

SPRING 1979

# DISPATCH

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A ROYAL RANGER'S MAGAZINE FOR MEN

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# DISPATCH

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## COMMANDER'S COFFEE CUP CHAT



## ROYAL RANGERS LEADERSHIP IS. . .

BY JOHN ELLER



**L**oyal to the outpost, church, and God.

**E**nthusiastic in planning and followthrough.

**A**miable with a smile, handshake, and heart of love.

**D**etermined that no obstacle is too great.

**E**nergetic in all activities and projects

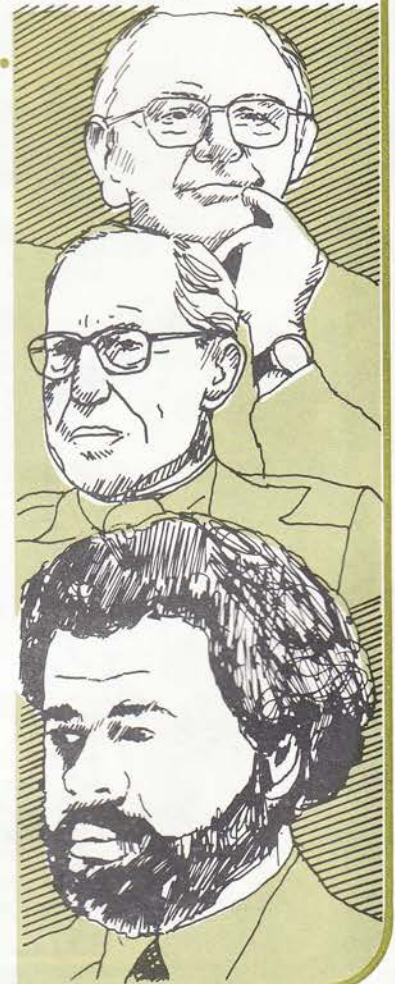
**R**esponsive to the needs of boys and other leaders.

**S**ensitive to the move of the Holy Spirit.

**H**umble before God in all things.

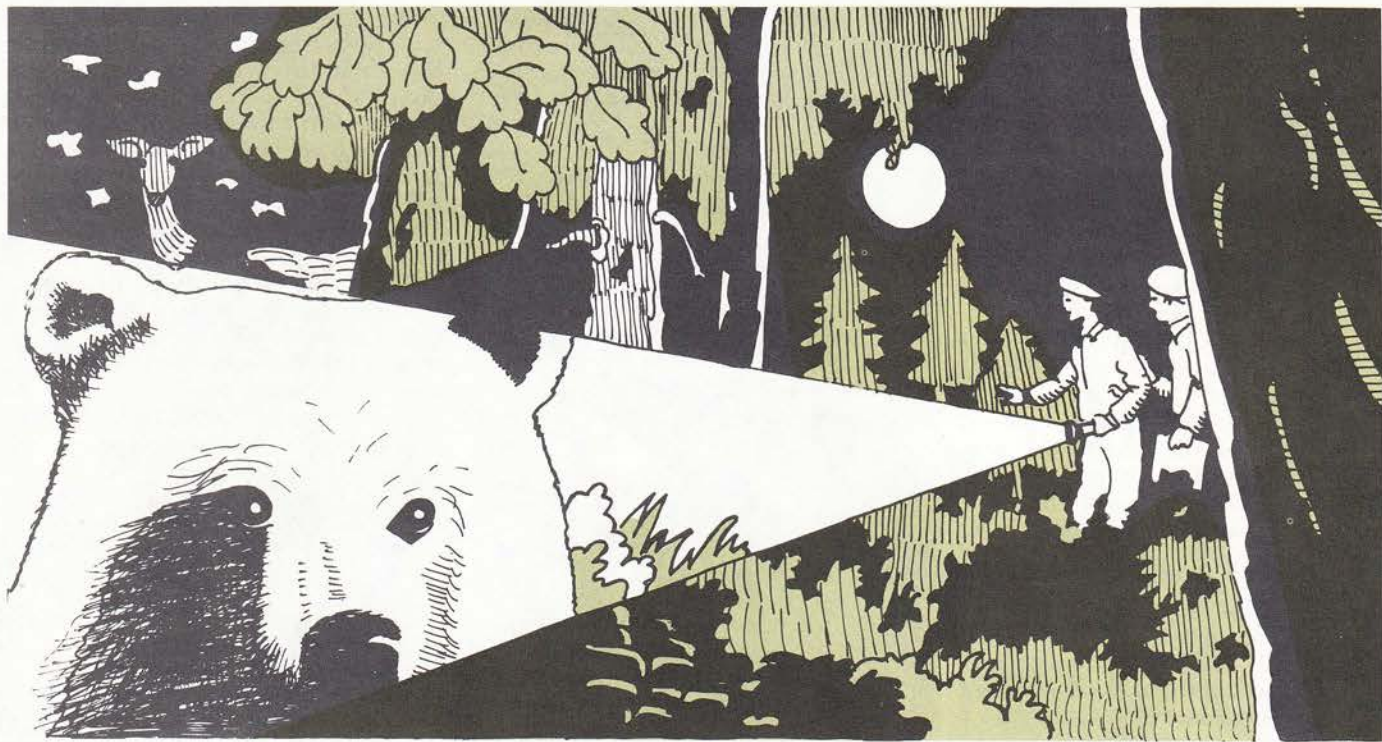
**I**nnovative with new ideas and creativity.

**P**roductive in reaching, teaching, and keeping boys for Jesus Christ.



# THE ROBBER AT AMERICAN RIVER CAMP

BY PHIL WAYMAN



As soft as a cat's paw on a plush carpet, the robber invaded our Ranger camp. Even the older men who sleep lightly were not aware of his presence. He took what he wanted and stole away in the night leaving us asleep in our tents.

I was relieved to see a let-up in the rain during the night as I poked my head out in the brisk morning air. The American River was at an unusual high for the month of July as the heaviest snow pack in years in the High Cascade mountains melted away.

We were located just 10 miles from the crest of the eastern slope. It was a beautiful day. The huge fir and pine trees joined in majestic worship of the creator to the music of the rushing water nearby. The steep mountains, rising on three sides, locked us into their bosom in awesome silence. It was an adventure in wilderness living to be here on this July morning. Our Creator used the wild boldness of nature to gain attention wherever the eye looked.

I stepped over to where we'd had the campfire the night before. I reached under the plastic tarp for some pieces of tinder to build a fire in the chilly morning. My eye caught and froze on the plastic garbage bag suspended nearby; a huge hole was torn in the side and a tell-tale stream of stuff was strewn clear back into the woods. "Rodents" I thought. I didn't think much of a little garbage to a hungry friend of the woods. I built the fire and went back by the tent to get some water for coffee from the 5 gallon plastic water jug. The jug, filled the night before

was almost empty. I saw what looked like four nail holes poked into the corner of the container.

"Hey, who drove nails into the water jug?" I yelled.

Ellis Stutzman from Colorado, stuck his head out of his tent and wanted to know what all the fuss was about.

The water jug was on a camp table near the tent where Tom Duke of Coeur d'Alene, Ken Nash of Ephrata and I had just spent the night. We studied the problem, and wondered why some prankster wanted to make holes in the water jug. The punctures were 4 or 5 inches apart, which looked too far apart for a rodent.

That day we were expecting the others to come who were training at camp. As I went out a distance away from camp to lay out the compass course, I stopped short in surprise, the hair on the back of my neck stood up like a hound dog when he smells a coon. Plainly visible in a muddy section of the trail were the largest tracks I'd ever seen. I called Ellis and his friend C. B. Nelson, staff man from the U.S. Air Force Academy. They came to look, and C. B. whistled through his teeth and said, "I'm glad that thing was going away from camp instead of toward it." We agreed.

Men who've gone to National Training Camp know how busy the day gets. The fellows came in by noon, and soon the area was a beehive of activity; chopping, sawing, pounding, lashing, pitching tents, making bolos and flags, all mingled with songs and yells.

The first evening meal was late, and the Wiley Fox Patrol had barely gotten their evening meal over when the first evening session was called. The Fox Patrol was located at the east end of the camp. No sooner had they gotten out of sight inside the big tent, when as though they were being watched for just such an opportunity, the American River robber softly crept through the woods into the Fox Patrol area. He helped himself to whatever was available and tore open anything he could get his paws on. Not 100 feet away, the evening sessions were in progress with the blessing of God that usually accompanies NTC.

Darkness fell fast as the clouds obscured any light. The trees were a myriad of dark sentinels, watching silently in the night.

The first session ended, it was so dark that a man could see only a few feet ahead of him. The Fox Patrol flashed their lights to find their tents when a huge blurry shadow slipped through the trees and was swallowed up in the darkness.

"Hey, something has been in our camp!" yelled one of the men. Everybody rushed to see, but it was too dark to pursue whatever it was. The evidence of his activity was everywhere.

We decided that if the robber would come into the Fox Patrol area there was nothing to keep him from slipping into our supply tent where the foodstuffs for the whole camp were stored.

First we thought of posting a guard, but we were already short staffed and the



men needed their rest for the strenuous training. Finally, we decided that someone would have to sleep in the big supply tent to protect our food.

"I'm not afraid. I'll sleep in the tent," I said boldly. "If one of the men will sleep in there with me," I said softly. C. B. Nelson agreed to do this, so we moved our sleeping bags into the supply tent with the foodstuffs. I remembered that we had saved the bacon grease that morning in a plastic container. Ken Nash decided to use this as a decoy by placing it out in the woods away from the tents thinking maybe the robber would be satisfied and go away.

