



**THE ROYAL RANGERS
LEADER'S MANUAL**

By Johnnie Barnes

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Prepared by
ROYAL RANGERS DIVISION
of the
MEN'S FELLOWSHIP DEPARTMENT

Assemblies of God

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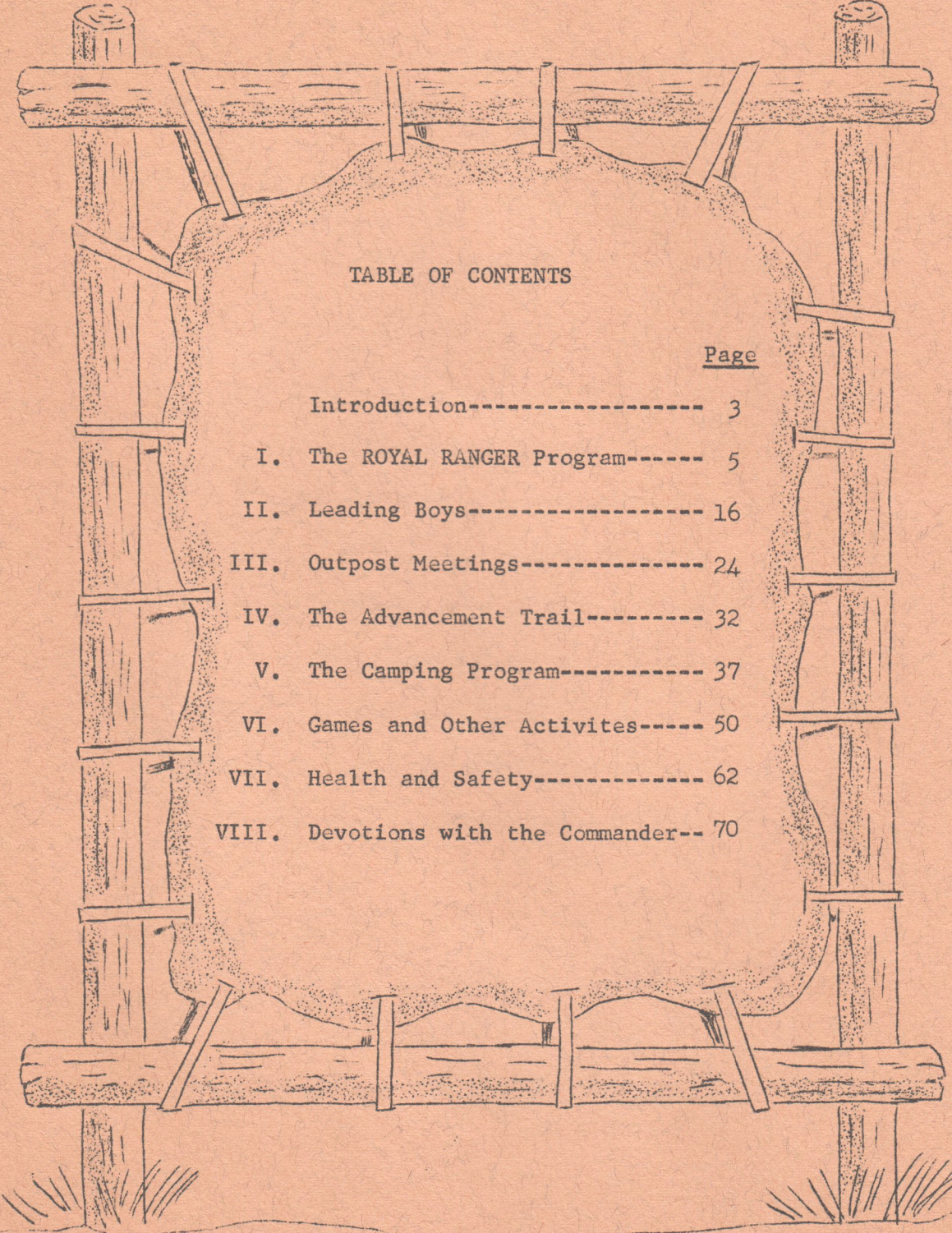


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INTRODUCTION

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.

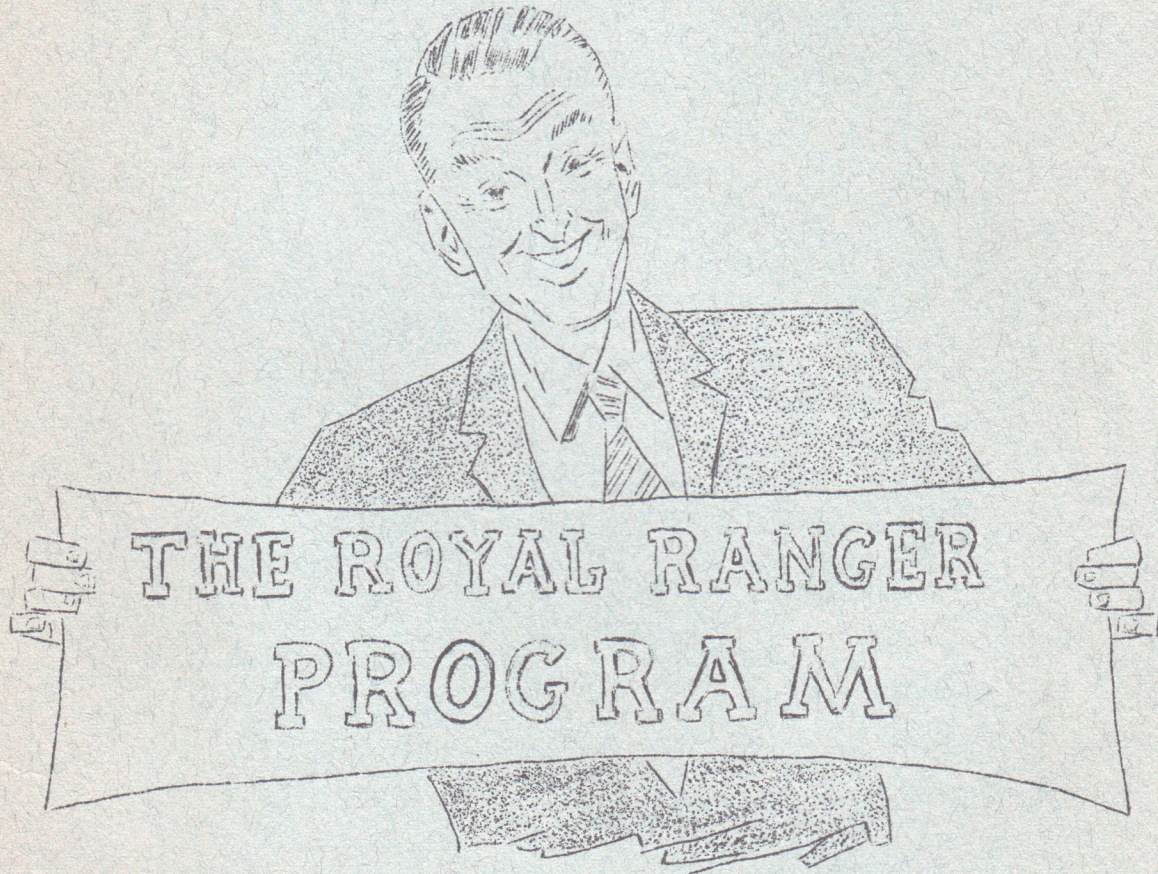
Being a leader takes time and effort. There will be times when you will be satisfied with the progress shown by your outpost as the boys accept responsibilities, grow steadily, and reach upward toward Christian maturity. At other times you will want to give up in despair. Then some act, some word of 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 experiences 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.

Working with boys is not a mechanical job. You are dealing with eternal souls and shaping lives that are pliable. Into the compilation of this manual has gone the earnest prayer that it will help you guide the boys of your church into paths of life and service for Christ.

CHAPTER I.



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 Fellowship 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 Fellowship is recognized as being responsible for the promotion, leadership, and finances of the outposts. Should there be no Men's Fellowship organization at that time, a group of interested men functioning as a ROYAL RANGER Outpost Council may lead in the work.

