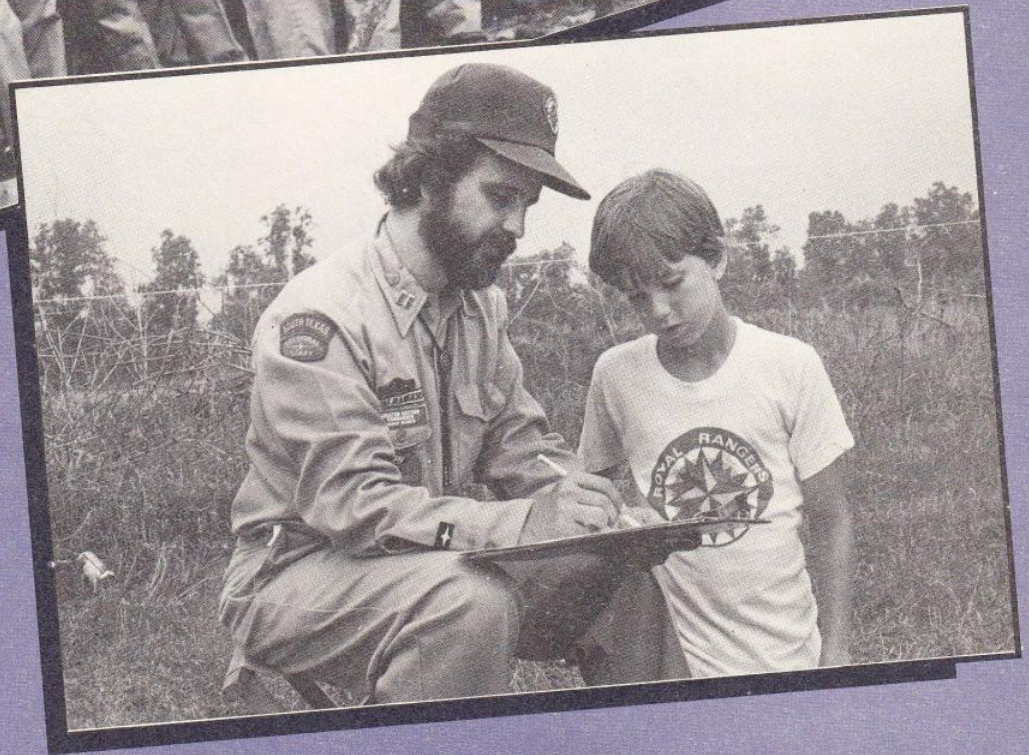
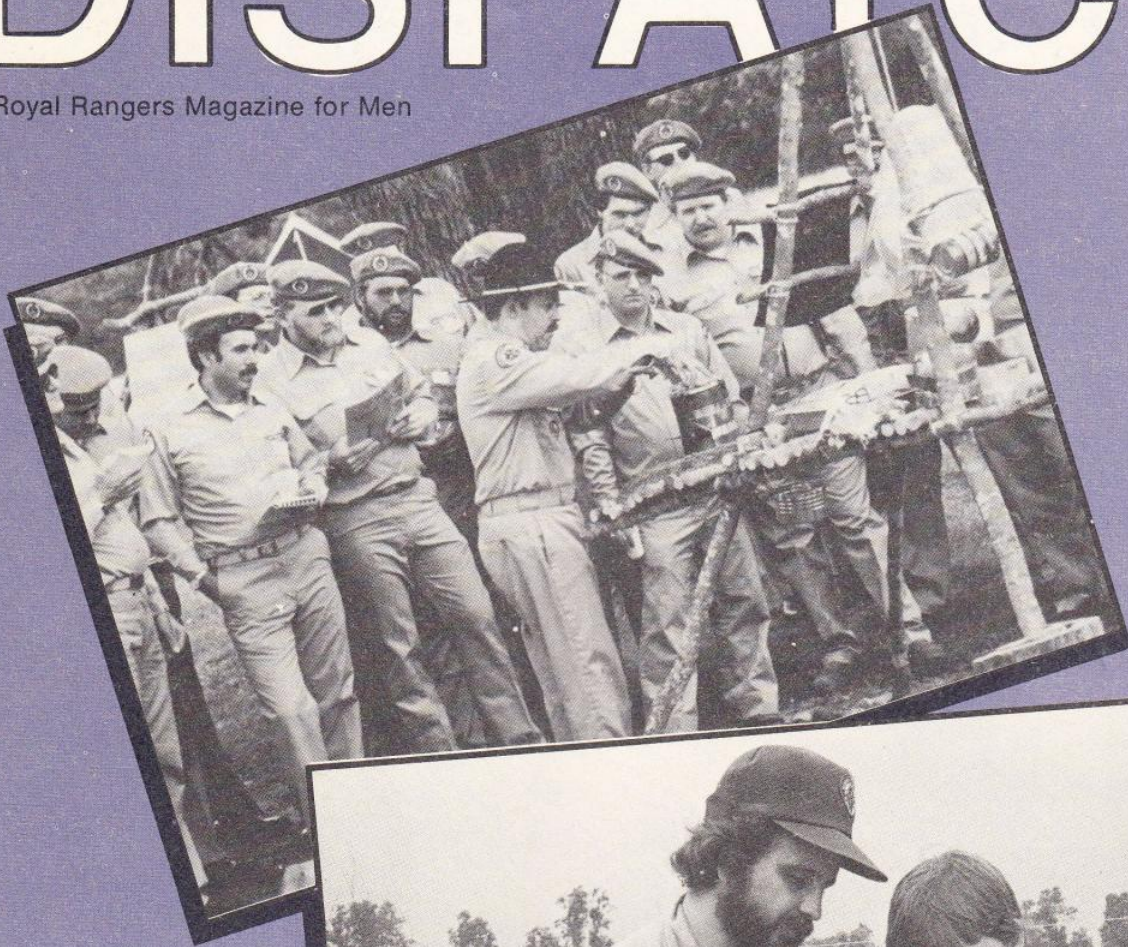