Many times that night, I imagined I heard soft footsteps outside, but I slept with a machete close at hand in case I needed it. The machete was not to fight the robber with, but to slash a fast exit in the other side perchance the robber came inside.

Morning light comes early in the north country. I slid out of the sleeping bag, congratulating myself for a night without incident, opened the tent flap and slipped out into the cold coming air. There by the tent flap lay the plastic container that Ken had set out in the woods the night before. The grease was cleaned out. It was laid back near the supply tent as though the robber were asking for a refill.

As we scouted the area, we found a few yards away a place where again a muddy sediment contained the outline of giant paws as big as the ones we'd seen the first day, only these paws were headed toward our camp.

All the rest of the camp time, I had the illusion that we were being watched. On Saturday, when all the men were gone, I took a walk down along the American River to the east. There near the path was a giant fallen tree with its core hollowed out. I stooped down and by the dim light of the forest, I could see signs of recent occupancy inside the hollow log. I was relieved that there was nobody at home. Evidently, the robber turned out to be a resident in the area whose rights had been infringed upon by this strange creature, man. We never got more than a fleeting glimpse of him in the darkness, but that was enough meeting to suit me. Fortunately, the American River Camp Robber was as scared of us as we were of him. ★

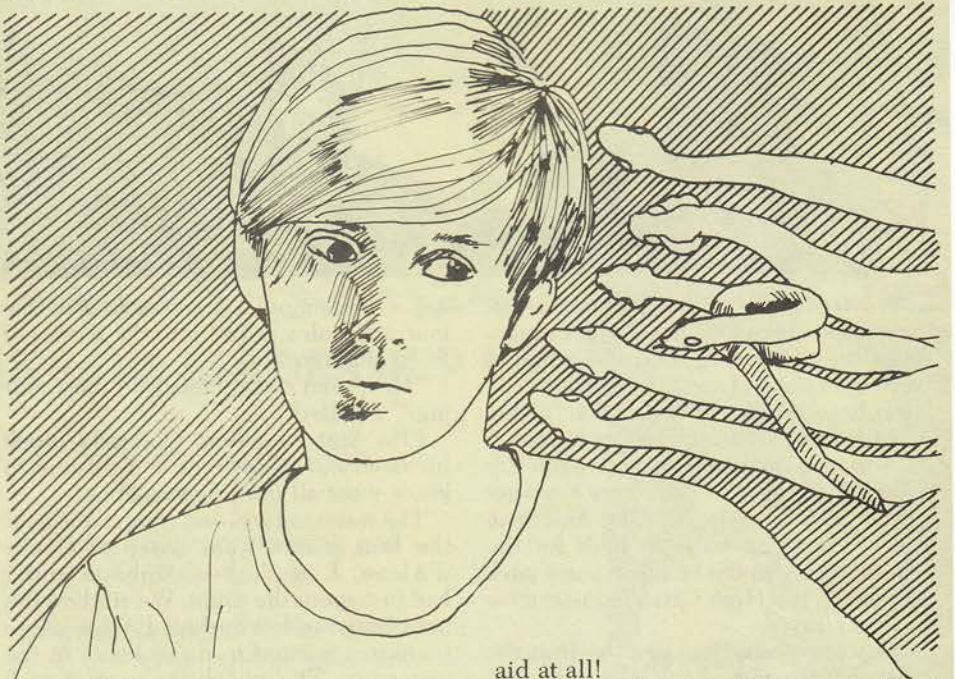
Boys (and a lot of men, for that matter) like to make a big deal about the possibility of running into poisonous snakes when they go camping. Would you be surprised that there is practically no need for snakebite training? Of course, that is not to say that the subject should be ignored, but a few statistics may help you put the snake in his proper perspective.

If you should somehow manage to see a snake, it is doubtful that he will strike without provocation from you. Actually, he is probably more anxious to avoid an encounter than you are. If you begin a calm retreat, he will almost certainly do the same. However, if he does feel provoked, and does strike, you still have little to fear.

In the first place, he probably won't be a poisonous snake. Only 10 percent of all species of snakes in the U.S. pose any

danger at all to human life. But, assuming your snake is a member of that minority, his bite will be one of defense and will inject little or no venom. Keep in mind, he is not planning to take you home as a seven-course dinner for his family. Also, with proper boots and clothing, a snake bite shouldn't even get as far as your skin.

What if you are bitten by a poisonous snake and venom is injected? No sweat. Did you know that out of 8,000 snake bites in the U.S., only 10 or 12 are fatal? The truth is, if you are bitten, there are two things more dangerous than the venom itself. One of these is shock. If you treat the victim for shock and immobilize the area of the bite, you have done all that is necessary unless symptoms occur within 3 to 5 minutes. Actually, out of those 8,000 some survivors, only about five percent received any first



## SNAKE-BITE?

### CHECK THE ODDS

BY LONNIE SELSTAD

aid at all!

The other danger to the victim is that of the "good samaritan" who whips out his knife and starts performing surgery. Cutting should only be done by someone who knows the procedure, and only when severe symptoms occur. You are better off to sterilize the bite wound, rather than causing a worse wound subject to bleeding and infection.

To sum it all up, your chances of dying from a snake bite are about one third of those for bee stings. Your Rangers should be informed, not frightened about the realities of snake bites. Avoid likely habitats such as woodpiles and rubbish heaps, and you will probably not see a poisonous snake. If you do see one, it will probably retreat and not strike. Even if you do see a snake, and even if it is poisonous, and even if it does strike, and even if it does inject venom, there is little chance of dying as long as you stay calm, immobilize and disinfect the area, and treat for shock.

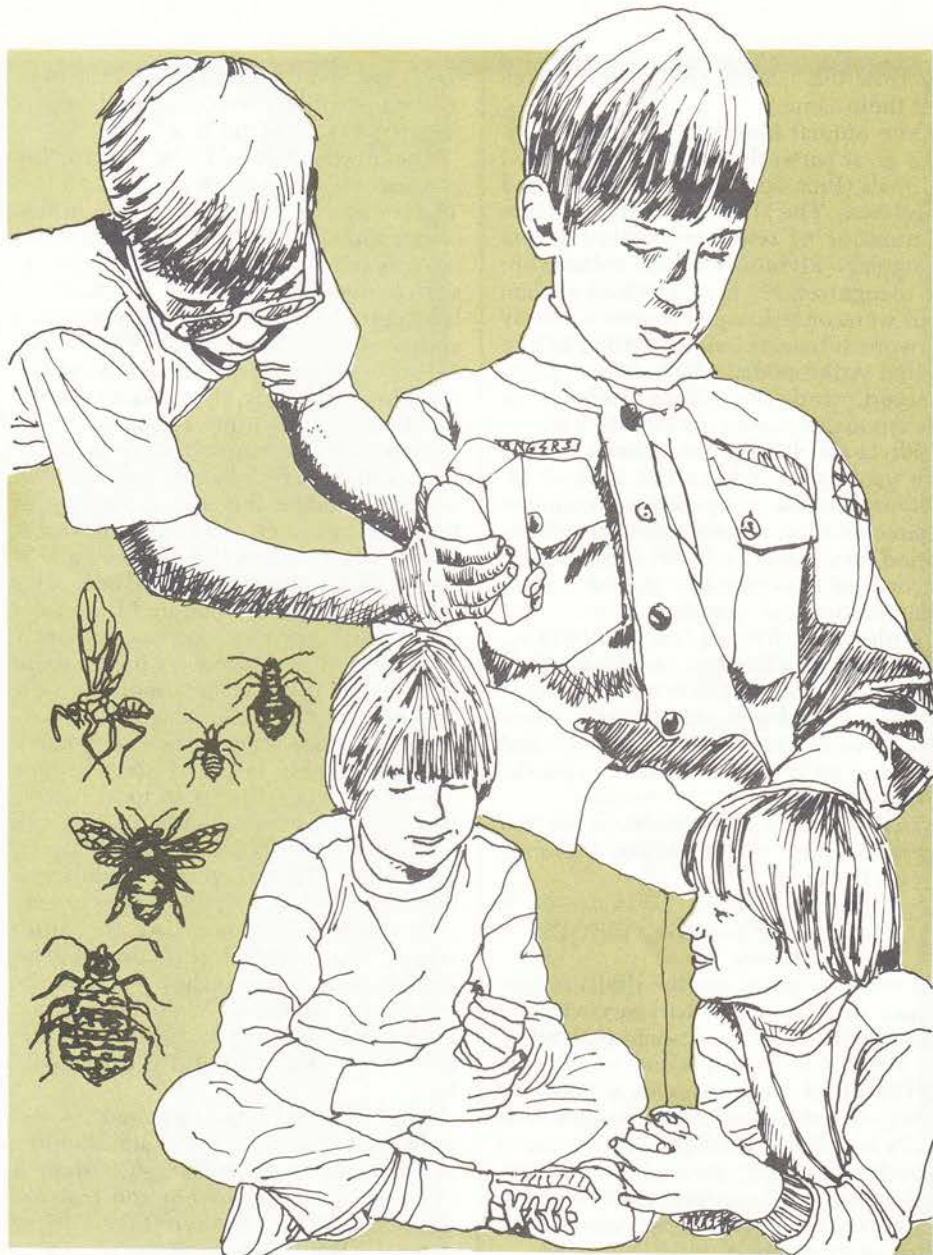
# THE INSECT WORLD

## CHRISTIAN OUTDOOR EDUCATION

BY JOSEPH SMITH

Dispatch magazine presents to you, the Leaders, an exciting two-part study of one of the most misunderstood members of God's creation: THE INSECT!

