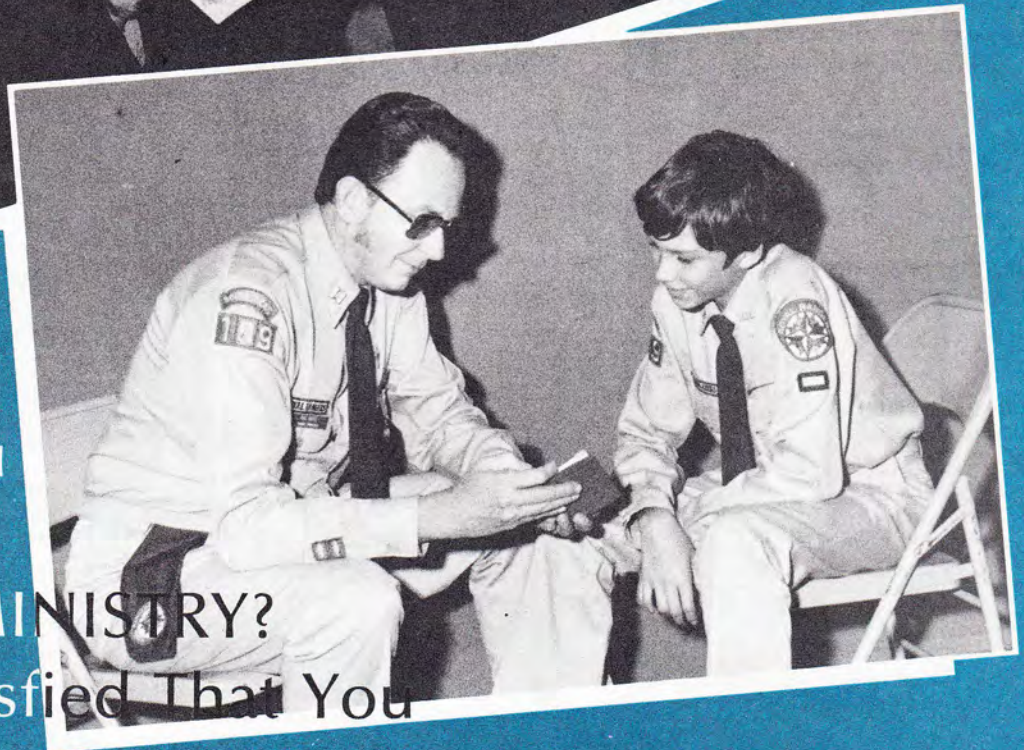
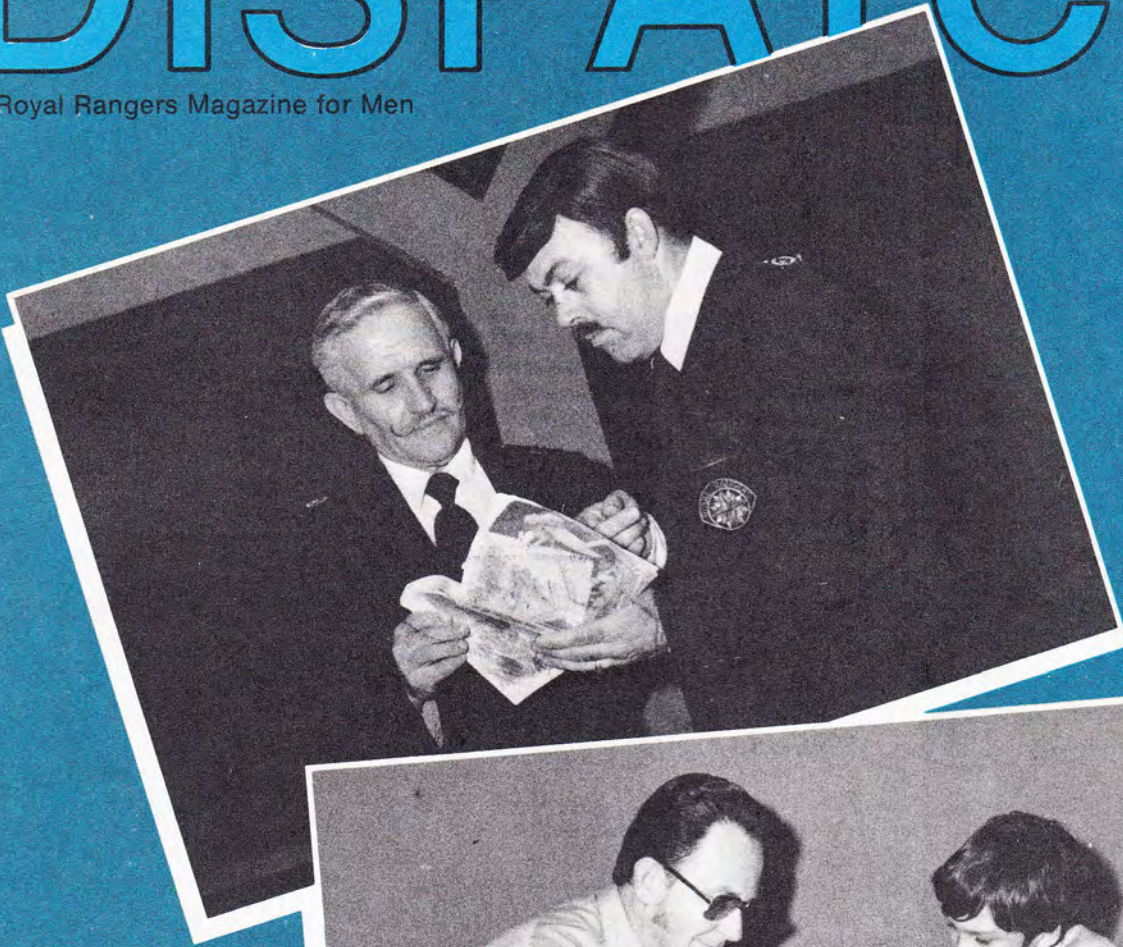


The Necessity of Systematization in Royal Rangers •  
Royal Rangers Olympics • Using Topographical Maps

# DISPATCH

A Royal Rangers Magazine for Men

Summer 1983



How Do You  
Rate Your  
OUTPOST MINISTRY?  
Are You Satisfied That You  
Are Doing Your Very Best?

# DISPATCH

SUMMER 1983

Vol. 19, No. 4

## A PIONEER MAKES FIRST CLASS

### FEATURES

#### 3 Are Royal Rangers Too Reg- imented?

by Warren Bebout

An outpost that is organized is a suc-  
cessful outpost.

#### 5 Sources for Program Ideas

by Larry Bohall

Find sources in your church, your  
neighbors, and in your reading mate-  
rial.

#### 6 Picking the Site—Pitching the Tent

by John Eller

Learn here how to set up camp the  
right way!



#### 7 Royal Rangers Olympics

by Kim Hawley & Max Davis

Here's plenty of action-filled events for  
your outpost.

#### 8 Your Outpost Planning Guide

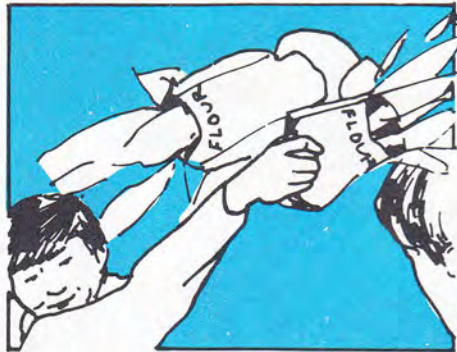
by John Eller

June, July & August should be filled  
with hiking, exploring, first aid tech-  
niques, and careful camping.

#### 10 Ideas for Camp-outs and Powwows

by Bob Fox

Part 2 of these field events will get  
your Rangers on the trail!



#### 12 Learn To Use Topographical Maps

by S. Lee Rourke

Use the valuable pathfinding aids to  
help you better understand and ap-  
preciate the outdoors.



#### BY TIM LUADERS AS TOLD TO CHAPLAIN JOHN ELLER

One of the great joys of being an out-  
post Chaplain is to assist Royal Rang-  
ers in their advancements. Watching  
these boys mature physically, spiri-  
tually, mentally, and socially, is a tremen-  
dous reward within itself. But to participate  
in their progress is even greater.

Tim showed promise from the start. He  
began as a Buckaroo, making Top Hand be-  
fore joining the Pioneers. He was one of  
those boys "hard to hold down" when it came  
to Royal Rangers. His dad was a Lt. Com-  
mander with the Trailblazers, and Tim was  
in a hurry to get there.