III. MEN'S FELLOWSHIP

Men's Fellowship 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 Fellowship with this work, the President should select 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 Fellowship 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, purposes, and ideals of the ROYAL RANGERS.

IV. THE OUTPOST COUNCIL

To implement the work of ROYAL RANGERS in Men's Fellowship, the ROYAL RANGER Outpost Council is appointed by the Men's Fellowship. 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 be willing to spend time planning a well-rounded program for the boys. Each member should become 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 given to each boy.

V. ENLISTING THE COMMANDER

- A. Determine the number of Commanders and Lt. Commanders needed. Each group of ROYAL RANGERS needs adequate adult leaders. A survey determining the number of boys in the church (ages 9 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? (Lt. 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. After reading the Leader's Manual, the prospective leader should complete the test sheets at the back of the manual. This test is to guide the leader in his knowledge of the contents.

VII. ARRANGEMENTS FOR MEETINGS

- A. Make arrangements for Commander and Lt. 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.

PLEASE NOTE: Detailed suggestions of the plans for each meeting are included in this manual in the chapter "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 Unit leader and, when possible, one or more assistants
 - 4. A registration fee of \$.50 for each boy and adult. (This covers the cost of the membership cards and other materials.)
- 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 along with a list of the names and addresses of the boys, the leaders, and the Councilmen.
- C. Actual presentation of the charter should be handled through a special program and made as meaningful as possible.
- D. It is recommended that the church or Men's Fellowship order an emblem for each boy at the time the charter application is submitted. 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 hold our boys in our churches -- we are losing around 70 per cent of our teenage 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 area 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 Assemblies of God 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

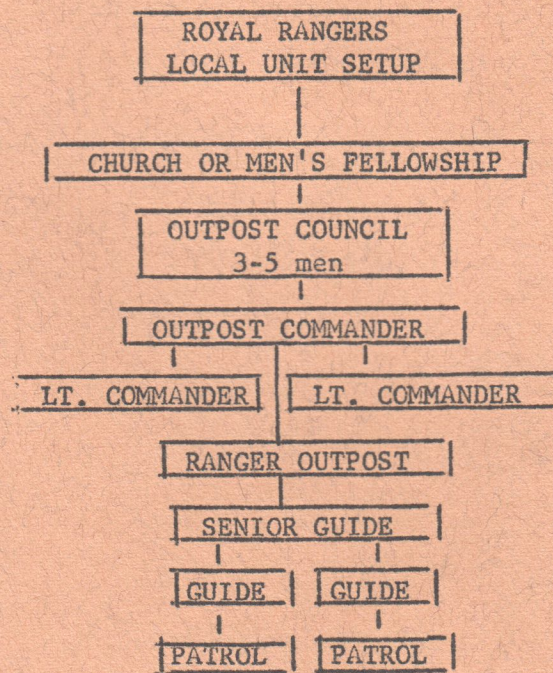
C. INDOCTRINATION

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

IV. PROGRAM BREAKDOWN - SPECIAL PROGRAM FOR EACH AGE GROUP

- A. Ages 9-11 Pioneers
- B. Ages 12-14 Trailblazers
- C. Ages 15-17 Rangers - Air or Sea Rangers

V. ORGANIZATIONAL SETUP



- A. Local church or Men's Fellowship
 1. Provide a meeting place
 2. Select an outpost council (3-5 men)
- B. Outpost Council
 1. Appoint unit commander
 2. Provide equipment for unit

C. Outpost Commander.

1. Directs the boys program in his unit
2. May select one or more lieutenant commanders to assist him

D. The Outpost

1. Divided into two or more patrols
2. A guide over each patrol
3. A senior guide over all the patrols

VI. MEETINGS

A. Place -- provided by unit council.

B. Time

1. Determined by commander and unit 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
2. Should contain each phase of our objectives -- activities, instruction, and indoctrination.

VII. 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

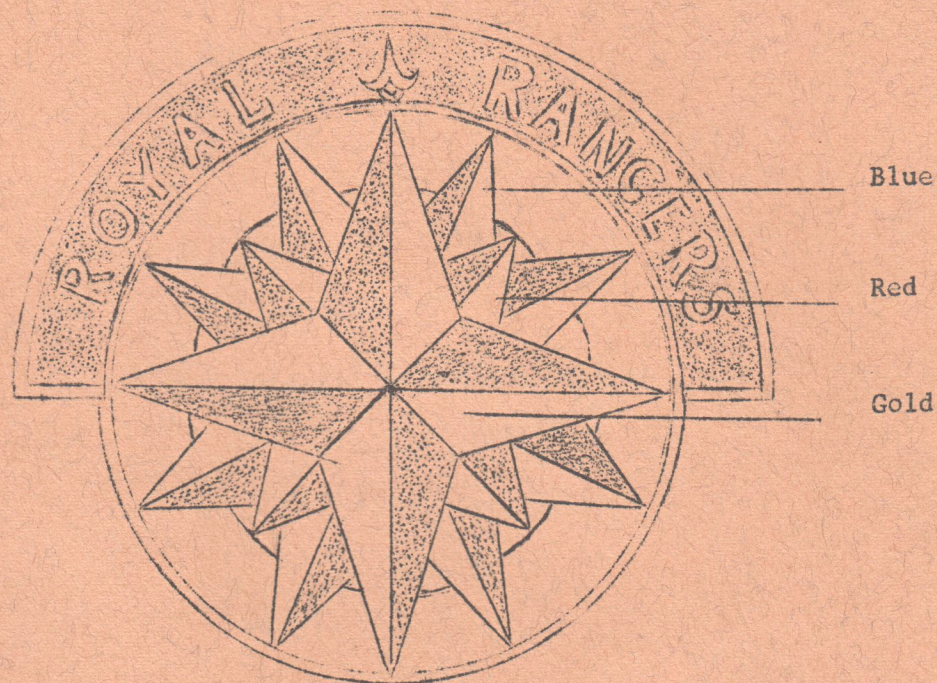
E. Encourage unity and loyalty

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

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, out-post, 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.



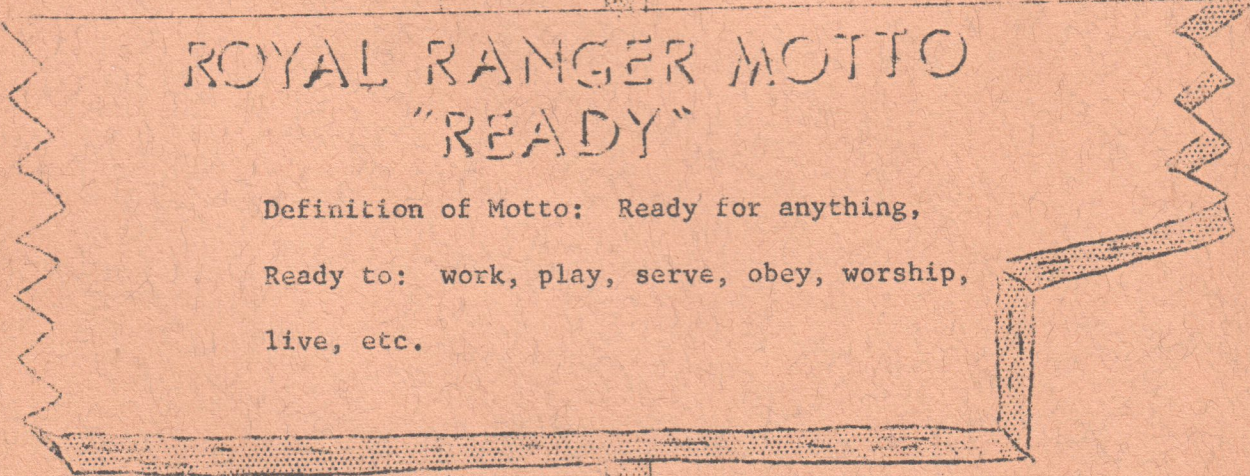
ROYAL RANGER PLEDGE

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

WHAT IS A BOY?