Boys in Leadership • Ranger Tech • Nature  
Studies • Fitness • A Woman's Look at Rangers

# DISPATCH

A Royal Rangers Magazine for Men

Spring 1984



Try  
To Think  
Of Royal  
Rangers  
As a  
Game  
That  
Boys  
Want To Play!

# DISPATCH

SPRING 1984

Vol. 20, No. 3

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BY LARRY BOHALL

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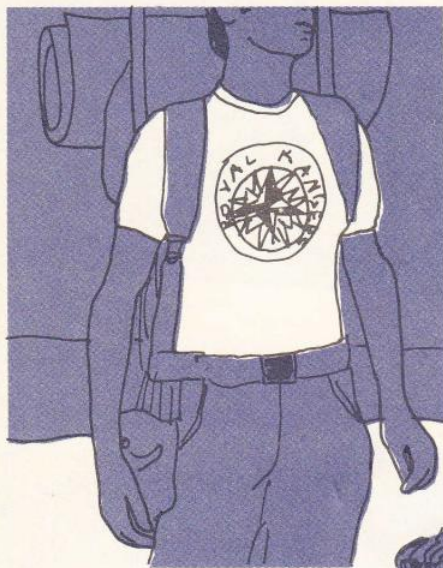
by Bob Mansfield

Give Rangers, aged 12-15, the skills they need, in this new program.

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The First-in-a-Series of Book Reviews That Will Help You in Your Ministry to Boys.

#### TRAIL COOKING

by John Weiss (Outdoor Life Books/Van Nostrand Reinhold Company, New York. Hardcover. Illustrated. 323 pp., \$16.95).

#### REDISCOVER YOUR FAMILY OUTDOORS

by Lloyd and Elsie Mattson (Victor Books, Wheaton, Illinois. Paperback, 132 pp., \$2.95).

Welcome to "The Well-Read Ranger," Dispatch magazine's book review column. Each issue we will review a few books that we feel will help you in your ministry to boys. These books will not only pertain to outdoors and Royal Rangers directly, but will also include books on their family living, humor, and anything else that turns up. We will also list prices for the books, but those will be subject to change, and may not be current.

We kick off this column with a comprehensive guide to cooking, then look in at an excellent book on family camping.

*Trail Cooking* by John Weiss (Outdoor Life Books/Van Nostrand Reinhold Company, New York. Hard cover. Illustrated. 323 pp., \$16.95).

Despite the bland title, *Trail Cooking* does not cover the same old hash in the same old way (pardon the pun). Beginner and seasoned veteran alike will learn many things from this volume. It is an absolute must for every commander's library.

Every aspect of outdoor cooking is covered in this book, from menu planning to packing to preparing the food. The standards are covered extremely well (items like food storage, campfire cooking, etc.).

CONTINUED ON PAGE 15 ▶



## GET INTO THE “PATROL CORNER”

BY DANIEL LAWRENCE

**T**he best thing that can happen to your outpost this year (after the boys get saved) is for your Rangers to develop leadership skills. You may feel like you need new tents, or more outings, or more growth in the advancement trail, *but your outpost really needs boy leaders. And the more boy leadership develops, the healthier your outpost will be!*

There are a number of reasons for this, but particularly for two reasons: growth in the maturity of your boys and growth in numbers of boys. An outpost with strong boy leadership will develop in both areas.

Let's look at the most obvious growth area—maturity in your boys. We live in a democracy where every person has the right to do whatever he wants whenever he wants to. That sort of freedom requires maturity. Many of our young people lack that maturity because everyone has done everything for them all of their lives. If they chose to disobey their parents, many times nothing happened. If they chose to break the law, little was done to them. If they chose not to study, they were passed on to the next grade anyway. As a result, they are now of legal age, able to choose what they will do and how they will live. They have never learned, though, that their actions reap consequences. They never have before, why should they now? They have

grown up emotionally and socially immature.

As a Royal Rangers commander, you are in a perfect position to combat that. If your boys have the opportunity to try their hands at leadership, they will soon learn that poor decisions produce poor results. Take a camping trip, for instance. If they pick a poor site and spend the night cold or wet, they will not only learn to pick better

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“Try to think of  
Royal Rangers  
as a game that  
boys want to play.”

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sites, but will also learn to be observant. They will get a feeling for cause and effect. If they plan a poor menu or do a poor job cleaning up their dishes and spend a day with diarrhea, they will understand why it is important to follow the rules of proper diet and camp cleanliness. Not just because you say so, but because of the consequences of being unclean.