Tim was nearing the end of his first year  
in Pioneers, and First Class rating was within  
his grasp. All he lacked was item 9: "Explain  
how you have lived by the Royal Rangers  
Code." His report was made to the Chap-  
lain, and here is what he said:

"My Dad had a flat tire on his way home  
from Royal Rangers one night. It was dark,  
and we were about one-quarter mile from  
home. Dad told me to walk home and tell  
Mom to bring a light and some old clothes,  
because we had our Royal Rangers uniforms  
on. I did what my Dad told me.

**ALERT.** Walking home, I watched out for  
cars.

**COURAGEOUS.** It was dark, but I still went  
on.

**OBEDIENT.** I did what I was told by my  
Dad.

**HONEST.** I told my Mom the truth—it was  
not made up.

**LOYAL.** I was faithful to Mom and Dad.

**SPIRITUAL.** I prayed for God to go with  
me that night.

**COURTEOUS.** I asked my Dad if I could  
help.

**CLEAN.** When I got home, I washed my  
hands and face."

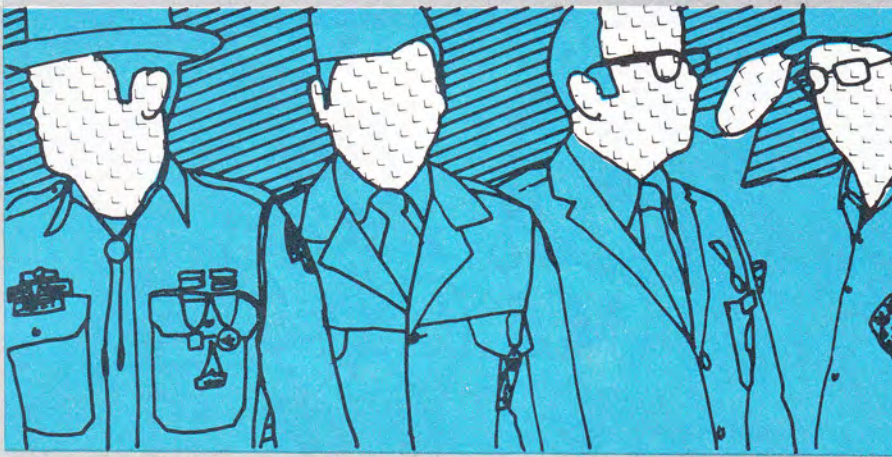
Our next Council of Achievement was  
Sunday evening following Tim's report to  
me. The sense of accomplishment which  
shone on Tim's face made me know he had  
truly earned his badge. ★

**STAFF** Editor: DAVID BARNES, Assoc. Editor: JOHN ELLER, Art: V. I. PRODUCTIONS,  
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DISPATCH



# ARE ROYAL RANGERS TOO REGIMENTED

BY WARREN BEBOUT

There are two meanings of the word, REGIMENT. One meaning is "TO PUT IN ORDER; SYSTEMATIZE." The other meaning is "TO FORCE UNIFORMITY AND DISCIPLINE UPON." We as Royal Ranger leaders must be able to distinguish between the two definitions and encourage the use of the first definition *ONLY* in our ministry. We *NEED* a "system," a way to stay organized, but we must *NEVER FORCE* discipline.

I have heard others say to me "Royal Rangers doesn't have to be so regimented. I don't know if I am sure I know what they mean. If you look up the meaning of regimented in the dictionary, you will find it means "to put in order; systematize." Another meaning of the word is "to force uniformity and discipline upon."

Which meaning are they complaining of? I think that anyone who is connected to or ever has been concerned about the Royal Rangers program should know there is no way that any administrative officer at any level (national, district, or sectional) of the Royal Rangers program should try to "force uniformity or discipline upon" others.

Now, the other meaning of the word, "to put in order; systematize." Well, that is the true definition of the word we want to use in the Royal Rangers ministry. We must have a system for doing things in our Royal Rangers ministry.

Unless we have this type of organization, our program would be more like a "boys club" instead of a Royal Rangers outpost program. (This does not refer to the national organization by that name, but to boys' clubs in general.)

## SEE FOR YOURSELF THE DIFFERENCES BETWEEN ORDINARY BOYS' CLUBS AND ROYAL RANGERS...

BENEFITS	BOYS' CLUBS	ROYAL RANGERS
Organization Structure	Little, if any	Highly organized
Uniformity in Uniforms	Rarely, if any	Yes
Leadership Training	Little, if any	Yes
Charter	None, usually	Yes
Bible Study	None	Yes
Meeting Plan Outline	None	Yes
Devotions	None	Yes
Award Recognition	None	Yes
Boy Achievement	Little, if any	Yes
Boy Accomplishment	Little, if any	Yes
Lifetime Skills Learned	Little, if any	Yes
Membership Cards	Sometimes	Yes
Boys' Magazine	Not likely	Yes
Leader's Magazine	Not likely	Yes
Founded Upon God's Word	Few Are	Yes
Advancement Opportunity	Little, if any	Yes
Patrols	No	Yes
National Office	Some may have	Yes
Fraternities	Doubtful	Yes
Church Associated	Few are	Yes
Evangelistic	Few are	Yes
High Ideals	Some have	Yes
Service Organization Sponsored	Some are	Yes
Boy Discipline	Questionable	Yes

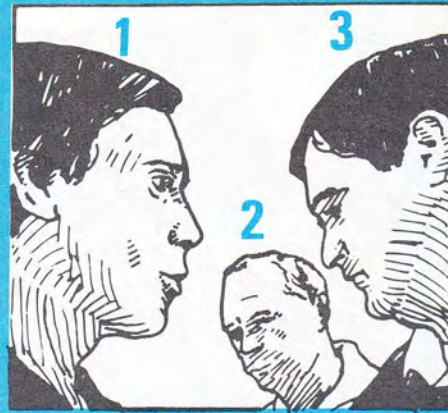
Which way are you running your outpost program?

There is a saying that fits in here that I like. "Anything worth doing is worth doing well." I like that. I just wish more Royal Rangers leaders would make that their motto.

There are 3 kinds of commanders:

1. Those who do their job effectively.
2. Those who do their work halfway.
3. Those who merely hold the title

WHERE DO YOU FIT IN?



Not every man is suited to be a Royal Rangers leader. It takes a special kind of person. To me, it should be his ministry given to him by the Lord. It is a ministry to me, as unto the Lord. In his own area of responsibility, a Royal Rangers leader is a minister—to his boys as unto the Lord. If it is treated as a ministry, then it is just a task, a chore to do, a boys club. We should have a burden, a vision for reaching boys for Christ. Let's compare ourselves to other ministers. Using this list, how do you rate yourself in your responsibilities? Check out these areas you are weak in and see where improvement is needed.

How do you stack up with this list of responsibilities in your outpost ministry?

Are you satisfied that you are doing your very best?

### CHRISTIAN DUTY

### YOUR MINISTER

### DO YOU?

### UNIT COMMANDER

Spends time in prayer for his flock	<input type="checkbox"/> Yes	<input type="checkbox"/>	Spends time in prayer for his boys
Arrives early for the service	<input type="checkbox"/> Yes	<input type="checkbox"/>	Arrives at least one-half hour early at meetings
Prepares sermon outline in advance	<input type="checkbox"/> Yes	<input type="checkbox"/>	Prepares meeting plan outline in advance
Visits sick ones	<input type="checkbox"/> Yes	<input type="checkbox"/>	Visits absentees, sick
Plans special activities for his flock	<input type="checkbox"/> Yes	<input type="checkbox"/>	Plans special activities in advance for his boys
Attends sectional ministerial meetings	<input type="checkbox"/> Yes	<input type="checkbox"/>	Attends sectional commander "Buzz Sessions"
Attends District Council	<input type="checkbox"/> Yes	<input type="checkbox"/>	Attend District Commanders Conferences
Makes sacrifices for his ministry	<input type="checkbox"/> Yes	<input type="checkbox"/>	Makes sacrifices for his outpost ministry
Studies & researches in advance for sermon	<input type="checkbox"/> Yes	<input type="checkbox"/>	Studies & researches in advance for program feature, devotions, etc.
Attends training seminars	<input type="checkbox"/> Yes	<input type="checkbox"/>	Enrolled in or attends leadership training
Attend camp meetings	<input type="checkbox"/> Yes	<input type="checkbox"/>	Attend National Training Camps
Attends S.S. teachers training courses	<input type="checkbox"/> Yes	<input type="checkbox"/>	Enrolled in or attending LTC#5
Encourages spiritual growth	<input type="checkbox"/> Yes	<input type="checkbox"/>	Encourages Bible advancement & Bible study lessons
Studies the Bible to improve his effectiveness	<input type="checkbox"/> Yes	<input type="checkbox"/>	Studies to improve his effectiveness as a leader
Attends all services	<input type="checkbox"/> Yes	<input type="checkbox"/>	Faithfully attends church services and RR meeting
Is faithful to his ministry	<input type="checkbox"/> Yes	<input type="checkbox"/>	Is faithful to his outpost ministry
Supports all other church departments	<input type="checkbox"/> Yes	<input type="checkbox"/>	Supports other departments of the church & other RR depts. (national, district)
Set an example for his flock to follow	<input type="checkbox"/> Yes	<input type="checkbox"/>	Sets an example for his boys, morals, ethics, etc.
Contributes to his ministry	<input type="checkbox"/> Yes	<input type="checkbox"/>	Contributes to his RR outpost program
Attends Department head planning sessions	<input type="checkbox"/> Yes	<input type="checkbox"/>	Attends outpost staff meetings
Witnesses to others about Christ's saving grace.	<input type="checkbox"/> Yes	<input type="checkbox"/>	Witnesses to others about Christ

