

- S - size up the situation
- U - undue haste makes waste
- R - remember where you are
- V - vanquish fear and panic
- I - improvise
- V - value living
- A - act like the natives
- L - learn basic skills

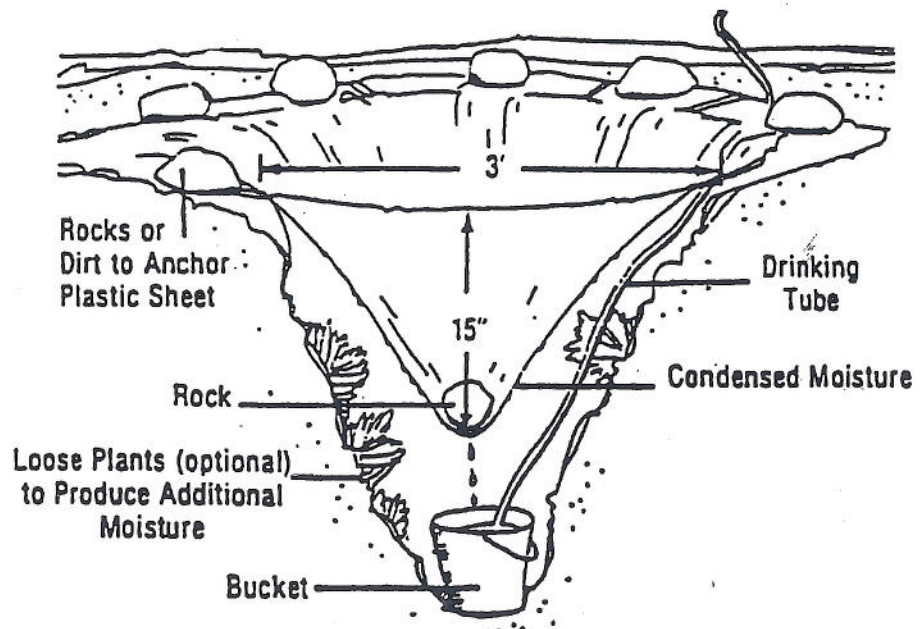
SHELTER

Shelter is used to protect you from danger and the elements. The most common camping shelter is the tent. There are other types of shelter you should be aware of. One shelter you should know how to erect is the mess tent. It is generally the first shelter to be put up when camping. Then you go on with your plan. Be sure to properly display the American flag and your unit colors.

WATER

Drinking water is a necessity for survival. When camping, always know where water is. An average person can last for ten days in 50 degree weather, seven days in 90 degree weather and two days in 120 degree weather without fresh water as long as they do nothing physical.

No matter how thirsty you get do not drink dirty or polluted water. You must purify it first. It must be boiled for twenty minutes or use water treatment pills.



In the desert you can get water from certain cactus or by making a water still with your poncho. See illustration above.

FOOD

Don't carry more than you need but be sure to take enough. Canned foods will stay preserved as long as the can is not damaged. Food can be obtained in the wild by hunting, trapping or fishing. Learn these skills if you are going to spend time in the wilderness. Some simple hunting, trapping and fishing skills are illustrated below.

PLANTS (poison ivy, etc.)

Become aware of the plants in your camping area. They can provide food, shelter or they can be dangerous to your health. There are two types of poisonous plants dangerous to your health; those that are poisonous from touch and those poisonous if eaten. The three most common poisonous plants to touch are poison ivy, poison oak and poison sumac.

Poison Ivy grows close to the ground or on a clinging vine, is shiny, and the leaves are in groups of three. Every part of this plant, leaves, vines and roots are poisonous.

Poison Oak grows in a shrub-like plant and has leaves in groups of three similar to poison ivy.

Poison sumac grows from a woody stem and has smooth and narrow parallel leaves.

There are many plants that are poisonous to humans. A good rule is to eat only those plants you know absolutely are safe. As an example, eat only berries you know absolutely are safe. If you eat a plant you suspect is poisonous, immediately induce vomiting.

WILDLIFE / PESTS

It is extremely important to know the wildlife and pests you might find in the area you camp. Having your camp wrecked by a bear, getting bitten by a snake, being overrun by ants or mosquitoes, finding a tick on your body, or being stung by a wasp can definitely ruin your day.

The following are some general rules to follow if you encounter a dangerous animal such as a bear. Remember these are only general rules. You should discuss with a local Ranger the precautions recommended for your area.

1. Remain calm.
2. Don't run or make any sudden movements. If you run and fall you could be in danger. If you make sudden movements you could scare the animal.
3. Do get away as quickly and quietly as possible.
4. Alert others calmly and quietly that there is a possible dangerous animal in the camp area.

SNAKES

There are only four types of poisonous snakes found in North America. They are the rattlesnake, copperhead, water moccasin and coral snake. You should be able to identify all poisonous snakes in the area you are camping. In the US, all wild poisonous snakes, except the coral snake, have heads larger than their body.

If bitten by a coral snake, give no food or drink. Call poison control and get to a medical facility immediately.

If bitten by a rattlesnake, apply a LIGHT restricting band above the bite (be sure you can get a finger under the band). Do not release the band unless swelling begins. If it is possible to capture the snake

without getting bit, then do so. Knowing what type of snake will help with treatment. Get victim to a emergency medical facility immediately. **DO NOT USE ICE, COLD PACKS OR SPRAYS. DO NOT INCISE AND SUCTION EXCEPT IN UNUSUAL CIRCUMSTANCES. DO NOT USE A TIGHT TOURNIQUET. DO NOT GIVE ALCOHOL OR ANY DRUGS. DO NOT WAIT TO SEE IF SYMPTOMS DEVELOP.**

TICKS

There are ticks that carry LYME disease. Lyme disease is an illness noted by a rash that usually develops a few days to a few weeks after being bitten. The rash usually looks like an expanding red ring with a clear or white center like a target bulls-eye. This is not always the case. It can look different and some people never get the rash. Along with the rash the victim develops flu like symptoms, a headache, stiff neck, fever, muscle aches and general malaise. It is important to seek medical help if you have or suspect these symptoms. If left alone, these symptoms may disappear but more serious problems follow weeks to a year later. You can die from Lyme disease if not treated.

Ticks known to carry the Lyme disease are the deer tick found in the northeastern and north central United States, the lone star tick found in the south, and the California black-legged tick found in the west. The common American dog tick does not carry Lyme disease but it can carry other diseases such as Rocky Mountain Spotted Fever.

The following are precautions to avoid tick bites.

1. Tuck your pant legs into your socks.
2. Tuck your shirt into your trousers.
3. Inspect your clothes. Have a friend check your back.
4. Wear repellent.
5. Inspect your head and body.

If you are bitten by a tick remove the tick as soon as possible. The easiest way is to grasp the tick with tweezers, as near to the skin as possible, and gently pull it out. You might want to save the tick for later identification. Check to see if the mouth parts broke off in your skin. If the mouth parts did break off in your skin, seek medical attention. If you develop symptoms of lyme disease see a doctor immedi-ately. Be sure to tell the doctor you were bitten by a tick and you want to be checked for lyme disease. A blood test can help determine if you have lyme disease.

WASPS, BEES, HORNETS, SPIDERS, ANTS

The stings of an angry swarm of bees, hornets, wasps, etc. can be very dangerous, even fatal. If you are attacked, plunge through dense brush or undergrowth. It only takes 100 bees to inflict a fatal toxic dose of venom. However, ONE STING can inflict a fatal dose if the person is allergic to bee stings.

Bees, such as the common honey bee lose their stinger when they sting you. You should always remove the stinger to prevent infection. Bumble bees, wasps and hornets do not lose their stinger and can keep stinging. If stung apply first aid. If you don't have a conventional first aid kit apply mud or moist clay to lessen the pain. This also works for scorpion, centipede and caterpillar bites.

The **black widow** spider is known as the widow because she eats her partner after they mate. If you get

bit by a black widow the initial sensation will be painful. Later, pain, cramping, and rigidity may appear in the shoulders, back, chest or abdomen. You will probably experience nausea, vomiting, headache, anxiety and hypertension. There is no first aid. Call Poison Control and transport to a medical facility.

There is no first aid for **scorpion stings**. Call poison control.

First aid for **velvet ants** is ice. Call poison control.

First aid for a **centipede** bite is ice on the bite. Call poison control.

First aid for **gila monster** bite is to clean the bite area. Call poison control. Most likely a tetanus shot will be recommended for treatment.

FIRES

Fire is used for cooking and to keep you warm. There are many different kinds of fires. There are three groups of wood you should be able to identify; tinder, kindling and fuel.

Tinder is the thickness of a match stick or smaller and will ignite into flame very quickly. Pine needles can be tinder but often smoke more than they burn. Punk, the rotted portions of dead trees is often good tinder. A good rule to remember is that the wetter the weather and wood the more tinder you will need.

Kindling is about the size of your finger.

Fuel is the size of your arm or bigger. Keep in mind that good firewood snaps in half when you bend it. If it bends it is still too green. If it crumbles it might be too rotten.

Before building a fire be sure you are permitted to do so. Next clean the surrounding area in which you are going to build your fire. You must clear at least 10 foot circle around your fire. Keep your fire away from kindling, tinder and wood as well as moss, leaves and pine needles. When finished with your fire be sure it is out. Use water whenever possible to put your fire completely out. Without water use soil. Always stir your embers whether using water or soil. Replace any turf you moved when building your fire. Always remember "NO-TRACE" camping. Make it look as if you were never there, that is, return it to its natural state.

Most fires can be used as **cooking fires**. Favorite cooking fires are the platform or the log cabin fire. However, there are others as noted below:

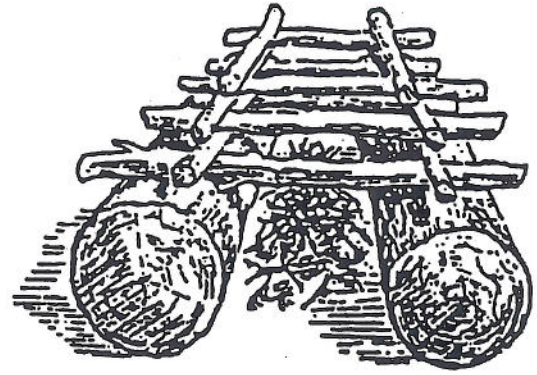
The **platform fire** (also known as a rock fireplace) is made by building a fire between two rocks used as a platform for your cooking utensils.



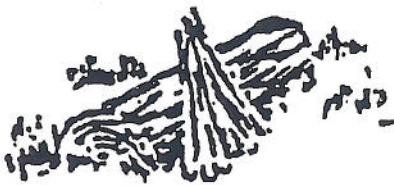
The **log cabin fire** is built by placing sticks or logs on top of one another in the form of a log cabin.

A **baking fire** is made by digging a hole, building a fire in it and allowing it to burn down to a bed of coals. Place your cooking pot in the hole and fill in the sides with rocks. The rocks will transfer heat to the sides of the pot and still allow oxygen to get to the coals.

The **cross ditch fire** is built by digging a figure "x" 3 inches deep into the ground and building your fire over it. The ditch acts as a channel for oxygen.

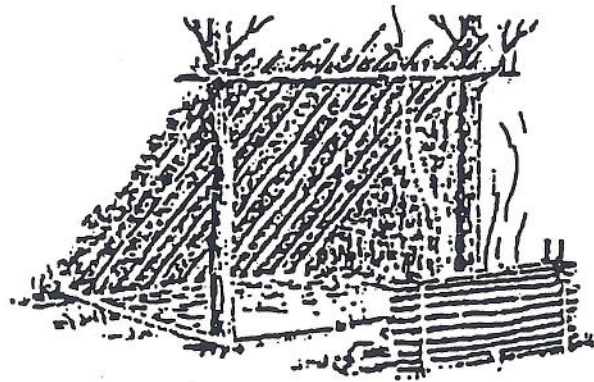


The **trench fire** is used particularly on windy days because it is safer than above-the-ground fires. Make your trench the width of your shovel and only as long as you need for your utensils. Widen the end from which the wind is blowing so that oxygen will get to your fire.



Lean-to fires are easy to make. Push a green stick into the ground. This stick becomes the lean-to. Remember to always point its tip to the wind. Lay your tinder beneath the part of the stick sticking out of the ground. Lay your kindling against the lean-to and place fuel against the kindling.

Some books refer to the **reflector fire** as the lean-to fire. They probably do this because the reflector fire is an excellent fire for heating a lean-to. The reflector fire is built by using a stack of logs or rocks to reflect the heat from your fire to you. A log cabin fire, lean-to fire, or tepee fire are good fires to build in front of your reflector.

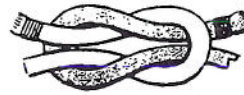


Fires can also be used as rescue signals. If you are lost and stranded, a smokey fire can get the attention of a search party. Three of anything is an international distress signal. So three fires next to each other might alert someone unaware you are lost or in trouble. Remember, always follow safety rules when building any fire even as a rescue signal. You don't want to start a forest fire. The key to making rescue signals is to change the natural look of your surroundings. Tramp out S.O.S. in the snow or make it out of rocks or logs. Lay out your clothing or poncho if you don't need them for protection. Use branches, grasses, brush, seaweed, whatever to attract attention.. Anything that will catch a rescuer's eye, provided it is not dangerous, is worth doing.

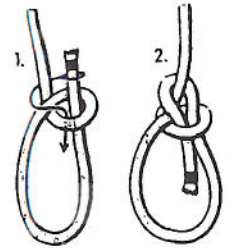
KNOTS

Knowing how to tie knots could save your own or a friend's life. In addition, knowledge of knots will make many things easier. All Young Marines should be experts at knot tying. As a tip the Boy Scouts of America offer numerous publications on knots. The following are some common knots and their usage.

The **square knot** (also known as a reef knot), is used for tying two ropes of equal size together. The harder you pull on the ropes the tighter the knot will get. Be careful not to make a granny knot when trying to tie a square knot. A granny knot will pull apart when you pull hard enough on the ropes.



square

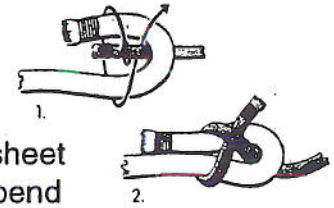


bowline

The **bowline** is tied when you need a strong loop that will not slip. You can use this knot to put on your foot if you have to be raised out of a hole or up a cliff and you are not injured. This knot is a rescue knot and can be a life saver. Learn it well.



slip



sheet bend

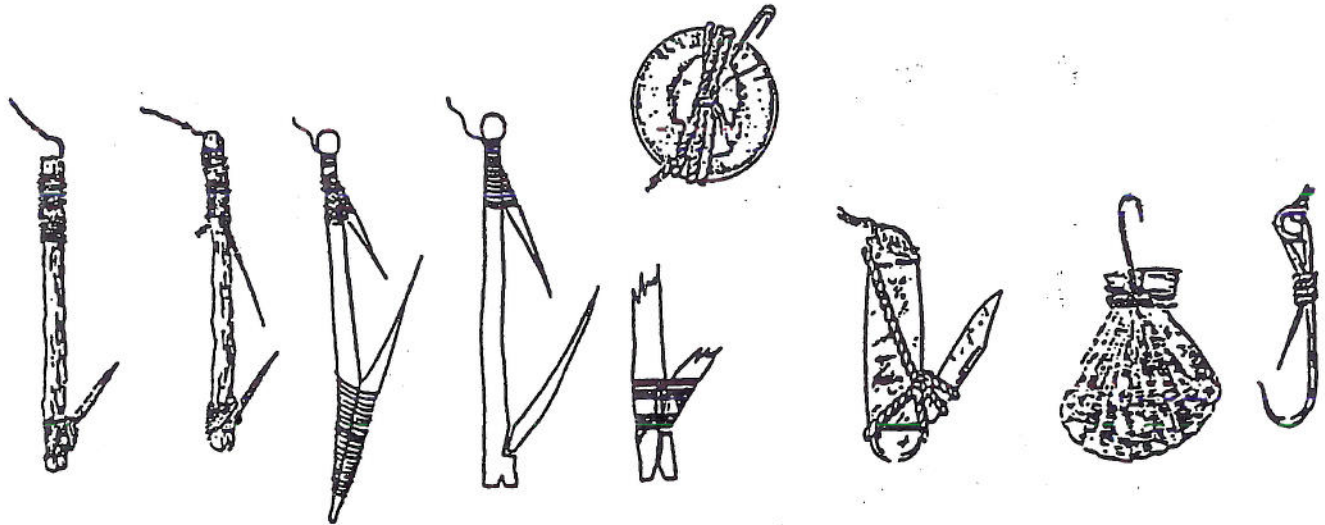
The **slip knot** is sometimes called a running bow-line. It forms a noose which pulls tight when stress is applied. Never ever use it on a person or animal. It could cut off circulation and cause harm, even death. You use this knot to retrieve things or suspend objects from trees or posts.

The **sheet bend** is used to tie two ropes of different thicknesses together. Two half hitches are used to tie a rope to a post or a ring. This works well for clothes lines and boat lines.

Whipping the ends of rope is necessary to keep the rope from unraveling. This process is done by wrapping each end of the rope with thread or small rope as seen in the diagrams of knots seen on the right.

FISHING

There are many ways to fish in the wild. You can spear fish, make a net or trap, even catch fish with your hand. You can make a fishing hook and line with natural materials or materials you might have on your person.



You can catch wildlife by making a trap or weapon. Learn the following techniques.



CANOEING / WATER ACTIVITIES

All Young Marines should be certified swimmers. The American Red Cross has an excellent swimming program. If you fall into cold water the only protection against the cold is to get out of the water. You have no more than 30 minutes, and often not even that, to get to shore, and warmth. If you suspect hypothermia (the body losing more heat than it generates) due to uncontrollable shivering, speech and thought difficulty, and your skin has turned blue and puffy, TAKE ACTION IMMEDIATELY! Run, jump around, move limbs, drink any hot liquid, and get to a warm shelter.

To learn about canoeing you can check your local library, your local Red Cross (water safety), the American Canoe Association, the United States Canoe Association or the American Whitewater Affiliation to name a few.

DESERT CAMPING CONSIDERATIONS

There are two essential items for a survival situation in the desert, water and a signal mirror. During a desert survival situation remember that the best time for travel is evening, night or early morning. If you have no other protection you can burrow into the sand for protection from the sun's rays. Multiply estimates of distance by three. A minimum of one gallon of water per day, per person is necessary when in the desert. The danger of sand glare is as dangerous as snow glare.

SPECIAL CONSIDERATIONS & INDIVIDUAL CAMPER TRAITS

AGE DIFFERENCES

School age children on the average need about ten hours of sleep. It should be kept in mind that generally, the older you are the less sleep you need. The younger you are the harder it is to wake you. Leaders should keep ages in mind when assigning fire watch. The youngest children should get the first or last fire watch so that their sleep is not broken.

BED WETTERS

There is nothing more frustrating to a bed wetter than wetting the bed. If you have Young Marines that wet the bed you should simply be sure they clean and dry their bed roll and shower themselves. Never shame them. Be understanding and supportive.

EMOTIONS

Young Marine campers experience many emotions like all campers. A certain amount of these emotions are normal in all people. While it is necessary to challenge all campers to reach their potential be sure you are not pushing them beyond their capacity.

SPIRITUAL LIFE

All Young Marines, like all Americans, have a right to practice their religion. Whenever possible arrangements should be made for each camper to have the chance to attend church services when appropriate.

T-SHIRTS

T-Shirts are great souvenirs of a special camping trip. National, Regimental and Battalion Encampments are often talked about long after they end when Young Marines are wearing a T-shirt from the camp out.

SUFFICIENT FREE TIME

It is important to schedule sufficient free time for your troops to relax and enjoy nature without pressure. Hurry, hurry, hurry is too often the standard. We all need to relax a little each day. Allowing your troops free time will give them and you a break.

ECOLOGY AND CONSERVATION

When camping there is one key sentence that states the best approach to ecology and conservation. *Leave the wilderness as if you had never been there!*

FLAG

On camp outs Young Marines should always display the American Flag. Unit colors are also recommended. What if you have no flagpole? A branch of a tree will proudly bear our country's colors and mark your camping headquarters. See Chapter 2 for rules on proper display of the American flag.

ENTERTAINMENT

A talent show, cadence contest, skits, songs, etc. are always fun activities you can do around the campfire.

PHOTOGRAPHS

A photo preserves memories. Parents who don't camp with their kids enjoy seeing what their kids did.

CHAPTER 12

Young Marine Leadership

Every private in the Young Marines is a potential squad leader. Every squad leader can become a sergeant major. The truth in these simple statements is obvious. Since 1965, it has provided the Young Marines with the world's finest body of small unit leaders. The backbone of the Young Marines is the noncommissioned officers. Every one of them started as a private.

