometer                        |
| 1 One-inch adhesive                      | 1 Scissors                           |
| 12 3" x 3" Sterile pads                  | 1 Tweezers                           |
| 1 Triangular bandage                     | 1 Set of wire, or thin board splints |
| 1 Small Flashlight (and extra batteries) |                                      |

Package or bottle of:

- 1 Absorbent cotton
- 1 Antiseptic
- 1 Water purification tablets
- Safety Pins
- Needles
- 1 Sterile mineral oil for eyes (in dropper bottle)
- 1 Aromatic spirits of ammonia
- 1 Calamine lotion

#### A HOME FIRE PLAN

Fire may occur in any home any time. The time to prepare for it is before it strikes. Here are steps which should be taken by every family.

1. *Plan your escape.* Get the family together and work out a definite plan. Have an escape plan for every room. Get your plan down on paper.
2. *Keep doors closed.* Keep basement and bedroom doors closed at night. This will retard the spread of fires.
3. *Keep a flashlight handy*—and in the same place each night. Check the light frequently to be sure it works.
4. *If you smell smoke*—see if the door is hot. Don't rush and throw it open.
5. *Warn others* if your door is hot. Pound on it and yell to awaken others.
6. *Get to a window*—open the window. If the drop can be made safely, get to the ground. Call the fire department.
7. *If the door is not hot*—open it cautiously and wake up the family.
8. *If the smoke is thick*—get down low. If possible, cover your nose and mouth with a wet cloth.
9. *In going up or down stairs*—keep close to the wall. Stairs are strongest there.
10. *Put out clothing fires.* If your own clothes are on

fire put a hand over your mouth and nose and keep from inhaling flames. Lie down, roll over and over to beat out and smother the flames.

To put out fire on another person's clothes hold a blanket or coat in front of yourself, throw it around the subject, drag him to the floor and roll him over.

#### EMERGENCY PLAN FOR TORNADOES

A government booklet entitled *Tornadoes* may be obtained from your local weather bureau, or may be ordered from Superintendent of Documents, Government Printing Office, Washington 25, D. C. (price 5c).

#### EMERGENCY PLAN FOR ATOMIC ATTACK

A government booklet entitled *Fall-out Protection* may be obtained from your local civil defence, free of charge.

#### OUTPOST FIRST-AID EQUIPMENT

Every group should have adequate First-Aid Supplies and Equipment. Using the Guide given for a family First-Aid Kit on pages 132 and 133, prepare or purchase an outpost First-Aid Kit and other equipment such as splints, stretchers, etc.

## SWIMMING SAFETY

Acquaint yourself with the causes and preventions of water accidents, learn to swim correctly and learn safe rescue measures equal to your swimming ability.

### SAFETY RULES

Never swim alone. Swim with a buddy. It is more fun that way and safer, too.

Be sure a lifeguard, swimming instructor, or good swimmer is watching.

Never swim in impure water. Sometimes the "old swimming hole," though inviting, is not the healthiest place to swim. Beware of old quarries where the water is not free-flowing and of streams that have grown quiet in the month of August.

Be cautious of strong currents, sudden step-offs, sharp rocks, glass, and old tin cans.

Should you become entangled in grass while swimming or diving, ease out of it gently, being careful not to thrash or you will become more firmly entangled.

Know your limitations and do not overestimate your ability, especially during the first plunge of the season. Cooler temperatures at the beginning of the season will bring about a quick loss of body heat and energy causing exhaustion. Distance over the water is also farther than it appears.

Always adjust your body to the water temperature gradually. A sudden change can cause shock. Splash the water over your arms, neck, face, etc., before submerging your whole body.

Know when to get out. Danger signs are shivering,

blue tinge to lips, exhaustion, a feeling of discomfort. Obey these warnings.

Wait at least an hour to an hour and a half after eating before going in the water, and do not go in after drinking large quantities of liquids. Any physical education director will state that strenuous exercise and the process of digestion just do not go together. The process of food changing to gases and the combined pressure of the water on the stomach can cause severe stomach cramps and can prove fatal to the swimmer. Dry off after getting out.

A few stretching exercises before entering the water will help to eliminate cramps in the arms, legs, or feet. Should you get a cramp in deep water, get a deep breath of air, bend over, grasp the cramped area, and firmly massage the cramp out with your fingers or between your hands. If it is located in the lower leg, it sometimes helps to massage the foot.

If you cannot swim, do not go in deep water supported by an inner tube, water wings, or swim board.

Beware of sunburn. The best hours for swimming are those when the possibility of sunburn is greatest.

Do not be rough or careless in play around the water. Obey the rules in a swimming area. They are made for your safety.

Should you be tossed out of a boat, get your heavy clothing off as soon as possible. Remove your shoes first by getting a deep breath and bending over in a turtle float. (Strings may be tied together and shoes placed around your neck.) Trousers should be removed next, and last of all your shirt.

Learn to swim correctly and to breath properly. Incorrect breathing can contribute to sinus and ear infections.

## ELEMENTARY LIFESAVING

Drownings are connected with many water sports—boating, fishing, water-skiing, and swimming. Non-swimmers may step into a hole or be caught in a current. Even fairly good swimmers drown because of stomach cramps, diving accidents, heart failure, fainting, and exhaustion in overestimating their ability.

Even if you can't swim or if you are just a fair swimmer, there are ways you can rescue a drowning person. Some difficulties occur within reaching distance from a dock or pool edge. Lie flat and extend either your arm or leg to the victim. Be sure to get a good grip, but don't overbalance. Always grasp your victim by the back of his wrist, strap of suit, collar, chin, or hair. Never allow the victim to grab you.

If the person should step into a hole just off the beach, you may wade out and extend your arm, being careful to brace your body and lean in the opposite direction toward the shore. Grasp your victim and pull slowly to shore. Exercise caution to avoid being pulled into the stream. If a plank, pole, towel, or shirt is available, by all means extend it to the victim.

Victims may also be reached by throwing some object such as a hand line, ring buoy, or inner tube.

If you are a fair swimmer and the drowning person is farther from shore, you may push a plank, pole, oar, swim board, inner tube, etc., in front of you as you swim out to the victim. Let him get a firm hold of the object and tow him to safety. Do not let the victim grab you.

If a boat is available and you know how to handle one, it is best to take someone with you, so that one can keep a constant eye on the victim while the other handles the boat.