Many times we are reluctant to let our boys try leadership because we realize that they will make mistakes. That, however, is the primary reason for letting them try. Losing a night or so of sleep is not so bad in

the long run. Making mistakes in a controlled environment, which your outpost provides, will result in growth, not discouragement. Wrestling through a few practical problems (organizing the duty roster, or picking a good tent site) will give your boys insight into how to solve larger problems—like drugs, liquor, and sex.

But developing boy leadership will help your outpost grow in numbers also. Believe it or not, boys prefer a program that allows them input, no matter how good the finished product. The reason? They have responsibilities and decision-making power. The outpost becomes *their* outpost. That kind of enthusiasm is contagious and draws boys simply out of curiosity.

But another factor enters the picture when you begin using boy leaders—a personal contact factor. Each one of us has a maximum number of boys that we can effectively control. For some it may be as high as a dozen, but for others it may be as few as five or six. It depends on our personal abilities and on the maturity of the boys that we are working with. For the majority of us (myself included), that number is somewhere around eight. Once we surpass that level, our outpost stagnates. With up to eight boys we have few discipline problems. We can handle the boys and they seem to en-

CONTINUED ON NEXT PAGE ►

joy coming. But if the attendance reaches ten or twelve we begin having problems. Three or more of the boys seem to get nothing out of the meetings. They always seem to be disrupting the meetings and we spend all of our time telling them to quit doing whatever it is they are doing and get back into the meeting.

Raising your voice often during the meeting is a good indication that you are reaching your maximum number of boys. The problem will eventually take care of itself—boys will begin dropping out until you reach the attendance you can handle.

Using boy leadership can change all of that. With boy leaders, you add to the total number of boys your outpost can effectively handle. *Each boy leader will be responsible for several other boys.* Where before you could only hold eight boys, you can now hold an outpost of twenty to forty boys. You have extended your capabilities by extending your leadership. Each boy now has more personal contact—his patrol guide will make sure that he is coming to meetings, advancing and growing in the program.

So, using boy leadership will not only develop more mature boys, it will also help the outpost grow in numbers. But there is still another, even better, reason for using boy leadership—it's the way that boys operate. Drop by any playground after school and what do you find? Kids playing, right? The game may be basketball, football, or tag, but all the kids will be playing the same game. Who picked the game of the day? Who chose the teams? Who settled the rules and did the officiating? The nearest adult? No. The kids involved.

True, they don't always play well together—someone usually gets into a fight, someone else's feelings get hurt, etc., but they still play the game that they want to play. Try to think of Royal Rangers that way—a game that boys want to play. Sure,

our objectives are more important than just winning the sectional contest (or they should be), but when it comes down to it, either boys enjoy "playing" Royal Rangers, or they don't! They will play it longer if they have some input into it.

The best way to allow them input into the program is through the patrol system. The patrol system is designed to take advantage of boy leadership at all levels. Each patrol selects their own guide. He, in conjunction with other patrol guides, the Senior Guide and you, the commander, plan the Royal Rangers program. Actually, though, you serve more as an advisor, helping the boys make the right choices. They do most of the planning, however. And because they do most of the planning, they will be more willing to shoulder most of the work involved in carrying out those plans.

In an outpost with no patrol system (or a weak one), planning a simple overnight camp-out goes something like this. The commander picks the date. He secures the location, prepares the menu, purchases the food, makes sure that all of the outpost gear is in good working condition, announces the camp-out to the outpost, plans the camp schedule, picks up the boys, loads the gear, and drives them to the campsite. Once there, he makes sure that the boys set up their tents, builds the cooking fire, probably does the cooking, takes charge of the clean-up details (usually shouting himself hoarse in the process, and doing most of the work himself), builds the council fire, takes charge of the events at the council fire, and spends most of the night making sure that the boys stay in their tents. The next day's schedule runs about the same. The "simple" camp-out turns into a lot of hard work.

In an outpost with a strong patrol system, though, the process runs quite differently. The Senior Guide and the patrol guides choose the date. The guides notify their

patrols, and the patrol in charge of securing the site does so. Each patrol prepares its own gear and menus, purchasing and preparing everything they need. If gear needs to be repaired, they do it during a regular meeting time. The Senior Guide, working with the patrol guides, plans the schedule and duty rosters. The patrol guides would be responsible for their part of the program, preparing the necessary items and practicing the needed skills.

When the day of the camp-out arrives, each patrol guide makes sure that his members are properly equipped, are on time, and paid up. The patrols load up their gear (you probably still have to do the driving), and off you go. When you arrive at the campsite, each patrol sets to work on their campsite and evening meals. The Senior Guide starts setting up for the council fire. Each activity transpires on time (or close), with each patrol handling their specific jobs. After the camp-out, the patrols take care of dismantling their campsites, storing their gear, and making sure that everything is cleaned up and stored away properly. They know that poor storage means their patrol will not have gear next time around.

Quite a difference, isn't it? In the first example the commander is the prime motivator, the kids observe. When participation is beneficial (like eating and playing), the boys are directly involved. When it is not directly beneficial (like cooking or cleaning up), they drop out. In the second example, the boys are the prime motivators, the commander the observer. He supplies expertise and advice, helping the boys work out trouble spots as they appear; but the responsibility for success or failure rests squarely on the shoulders of the Senior Guide and the patrol guides. That's really where it belongs.