If you still believe that the Royal Rangers program is "too regimented" (systematized), maybe it's time you reevaluate your priorities regarding your time, talent, and sacrificial giving to the Lord. What I am saying, in a nutshell, is that an outpost program that is organized (or regimented) is a successful outpost. \*

# SOURCES FOR PROGRAM IDEAS



BY LARRY BOHALL

Ideas—where do you get them, and how do you use them? That can be a major problem for Royal Rangers leaders, and one that can determine whether or not your outpost develops into a successful outpost. The leader that can develop and use successful ideas will probably have a giant step on the road to success.

Sources for the creative commander are available nearly everywhere he looks; in his church, in his neighborhood, in the people he knows, and in what he reads. In fact, he often has a problem in determining what ideas to use and which ones to discard. In contrast, however, the leader who relies on himself and one or two other sources often runs out of ideas.

The key, then, is developing good sources. Good sources are like good tools—they help build the program.

But where do you look to develop these tools? As we said earlier, the creative leader will look almost everywhere. It is a talent that will need to be developed, but with a little work, will provide plenty of reward. Here are a few places to begin!

## Sources in Royal Rangers

The Royal Rangers program itself is the most logical place to begin. Start with the age-level handbook that your boys are using. This will be the most important resource that you will use. With it you will plan meeting features (for advancement, campcraft skills, devotions, Bible studies, etc.). Commanders who rely on the handbook for most of their planning will find that more of their boys are advancing in rank and skills. If you want your boys to grow in the Royal Rangers program, then use the handbook to plan your

meetings. It is that simple.

Couple your age-level handbook with the *Adventures in Camping* book. This book will help both you and your boys develop the necessary outdoor skills that you need. With it, you can plan program features, recreation, and special activities such as camp-outs, hikes, etc. The outpost that relies heavily on *Adventures in Camping* will be an outdoors-oriented outpost.

Next, use your *Leader's Manual* and *Outpost Activities Handbook*. Both are filled with ideas for crafts, games, devotions, etc. Keep them with you at each meeting! More than once this commander has had to fill fifteen or twenty minutes of extra time, and these books provided him with the "instant" ideas that he needed.

All of the above books are available at the Gospel Publishing House, and should be a part of every commander's library.

Every chartered outpost receives the *Dispatch* and *High Adventure* magazines. Commanders should read them from cover-to-cover, particularly the *Dispatch*. It is chocked full of articles (such as this one) and ideas for meetings, games, etc., that can, and should, be used in your outpost. *High Adventure* also has as one or two articles about special events and campcraft that can be used.

Finally, one of the most neglected resources for ideas in the Rangers program is other leaders. Be observant. At the Powwows and other events, look at what other outposts are doing. Talk to other commanders—attend your sectional meetings. Not only will you find out what works; you will also get a feeling for what does *not* (and

why). Do not be afraid to "borrow" a successful idea—no one will mind, and your boys will thank you for it. Besides, you would not feel bad about avoiding a poor idea!

## Sources Outside of Royal Rangers

One of the biggest and best sources available to the Royal Rangers leader is the local public library. Use it—often. After all, your taxes paid for it, so you should get something out of it! Your library will have thousands of books available to you on every subject imaginable; including crafts, history, games, counseling, Bible study, etc. Many also have free films and projectors, posters, slides, and many other visual aids. And the best thing about it all is that it is free. All you need is a card, which takes about five minutes to get.

"But," you protest. "I don't know anything about the library. I don't know where to look for anything."

No problem. Part of the money that Uncle Sam and all his cousins takes from your paycheck pays the salaries for several competent librarians. They are there for just one reason: to help you. All that you need to do is ask. Don't spend a lot of money buying books and magazines—go to the library instead. If they do not have the book you want on hand, they will have something just like it. Many of the following resources will be available there.

Another large and extremely useful asset is found in the Boy Scouts of America. Their materials are all excellent. Of particular interest to Royal Rangers leaders are the *Boy Scout Handbook*, the *Scoutmaster's Handbook*, the *Fieldbook* and assorted Merit

CONTINUED ON NEXT PAGE ►



thing. Rain usually comes from the west. The Indians always pitched their tepees eastward.

## THE TENT

When the tent has a sewed-in floor, stretch and peg it down all around. Raise the front pole, drive the peg for the guy rope three feet in front, and tie with a trot line. Repeat for the back, only drive the peg two feet away. Your poles and guy ropes should all be in line. Without ropes, your tent will sag (see figure A).

If you have no ground cloth, put the front pole in place and hold it while your partner

pegs the two front corners, drives the guy peg, and ties the rope. Do the back the same way. If you are working alone, peg one side first, raise the front pole and measure where the other front peg should go.

Pegs should be driven so that they lean toward the tent. They will endure longer this way. Only in sandy soil should they be driven outward from the tent.

Many tents come with metal or even plastic pegs. If you are backpacking, you may want to leave the pegs at home and make some on the trail as you camp. Notice the sketches that the top of the peg is cut off above the notch, else it will probably split off when the stake is driven. ★



DO IT  
RIGHT

# ROYAL RANGERS OLYMPICS

BY KIM HAWLEY & MAX DAVIS

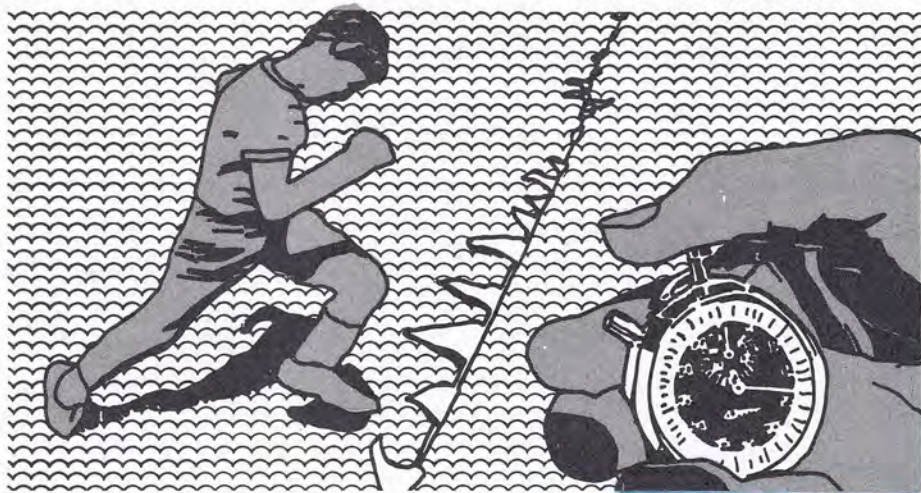
Your own Royal Rangers Olympics can provide your outpost or section with an action-filled day. Michigan, South-Central Commander Max Davis has done this for the past several years. The olympic activity can be done either as a sectional or local activity.

Possible events that can be included are the 50- and 100-yard dash; a rope climb, (with a bell at the top to ring; a rope run (a network of crisscrossed ropes which the Rangers run through; a discus throw, a long jump; a shuttle run, (a course of gates through which the Rangers run). The shuttle run focuses upon starting, stopping, turning, starting again. The obstacle course is always a challenge. It can be of your own design. This one included: a six- to seven-foot wall to climb over, they may use a rope. A low barrier or chicken wire they crawl underneath, followed by a 25-pound bag of sand they carry for a distance, a water obstacle they jump over and three or four low hurdles, then a sprint to the finish line. Other events included a twenty-five-pound medicine ball throw. We used an old basketball and filled it with sand. There was also a half-mile cross country run.