After you have exhausted all other possibilities, the



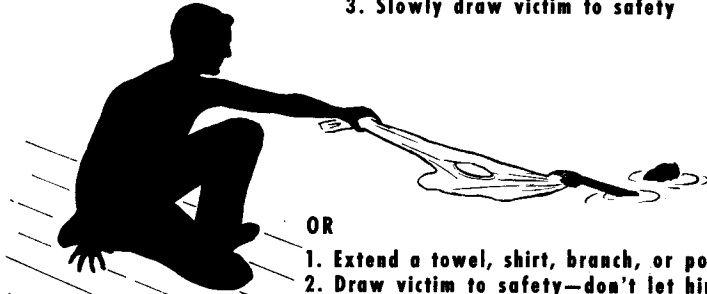
# YOU CAN HELP

even if you can't swim



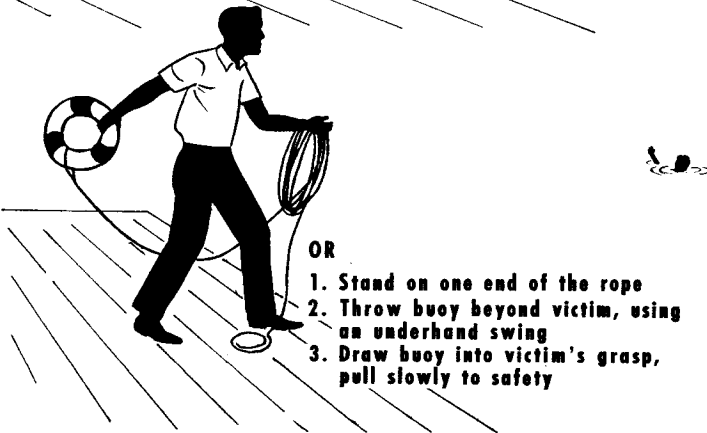
When a bather is in trouble near a dock, float, or side of pool

1. Extend upper part of body over water
2. Grasp wrist of victim
3. Slowly draw victim to safety



OR

1. Extend a towel, shirt, branch, or pole to victim
2. Draw victim to safety—don't let him pull YOU in



OR

1. Stand on one end of the rope
2. Throw buoy beyond victim, using an underhand swing
3. Draw buoy into victim's grasp, pull slowly to safety

swimming rescue may be used. A swimming rescue, where the lifesaver will come in actual bodily contact with the struggling, drowning person, should be used only if you are skilled in the various technical defense and release methods peculiar to good lifesaving. Never allow a strong desire to be heroic overcome good judgment.

Remember, a drowning victim is struggling for his very life. He is usually in an upright position with his arms thrashing madly and his head up and back. If he can grab your arm, he will climb to the highest point in order to maintain his head above water. This will force your head under the water. Should a lifesaver become gripped in a headlock, submerge your victim and chances are he will let go. This is where knowledge of technical lifesaving is needed so that you will know how to defend yourself, how to break any hold, and how to put the victim under control and tow him to safety.

For distances, even an experienced lifeguard should use a boat, if available. Much energy is expended in swimming to the victim, and the rescuer will have to sacrifice the use of one or both arms in towing the victim to safety.

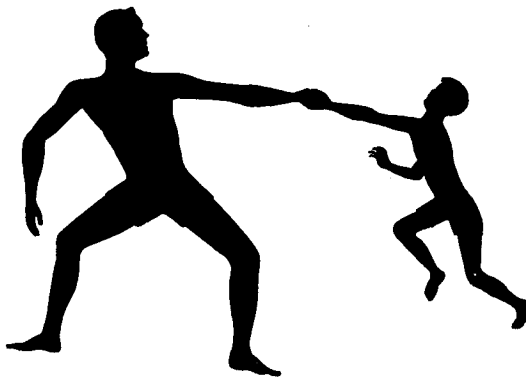
If the victim is semiconscious or unconscious he may be towed to safety by the hair or strap of suit. Keep your arm rigid to eliminate thrashing around.

1. Act quickly and intelligently.
2. Use safest method.
3. Cover victim with blankets under and above to eliminate shock. Apply artificial respiration. Send for a doctor, if necessary.
4. As you gain more swimming ability, couple it with further lifesaving knowledge.

An important motto to remember before making a rescue is: Should I "reach, throw, boat, or go"?

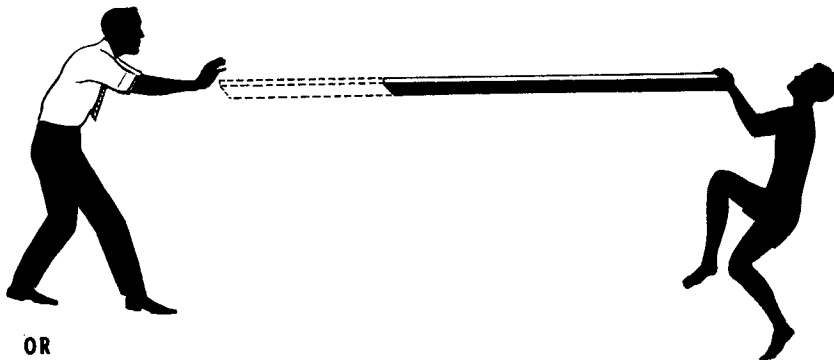
For further information, enroll in a Red Cross life-saving and water safety course.

# YOU CAN HELP even if you can't swim



If a bather steps into deep water off shore

1. Wade to chest depth
2. Incline body toward shore
3. Grasp back of wrist
4. Backing slowly, draw victim to safety



OR

1. Shove board, plank, or similar floating object into victim's grasp
2. Get help to bring victim to safety

# CHAPTER IX DEVOTIONS



## DEVOTIONS

### BUILDING OUTPOST UNITY

(For the opening night or early in the outpost experience)

*The Commander's Purpose:* To establish a unity in which each boy feels he is wanted and in which each can count upon the support of the others.

*Equipment Needed:* A green stick, a piece of string, and a pencil. The stick should be about  $\frac{1}{2}$  inch in diameter, able to be bent and tied in a circle. Places should be blazed on the stick so that each boy can sign his name. These should be cut so they are on the inside of the circle when the ends are tied together. A nail should be driven into the wall where the completed symbol can be hung.

*Commander:* Each meeting, we will want to take a few minutes to share a big idea and discuss our little worries with each other, and often to thank God for all our wonderful opportunities. You see, this outpost is going to be a happy family. We will be interested in everything each one is doing and we will want to help each other in every way we can.

Two brothers were traveling from Philadelphia to Minneapolis. Their uncle was going to meet them at the station in Minneapolis and take them to spend the summer with him on his farm. The mother had asked the older boy of 12 to be sure to take care of his younger brother who was only 8. She pinned their

names and their destination on their coats so they would not get lost. Due to a train wreck between Chicago and Minneapolis, the boys were forced to lay over in Chicago for an extra day. Both their lunch and their extra money ran out. The Traveler's Aid discovered their predicament and bought each of the boys a sandwich and a glass of milk. The younger boy went after his sandwich as only a hungry boy can, but his older brother didn't take a bite. When he was asked why he wasn't eating, he replied, "I'm waiting to see if my brother wants any more. You see, I'm taking care of him."

That's the way a family really should be. Each member tries to help the other—to share their strengths with one another.

I'm sure each of us will feel better knowing that he can count on all the others to stand by him. I know I will. Starting tonight, right now—we want to pledge our support to one another as an outpost.

*Discussion:* Let's talk it over just a bit. Each of you think for a minute. What makes a family happy? (After you have their answers, commend them.) These were real good—now, one more question. In a strong family, and that's the kind we want, the members stand by or stand up for each other. What does that mean—as you see it? Think of your answer and then we will hear your answers as we did before. (Commend them again.)