You may wonder if your boys can handle that sort of responsibility. If they never have had to before, they probably won't be able to right now. They will try to handle everything that you let them handle, though. And eventually (sooner than you think) they will be able to do everything described above and do it routinely. At first you will need to do a lot of the work to make it go, but as you feed more and more responsibility to the boys, you will have to do less and less.

You need not worry about being replaced, though. The boys will need you more than ever. They will need your wisdom and guidance. And they will appreciate you more than ever before.

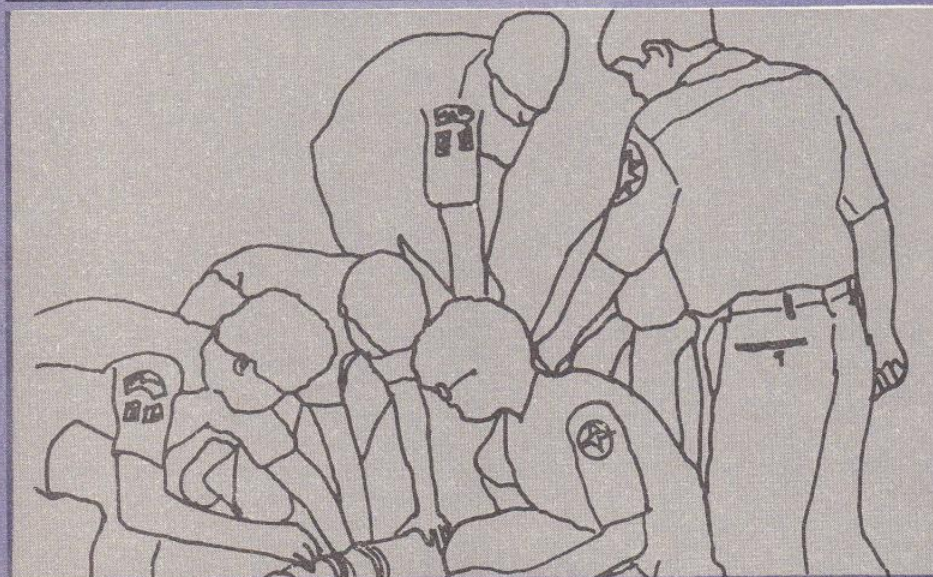
Pioneers and buckaroos may not be able to do everything that Trailblazers and Air, Sea, Trail Rangers can do, but they will be able to do a lot. They will surprise you with their abilities, and they enjoy adding input into the meetings and activities.

*"The Patrol Corner" will help you develop stronger boy leaders, taking more of the load from you. It will give your boys more input into the program—and after all, isn't that the reason we have Royal Rangers, for the boys? Get into the "Patrol corner!" You'll be glad that you did. ★*

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"So, using boy leadership will not only develop more mature boys, but it will also help the outpost grow in numbers."

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# RANGER TECH

BY BOB MANSFIELD  
SR. COMMANDER, OUTPOST 61  
ALLISON PARK, PENNSYLVANIA

This is a Four-year program of study for boys 12 through 15 years of age. Each year covers a specific area of practical skill. It's exciting to be involved in this new dimension of our ministry to boys.



I think we all know how hard it is sometimes, if not all the time, to keep older boys interested in Royal Rangers.

Just like most churches, we are having our own problem in keeping the older boys involved. I think we tried all of the things we thought would attract the older boys in our church. The majority of them just did not accomplish the purpose.

During an Outpost Council Meeting, there was discussion on how to use the men in the church who had particular skills or professions. What came out of that meeting was an idea that has developed into a tech school which we call Ranger Tech.

Ranger Tech is a four-year program of study for boys 12 through 15 years of age. Each year covers a specific area of practical skill. In these four years, Ranger Tech will cover varied subjects that help give the modern man an increased understanding of his life. If a boy enters Ranger Tech at age 12 and goes through the four-year program, he will have studied and experienced these four subjects:

- (1) **Automotive**—Basic working of all automotive systems.
- (2) **Home Management**—Will touch on all facets of home repair, including small appliance repairs.
- (3) **Electricity/Electronics**—Will give boys knowledge of these subjects and the necessary fundamentals. Opportunity will be given for

boys to work with their knowledge in practical projects.

- (4) **Athletics**—Will provide means for boys to try many activities for which they normally would not have the opportunity or proper instruction.

## EXAMPLE OF ONE YEAR OF RANGER TECH

### Automotive

**Purpose:** To give a knowledge of basic operations of an automobile. To teach the proper maintenance and care of automotive systems and parts. To provide hands-on experience in all basic areas of automotive service.

**Program:** The automotive course involves a minimum of 26 hours of instruction and training. In the teaching sessions, actual parts, a visual V-8, diagrams and other aids are used to make the learning easy and exciting. Beyond the classroom is an actual automotive work room where motors and parts are worked with. Outside activities include visits to mechanic shops, body shops, race tracks (including the pit area, etc.).