Besides these individual events, there were two team events. There was a tug-of-war and a mile relay. The teams each had five members. Each member was from one of the age groups. For the mile relay, the younger boys ran shorter distances—increasing the distance with age.

The Olympic Day was organized as follows: 8:30 a.m., Registration; 9:15 a.m., Opening Ceremony; 9:30 a.m., Individual Events; 12:30 p.m., Lunch; 1:30 p.m., Team Event; followed by Awards and Closing Ceremony.

A registration fee of \$2.50 was charged. Each boy received an olympic patch. At reg-



istration the Rangers were divided into age groups, assigned a number to wear, and a group for the day. The age groups were: 7, 8; 9, 10; 11, 12; 13, 14; and 15, 16, 17.

Each group had two or three scribes. They recorded each Rangers times or positions in each event as they were completed. They assigned each group of ten boys with an adult leader for the individual events.

The adult leader was in charge of the group for the day. He met his boys during the opening ceremony. He organized them for the flag ceremony, pledges, and prayer. At the close of the opening ceremony, each group was assigned to an individual event.

The adult leader had a clipboard with a record sheet for each event. On the record sheet he marked each Ranger's name, number, time, or position for that event. At the close of the event the record sheet was turned in to that age group's secretaries. They in turn tabulated all the times and positions for the day. This helped with the five-place ribbons the Rangers received, and the gold,

silver, and bronze medals for each age group.

Each individual event will need two or three leaders. They were in charge of that event. It was their responsibility to explain to each group what to do. There were starters, time keepers, and judges. They reported the times or the positions to each group leader.

Each group rotated among the individual events until each had completed all of them. Then there was a lunch break. After lunch was the team competition.

During the closing ceremony ribbons were awarded for the first five places in each event for each age group. Gold, silver, and bronze medals were given to the overall top Rangers in each age group. Scripture and prayer closed a full day's activity.

A Royal Rangers Olympics can be organized to meet your own groups needs and interests. There are many other events that could be included. There might even be the possibility in some areas of focusing upon water events or even a Winter Olympics. ★

## JUNE

### FEATURES

#### Week 1. Hiking

1. Longest recorded hike; 18,500 mi. through 14 countries from Singapore to London by David Kwan age 22.
2. Hike took one year, 7 months
3. David averaged 32 miles per day

#### Week 2. Hiking

1. Physical benefits
2. Keeping in shape
3. Staying healthy
4. Calisthenics
5. Jogging
6. Daily routine

#### Week 3. Exploring

1. Exploring in history
2. Exploring for the opening of the great American West
3. Exploring today:
  - \*Stream beds
  - \*Old wagon trails & washes
  - \*Abandoned roads or old railroads
  - \*Caves & bluffs
  - \*Rivers

#### Week 4. Hiking

1. Reasons for hiking
  - \*Exercise
  - \*Group participation
  - \*Fresh air
  - \*Adventure
  - \*Togetherness
2. Kinds of hikes
  - \*Cross-country
  - \*Across town
  - \*Bike hike

### ACTIVITIES

1. Collect hiking equipment
  - \*Comfort
  - \*Good boots
  - \*Canteen
  - \*First aid equipment
2. Determine length of hike for needs such as food, water, etc.

1. Indoor & outdoor activities
2. Well-balanced diet
3. Preparing good meals
4. Value off brief rest periods

1. Nature walk
2. Hike to city limits
3. Hike to nearest lake
4. Explore a forest
5. Hike to nearest stream, pond, or bridge
6. Hike to nearest school or college campus

1. Make a check list of national & state parks within your range
2. Write your state office of tourism for maps & information
3. Be alert to check interesting or outstanding landmarks

### PROJECTS

1. See nature
  - \*Identify plants & animals
2. What is harmful?
3. Study characteristics of nature
4. Eat regularly
5. Collect specimens for outpost meeting

1. Meet with commanders. List all parks, trails, farms, and public lands available within 50-mile radius
2. Hiking & camping magazines
3. See DISPATCH, Fall of 1975

1. Ask boys to list the three places within driving distance they would most like to visit
2. Plan a special expedition to a mountain, lake, desert, or seashore
3. Emphasize safety

1. Encourage each patrol to plan a hike
2. Offer list of suggested trails or locations
3. Plan multimedia oring, gear, footwear, insect repellent, etc.
4. Call for reports to be made of hikes

# YOUR OWN PLANNING GUIDE

Challenging Ideas

BY JOHN I.

## JULY

### FEATURES

#### Week 1. First Aid Textbook, American

1. Definition: immediate & temporary care given victim until a doctor can be secured
2. Why first aid?
  - \*Steady the person
  - \*Victim may not be thinking well
  - \*Emotional reaction
  - \*Give encouragement and help

1. Contact local Red Cross for books and charts
2. Plan a basic first aid course for boys
3. Plan multi-month standard course taught for leadership
4. Secure an outpost kit for camp activities

#### Week 2. First Aid Basic First Aid B

1. First aid care for shock
2. First aid care for bleeding
3. First aid care for breathing
4. First aid care for poisoning
5. Deal with each in detail, using charts provided by Red Cross

1. Anyone badly hurt from shock
2. A person can die in one hour
3. A person not breathing will die in 4-6 minutes
4. Dilute poison with water, decide if should call doctor

#### Week 3. First Aid Basic First Aid B

1. First aid care for broken bones
2. First aid care for burns
3. First aid care in rescue
4. Book 2 is shortest of the four, but very important. Take your time.

1. Prevent further injury
2. Show difference between simple and compound fractures
3. Immerse most burns in cold water
4. Do NOT immerse electrical burns, is burned away
5. Use extreme care



# OUTPOST TRAINING AID

Lessons for Leaders

W. ELLER

ACTIVITIES

PROJECTS

## American Red Cross

Red Cross  
charts  
course for

1. Encourage leaders to take first aid training and achieve training status from Red Cross
2. Encourage boys to participate in all first aid training available
3. Encourage boys to learn how to swim
4. Plan several demonstrations for next parents night

media or  
course to be  
leaders  
outpost first aid  
and meet-

## Book 1

hurt can die  
n bleed to  
minute or

1. Practice sessions:  
\*Bandaging  
\*Splints  
\*Pressure points  
\*Artificial respiration
2. Be sure everyone understands what they are doing and why
3. Check progress

t breathing  
5 minutes  
with water,  
ould vomit,

## Book 2

er injury  
ce between  
compound

1. Contact local Fire Department for demonstration
2. Contact local paramedics for possible help (or EMT's)
3. Plan an out-door search & rescue training session, using a dummy for rescue

st burns in  
erse if skin  
ay  
caution

## Week 4. First Aid Basic First Aid Book 3

- |   |  |   |
|---|--|---|
| 1. Head injuries                            | 1. Never raise head or feet with head injuries         | 1. Plan a chart on snake, animal and insect bites       |
| 2. Bleeding you cannot see                  | 2. Weakness may or may not accompany internal bleeding | 2. List insect bites people may be allergic to          |
| 3. Heart attack, etc.                       | 3. Breathing problems may accompany heart attack       | 3. Have local nurse or doctor talk on bites & treatment |
| 4. Infection & illness                      | 4. Clean wounds to prevent infection                   | 4. Emphasize caution in use of snake bite kits          |
| 5. Snake bite                               |  |   |
| 6. Animal bites                             |  |   |
| 7. Insect bites                             |  |   |
| 8. Take care boys understand dos and don'ts |  |   |

## Week 5. First Aid Basic First Aid Book 4

- |  |   |  |
|--|---|--|
| 1. Getting too much heat or sun                                    | 1. Heat exhaustion: skin cool and wet                       | 1. Plan a demonstration on water safety                              |
| 2. Exposure to cold  | 2. Heat stroke: skin hot and dry                            | 2. Have boys list common home accidents; discuss how to prevent them |
| 3. Fire  | 3. Treat exposure to cold with water blankets or warm water | 3. Secure a film on automobile safety                                |
| 4. Electric shock  | 4. NEVER run if clothes are on fire                         | 4. Remove doors from discarded refrigerators                         |
| 5. Water safety  | 5. Check breathing first on electric shock victims          |  |
| 6. Special safety problems   |   |  |
| 7. As a first aider, you should remain calm, evacuate, act quickly |   |  |