All Young Marine noncommissioned officers are proud of their rank. They have a right to be. Some mighty fine youth wore those chevrons. Young Marines like Dustin Gamble, he was the first to earn the Distinguished Service Ribbon. Former Young Marine Jose Navarro joined the US Marine Corps and fought in Desert Storm. These Young Marines leave today's NCO's a strong tradition of outstanding leadership.

Young Marine corporals and sergeants provide the most direct, personal leadership found anywhere. Like their forerunners, none of them was a "born leader." True, they were born, but they became leaders through hard work, skill, and a stern sense of duty.

This chapter deals with traits of character and the principles used to develop leadership skills. When you develop these traits & principals you will acquire that all-important sense of duty. The hard work part is up to you.

If you are now a private, the material here will tell you what is expected of Young Marine NCO leaders. Study it and be ready to take the responsibility of higher rank when its come your way. If you are already a noncommissioned officer, a periodic review of this material and the uncompromising practice of what it preaches will make you a better one.

You don't inherit the ability to lead Young Marines. Neither is it issued. You acquire the ability by taking an honest look at yourself. See how you stack up against the 14 character traits of a Young Marine NCO.

These are:

- | | |
|------------------|-------------------|
| 1. Integrity | 8. Justice |
| 2. Knowledge | 9. Enthusiasm |
| 3. Courage | 10. Bearing |
| 4. Decisiveness | 11. Endurance |
| 5. Dependability | 12. Unselfishness |
| 6. Initiative | 13. Loyalty |
| 7. Tact | 14. Judgment |

Set out to acquire any of those traits you lack. Improve those you already have. Make the most of those you are strong in. Work at them, balance them and you're well on the road to leading Young Marines.

Young Marines expect the best in leadership and they deserve it. Give them your best, you'll find you can accomplish your mission and have the willing obedience, confidence, loyalty, and respect of your men. When you do, you live up to the official definition of a Young Marine leader.

Now, let's take a closer look at each one of those 14 character traits.

1. INTEGRITY. The stakes of today are far too high to gamble on the leadership on a dishonest man. You demonstrate integrity when you tell the truth to your superiors and your troops. Always use your authority to work for the benefit of your troops, accomplish your mission, NEVER for your own personal gain.

Would you accept a report from a squad leader who you know lies? Of course you wouldn't. Make sure your official and unofficial statements to your troops are plain, unadorned facts. When you give your word, always keep it. A lot of people depending on you to "come through with the goods."

2. KNOWLEDGE. Know your job and your equipment. Master the techniques of this **GUIDEBOOK** as well as your training material. Be able to pass that knowledge on to your troops. You can't bluff them. Young Marines are experts at spotting a fake. If you don't know the answer to a question, admit it, then find out. Your most important knowledge is to know your troops. Learn the caliber of performance to expect from each of them. Put confidence in those you can. Give closer supervision to those who need it.

3. COURAGE. There are two kinds - physical and moral. Courage is demonstrated by taking risks, acting calmly and firmly in stressful situations, **STANDING UP FOR WHAT IS RIGHT, REGARDLESS OF WHAT OTHERS MIGHT THINK**, and accepting responsibility for your mistakes.

If you are in a tight place and feel fear, recognize it. Then get control over it and make it work for you. Fear stimulates the body processes. When you are scared you can actually work harder and for a longer time. Don't let a little fear make you panic. Keep busy, fix your mind on your troops and your mission. Courage grows with action. When things are really tough, take action, don't worry if they go wrong. Positive action on a poor decision is far better than a half-hearted attempt on the best possible one.

As for moral courage, know what's right and stand up for it. Young Marines are not saints by any means. But they do serve God, Country, and Corps. The Ten Commandments are still a good set of regulations. After all they haven't had a change published for thousands of years.

A Young Marine with the morals of an alley cat will never command the respect or loyalty of other Young Marines. When you're wrong, admit it. Don't try to weasel out of mistakes. Everybody makes a mistake now and then. The trick is not to make the same one twice. When a job is left undone, the true leader doesn't harp, "Sir, I told those people..." A leader fixes the breakdown, not the blame.

4. DECISIVENESS. Decisiveness is demonstrated by studying different choices and then selecting the best one. It is also knowing when **NOT** to make a decision. Get the facts, all of them. Make your mind up when you've weighed them. Then issue your order in clear, confident terms. Don't haggle over minor points. Don't confuse your troops by debating with yourself out loud. Say what you mean and mean what you say. Make up your mind in time to prevent the problem from becoming bigger. Don't go off while still at the "half-cock" position.

If the decision is beyond the scope of your authority, take the problem up the chain of command to the person who has the job to make that decision. But if the decision is yours, make it. Don't pass the buck.

5. DEPENDABILITY. If one word could be used to describe Young Marine noncommissioned officers over the years, that one word would have to be "dependable." Regardless of obstacles they get the job done. At first they might not agree with the ideas or plans of their seniors. However, if they feel they have a better plan, they tactfully said so. This is part of being dependable. Once the decision is made, do the job to the best of your ability. Orders are followed in both spirit and in fact.

In the Young Marines, the welfare of the troops comes first, then the mission. A dependable noncommissioned officer is a solid citizen. They are always on time, never make excuses and stay hot on the job until it's done. They are on board when needed and out of the way when not. Duty demands they make personal sacrifices. They know what has to be done. They know where their duty lies. All of this means that their country, Corps, and troops get dependability.

6. INITIATIVE. Initiative is demonstrated by you taking action when something needs doing. This is done even if a superior is not around to order it. Think ahead, stay mentally alert and physically awake. Look around, if you see a job that needs doing, don't wait to be told, do it. If the deck is full of trash, organize a clean up detail and get the place squared away. Don't wait for an NCO to come around. You can always improve the situation of your troops. Do what you can, use the means at hand, think ahead and you'll stay ahead.

7. TACT. Doing and especially saying the right thing is what we mean by tact. It embraces courtesy, but goes much further. It's the Golden Rule, being considerate of others. Courtesy is more than saluting and saying "Sir." Nor does it mean you meekly ask your troops to do a job. You can give orders in a courteous manner and still leave no doubt, you expect to be obeyed.

A tactful leader is fair, firm and friendly. You respect another person's property. Learn to respect their feelings as well. If a Young Marine needs stern counseling then do it. But be sure to do it in private. Don't make a spectacle of them or yourself in public. On the other hand when they do a good job let their friends hear about it. That way they become a bigger person in their own eyes and you in theirs.

There are times when a severe "dressing down" of one person or a group may be required. This is tactful if it's the right thing at the right time. When dealing with seniors apply the Golden Rule. Treat them the way you'd want to be approached if you were in their position.

A Young Marines NCO coddles no one. Use tact with your seniors. Remember, nobody likes an "ear banger." Make a few mental notes when you find something wrong. When you get your feet on the ground, make the changes you have the authority to. You might be surprised how little really needs changing. Besides, you'll learn another way of getting the job done.

8. JUSTICE. Justice is demonstrated by applying fair, consistent rewards and punishments to your troops. Young Marines rate a square-shooting leader, be one. Never play favorites. Spread your working parties around on an equal basis. Keep anger and emotion out of your decisions. Get rid of narrow views you have against a particular race, creed, or section of the country. Judge a person by what kind of Young Marines they are, nothing else. Don't let your troops be overlooked when rations are distributed.

Give each of your Young Marines an equal chance to prove themselves. Help those who fall short of your standards, but keep your standards high.

9. ENTHUSIASM. Enthusiasm is demonstrated by constantly communicating a positive attitude of the Young Marines program to your troops. It's a fact that the more you know about something, the greater your interest and enthusiasm. Show it. Others will follow your lead. Enthusiasm is more contagious than measles. Set a goal for your unit, then put out all you've got toward achieving that goal. This is particularly true in training.

Young Marines are at their best when they are in the field. When an instructor is enthused about what they are teaching the troops will learn. Show your knowledge and enthusiasm about a subject, your troops will want that same knowledge. When you show your dislikes and gripes you'll still be leading, but in the wrong direction. The choice is yours, make it the right one.

Don't let yourself get stale. "Take your pack off" is good advice. Do it once in a while. If you find yourself constantly dealing with the same problem, find a new way to approach the issue.

10. BEARING. Bearing is demonstrated by setting and maintaining high standards of appearance and posture. Remember your DI? His brass glittered at every move. Your DI didn't walk, he marched. He taught you to do the same. He knew that at the same time he was inspecting a platoon of 70 recruits, that platoon had 70 pairs of eyes inspecting him. Consequently, he had bearing. You learned a uniform is more than a mere suit of clothes. You wear a suit, but you believe in a uniform. Therefore, you maintain it all the time. Every stripe and every ribbon was earned by a Young Marine. None were handed out like an early chow pass. You earned your uniform and everything on it. Wear it with pride.

That's part of what is meant by bearing. The rest of it is how you conduct yourself verbally and emotionally in or out of uniform. Learn to control your voice and gestures. A calm voice and steady hand are confidence builders. Don't show concern over a dangerous situation, even if you feel it.

Speak plainly and simply. You are more interested in being understood than showing off your vocabulary. If you rant and rave, lose control of your emotions, you'll lose control of your troops. Swearing at subordinates is wrong and unfair. They can't swear back. It's also stupid. When you do, you admit your lack of ability to express displeasure in any productive way. Don't lose your temper. Master yourself before you try to master others.

Sarcasm seldom gets results. Wisecrack to Young Marines - they've been around - they'll wisecrack back. Make a joke out of orders and they'll think you don't mean what you say. This doesn't mean to avoid joking. At the right time a good joke is like good medicine, especially when the chips are down. As a matter of fact, it is often the Young Marines way of expressing sympathy and understanding without getting sticky about it.

Bearing is dignity without being unapproachable, work at it.

11. ENDURANCE. Endurance is performing your duty under stressful conditions, for long periods of time. You can't think about quitting when the welfare of your Young Marines is at stake. The Squad leader must first check every person's position then his own. On the march, a squad leader will often carry part of another's load in addition to their own.

An unfit body or an undisciplined mind will never make it. Keep yourself fit, both physically and

mentally. Learn to stand punishment by undertaking hard physical tasks. When you are tired, force yourself to study and think. Get plenty of rest before a field problem. A favorite saying of Marines is you don't have to train to be miserable. That's true. But you do have to train to endure misery.

12. UNSELFISHNESS. Unselfishness is seeing to it that the needs of your troops are met before your own. For example you should always eat last. You should never ask your Young Marines to do anything you can't or wouldn't do. Share the hardships and discomforts with your troops. While RHIP (Rank Has Its Privileges) don't let it cause you to become selfish. Marines are known for being so unselfish they gave their lives for others. Let's live up to that tradition.

13. LOYALTY. You demonstrate loyalty by being true to your troops and your unit. Defend your unit against unfair treatment. Do not bad mouth your unit to others. This is a two way street. It goes all the way up and all the way down the chain of command. Young Marines live by it. They quote from Latin for it - "Semper Fidelis" — always faithful.

As a leader of Young Marines, every word, every action must reflect your loyalty. Always back your troops when they're right. Correct them when they're wrong. You're being loyal both ways. Pass on orders as if they were your own even if they are distasteful. To rely on the rank of the superior who told you to do a job is to weaken your own position.

Keep personal problems and the private lives of your seniors to yourself. But, when it is proper to do so help your troops with their difficulties. Never criticize your unit, your seniors or your fellow NCO's in the presence of subordinates, make sure they don't either. If a deserving troop gets into trouble, go to bat for him. That Young Marine will work harder when it's all over.

When it comes to spreading corruption the proverbial rotten apple couldn't hold a candle to the damage done by a disloyal noncommissioned officer. The Young Marines have never had a problem in this area. Keep the record clean.

14. JUDGMENT. Judgment is demonstrated by closely considering a range of alternatives and their consequences before you act. This comes with experience. It is simply weighing all the facts in any situation, applying the other 13 traits you just read about, then take the best one. Until you acquire experience it will be hard for you to know the best move. What do you do for experienced judgment in the meantime? There are more than thirty five years worth of experienced judgment on tap in the Young Marines. Some of it is available to you at the next link in the chain of command. Ask and you'll receive. Seek and you'll find.

PRINCIPLES OF LEADERSHIP

Now that you've had a look at the character traits required in a leader. Let's see how these fit into the principles of leadership. The following eleven are set forth for the sake of discussion. You may want to add your own. That's perfectly OK. We're not concerned as much about words or phrases as we are about their application. When you get right down to it they're all common sense items. Any discussion of leadership is only common sense with a vocabulary. You've got the common sense, use it to put that vocabulary to work.

- 1. TAKE RESPONSIBILITY FOR YOUR ACTIONS AND THE ACTIONS OF YOUR YOUNG MARINES.** The leader is responsible for all his unit does or fails to do. That sounds like a big order, but take a look at the authority you have to handle that responsibility. You are expected to use that authority. Use it with judgment, tact, and initiative. Have the courage to be loyal to your unit, your troops and yourself. As long as you are being responsible, be responsible for success not failure. Be dependable.
- 2. KNOW YOURSELF AND SEEK SELF IMPROVEMENT.** Evaluate yourself from time to time. Do you measure up? If you don't, admit it, then correct the problem. On the other hand, don't sell yourself short. If you think you're the best NCO in your platoon, say so. Then set out to be the best NCO in the company. Learn how to speak effectively, how to instruct and how to be an expert with the equipment your unit uses.
- 3. SET THE EXAMPLE.** As an NCO you are in an ideal spot to do this. Young Marines look to you for a pattern and a standard to follow. No amount of instruction or form of discipline will ever have the effect of your personal example. Make it a good one.
- 4. DEVELOP YOUR SUBORDINATES.** Tell your people what you want done, by when, then leave it at that. If you have junior leaders leave the details up to them. This way you accomplish two things. You will have more time to devote to other jobs and your training another leader. An NCO with confidence in himself will have confidence in his subordinates. Supervise and check the results, but remember to leave the details to the Young Marine(s). After all there's more than one way to do a job.
- 5. ENSURE THAT A JOB IS UNDERSTOOD, THEN SUPERVISE IT AND CARRY IT THROUGH TO COMPLETION.** This goes back to being dependable and decisive. Make up your mind on what to do, who is to do it, where it is to be done, when it is to be done, and tell your troops. Continue supervising the job until it's better than the man who wanted it ever thought it could be.
- 6. KNOW YOUR YOUNG MARINES AND LOOK AFTER THEIR WELFARE.** A loyal NCO will never rest until the troops are bedded down. Always gets the best you can for your troops. With judgment you'll know which troops are capable of doing the best job in a particular assignment. Leaders share the problems of their troops, but, they don't pry when a person wants privacy.
- 7. EVERY YOUNG MARINE SHOULD BE KEPT INFORMED.** Make sure your people get the word. Be known as the "NCO with the straight dope." Don't let one of your people be part of the so called "10 per cent." Let your people have the portion they need to know, but make certain they have it. Squelch rumors. Rumors create disappointment. Have the integrity, knowledge and dependability to keep your troops posted on what's going on in the world, the country, the Young Marines nationally and your unit.
- 8. SET GOALS YOU CAN REACH.** Don't send two of your troops on a working party that calls for five. Your Young Marines may be good but don't ask the impossible. Know the limitations of your troops and bite off only what you can chew. Conversely when troops have a reasonable goal, achieve it they become a proud lot. They've done something and done it well. Next time they'll be able to tackle a little bit more. Don't set your sights over their heads; keep them on target.
- 9. MAKE SOUND AND TIMELY DECISIONS.** Knowledge and judgment are required to produce

a sound decision. Include some initiative and the decision will be a timely one. Use your initiative and make your decisions in time to meet problems. If you find you've made a bad choice, have the courage to change it before any damage is done. But don't change any more than you absolutely have to. Nothing confuses an outfit more than the eternal routine of "brown side out...green side out."

10. **KNOW YOUR JOB.** This requires no elaboration. It does require hard work on your part. Stay abreast of changes. Read up on recent developments.

11. **TEAMWORK.** Train your troops as a unit. Keep unit integrity every chance you get. If a working party comes up for three men and you can do it, take your whole team. The job will be easier with an extra hand and your troops will be working as a team. If they work as a team, get 'em to play as one. Put your people in the jobs they do best. Then rotate them from time to time. They'll learn to appreciate each other's task as well. That way when one member of your team is missing others can do the job. But don't ever permit several troops to do another's job when that individual is around. Everyone pulls his load in the Young Marine.

When you and your unit have done something well, talk it up. This builds esprit de corps. Every Young Marine knows enough French to tell you what that means. Esprit is something you can't see but you can feel it. An outfit with a lot of esprit holds itself in high regard while tolerating others. There is nothing wrong with that. Every Young Marine has a right to claim his unit is the best in the entire program. After all, that Young Marine is in it!

WHAT YOU CAN EXPECT

We've spent time on what the Young Marines expect of you as a junior leader. It's not all one way. There are certain things which you have a right to expect in return. Since you are an important link in the chain of command you can expect the same leadership traits you just read about.

Then there's the additional authority you'll get along with every promotion. Promotions come to real leaders, regularly. Promotions are granted on a piece of paper known as a Certificate of Appointment. They are commonly called a warrant. Take a look at one.

You'll see much more there than a piece of paper. First there is recognition of "special trust and confidence" in your "fidelity and abilities." That is recognition of the highest order. It's appreciation for your hard work. But look further. In the Young Marines you don't rest on your laurels. There's a charge to "carefully and diligently discharge the duties of the grade to which appointed by doing and performing all manner of things there unto." That means additional responsibilities. When you think about it, this is also a reward.

Next you'll find that additional authority we mentioned. It's in the wording, "And I do strictly charge and require all personnel of lesser grade to render obedience to appropriate orders." The commanding officer who signs that certificate is delegating a part of his authority to you. Notice the C.O. hasn't delegated responsibility. That is never done in the Young Marines. When it comes to leadership, the Young Marine C.O. is always responsible.

Only a Young Marine Noncommissioned Officer is in a position to give the close, constant, personal type of leadership that we've been discussing. When a Young Marines NCO provides your troops with that type of leadership, you reap the greatest return.

By definition you accomplish your mission and command the willing obedience, confidence, loyalty, and respect of the Young Marines under you. There is no greater reward.

CHAPTER NOTES

CHAPTER 13

Techniques of Instruction

This chapter will give you suggestions and ideas on how to prepare and teach a class. But first a few notes.

1. Most people get very nervous the first time they have to speak to a group.
2. The more classes you give, the easier it gets.
3. When preparing for your class, think of all the things that you dislike or find boring about all the people you have ever had give you a class. Then try to avoid doing those same things yourself.
4. Be totally prepared.

Generally you should try to give classes on subjects that your are enthusiastic about. If you are enthused about a topic then your enthusiasm will rub off on your students. If you must give a class on a subject you dislike or find boring, do your best to get enthused at least for the period of the class.

After learning what subject you are going to teach, find out how much time you have to teach it. If the time allotted to you is too short or too long, then let your CO know. Keep in mind younger kids listen for about 15 minutes maximum before their attention starts drifting off. If you are boring, you will lose their attention even quicker. You can usually keep a teenager's interest for about 25 minutes before you are tuned out.

The best way to solve this problem is to allow lots of hands-on experience. In other words, **LET THEM KEEP TRYING TO DO THE TASK**. I have seen platoon sergeants stopping and verbally instructing platoons on how to do a column movement knowing full well that these Young Marines have heard the instruction many, many times. Keep them moving! Remember the old adage that practice makes perfect.

After you know your subject and allotted time, be sure to know the ages and size of your class. If possible keep the class size small. Be sure you have enough equipment to go around. If you teach a class on flag folding to 40 Young Marines with only one flag, the odds are most of them won't get a chance to fold the flag. If your supplies are limited and you have a large company you are better off having different classes with smaller groups. That way they have an opportunity for hands-on learning.

Plan the tasks to be trained. Gather and review the resources that support the training requirements. Ensure that the resources are current, accessible, and support the tasks to be trained. Divide the task into the steps that must be performed. Consider the conditions and the environment under which the training is to be conducted, including special considerations, i.e., in the drill hall, field, day, night, weather.

Prepare and rehearse the training before actually conducting the training.

THE TRAINING OUTLINE (a sample)

(Prepare the training using steps 1 through 11 of the training outline.)

STEP	ELEMENT	TRAINING OUTLINE
1	TRAINING STATEMENT	State the training objective or main purpose of the training.
2	CONDITIONS Situation 1: start easily & slowly. Situation 2: Increase the difficulty and speed with mastery.	Provide givens and cues to initiate or to cease performing.
3	STANDARD	Establish expected performance outcomes.
4	CAUTION STATEMENT	Emphasize safety hazards & security classifications of personnel/equipment.
5	PRE-TEST	Determine individuals who can already perform to standard the tasks to be trained.
6	ORIENTATION STATEMENT	Explain why tasks to be trained are important and how they "fit" the objectives overall.
7	DEMONSTRATION	Show steps necessary to perform the tasks to standard.
8	TASK STEPS	List individual steps to be followed immediately by practice and performance of those steps.
9	PRACTICE	Do individual steps first; then cluster several (similar, if possible) steps together; and finally do all steps necessary to perform task to standard.
10	EVALUATION	Assess performance against the standard; record/report individual and unit results of performance.
11	RESOURCES	Include references which are necessary, current and accessible.