## INDIVIDUAL TEACHING SESSIONS OVER TOPICS SUCH AS:

Four cycle engines  
Fuel system  
Drive System  
Suspension  
Tune-up  
Engine overhaul  
Safety systems  
Carburetor  
State inspections

Not knowing if this idea was going to catch with the boys, our first year was on a trial basis. Since nothing like this had ever been tried before in our church, we weren't quite sure how well it would work. What did happen is that the Trailblazer and Air, Sea and Trail Rangers groups went from five Trailblazers and no Air, Sea, Trail Rangers to 15 Trailblazers and 3 Air, Sea, Trail Rangers. The Air, Sea, Trail Rangers did not come on a regular basis before and now not only come but are also involved in other phases of the Royal Rangers program. We are seeing a continuous growth in not only the older age groups but in the other groups of the Royal Rangers program. We are really excited at what God is doing in our outpost and other outposts around the world. ★

# YOUR [REDACTED] OUTPOST P L A N N I N G G U I D E

By Robert Simpson [REDACTED]

**S**pring is a beautiful time of the year. The trees put forth their leaves, the rain washes the earth, and flowers spring up everywhere. Take advantage of the wonders of nature. Have some classwork on nature studies. Plant life, wild life, or rock hunting are good spring projects. Use the Golden Books for reference. They can be found in just about any bookstore.

Slides are very helpful in classroom work. Identification of poison ivy, poison oak, and poison sumac are good. Don't forget to take your camera along to take pictures and slides for future classroom work and for outpost promotions. Take pictures of boys and leaders in action, in uniform, and watch the background for unwanted subject material.

If you get some really good shots, do a writeup and share them with the national office. They are always on the lookout for good material for their publications.

After you have had classroom coverage on the topics you want to cover, take your Rangers on a field trip or a nature hike. Make sure to gather material for future classroom work. Take time on the trip for class sessions and a devotional. This may also be a good time to pass some of the boys on pitching a tent or building a fire, etc. Keep those boys on the advancement trail. Then follow up with a parents' night with awards being given to those who have earned them.

Bird study in the spring is another good topic. The different kinds of birds, nesting habits and other characteristics. Maybe you would like to take on a project of making some bird houses for the birds that are native to your area. Check with your Conservation Department. They have some suggested plans to work, and they may even have someone come out to your meeting and teach a class or show a film for your outpost.

Some of the older boys may be interested in identifying animal tracks and making plaster

casts of them, or drawing them on paper. Maybe a clean-up, fix-up project around the church would be in order.

There are just countless projects and topics for springtime. These are just a few, but they can be enlarged upon and more than fill the spring quarter. Get your commanders together and start to make detailed plans for your weekly outpost meetings and weekend outings for the spring quarter. Suggested weekly activities follow. You may use them or make your own, using some of the ideas.

## MARCH

- WEEK 1.** Show slides of plant life and nature study. Make up posters with leaf identification. Tell how animals and birds and butterflies spend the winter. Identify poison plants, insects, and reptiles.
- WEEK 2.** Tell how plants grow and give off oxygen so we can breathe. Draw a picture of the basic structure of a plant. Give each boy a paper cup, some soil, and a bean to plant and care for at home.
- WEEK 3.** Plan a nature hike. Tell the boys where they will go, what to wear, what to bring, etc. Prepare the boys for their field trip—then take them to gather cocoons, etc., for later classes.
- WEEK 4.** Talk about your trip. Go over all the good points and point out some of the mistakes and tell what should have been done. Benefit by the good and bad.

## APRIL

- WEEK 1.** Study about the different kinds of

birds there are. See how many the boys can name. Tell how they differ in nature. Have the boys save their empty milk cartons and bring them next week.

**WEEK 2.** Tell some more about the nesting habits and kinds of nests they build. Have the boys cut holes in their milk cartons and paint them up and attach a wire hook for hanging.

**WEEK 3.** Review the last field trip and make plans for another one. A field trip can be fun, rain or shine, *if you are properly prepared for it.* Teach them how in class first, then take them rain or shine.

**WEEK 4.** Have a lesson on cloud formations and how they help us tell the weather. Show pictures or draw them on the blackboard showing the rain cycle.

## MAY

**WEEK 1.** May is the month of flowers and growth. List the flowers, plants, and trees that sprout first in the spring. Perhaps you saw some on your last field trip. Animal and bird tracks are another thing to look for and identify.

**WEEK 2.** Don't forget to be taking pictures

and slides on your outings and show them at your meetings. The boys like to see themselves and their friends in action. Have a lesson on taking good pictures.

**WEEK 3.** Stress health—fresh air, sleep and exercise together with a proper diet makes strong bodies. Tell the boys about the President's Physical Fitness Program and how they can join in the fun.

**WEEK 4.** Plan to take another field trip. This time teach them how to build a fire with one match and how to make a foil lunch. Teach them, show them, let them do it.

### SUGGESTIONS:

The same basic format can be used for the older boys with a few minor changes.

Same as above.

Let the boys help plan a nature hike. Also this is a good time to pass them on their advancements in the field. Pitch a tent, build a fire, etc. The same basic format can be used for the older boys with a few minor changes.

Same as above.

Teach the use of map and compass, marking a trail, and trail first aid.