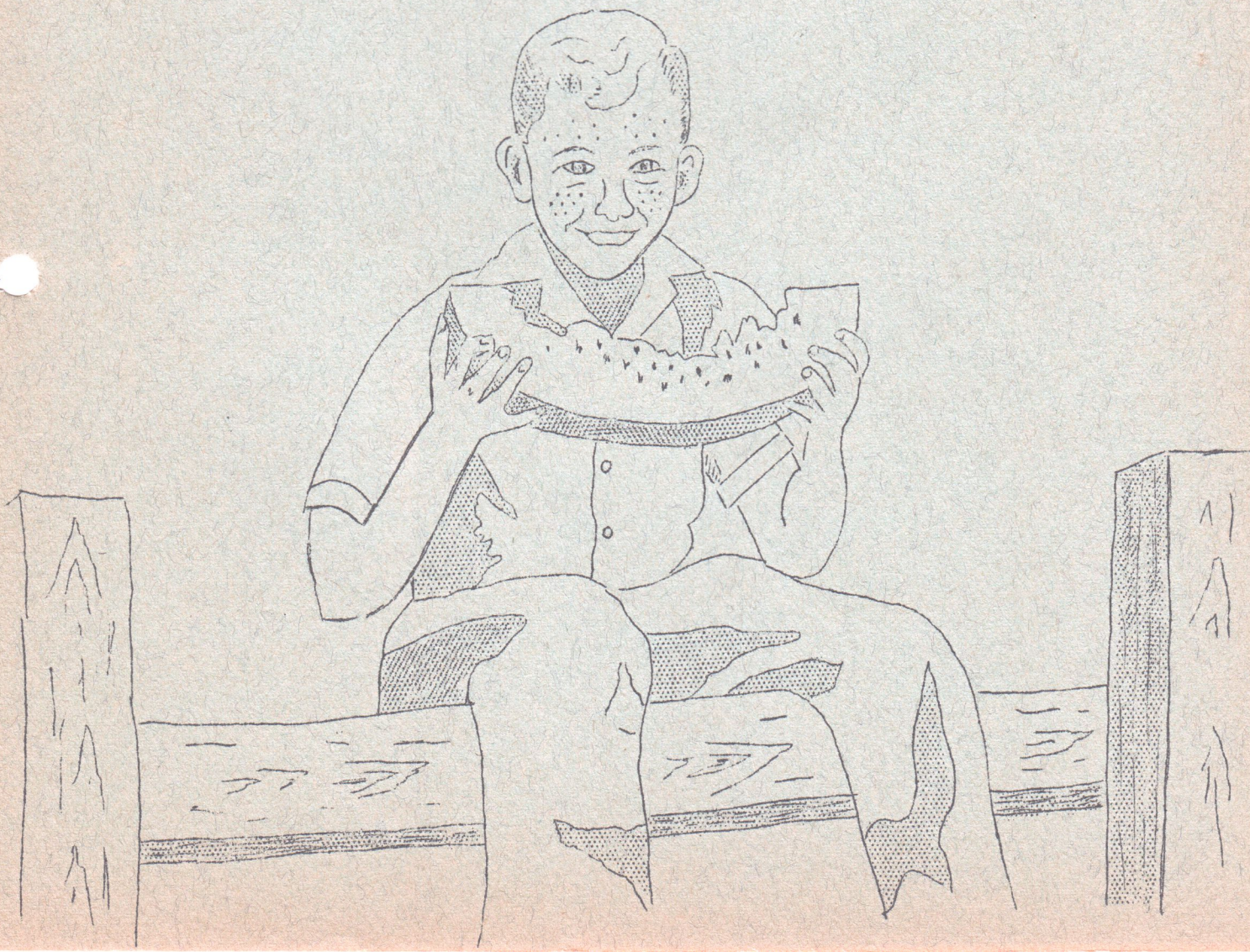
A boy is a person who is going to carry on what you have started. He is going to sit right where you are sitting and, when you are gone, attend to those things you think are important. You may adopt all the policies you please, but how they will be carried out depends on him.

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



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.

The great potential that boyhood represents, when captured for Christ, can be channeled into leadership in the church -- both at home and to the ends of the earth -- and into Christian leadership in business, industrial, and civic life.

As a Christian man, and as a ROYAL RANGER leader, you have a responsibility concerning boys' needs. From you a fellow should be able to get spiritual guidance and help in living and growing. Because so many millions of boys (even in a Christian country) cannot get that kind of help from their own dads, it falls upon individual Christian men to prepare in heart and mind to do a dad's job for boys.

UNDERSTANDING BOYS

The decade of a boy's life between the ages of nine and eighteen is a time when he is subject to great change in physical, mental, and often spiritual development. His interests suffer such violent and sometimes sudden changes, that he is often regarded as totally unpredictable. Despite the multitude of changes through which a boy passes as he develops toward manhood, there are characteristics that all boys have in common. A good leader will become familiar with these characteristics so that he might better understand the boy.

Following are a number of these characteristics for each age group:

1. 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)

2. 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

3. 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 range. 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 for 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. 20
11. An interest in doing acts of service for the group or the church.
12. An appreciation of the inter-dependence 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

1. 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 holds 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 school-master, 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."

CHAPTER III.

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 incomplete. Another idea that will help a lot is to call a short session of the Advisory 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 success is its ranking 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 ranking 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

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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 cooperation 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 Lieutenants arrive early and prepare the room. Place chairs in a circle or semicircle.

WHILE THE BOYS ARRIVE

The Commander and Lieutenant 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 Lt. 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 secured and use. 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 MeetingBEFORE THE MEETING STARTS:

Commander and Lieutenant 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

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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 Lt. 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 50¢ 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.

Devotion with the Commander: 10 minutes

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

Closing: 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 Lieutenants 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 temporary officers meet to consider plans for the next meeting.

REGULAR MEETING PLAN

Now that the Outpost has been established the following meeting plan is recommended. The time may vary according to the type of program or meeting.

BEFORE THE MEETING STARTS:

The Commander, his Lieutenant, senior guide and the patrol guides arrive early. The Commander and the Lt. Commander go over the plans of the meeting. This is a good time to review with the Lieutenants and the Senior Guide who will do what during the meeting. This preparation is an important part of every meeting.

The Patrol Guides should arrive early to prepare the meeting room. They will arrange any maps, charts, or other display materials to be used.

WHILE THE ROYAL RANGERS ARRIVE:

As they arrive, the Lt. Commander and/or Commander greets each boy and assign him something to do. They may be asked to help arrange the room. They may be given a simple puzzle or urged to participate in some craft work. The Commander may talk to some of the boys about their Advancement requirements. A good live action game may be played.

OPENING: 10 minutes

The Commander leads the Outpost in a short opening service. The Senior Guide calls the roll and reads the minutes of the last meeting.

PROGRAM PERIOD: 25 minutes

This is one of the most important parts of the meeting. Everything which is done should lead into the program period. Every ROYAL RANGER participates in some way. The program is planned with a purpose and is directed to achieve that purpose.

Be sure the program period is not the same for every meeting. Boys like activity and variety and do not have a very long attention span. The program period should be planned so that the "sitting down" activity is alternated with a "doing" activity to hold their interest and to keep the meeting moving.

The meeting should be kept well balanced. Be sure the boys have a good time but also be sure you have accomplished your purpose or aim for the meeting.

Keep a record of ideas and events which the boys have enjoyed most. Discuss these with the staff to determine when they should be repeated.

RECREATION PERIOD: 40 minutes

The Recreation Period may be used as a learning situation. Games and handicrafts may be introduced. Be sure every game and handicraft project has been planned and rehearsed ahead of time.

All games and activities should be planned to allow each boy an opportunity to participate.

Handicrafts projects may be suggested and begun during the recreation period. If time does not allow for these to be completed suggest that boys take them home and ask the help of their parents.

DEVOTION WITH THE COMMANDER: 10 minutes

Tell an appropriate and impressive story or read a poem to make an application of the program to the lives of the boys. This is an important time which can help make the entire meeting successful. Plan this carefully and always have something good and, most important, do not do the same thing each meeting. (See the chapter on "Devotions with the Commander.")