*Ceremony:* Who can tell me what the early pioneers did with their wagons to protect each other when they camped at the end of the day? (Ask further questions until someone answers that they drew their wagons into a circle for protection).

Hold up the stick previously selected and prepared

as explained under "Equipment" and bend it into a circle.

It was like this, wasn't it? On this stick there are eight (use right number) shaved places—one for each of us to write his name. This represents our outpost family. We want each fellow to write his first name or nickname, whatever he wants to be called, on this stick. (Have them do it—and read the names aloud.) Now we want to tie the ends together. (Do it—with the boy's help—then hold it up.)

This is our outpost circle. Each name is on the inside of the circle—protected from the outside. No one is at the top or bottom—all of us are the same—just as the pioneers drew their circle of wagons, knowing that they could rely on each other, so we draw this symbol of our outpost circle—pledging our support to each other.

Now, we will hang this circle on our wall.

*Scripture:* Tonight we are building our outpost family. Jesus said that those who followed His teachings would be strong. He used these words: "Whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock: And the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not: for it was founded upon a rock." Matthew 7:24-25.

*Closing:* Now, as we say our prayer tonight, let's stand in a circle, each taking firm hold on our outpost symbol, in pledge to God and each other.

*Prayer:* Dear Jesus, tonight as we ask you to bless our families at home, we also ask you to bless our outpost. In our times together, may we live as Jesus taught so that we may be strong and happy as we work and play together.

**WORKING TOGETHER**

*(Early in the Beginning of the Outpost)*

*The Commander's Purpose:* To establish acquaintance among his members and support for each other.

*Commander:* Well, fellows, we are started in our outpost organization. Now, we want to spend our times together having fun and adventure and building friendship.

How much fun we have as an outpost depends pretty much on us. None of us can have his best time by himself. We need each other. We need friends. I want to be your friend. All of us want to be one another's friend. Don't we? (Wait for an answer.)

As we come together at outpost meetings like this, we will discover that we are not alike. Sure, you are about the same age, we are all expecting to have a wonderful time, and we are all going to be friends. But we are all different, too. We are of different heights, different weights, and we look different.

Each of us is a different person, and this difference is what will make our working together more interesting.

The Sioux Indians used to have a custom that was interesting. When a member of the tribe planned a trip that would take him among other tribes, he would attend a council fire with the chief and elders of the tribe the night before his departure. They were aware that his journey would either make enemies or friends for their tribe. At the council fire, the brave or chief would tell about his trip and his plans. The older members of the tribe would listen and then give him advice. Just before the blaze of the council fire died away, the Indian taking the trip would lift his hand toward the sky and say, "Great Spirit, help me never



to judge another until I have walked two weeks in his moccasins." All the council would answer "How," which meant they approved in prayer.

So here, as we work together, we are going to try to understand each other. We will try to see things as the other fellows see them. It is not necessary that we always agree, but it is necessary that every fellow feel that he has a right to explain his point of view and that he is respected as a person.

*Ceremony:* Now, fellows, you know how a team stacks their hands one on top of another just before the start of an important game. Would each of you be willing to join your right hand with the rest of us? Let's have our team huddle now. (Commander's right hand on bottom—boys' right hands stacked on top.)

As we do this, let us remember that we are pledging our best to each other and to the outpost. (Hold the pose.)

*Scripture:* Remembering the Sioux Indian story, I think of what Jesus said about judging each other. He said, "Judge not, that ye be not judged. For with what judgment ye judge, ye shall be judged."

He meant that others will deal with us in very much the same way that we deal with them.

Holding our right hands together as team players, let us raise our other hand to the sky, and offer the Indian prayer together. Repeat after me.

*Prayer:* "Great Spirit, help me never to judge another until I have walked two weeks in his moccasins." Amen.

### **MAKING FRIENDS**

*The Commander's Purpose:* To make a boy aware of the way in which trust and friendship grow.

*Commander:* Tonight, boys, we want to think about making friends. All of us want to have friends, but sometimes we don't understand why some boys have friends and others do not.

Many years ago a new Hudson Bay Trading Post was set up to buy furs and trade with the Indians. The manager of the trading post was an honest man, but the Indians didn't know it, so they decided to test him. They sent in a young chief with a bundle of furs. He tossed them on the counter and held up two hands and two fingers to indicate twelve skins. The manager opened the bundle and found thirteen skins. The manager counted them one by one before the young chief's eyes, but the young chief insisted there were only twelve skins, and asked for merchandise in return for twelve skins only. The manager took out one of the best skins, wrapped up the merchandise and this one skin and gave it to the young chief. The young chief strode out of the trading post without uttering a word, but within the next few hours bundle after bundle of furs were traded to the post for sugar, coffee, salt, dried apples, and other supplies.

That night the post manager was invited to the nearby Indian encampment. He was seated beside the chief and treated handsomely. The chief told him that the Indians had often been cheated by white men, and that they had devised this test to see if he was honest. Had he accepted the extra skin brought in by the young chief that morning all their trade would have been taken elsewhere.

*Discussion:* Do you think our actions influence the way people behave toward us, just as the manager's actions affected these Indians? (Pause.)

What are some of the things we can do to make boys like to be with us? (Pause.)

What are some of the things we might do that could make boys want to stay away from us? (Answers.)

*Ceremony:* Have you ever seen basketball teams get in a huddle and stack their hands on the coach's hand before the start of the play? They are pledging fair, hard team play for each other and the honor of the school.

Would you like to do that tonight—as we pledge our best efforts together? Maybe we can do even more. Let's see how much we can count on each other's friendship.

Okay, let's take our position. Now everyone place his right hand on mine. I'm going to say my name, and everyone who will pledge me his friendship will answer "I." My name is. . . ; all those who will give me their friendship answer "I." (Wait for an answer.) Now, let's go round the group, each one saying "My name is. . . ; all who will give me their friendship answer "I." (It is hoped that every boy will respond "I.")

Having all of us for friends is more than being a part of our family circle. We stand up for each other, strong or weak, because we are a family. To have others for friends is not something that is owed to each of us, but something which each of us must merit because of the kind of person he is.

*Scripture:* Jesus gave the clue in the saying which we call the Golden Rule. "Therefore all things whatsoever ye would that men should do to you, do ye even so to them." Matthew 7:12.

Let us stand in a circle for our prayer tonight; each boy close to the other, facing the inside of the circle. Now just put your arm around your neighbor's shoulder—your left arm around your left neighbor. This

is called a friendship circle. Now, you may bow your heads for prayer.

*Prayer:* Dear Jesus, help each of us to be true, for there are those who trust us; to be pure, for there are those who care. Be close to each of us and to those we love tonight. Amen.

### WORKING WITH OTHERS

*The Commander's Purpose:* To help boys become aware of the strength they have when they work together, and understand the happiness it can bring to each one.

*Equipment Needed:* Candle for each member. Matches for Commander.

*Introduction and Story:* When we began our outpost we pledged our best to each other. I knew we were off to a good start. We made this pledge knowing that each fellow was different and had a right to be different—yet we were believing in each other. We were believing that together we could make a good outpost, and we are well on our way.