THE TRAINING OUTLINE (Blank)

In planning your class we suggest you use the following outline.

STEP	ELEMENT	TRAINING OUTLINE
1	TRAINING STATEMENT	
2	CONDITIONS	
3	STANDARD	
4	CAUTION STATEMENT	
5	PRE-TEST	
6	ORIENTATION STATEMENT	
7	DEMONSTRATION	
8	TASK STEPS	
9	PRACTICE	
10	EVALUATION	
11	RESOURCES	

Techniques of Instruction

1. To conduct the training, follow these steps:

a. State the **PURPOSE, CONDITIONS, and STANDARDS** of the training (Steps 1 through 3 of the training outline.)

b. State the **CAUTIONS** (Step 4 of the training outline) and the warnings for safety and security.

c. **PRE-TEST** (Step 5 of the training outline) the Young Marines; and if appropriate, advance prepared individuals to evaluation.

d. **ORIENT** (Step 6 of the training outline) the Young Marines to the importance of the tasks to be trained.

e. **DEMONSTRATE** (Step 7 of the training outline) (talk through) the steps necessary to do or perform the tasks to standard.

f. Perform **TASK STEPS** (Step 8 of the training outline) (walk through) the steps necessary to do or perform the tasks to standard. (NOTE: Explain that the step is not the skill. The skill lies in how well you execute each step, and ultimately how well you integrate the various steps into a final skillful performance.

g. Observe (the Young Marines) **PRACTICE** (Step 9 of the training outline) (run through the task).

1. Look for incorrect performance and correct immediately.

2. Expect consistent success.

3. Adjust level of difficulty or provide opportunities for more training if performance is not correct.

4. Increase realism and complexity of tasks as Young Marines become proficient, e.g., add tactical scenarios, time constraints, and/or adverse conditions.

(NOTES: If the Young Marines have not mastered the basic performances, adding too much realism too early in the training can waste time and resources and can create safety hazards and security violations. Allow the Young Marines to learn the basics, practice under supervision, and increase their level of skill. Add realism as quickly as the Young Marines can truly benefit from the experience.

Practice should be active and appropriate. Allow for practice beyond the required limits, under supervision if required, in as many different situations if possible.

h. **EVALUATE** (Step 10 of the training outline) Young Marine's hands-on practice/performance.

i. List the **RESOURCES** (Step 11 of the training outline). NOTE: Use the margins of the training outline for reminders, key steps, and important notes.

j. Decide which method(s) and what media (or mixture of media) will best achieve the performance, keeping in mind the advantages and the disadvantages of each selection.

k. Instruct tasks to be trained.

NOTE: When conducting refresher training, increase the complexity, speed and “realism” by providing tactical scenarios which include confusion, constraints, time and/or other limitations. Depending on the competency level of the performers or the amount of time spent performing, the level of instruction becomes more flexible. Adjust the number of steps necessary to refresh/re-familiarize Young Marines with the requirements of the task.

1. Introduce the material. State the purpose of the instructions; preview the task steps; develop the task, deciding *what* the Young Marines will do, under what conditions, *when* they must do it, and *how well* (accuracy, quality, or time) they must do it. Emphasize the completeness and correctness of performing the critical steps.

2. Develop the steps around the task statement, providing explanations, examples, illustrations, or demonstrations.

3. Provide an opportunity for questions/answers and feedback. Repeat questions to ensure understanding - paraphrase; verify questions to ensure correctness - restate; allow Young Marines time to think before answering questions; verify answers - ensure that the question has been answered completely and satisfactorily.

4. Summarize the main objective for essential learning; reemphasize and reinforce the main ideas or steps through repetition.

5. Transition smoothly from one part of the lesson to the next. Connect the introduction with the main ideas or steps in the body and the summary of the lesson.

6. *Allow the Young Marines to practice, providing them with immediate feedback about their performance.* NOTE: Practice perfectly. Practice makes perfect or practice makes permanent. Ensure that the Young Marines practice a “perfect” performance over and over again.

7. Move the Young Marines step-by-step through all steps, performing immediately, properly, and when required, in sequence.

8. Use mistakes as positive, effective training tools.

9. Concentrate on the basics.

10. Observe and coach (during the training) and critique (after the training) as Young Marines perform repetitiously to achieve the standard.

11. Assess the complete performance of the task against the standard.

12. Record and report that the training has been completed.

Techniques of Instruction

TRAINING/TEACHING METHODS			
METHODS	ADVANTAGE	DISADVANTAGE	USE/PURPOSE
Lecture: An oral presentation of facts, events, concepts, and principles by a trainer.	<ol style="list-style-type: none"> 1. Allows exact control over content. 2. Controls group size. 3. Uses one trainer. 4. Can teach large groups at one time. 	<ol style="list-style-type: none"> 1. Allows one-way communication. 2. Does not allow Young Marines to participate. 3. Normally appeals to only one sense. 	<ol style="list-style-type: none"> 1. Give directions 2. Present introduction and conclusions. 3. Guide or summarize discussions. 4. Present background information. 5. Speaks to large audiences.
Demonstration: A performance of an action by the trainer to show the Marines what is to be accomplished, usually accompanied by an explanation of the why, where, and when of this action.	<ol style="list-style-type: none"> 1. May combine with lecture. 2. Appeals to senses. 3. Shows how to accomplish an action. 4. Can teach large groups. 	<ol style="list-style-type: none"> 1. Requires special preparation. 2. May require special equipment. 3. Limits group size to viewing area of demonstration. 	<ol style="list-style-type: none"> 1. Train: Manipulative operations, principles and theories, operation & functioning, tactical movements, procedures. 2. Illustrate capabilities and use of equipment.
Performance: The practical application method of training in which the Young Marine is taught the desired learning objective through "hands-on" experience under supervision.	<ol style="list-style-type: none"> 1. Allows active Young Marines participation. 2. Achieves higher level of skilled performance in shorter time. 3. Helps to develop confidence. 4. Provides immediate feedback. 	<ol style="list-style-type: none"> 1. May require more training devices and/or aids. 2. May require additional tools and equipment. 3. Limits group size. 4. Requires more trainers. 	<ol style="list-style-type: none"> 1. Train how to maintain and to operate vehicles & equipment. 2. Provides practice in manual skills.
Guided Discussion, Conferences and Seminars: Conversations under the directions of a trainer in which all Young Marines participate freely and equally.	<ol style="list-style-type: none"> 1. Requires direct trainer participation. 2. Allows single trainer. 3. Permits immediate feedback. 4. Promotes reflective thinking, creative expression, and the ability to cooperate in group thinking. 	<ol style="list-style-type: none"> 1. Calls for small groups. 2. Requires highly skilled trainer. 3. Presents less information in more time. 4. Requires some selectivity in group composition. 	<ol style="list-style-type: none"> 1. Expose Young Marines to as many facets of a problem as can be generated and considered. 2. Develop sense of personal responsibility.
Dramatization: A method of arousing interest by acting out a situation.	<ol style="list-style-type: none"> 1. Varies group size. 2. Portrays desired behavior. 3. Can be telecast. 	<ol style="list-style-type: none"> 1. Requires additional trainers. 	<ol style="list-style-type: none"> 1. Demonstrate staff procedures, military courtesy, leadership and similar responsibility.
Illustrative Problem: A lecture with demonstration based on a problem or tactical situation to illustrate certain principles (The Young Marine is shown step-by-step procedures for solving the problem).	<ol style="list-style-type: none"> 1. Requires less time to present. 2. Always uses a demonstration. 3. Portrays desired behavior. 4. Varies group size. 	<ol style="list-style-type: none"> 1. Requires less participation. 2. May require special classroom. 3. May require special equipment. 	<ol style="list-style-type: none"> 1. Illustrate procedures used for reaching sound solutions to a problem or tactical situation.
Field Trip: A planned learning experience where Young Marines observed operations that illustrate an area of study.	<ol style="list-style-type: none"> 1. Presents a clearer understanding. 2. Varies group size. 3. Appeals to the senses. 4. Integrates with other training methods. 	<ol style="list-style-type: none"> 1. Requires special planning. 2. Increases training costs. 	<ol style="list-style-type: none"> 1. Allow group to be students, on an excursion for first hand observation; to watch for information.

CHAPTER 14

Map and Compass

SECTION 1

BEGINNER'S MAP AND COMPASS

A. Definitions

1. **COMPASS** - a device used to determine direction. It determines direction by the fact that it has a magnetic needle that always points to the north.

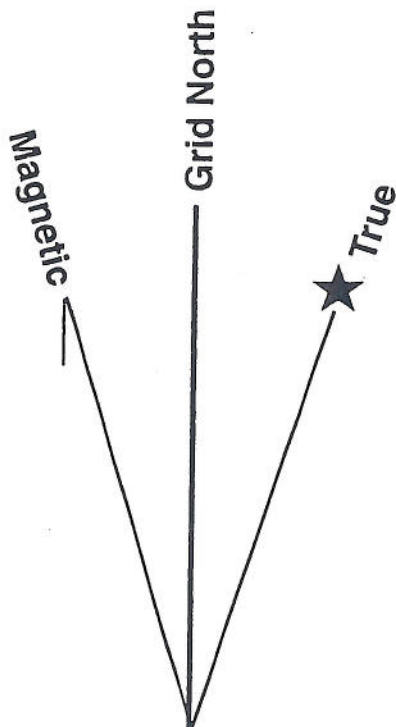
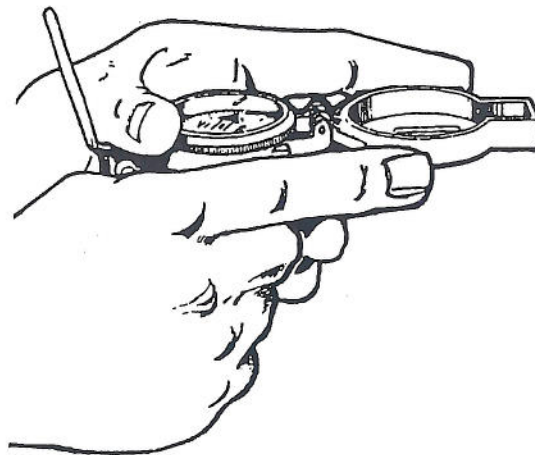
2. **MAGNETIC NORTH** - The direction a compass needle points.

3. **TRUE NORTH** - The north pole. All longitude lines meet at the north pole.

4. **GRID NORTH** - The north direction indicated by the grid lines on a map.

5. **AZIMUTH** - a direction line. Label your azimuth as magnetic azimuth, true azimuth, or grid azimuth.

6. **BACK AZIMUTH** - a direction line exactly opposite (180 degrees difference) of your azimuth. It is like doing an about face.

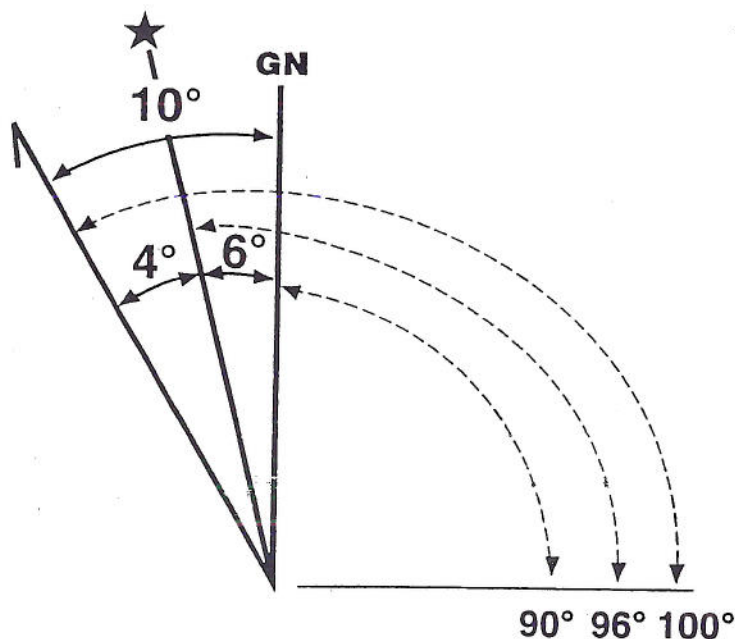


DIRECTION

The military refers to direction by using azimuths, which are horizontal angles measured in a clockwise direction from a north base line. There are three north base lines as shown in the previous diagram: Magnetic North (compass), Grid North (north-south grid lines as on a map), and True North (relationship to the North Pole ★).

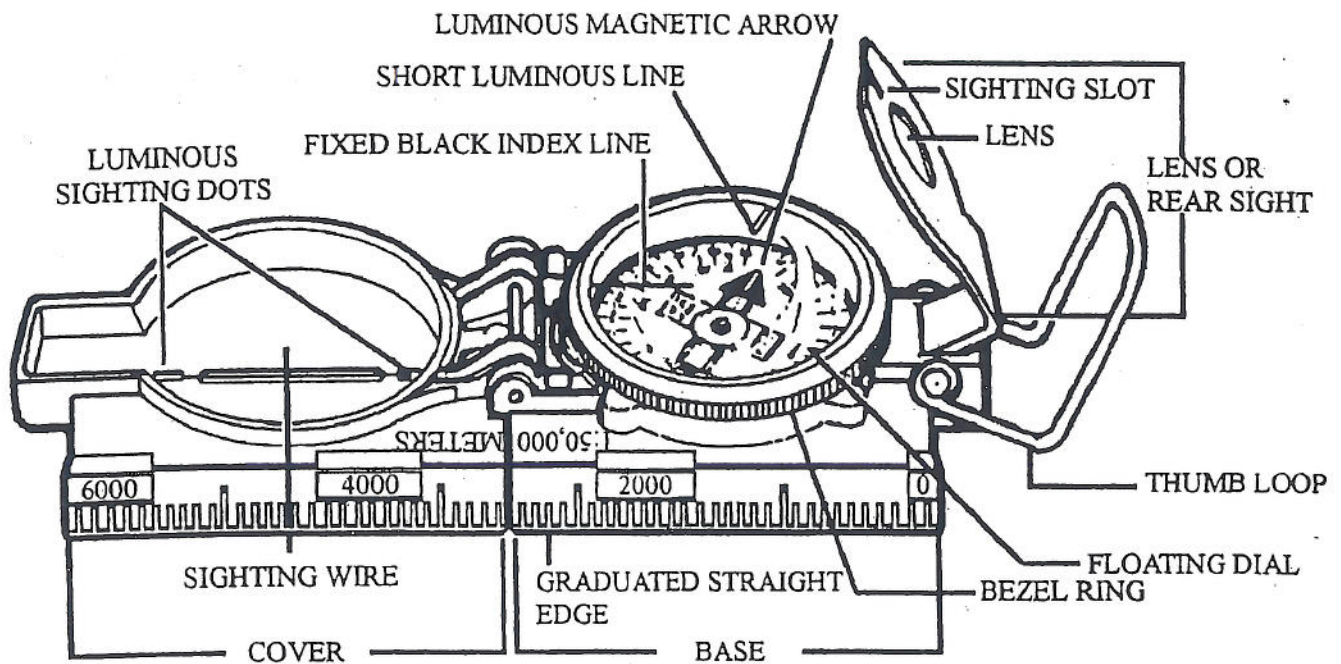
FOR EXPERTS ONLY

7. **DECLINATION** - the angle (in degrees) between true north and grid north or between true north and magnetic north.



USE OF A DECLINATION DIAGRAM:

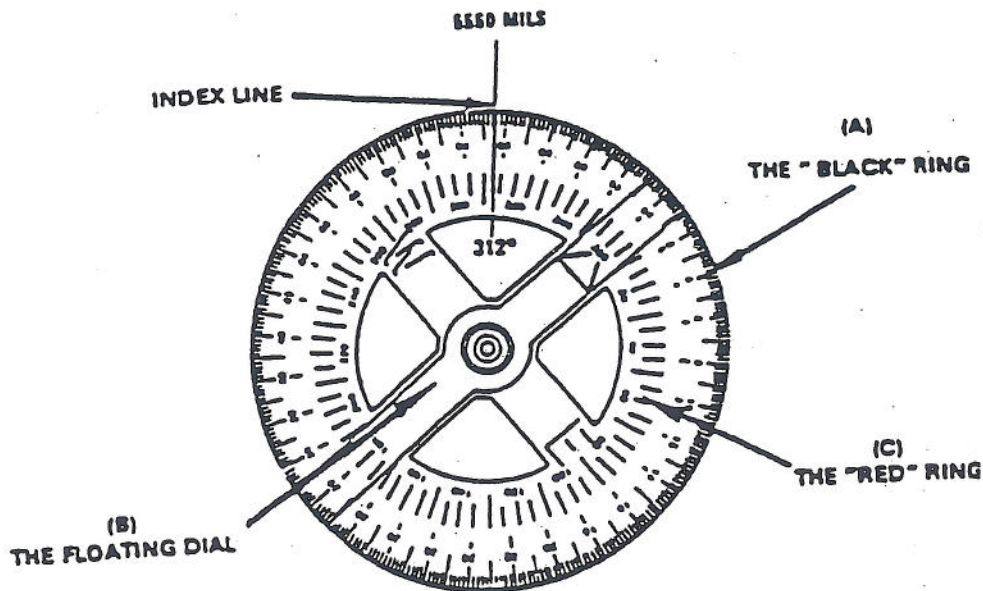
The declination diagram is used when converting from one north to another. In the example above, there are 4° between Magnetic and True North, and 6° between True and Grid north. To change from a Magnetic North to a Grid North, you would subtract 10° from a Magnetic azimuth. (Azimuths are always measured in a clockwise direction). Whether you add or subtract these differences depends on what base line you are changing to, the direction and also the position of the three base lines in the declination diagram.



B. READING THE COMPASS

There are many different kinds of compasses. The one that is going to be discussed here is the lensatic compass. There are three main parts to a compass:

1. Base
2. Dial
3. Needle



A. The outer (usually black) ring of numbers and tickmarks are used for finding direction in mils.

B. The floating dial is used to determine the direction in which you are pointing your compass.

C. The inner (usually red) ring of numbers and tickmarks are used for finding direction in degrees.

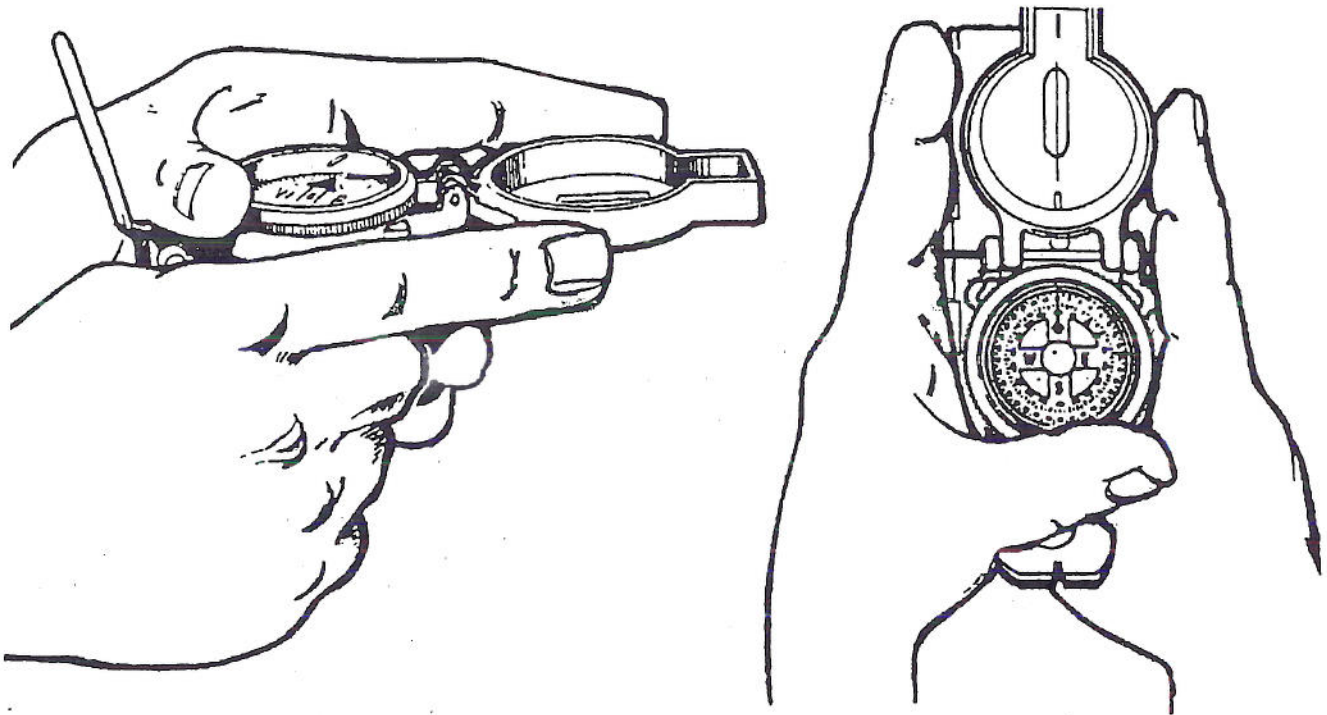
Map and Compass

1. There are 360 degrees or 6400 mils in a complete circle. These are marked with a tick mark every 5 degrees and 20 mils. However, not every tick mark is numbered. You will have to determine the number for these lines by using the numbers shown.
2. To read direction, point the compass in the direction you want to go or want to determine.
3. Look beneath the index line on the outer glass cover and estimate to the nearest degree or 10 mils the position of the hairline over the (red/black scale).
4. Be careful to hold the compass level and still so that the dial remains stationary while you are reading the scale.
5. Look at the figure of the floating dial. The index line is positioned over 312 degrees or 5550 mils.