CLOSING 5 minutes

The closing of the meeting should have real meaning. The boys should participate in an impressive ceremony that is a climax on the program. Care should be taken to vary the closing period.

AFTER THE MEETING

The Patrol guides should put things away and place the room in order. The Commander, Lieutenant and the Senior Guide review the meeting and determine where improvements can be made. They also go over the plans for the next meeting.

VISITING BOYS AND PARENTS

During the following week the Commander should talk with the boys individually in the home, if possible. Discuss the ROYAL RANGER Code and the Pledge with each boy. Deal thoroughly with the more difficult points and let the boys feel the seriousness of becoming a ROYAL RANGER. Urge the boys to accept the meaning of the Code.

Become acquainted with each boy's parents. Visit them also in the home, if possible. Explain the ROYAL RANGER Program thoroughly to them. Enlist their cooperation and help. Soon after the Outpost is off to a good start, plan and hold an "Outpost Open House," and invite all parents to attend. Hold at least one meeting quarterly in which parents are invited.

FROM NOW ON...

The primary motive of a Commander is to teach boys about Christian living and to lead them into doing something about that which they have learned. It is the Commander's task to acquaint ROYAL RANGERS with the opportunities and obligations of every Christian.

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.

PLEASE NOTE: "What My Church Believes" by Ralph M. Riggs is an excellent study book for youth on elementary doctrine and Christian living. We recommend that this book be purchased and a chapter presented during the program period of each Outpost meeting.

A packet containing the book and materials for the leader to use in his presentation may be purchased from the Gospel Publishing House, 1445 Boonville Ave., Springfield, Mo. (This packet contains enough material for ten boys).

SUGGESTED CHART FOR WEEKLY OUTPOST MEETINGS

Time _____

Date _____

1. BEFORE THE MEETING STARTS
Commander and Lt. Commander
make final preparations.
Guides arrange room
Time _____

Equipment Needed _____

2. WHILE THE BOYS ARRIVE
Check advancement
Start a game - make something -
or work a puzzle
Time _____ Leader _____

Equipment Needed _____

3. OPENING
Simple opening ceremony
Time _____ Leader _____

Equipment Needed _____

4. BUSINESS
Roll call - reports
Plan service projects or
other activities
Time _____ Leader _____

Equipment Needed _____

5. MEETING FEATURE
Presentations or discussions
of theme - play games and
practice camping skills, etc.
Time _____ Leader _____

Equipment Needed _____

6. DEVOTION WITH THE COMMANDER
Thought for the week

Equipment Needed _____

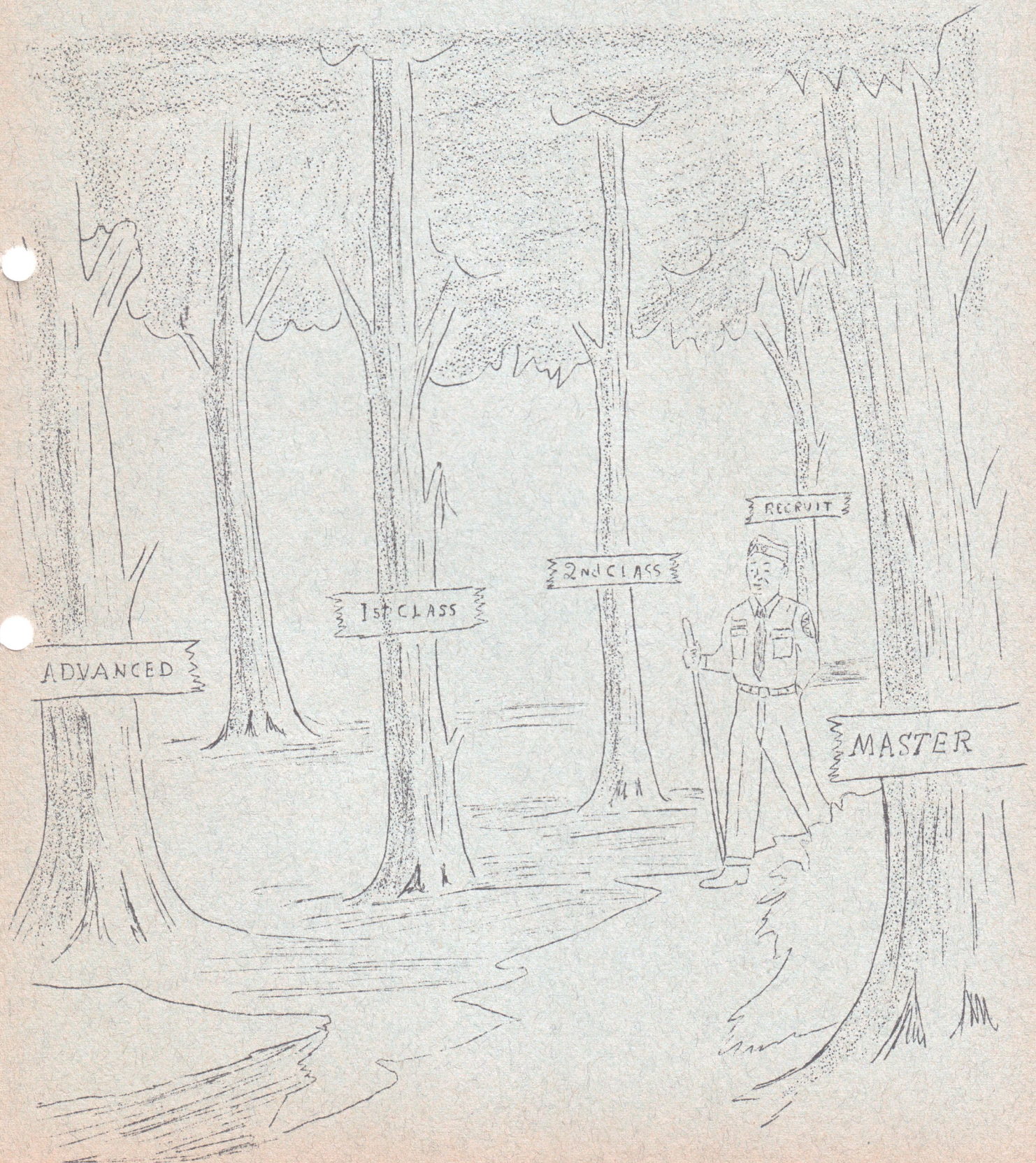
7. CLOSING
Brief inspirational ceremony
song - friendship circle, etc.
Time _____ Leader _____

Equipment Needed _____

8. AFTER THE MEETING
Clean up - Commander and
officers evaluate and make
plans
Time _____ Leader _____

Equipment Needed _____

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. Commanders, parents, and boys working together determine the experiences and activities which will be most helpful to each boy and to the Outpost.

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.

To do a job well is the ever-present ROYAL RANGER challenge. From the beginning of time men have pioneered in new adventures. In trying to achieve, men have ventured into the unknown on faith, knowing that their best would be demanded of them.

The pioneer spirit has always existed in men. From the days when men wondered what was beyond a range of mountains until today when we wonder what's on the other side of our solar system men have been pressed by a drive to learn, to advance, and to achieve.

Abraham is an example of a man who set out with the faith that God had something better for him. When he left home he had little knowledge of where he was going, or how far it would be. He trusted in God to lead him to the new land and to help him establish himself there.

Abraham served others as he served God. He was willing to take the lesser of the two parcels of land that there might be peace between himself and his nephew, Lot.

Abraham went forward for God. He was not sure of what was ahead, but he was certain that God would lead him.

The faith that pioneers had in God and themselves is typical of Christian faith. That faith must be strong and sure, with the knowledge that Christ is Saviour and through Him man is more than conqueror.

Paul had no assurance of his own welfare, but he did have faith that Christ would meet his needs. No pioneer's journey is easy, neither is that of a Christian. Paul suffered gladly for the cause of Christ because it was worth the suffering. Many times Paul became discouraged, but he pressed on toward his goal.

The pioneers of every age were people from all walks of life -- the rich and the poor, the skilled and the unskilled -- each was a part of the pioneer way of life. All it took for a man to start a pioneer trail was a desire for something new and better.