## AUGUST

FEATURES

ACTIVITIES

PROJECTS

## Week 1. Christ, the Great Camper

- |   |   |   |
|---|---|---|
| 1. Jesus helped create out-doors (John 1:1-8)           | 1. Jesus often taught by sea-shore (Matt. 13:1, 2)                  | 1. Study Jesus as a Great Camper                  |
| 2. Love of outdoor inherent                             | 2. Had not where to lay His head                                    | 2. Study Jesus as a Great Counselor               |
| 3. Spent 40 days and nights in wilderness being tempted | 3. Often used nature to teach in parables                           | 3. Study Jesus as a Great Camp Speaker (parables) |
| 4. Often spent whole nights in prayer                   | 4. Sometimes He lived off the land (Samaritan well and corn fields) | 4. Discuss Sermon on the Mount                    |
|   |   | 5. Discuss feeding of 4,000 and 5,000             |

## Week 2. Camping

- |  |  |  |
|--|--|--|
| 1. Good camp-outs don't just happen    | 1. Prepare an outpost duty roster      | 1. See: Adventures in Camping                                      |
| 2. Planning & preparation essential    | 2. Assign leaders & boys specific jobs | 2. Contact local AAA for maps, etc.                                |
| 3. Priorities: shelter, fire, and food | 3. Make check list of needs            | 3. Check public camping areas                                      |
| 4. Proper equipment                    | 4. Select campsite                     | 4. Inquire locally about farms with rustic camping areas           |
| 5. Protection should weather change    | 5. Plan transportation                 | 5. Write: U.S. Department of Interior for information about trails |
| 6. Assignments                         | 6. Secure parental permission          |  |

Continued On Page 15 ►

# PART 2

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## IDEAS FOR

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## CAMP-OUTS

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## AND POWWOWS

BY BOB FOX

*How The West Was Won* field events are designed for small powwows, such as area or sectional events. The western theme can be much enhanced by providing horses, cowboy outfits, hay, corrals, and other western scenery. The setting and scenery will make for the success of the field events *MORE* than any other single factor. **IMPORTANT:** These events *should not* be shared with the outpost before the pow-wow. Only the titles may be revealed. **HAVE FUN!**

### EVENT 13. CONCRETE COWBOY

**INDIVIDUAL  
EVENT  
DESCRIPTION  
OF EVENT:**

A Ranger will mount the bucking barrel and using one hand see how long he can stay on it.

**EQUIPMENT  
NEEDED:**

1 barrel  
1 sand box  
4 springs  
4 wires

**JUDGES  
NEEDED:**

**HOW POINTS  
ARE SCORED:**

1 hornless saddle  
Four judges: They will move the barrel slowly at first and then increasing speed until the rider is bucked off.  
This is strictly a timed event. Time ends when two hands are used or the

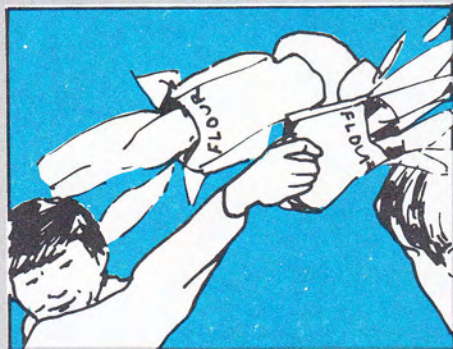
cowboy falls off. One Ranger at a time can do this event and can only repeat it if time allows and the judges are up to it, and no Ranger is in line who had not done it. In this event a tie is broken by a BUCK OFF at dawn or sun-down.

### EVENT 14. SHOOT-OUT AT THE OK CORRAL

**PATROL OR OUTPOST EVENT**

**DESCRIPTION  
OF EVENT:**

This event will be conducted at the corral and will consist of each Ranger in the patrol being armed with two small bags of flour. The purpose of the event is to shoot (throw the flour) at Rangers in the other patrols until one Ranger is left standing without being hit with flour.



**NEEDED:**

Popcorn bags and flour  
Each member of the patrol will fill their own bags with flour prior to the event starting. The judge will determine if they are full enough.

**JUDGES**

**NEEDED:**

**HOW POINTS  
ARE SCORED:**

One judge  
The time it takes a patrol to shoot out enemy is recorded. The tie breaker will be how the patrol made the shoot out rather than throwing big charge.

**EQUIPMENT**

## EVENT 15. THEY WENT THAT-A-WAY

### PATROL OR OUTPOST EVENT

**DESCRIPTION OF EVENT:** A series of obstacles will be set up and each member of the patrol will need to ride a bicycle around this course. A total of six

**EQUIPMENT NEEDED:**  
**JUDGES NEEDED:**

Rangers must ride the course.

3 ten-speed bicycles  
Obstacle course  
The total time for six Rangers to ride the course

will be the basis for judging. No patrol may do this event over.

With three bicycles, three patrols can run the course at a time.

## EVENT 16. IT GOES THIS WAY

### INDIVIDUAL EVENT

**DESCRIPTION OF EVENT:** The Rangers desiring to do this event will be shown how to saddle a

**EQUIPMENT NEEDED:**

horse and then will actually saddle the horse.  
Saddle, etc.  
Horse

**JUDGES**

**NEEDED:** One judge  
**HOW POINTS ARE SCORED:** Total time to saddle the horse correctly will be the basis for points.

## EVENT 17. RIDE 'EM COWBOY

### PATROL OR OUTPOST EVENT

**DESCRIPTION OF EVENT:** The patrol will need six Rangers for this event. The horse and rider method will apply. One Ranger will have to ride on the shoulders of another Ranger. The rider will have a balloon full of water held on his head by nylon stockings. The rider will be armed with a

roll of newspaper. The object of the game is to break the balloon on the horse's head. The horse can in no way use his hands at all or use his body to push. The rider cannot use his hand to protect the balloon but can use it to hold off a swat. There is absolutely no hitting in the face.

**EQUIPMENT NEEDED:**

Nylon stockings and balloons  
Water

**JUDGES**

**NEEDED:** One judge  
**HOW POINTS ARE SCORED:** Each patrol will need to fill their own balloons. A fifteen minute time limit is given. The number of balloons broken in the least amount of time will determine the winner.

## EVENT 18. THE UNION & SOUTHERN PACIFIC TIE-IN

### PATROL OR OUTPOST EVENT

**DESCRIPTION OF EVENT:** This event will consist of driving railroad spikes or laying railroad track.

**EQUIPMENT NEEDED:** Spikes  
Railroad ties  
Railroad track  
Hammers

**JUDGES NEEDED:**  
**HOW POINTS ARE SCORED:**

Spike pullers  
Two judges in case of heavy lifting.  
A determination of how this event will be conducted will be dependent on whether or not the track is available. Each

member of the patrol will drive a spike and if the track is available, will lift the portion of track in place, hook up before driving spikes. The total time to complete the event will be recorded.

## EVENT 19. INDIAN SCALP

### PATROL OR OUTPOST EVENT

**DESCRIPTION OF EVENT:** Each patrol of no less than six Rangers will enter a circle against another patrol. Each member will have a neckerchief tucked into his belt or back pocket. Upon the signal each patrol is to go after the Indi-

**EQUIPMENT**

an scalps in the back pocket. The patrol with one Ranger remaining is the winner. You cannot guard the neckerchief with your hands. Only by jumping, rolling, or spinning around can you save your scalp.

**NEEDED:** 20 neckerchiefs

**JUDGES**

**NEEDED:** One judge  
**HOW POINTS ARE SCORED:** The time it takes one patrol to scalp another patrol will be recorded.  
This event will not run for a patrol who has less than six Rangers except for fun.