NOTE: If you can understand the readings in the example and can apply either of the holding and sighting techniques of shooting an azimuth, you will be well on your way to understanding the map and compass.

To use the compass to shoot an azimuth use either the centerhold method or compass to cheek method.

THE CENTERHOLD METHOD



1. Open the compass to its fullest so that the cover forms a straight edge with the base.
2. Move the lens to the rear most position.
3. Place your thumb through the loop.

4. Hold the compass flat and steady by placing your third fingers under the compass and your index fingers along the edges of the compass.
5. Place the other thumb between the lens and the bezel ring.
6. Pull your elbows to your side. (This will place the compass between your chin and belt).
7. Turn your entire body toward the object you are sighting.
8. Point the compass cover directly at the object.
9. Look down and read the azimuth from beneath the fixed, black index line.

COMPASS TO CHEEK METHOD

1. Fold the cover of the compass containing the sight wire to a vertical (90 degrees) position.
2. Fold the rear sight slightly forward (45 degrees).
3. Place your thumb through the thumb loop, form a steady base with your third and fourth fingers, and extend your index finger along the side of the compass base.
4. Place the hand holding the compass into the palm of the other hand.
5. Bring both hands up to the face, and position the thumb that is through the thumb loop against the cheekbone.



3. Look through the rear sight. If the dial is not in focus, move the eyepiece up or down until the dial is in focus.
4. Align the front-sight hairline with an object in the distance.
5. Read the azimuth by looking down at the dial through the eyes of the lens and observing the fixed, black, index line.

C. MAPS

DEFINITIONS

1. **MAP** - a graphic representation of a part of the earth's surface.
2. **LEGEND** - maps have a legend which is a boxed off area that shows what the different symbols on the map mean, the scale of the map, and the declination angles for the map. The symbols should be the

Map and Compass

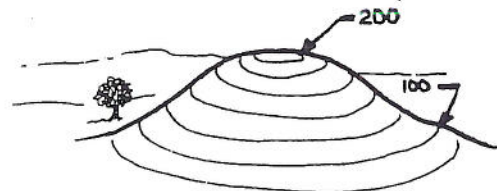
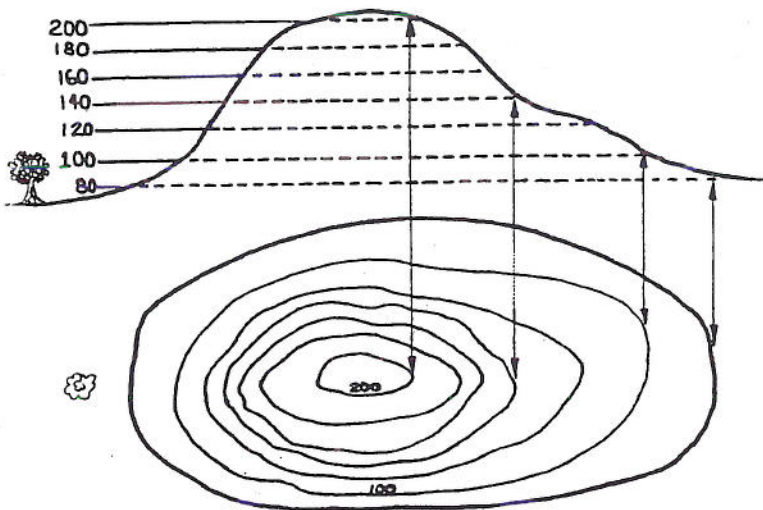
same throughout the U.S. The name of the map is generally found in the legend and the legend is usually at the top or bottom of the map.

3. **MAP SCALE** - the measurement in inches, centimeters, miles, etc. on a map as compared to the actual measurement on the earth. For example, military maps have a scale of 1:50,000. This means that one centimeter on a map means 50,000 centimeter on the earth. Therefore, if you have a two maps that are the same size paper, then a map with a scale of 1:50,000 will show more area than a map with a scale of 1:20,000.

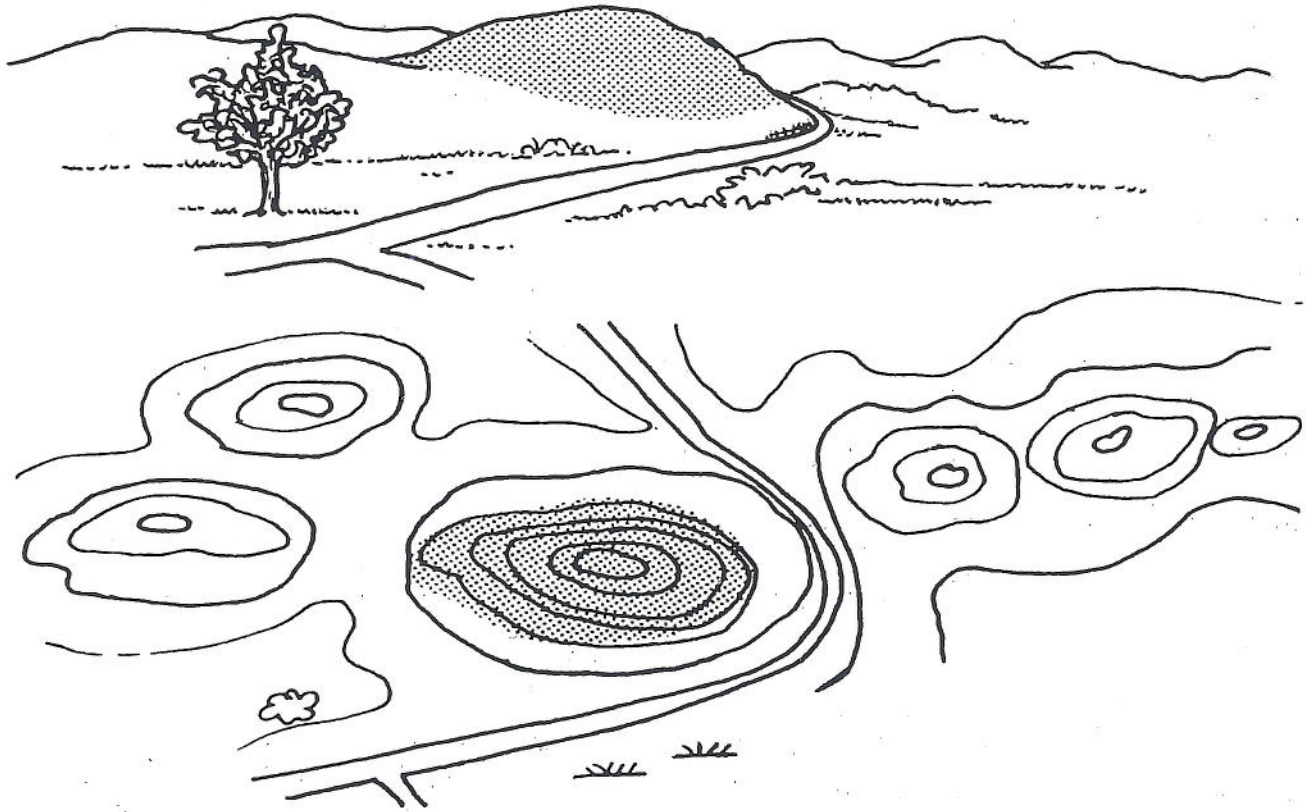
4. MAP COLORS -

- a. **Brown** - contour lines, plowed fields, cuts, fills, and sandy areas.
- b. **Green** - trees, orchards, grasslands, and other vegetation.
- c. **Blue** - streams, swamps, lakes, and other water.
- d. **Red** - main roads, built-up areas, and special features.
- e. **Black** - man-made features such as schools, roads, bridges, rail roads, etc.

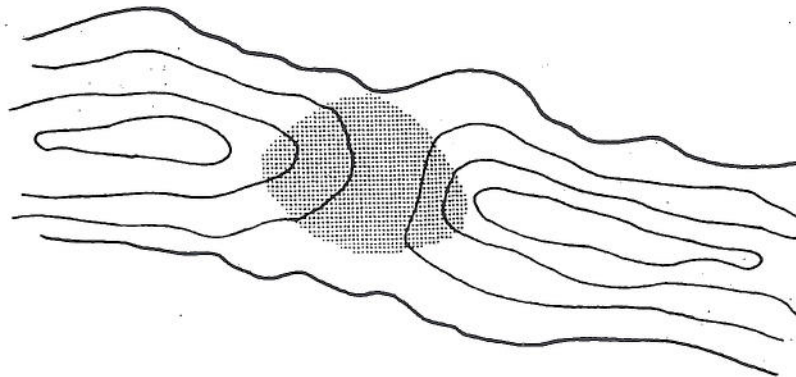
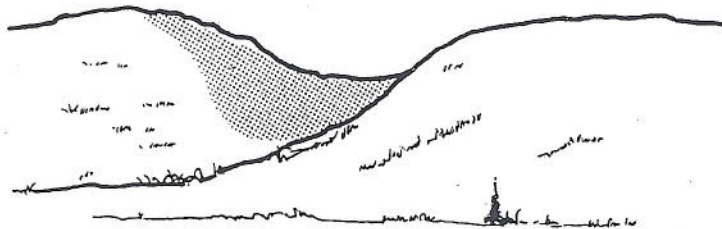
5. **CONTOUR LINES** - the contour lines represents an imaginary line on the ground along which all points are at the same elevation. All elevation is measured from sea level. Each heavy line is known as an "index contour." Somewhere along each "index contour" the line is broken and its elevation (distance above or below sea level) is given. These lines when read correctly will show you the different terrain features, you will encounter. The contour lines are brown. Major terrain features have names such as hill, ridge, valley, depression, cliff, and saddle.



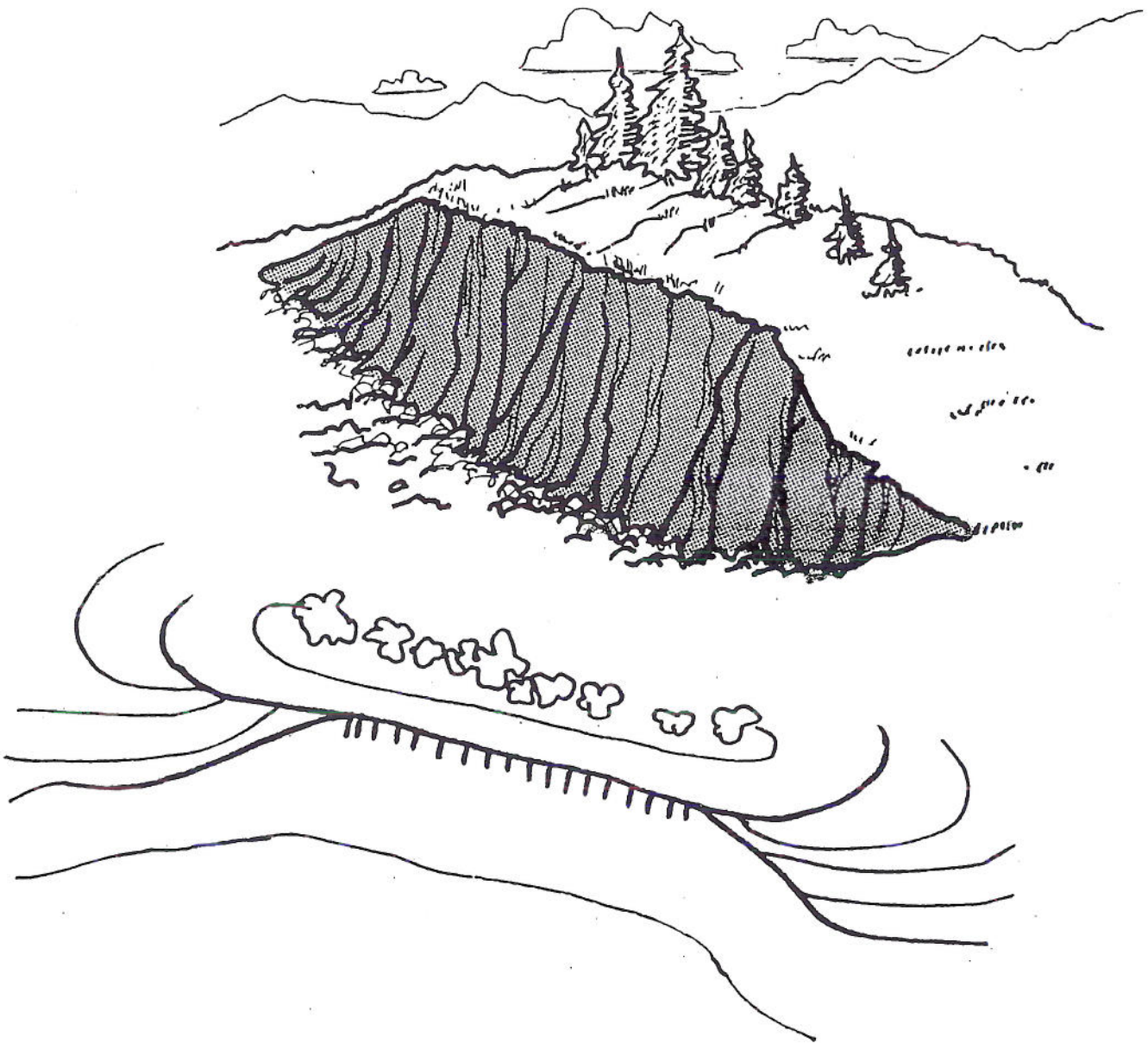
A. **Hill** - a point or small area of high ground. When you are located on a hilltop the ground slopes down in all directions. A hill is shown on a map by a number of closed contour lines. (Closed means like a complete circle or oval, but not a perfect one).



B. **Saddle** - a saddle is formed when two hills are close together and the area between the hill is LOWER than the hill tops but NOT as low as the surrounding area. A saddle is also formed when there is a break along an otherwise level ridge crest.



C. **Cliff** - You can tell how steep a cliff is by how close the contour lines on the map are to each other. A cliff is a near vertical slope. The closer the lines are to each other the steeper the slope, the further apart the contour lines are from each other the more gradual the slope. A cliff may be shown on a map by the close contour lines, contour lines that touch, or contour lines that have tick marks on them. The tick marks will point towards lower ground.

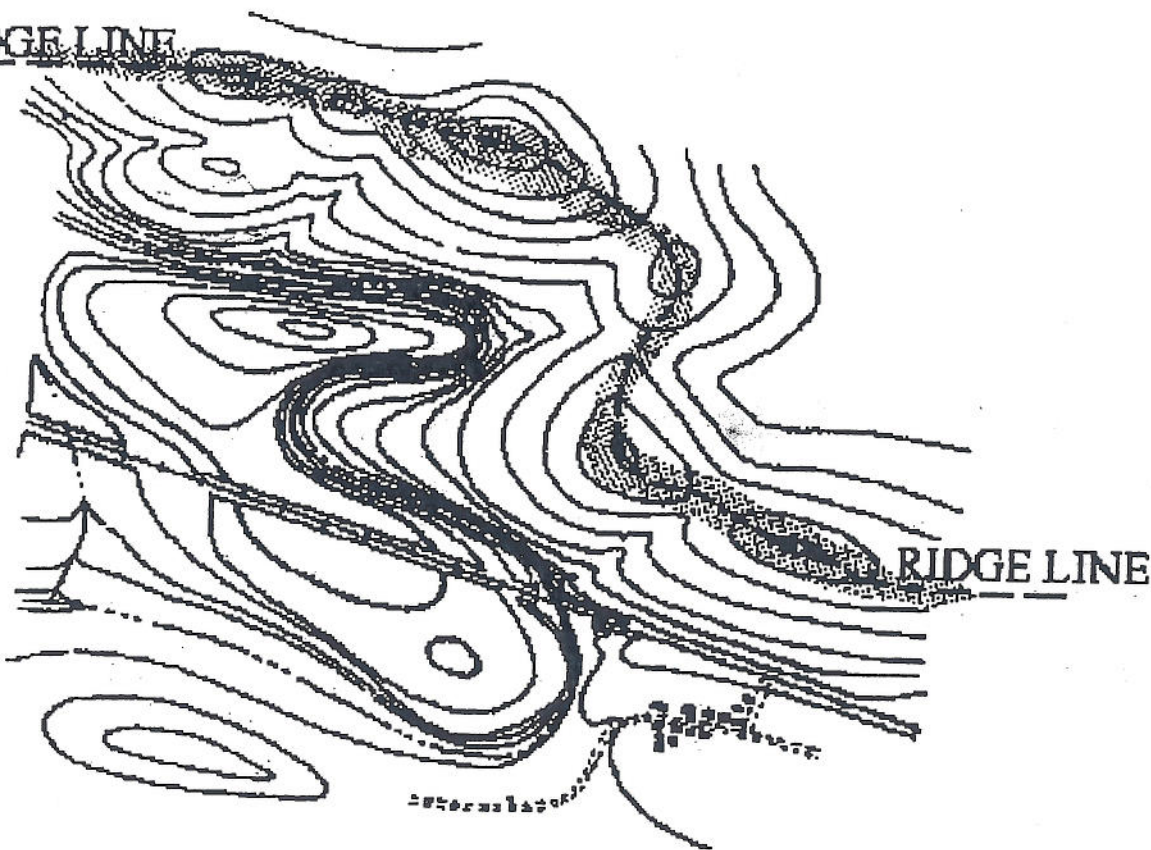


D. Ridge - A ridge is a line of high ground with height variations along its crest. The ridge is not simply a line of hills; all points of the ridge crest are higher than the ground on both sides of the ridge.

RIDGE LINE

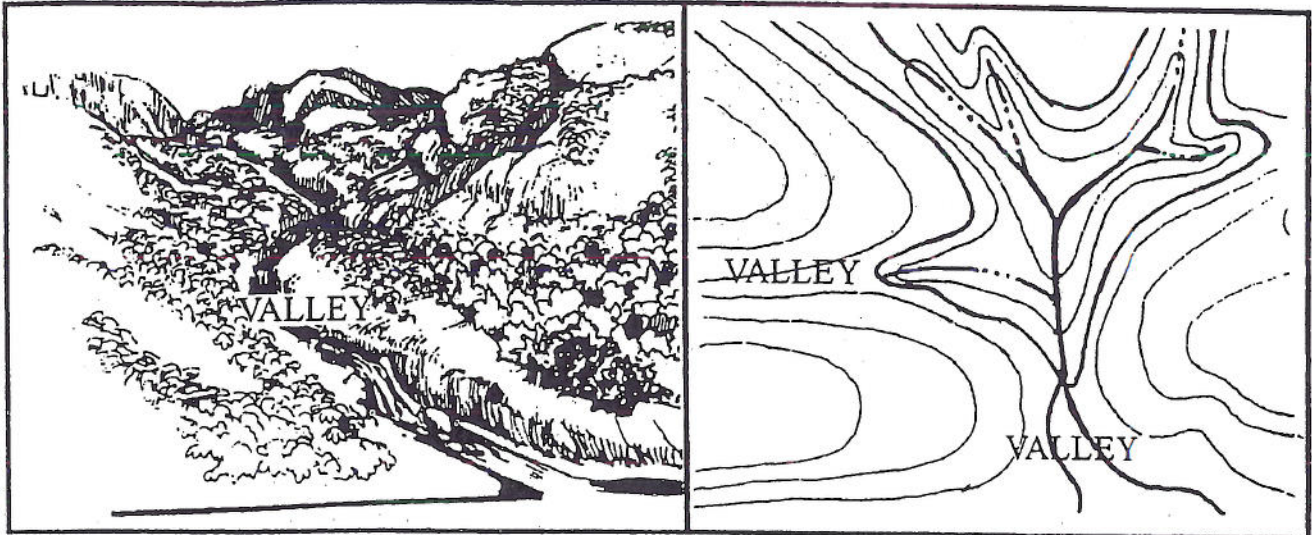


RIDGE LINE

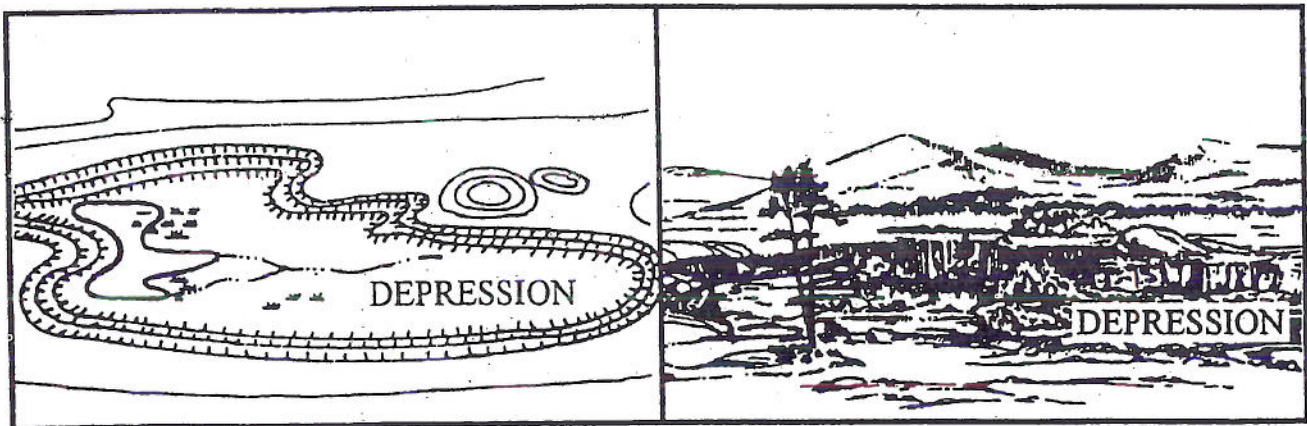


Map and Compass

E. **Valley** - A valley is reasonably level ground bordered on the sides by higher ground. A valley may or may not contain a stream. Contour lines indicating a valley are U-shaped and tend to parallel a stream before crossing it. The course of the contour lines crossing the stream will always point up-stream.