The pioneer spirit is one which will never die. As soon as one frontier is reached, another looms brighter. Frontiers await the adventurer in every field of life.

A pioneer trail is never an easy one. Neither is the ROYAL RANGER Advancement Trail. But like the paths of earlier pioneers, it leads toward a goal deserving of one's best efforts, ". . . the high calling of God in Christ Jesus."

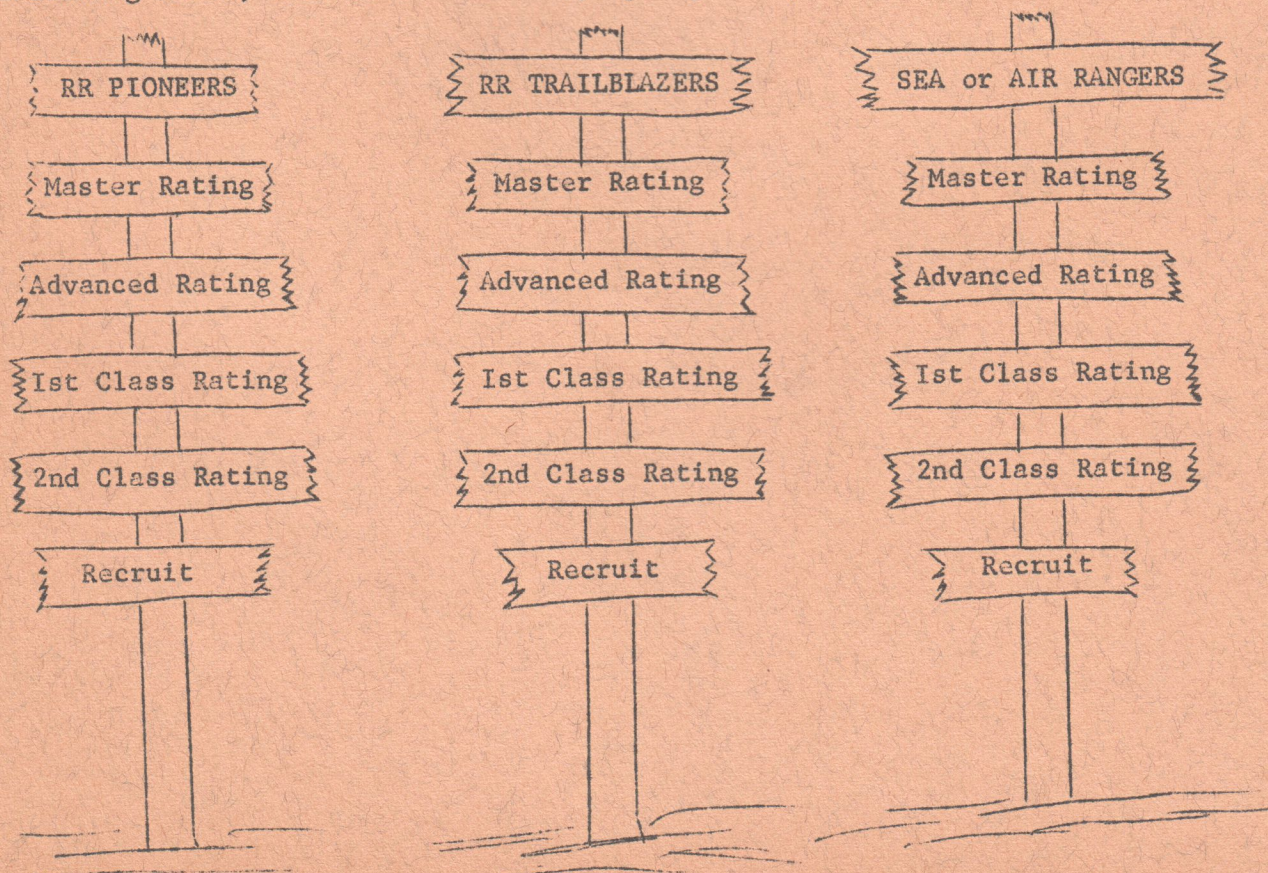
As a ROYAL RANGER progresses along the Trail, challenge him with the more difficult paths, recognize him properly when he reaches an achievement on the Trail, and encourage him if he stumbles or hesitates. Plan with him so that all he does along the Trail will help him become a better follower of Christ.

RATINGS

The ratings on the Advancement Trail are the same for each division. (Pioneers 9-11, Trailblazers 12-14, and Rangers 15-17) They are the following: Recruit, 2nd class rating, 1st class rating, Advanced rating, and Master rating. Requirements for each rank is found in the proper handbook for each group. (Pioneer Handbook, Trailblazer Handbook, and Ranger Handbook) The Achievement Plan for each group is: The Pioneer Trail, The Adventure Trail, and the Ranger Trailways. (See illustrations on the following pages.)

RECOGNITION

The leader should check each requirement carefully, to make sure the boy has passed each test. There is more at stake than just an advancement in rank. The Advancement Plan is a method of teaching and training the boy for the future. When a boy has qualified for advancement, give him recognition as soon as possible. Have a special meeting with the Outpost Council and parents present, and publicly present the award. (Awards and badges may be purchased from the Gospel Publishing House, 1445 Boonville Ave., Springfield, Missouri.)

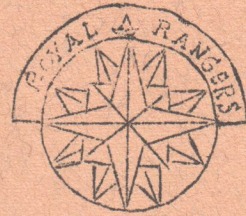


BADGES AND AWARDS

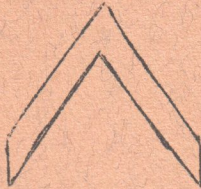
TRAILBLAZERS

NAME PATCH

(A different name for each division)



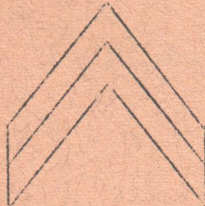
ROYAL RANGERS EMBLEM



SECOND CLASS RATING



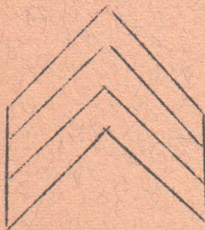
SECOND CLASS RATING



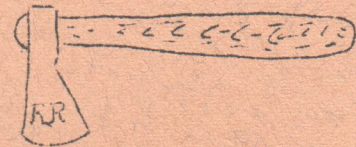
FIRST CLASS RATING



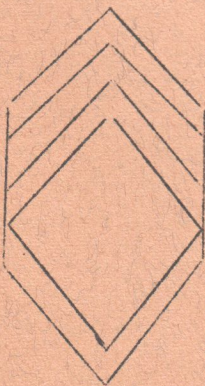
FIRST CLASS RATING



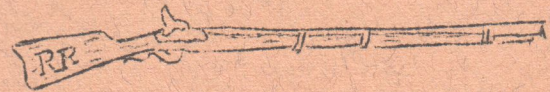
ADVANCED RATING



ADVANCED RATING



MASTER RATING



MASTER RATING

Advancement pins for
Pioneers

Advancement Chevrons for
Trailblazers (red) and Rangers (blue)