Explore with your outposts, before and during those spring outings, the insects of the Bible. Become enriched, not only in your understandings of the insect world, but in spiritual concepts as well!



Let us, from the start, proceed on the assumption that nature reinforces and expands our knowledge of God and His teachings, and that no creature, large or small, is too insignificant or unworthy of our attention.

For some strange historically embedded reason, people do not think of insects as animals. To most, a "bug" is merely something to swat, smash, or tramp upon but never an object of observation. Perhaps this preconceived notion had its birth during our childhood years and has mistakenly flushed into our adult lives. Granted, there are a number of reasons why both children and adults feel that insects are at the least terrific nuisances, however, there is another way of looking at these misunderstood creatures.

If we as Commanders, sincerely believe that the universe testifies of its Creator, and that all things, including insects, bear witness to the one who is Lord over all life, then we should indeed enthusiastically relish and utilize this Christian outdoor education resource.

On the anticipation that many Christian educators will not have had a formal course in entomology or more than a general exposure to biology, a basic introduction of insect classification, structure and habits will be necessary in order to perceive the spiritual magnitude which is unfolding in the fascinating world of wings and exoskeletons.

### PRETRIP ACTIVITIES AND DISCUSSIONS

The pretrip discussions should take place within three to five days before the actual outing. The following topics are specifically designed to generate a new understanding and respect for the insect world and its creator.

#### A. What is an insect?

The word insect is often applied incorrectly to every small, creeping animal. However, many such creatures do not belong to the classification of insects. Spiders are not insects, nor are worms and centipedes. How, then do we determine what is or isn't an insect?

#### REFER TO DIAGRAM 1

All insects, in the adult stage, have

three pairs of legs (six) and three distinct body parts: head, thorax, and abdomen. Nearly all insects have a pair of antennae ("feelers") and most of them (but not all) have wings. All insects belong to the class, Hexapoda. The name Hexapoda is from two Greek words meaning, hex, six; and pous, foot. The next diagram shows you an insect and some of its close relatives.

#### REFER TO DIAGRAM 2

a. A beetle—a true insect. All insects have three pairs of legs and three distinct body parts.

b. A spider—not an insect. All spiders have four pairs of legs.

c. A crustacean—not an insect. (A sow bug is illustrated.) All crustaceans have at least five pairs of legs and a varying number of supplementary legs attached to the lower abdominal segments.

d. A centipede—not an insect. Centipedes have one pair of legs on each segment of the body, with the exception of the first and last segments—which have none. ■

B. How did insects and their relatives get their names?

The animal kingdom is divided into two great parts: that of the single-celled animals (Protozoa) and the multi-celled (Metazoa). The Metazoa are divided into a number of what are called Phyla (singular—Phylum). Currently, there are 26 recognized Phyla of which more than half were once lumped together simply as worms. Insects belong to the Phylum called Arthropoda, which means joint-legged, and the Class Insecta or Hexapoda, meaning six legs or feet.

Phyla are divided into classes, which are groups of individuals ranked together because they possess common characteristics. Classes are further divided into orders, or finer classifications of one or more groups having certain characteristics in common.

Orders are divided into similarly related groups or families, and families are divided into genera or much more closely related groups. Genera are broken down into species or individuals that are essentially alike with only minor detailed differences.

In this system of classification the first three divisions will always be the same for all insects:

Kingdom—Animal  
Phylum—Arthropoda  
Class—Insecta

From this point on, the division into which each insect fits will vary with the characteristics of the insect involved.

C. What is Metamorphosis?

The child who observes a crawling caterpillar changing into a winged butterfly is enrichly thrilled with a sense of wonder. One of nature's greatest mysteries has just been revealed to an inquisitive mind which responds with curious exploration.

One of the distinctive features of insects is the phenomenon called metamorphosis. The term is a combination of two Greek words: meta, meaning "change" and morphe, meaning "form." It is commonly defined as a marked or abrupt change in form, structure, and habit and refers to all stages of the insect's development. Generally speaking insects develop from eggs. The place in which the adult females deposit their eggs vary according to species. They may be dropped at random or geometrically placed on leaves or bark, in dung or decaying vegetation, or even on the backs of other living hosts. They may also be inserted beneath the soil or into plant or animal tissues. The egg deposit will generally occur in locations where the immediate food needs of the offspring is available. This is true even when the food required by the young hatching eggs is entirely different from the food needs of the adult.

Immediately upon hatching from the egg, the insect enters into either the larvae (singular, larva) or nymph stage of its

development, depending upon the type of metamorphosis the insect undergoes.

#### REFER TO DIAGRAM 3

The newly hatched egg within this pattern of insect growth is called a larva. The larvae may be called maggots, grubs, or caterpillars. The chief business of the larva is to eat and to attain maturity as soon as possible. Often the length of the larva period depends more upon the availability of food than upon lapse of time. All insects have their skeletons on the outside of the body, this is known as an exoskeleton. The inner soft parts are attached to it and supported by it. Their outer skin is so firm that it cannot stretch to accommodate the increasing size of the growing insect, so from time to time it is shed. But, before this is done, a new skin is formed beneath the old one. After the old skin bursts open and the insect crawls forth, the new skin is sufficiently soft and elastic to allow for the increase in the size of the insect. Soon the new skin becomes hardened like the old one, and after a time is again shed. This shedding of the skin is called molting. The number of molts varies in most insects from 4 to 8; however, some insects will molt from 10 to 15 times while attaining adulthood. The 17-year Cicado (mistakenly called locust), undergoes twenty plus molts while reaching the adult stage. As indicated, insects do not grow gradually as many other animals do. They grow in stages. When molting, the insect stops feeding and becomes inactive; during this period it is quite helpless.

After the larva has attained its full growth, it changes its skin and its form, and becomes a pupa. The pupa stage is ordinarily one of inaction and rest and again the insect is defenseless to its enemies. While externally the pupa may appear resting, internally there are profound physical changes taking place. Many tissues and structures, such as prolegs (leglike appendages on the abdomen) are completely broken down and true legs, antennae, wings, compound eyes and other structures of the adult are being formed. The pupa in some species is without a special covering and is said to be "naked" while the larva of other insects, such as moths, spin a cocoon for protection. The pupa of the butterfly fashions a smooth parchmentlike case called a chrysalis. Care should be taken to have your students use the words pupa, chrysalis, and cocoon understandingly. Many insects pass the winter in this resting, no eating stage.

After a period varying from days to months, depending again upon the species of insects and climate, the pupa skin bursts open and from it emerges the adult insect. The adult never grows after it reaches this stage and therefore, never molts. A small adult fly will not grow into a large adult fly, nor a small beetle into a large beetle. Many adult insects take

very little food. The adult stage is ordinarily shorter than the larval stage. The primary function of the adult insect is to mate, lay eggs, and to assure the continuation of the species.

#### REFER TO DIAGRAM 4

Not all insects pass through an inactive pupa stage. With some insects, like the grasshoppers, the young as soon as they are hatched, resemble the adult forms in appearance. These insects, in their immature growth stage, are called nymphs instead of larvae and are said to undergo incomplete metamorphosis. These insects, like the larva, shed their skins to accommodate their growth, but unlike larvae, continue to feed and move about actively until the final molt when the adult insect appears. Conspicuous changes occur during each molt and the form of the insect between molts is called an instar. Following each molt, in both the nymph and the larva, the insect is hungrier than before and increases its feeding. The number of instars, or frequency of molts, varies considerably with species and is affected, to some degree, by food supply, temperature, and moisture.

#### SUMMARY OF THE METAMORPHOSES OF INSECT

Kinds of Metamorphosis

- I. Complete Metamorphosis  
example, butterfly)
- II. Incomplete or Simple Metamorphosis  
(example, grasshopper)

Names of Stages

Egg  
Larva (several molts)  
Pupa (resting/inactive stage)  
Adult  
Egg  
Nymph (several instars)  
Adult

#### EXTERNAL ANATOMY OF INSECT

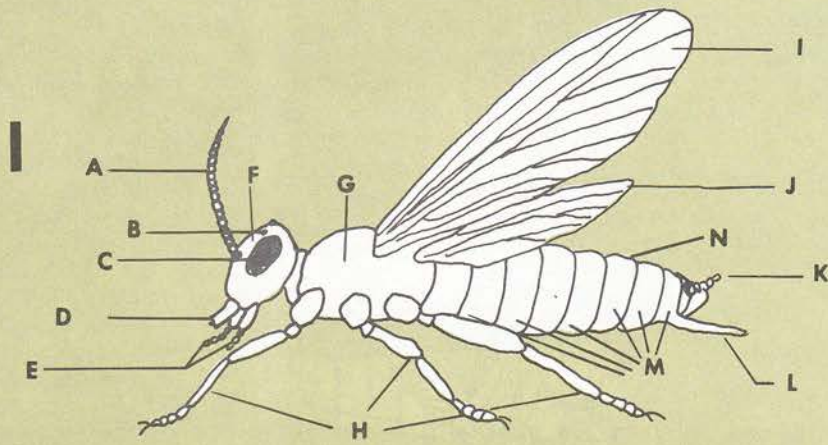
#### REFER TO DIAGRAM 5

D. How Do Insects Breathe?

Insects do not breathe by means of lungs. Oxygen is supplied to the tissues through a system of air tubes called trachea which extend through the body. This is true even in the case of those that live in water and are supplied with gill-like organs called tracheal gills. The trachea open to the outside through spiracles (see insect anatomy) or openings found on various abdominal segments of the insect's body. The openings appear in pairs (one on each side). The number of spiracles will vary according to species. Mosquitoes, for example, have only one pair on the eighth abdominal segment. In general, most insects will have 8 to 10 spiracles.