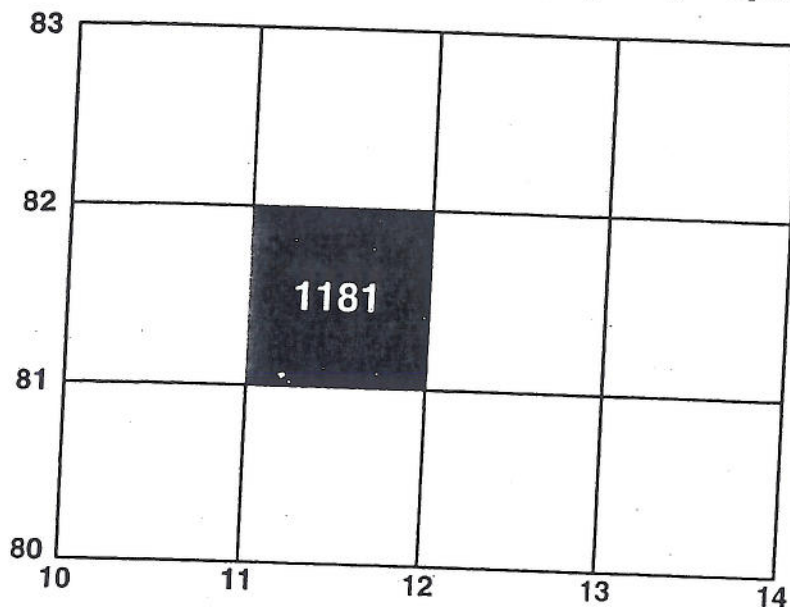
F. **Depression** - A depression is a low point or hole in the ground, surrounded on all sides by higher ground.



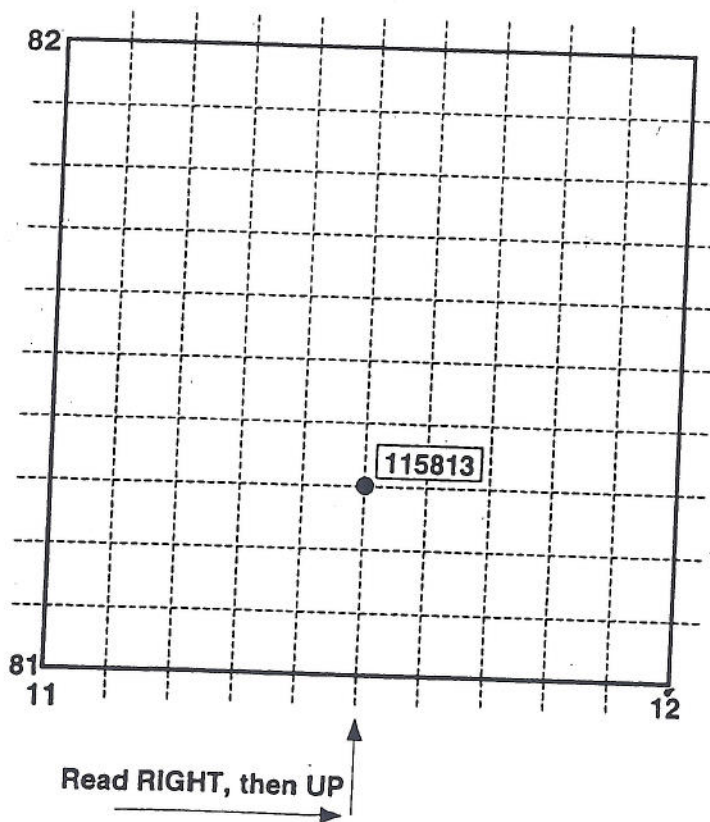
5. **Grid coordinates** - You will see numbers, below the grid lines, and around the edges of your map. These are called the grid coordinates. They are generally one or two digit numbers. You read grid coordinates right and up. If someone tells you their coordinates are 11, 81 you look right to number 11 and then go up to number 81 and that is their location. If they are using 6 digit coordinates you must estimate the 3rd and 6th number. If they tell you their coordinates are 114818 then you would go right to number 11. Then in your head break the grid square down into 10 equal parts. Estimate how many of the ten equal parts over the location is. In this example you move over 4 of the 10 divisions. Then read up and do the same. In this example you move up 8 equal divisions.

EXAMPLE

This figure shows 12 grid squares from a map. We have highlighted grid square 1181.



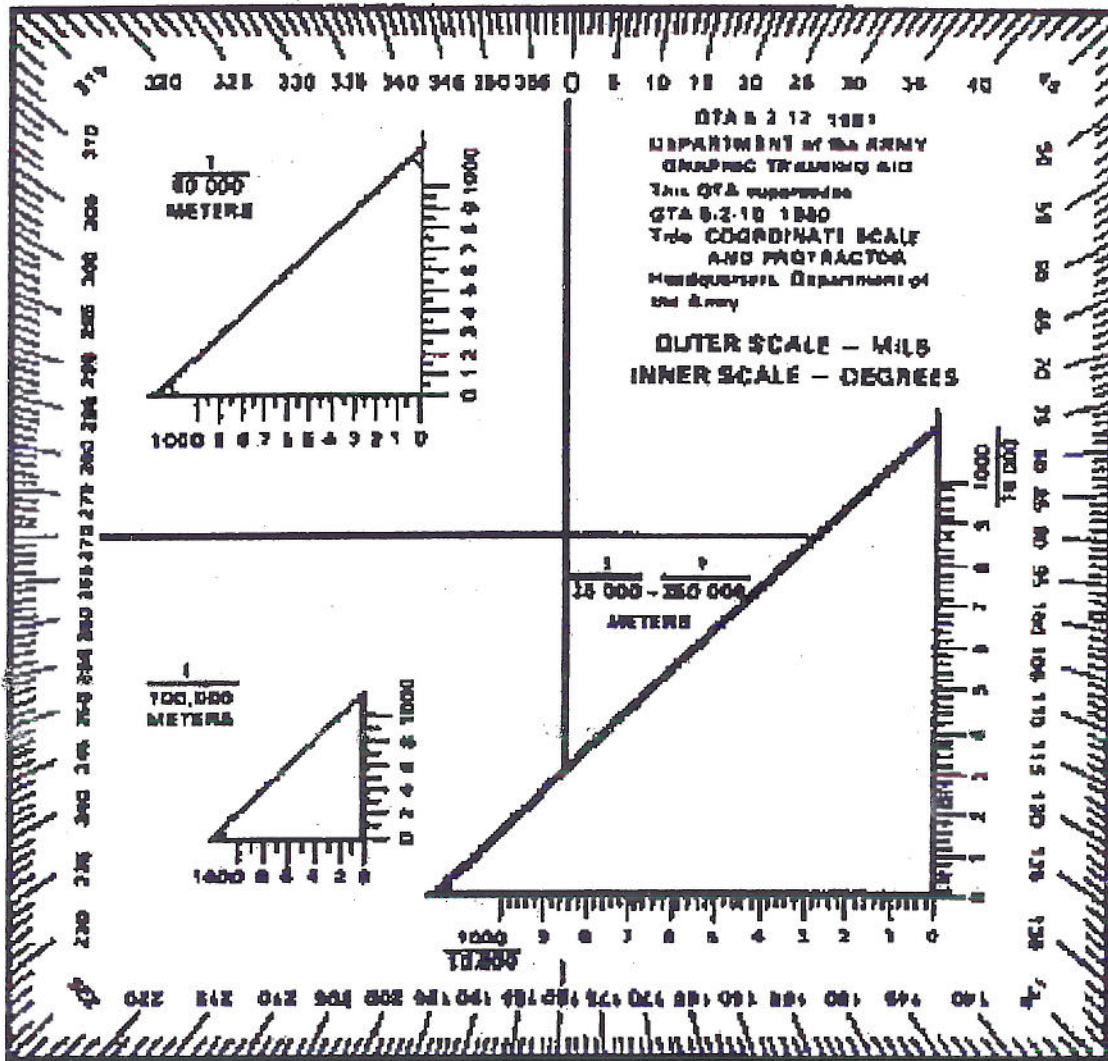
The figure below breaks grid square 1181 into 100 imaginary divisions. Suppose you are halfway between grid line 11 and grid line 12. Then the next number in your grid coordinates after 11 would be 5; giving you 115. Now suppose you are also three-tenths of the way between grid line 81 and grid line 82. The third number in the second half of your grid coordinates would be 3; giving you 813. Putting them together you then have the exact grid coordinates of your location; 115813.



Map and Compass

***** FOR EXPERTS ONLY *****

The most accurate way to determine the coordinates is to use the coordinate scale and protractor or the plotting scale. Located on both of these devices are two coordinate scales, 1:25,000 and 1:50,000 meters. Make sure that when you use either of these devices, you use the correct scale.



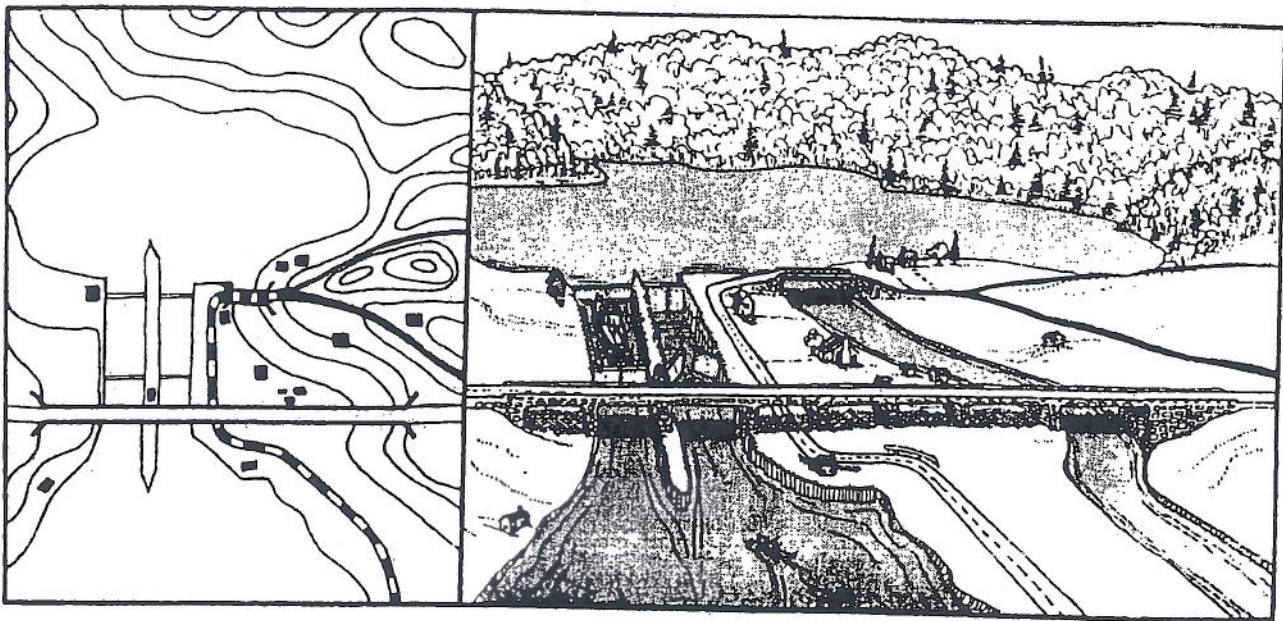
- a. First, locate the grid square in which the point is located.
- b. The number of the vertical grid line on the left (west) side of the grid square is the first and second digits of the coordinates.

- c. The number of the horizontal grid line on the bottom (south) side of the grid square is the fourth and fifth digits of the coordinates.
- d. To determine the third and sixth digits of the coordinates, place the coordinate scale on the bottom grid line of the grid square containing the point.
- e. Check to see that the zeros of the coordinate scale are in the lower left-hand (south-west) corner of the grid square.
- f. Slide the coordinate scale to the right, keeping the bottom of the scale on the bottom grid line until the point is under the vertical (right-hand) scale.

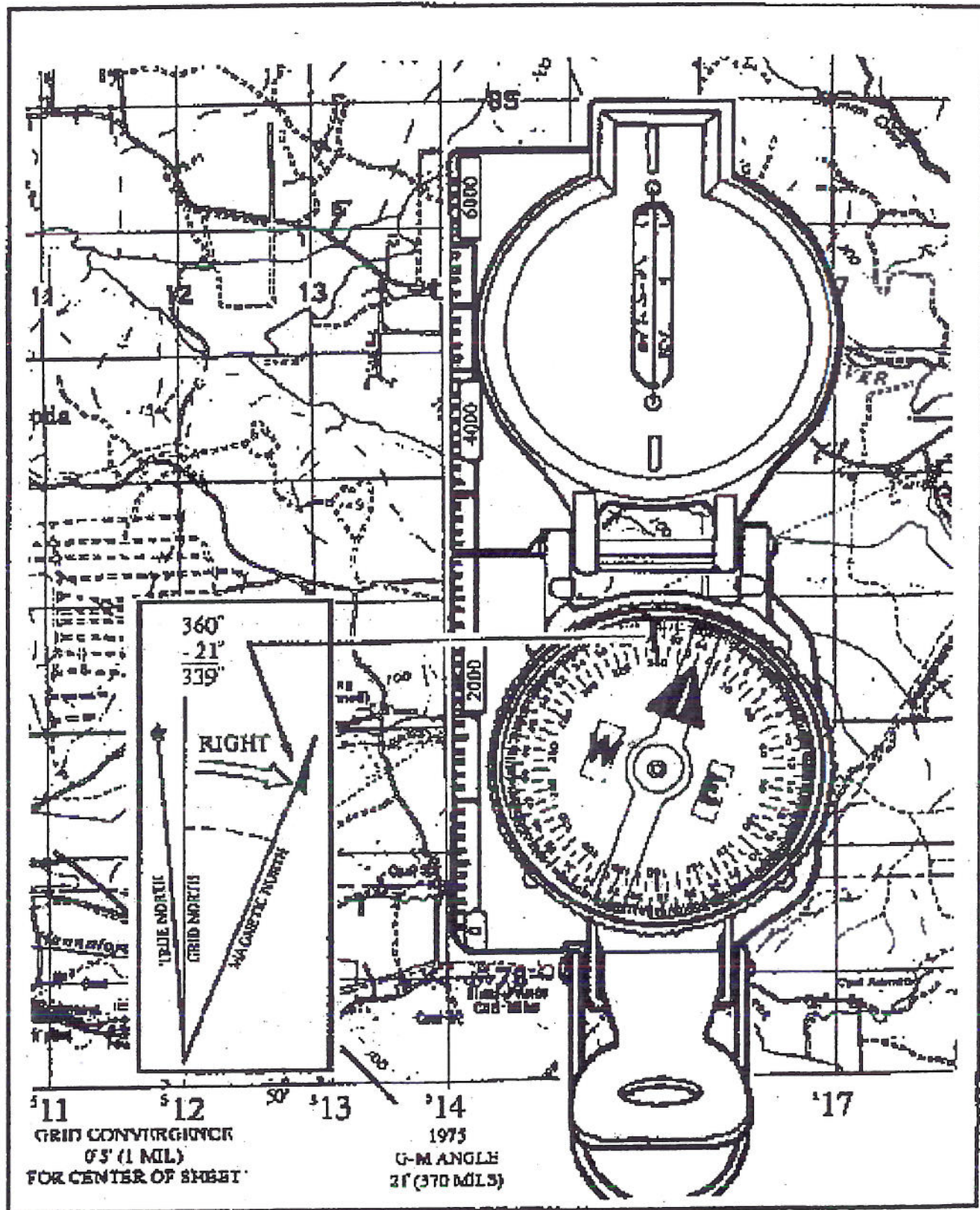
D. ORIENTING YOUR MAP

ORIENTATION. To orient your map means to hold your map in a position so that when you look at north on the earth you are looking at north on the map. The items on the map will be aligned with the items on the earth. There are sophisticated ways of doing this by using your compass and there are ways of doing this without a compass.

ORIENTATION WITHOUT A COMPASS. Features comparison method. Hold your map in a horizontal position and rotate it until the features on the map are aligned with the same features on the ground.



ORIENTATION WITH A COMPASS. With the map laying on a flat surface, place the straight edge of your lensatic compass on one of the north south grid lines, with the cover of the compass towards the top of the map. This will place the sighting wire and the black index line parallel to the north/south grid line. Now, keeping the compass in place rotate map and compass together until the black arrow (pointer) is directly under the index line.



The next thing you would do is align your map with regards to the declination angle. Each map has a declination angle diagram on it in the legend section. The declination angle is different for different parts of the country and world. We will not discuss how to do that in this guide book. There is a special square protractor available to help you do this.

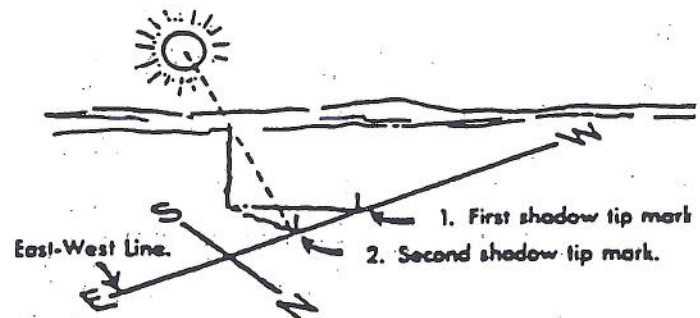
E. FINDING NORTH WITHOUT A COMPASS

1. Shadow tip method.

A. Place a stick in the ground so that it stands vertically. (A tall stick is more accurate than a short one).

B. Make a mark at the tip of the stick's first shadow.

C. After waiting approximately 10 minutes, make a mark at the tip of the stick's second shadow.

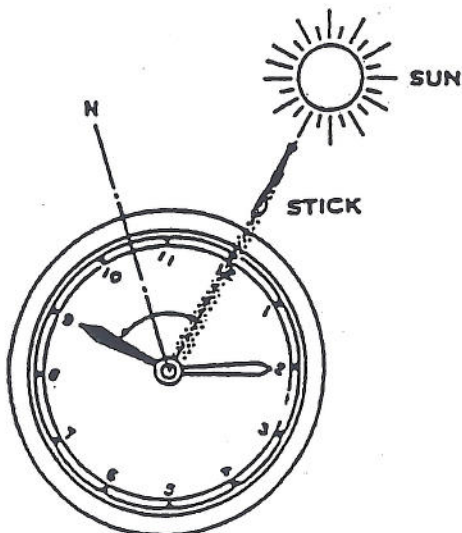


D. A line connecting these two shadow tips will be an east-west line. (East is always in the direction of the second shadow tip mark).