Once there was a Spanish nobleman who lived in a castle. The land, as far as one's eye could see, belonged to him. His family was his pride, but in time the children grew up, and one by one they moved out of the castle to lands he had given them. When his last son moved away, he became very lonely. He decided to build a chapel where all of them might come to worship together. He did not tell his children about his plans, but he built a beautiful chapel high on the side of a mountain. From its front door he could see the entire valley, the castle, and all of his children's homes. When it was finished, he called his children to his home, and then took them up the side of the

mountain to see the new chapel. When he asked them how they liked it, he could see that they were deeply moved. One by one, his sons gripped his hand. His daughters gave him a kiss. He was very happy. "The first service will be this Sunday night," he announced. "We will gather as the sun sets behind the mountain."

Then one of his daughters noticed that there were no lights in the chapel. "Father," she cried, "you forgot to put lights in the chapel. How can we meet at night?"

But the father answered, "No daughter, I did not forget the lights. Each of you shall be a light." As he was speaking, he walked to a closet and came out with hand lanterns. He had a lantern for each son and daughter. He passed them out to the family saying: "Each of you shall carry this light as you come to the chapel. It will light your way here and your return to your homes. There are hooks in the chapel where each of you will hang the light during the service. Remember, if anyone of you is missing, the chapel will have just that much less light, because of your absence. We need the lights of all, for the perfect chapel light."

That's just the way we need each of you. We would be just that much weaker if any of you were absent.

(Commander moves to light switch and turns off lights. He then lights his candle.)

My own candle alone doesn't make much light. Will each one of you light your own candle from mine, then return to your chair. Come one at a time, starting with ..... (boy's name).

Isn't it wonderful how our candles light up the room? Can anyone tell just how far the light from his candle goes? (Pause.) Of course not. All our lights blend together, making the room lighter for everyone,

but the room would not be this bright if a single candle were missing.

I am reminded about some of the things that Jesus said about light.

*Scripture:* "I am the light of the world: he that followeth me shall not walk in darkness." Another time he said to his followers, "Ye are the light of the world. A city that is set on a hill cannot be hid. Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house." "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." John 8:12; Matthew 5:14-16.

*Prayer:* Dear God, help each of us to keep our inner lights lit and to share our lights with one another, for together, we make so much better light. Amen.

### DOING THINGS FOR OTHERS

*The Commander's Purpose:* To help boys see that they have many opportunities because of the thoughtfulness of others.

*Equipment Needed:* A postal card and a pencil for each boy. The Commander will speak somewhat as follows:

*Commander:* Did you ever hear of a person who claimed he was a "self-made" man? He means that he has gotten to where he is in life only through his own efforts. While it is true that much of what we are because of what we have done, it is also true that all of us are much indebted to others for the opportunities we have had.

Let me tell you the story of the picture painted by Albrecht Durer entitled "Praying Hands." Maybe you have seen the picture. It is the picture of a pair of

toil-worn hands folded in prayer, like this. (Show them.)

Albrecht Durer was a poor German boy. He had always wanted to draw and paint, but he had very little money. Finally an opportunity came for him to study with a great artist. He lived with a friend, a man somewhat older than himself, who also dreamed of becoming a great artist. But, being poor, these men had to work most of the day to earn their living, and they had very little time to study or paint. Both of them became discouraged and were about ready to quit when Albrecht's friend had a bright idea.

"This working and trying to study is impossible," his friend said. "We are neither making a living nor learning to paint. I suggest one of us work and earn the living for both, so the other can devote all of his time to study. Then, when his paintings begin to sell, the other may continue his studies."

The friend insisted that Albrecht study first because he had the greater talent, and the friend already had a job. Albrecht argued, but finally agreed and studied art with great earnestness while his friend took all kinds of jobs to pay the bills. But art is not easily mastered, and the days stretched into years before his paintings began to sell. At long last Albrecht's paintings did sell, and the time came when Albrecht's friend could stop working and devote his time to painting.

So Albrecht's friend took up his paints and started to study and paint again, but soon discovered that he had lost his touch. The days of hard work had left their mark, and he could not handle the brush or recapture the spirit of his earlier days. He worked harder and harder, but finally realized he could never be a great artist.

Albrecht was filled with great sorrow when he realized the great price his friend had paid for him. Of course, he was earning enough to take care of him, but he could never give him back his lost skill. One night when Albrecht came home, he saw his friend with his hands folded in prayer—and a great idea seized him.

“I can never give back his skill, but I can let the whole world know forever my debt of love and gratitude for all he did for me. I shall paint his hands, just as they are now, folded in prayer. Perhaps as the people look at them, they will be reminded of the love and toil that others have poured out in order that they might be what they are.”

*Discussion:* Can you boys think of any people who have done things for you in order that you could get where you are? Name some of them. Do any of you remember any special instance where some of these people gave up some things they had wanted to do in order that you could do something they thought would help you? Do people who do things for others seem to be happy or unhappy doing them? Is it necessary that people wait until they are adults before they give service? Is there anything in the community that we might be able to do that would make living better for others. Shall we do it?

*Ceremony:* It is probably impossible for us to completely repay those who do these many things for us. They don't expect it, but we should let them know we appreciate it. Would you be willing to do just one thoughtful thing before we go home? Earlier tonight each of us mentioned someone who had done something to help us along. I have some six-cent postal cards. We don't need to say much. Just something like: “I want to say an extra thanks for all the nice



things you do for me. We talked tonight at our outpost meeting about people who have helped us. I gave your name, and our Commander thought it would make you happy to know."

*Scripture:* We don't need to wait until we are big to do things. We just use what we have with God's help. You probably remember the story of the boy who helped Jesus feed the multitude. These people had been following Jesus all day. They were hungry. The disciples were worried. The only food they knew about in the entire crowd was the five barley loaves and the two little fishes of a small boy. "And Jesus took the loaves; and when he had given thanks, he distributed to the disciples, and the disciples to them that were set down; and likewise of the fishes as much as they would. When they were filled, he said unto his disciples, Gather up the fragments that remain, that nothing be lost. Therefore they gathered them together, and filled twelve baskets with the fragments." John 6:11-13. That is what usually happens when we share what we have with Jesus.

Let us bow our heads, right where we are, for our prayer tonight.

*Prayer:* Dear Jesus, bless all the kind people who make our lives happier through what they have done for us. Will you let us be your partner, too, and help us do thoughtful acts for others? Amen.

### **GETTING GOD'S ORDERS**

*The Commander's Purpose:* To help boys get a glimpse of prayer as a means of receiving God's orders—rather than giving God orders.

*Commander:* Fellows, at the close of each meeting we have been having a quiet time together when we

discuss some of the things that have happened. Sometimes I introduce a story or a new problem. But you have noticed that we always end with a prayer. Why? Why do we pray? (Pause for answer.)

During the Civil War, when the war seemed to be going against the Union, one of the men approached Lincoln and asked, "Do you think God is on our side?"

Lincoln replied, "I'm not concerned so much that God be on our side, but I am mightily concerned that I be on God's side." Do you see the difference? (Pause for answer.)