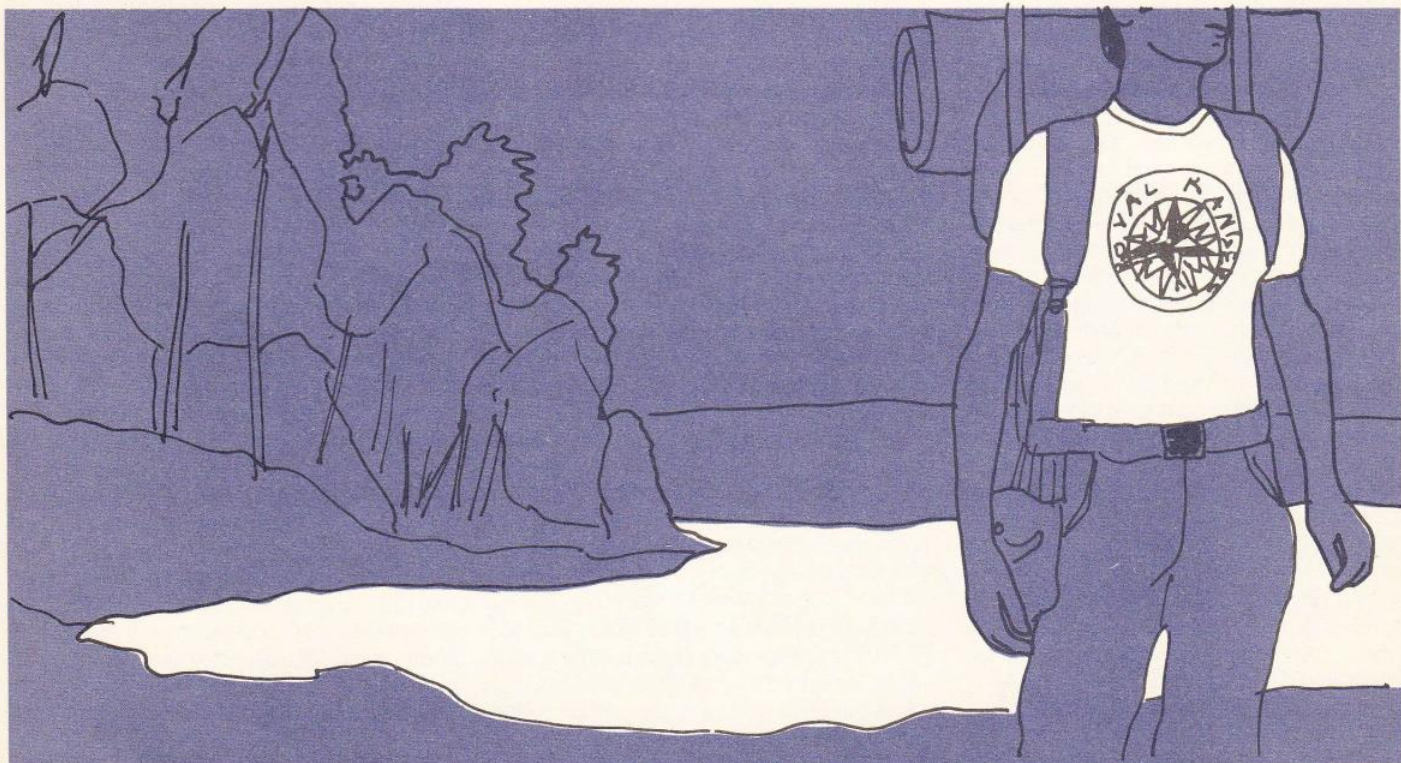
Study weather instruments and how they measure the weather. Visit a weather station.

The same basic format can be used for the older boys with a few minor changes.

Identification of poisonous snakes and plants. First aid for snakebite—what to do and what not to do.

How to pack a light pack for trail hikes.

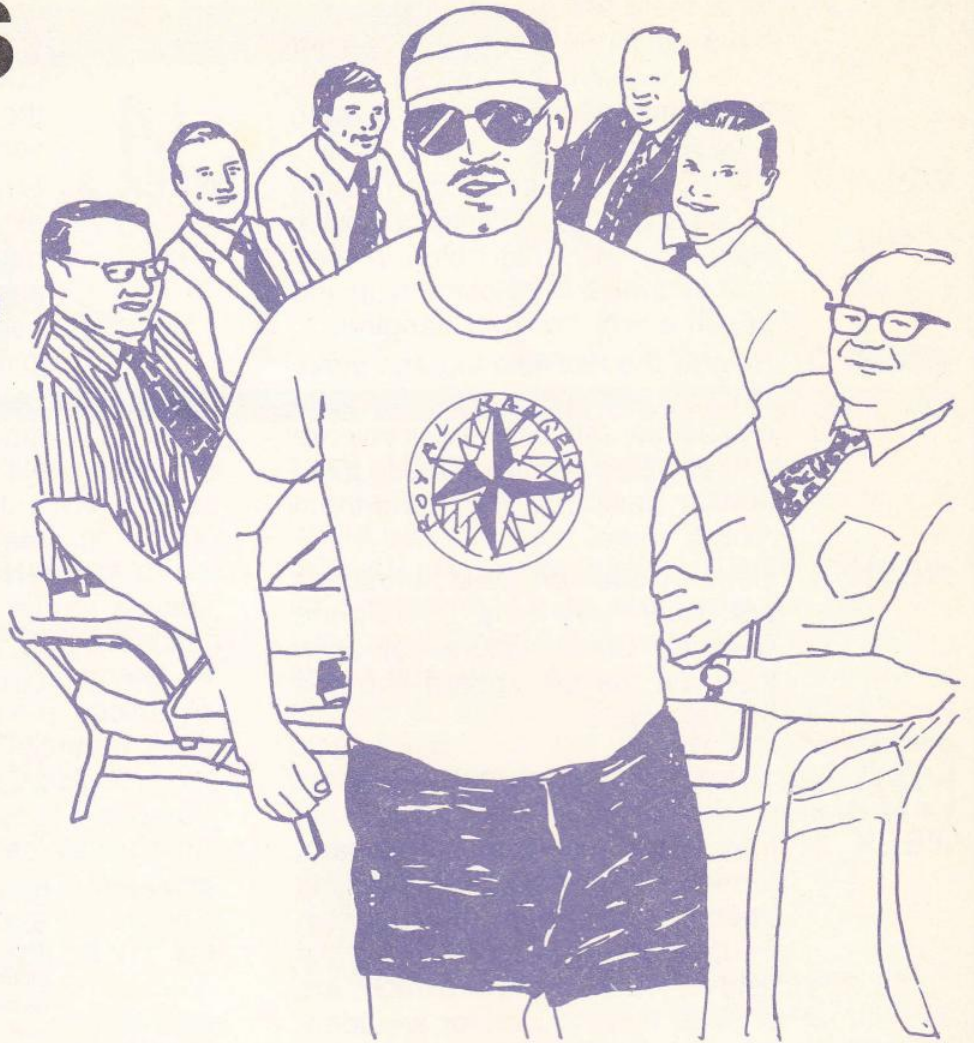
The same basic format can be used for the older boys with a few minor changes.