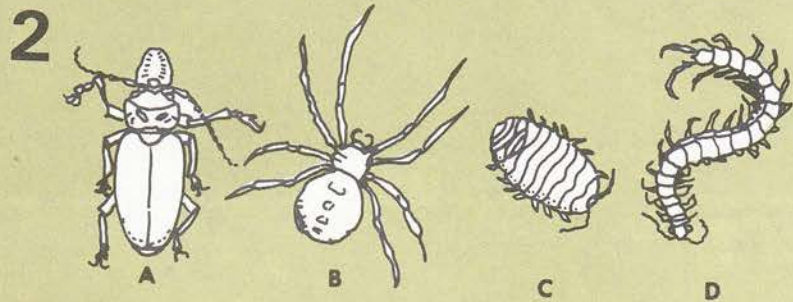
E. How Do Insects See?

Insects have two kinds of eyes:  
**REFER TO DIAGRAM 5**  
compound eyes and simple eyes or ocelli. On each side of the head of the adult and nymph may be seen a compound

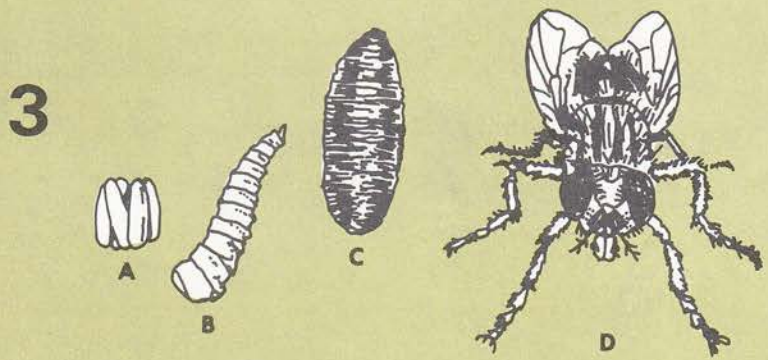


- 1** is an example of a **TRUE INSECT**.
- A. Antenna
  - B. Simple eyes
  - C. Compound eyes
  - D. Mandible
  - E. Palpi
  - \*F. Head
  - \*G. Thorax
  - \*H. Legs (three pairs)
  - I. Fore wing
  - J. Hind wing
  - K. Cercus
  - L. Ovipositor
  - M. Spiracles
  - \*N. Abdomen

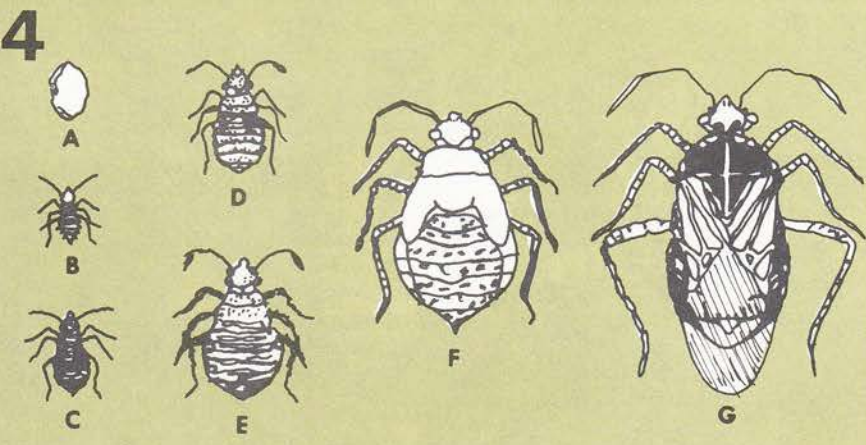
(\*: must have to be an insect.)



- 2** shows you an insect and some close relatives. Which is the true insect? (CLUE: count the legs!)
- A. Beetle
  - B. Spider
  - C. Crustacean
  - D. Centipede



- 3** shows you a common **HOUSEFLY** and its cycles of life.
- A. Egg
  - B. Larva
  - C. Pupa
  - D. Adult

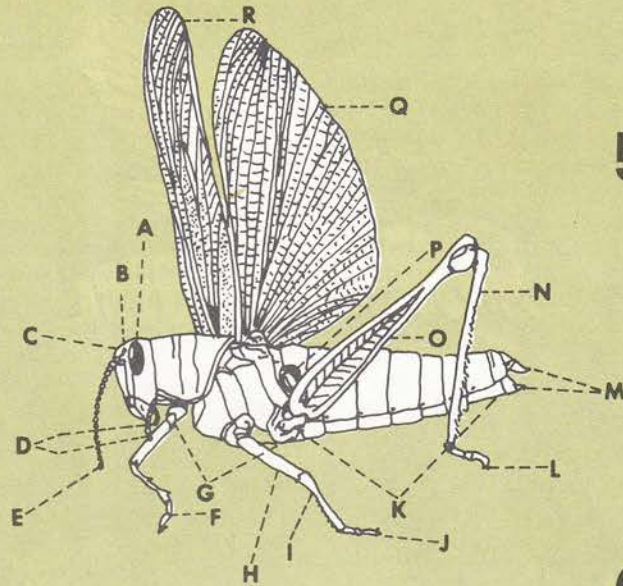


- 4** shows you the development of the **GRASS BUG**. Unlike the housefly in the above diagram, the young, as soon as they are hatched, resemble the adult form in appearance.
- A. Egg
  - B. First instar
  - C. Second instar
  - D. Third instar
  - E. Fourth instar
  - F. Fifth instar
  - G. Adult female

—Your handy **INSECT WORLD** diagrams!  
 —Duplicate them for your outpost!  
 —Take them on your nature hikes!

5 gives you a general, external **ANATOMY** of an insect.

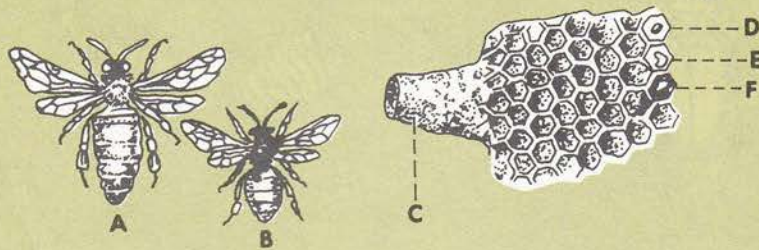
- A. Compound eye
- B. Simple eye
- C. Head
- D. Palpi
- E. Antenna
- F. Tarsus
- G. Thorax
- H. Femur
- I. Tibia
- J. Claw
- K. Abdomen
- L. Pulvillus
- M. Ovipositor
- N. Tibia
- O. Femur
- P. Ear
- Q. Hind wing
- R. Fore Wing



5

6 is a diagram of the **BEE** and **COMB**

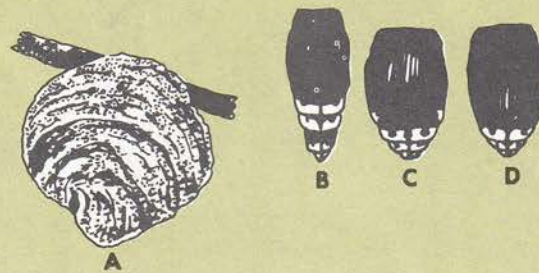
- A. Queen
- B. Worker
- C. Queen's cell
- D. Egg
- E. Larva
- F. Covered cell



6

7 is a bald-faced **HORNET** and its nest.

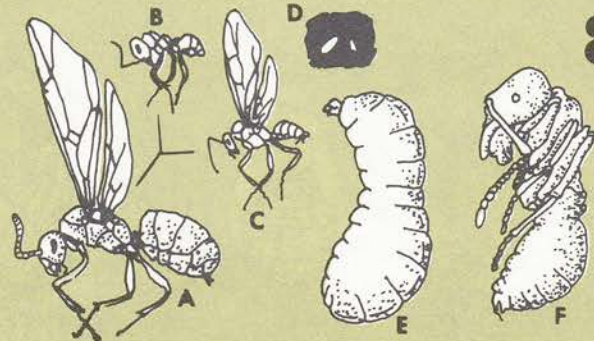
- A. Nest
- B. Male
- C. Female
- D. Worker



7

8 are the stages of the **ANT**

- A. Female
- B. Worker
- C. Male
- D. Eggs
- E. Larva
- F. Pupa



8



eye. They also generally have three simple or ocelli eyes on top of the head. These compound eyes are not found in larvae of insects which undergo complete metamorphosis, such as caterpillars, maggots, and beetle grubs. The larvae generally have from one to six ocelli eyes on each side of the head.