Tom was talking to his friend Bill about the swimming races that were scheduled for the coming Saturday. It was to be visitors' day in camp, and Tom hoped he could win as a surprise for his parents, who would be in camp. There were other strong swimmers in camp, and Tom wasn't sure he could win. Bill suggested that he pray about it. "You can't lose if you take God as your partner," he said. Tom couldn't quite see it that way. "Suppose some other fellow prays to God and asks Him to let him win. What could God do then?" he asked.

Sometimes we get ourselves all mixed up by thinking that God is in the world to make things come out well for us. Actually God knows what He is doing, and He knows what is good for us. Even Jesus didn't tell God what to do. In His toughest moment, when He was facing the cross, His prayer ended, "not my will, but thine, be done."

One big job is going into partnership with God. We need to help Him carry out the things Jesus talked about—not to try to get God to go into partnership with us. Prayer is as much being quiet and thinking of what God might be wanting us to do as it is ut-

tering words to God asking for strength to do our part.

*Discussion:* What's the difference between Lincoln's idea and Bill's idea on partnership with God? Can anyone think of things that God might be wanting us to do in our community. (Discussion.) Is there any fellow that we would help, or can anyone think of anything we could do to make our town (or community) more what God might like it to be?

*Ceremony:* Some of the pictures we have of Jesus show Him kneeling, especially when He was trying to learn God's will for Him. We don't have to kneel, but we do need to concentrate on a specific situation in our community that needs attention. Let's see if we can concentrate on this and get some idea of what God's will would be for us. Let's kneel. After two minutes let us share our ideas. (More discussion follows the two minutes of silent prayer.)

*Scripture:* One day when Jesus was talking to the people, He told them how we should pray. We call the prayer He taught, The Lord's Prayer. He said we should not use vain repetition for we shall not be heard for our much speaking. "Your Father knoweth what things we have need of, before ye ask him. After this manner therefore pray ye:

"Our Father which art in heaven,  
Hallowed be thy name.  
Thy kingdom come. Thy will be done  
In earth, as it is in heaven.  
Give us this day our daily bread.  
And forgive us our debts,  
As we forgive our debtors.  
And lead us not into temptation,  
But deliver us from evil:  
For thine is the kingdom, and the power,  
And the glory, for ever. Amen."

Right after Jesus finished this model prayer, He picked out one part for emphasis. He said, "but if

ye forgive not men their trespasses, neither will your Father forgive your trespasses." That is very important, for it is the key to our living with others, to be able to forgive them.

*Prayer:* Dear Jesus, teach us to pray and find Thy will for our lives. Help us to forgive others, that we might come closer to Thee. Amen.

### PRAYER

*The Commander's Purpose:* To help each boy see prayer as natural as talking, and to help each one express a prayerful thought in his own words.

*Commander:* Fellows, at the close of each meeting we have been having a quiet period together. Sometimes we have a story, sometimes a discussion, sometimes a little ceremony, but always a prayer. We always have a prayer aloud because that is the way we talk to God as a group, but each of us should learn to talk to God by himself, too.

Talking to God is easy because God wants us to talk to Him. All He asks is that we be sincere and honest when we talk to Him, and of course we had better be, because He knows whether we are or not.

Prayers can be long or short, said standing upright or kneeling, offered quietly or aloud; but we should not show off with our prayers. Jesus found power and strength through prayer. We can, too, but we must pray as He said.

I remember a story of a man whom everyone honored and admired. He confided to one of his friends that he felt the secret of his strength was prayer. Believing that he must have some unusual way of praying, his friend asked a servant to observe him in prayer and to see what he did. That night the servant hung around his bedroom door; as the lights were turned off, he

listened carefully, but all he heard were the calm words, "Dear God, we are on the same friendly terms tonight that we were this morning. Thank you, God," and he climbed into bed. Prayer is not some great mystery. It is just talking to God.

*Discussion:* Jesus gave us a model prayer. Does anyone know what we call it? (The Lord's Prayer.) Is that a long prayer or a short prayer? Do you think it makes any difference to God whether a prayer is long or short? What do you think He wants in a prayer most of all?

*Ceremony:* Tonight, let's have each boy in the outpost express some one, sincere thought to God. It could be our outpost fellowship with God. Sometimes they call these sentence prayers. They could be something like:

"Thanks, God, for being with us this day." "I'm happy, God, that I can be a member of the outpost." "Thanks for my wonderful dad and mom." "Help us to be more forgiving," or whatever else you feel. We will be quiet for a moment so each boy can think of some thought he wants to express to God. Then, I'll call on ..... to say his, and we will go right around the room.

*Scripture:* In Matthew 6 we are given some pointers on praying: Don't pray just to be seen by others. Do not think you will be heard because of many words. Your Father knows what you need before you ask Him. Only if you forgive others for their mistakes can you expect God to forgive you.

*Prayer:* O Thou Great God, who gives as much care to the painting of a tiny flower as to the forming of the great hills and lakes, continue to bring us closer to Thee so we can talk with Thee and learn from Thee. Amen.

**FINDING MY REAL SELF**

*The Commander's Purpose:* To help the boy gain assurance that he can achieve and that his achievement is important for the world.

*Commander:* I guess everyone knows the stories of Rudolph, the Red-Nosed Reindeer, and of the Ugly Duckling. Both of them were downhearted, thinking they were not much good, when actually their time had not arrived. If you want to grow soft wood, you can get a willow tree or a poplar tree quickly; but if you want the hardwood of the oak, it takes time.

All of us do not sense our greatness or our power at the same time in our lives. Some of our greatest athletes were weaklings as boys. Some of our greatest inventors were considered stupid by their teachers, and some of our greatest political leaders were failures in their early lives. I recall a story about an eagle that had been taken from its nest by a farmer when it was young. He clipped one wing so it could not fly away, and put it with the young chickens. It soon felt right at home with the chickens, ate chicken feed, and seemed almost like a chicken.

One day a visitor stopped at the farm and chanced to see the young eagle with the chickens. "Hey, where did you get that eagle?" he asked. "What's it doing with the chickens?" "Well," the farmer replied, "maybe he was an eagle once, but he's a chicken now. He's been living with them so long, he even looks like a chicken. Even though his wing is grown, he'll never fly again."

"That's where you are wrong, my friend," said the visitor. "Once an eagle, always an eagle. I can get him to fly."

The farmer agreed to let him try, so the visitor

caught the eagle. He held the eagle in his hands and talked to it. "You are an eagle. You belong to the sky." Tossing it as high in the air as he could, he shouted, "Now fly." But the eagle floated down to earth and ate food again with the chickens.

This was a challenge to the visitor, so next morning he put the eagle in a sack and carried it up a mountain, determined to toss the eagle from the highest point of the cliff, if necessary, to make him fly. When taken from the sack, the eagle felt the wind of the mountain heights, caught the brightness of the sun, and saw itself high above the valley. It struggled free from the visitor's hands, spread its wings and went off the cliff. Now the eagle knew it was an eagle, and although it lost height at first, it started to circle and gradually rose higher and higher into the sky. It never returned to the farmer's yard to live with the chickens again.