# FITNESS AND THE WEEKEND WARRIOR

BY FORGEY AND MEUNINCK  
MEDIA METHODS

It is going to take thirty minutes per day three or four days a week to improve and maintain fitness. Scheduling your workouts requires imagination and flexibility. Continuing your workouts requires commitment and motivation.



**M**oderate to strenuous exercise once a week can be hazardous to your health. Weekend only bikers, campers, and other outdoor enthusiasts are more susceptible to physical injuries, including heart attacks, than the physically fit—three workouts-a-week—fitness buff. Moreover, flexibility and full range of motion slip away as we age. Yet, with good nutrition, proper motivation and a realistic exercise plan there appears to be evidence you can slow down the aging process. In time, with the right personal fitness plan, you can improve heart and lung performance. Your blood volume will increase, and you will have more hemoglobin available from oxygen transfer. You may even experience the “tranquilizer effect” of long term rhythmic exercises. Your alertness and overall well-being will improve. Muscle tone will be enhanced. You will sleep better. And, with proper conditioning, you will be less susceptible to heat stroke, physical fatigue, and devastating heart attacks. So let’s get started.

**HOW TO BEGIN:** Your fitness plan will require you to achieve and pass through several levels. The entry level requires five minutes of vigorous walking—followed by mild stretching exercises.\* This post-workout stretching should be done

patiently without force and only when muscles and tendons are warm. Dedicated adherence to a full range of movement flexibility exercises will keep you hiking and canoeing long after your peers are in their rocking chairs.

When you are convinced the five minute walk regimen is too easy, increase the time or distance—preferably both. Stay at this second level until it is comfortable and too easy. Again, proceed to lengthen your time or quicken your pace.

By the end of six weeks your three- or four-day-a-week workouts should be sustained for twenty to thirty minutes. This is a good plateau to maintain fitness. Continue the full range of flexibility exercises you do near the end of each exercise period. Even at this advanced stage, always begin your workouts with a five-minute walking warm-up. Your walking warm-up should include: full arm rotations, head rotations, trunk rotations and deep breathing. These gentle movements prepare your extremities, neck, back, and diaphragm for the intensive exercise to follow.

**ALTERNATIVES TO RUNNING:** A stationary bicycle with a television in front of it can take some of the ennui out of your fitness program. Rowing machines can be used in the same way.

Running steps is excellent, and alternate-foot bench stepping is good where space is limited. Swimming, vigorous aerobic dancing, one on one basketball, handball and racketball are all adequate if maintained at a continuous level for up to thirty minutes.

Approach your program slowly, one increment at a time. Walk before you run. Always finish with your stretching exercises to increase flexibility and help cool down.

**MAKING TIME:** It is going to take thirty minutes per day three or four days a week to improve and maintain fitness. Scheduling your workouts requires imagination and flexibility. A good time is right after the evening news. Some prefer their lunch hour. Everybody can do the first workout! It is the second, third, and fourth that require commitment and motivation.

**NUTRITION:** A proper diet will afford two additional fitness spin-offs—weight loss and increased energy. As you progress from one level to the next your body will consume more carbohydrates. Carbohydrates can be metabolized more rapidly than fat. A wholesome diet of fruit, fresh vegetables, cereals, and lean meat will provide you with all the nutrients, vitamins

CONTINUED ON PAGE 15 ►



# MAN/TREES

## A Struggle for Survival

By Grover Brinkman

**“TREES, LIKE HUMANS,  
ADAPT THEMSELVES  
TO A PATTERN OF  
SURVIVAL. THE WEAR  
AND TEAR OF THE  
ELEMENTS AFFECT THE  
TREE MUCH AS THEY DO  
THE HUMAN BODY.”**



**T**he human body often is crippled to the point where crutches are necessary for locomotion; gnarled hands and stiffened limbs attest to extreme hardship and illness accrued through the years. But humans are not alone in facing struggle and hardship. Take a walk in the forest and check the trees.