## EVENT 20. TRACKIN' THE OUTLAWS

**DESCRIPTION OF EVENT:** The running of an obstacle course.

**EQUIPMENT** Rope

**NEEDED:**

**JUDGES**

Tires  
Obstacle course at camp

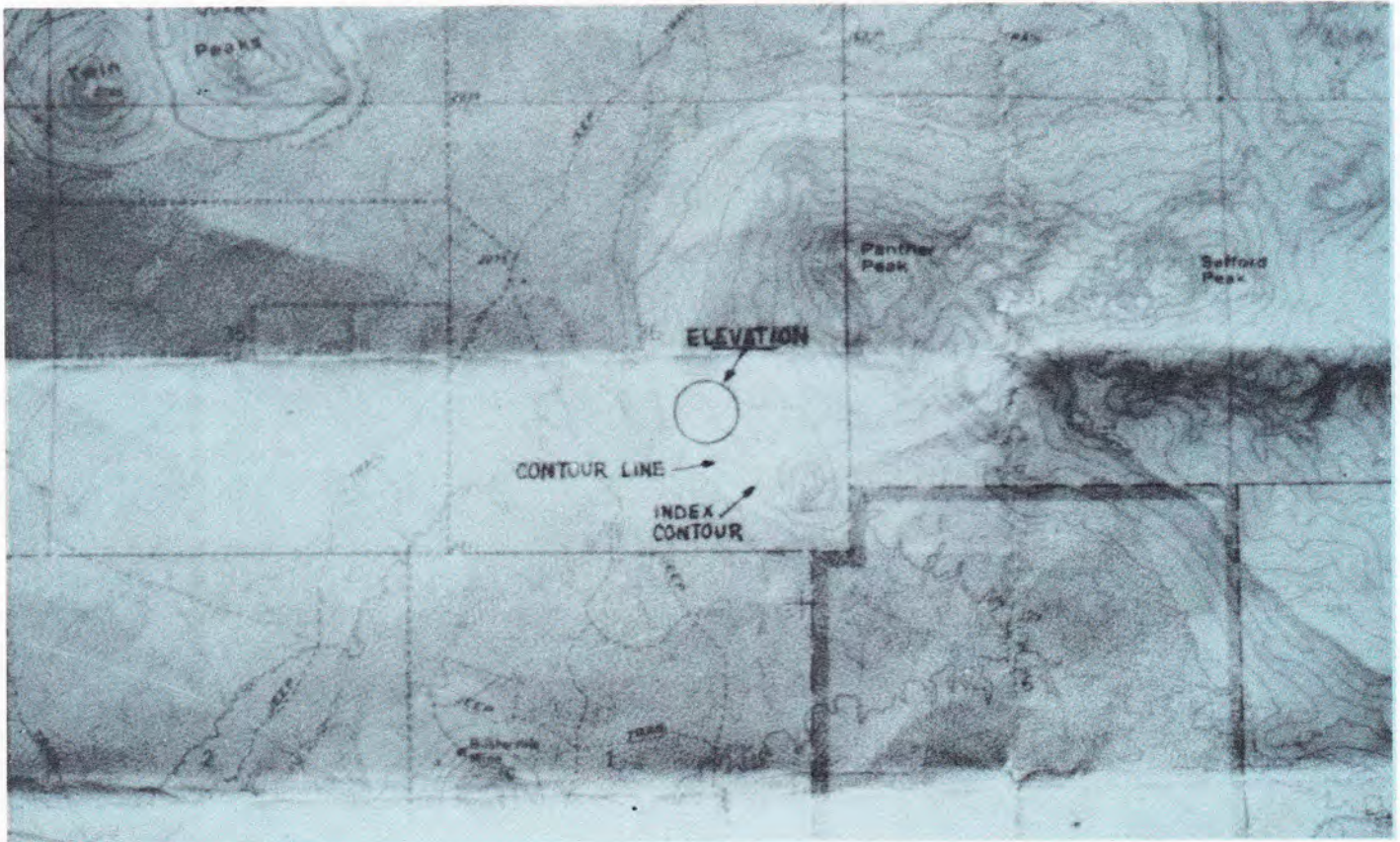
**NEEDED:**

One judge  
**HOW POINTS ARE SCORED:** The time to complete the course will be recorded.

CONTINUED ON PAGE 

# Learn To Use TOPOGRAPHICAL MAPS

BY S. LEE ROURKE



**PHOTO A.** *The Topo Map Family*

**T**opographical maps, commonly referred to as topos, are published by the United States Geological Survey.

Topo maps have many uses as basic tools for planning outdoor activities such as camping, hunting, fishing, spelunking, and vacationing. Reliable topos showing the location and shape of mountains, valleys, plains; networks of streams and rivers are of great value to the hiker.

With the aid of topos, I've found secluded campgrounds, tucked away in high mountain canyons, where the only sound is a swift stream echoing against centuries-old handiwork. A compass and a topo can guide you to that little-known lake where the fish wouldn't know what to do if a baited hook sank slowly from the surface.

If you like to explore old mining sites, topos won't necessarily tell you what kinds

of mines are in the area, but they will show you the exact location. Topos also show the sites of deserted pioneer settlements that were scattered around old mining areas. These once thriving towns are no doubt written in debris covered epitaphs, but pages of half-forgotten history unfold and take shape as you dig through the rubble and uncover interesting finds with a metal detector.

Once you learn to read and understand a topo map with its curious symbols, the outdoor adventures are unlimited. The Topo Map Family (photo A)

Maps are available in a variety of sizes and scales. The most common is about the size of a state highway map and covers a region of approximately 225 square miles, with a 1:250,000 scale. Altitude of the terrain is shown in contour intervals of 200 feet, with supplementary contours at 100-foot inter-

vals.

Survey maps with a scale of 1:62,500 and contour intervals of 50 feet detail the terrain in an area of approximately 125 square miles and fold to a handy size to stuff into your back pocket while hiking.

Forestry Service charts, known as Township maps, show which regions are controlled by the Bureau of Land Management and the Forestry Service, as well as privately owned land. These detail the area with a one-half-inch to a mile scale. Accuracy is excellent. You can follow a stream or access road and associate changes of direction on the map.

Those Curious, Topo Symbols (Illustration A)

Symbols are the graphic language of topo maps: their shape, size, location, and color all have special significance. On maps pub-

lished by the Geological Survey, symbol colors indicate features they represent: symbols for water features are blue; man-made objects; roads, railroads, buildings, transmission lines, and many others, are shown in black; green distinguishes wooded areas from clearings. Contour lines which show the shape and elevation of the land surface, the unique characteristic of topographic maps, are brown.

Some map symbols are pictographs; resembling the objects they represent, but the brown contour lines are abstractions that have no counterpart in nature. Contour lines are an effective device for representing the vertical dimension on flat paper. Practice and imagination are needed by the map reader to visualize hills and valleys from the contour lines of a topographic map. To understand the contour symbol, think of it as an imaginary line on the ground which takes any shape necessary to maintain a constant elevation above or below a reference level.

An example of contour lines is shown on the topographical map. (photo B) Elevations are represented by contour lines; the vertical difference between any two contours is the contour interval, or 20 feet in this illustration. For easier reading, index contours (every fourth or fifth contour; depending on the contour level) are emphasized by a heavier line; these indicate a distance of 100 feet. Numbers along the contour lines indicate altitude.

Supplementary contours, added to better depict areas of little relief where the basic contours fall widely spaced, are shown as

dashed or dotted lines. Figures in brown shown along the index contours designate their elevations above the reference level. The elevation of any point can be read directly if it coincides with a contour, or can be interpolated if it is between contours.

Maps with shaded relief are useful to those who are more interested in the general appearance and shape of the land than in exact ground elevations. The pictorial effect of contoured topographic features is enhanced by simulating the appearance of sunlight and shadows. A conventional map overprinted with shading gives the illusion of a solid, three-dimensional land surface. Maps published in shaded-relief are listed in indexes to topographic maps for each state. Usually they are published only for areas of special topographic or recreational interest.

All water features are printed in blue, but are generally classified as perennial or intermittent. The perennial features contain water throughout the year (except for infrequent periods of severe drought) and are shown by solid lines; the intermittent features contain water only part of the year and are indicated by broken lines. Single lines represent streams, canals, and ditches less than 40 feet wide on 7.5-minute maps or less than 80 feet on 15-minute maps. Larger streams and rivers are shown to scale with double lines and a blue-tint fill.

A blue line marking the limits of coastal water represents approximate mean high water, always at a higher level than the zero reference for contours. Maps that include seacoasts and total waters sometimes show

depth curves, soundings, some obstructions to navigation, and other marine details of interest, which have been extracted from nautical charts. These maps, however, are not intended for navigational purposes.

Heavily built-up areas larger than three quarters of a square mile are shown with pink-tint over-print. Streets, railroads, boundary lines, and contours are shown in the usual manner in these areas. However, the only buildings shown are landmark structures such as schools, churches, public buildings, and others that are prominent because of outstanding size, design, or historic interest. Limits of these tinted areas relate to the density of construction, not to political or legal boundaries.

Red represents or emphasizes map features such as the more important roads, route numbers, fence lines, land grants, and the lines of townships, ranges, and sections in the states subdivided by public-land surveys. Public-land lines and civil boundaries (shown in black) are mapped as accurately as possible on the basis of information obtained from documentary records and field investigations. Lines shown on the map are not intended to serve as definitive evidence of land ownership or boundary locations.

Map Identification (photo C)

Most of the larger topos include an insert next to the map legend that divides the state; and in some cases, portions of the bordering states into grids. Each grid represents a map, and each map is cataloged by a reference number.

CONTINUED ON NEXT PAGE ►

## PHOTO B. *Contour Lines*



On a topographic map, the lines of longitude (meridians) represent true north and south with reference to the planimetric detail. Magnetic compass bearings, however, must be corrected for local variations as indicated by the declination diagram on the lower map margin. Angles of the diagram merely show relative directions of true, magnetic, and grid north; therefore angular values given in figures are to be used for corrections. Magnetic declination is continually changing (even though very slowly), so that the value applies only for the year specified.