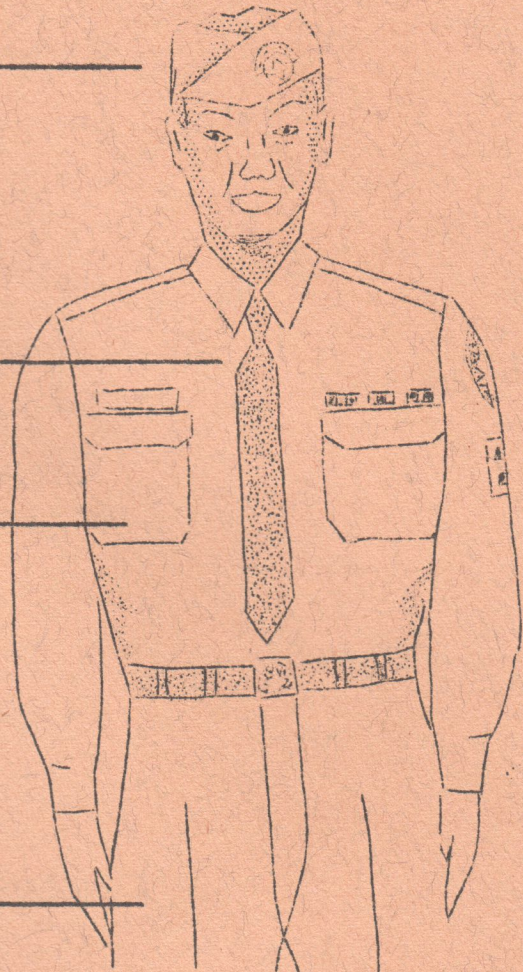
THE ROYAL RANGER UNIFORM

Royal Ranger Cap

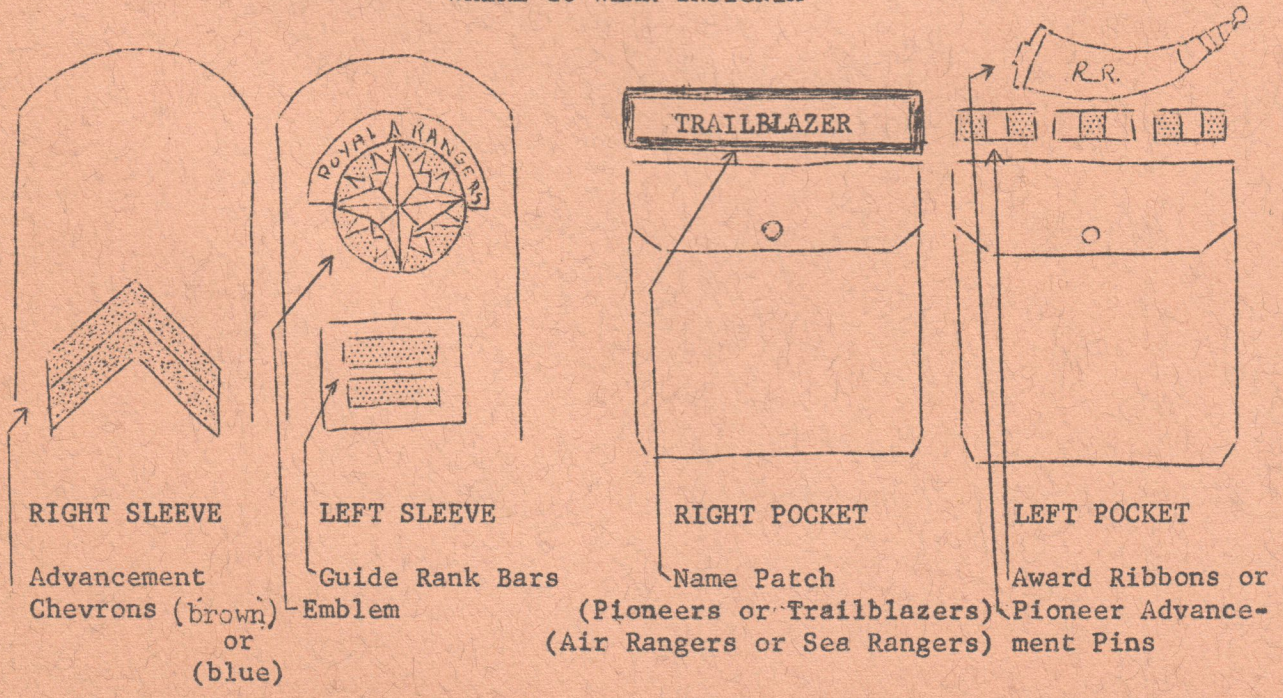
Pioneer Red Tie
Trailblazer Brown Tie
Air Ranger Blue Tie
Sea Ranger Blue Tie