The compound eye, often takes up a large part of the head, yet the insect's vision is, at best, poor and probably not as important to them as the sense of smell and touch. The compound eye is made up of minute, hexagonal facets or individual lenses fitting closely together. There is no focusing mechanism to the compound eye thus making the total image a combination of as many images as there are facets sighting the object. This leads us to believe the insects are shortsighted. It is believed that a butterfly can see a clear image two or three feet away. However, they can probably detect movement at a much further distance.

The simple eyes of insects are sensitive to light but apparently do not produce an image. Many insects perceive color, including parts of the spectrum that humans do not see. Black light, toward the ultraviolet portion of the spectrum is not visible to humans, but is quite visible to insects. What an insect sees, hears, smells, and tastes is unquestionably different from what humans perceive with the same senses.

#### F. How Do Insects Hear and Feel?

Hearing equipment on insects are found in rather unconventional parts of their bodies. There are two sorts of hearing sense organs, delicate hairs sensitive to sound waves, and tympanal organs (ears). The grasshopper, for example, has a hearing organ (ear for children) on the side of the first abdominal segment (see *Insect Anatomy*—Page 5). Crickets, ants, and katydids have hearing organs on their front legs, and the male mosquito hears through its antennae, or feelers. Some insects are sensitive to much higher frequencies than man can hear; the upper limit of human hearing is said to be between 15,000 to 20,000 vibrations per second; but some insects are sensitive to frequencies as high as 90,000 per second.

The sense organs responsible for the insect's sense of touch is found in their spines, hairs, and of course, the antennae (see *Insect Anatomy*—Page 5). The insect, like humans, have the sense of touch distributed over their entire body. An insect not only uses its antennae to investigate its immediate surroundings, but also for many species, the sense of smell as well.

#### G. Other Sense Organs.

Most insects have a well-developed temperature sense as well as a humidity sense. The organs for such senses are distributed through the insect's body but are more numerous on the antennae and

legs.

### INSECTS OF THE BIBLE

This Christian Outdoor Education unit is designed not only to acquaint students with the specific insects which are referred to in the Bible, but also the zoological habits and Biblical listing of each specie.

By familiarizing yourself with the insects of the Bible as well as corresponding spiritual concepts you will be able to comfortably teach the hidden treasures of the Scriptures in a practical "hands-on" learning situation.

#### BEE (HONEYBEE) *Apis mellifera*: REFER TO DIAGRAM 6

"And after a time he returned to take her, and he turned aside to see the carcass of the lion: and, behold, there was a swarm of bees and honey in the carcass of the lion" (Judges 14:8).

Deut. 1:44—describes the Amorites attack against the Israelites.

Ps. 118:12—how the enemies of David had surrounded him.

Isa. 7:18—God's army. All nature is in submission to God's will.

Description: Adult; colors variable, generally some shade of black, gray or brown intermixed with yellow; thorax has dense coat of fine short hairs unlike wasps or bumble bees.

Habitat: Domesticated world over. Workers are most commonly seen in fields and about flowers or near their colonial centers, hives, or bee trees.

Metamorphosis: Complete. From egg to adult queen takes 15¼ days; worker 21 days; drone 24 days.

Biblical History:

Honey bees are plentiful in Palestine. They are the same species that we have today domesticated, however, in Biblical times, were known only in their wild state. Since there are few forests in the Holy Land area, they mainly built their hives and nests on rocks.

Judges states that "after a time he (Samson)" returned to the carcass of the lion that he had earlier killed and found honey in it. Verse nine tells us that he ate of the honey and also gave some to his father and mother without telling them where he had found it. Leviticus 11:24-28 tells us that anyone who touches or carries unclean things (animal carcasses) are themselves unclean "until the even." Samson's deed was one of direct disobedience to God and disrespect for his parents.

#### HORNET (BALD-FACED HORNET) *Vespa maculata*:

#### REFER TO DIAGRAM 7

"And I sent the hornet before you, which drove them out from before you, even two kings of the Amorites; but not with thy sword, nor with thy bow." (Joshua 24:12)

Other Biblical references:

Ex. 23:27, 28; Deut. 7:20—in all references the hornet is found to be a weapon of war totally at God's command.

Description: Adult; black with white markings on tip of abdomen; face and thorax with white or pale yellowish markings.

Habitat: Throughout the U.S. and Canada. The colony builds a large globular paper nest usually suspended from a limb of a tree or bush or in an overhang. I have seen nests as large as bushel baskets.

Metamorphosis: Complete; eggs laid by queen in nest; develop in about 1 month. Egg stage 5 to 8 days, larva 9 to 23 days, pupa 10 to 13 days.

Biblical History:

The hornets belong to the wasp family, with four species found in the Holy Land. There is little doubt, however, as to how the Israelites were able to conquer all the great cities east of the Jordan. Such insects, under the command of God, could very easily terrorize and destroy any nation.

#### ANTS (SEVERAL SPECIES FOUND IN PALESTINE):

#### REFER TO DIAGRAM 8

"There be four things which are little upon the earth, but they are exceeding wise: The ants are a people not strong, yet they prepare their meat in the summer" (Prov. 30:24, 25).

Other Biblical References:

Prov. 6:6-8—symbol for industry and wisdom.

Description: Ants are found all over the world, from the burning deserts of Arabia to the rims of the polar icecaps. We do not believe that Solomon was referring to any specific species. Any available specie can be used to teach the spiritual concepts of wisdom and personal productivity (industry).

Metamorphosis: Complete; eggs are white or pale yellow, cylindrical or oval in shape like a crook-necked squash, with the tiny head at the smaller end; they are blind, and carried about by workers. Pupa resembles the adult in shape but is soft and colorless.

Biblical History:

The basis for these proverbs is that the ant stores up food in the summer for use during the wintertime. In olden days, this notion was quite widespread and it appears not only in the Bible but in folklore as well. The famous story of the ant and grasshopper is but one example. We now know that this belief has little basis for fact. There are those who disagree with this interpretation of the Biblical passages, however, naturalists have discovered that at least three species of ants, all common to the Mediterranean area, actually do store their food for the winter.

Look for the continuation of "The Insect World" in Summer Dispatch, just in time for another nature study on your summer hikes! 🐜

# Indian Rock Art

What do these Strange drawings mean? Why were they created?

BY HAYWARD BARNETT

About 1,000 years ago there lived in the Southwest part of the United States, a group of people known as the Fremont Indians. This was before the days of the more recent Indian tribes that were living in North America when the white men first arrived.

The Fremonts were descendants of an earlier group who roamed this high desert country some 3,000 years ago. Until a primitive type of corn was introduced from Mexico, they had been hunters and gatherers, living off berries, roots, nuts, and small game. When they learned that the corn could be planted, and harvested, they gave up their wandering life and became farmers. Permanent dwellings, called pit houses, were constructed. A few continued to live in caves and rock overhangs.

If you were to visit this part of our country today, the most visible evidence of the existence of the Fremont people would be the drawings they had left on

the faces of sandstone cliffs. Those painted on the rocks are called pictographs, and the ones pecked into the rock are called petroglyphs.

The designs you might see would be human figures, animals, and geometrical forms. The human figures were often triangular in shape, their fingers often stretched, and decorations in the hair, on the ears, and on their clothing. A war shield is sometimes seen being held in the hand, or covering the body. The animals were no doubt those that were commonly seen or hunted, such as the mountain sheep, bison, and lizards. The geometric forms were lines, circles, swirls, sunbursts, and zig-zags. These might represent water, stars, meteors, comets, or the sun and moon. Some of the drawings are still a mystery as to their meaning.

But the biggest mystery of all is why the drawings were made in the first place. Archeologists have offered many

explanations, but are still in disagreement as to the real significance. One theory is that they represent unrelated drawings made just to pass the time, much like the doodling that a person might do on a piece of paper. Or perhaps it was an attempt at being creative, like painting a picture, or writing a poem. Could it be that they, like modern men, could not resist the temptation to write graffiti on a blank wall? Another has suggested that the panel of drawings is a story, and all the pictures must be interpreted together to understand the message. The idea that the drawings have some religious or magical significance has also been proposed. A symbolic image of a mountain sheep etched into the rock might bring good luck to the hunter.

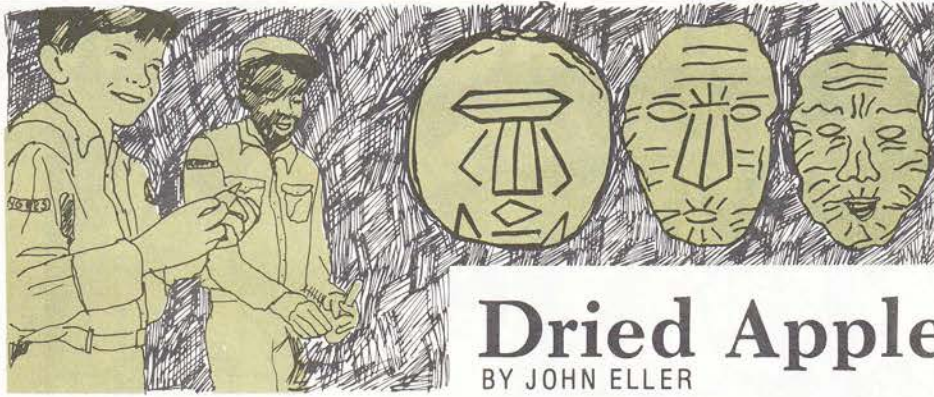
Over the hundreds of years that the petroglyphs have been exposed, the forces of nature are slowly bringing about their destruction. One of the reasons they have lasted this long is that most of them are located in a desert environment with little moisture, and low humidity.