Fellows, I am convinced that God has a plan for each of our lives. His plan is buried deep within us. Some people discover the plan sooner than others, but when we do discover what that plan is, then we take off into the blue and become a part of God's great plan. We find our part in this great plan by doing our best every day, and by keeping our eyes and hearts alert, so that we can catch His will for us.

Consider this world about us. Do you think it just an accident? Don't think of the stars. Men can predict their course for years and years. This universe is a grand design. And you are a part of it. Every one of us is important to God. The Bible says that not a sparrow falls without God's knowing it. If we are made in God's image, don't you believe that God wants us to win?

*Discussion:* Can any of you think of any other reason

to believe that there is a plan behind the universe?  
(Pause.)

How about the seasons? The day for work—the night for rest—the birth and protection of the young, etc.

*Ceremony:* Tonight, let's have a different kind of ceremony. We usually do things as a group. Tonight each boy should think by himself. Close your eyes and think. (Pause.)

Say your name quietly to yourself. (Pause.) Say your name quietly to yourself again. (Pause.) Who are you? Each of us knows not only who we are, but to Whom we belong. Why are we here on earth? What is our main purpose?

Do your parents own you as they do their car? Of course not. You bear their name, but everything they do for you is to help you grow up to be yourself. To whom do we belong, if not to God? And if we belong to God, who has a plan whereby even the stars stay in their courses, would He not also have a plan for us? Keep your eyes closed and think. . . . In a moment, I shall read a scripture, but you keep your eyes closed and bow your heads. (Pause for about one minute before starting the scripture.)

*Scripture:* "Lord . . . who shall dwell in Thy holy hill? He that walketh uprightly, and worketh righteousness, and speaketh the truth in his heart." Psalm 15. "Who shall ascend into the hill of the Lord? . . . He that hath clean hands, and a pure heart." Psalm 24.

"I will lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the Lord, which made heaven and earth. He will not suffer thy foot to be moved: he that keepeth thee will not slumber." Psalm 121.

*Prayer:* Dear Jesus, guide each of our thoughts to-



ward God's plan for each life... tonight... and in the days to follow. Amen.

### TRUSTING PEOPLE

*The Commander's Purpose:* To increase each boy's confidence in people and to help him see that trust is stronger than doubt.

*Equipment Needed:* a can or box of earth; a package of radish seeds.

*Commander:* I have heard some people say, "Never trust anybody!" and others say, "I trust everybody!" I wonder which ones are the happiest? I wonder which ones are nearer the truth?

One morning, as a columnist of a city newspaper was rushing to catch a train to ride to work, she ran into a man who said he was hungry, and he asked her for something to eat. As she questioned him, she became convinced that he was really in need. The columnist hesitated, looked back toward her house, then toward the station, where her train would arrive in a few minutes.

"I must catch that train," she said, "but of course if you're hungry, you must have something to eat." Snatching her key from her purse, she gave it to him saying, "Here's my key; go into the house, number 315, and help yourself. Everything is messy, but there is food in the ice box. When you leave, put the key under the door mat, so I can find it tonight when I come home."

The day was busy, and it was not until she caught the evening train that she began to wonder and worry a little. She felt easier when she could see the house. Hurrying to the porch, she found the key under the mat. Then she unlocked the door and entered. She could hardly believe her eyes. She had left a messy

house, but now it was clean and in order, dishes washed, clothes hung up, floor swept, beds made. The house was clean from cellar to attic.

When she went into the kitchen, she saw a note on the cleanly scrubbed table. It said, "I have just been released from jail. Thanks for trusting me. You'll never know how much good it has done me."

Businessmen tell us that 98 per cent of the people are thoroughly honest and can be trusted. Our entire system of credit is built upon this fact.

Trusting people is good for them and for you. Why should we treat everyone as though he were part of the 2 per cent?

*Discussion:* Do you think you become more trustworthy if people trust you?

What can we do to make people trust us more? What do you think of God's trusting us to be partners with Him in building a better world?

Our very lives depend upon trust. Do you trust your eyes, your ears, your body senses? Do you trust your heart to know what it is doing?

*Ceremony:* I have always felt that a man who plants a seed is showing the greatest trust. Here they are small dry things, but put them in the earth and they bear fruit. These are only radish seeds, but let's plant them in this box. (It can be out-of-doors if the soil is fertile and sunny.) Let's call it our Trust Garden. Let's plant them in a circle. We will water them and place them where they can get sunlight. (Let the boys help.)

*Scripture:* One day when Jesus was telling the people that they should serve God and trust Him, He said, "Which of you by taking thought can add one cubit unto his stature. And why take ye thought for raiment? Consider the lilies of the field, how they

grow; they toil not, neither do they spin; And yet I say unto you, That even Solomon in all his glory was not arrayed like one of these.

“Wherefore, if God so clothe the grass of the field, which today is, and tomorrow is cast into the oven, shall he not much more clothe you, O ye of little faith? . . . seek ye first the kingdom of God and his righteousness; and all these things shall be added unto you.” Matthew 6:27-33.

Close with prayer.

### **GIVING MY BEST**

*The Commander's Purpose:* To help boys take a positive attitude toward work.

*Equipment Needed:* One twelve- or fourteen-inch strand of heavy twine or workable rope for each member.

*Commander:* Being an outpost member means many jobs to be done, doesn't it? There's something to do all the time. I've heard that some fellows look on their membership as though it were play and give their best every minute. I suppose that some look on part of the things we do as play and part of the things as work. Once in a while we get a member who looks on the entire thing as work. It's pretty easy to see which fellow would be the happier and probably the best liked, isn't it? How do you think a fellow should go at his work?

A farmer told me about a team of horses that he once owned. Their names were Pat and Mike. When the farmer had them hitched to the wagon ready to start for the field, Pat was always ready to go. Mike couldn't make up his mind. When the farmer picked up the reins and said “Giddap,” Pat moved ahead. Mike waited until the wagon bumped into him before

he started. All day long it was the same story. As a result, Mike was the horse that was yelled at all day long. He was the horse that felt the lash of the whip. Every time they stopped, Mike had to take the last two steps to get even with Pat. He got all the scolding and still had to travel as far as Pat. All day long he was two steps behind because he wasn't ready to start.

Bill Smith is production manager of a manufacturing plant. He started in this very plant as a janitor when he finished country school. Knowing he was handicapped by lack of education, he was determined to do his best in whatever job he had. He did such a good job that the foreman gave him a chance to become an apprentice on one of the machines. Bill was pleased and continued giving his best. With this spirit, he soon was in charge of a machine. Bill was headed for the top, not because he was looking for the top, but because of the way he tackled each job that was given to him. Eventually when they needed a foreman, they picked Bill, for he was the best machinist they had. Janitor, apprentice, machinist, foreman, section head, and now production manager. That's the story of Bill Smith, the boy who made up his mind to do his best on every task.