Khaki Shirt

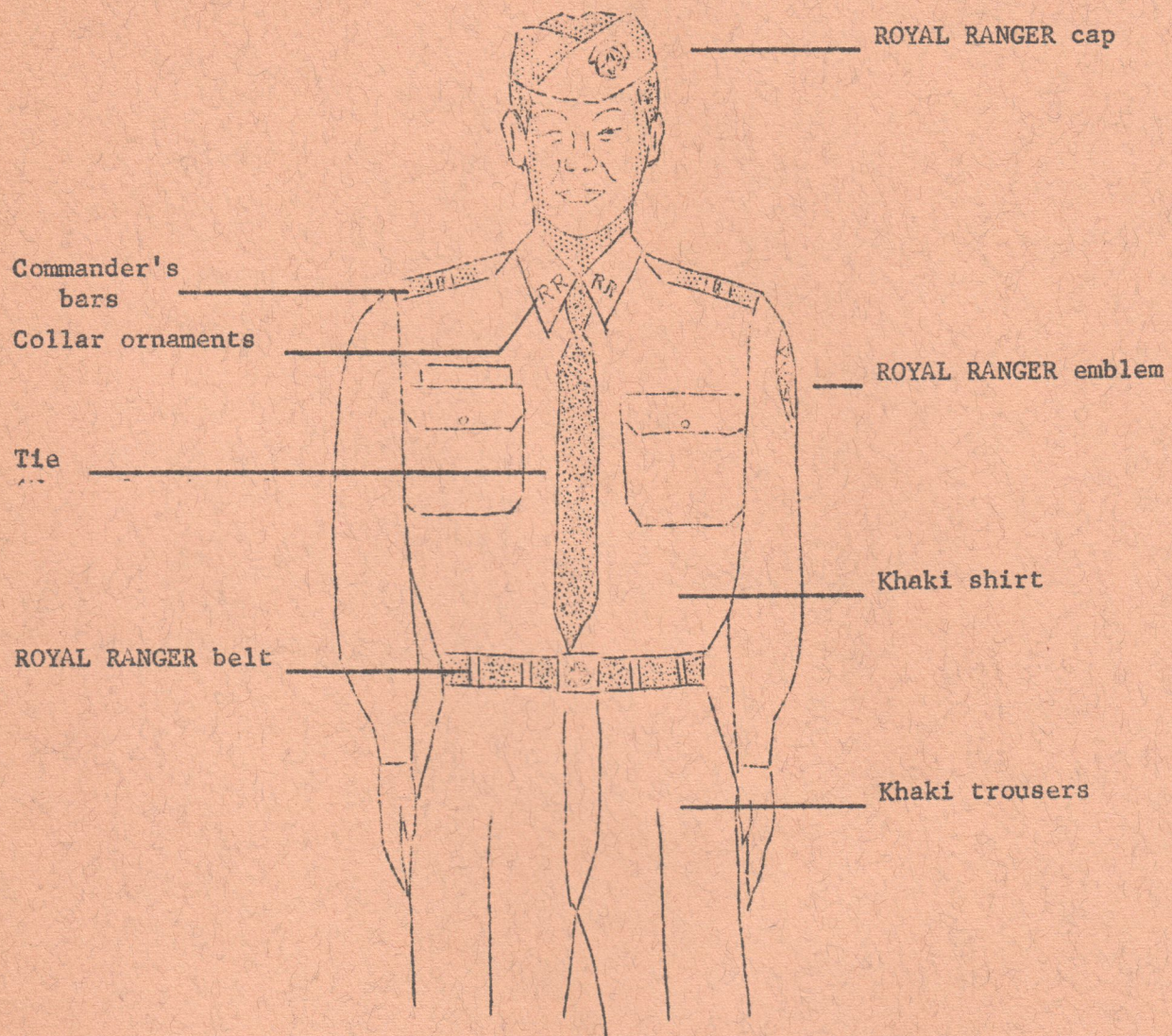
Khaki Trousers



WHERE TO WEAR INSIGNIA



THE ROYAL RANGER LEADER'S UNIFORM

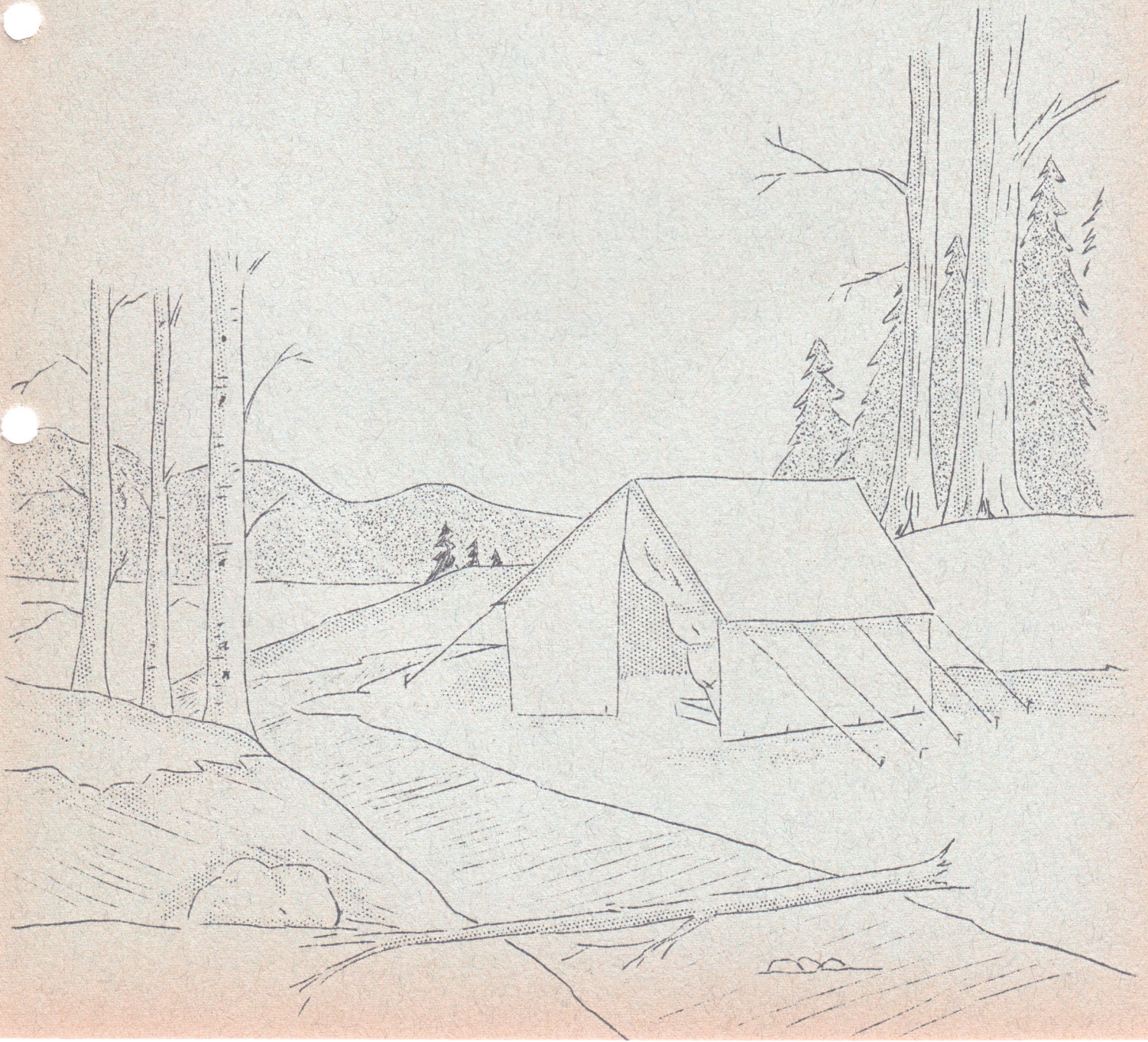


Khaki shirt and trouser may be purchased from any clothing store. Be sure to buy a shirt with shoulder epaulets (flaps). * Cap, tie, belt, Commander and Lt. Commander bars, and emblem may be purchased from the Gospel Publishing House, 1445 Boonville Ave., Springfield, Mo. (See order forms at the back of this manual.) Please note: Commander or Lt. Commander bars are worn on shoulder epaulets two inches from sleeve seam. Name patch of division you are serving should be worn over right shirt pocket.

*(Shirt epaulets are required for leaders only. Boys' shirts are plain.)

CHAPTER V

THE CAMPING PROJECT



A natural interest 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 an advantage in his Christian training.

The Men's Fellowship Department believes that camping is a natural and effective way to accomplish the basic purpose for which ROYAL RANGERS exist. Camping provides opportunity for boy contact, associations with men, physical activity, and adventure. Under properly trained leadership, camping can be used to build in boys these qualities which the Assemblies of God 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, 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 cooperation 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. 38

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 a difference in family, economic, or cultural background.

Camping gives boys opportunity to work together with others. Here boys must face the consequences for 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 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 class room. 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, or 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.

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 campsite 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 causes 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 by taking too many.

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, ground hazards of fire, and the use of natural foods that the area provides. The matter of garbage disposal brings up questions regarding health, sanitation, and safety.

WATER - An Outpost preparing a campsite 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 to drink.

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 our dependence upon these for our basic needs. The Commander's task is to take the inherent interest in wildlife, 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.

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 rope-craft, toolcraft, first aid, safety, sanitation, and trip planning.

Introductory instruction may begin in the Outpost room for such skills as fire-craft, 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 learn 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 on 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 campsite 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 campsite?

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 area?
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 developmental 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 supplied 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 groups 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 making choices that provide 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.

Outdoor 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 cooperative planning and work, a chance for give-and-take experiences, enjoyment in handling food, personal achievement, fellowship, and worship.

EQUIPMENT FOR AN OUTPOSTFirst Aid Supplies

1 Bottle Calamine Lotion
 1 Bottle Isoproyl Alcohol
 1 Bottle Collyrium
 1 Bottle Merthiolate
 1 Bottle Kaopectate
 12 Ampules Ammonia
 2 Tubes Unguentine
 Aspirin
 Dial Soap
 Cotton
 Insect Repellent
 1" Roller Bandage
 2" Roller Bandage
 2" Adhesive Tape
 15 2" Gauze Pads
 15 3" Gauze Pads
 100 Band-aids
 Scissors
 Tweezers
 Cotton Swabs
 Solarcaine
 1 Tin Box Matches

Expendable Supplies

1 Roll Toilet Paper
 1 Roll Paper Towels
 1 Box Brillo Pads
 1 Bar Kitchen Soap

Kitchen Equipment

1 8 qt. Kettle
 1 4 qt. Kettle
 1 2 qt. Kettle
 1 10" Fry pan
 1 9" Fry pan
 1 2 qt. Coffee Pot
 6 Plates
 6 Plastic Cups
 2 Fry Pan Handles
 6 Extra Plates
 6 Aluminum Cups
 12 Table Forks
 12 Teaspoons
 4 Tablespoons
 1 Utility Knife
 1 Paring Knife
 1 Long Fork
 1 Short Fork
 1 Long Spoon
 1 Syrup Pitcher
 4 Tablespoons
 1 Can Opener
 1 Ladle
 1 Turner
 1 Scrub Brush
 2 Mixers
 1 Mop
 1 Vegetable Brush
 1 Boy's Axe
 1 Hudson Bay axe with sheath
 1 File
 1 Ax Stone
 1 Bow Saw

OUTDOOR ACTIVITIES FOR ROYAL RANGERS TO DISCOVER AND EXPLORE

Take orientation and exploration hikes to find an Outpost camp site.

The Rangers can share observations and discoveries of rocks, weather, trees, plants, birds, and animals through a nature shelf or bulletin board in the Outpost room. Collect and display samples of wood, rocks, old nests, or interesting plants.

Discover land formations, types of soil, rock formations, effect of erosion, lakes, and swamps. Discuss the information and discoveries together.

Take compass trips, sharing in reading the compass. Observe positions of land and rock formations on the way. For older boys plan a night compass hike by flashlight.

Key trees together and learn how to recognize different trees and families of trees.

Follow animal trails together, sharing findings. Make plaster casts of tracks.

Study stumps. An Outpost can have a world of fun piecing together the history of a tree from the different clues they discover in its stump.

Take a rainy day hike together to enjoy the rain and observe its effects on the land.