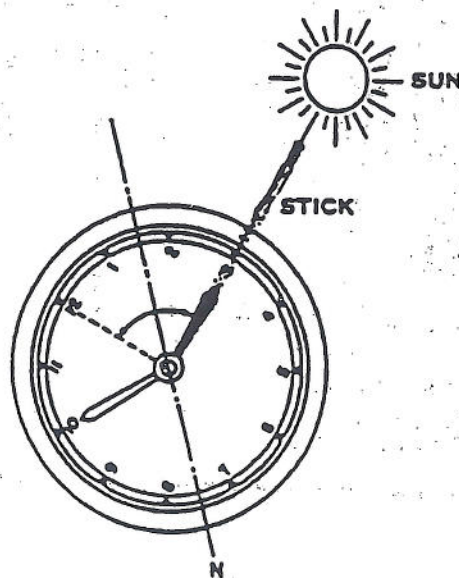
2. By day, in the North Temperate Zone, one way to find north is with an ordinary watch in good running order. This must be a watch with hands, not as digital watch. Simply point the hour hand at the sun. Halfway between the hour hand and 12 o'clock marking is south. Directly opposite from south is north, of course. It must be done on standard time not daylight savings time.

3. By day in the South Temperate Zone you point the 12 o'clock marking at the sun. Halfway between 12 o'clock and the hour hand is due north.

SOUTH TEMPERATE ZONE



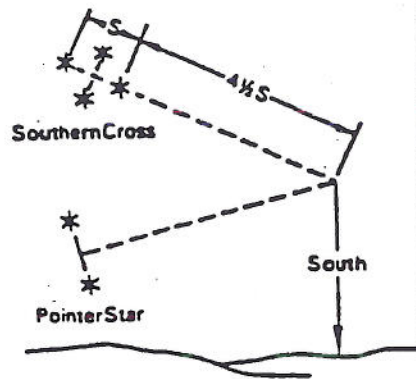
NORTH TEMPERATE ZONE



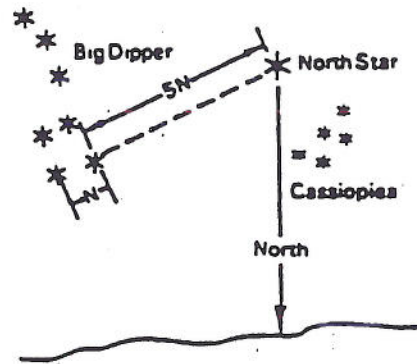
4. At night in the Northern Hemisphere we find north without a compass by means of the stars. In the northern hemisphere you need to find the big dipper. Use the two stars that form the cup farthest from the handle. These two point to the North star.

Finding Direction by Stars

SOUTHERN HEMISPHERE
(S=long axis of Southern Cross)



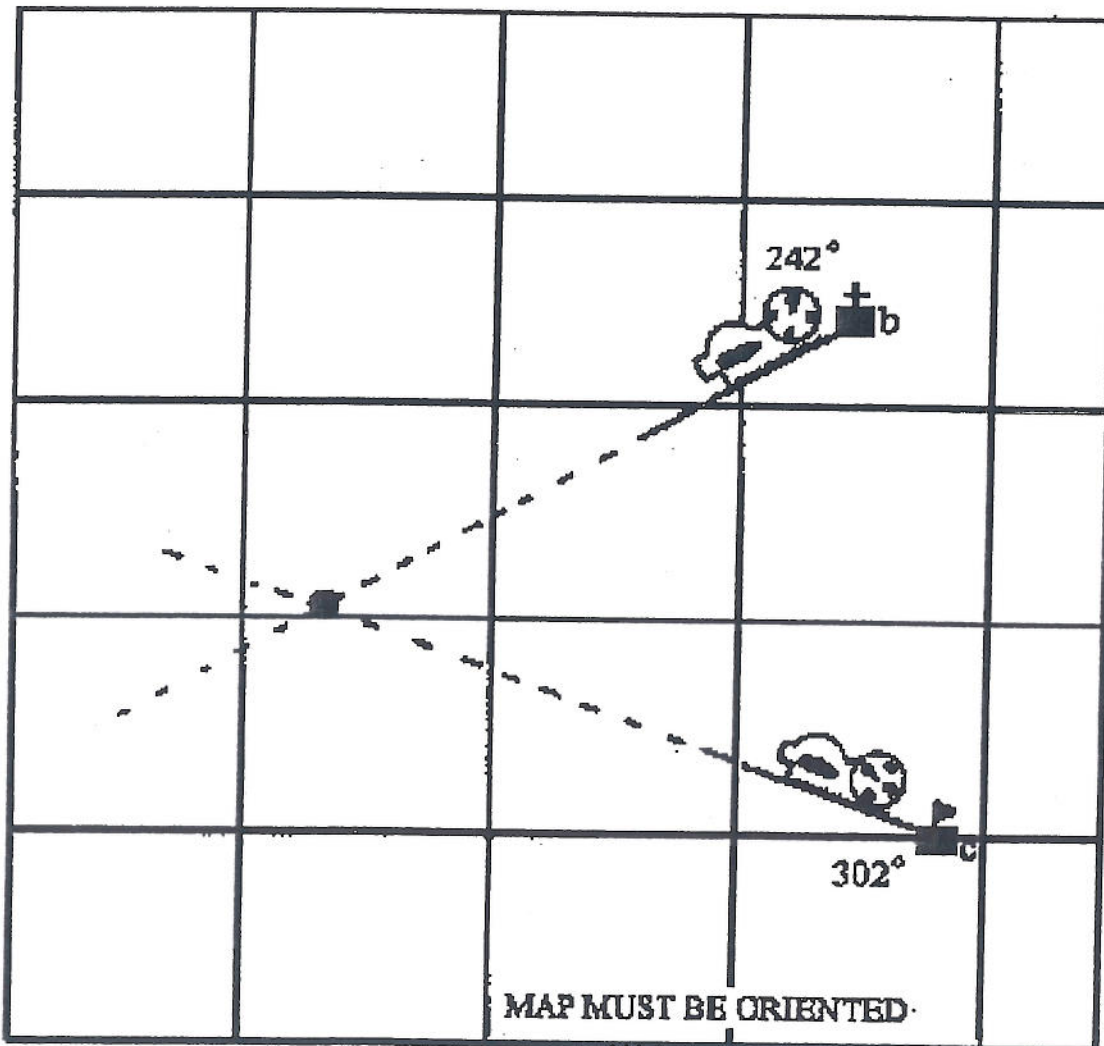
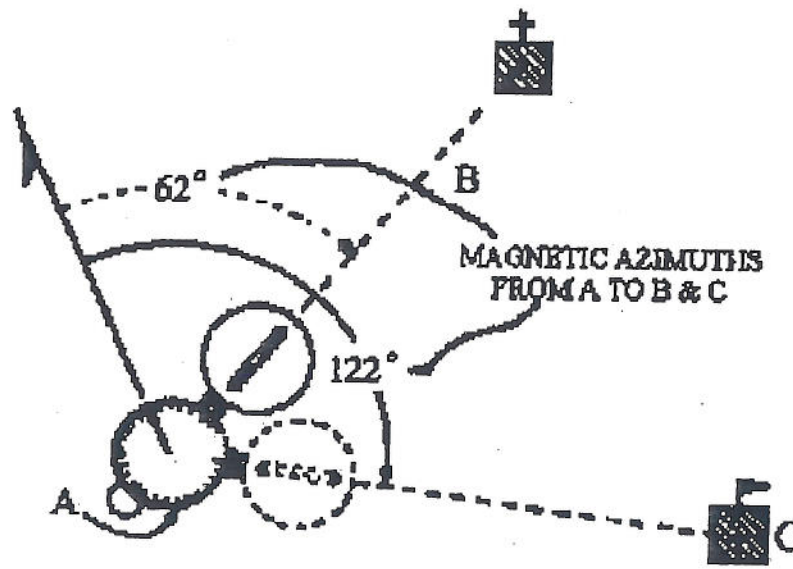
NORTHERN HEMISPHERE



***** FOR EXPERTS ONLY *****

TRIANGULATION (Also known as RESECTION)

1. Orient your map by compass.
2. Locate first position on map AND ground.
3. Sight objective A with compass (magnetic azimuth)
4. Convert to grid azimuth. (If grid azimuth is less than 180 degrees you convert by adding 180. If grid azimuth is greater than 180 degrees you convert by subtracting 180 from it).
5. Plot back azimuth on map using protractor.
6. Repeat steps 2 through 4 for position B.
7. Plot back azimuth on map using protractor.
8. Your unknown position C is at the intersection of the two back azimuths.



Map and Compass

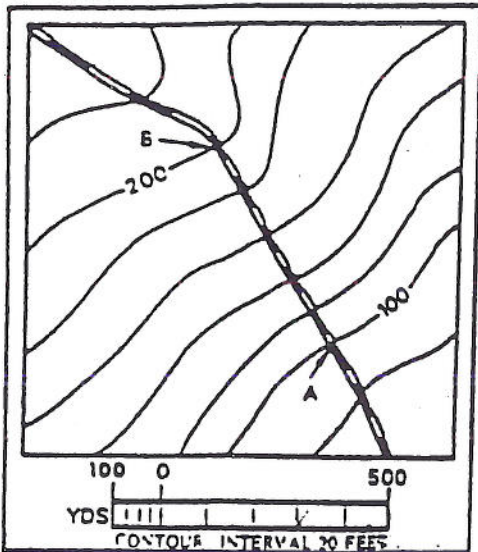
***** FOR EXPERTS ONLY *****

DETERMINING PERCENT (%) OF SLOPE

Slope may be expressed in several ways but all depend upon a comparison of vertical distance (VD) to a horizontal distance (HD). The percent slope is determined by using the following expression:

$$\% \text{ slope} = \text{VD}/\text{HD} \times 100.$$

EXAMPLE:



Using the map to the left, what is the % slope from A to B?

ANSWER

From the contour lines you know the vertical distance is 100 feet. Using the graphic scale at the bottom of the map, you find the horizontal distance to be 500 yards. By using the % slope formula above -

$$\% \text{ slope} = \text{VD}/\text{HD} \times 100 =$$

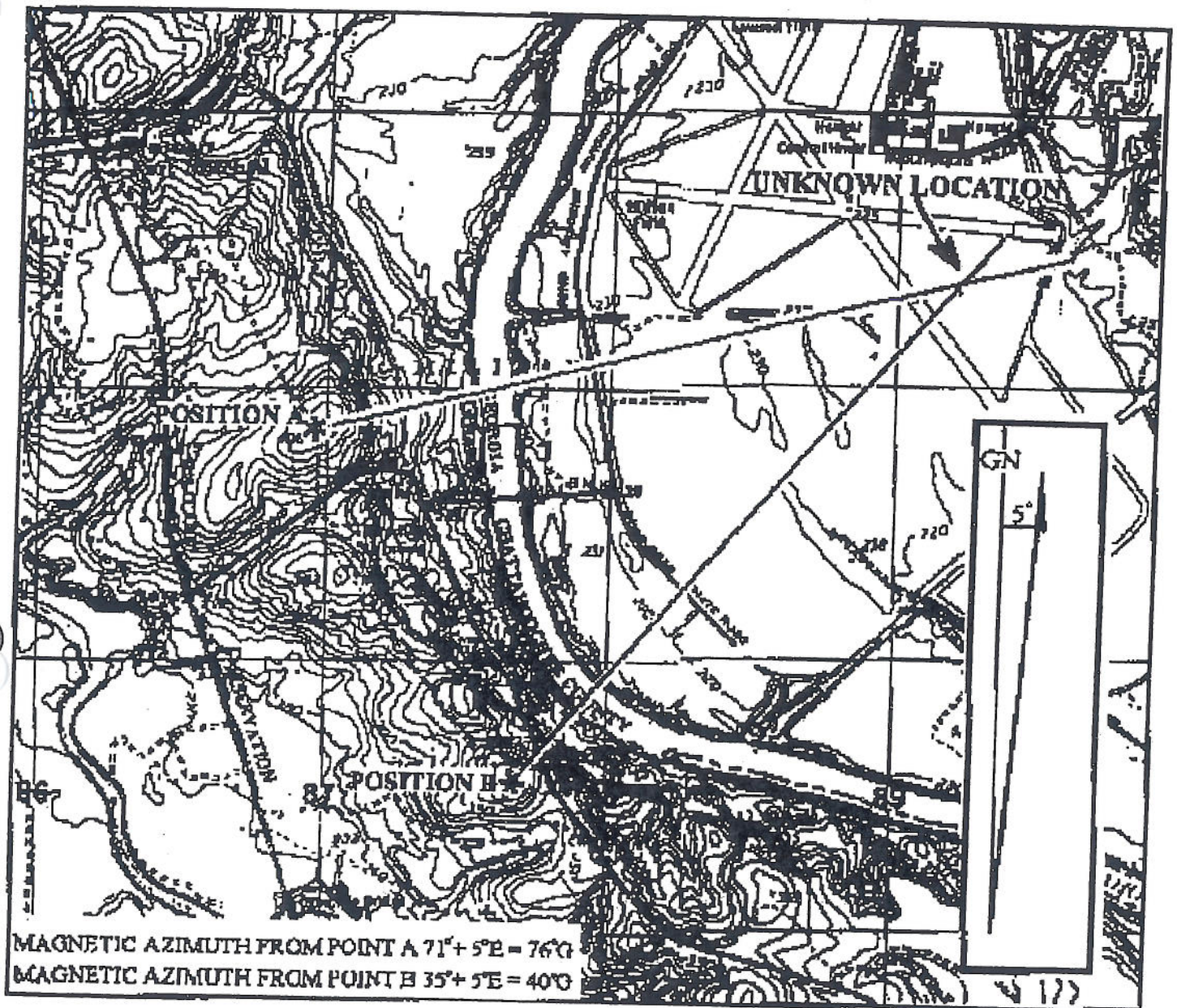
$$100'/500 \text{ yards} \times 100 =$$

$$100'/1500' \times 100 = 7\%$$

***** FOR EXPERTS ONLY *****

INTERSECTION

1. Orient map and locate yourself on it (Point A).
2. Sight objective with compass (magnetic azimuth).
3. Convert to grid azimuth.
4. Plot grid azimuth on map using protractor.
5. Move to position B and repeat steps 1-3.
6. Plot grid azimuth on map using protractor.
7. The unknown location C is at the intersection of the two azimuths.



G. TAKING CARE OF YOUR MAP

In the field a map is very important. Take good care of it. Fold it small enough to slip into your shirt to protect it from rain. Fold it with the face outward so that you can read parts of it without unfolding the whole map. The accordion fold makes it easy to use. When you mark your map, mark it lightly. It may have to last you a long time. Many marks on it will confuse you. Erasures of heavy lines will smear it and make it difficult to read.

CHAPTER NOTES

CHAPTER 15

Physical Fitness

The physical fitness program used by the Young Marines is "The National Youth Physical Fitness Program of the Marine Corps League". The Swimming certification program used by the Young Marines is the program conducted by the American Red Cross.

PHYSICAL FITNESS PROGRAM

The following pages list the scoring charts for the different exercises used in the fitness program. The fifth revised edition of the National Youth Physical Fitness Program of the Marine Corps League is available free of charge by writing to:

United States Marine Youth Foundation, Inc. P.O. Box 8280 Sylvania, Ohio 43560

They will send you a manual with charts, exercise descriptions, philosophy and the objectives of the program. You will also learn how to organize and administer the program, how to receive free certificates for program participants and how to purchase awards. Young Marines should be aware that many schools throughout the Nation use this program. If your school does not, you may want to suggest they give it a try. A computer program - either Apple or IBM compatible which will automatically compute PFT scores, is available free of charge from the Inland Young Marines located in San Bernardino, California. You can get their address from the National Director of the Young Marines.

Young Marines must score 250 points to earn a certificate and the Young Marine Physical Fitness Ribbon Award. A score of 200 is considered passing but does not qualify for the certificate or ribbon. If you are unable to pass the PFT we recommend you talk with your parents and/or doctor about an exercise program to help you achieve your goal. There are many different reasons why Young Marines don't pass. Some are overweight and others have physical handicaps. Whatever your problem the important thing to remember is stay motivated and continue to improve.

SWIMMING

All Young Marines should learn how to swim. If you don't currently know how check with your school or local chapter of the American Red Cross about taking swimming lessons. In order to earn the Young Marine Swimming Ribbon Award you must pass the American Red Cross Beginners course and receive the American Red Cross Certification Card. Young Marines who pass courses higher than beginner will receive an authorized device to wear on the ribbon.

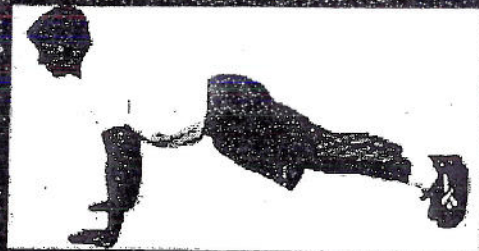


*The
Solution
to a
Drug-Free
America™*

**National Youth
Physical Fitness
Program**

funded and administered by
**The United States Marines
Youth Foundation, Inc.**

****** Sixth Revised Edition ******



DAILY EXERCISES

Each and every day you should do the daily seven exercises.
When doing them in PT formation, follow this structure:

Today, we will perform the Marine Corps DAILY EXERCISES (Urrrgghh)
These exercises will be executed in four count movements of 10 repetitions.
I will count the cadence, you will count the repetitions.

The first exercise will be **The Side Straddle Hop**. Starting position; MOVE. (Urrrgghh) In cadence, exercise.

Position of attention; MOVE.

The next exercise is **The Bend and Reach**.

The next exercise is **The Bend and Thrust**.

The next exercise is **The Rowing Exercise**.

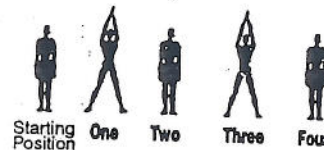
The next exercise is **The Squat Bender**.

The next exercise is **The Marine Corps Pushup**.

The next exercise is **The Body Twist**.

Platoon Sergeants, take charge of your platoon and carry out the remainder of the physical training schedule.

1. Side Straddle Hop



2. Bend & Reach



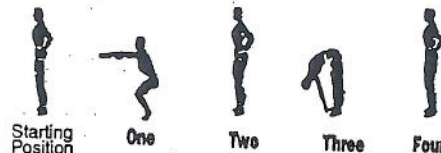
3. Bend & Thrust



4. Rowing Exercise



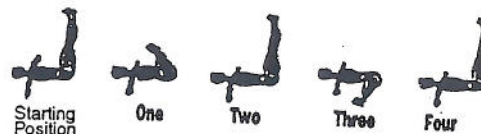
5. Squat Bender



6. Marine Corps Pushup



7. Body Twist



TESTING: It is recommended that students be tested three times during the school year:

FALL: The first testing should take place near the beginning of the school year to gauge level of fitness.

WINTER: The second testing should be done near the middle of the school year to evaluate progress.

SPRING: The final testing should be conducted near the end of the school year with these scores being used to determine which students qualify for a Certificate of Athletic Accomplishment*.

**A composite score of 250 points for boys and girls is considered acceptable for a student to earn a Certificate of Athletic Accomplishment. Students who participate throughout the school year, but do not reach this score are eligible to receive a Participation Certificate.*

SCORING: Each of the five exercises is fully illustrated and explained on the following pages, and each exercise has its own scoring chart. Pull-ups, sit-ups, and push-ups are shown with three variations and varying degrees of difficulty. The physical education instructor, on an individual basis, shall determine which variation each student may use*. The scores from all five exercises are added together to obtain the student's composite score.

*It is the objective of this program to enable ALL students to participate and obtain Certificates of Athletic Accomplishment. It would be impossible to set standards for all levels of physically challenged, under-developed, and overweight students. It is left to the judgment of the physical education instructor to determine how exercises should be modified to meet an individual's needs and the appropriate scoring.