The current magnetic declination can be readily, and accurately determined in the locality. By orienting the map along a straight road or two distant planimetric features away from local magnetic interference, a correct magnetic north arrow can be drawn using a compass. It is possible that compass north will vary significantly across the map. There is no better way to obtain the local magnetic declination; anything else published is an approximation of the method.

Control surveys are needed to present map features in correct relationship to each other and to the earth's surface. Two kinds of control station measurements are needed; horizontal and vertical. Horizontal ground control is needed to establish and maintain correct scale, position, and orientation of the map. Vertical control is needed to determine the correct position of the contours which show the shape or elevation of the terrain; such controls are known as Bench Marks, identified on the map as BM.

Permanent, or monumented, control points are usually marked on the ground by metal tablets 2 to 4 inches in diameter set

in rock or masonry or on driven metal rods; many are shown by symbol on the maps. One mark can serve both horizontal and vertical control purposes.

#### How To Plot Your Course

If there's a good library near you, they should have topographical maps on file. Either Xerox a section of the map that interests you or jot down the map reference number, located on the map's upper right hand corner. With this data you can order the desired topo from the nearest U.S. Forestry Service District office or U.S. Geological Survey office.

Indexes showing topographic maps published for each state of the United States and its island territories are free on request. Each free, state index contains a list of all topographical maps available for that state, addresses of local map references libraries, local map dealers, and Federal map distribution centers. An order blank and detailed instructions for ordering maps are supplied with each index.

Indexes for individual states east of the Mississippi River, including Minnesota, Puerto Rico, and the Virgin Islands, may be requested from:

Branch of Distribution  
U.S. Geological Survey  
1200 South Eads St.  
Arlington, VA 22202

Area indexes west of the Mississippi River, including Alaska, Hawaii, Louisiana, Guam, and American Samoa, may be requested from:

Branch of Distribution  
U.S. Geological Survey  
Box 25286, Federal Center  
Denver, CO 80225

Residents of Alaska may request indexes directly from:

Distribution Section  
U.S. Geological Survey  
Federal Bldg., Box 12  
101 12th Ave.  
Fairbanks, AK 99701

**CAPTIONS . . . Topographical Maps**  
**ILLUSTRATION A:** Symbols are graphic language of topo maps; some resemble objects they represent. (courtesy U.S. Geological Survey office)

**PHOTO A:** Topo map family shows same area in three different scales: Large township map was used to determine national forest (green) and private land (white) area. Map in center indicates location of wilderness campground. Survey map (right) determined best trail to high lake.

**PHOTO B:** Contour lines represent land features. Practice and imagination are needed by the map reader to visualize hills and valleys.

**PHOTO C:** Grid insert represents surrounding area topo maps. Each map is catalogued by a reference number. The Author: S. Lee Rourke is an avid outdoorsman, a free-lance writer and photographer. He has been exploring the Nation's wilderness with topo maps since 1975. Lee is currently photographing early pioneer settlements of the desert southwest and writing a travel guide to Utah ghost towns.

## MAY THESE VALUABLE PATHFINDING AIDS HELP YOU BETTER UNDERSTAND AND APPRECIATE THE OUTDOORS!

Primary highway, hard surface	Boundary: national
Secondary highway, hard surface	State
Light-duty road, hard or improved surface	County, parish, municipio
Unimproved road	Civil township, precinct, town, barrio
Trail	Incorporated city, village, town, hamlet
Railroad: single track	Reservation, national or state
Railroad: multiple track	Small park, cemetery, airport, etc.
Bridge	Land grant
Drawbridge	Township or range line, U.S. land survey
Tunnel	Section line, U.S. land survey
Footbridge	Section line, not U.S. land survey
Overpass—Underpass	Township line, not U.S. land survey
Power transmission line with located tower	Section line, not U.S. land survey
Landmark line (labeled as to type)	Fence line or field line
	Section corner: found—indicated
	Boundary monument: land grant—other
Dam with lock	Index contour
Canal with lock	Intermediate contour
Large dam	Supplementary cont.
Small dam: masonry—earth	Depression contours
Buildings (dwelling, place of employment, etc.)	Cut—Fill
School—Church—Cemeteries	Mine dump
Buildings (barn, warehouse, etc.)	Levee
Tanks; oil, water, etc. (labeled only if water)	Large wash
Wells other than water (labeled as to type)	Tailings pond
U.S. mineral or location monument—Prospect	Sand area
Quarry—Gravel pit	Distorted surface
Mine shaft—Tunnel or cave entrance	Tailings
Campsite—Picnic area	Gravel beach
Located or landmark object—Windmill	Glacier
Exposed wreck	Perennial streams
Rock or coral reef	Water well—Spring
Foreshore flat	Rapids
Rock: bare or awash	Intermittent lake
	Channel
	Sounding—Depth curve
	Marsh (swamp)
	Dry lake bed
	Land subject to controlled inundation
Horizontal control station	Woodland
Vertical control station	Mangrove
Road lpk—Section corner with elevation	Submerged marsh
Checked spot elevation	Scrub
Unchecked spot elevation	Orchard
	Wooded marsh
	Vineyard
	Bldg. omission area

◀ **ILLUSTRATION A.** Symbols are the graphic language of topo maps. Their shape, size, location, and color all have special significance.

**PHOTO C.** Map Identification Each grid represents a map, and each map is catalogued ▼ by a reference number.



# Your Outpost Planning Guide

continued from page 9

## Week 3. Camping

- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. Go over assignments</li> <li>2. Be sure plans are clearly understood</li> <li>3. Announce time schedule</li> <li>4. Encourage promptness</li> <li>5. Challenge outpost excellence</li> <li>6. Discuss safety</li> </ol> | <ol style="list-style-type: none"> <li>1. Campsite activities:                     <ul style="list-style-type: none"> <li>*Toolcraft</li> <li>*Ropecraft</li> <li>*Lashing</li> <li>*Cooking</li> <li>*Firecraft</li> </ul> </li> <li>2. Recreation:                     <ul style="list-style-type: none"> <li>*Running relays</li> <li>*Log roll</li> <li>*Tree climb</li> <li>*Insect hunt</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Plan a council fire</li> <li>2. Ask chaplain to plan a Biblical skit involving boys (Jesus calling His disciples, Good Samaritan, etc.)</li> <li>3. Plan for music &amp; singing</li> <li>4. Do a star gaze at the close</li> </ol> |
|---|--|---|

## Week 4. Outpost Camping

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Leaders ready</li> <li>2. Patrols sharp</li> <li>3. Outpost working</li> <li>4. Boy involvement</li> <li>5. Follow-through</li> </ol> | <ol style="list-style-type: none"> <li>1. Planning reports</li> <li>2. Construct archway</li> <li>3. Brief leaders</li> <li>4. Emphasize working and sharing</li> </ol> | <ol style="list-style-type: none"> <li>1. Leaders as advisors</li> <li>2. Special time for soul winning</li> <li>3. News releases on camp-out</li> <li>4. See: Leaders Handbook and BSA Fieldbook</li> </ol> |
|---|---|--|

## IDEAS FOR CAMP-OUTS AND POWWOWS

CONTINUED FROM PAGE 11

### EVENT 21. HERE COMES THE DOC

#### PATROL EVENT

#### DESCRIPTION OF EVENT:

This event is to test the first aid skills of the patrol. The patrol or outpost, will need at least three boys to do this event and a maximum of six. The outpost will need to make a stretcher out of materials furnished and then carry an injured person out of rough country to a doctor.

#### EQUIPMENT NEEDED:

Two poles  
Two blankets  
One judge

#### HOW POINTS ARE SCORED:

The total time to construct a stretcher, properly lift an injured person onto it, and then carry the person to a doctor will be the basis for judging. Penalty points of one minute will be added for not properly lifting the injured person onto the stretcher, for each time the stretcher breaks and the injured person is dropped, and for excessive roughness of the injured person.

### EVENT 22. RING AROUND THE POLE

#### OUTPOST EVENT

#### DESCRIPTION OF EVENT:

Six Rangers in the outpost are needed for a Ranger can go more than once to make up six. Each Ranger is given two horseshoes to throw at a pole.

#### EQUIPMENT NEEDED:

Horseshoes & pole

#### JUDGES NEEDED:

One judge

#### HOW POINTS ARE SCORED:

1 point for close (within one shoe) of pole  
2 points for leaners on the pole  
3 points for ringers

### EVENT 23. OUTPOST GATE JUDGING

This event will be a judging of outpost gates or entrances into their campsite. Outpost gates are judged on their appearance and the use of Ranger skills. Three places will be given for this outpost event.