Divide the Outpost by patrols and mark with stones or stakes a trail to some special spot. Then let each side take turns following the trail to the other spot.

Take fishing trips together. Share responsibilities for getting equipment and bait and enjoy cooking "the catch" too.

Take trips along a beach or lake shore, observing, collecting, noticing erosion and effects of soil and rocks. Discuss findings at an Outpost meeting.

Take trips together by boat on a lake or other body of water. Take mountain trips.

Take special trips to gather materials for craft work: grasses and reeds for weaving; clay, driftwood, sassafras, cedar, pods, and pine cones for craft work, etc.

Take special trips to gather wild food such as berries, salad greens, sassafras roots and mint leaves for tea.

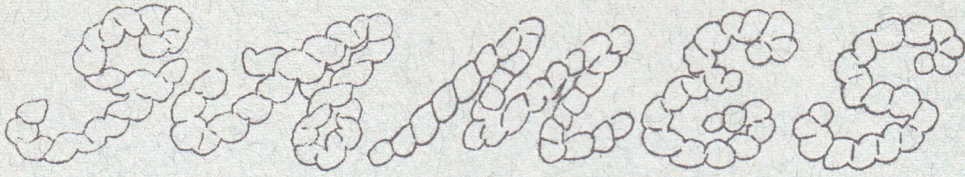
Go trip camping to a special place the distance of one or more days from home. Plan for food, clothes, shelters, and first-aid. Take time to see things on the way.

Take night trips together--a moonlight hike, a star-gaze on a hilltop, or a boat trip on a lake. Notice night animals on the way.

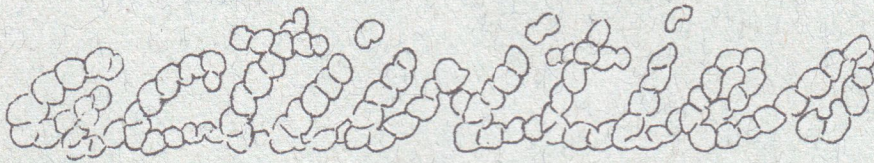
Go on fossil and arrowhead hunting trips, seeking information together. Talk with old timers of the neighborhood to develop an awareness of our heritage.

Make weather observations to gain a knowledge of instruments and their use, to recognize weather signs and symbols, and use observations in daily forecasting. Keep records, make a weather station assigning boys to different days or weeks of keeping records and reporting to the Outpost.

CHAPTER VI



AND OTHER



GAMES AND OTHER ACTIVITIESI. 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 cooperate, 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, vaulting, 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 designed as the Eagle. He shouts "American Eagle" and the whole gang make 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." As he succeeds, that player becomes an eagle, but if he 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 ft. by 8 ft. The two teams line up opposite each other and each about ten feet from the nearest edge of the field. At the 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 "piggy back" 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 behind 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 try to out-manouver the other 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 BOUY 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 "wrist-lock 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" 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 moveable 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 outer boundaries must forfeit his arm band.

HIDDEN MEN

Divide into 2 or more groups (3 or 4 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 the 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. 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 2 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 remain 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 clothes pins, 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 "spooof." 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 "spooof" 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 such 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 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 10 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 opponent's side. Hands must not be used in game but must be kept out of "play". Each time ball goes off opponent's 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 back 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 twisty 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 1 1/2 in. in diameter and 2 feet long and one backyard. 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 a boy's hand who then begins to chase the person on his right, etc. As soon as the switch is dropped into a boy's hands, 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:

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

Some sports stores carry a wide variety of craft projects. Craft materials brought in large quantities can usually be purchased 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 carried 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.

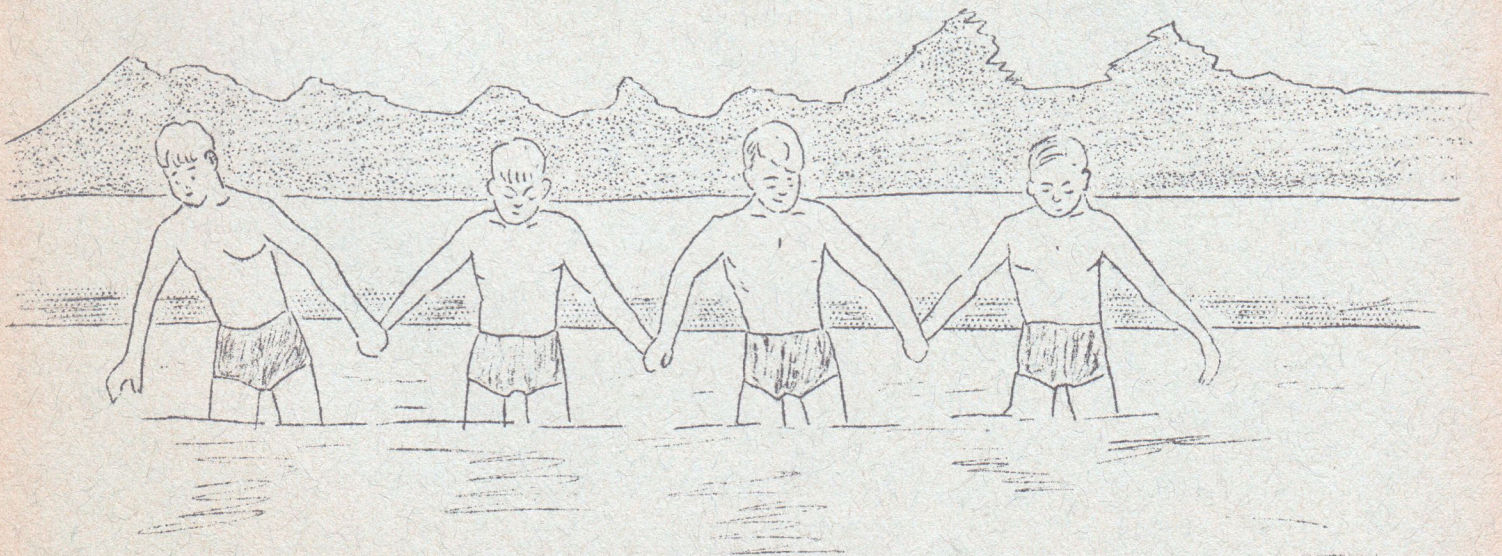
Make arrangements with the person in charge. Tell him the approximate time of arrival and departure. Be sure to arrange all transportation details, making sure that all health and safety standards are met.

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.

CHAPTER VII

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 rescue 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 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 coordinated 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.

(First Aid Contests)

Your goal: Practical first aid training for all ROYAL RANGERS by providing instruction and competition in every unit. The plan of action:

- * A project for conducting unity (interpatrol) first aid contests.
- * Prepare 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 5¢).

Emergency Plan for Atomic Attack

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

CHAPTER VIII

DEVOTIONS

WITH THE COMMANDER



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 - 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 the 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 some one 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:

"Whoever 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." Matt. 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 our 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 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 travel 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.

Ceremonial - 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 - boy's 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 grows.

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." Matt. 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

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 the 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

Matt. 5:14-

16

Prayer - Dear God - help each of us 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 three-cent postal card and a pencil for each boy. (the Commander will speak something 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 is 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 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 recatch 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 somethings 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 three-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." That is what usually happens when we share what we have with Jesus.

John 6:11-13

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 do thoughtful acts for others?

AMEN

GETTING GOD'S ORDERS

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)

In 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 uttering 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 would not use vain repetition for we will 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, forever." 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 six 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 your 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 where 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 strength. 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 toward 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 - 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% of the people are thoroughly honest and can be trusted. Our entire system of credit is built upon this fact.

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

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 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 to 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." Matt. 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.

Say: "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 what fellow would be the happiest and probably be 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 when he finished country school as a janitor. 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. Jim 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 second base. With a good pitcher and a good centerfielder, 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 what 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 camp-fire - 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." Matt. 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

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 - 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 an hungred, 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 will answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto the least of these my brethern, you have done it unto me."

Matt. 25:35-40

Ceremony - When we meet someone, we put out our hand and grasp his hand. This started during 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.