AWARDS: Certificates* are ordered when the final testing is completed in March or April. Certificates are mailed to you completely free of charge. You can order certificates by mail or by telephone at the following:

United States Marines Youth Foundation, Inc.
5700 Monroe Street
P.O. Box 8280
Sylvania, Ohio 43560
Toll Free 1-888-USMC-FIT (876-2348)
FAX: (419) 882-2906

*Certificates are not awarded according to age or grade level. The first time a student passes the test, he/she is awarded the First Certificate of Athletic Accomplishment. The second time that same student passes the test, the very next year or several years later, he/she is awarded the Second Certificate of Athletic Accomplishment. **Only one certificate per student per year is to be awarded.**

SEVENTEEN CERTIFICATES OF ATHLETIC ACCOMPLISHMENT

- 1st The Stars and Stripes Forever Award
 - 2nd From the Halls of Montezuma to the Shores of Tripoli Award
 - 3rd The "Semper Fidelis" Award ("Always Faithful")
 - 4th The Eagle, Globe, and Anchor Award
 - 5th The Commandant, United States Marine Corps Award
 - 6th Marine Corps Birthday, "10 November 1775" Award
 - 7th The Marine Corps League Award
 - 8th Marines in the Revolution Award
 - 9th Marines in Europe
 - 10th Marines in the Pacific
 - 11th Korean Conflict Memorial Award
 - 12th Republic of Vietnam Memorial Award
 - 13th Desert Storm Memorial Award
 - 14th Women Marines Award
 - 15th Marine Corps Band Award
 - 16th Statue of Liberty Award
 - 17th Commander in Chief Award
- Certificate of Participation



SIT-UP

	Age	Age	Age	Age	Age	Age	Age	Age	Age	Age	Age	Age	Age	Age	
REPS	5	6	7	8	9	10	11	12	13	14	15	16	17+	College Meet	
3	19	16	13	10	7	4	2	-	-	-	-	-	-	-	
6	22	19	16	13	10	7	5	3	1	-	-	-	-	-	
9	25	22	19	16	13	10	8	6	4	2	-	-	-	-	
12	28	25	22	19	16	13	11	9	7	5	3	2	-	2	
15	31	28	25	22	19	16	14	12	10	8	6	5	2	5	
18	34	31	28	25	22	19	17	15	13	11	9	8	5	8	
21	37	34	31	28	25	22	20	18	16	14	12	11	8	11	
24	40	37	34	31	28	25	23	21	19	17	15	14	11	14	
27	43	40	37	34	31	28	26	24	22	20	18	17	14	17	
30	46	43	40	37	34	31	29	27	25	23	21	20	17	20	
33	49	46	43	40	37	34	32	30	28	26	24	23	20	23	
36	52	49	46	43	40	37	35	33	31	29	27	26	23	26	
39	55	52	49	46	43	40	38	36	34	32	30	29	26	29	
42	58	55	52	49	46	43	41	39	37	35	33	32	29	32	
45	61	58	55	52	49	46	44	42	40	38	36	35	32	35	
48	64	61	58	55	52	49	47	45	43	41	39	38	35	38	
51	67	64	61	58	55	52	50	48	46	44	42	41	38	41	
54	70	67	64	61	58	55	53	51	49	47	45	44	41	44	
57	73	70	67	64	61	58	56	54	52	50	48	47	44	47	
60	76	73	70	67	64	61	59	57	55	53	51	50	47	50	
63	79	76	73	70	67	64	62	60	58	56	54	53	50	53	
66	84	79	76	73	70	67	65	63	61	59	57	56	53	56	
69	90	84	79	76	73	70	68	66	64	62	60	59	56	59	
72	96	90	84	79	76	73	71	69	67	65	63	62	59	62	
75	100	94	90	84	79	76	74	72	70	68	66	65	62	65	
78	"	100	96	90	84	79	77	75	73	71	69	68	65	68	
80	"	"	100	94	88	82	79	77	75	74	71	70	68	70	
83	"	"	"	100	94	88	84	80	78	77	74	73	70	73	
86	"	"	"	"	100	94	90	86	82	80	77	76	73	76	
89	"	"	"	"	"	100	96	92	88	84	80	79	76	79	
91	"	"	"	"	"	"	100	96	92	88	84	82	79	82	
93	"	"	"	"	"	"	"	100	96	92	88	86	82	86	
95	"	"	"	"	"	"	"	"	100	96	92	90	86	90	
97	"	"	"	"	"	"	"	"	"	100	96	94	90	94	
99	"	"	"	"	"	"	"	"	"	"	100	98	94	98	
100	"	"	"	"	"	"	"	"	"	"	"	100	98	100	
101	"	"	"	"	"	"	"	"	"	"	"	"	100	"	

SIT-UPS

EQUIPMENT: Mats such as those used for tumbling or wrestling.

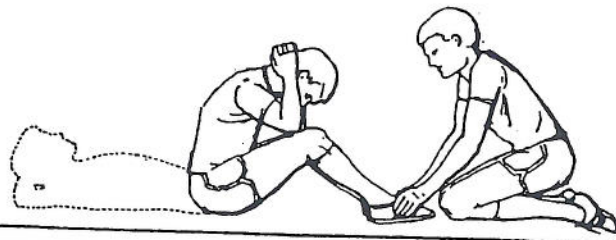
TIME LIMIT: Two minutes

IMPORTANT: Competitors may rest in either the up or down position as long as they maintain the correct body position while resting.

FULL EXERCISE

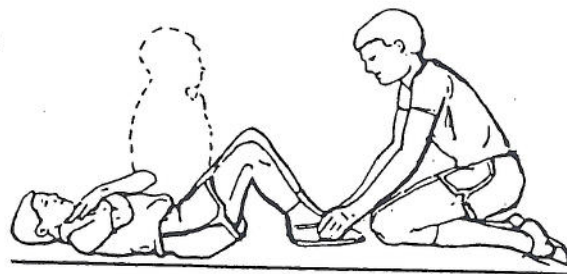
POSITION: Lie on back with legs bent and feet flat on mat. Thighs form a 45° angle with the ground. Hands are placed behind the head with fingers interlocked and touching the mat. Feet are held in place by a partner or official counter.

EXECUTION: Sit up, bending forward until the forehead is directly above or in front of the knees. Elbows remain to the outside of the knees. Return to starting position, ensuring that the knuckle » on the fingers or back of the hands touch the mat before resuming the next repetition.

**MODIFICATION #1**

POSITION: Lie on back, legs bent, shoulders flat on mat with head raised, and feet flat on mat. Hands are folded across the chest. Feet are held in place by a partner or official counter.

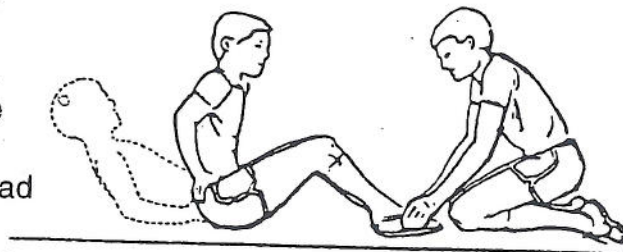
EXECUTION: Sit up, bending forward until forehead is directly in front of the knees. Arms remain folded across chest. Return to starting position, ensuring that the shoulders touch the mat before resuming the next repetition.

**MODIFICATION #2**

POSITION: Sit on mat with legs bent and feet flat on mat. Thighs form a 45° angle with the ground. Rest weight on elbows and forearms, and place thumbs on groin. Feet are held in place by partner or official counter.

EXECUTION: Sit up, bending forward until forehead is directly in front of the knees.

Return to starting position ensuring that the elbows and forearms are flat on mat before resuming next repetition.



PUSH-UPS

REPS	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17+	College	Meet
1		-	-	-	-	-	-	-	-	-	-	-	-	8	
2		10	9	6	6	4	4	4	2	2	2	2	2	10	10
4		20	18	12	12	8	8	8	4	4	4	4	4	14	14
6		30	27	18	18	12	12	12	8	6	6	6	6	18	18
8		40	36	24	24	16	16	16	12	8	8	8	8	22	22
10		50	45	30	30	20	20	20	16	12	10	10	10	26	26
12		60	54	36	36	24	24	24	20	16	12	12	12	30	30
14		70	63	44	42	28	28	28	24	20	14	14	14	34	34
16		80	72	52	48	32	32	32	28	24	16	16	16	38	38
18		90	81	60	54	36	36	36	32	28	20	20	18	41	41
20		95	90	68	60	40	40	40	36	32	24	24	20	43	43
22		100	95	76	66	48	44	44	40	36	28	28	24	45	45
24		"	100	84	72	56	48	48	44	40	32	32	28	47	47
26		"	"	92	78	64	52	52	48	44	36	36	32	49	49
28		"	"	100	84	72	60	56	52	48	40	40	36	51	51
30		"	"	"	92	80	68	60	56	50	44	44	40	53	53
32		"	"	"	100	88	76	68	60	56	52	48	44	55	55
35		"	"	"	"	100	88	80	72	64	58	54	50	58	58
38		"	"	"	"	"	100	92	84	76	68	60	56	61	61
40		"	"	"	"	"	"	100	92	84	76	68	60	63	63
42		"	"	"	"	"	"	"	100	92	84	76	68	65	65
44		"	"	"	"	"	"	"	"	100	92	84	76	68	68
46		"	"	"	"	"	"	"	"	"	100	92	84	72	72
48		"	"	"	"	"	"	"	"	"	"	100	92	76	76
50		"	"	"	"	"	"	"	"	"	"	"	100	80	80
54		"	"	"	"	"	"	"	"	"	"	"	"	88	88
58		"	"	"	"	"	"	"	"	"	"	"	"	98	94
60		"	"	"	"	"	"	"	"	"	"	"	"	100	100

PUSH-UPS

EQUIPMENT: Mats such as those used for tumbling or wrestling.

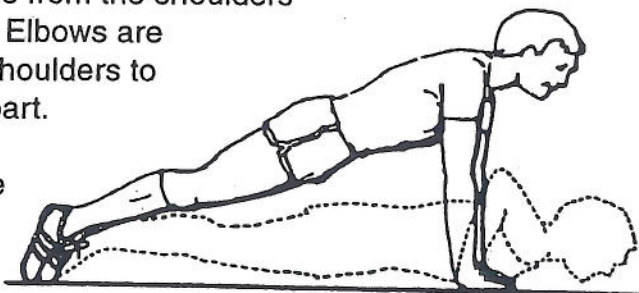
TIME LIMIT: Two minutes **IMPORTANT:** No rest pause is permitted. Exercise must be completed with continuous motion.

FULL EXERCISE

POSITION: Hands are placed palm down on mat, thumbs directly under the shoulders. Body is held in a straight line from the shoulders to the feet with no part of body touching the mat. Elbows are locked with arms forming a straight line from the shoulders to the wrists. Feet may be no more than one foot apart.

Counter lies face down on the mat opposite the competitor, placing his hand palm down under the competitor's chest.

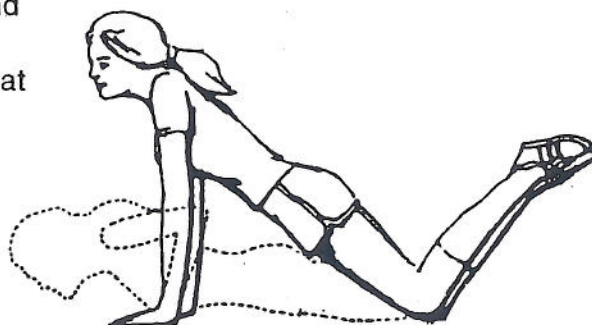
EXECUTION: The competitor lowers his body by bending the elbows and bringing torso downward until his chest touches the back of the counter's hand. The body must maintain a straight line from the shoulder to the feet. The competitor then returns to the starting position, again maintaining his body in a straight line. The elbows must lock straight before the next repetition begins.



MODIFICATION #1

POSITION: Extend arms to full length with hands and fingers pointing forward on ground just under and slightly outside of the shoulders. The knees are bent at right angles to the body. The body is extended so that it is in a straight line. The competitor's weight is supported by the hands and knees. Counter lies face down on the mat opposite the competitor, placing his hand downward under the competitor's chest.

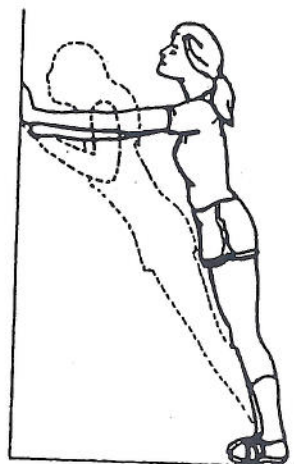
EXECUTION: The competitor keeps the body tense and straight, bend the elbows and touch chest to the back of counter's hand. Feet will remain in air where knees are still bent at right angles to the body. Return by pushing body back to original position so that elbows lock straight before the next repetition begins.



MODIFICATION #2

POSITION: Stand with feet together one arm's length from wall. Place hands flat on wall approximately one body width apart, keeping arms straight.

EXECUTION: Bending elbows, lean body into wall until forehead touches wall. Push body back until arms are straight. Repeat exercise as many times as possible.



PULL-UPS

REPS	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17+	College	Meet
1		12	11	10	9	8	7	7	6	6	5	5	5	3	3
2		25	22	20	18	16	14	14	12	12	10	10	10	6	6
3		40	33	30	27	24	21	21	18	18	15	15	15	9	9
4		50	44	40	36	32	28	28	24	24	20	20	20	12	12
5		60	55	50	45	40	35	35	30	30	25	25	25	15	15
6		80	70	60	54	48	42	42	37	36	30	30	30	18	18
7		90	80	70	63	56	49	49	42	42	35	35	35	21	21
8		100	90	80	72	64	56	56	49	48	40	40	40	24	24
9		"	100	90	81	72	63	63	56	54	45	45	45	27	27
10		"	"	100	90	80	70	70	63	60	50	50	50	30	30
11		"	"	"	100	90	80	77	70	66	55	55	55	33	33
12		"	"	"	"	100	90	84	77	72	60	60	60	36	36
13		"	"	"	"	"	100	92	84	80	65	65	65	39	39
14		"	"	"	"	"	"	100	91	86	70	70	70	42	42
15		"	"	"	"	"	"	"	100	92	75	75	75	45	45
16		"	"	"	"	"	"	"	"	100	80	80	80	48	48
17		"	"	"	"	"	"	"	"	"	90	85	85	51	51
18		"	"	"	"	"	"	"	"	"	100	90	90	54	54
19		"	"	"	"	"	"	"	"	"	"	100	95	57	57
20		"	"	"	"	"	"	"	"	"	"	"	100	60	60
22		"	"	"	"	"	"	"	"	"	"	"	"	65	68
24		"	"	"	"	"	"	"	"	"	"	"	"	70	76
26		"	"	"	"	"	"	"	"	"	"	"	"	75	84
28		"	"	"	"	"	"	"	"	"	"	"	"	80	92
30		"	"	"	"	"	"	"	"	"	"	"	"	85	100
32		"	"	"	"	"	"	"	"	"	"	"	"	90	"
34		"	"	"	"	"	"	"	"	"	"	"	"	95	"
36		"	"	"	"	"	"	"	"	"	"	"	"	100	"

FLEXED ARM HANG

SECONDS	POINTS	SECONDS	POINTS	SECONDS	POINTS	SECONDS	POINTS
70	100	52	64	34	34	17	17
69	98	51	62	33	33	16	16
68	96	50	60	32	32	15	15
67	94	49	58	31	31	14	14
66	92	48	56	30	30	13	13
65	90	47	54	29	29	12	12
64	88	46	52	28	28	11	11
63	86	45	50	27	27	10	10
62	84	44	48	26	26	9	9
61	82	43	46	25	25	8	8
60	80	42	44	24	24	7	7
59	78	41	42	23	23	6	6
58	76	40	40	22	22	5	5
57	74	39	39	21	21	4	4
56	72	38	38	20	20	3	3
55	70	37	37	19	19	2	2
54	68	36	36	18	18	1	1
53	66	35	35				

PULL-UPS

EQUIPMENT: Pull-up bars, approximately 1 1/2" outside diameter

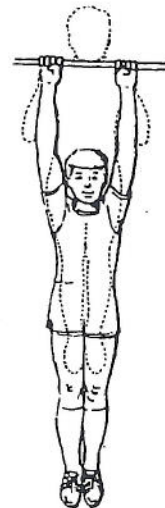
TIME LIMIT: No time limit for this event

IMPORTANT: Competitors are permitted to rest in the down position only.

FULL EXERCISE

POSITION: Hang from bar with palms away from body, thumbs curled under and around the bar. Arms and legs must be completely extended with feet off the floor. Ankles may be crossed to keep legs together.

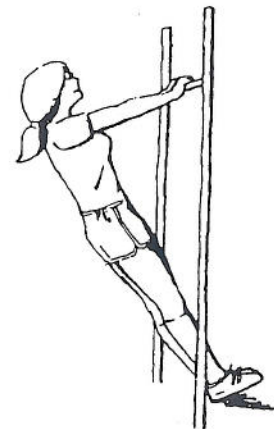
EXECUTION: Pull body straight up, placing chin over bar. Return to starting position with arms fully extended.



MODIFICATION #1

POSITION: Adjust height of bar to chest level. Grasp bar with palms facing out. Extend legs under the bar keeping body and knees straight. The heels are on the floor. Fully extend arms so they form a 90° angle with body line. A partner braces the competitors heels to prevent slipping.

EXECUTION: Pull body up with arms until chest touches bar. Lower body until elbows are fully extended. Repeat exercise as many times as possible.

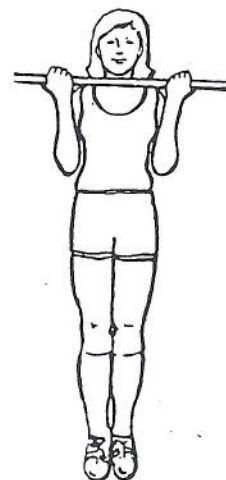


MODIFICATION #2

FLEXED ARM HANG

POSITION: Grasp bar with palms facing body. Partner lifts competitor into place until chest touches bar and chin is above bar.

EXECUTION: Hold body straight with chin above bar and chest touching bar as long as possible. When chin is no longer above bar, time is called.



Physical Fitness

FT. IN.	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17+	College	Meet
3' 0"	18	10	2	-	-	-	-	-	-	-	-	-	-	-	-
3' 2"	22	14	6	-	-	-	-	-	-	-	-	-	-	-	-
3' 4"	26	18	10	2	-	-	-	-	-	-	-	-	-	-	-
3' 6"	30	22	14	6	-	-	-	-	-	-	-	-	-	-	-
3' 8"	36	26	18	10	2	-	-	-	-	-	-	-	-	-	-
3' 10"	42	30	22	14	6	-	-	-	-	-	-	-	-	-	-
4' 0"	48	36	26	18	10	2	-	-	-	-	-	-	-	-	-
4' 2"	54	42	30	22	14	6	-	-	-	-	-	-	-	-	-
4' 4"	60	48	36	26	18	10	2	-	-	-	-	-	-	-	-
4' 6"	68	54	42	30	22	14	6	-	-	-	-	-	-	-	-
4' 8"	76	60	48	36	26	18	10	4	-	-	-	-	-	-	-
4' 10"	84	68	54	42	30	22	14	8	2	-	-	-	-	-	-
5' 1"	92	76	60	48	36	26	18	12	6	-	-	-	-	-	-
5' 2"	100	84	68	54	42	30	22	16	10	4	-	-	-	-	-
5' 4"	"	92	76	60	48	36	26	20	14	8	2	-	-	-	-
5' 6"	"	100	84	68	54	42	30	24	18	12	6	-	-	-	-
5' 8"	"	"	92	76	60	48	36	28	22	16	10	4	1	-	-
5' 10"	"	"	100	84	68	54	42	33	26	20	14	8	4	-	-
6' 0"	"	"	"	92	76	60	48	39	30	24	18	12	8	-	-
6' 2"	"	"	"	100	84	68	54	45	36	28	22	16	12	12	-
6' 4"	"	"	"	"	92	76	60	51	42	33	26	20	16	16	-
6' 6"	"	"	"	"	100	84	68	57	48	39	30	24	20	20	-
6' 8"	"	"	"	"	"	92	76	64	54	45	36	28	24	24	-
6' 10"	"	"	"	"	"	100	84	72	60	51	42	33	28	28	-
7' 0"	"	"	"	"	"	"	92	80	68	57	48	39	32	32	-
7' 2"	"	"	"	"	"	"	100	88	76	64	54	45	36	36	-
7' 5"	"	"	"	"	"	"	"	100	88	76	64	54	42	42	-
7' 8"	"	"	"	"	"	"	"	"	100	88	76	64	48	48	-
7' 11"	"	"	"	"	"	"	"	"	"	100	88	76	54	54	-
8' 2"	"	"	"	"	"	"	"	"	"	"	100	88	60	60	-
8' 5"	"	"	"	"	"	"	"	"	"	"	"	100	66	66	-
8' 8"	"	"	"	"	"	"	"	"	"	"	"	"	72	72	-
8' 10"	"	"	"	"	"	"	"	"	"	"	"	"	80	80	-
9' 4"	"	"	"	"	"	"	"	"	"	"	"	"	88	88	-
9' 8"	"	"	"	"	"	"	"	"	"	"	"	"	96	96	-
9' 10"	"	"	"	"	"	"	"	"	"	"	"	"	100	100	-