While the attacks by natural forces are bad enough, an even greater threat is taking place at the hands of man. It is not unusual to see where photographers have outlined the drawings with chalk to make them appear more distinct in their photographs. Even worse, thoughtless individuals have scratched names or initials on the drawings. They have been used as targets for shooting. The most serious form of vandalism has taken place when individuals have broken off entire sections, and taken them home to decorate the family room or patio. There are federal and state laws prohibiting these types of activities, but like many of our laws, they are not respected.

Various steps have been taken, or are being considered to prevent further destruction. Enclosing them inside a fence is a possibility. Visiting the sites only when accompanied by a park ranger might help. Some people who know the location of petroglyphs, especially those in remote areas, will only share the information with those whom they feel they can trust to protect them. Hopefully when Royal Rangers have an opportunity to visit petroglyphs, or any other natural feature, they will practice good citizenship, and show appreciation for archeology by helping to preserve and protect these irreplaceable examples of rock art.

When I see petroglyphs, I am reminded of how God wrote His Laws, the Ten Commandments, on tablets of stone, and gave them to Moses. In Proverbs 7:3 we are told to write these Commandments on the tablets of our heart. In 2 Corinthians 3:3, the apostle Paul suggests we are to be letters of Christ written not with ink, but with the Spirit of God not on tables of stones, but tables of the heart. ★





—Some tips on using this unique, traditional American craft.

# Dried Apple Doll Heads

BY JOHN ELLER

Dried apple doll heads are fun and relatively easy to make. You can complete the dolls in either pioneer or Indian costumes and make hands and feet out of dried apple also.

Start with a medium-size cooking apple. (The dimensions of the head will shrink a third when dry.) Peel the apple and carve in the rough features. (Select the best side.)

Begin with the nose. Make deep slashes on either side of the nose. Cut eye area above. Cut deep depressions for the eyes, shape out the chin, make a deep mouth cut (down to scowl, up to smile), and add a few light cuts to start wrinkles (forehead, around mouth, and crow's feet at the corners of the eyes).

Any one of the following treatments will work to preserve the head: (a) soak in a saturated salt solution for 45 minutes

and drain; or (b) soak in undiluted lemon juice for one hour and drain or (c) expose to lighted sulphur fumigating candle for one hour inside a cardboard carton.

Then, hang the apple on a wire run through the core without touching any other object and keep it in a warm but ventilated place for about one month. When dry, insert whole cloves for eyes and apply rouge lightly to the cheeks.

The doll body is made of cloth-wrapped wire. Make the frame by bending stovepipe wire in the middle and twisting it several times. Spread it out and double back the arms, twist together again for the chest, and drop down the twisting together again at the stomach. Spread out again and double back the legs.

Use strips of rags and bias tape around the body. Use lighter color for the arms

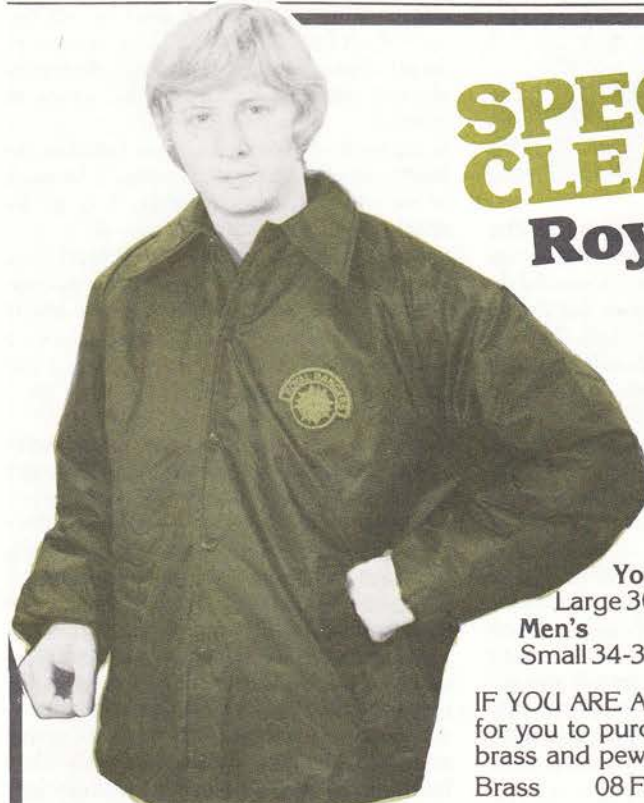
and darker for the legs. Cotton makes good stuffing.

Glue on head and arms and store in an airy place. Do not handle excessively.

Sometimes the apple stem is left on for variety. At other times, part of the apple skin may be slit and left on to represent hair.

**Materials Needed:**

- Medium-size cooking apple
- Stovepipe wire
- Cotton stuffing
- Strips of rags or bias tape
- Cotton cloth (color as desired)
- Yarn, feathers, fur, beads, leather, or felt
- Thread, glue, and whole cloves (helps preserve)
- Undiluted lemon juice, salt, or sulphur fumigating candle



## SPECIAL CLEARANCE PRICE! Royal Rangers Jackets

Because there has been a minor change in the Royal Rangers jackets, we are selling our old stock at a greatly reduced price. This durable winter jacket is made of 100% nylon outershell with 100% acrylic pile lining with cotton back and quilting. The navy blue, machine washable jacket is water repellent, featuring a contemporary long point collar, draw string waist, elastic cuffs, 2 pockets, nap front and official Royal Rangers emblem. Quantities are limited. Orders will be filled on a first come, first served basis. So place your order today.

	<b>Youth</b>		<b>Men's (cont.)</b>	
	Large 30-32	08 FP 0292 \$12.95	Medium 38-40	08 FP 0298 \$12.95
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			X-Large 46	08 FP 0300 \$12.95

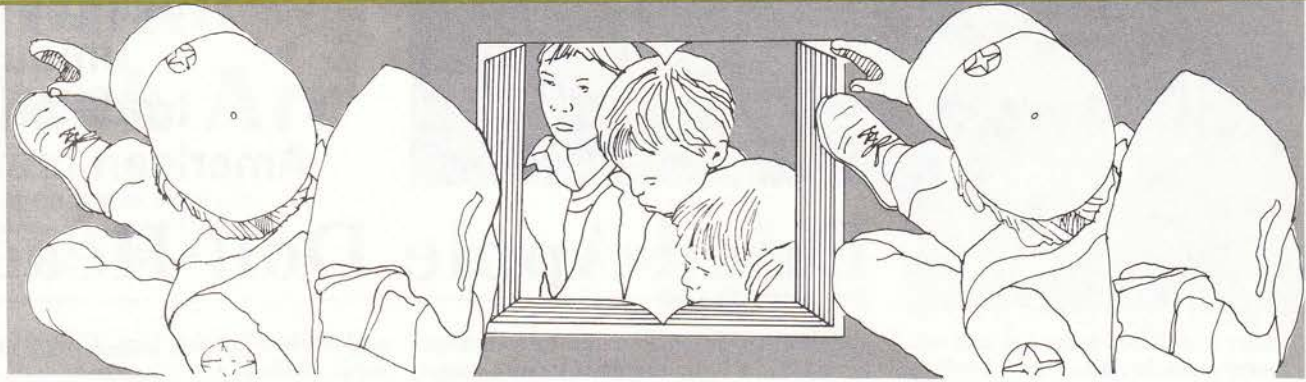
IF YOU ARE A ROYAL RANGERS LEADER, this would also be a perfect time for you to purchase your Royal Rangers Leader's Belt Buckle, available in brass and pewter, featuring the Royal Rangers emblem.

Brass	08 FP 0231 \$5.50	Pewter	08 FP 0232 \$6.50
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1908 FOURTH AVENUE, SEATTLE, WASHINGTON 98101



## BROTHERHOOD

by Fred Van Horn

Vancouver, WA

*The Commander's purpose:* To explain to the boys that they are really part of the family of God.

*Commander:* How many of you guys go around slapping hands and saying, "Hey, brother"? Or have you seen this on TV or around town? How true this saying actually is. Since the day of Adam and Eve we are brothers. Maybe not from the same mother, but from the same beginning. Through Jesus Christ we are all a part of the family of God. We have come to the meeting to have fun and fellowship with boys our age. Let us remember we are all brothers.

*Discussion:* How do you feel about the one next to you? (Pause) Do you think about him as your brother? (Pause) Do you have a love for him as you do for your own brother at home? (Pause) How many of you have a brother at home? Wait for their answers after each question. Look around you at all your newfound brothers.

*Ceremony:* I mentioned earlier about brothers being a part of the family of God. Let's all bow our heads and ask God to make us love each other with a brotherly love.

*Scripture:* Let us all learn to love each other with a brotherly love. If any of you have something against another boy in our outpost, forgive him for in the Bible, Peter asked the Lord, "Lord, how oft shall my brother sin against me, and I forgive him? Till seven times?"

Jesus saith unto him, I say not unto thee, until seven times; but until seventy times seven. Matt. 18:21, 22.

*Prayer:* Dear Heavenly Father help us all to be good brothers that we might grow into a strong healthy family for you. Amen.

## DO UNTO OTHERS

by Fred Van Horn

Vancouver, WA

*Purpose:* How good life would be if everyone would follow God in this truth.