The third story is different. A north woods guide told it around a campfire one night. He was leaning against a huge rock telling stories of the greatness of life in the north woods. He had spoken of hunting, trapping, and fishing. Suddenly his voice softened. "Look at that clump of violets," he said. A beautiful plant in full bloom was growing in a crack in the rock a few feet from him. "That's the north woods for you," he continued. "Whether anyone comes to see it or not, everything is at its best." Each man listening thought of the hike on that day when they had walked

through thousands of violets in full bloom. They were not blooming for anyone to see them. Every man had stepped on some. But the violets were doing their best—whether anyone saw them or not—because that was God's plan of life for them.

*Discussion:* I suppose all of us have been like the horses, like Bill Smith, or like the violets.

Which of the horses would you like to own? Why? Do you think Bill's idea of giving his best would get promotions today? What do you think of the violets—which bloomed whether people saw them or not?

*Ceremony:* A college boy suddenly decided college was not for him. He had been cut from the football squad, mid-semester exams were coming, and he hadn't made a fraternity. He wrote his father saying he would like to quit college and go to work. His father sent him a package with a short piece of rope in it and a note attached, "Son, we have never had a quitter in our family. Tie a knot in the end of this rope and hang on." The boy stuck and made good, too.

Tonight I have a little piece of heavy twine (or rope) for each of us. Some days if the going gets tough we're not going to quit. We're going to make good. We're going to do our best.

Let's each take our piece of rope and tie a knot in it. Jesus had an idea that a fellow should do his job well. One time He said, "No man, having put his hand to the plough, and looking back, is fit for the kingdom of God." Luke 9:62.

Have you tied your knot? Then repeat this prayer after me.

*Closing Prayer:* (the boys repeat after the leader):  
Dear Father, strengthen us all, help us to remain true to our tasks and to do our best, even when it is hard.  
Amen.

Now, let's keep this rope with the knot in it. Place it in our room. When we awaken each morning, we will be reminded of our resolution to do our best, even if it is hard.

### MAKING MISTAKES

*The Commander's Purpose:* To help a boy keep faith in himself even though his performance is below what he had hoped.

*Equipment Needed:* Candle in a can, matches, and little strips of paper, if inside. If outside, wood for a small campfire, matches, and a small stick for each boy.

*Commander:* Bill did not like baseball—probably because he was not very good at it. But when one outpost challenged his outpost to a ball game, with the understanding that everybody play, Billy acted as a good outpost member, and said he would do his best. Billy was placed on first base. With a good pitcher and a good center fielder, the Commander thought these men could support Billy if he needed help. The game started with lots of fun and laughter. But as inning after inning went by with no score, the tension heightened and laughter was forgotten. The game was to be seven innings.

In the sixth inning, Billy's team got one run. "Hold them now," pleaded the Commander. Billy's team did hold them in the sixth, but in the last of the seventh, one man got to first. It looked as if he might die there, for the next two men popped out. The last man had two strikes when he lifted a high infield fly to Billy's position. Billy was trying hard to catch it. His heart was pounding. "Dear God, help me catch it," he breathed. Just as he was set to gather in the ball the hitter tore past him. It unnerved him, and he dropped

the ball. The runner on third started for home. The hitter raced toward third. Billy scooped up the ball and threw to the plate, but it was over the catcher's head. The hitter went home. The challengers won the game 2 to 1. Billy started to cry and ran for home. "What will the fellows think of me now?" he muttered, through his tears.

*Discussion:* What would you have thought of Billy? What are some of the other kinds of mistakes a boy might make? What happens in a good family when a boy makes a mistake? What happens when mother forgets the toast in the toaster or when father forgets to mail a letter?

Do you think Jesus would act as kindly toward us as our family? (Pause after each question for discussion.)

Jesus said this about God: "If your earthly father knows how to give good gifts to his children, how much more shall your Father in heaven give good gifts to them that ask him?"

*Ceremony:* How would you like to clear your mind of worry over the mistakes you have made? Isn't it good to know that we can be forgiven, that we can have a clean start? You will notice that we have placed a candle in a little can. We can use this in which to burn a strip of paper. Each of us can take a strip. He need not write on it, but he can think about the mistakes he has made, and then burn the strip as though all were written upon it. After I light the candle, each boy will light his strip from the candle and drop it in the can. We will go one at a time, starting with ..... (If you use a campfire, adapt the above wording.)

*Scripture:* One day Jesus was talking to His disciples on the importance of forgiving one another. Peter spoke

up and said, "Lord, how oft shall my brother sin against me, and I forgive him? till seven times?" "Jesus saith unto him, I say not unto thee, Until seven times: but, Until seventy times seven." Matthew 18:21-22.

*Prayer:* Dear Jesus, We are sorry for our mistakes, but we are happy that you will forgive us and give us a new start. And as you have forgiven us, help us to forgive any mistakes that have been made against us. Amen.

## MEETING THE MASTER

(Outdoor devotion)

*The Commander's Purpose:* To help the boy understand the opportunities which come to him, and to resolve to apply the best of the Christian principles to his opportunities.

*Equipment Needed:* A small bottle or jar, one three-inch by three-inch piece of paper, one pencil for each member, and a shovel.

*Setting:* Boys gathered in small circle around small campfire.

*Commander:* A message passed swiftly through a village one day that the Master was coming to town. He was going to stay at the house where the lady of the home had the cleanest and most attractive lodging.

At one end of a row of houses, there was a lady who was recognized for her good housekeeping. She arose early in the morning and began to clean on the appointed day. She worked long, and she worked hard.

She was interrupted about 10:30 in the morning when the neighbor's little boy, who often came over to visit her, came to the back door. A trickle of blood was running down from his skinned knee, and he was



crying. Without opening the back screen door, our friend said to him, "Jimmy, you will have to go over to your mother and have her fix your knee, I have not the time. Today the Master is coming." The tears that coursed down Jimmy's face were not tears from the pain in his knee, but from the hurt that she was no longer his friend.

The lady worked on. She looked out the front window. There was a woman with a baby in her arms leaning across her white picket fence. "My" she thought, "I would love to go down and make her a cup of tea and refresh her—but I must be on with my cleaning; the Master is coming."

So, she worked on. At three o'clock in the afternoon she was busy scrubbing her front porch. A crippled man came selling shoe strings. "I am sorry," she said, "I would like to take something from you, but I have no time. I have to be ready when the Master comes and inspects my house." And the man went sorrowfully away.

Four, five, six o'clock came and passed. The lady sat in her chair by the window waiting for the noise she knew would accompany the Master when He came down the street. She heard no noise, and tears of disappointment came into her eyes, and she realized that He was not coming at all.

"He has failed me. He did not give me a chance. He did not even come to look at my house," she said.

Then the sleep that comes after hard work fell upon her, and she dreamed. In her dream the Master stood before her. "Three times today I have come to your home, and you did not let Me in," He said.

*Discussion:* What do you think is the meaning of this story? Why was she not prepared to meet Him?

I really believe that many times during each day,

at home, at school with the gang, we meet the Master, face to face. He comes to us in the people we love and know, and even in those that we do not love and know.

*Scripture:* Jesus has said that the only way we can truly do work for Him is to do it for our fellow men. "Lord, when saw we thee an hungered, and fed thee? or thirsty, and gave thee drink? When saw we thee a stranger, and took thee in? or naked, and clothed thee? Or when saw we thee sick, or in prison, and came unto thee? And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." Matthew 25:37-40.