#### Items to look for in judging are:

- Rangercraft skills . . . no hammers
- Outpost number displayed
- Some kind of doorbell
- Uniqueness . . . new ideas like a swinging gate
- Is the entire campsite roped off
- Appearance

## CARTOON

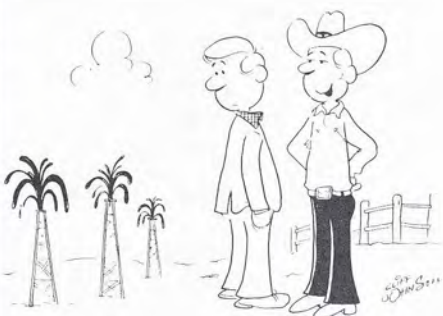
## CORNER



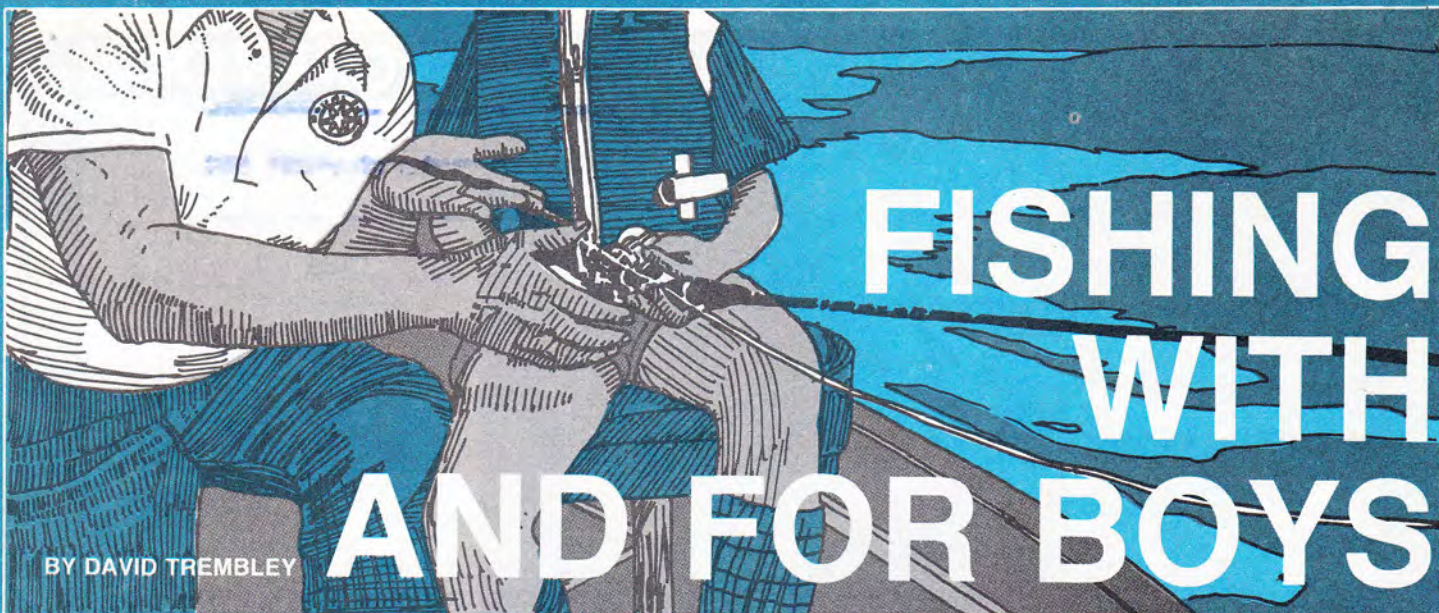
"I GOT ON THE SCHOOL BUS BY MISTAKE."



"JUST A SIMPLE 'YES' OR 'NO' IF YOU PLEASE, SIR."



"OH, THOSE ARE JUST FOR THE KIDS TO PLAY WITH!"



BY DAVID TREMBLEY

# FISHING WITH AND FOR BOYS

**A**re you a fisherman? Don't respond too quickly especially if your answer was going to be "no." Were you ever a fisherman? Can you cast back in your mind and remember when you were on one end of a pole and every hope you had in all this world was lying out there in the water?

Boys are fascinated by fishing. The activity must have been designed by God to give them exactly what they need. For one thing, it's a simple activity, and you need to remember that when you think about taking some boys fishing. Forget about your fly rod and all your fancy lures. Don't even bother to take your good tackle box. The simpler, the better. A cane pole, a couple of hooks (*small* hooks, don't forget), a can of worms, a bobber for each boy, a little lead shot—and you have everything you need.

You don't even need a boat. If you do decide to use one, consider leaving the motor at home. It might be more than your fishing buddies can handle, and every boy has long been wanting to row a boat on his own. The truth is, if you know exactly what it is that's so fascinating about fishing, you'll be much better prepared to provide the kind of experience that will be good for the boys. Maybe we'd better make a list (which isn't such a bad idea for you to do when planning that fishing journey.)

Of course, you may have more on your mind than enjoyment, and it's quite ok if you do. You may, in fact, see your relationship with these boys as an aspect of your ministry. Are you comfortable with thinking in those terms, or do you usually say that ministry is what the pastor does? The truth is that each Christian has a ministry—in fact, many different ministries. If taking boys fishing is part of yours, you'll be much more likely to accomplish it by knowing exactly what it is you are trying to do.

No one can answer that question for you, of course. Each one of us has to find our own personal answer, but I'd like to make some suggestions. The first is that you sit

down with a list of the boys whom you expect to take fishing and have a conversation with yourself about each boy. Ask yourself, "What is God wanting to do in Tim's life? How can I cooperate with the Holy Spirit so that Larry will move closer to God?"

You probably won't be able to come up with all the answers very quickly, but if you ask the questions seriously about each boy, you'll be a whole lot closer than you were before. Which is not to say there won't be a lot of surprises. You can count on it. One of the things boys have in common with God is how very surprising both parties can be!

## TROLLING FOR THE LUNKER

Because the truth is (watch out now, this is very deep water!) our relationship with the boys we serve is very much like fishing, and also very much like God's relationship with us. In all three cases, a cast is made into the water. The bait is just as attractive and inviting as it can be. The hook is the right size for what is being fished for. And the result of the expedition is, in large measure, up to the fish.

The fisherman can encourage the catch, but he can't force it, which is exactly how God deals with us all. God loves and invites and offers, but He does not force us into the boat. We, too, must learn to be more sensitive fishermen, offering the very best that we are able to, but watching them—respectfully, appreciatively, and even gratefully—if they choose to swim away. Editor's note: Some of these principles can be applied to other activities also.

1. **FISHING IS AN ADVENTURE.** The most attractive thing for the boys is that this is different, exciting . . . FUN. Your main job is to create an event which they will enjoy.

2. **FISHING REQUIRES PATIENCE.** But boys don't often possess very much of that quality. In order to pay attention to both truths at once, do two things. First—at least for the beginners—forget about casting for big bass. Pick a place where the crappies and bluegills are biting and where there are

a lot of them; it doesn't matter how big they are. Second, arrange the journey so that the kids who get bored (and they WILL; boys don't have a very long span of attention) can do something else. That's the big advantage to fishing the shore. Boys like to explore even more than they like to go fishing, and if there's a place nearby where they can safely swim, so much the better.

3. **FISHING ENCOURAGES SOLITUDE.** Stop and think for a moment. A child's world is filled with people who are "always" telling him what to do. Sometimes, that's not so very much fun. Design your trip so that the boys can make some decisions.

4. **FISHING WEARS YOU OUT . . . AND MAKES YOU HUNGRY.** Especially if you're a boy. Don't plan for the event to last very long, and make sure that there is access to some food.

5. **FISHING IS AN INVITATION TO SHARING.** Make sure that there are enough men along who care about boys, so that if a kid wants to talk, there will be somebody there he can talk to.

**GOING DEEPER** (Fishing for the Big Ones)

So far, we've been talking about the simple things, but, hopefully, in a way that will produce a payoff. Now, let's think harder. What are you up to? Why do you want to take these boys fishing in the first place? If your main answer is that you enjoy fishing yourself, you'll be disappointed. Fishing doesn't mean the same thing to a boy that it does a man. There are exceptions, of course—sometimes you'll run across "a natural born fisherman"—but, usually, the needs and desires are not very much the same.

The hope is that your main motivation is your care for the boys. Instead of intending to enjoy the fishing, your job is to enjoy the boys. If you can do that—if you can find the delight which lives deep down inside each one of them—your fishing trip will be a success no matter what else does or doesn't happen. ★