*Commander:* There were two boys (teenagers) who really liked each other a

lot. One boy never seemed to have any money to do anything. Let's call him Joe. So the other boy always paid Joe's way. Let's call him Gary. Then one day Joe was moving far away, so Gary decided to help him pack. Joe said he didn't have to help. But Gary insisted because of his close feeling for Joe. He wanted to help. Gary pulled open a draw to find rolls of \$20's, \$50's, and different denominations, and a lot of change. Then he knew why Joe said he didn't need help.

If you really want a relationship and a good friend, one who is with you no matter what, you have to treat him as you would like to be treated. Joe didn't realize what a true friend was. Gary still liked Joe very much, but that special feeling was gone.

*Discussion:* How many of you have really close friends? (Wait for comments.) In order to keep your friends, you need to treat them as you yourself want to be treated.

*Scripture:* There is a Scripture in the Bible that says, "Therefore, all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets. Matt. 7:12.

*Prayer:* Lord, Jesus help all of us to realize that we need to treat others as we would like to be treated. Help us to be forgiving and think of ourselves second. Amen.

## ACCEPTING RESPONSIBILITY

by Fred Van Horn

Vancouver, WA

*Purpose:* To show the boys that each person must do his part to reap a reward.

*Commander:* Each one of us has been given responsibility at one time or another. We can either accept it and receive a blessing for doing so, or reject it and cause hard feelings. Here is a cute story from an Assemblies of God Evangelist.

The characters are Fred Somebody, Tom Everybody, Pete Anybody and Joe Nobody. They all attend the same church.

Everybody went fishing on Sunday or stayed home to visit with friends. Any-

body wanted to worship, but was afraid Somebody wouldn't speak to him, so Nobody went to church. Really, Nobody was the only decent member. Nobody did the visitation, worked on the church building. Once, the church needed a Sunday school teacher, Everybody thought Anybody could do it, and Somebody thought Everybody would teach. Guess who did it? That's right—Nobody. One day, an unbeliever came to the neighborhood. Everybody thought Somebody should try to win him, Anybody could have at least made an effort. Guess who finally won him to Christ? Nobody. He'll get the reward, too.

*Discussion:* How many have certain chores at home that they are responsible for? (Wait for an answer.) Do you receive an allowance or special praise after your chores are done? (Let each boy comment.)

*Scripture:* Jesus told of a parable in Matthew of the talents. I would like each of you to read this parable during the week. It is in Matthew 25:14-30.

*Prayer:* Dear Heavenly Father, thank you for this opportunity to be together. Help us take responsibility for we know you will reward us for it. Amen.

## BLIND AS A BAT

by Marvin Miller

Torrance, CA

Have you ever heard the expression, "Blind as a bat"? Do you think bats are blind?

Bats are blind in a sense. While they do not have eyes such as other animals, God has equipped them with "radar." This special system keeps them from crashing into objects.

How fortunate we are that God gave us eyes to see the beautiful world He created! He also gave us another sense—not radar—but the ability to distinguish right from wrong. Let's be careful lest our eyes be open and our minds blinded.

"In whom the god of this world hath blinded the minds of them which believe not, lest the light of the glorious gospel of Christ, who is the image of God, should shine unto them" (2 Corinthians 4:4). \*



## AWARD VESTS

Award vests for men and boys are becoming increasingly popular as we acquire more patches and awards than we are allowed to wear at a given time on the uniform.

However, we must emphasize that your award vest should display *only* those patches and awards that you yourself have earned! Patches and awards you may have traded for, along with any non-Royal Rangers patches and/or ribbons should *not* be on your award vest!

This is not to discourage trading or the development of your patch collection. But it is to say that your award vest is only proper and acceptable when it contains only the awards and patches you have earned.

## BROOM ZOOM

Monte Weddle, Enumclaw, WA

Divide the boys into two teams, which line up facing each other about twenty feet apart. Each team numbers off, beginning at opposite ends.

A team broom is laid on the floor beside No. 1 on each team. A sheet of typing paper is laid in the middle of the floor. When a number is called, the two opponents try to sweep (not carry) the paper past their own goal line. Use only one sheet at a time.

The team winning the most goals wins.

## ROOSTER FIGHT

Felipe Zamora, Los Angeles, CA

Two contestants raise the left foot and grasp it with left hand extended backwards. The right arm is free but must be kept close to the body with fist closed and not used to strike, shove, or pull. On signal, they try to upset each other by charging and shouldering. The one remaining on one foot the longest wins.

Variation: free-for-all rooster fight. Have ten or twelve assume the "rooster" position and go after one another. The player who remains standing longest wins. (Two referees are needed.)

## BLINDMAN'S FARM

Warren Bebout, Morro Bay, CA

Equipment Needed: One blindfold.

Mark off an area for a barnyard. No player may leave the barnyard. One boy is the "farmer," the others are "animals." Blindfold the farmer and turn him around three times. While he counts to 10, the animals scatter within the barnyard. The farmer feels his way around until he finds a player. The one caught makes a noise like an animal. The farmer tries to guess his name. If he guesses correctly, the players switch roles. If the farmer cannot guess correctly, after trying three times, another player becomes the farmer.

## PAPER PLATE SAIL

Bill Taylor, Tacoma, WA

Take five paper plates and try to sail them into an open box about fifteen feet away. Give one point for each plate landed in the box.

**FORTS**—Many pioneers settled within a day's travel of a fort. These served as a means of protection, but more important they were a place to buy supplies, as well as getting the latest news. In the list of names you will find many places that still bear their fort names.

Fort Worth  
Fort Sill  
Fort Smith  
Fort Scott  
Fort Walla Walla  
Fort Henry  
Fort Sumner  
Fort Hall  
Fort Davey Crockett  
Fort Pitt  
Fort Wise  
Fort Yuma  
Fort Laramie  
Fort Pierre  
Fort Boise  
Fort Davis  
Fort Owen  
Fort Ellis

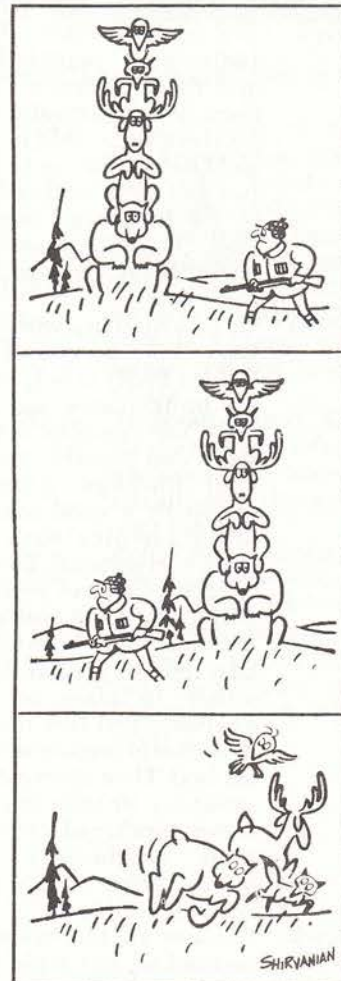
## BLIND PARTNER TAG

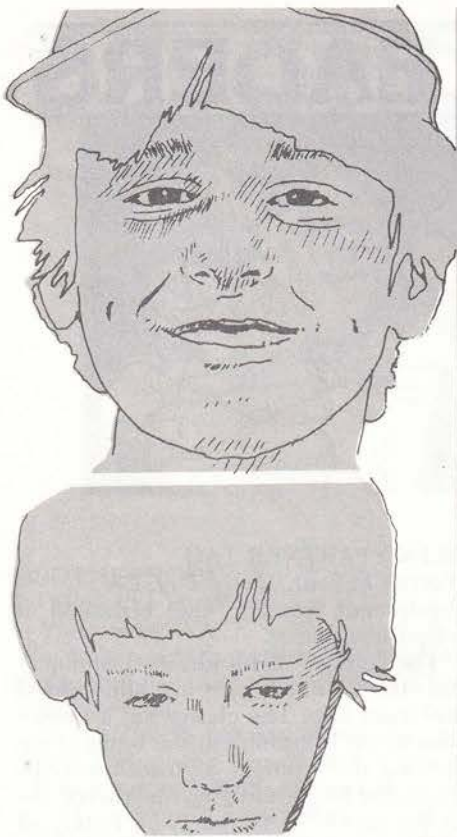
Warren Bebout, Morro Bay, CA

Equipment Needed: One blindfold, a rolled newspaper.

The "chaser" is blindfolded, and may run; the "runners" are not blindfolded and must hop. The chaser has a helper who is not blindfolded; the helper may not tag the runners or interfere with them, but he should give oral directions to the chaser. A runner who is tagged becomes the helper, the former helper becomes the chaser, and the previous chaser joins the runners.

Variation: The chaser carries a swatter (loosely rolled newspaper) and tags a runner by hitting him with it. \*





# YOUR OUTPOST PLANNING GUIDE



## BUCKAROOS/PIONEERS

### MARCH

- 1st Week: Tell or read a story about Indian boys, their clothing and their life-style. Tell them how important it was for them to be able to fish and hunt and find nuts, berries and other edible food in the fields and forests. Plan a field trip to see how many things you can find and identify.
- 2nd Week: Go on a field trip with your boys. Take several of the *Golden Books* to help identify birds, plants, and animals. You may want to take a pad and pencil to record your findings. Also, it would be a good idea to bring samples back for classroom material. Be sure to take plenty of pictures while on your outings.
- 3rd Week: If samples have been taken, take time to prepare them either in class or beforehand. Tell how the Indians had to prepare and eat his food. Then serve catnip, sassafras, or mint tea and some cornbread covered with blueberries and honey. Does this sound good? It really is!
- 4th Week: Review all the material covered on this topic. Ask

questions, have a quiz and show slides taken on the field trips. Be sure to get the most out of the material and activities you have covered.