*Ceremony:* When we meet someone, we put out our hand and grasp his hand. This practice started in the days when men carried swords with which to fight or defend themselves: offering the hand outward and empty indicated friendliness, comradeship. We have many opportunities of meeting and serving the Master. He presents Himself to us in many ways. Will you put out your right hand to Him in friendly, cooperative greeting? (Each puts out open hand as if to shake hands.)

Let us take a pencil and paper. Write a sentence prayer. Let us pray that we will recognize the Master as we meet Him, and that we will have our hand outstretched in gratitude and welcome. (Boys write their sentence prayer upon the paper. The leader passes the bottle and collects the pellets of paper. One member digs a hole, and the bottle is placed in the hole. Each boy may take a handful of dirt and drop it upon his prayer as the hole is filled. The boys, seated around the dying fire, cross their arms in front of them and, holding hands with the boy on either

side, repeat the following prayer after the leader).

*Prayer:* Dear Father (pause and response after each line), take our prayers known only to Thee and us. Help us in all that we do to understand. Help us to recognize Thee and to greet Thee with outstretched and willing hands and hearts. Amen.

CHAPTER X  
THE OUTPOST COUNCIL



## THE OUTPOST COUNCIL

### DEFINITION

The outpost council is a special committee composed of three to five men who have the basic responsibility of coordinating the Royal Rangers activities in a local church.

### SELECTION

The following two methods may be used in selecting an outpost council.

1. They may be appointed by the church board.
2. They may be elected from the ranks of the local Men's Department group. The pastor should be a member of the council.

(NOTE: There is only one outpost council in each church).

### PREPARATION

When a man has been appointed as an outpost councilman, he should immediately begin to prepare himself for this important post.

1. He should secure copies of the Royal Rangers handbooks and study them carefully in order to become thoroughly familiar with the Royal Rangers program.

2. He should enroll in the Royal Rangers Leadership Training Course. This course is designed to train leaders in all phases of the Royal Rangers program. It is available from the National Office and is free of charge.

3. If possible, he should purchase a Royal Rangers uniform. There is a special insignia (two gold bars) designed for an outpost councilman to wear with his uniform. They are available from the Gospel Publishing House.

## **DUTIES**

The duties of the outpost council are very important in the development of Royal Rangers in each church. Each member of the council should conscientiously endeavor to perform each of his duties to the best of his ability.

### **1. APPOINTING LEADERS**

The outpost council has the responsibility of securing and appointing leaders for each outpost the church sponsors. Each age level (Straight Arrows 5-6, Buckaroos 7-8, Pioneers 9-11, Trailblazers 12-14, Air-Sea-Trail Rangers 15-17) should have their own Outpost Commander. The number of Commanders depends on the number of outposts sponsored; the number of Lieutenant Commanders needed to assist each of these Commanders depends upon the number of boys in each outpost. Each outpost Commander should have one Lieutenant Commander for every ten boys in his group.

The council may also assign someone such as a pastor to serve as outpost chaplain. He should wear outpost councilman's bars. If someone other than the pastor or outpost councilman is appointed to serve as Chaplain, he should wear the insignia of a Lieutenant Commander. There is also a special chaplain's cross available for these men to wear. Order from Gospel Publishing House.

The success of Royal Rangers depends on good leadership. The outpost council therefore should do everything possible to provide boys with good leaders.

### **2. EQUIPMENT AND SUPPLIES**

The council has the responsibility of developing ways and means of raising finances to buy the necessary equipment and supplies for Royal Rangers. The following are four suggested ways of doing this:

a. **OFFERING:** Receive a special offering from the Men's Department or church for this purpose.

b. **PLEDGES:** Organize a "Dad's Club" composed of men in the church who will pledge a certain amount each month for the support of Royal Rangers. (They do not need to be fathers to belong to this club.)

c. **PROJECTS:** Launch fund-raising projects and enlist the aid of the Royal Rangers in such endeavors as project selling, car washes, etc.

d. **APPROPRIATIONS:** Approach the pastor about the possibility of including Royal Rangers in the church budget, designating certain funds for equipment and supplies.

### 3. PRESENTATION OF AWARDS:

The council should officiate in the presentation of advancement recognition and special awards. The council should also make sure that each boy has opportunity to pass requirements and has the opportunities for receiving proper recognition for his achievement. In the event the Commander is too pressed with other outpost activities to give the boys opportunity to pass their requirements, it is proper for an outpost councilman to assist him by helping the boys pass their requirements. Since this is basically the responsibility of the outpost Commander, the outpost councilman should get his approval. However, the councilman should make sure he understands fully what is required of each boy before becoming involved.

The special name for the service in which boys receive recognition is "Council of Achievement." The outpost council should endeavor to make these services as impressive as possible. Parents and interested friends should be invited to attend these meetings. It is very important that the boys have an audience when they receive recognition. This is also an ideal time to

familiarize friends and parents with the various activities of Royal Rangers. These special councils of achievement should be conducted at least every three months regardless of the number of boys being recognized.

#### 4. SPECIAL ASSIGNMENTS

To better implement the work of the council, each member should be assigned a definite responsibility. The following suggestions are for a five-man outpost council.

**CHAIRMAN:** He is responsible for planning and supervising each monthly outpost council meeting.

**SECRETARY AND TREASURER:** He is responsible for keeping minutes of each council meeting. He receives and disburses funds as authorized by the outpost council. He is responsible for keeping up-to-date financial records and records on all other outpost council business. He is also responsible for sending notices to other members prior to each outpost council meeting.

**ADVANCEMENT COORDINATOR:** He is responsible, through consultation with the Commanders, for arranging opportunities for each Ranger to receive immediate recognition for each advancement. He works very closely with the outpost Commanders in planning and carrying out each council of achievement. He may also serve as chairman of these special ceremonies.

**EQUIPMENT AND CAMPING COORDINATOR:** He is responsible for checking regularly with the Commander to see if the outpost has adequate equipment. If equipment is needed, he should submit suggestions for securing the needed items to the outpost council for their approval. He is also responsible for assisting the Commander in arranging for transportation, supplies, and equipment for each camping trip or outing. He should also assist the Commander when needed in the activities of the camp-outs.



**PROMOTION AND PUBLICITY COORDINATOR:** He is responsible for the arrangements of proper publicity for all the activities of the outpost, using such means as newspapers, church announcements, letters, bulletins, etc. He is also responsible for planning ways to increase the membership in the outpost through such promotions as special enrollment campaigns.

**PLEASE NOTE:** Since the outpost commanders have charge of their outposts, be sure to work closely with them in carrying out any of these special assignments.

#### **SUGGESTED MEETING AGENDA**

**AGENDA SHOULD INCLUDE:** Minutes of previous meeting, old business, and new business and reports from each councilman regarding his special assigned area.

**PLEASE NOTE:** Since most of the business of the outpost council is directly related to the Royal Ranger outposts, the outpost commanders should attend these outpost council meetings and be given full voting privileges.

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