STANDING
LONG JUMP

SHUTTLE RUN

MIN. SEC.	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17+	College	Meet
2:00	10	6	2	-	-	-	-	-	-	-	-	-	-	-	-
1:58	12	8	4	-	-	-	-	-	-	-	-	-	-	-	-
1:56	14	10	6	2	-	-	-	-	-	-	-	-	-	-	-
1:54	18	12	8	4	-	-	-	-	-	-	-	-	-	-	-
1:52	22	14	10	6	2	-	-	-	-	-	-	-	-	-	-
1:50	26	18	12	8	4	-	-	-	-	-	-	-	-	-	-
1:48	30	22	14	10	6	2	-	-	-	-	-	-	-	-	-
1:46	34	26	18	12	8	4	-	-	-	-	-	-	-	-	-
1:44	38	30	22	14	10	6	2	-	-	-	-	-	-	-	-
1:42	44	34	26	18	12	8	4	-	-	-	-	-	-	-	-
1:40	50	38	30	22	14	10	6	2	-	-	-	-	-	-	-
1:38	56	44	34	26	18	12	8	4	-	-	-	-	-	-	-
1:36	62	50	38	30	22	14	10	6	2	-	-	-	-	-	-
1:34	68	56	44	34	26	18	12	8	4	-	-	-	-	-	-
1:32	76	62	50	38	30	22	14	10	6	2	-	-	-	-	-
1:30	84	68	56	44	34	26	19	12	8	4	2	-	-	-	-
1:28	92	76	62	50	38	30	22	14	10	6	4	2	-	-	-
1:26	100	84	68	56	44	34	28	18	12	8	6	4	2	-	-
1:24	"	92	76	62	50	38	30	22	14	10	8	6	4	-	-
1:22	"	100	84	68	56	44	34	26	18	12	10	8	6	-	-
1:20	"	"	92	76	62	50	38	30	22	14	12	10	8	-	-
1:18	"	"	100	84	68	56	44	34	26	18	14	12	10	-	-
1:16	"	"	"	92	76	62	50	38	30	22	18	14	12	-	-
1:14	"	"	"	100	84	68	56	44	34	26	22	18	14	-	-
1:12	"	"	"	"	92	76	62	50	38	30	28	22	18	6	6
1:10	"	"	"	"	100	84	68	56	44	34	30	28	22	14	14
1:08	"	"	"	"	"	92	76	62	50	38	34	30	28	22	22
1:06	"	"	"	"	"	100	84	68	56	44	38	34	30	30	30
1:04	"	"	"	"	"	"	92	76	62	50	44	38	38	38	38
1:02	"	"	"	"	"	"	100	84	68	56	50	44	43	43	43
1:00	"	"	"	"	"	"	"	92	76	62	56	50	47	47	47
:58	"	"	"	"	"	"	"	100	84	68	62	56	51	51	51
:56	"	"	"	"	"	"	"	"	92	76	68	62	55	55	55
:54	"	"	"	"	"	"	"	"	"	100	84	76	60	60	60
:52	"	"	"	"	"	"	"	"	"	"	92	84	68	68	68
:50	"	"	"	"	"	"	"	"	"	"	100	92	76	76	76
:48	"	"	"	"	"	"	"	"	"	"	"	100	92	84	84
:46	"	"	"	"	"	"	"	"	"	"	"	"	100	92	92
:44	"	"	"	"	"	"	"	"	"	"	"	"	"	100	100

STANDING LONG JUMP

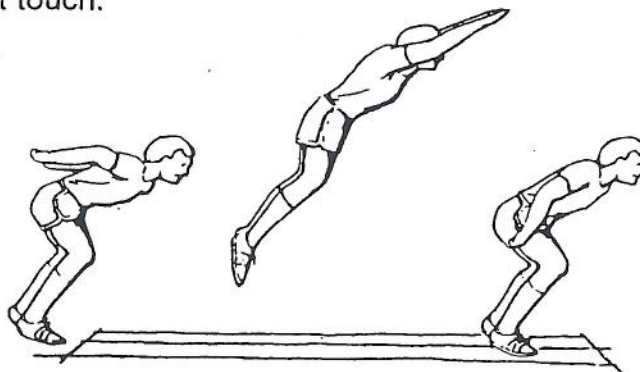
EQUIPMENT: Any level surface where competitor can jump into a soft area. Take off line should be clearly marked. Tape measure is required to measure distance.

TIME LIMIT: 3 jumps to be completed in 3 minutes.

POSITION: Competitor stands with feet comfortably apart, toes just behind an established take off line. Knees may be flexed, and arms may be swung forward and backward in a rythmical motion to build momentum.

EXECUTION: Jump forward as far as possible. Landing may be on one or both feet.

IMPORTANT: Only the best of 3 jumps will be recorded to score. Measuring is from the take-off line to the nearest point of contact on the landing. Stepping over the line and continuing the jump is a foul and counts as an attempt. Foul jumps are not measured. Falling or stepping backward after the landing will result in measurement to that point of contact rather than where the feet first touch.



SHUTTLE RUN

(300 yards)

EQUIPMENT: Two pylons spaced 60 yards apart. Stop watches required to time event. Starting pistols required to properly start event.

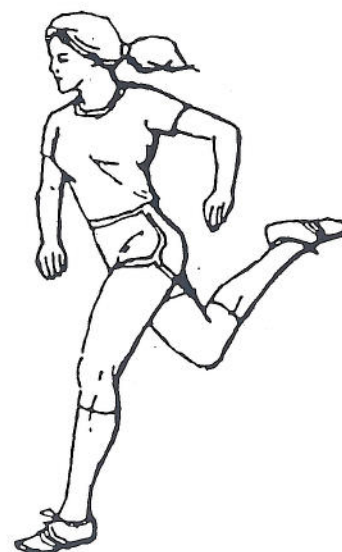
TIME LIMIT: Scored in ratio to total elapsed time required to complete the run.

POSITION: Runners may use a standing distance type start or a crouched sprinters start. No part of the body may extend over starting line and no device such as starting blocks or depressions may be used to assist the competitors.

EXECUTION: Each competitor runs the 60 yard distance five times, making a complete turn around each marker. On the fifth leg of the run the competitors total elapsed time for the event is clocked and recorded as he crosses past the pylon.

IMPORTANT: The run is continuous without stopping. If competitor fails to complete the run, he receives no points. If a competitor knocks over a pylon while making a turn, he must return it to the upright position before continuing the event. Provided adequate equipment and timers are available, more

than one competitor may run the event at one time. Running area should be level.





NATIONAL YOUTH PHYSICAL
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MARINE CORPS LEAGUE

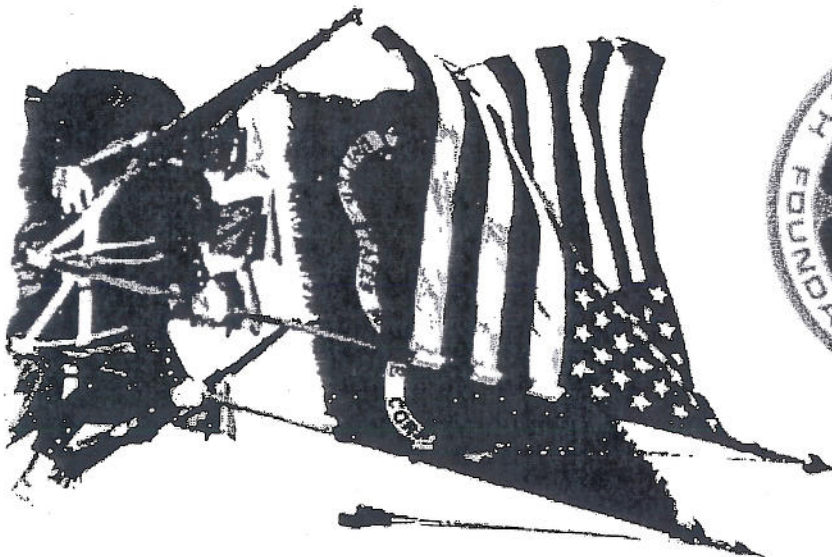
THE STARS AND STRIPES FOREVER AWARD



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29th Commandant of the Marine Corps

Walter A. Churchill
Walter A. Churchill
Major General, U. S. Marine Corps (Retired)
National Chairman

DATE _____

School Physical Education Director

CHAPTER NOTES

CHAPTER 16

Personal Affairs

SAVINGS

Every Young Marine should be concerned with a personal savings account. Wouldn't it be nice to have money stashed away if a good deal on a bicycle, motorcycle or Nintendo comes along? You could take advantage of that deal. If you decide to go to college or trade school wouldn't it be nice to not have to borrow money for tuition? Yes it would. Every Young Marine should consider saving at least \$10.00 per month. Consider buying U.S. Savings Bonds.

VOLUNTEER WORK

As a member of a community it is important you give something back to your community. Community volunteer work is a great way to do this. That means work for your community without pay. In the past Young Marines have volunteered to work for the March of Dimes, Special Olympics, parks and recreation departments, hospitals, associations for the blind, Toys for Tots, senior citizen homes and veterans organizations. Choose your favorite community program and donate a minimum of one hour a week to that program or agency.

RECYCLING

Every Young Marine should recycle used cans, bottles, plastics and paper. It not only helps keep the environment safe for you and future generations, it pays financially. As citizens of planet earth we should always do our best to keep things as natural as possible. And remember Young Marines never litter!

FAMILY

The term "family" today refers to not only the traditional family — Mother, Father and Brothers and Sisters - but to persons living together as a family unit, such as stepbrothers, stepsisters, stepparents, etc. Growing up today can truly be difficult and stressful. Often our family situations seem overwhelming. Young Marines who feel that it is difficult to communicate with their family should speak to an adult instructor and explain the problem. That instructor may be able to assist you or refer you to a qualified person who can help.

PREVENTION OF ABUSE

As a youth organization, the Young Marines are committed to safeguarding the well-being of all of its members. All of its leaders are dedicated to ensuring the wholesome development of its member youth — know that your leaders are always available to talk with, no matter what the problem or concern. Know that each person has the right to say "NO" to anything that makes them uncomfortable, and to report to their parents or another trusted adult any molestation or abuse (actual or attempted).

Child abuse is injury of a child by an adult or older child that might not be intentional, but is not accidental. It is usually classified as physical abuse, emotional abuse, or sexual abuse. Harm caused by withholding life's necessities — food, clothing, shelter, medical care, education — is called neglect.

Personal Affairs

Child molesters, individuals who sexually abuse children, do not fit the common stereotype that we hold, i.e., strangers, dirty old men, mentally disabled, etc. There are no tests or other screening mechanisms that will identify a child molester prior to the commitment of an offense. Child molesters might have positions of prominence in their communities. The vast majority of molesters are known by the children they victimize and might have a position of authority over children, such as a teacher, clergy member, youth group worker, or police officer.

No matter who the adult or older child, remember that you as a person can and must say "NO" if someone attempts to do anything that makes you uncomfortable.

Any Young Marine who is aware of physical and or sexual abuse should report it to the nearest office or organization for the protection of children. In most states that office is listed in the phone book as the Children's Protective Services. Such abuse is against the law.

CHAPTER 17

Ceremonies and Parades

INTRODUCTION

As a Young Marine, you must remember you are upholding United States Marine Corps traditions. When you are part of a ceremony, especially with other youth groups, you carry the name Marine. Because of that more is expected of Young Marines. This is nothing to be afraid of, but a challenge taken up with pride by Young Marines. The Marine Corps tradition of grand ceremonies is only overshadowed by its traditions of grand service to the nation.

CEREMONIES

Ceremonies can be modified and adapted to meet general or specific events. They should always be performed with dignity and purpose to the best of your and your units' ability.

Review: The purpose of a review is to show a visiting dignitary or your commander the readiness and workability of your unit.

1. Elements of a review:

- a) **Formation of troops** - Troops are formed according to type of review, regimental, battalion, etc. Individual unit commanders head their own formation of troops. They give the proper commands or secondary commands as necessary.
- b) **Presentation and Honors** - When the reviewing officer or honored dignitary approaches his post, the unit commander gives the command to present arms. If the formation consists of several units, each unit will be ordered in succession, to present arms starting from center or right center and working outboard.
- c) **Inspection** - After the presentation is completed, an inspection of the troops by the reviewing officer may take place. The reviewing officer and staff will approach individual units' commander and they exchange salutes. At the reviewing officer's discretion, the unit commander will precede or follow the reviewing officer.
- d) **March in review** - After the reviewing officer and staff have returned to their posts, the commander of troops marches the troops in front of the review party in column formation. If more than one unit is formed, individual unit commanders will give secondary commands as needed. Upon reaching, six paces from the nearest member of the reviewing party, the commander gives the command Eyes Right. The troops execute eyes right, officers and troop commanders salute. Eyes Right and salutes are held until six paces past the last member of the reviewing party. The reviewing officer will return all salutes.

PARADES

Parades are an opportunity to show a unit's pride, discipline and talent to a commanding officer, visit-

Ceremonies and Parades

ing dignitary or to the community. When done in a community, a parade is an excellent recruiting tool for a Young Marine unit. Remember it is your challenge to uphold the fine traditions of the Marine Corps.

TYPES OF PARADES

1. **Battalion Parade** - performed in the same manner as the review, except the inspection is not performed.
2. **Regimental Parade** - performed in the same manner as the review, except the inspection is not performed.
3. **Battalion Ceremonial Parade** - consult the Marine Corps Drill Manual.
4. **Regimental Ceremonial Parade** - consult the Marine Corps Drill Manual.
5. **Street Parade** - When your unit parades in the community, it is very important that you look your best. Unit commanders instruct the individual platoon commanders. They in turn will instruct their squad leaders to make appropriate changes or squaring away of uniforms. The Young Marine in charge of the color guard will ensure the senior member of the color guard carries the national colors. The second in seniority will carry the organizational color. The national color when placed in the carrying harness must be of equal height at the top of the flag staff or slightly higher than the organizational color.

The troop commander should familiarize himself thoroughly with the parade route. This will minimize any obstacles or problem areas along the way. One point of importance is to determine which side of the street the reviewing stand is located. When approaching the reviewing stand the command Eyes Right is given six paces before the reviewing stand and held until six paces after your unit passes the stand. Generally, the reviewing stand will be on the right side, but not always. If the stand is on the left side, simply change the command Eyes Right to Eyes Left. Make sure that you inform your troops before hand and practice.

Remember you are in a street parade and there may be other units not in a military formation. Often these units will stop and start without warning. It is important to be observant and not run in to other groups or individuals. Not only will that not look good but may result in injuries.

Street parades can be enjoyable and be a great motivator for your troops. They will also bring a good name in your community for the Young Marines. However, these goals can only be achieved with preparation, dignity and purpose. Troop your colors and your unit proudly.

CROSSED-RIFLE DETAIL

This detail may be modified to suit a given area and your manpower. The purpose of the crossed-rifle ceremony is to honor our fallen comrades, the men and women who have gone before in the service of our great country. An example of this type of ceremony is as follows:

The detail is formed into squads in columns of eight. They are marched to pre-designated areas by either a squad or outside member. Upon reaching the area, marked by two or more sandbags stacked upon each other providing a base to place bayoneted rifles into, the squads are halted. The first four members of each squad face inboard. The following bear a rifle with bayonet attached. Two rifle bearers approach their respective sandbags and upon reaching the sides of the sandbags halt. They then face inboard and on a signal from the designated member they each place their bayoneted rifle into the opposite sandbag forming a crossed-rifle memorial. These two members take one pace backward. The last two members carry helmets in front of them. They approach the sandbags with rifles abreast of each other. When they reach the front of the memorial, they halt. These members then place the helmets upon the rifle butts.

When this is performed, all members of the detail come to present arms. The leader of the detail gives the command "order arms," assembles the detail, and marches them off for dismissal. This ceremony is based on US military history. When a soldier, Marine or other combatant fell on the battlefield, the combatant's rifle was placed in the ground, the helmet placed atop and some form of identification placed with it.

COLOR GUARDS

A color guard is generally made up of four members. It can be two or three members. We will discuss a 4-member color guard. When forming a color guard, the two end members carry parade rifles. The two middle members carry the American Colors and the Unit Colors. The National Colors, meaning the flag of the United States of America, is ALWAYS on the right. When placing the colors for a speaker, remember the American flag goes on the speaker's right.

In order to keep the National Colors on the right, a color guard makes a turn rather than an about face when there is a need to reverse direction. The turn is made while all members keep shoulder-to-shoulder. The end member of the direction of the turn marks time, in place, while pivoting. The other members turn as on the end of a wheel until the entire color guard is lined up to the new direction. All members then step off at the same time with their left foot.

CHAPTER NOTES

CHAPTER 18

Military Terms/Marine Jargon

Adrift	Loose from towline or moorings; scattered about; not in proper stowage.
As You Were	Cancel previous command.
Aye, Aye, Sir!	I have received, understood and will obey.
Aft	At, in, or toward the stern (rear).
All Hands	All members of a command.
Ashore	Any place outside of a naval or Marine Corps reservation.
As You Were	Cancel previous command.
Batten the Hatch	Make it tight or secure, as against a storm.
Belay	Cancel previous command.
Boot	Recruit.
Bow	The front portion of a ship.
Breakout	Take out of stock or storage; to prepare for use.
Brig	A place of confinement; a prison.
Bulkhead	Wall
Captain's Mast	Office hours, time for discipline, complaints.
Carry on	Continue
Cathole	Field head usually dug 1-foot wide and 1-foot deep.
Chop-Chop	Very quickly.
Chow	Food.
Chow Hound	One who much enjoys eating.
Clear the Deck	Clear the area by rearranging furniture, etc., to make way for a different activity.
Cover	Replace headgear.
Deck	Floor
Esprit de Corps	Readiness for action and courage.
Evening Colors	Ceremony of lowering the flag at sundown.
Fantail	The main deck of a ship at the stern.

Military Terms/Marine Jargon

Field Day	General housecleaning, usually held once a week often on Friday. On these days all hands get busy. Every nook and corner is cleaned. All glass and brightwork polished (blitzed).
Fourragiere	Military decoration, a double-loop of green and red braid worn on the shoulder given for distinguished service in France in WWI to the 5th and 6th Marine Regiments.
Galley	Shipboard kitchen; kitchen of a messhall; mobile field mess.
Gangway	An opening in the rail giving access to the ship. A command announcement stand aside to let someone through.
Gear	Personal belongings, also equipment or tools.
G.I.	Government Issue, To clean thoroughly, sharp appearance, real neat. Also, a "G.I. Can" is a container to hold trash.
Good Duty	A popular duty station, a popular work assignment
Grinder	Drill Field.
Gung Ho	"Can Do!" (or, we can do it together!)
Hatch	Door
Head	Bathroom or washroom.
Heavy Weather	A stormy time. Used as "heavy weather ahead," to warn someone of danger or trouble coming.
Hitch	Enlistment period.
Irish Pennant	String or thread hanging from a garment.
Ladder	Stairway.
Leave	Absence from duty on written authority or period longer than on a pass and permitting one to go to distant points.
Liberty	Off-duty.
Line officer	One in command of regularly organized troops or a government base, post or station.
Lucky Bag	Lost-and-found bag.
Marine Bible	Marine Guidebook
Mess Hall	Dining Hall or Dining Room
Morning Colors	Ceremony of raising the flag at sunrise.
Navy Regs	Articles approved by Act of Congress and thus made into the regulations governing the Navy.

Overhead	Ceiling.
Pass	Written authority from proper official or NCO permitting one to leave his duty post or station between certain hours or for a weekend.
Passageway	Door or Corridor
Pipedown	Quiet!
Pogey Bait	Candy, cookies.
Police	To straighten up or to tidy up.
Port	Left side (as you face the front).
P.T.	Physical Training.
Rack	Bed.
Scosh	In short supply - small.
Scuttlebutt	Gossip or water fountain.
Secure	To stop work. Knock it off. Stop
Semper Fidelis	Always Faithful.
Ship Out	To change duty stations. Recruits are "shipped out" as soon they are processed.
Ship Over	Reenlist.
Ship's Services	Commissary, theater, beauty shop, etc., on ship or at a post station where service personnel can obtain goods or services at low prices.
Shove Off	A command to a boat crew; used generally for "get lost" (as in, "get away from here").
Sick Bay	Hospital or dispensary.
Sick Call	A set time when one is permitted to go to Sick Bay or Dispensary for medical attention.
Skivvies	Underwear.
Skipper	Commanding Officer.
Skylark	Goof-off; to loiter.
Smoking Lamp	Term carried over from days of sailing ships when used on shipboard. Smoking lamps were available to light pipes, when they were put out, that was the end of smoking.
Squared Away	To straighten, make ship-shape, or to get settled. To inform or admonish someone in an abrupt manner.

Military Terms/Marine Jargon

Stand By	A preparatory command-means prepare to execute. As in "Stand by to repel boarders" or "Stand by to receive visitors." All hands stay in immediate area ready for the second part of command.
Starboard	Right Side
Station	Place of assigned work or your general duty area.
Stern	The blunt end (rear) of a ship.
Stow	To place in receptacle for storage; to pack.
Stowage	Room or place of storage; storeroom
Swab	A mop.
Topside	Upstairs; upper deck.
Turn To	Begin work; get started.
Uncover	Remove headgear.
Watch	The lookout or sentry, also the period of duty time, generally hours on shipboard, when one portion of a ships crew is taking turns with another.