### APRIL

- 1st Week: We have learned a little about the Indians' food and eating habits. What did he wear? This would differ greatly depending upon the time of year and the part of the country he lived in. You may find it better to do an overall survey, and then pick out a certain area of the country to study more in depth. Who wore what types of clothing and why? How could you tell the difference between a chief and a brave. What kind of garb did the medicine man wear. Why did many of the women wear leggings. What did the different feathers stand for. What is a coopstick, a talking stick, an invitation stick, an identification staff, and what were they used for.
- 2nd Week: Go on a field trip and gather material to make handcrafts. Sticks can be made into staffs and acorns can be strung for necklaces. Have the boys look for material

for bolo ties. Pine cones and shells can be made into little figures with some imagination and some glue. Even an ordinary rock can be painted to look like a lady bug or another creature. Be sure to take lots of pictures, especially of those who are in uniform. Take time to do some write-ups, and share these and your pictures with the Headquarters staff. Who knows... you may see yourselves in one of the publications! Wouldn't that be great?

- 3rd Week: After gathering materials, bring them back and break up into smaller groups to work on the handcrafts. The older boys may want to make bird houses out of natural materials, or carve a stick or staff and decorate it with paint and feathers. The younger boys may make clay pots and paint them with Indian designs, or they may string seeds or beads for Indian jewelry.
- 4th Week: Finish handcraft projects and have a review of all the activities. Be sure to have Indian devotionals and check with the Home Missions Department for any

materials that may be used. An offering for Indian missions could be worked in very well at this point.

## MAY

**1st Week:** Make a trip to the museum or historical museum. Take pictures again, and you may even want to make a tape recording of a lecture to be shared later on. Check to see if there are any advertisements or handouts or souvenir shops to visit. Make the most of your visit and learn all you can about the Indian people and their customs.

**2nd Week:** Either take your group or several of your leaders to a Tandy's Leather or a similar craft shop and pick out several kits to work on. You may want to visit a fabric store and pick out some vinyl or imitation leather to keep the cost down. Several patterns may be acquired to make vests, moccasins or pouches. These can be

decorated with permanent Magic Markers or vinyl paints.

**3rd Week:** Handcraft projects should be worked on for two weeks under guidance of project leaders. At this time plans should be the makings for a parents night where the awards can be brought up-to-date. This would be a good time to show a display table of all the projects of this quarter.

**4th Week:** Parents Night could begin with a special opening. Have the leaders and the boys come dressed in Indian or FCF costume. Turn lights out, have a drum beat for the entrance, a spotlight could show upon the leader as they all stand and listen to the reading of the Indian version of the 23rd Psalm. Turn the lights back on and have everyone welcomed and have introduction of the program is made. One of your leaders or boys could tell of the program of

events for the past quarter. Have some of the boys prepared to share some of the interesting things they have learned about the lives and customs of the Indians. Show some slides with some prepared comments, and possibly a musical background. It would be possible to have the chaplain dressed like a medicine man, who could then give a devotional relating to the Great Spirit. It would be fitting to end this service with everyone singing the Indian version of Amazing Grace, which could be printed up on sheets for the whole congregation to read. After the closing prayer, the boys could host a feast of Indian snacks in the social hall. This would be a good place to display all of the handcrafts and also to extend the hand of fellowship to the boys' parents who do not attend your church.

# TRAILBLAZERS/AIR/SEA/TRAILRANGERS

## MARCH

### MARCH

General Theme—Adventures in Camping

**1st Week:** Backpacking equipment. Emphasize the need of good equipment. Cover such subjects as packs, sleeping bags, tents, clothing and shoes.

**2nd Week:** Backpacking (packing). Explain features of a good backpack. Cover such subjects as how to pack a pack, tips on shouldering and removing a pack, etc., plus safety tips and buddy system.

**3rd Week:** Backpacking (food). Types of trail foods, what makes a good menu, tips on cooking and disposal. Also cover snack food on trail.

**4th Week:** Backpacking (planning). Discuss possible locations of hiking trips. Explain what preparation is needed for a good trip. Plan activities on the trail, etc. Cover personal and physical preparation. After planning and preparation, take the group backpacking.

*Reference:* "Adventures in Camping" handbook pages 76-81 and 125-130.

## APRIL

### APRIL

General Theme—Adventures in Camping

**1st Week:** Firecraft. Explain the three necessary ingredients of a fire (oxygen, heat, fuel). Show the three types of fuel needed to start a fire (explain why). Demonstrate how to build an A frame fire.

**2nd Week:** Firecraft. Explain the different types of fires and their uses.

**3rd Week:** Firecraft. Explain fire safety rules for building and extinguishing a fire.

**4th Week:** Firecraft. Explain how to use a proper fire for cooking, heat, and light.

*Activities:* Training—give boys an opportunity to demonstrate these skills. Try a fire building contest, etc.

*Reference:* "Adventures in Camping" handbook pages 7-16.

## MAY

### MAY

General Theme—Adventures in Camping

**1st Week:** Toolcraft (knives). Explain the types of knives and their use, how to safely pass, carry, and use a knife. Demonstrate sharpening techniques if time permits.

**2nd Week:** Toolcraft (axes). Explain the types of axes. Demonstrate how to carry and pass an axe, and how to sharpen an axe.

**3rd Week:** Toolcraft (saws). Explain the correct and safe way to use a bow saw. Show some advantages the saw has over the axe.

*Activities:* Training—give boys an opportunity to demonstrate skills. Conduct such events as long sawing or cutting contests. *Reference:* "Adventures in Camping" handbook pages 17-31.



## Memories Of a Boy

BY BOB SIMPSON

He was just a boy named Gary, a Trailblazer in my outpost, but I never will forget him as long as I live. This is a true story, and I will tell it just the way it happened to the best of my ability. Maybe you know a boy like him in one of your outposts.

It was a morning just about like any other morning, nothing unusual. I had gotten up, dressed, shaved, had breakfast, and was on my way to work. The sky was blue, not a cloud in sight, and there was just a tinge of coolness in the air. Yes, I said to myself, it looks like the beginning of a beautiful day. Then I began to have my regular morning talk with the Lord, to prepare myself for the day before me. Little did I know then, what that day would bring.

It must have been midmorning or a little later when the phone rang in my office. I answered it and recognized the voice of my wife Bridget on the other end. I couldn't understand the words too well. "Can you speak into the phone a little more so I can hear you better?"

She fumbled at her words at first, then she said, "Do you know that boy Gary in your Royal Rangers outpost?"

"Yes," I said, "you know that I know him very well—what's wrong?" By this time she was crying openly and began to sob out the little bits of information she had.

It seems that there was a shortcut to school across a railroad train trestle and Gary and two of his friends decided to take it that morning. While they were crossing, a train was also coming in the opposite direction. There was so much

noise and vibration that they never heard or saw the train that came up behind them.

A woman who was some distance away just happened to walk out onto her front porch and looked up about that time. What she saw made her freeze in horror and disbelief. "No, no," she screamed and lifted her hands as if to ward off the train. She said later, "It was like pins in a bowling alley," one boy went under the train, another was thrown to a ledge on a cement piling below, while the third boy was hurled into space and plunged into the creek far below. His body was not recovered till the following day.

Three boys went out into eternity that day without warning, and three boys would stand before their maker. I don't know about the other two boys, but I can tell you something about Gary.

He came from a split home. Oh, his mother and father lived together all right, but they had different religious backgrounds and it caused no end of strife and trouble in the home. Because of this I took a special interest in the boy. I liked Gary and let him know it. Through the Ranger activities, we were able to meet the boys on their own level and set up a good relationship. Gary was one of the most faithful boys in our outpost. Rain or shine, you could count on him to be there. When we went on camp-outs and there was work to do, he always pulled his share of the load. Even when we sold doughnuts to buy tents for our outpost, Gary was among the faithful. We shared a number of campfires together and the Lord continued to form a

solid foundation in his heart. I know that Gary was saved several years before because I was the one to lead him to the saving knowledge of Jesus Christ. He also attended my Sunday school class, and when it came time for him to pass on to the next class, he asked if he could stay on with me a little longer. With the consent of the Sunday school superintendent, we bent the rules a little bit and he stayed on and helped me mark the books. It was during this time that the accident happened.

I can still remember driving home that afternoon. Tears filled my eyes and I asked the Lord, why. At home I picked up the paper and there on the front page was the story and a big picture of the scene of the accident. In the foreground of the picture was one of Gary's shoes. It was the same shoe he had kicked off the night before in the basement of the church during game time. The ladies who cleaned the church had asked us to do this so we wouldn't scuff the floors.

I didn't know when I said good night to the boys that night, that I was really saying good-bye to Gary. Well, it really wasn't good-bye either, I guess it was just so long for a while. You see, I plan on seeing Gary again on the other side, he just got there before me.

Yes, Gary has gone from this life and I grieved his passing, but I thank God for the Royal Rangers ministry. Only God himself knows the impact and the countless lives that have been affected by it. Many are the rewards that await the one who will answer the call. How about you? Has God been speaking to you lately?