Here, too, as in the human realm, one senses a grim determination to survive whatever the odds. Nature, balanced over the years and seasons, often is a cruel taskmaster. Storms, droughts, disease, and extreme weather conditions face the trees, day after day. Some trees cling tenaciously to life despite the fact that their roots are in rocky ledges high on a canyon's rim.

One asks: why a tree here?

Nest for an eagle, perhaps? There is little

soil, little chance to benefit from rain. But the tree fights its daily battle and survives, often twisted and warped, much as a human with advanced arthritis. Yet it stands there proudly, defying the elements.

A physician might tell you: "There is no cure for arthritis, so you'll have to live with it!" The same might apply to the tree that is stunted for a great part of its life but still survives in picturesque beauty despite its grotesque shape.

*The wear and tear of the elements affect the tree much as they do the human body.* But trees have a dramatic tenacity to survive. One views the giants of the redwood forest with awe. Here are trees thousands of years old. In that long span of time they have faced nature in various forms of unrest, storms, crippling winds, fires, drought,

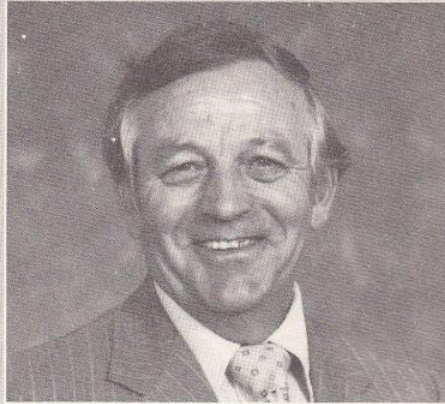
the hand of man, and yet the great trees tower upward, awe-inspiring.

One views the rugged coastal cypresses as stalwart examples of nature resisting daily to all forms of stress, yet still surviving. Even in death, some trees are majestic, slowly going back to mother earth, branch by branch. And at last some severe storm topples the trunk, and finally mother earth claims the rotting wood, ending one cycle of life and starting another.

Soil deficiencies or rocky terrain often twist trees into grotesque shapes yet they cling to life. Even on the desert, trees survive. Who hasn't thrilled to the sight of the picturesque Joshua? Or on the other extreme, the bald-knobbed cypresses that grow in swamps and thrive there?

Kilmer said it all in one sentence: "Only God can make a tree!"

He loved people  
and he loved  
Royal Rangers.



# JACK VOORHEES

## AN EXTRAORDINARY MAN

BY JOHNNIE BARNES

"He was extraordinary in his Christian attitude! He possessed a happy, congenial spirit that was contagious. He had what some call 'charisma.' His positive outlook was as refreshing as a shower in the desert."

**O**n May 10, 1983, Jack Voorhees, a great man of God and a great friend of Royal Rangers, died during heart surgery. Jack was greatly loved, and will be greatly missed because he was an extraordinary man.

He was extraordinary by his Christian example! Jack was an energetic, dedicated Christian, who lived what he believed and believed what he lived. He was a man's man, and was a Christian role model to every man and boy he met. Many were inspired to follow his example.

He was extraordinary in his Christian attitude! He possessed a happy, congenial spirit that was contagious. He had what some call "charisma." His positive outlook was as refreshing as a shower in the desert. His jovial personality made him an enjoyable person to associate with. That is why so many people loved him.

He was extraordinary in his generosity! I don't mean just financially, and the good Lord only knows how many people he helped that way. But he was also generous in many other ways. He was generous with his time. He always had time for his friends

or to counsel someone with a problem. He shared generously of his time to the Royal Rangers ministry. He was generous with his words of encouragement. He was willing to give of himself to God's work, his family and those who needed him.

He was an extraordinary friend. That is why I personally feel a great loss, because Jack was my friend. Many others share this same feeling. He showed his loyal friendship in many, many ways. He provided a stabilizing influence for so many who knew him. He was a person you could depend on and lean on.

He was extraordinary in his expression of love. Jack loved God, he loved his church, and he loved his family. He loved people, and he loved Royal Rangers. One thing we will remember most about him is his expressions of love and concern. He was motivated by love. Peter Marshall once said, "The measure of a man's life is not its duration but his donation." This would be a fitting epitaph for Jack. He gave of his time, his treasury, his talent, and himself again, and again—because he loved!

We'll never forget this extraordinary man named Jack Voorhees. ★

# A WOMAN'S LOOK AT MEN IN ROYAL RANGERS

A Royal Rangers  
Commander's Wife  
Takes a Close Look  
Into the Delicate  
Balance That Men  
Must Make When  
Meeting the Needs  
of the Rangers Program,  
As Well As the Needs  
of Their Families.

By Vivian Anderson

“**M**om, where is my Royal Rangers shirt?” . . . . “Where is my tie, Mom?” . . . . “Hey Mom, I have lost that clip on the back of this awards bar for my Rangers shirt. Do you have another one?” . . . . “Oh, where’s my Bible study?” . . . and so it goes on during Rangers night at our house. The question that comes to me is: What is the role of a Rangers wife and mother? Yes, the shirts have to be kept clean and pressed, but the older boys are fully capable of making sure that their things are ready. Even the younger boys are old enough to hang up their clothes and to help with the laundry. Well, what is a mom to do to help her boy in Rangers? Assuming that dad is actively involved with the life of his son, mom is really there to encourage them to do things together. What better hero can a boy have than his dad? If dad is uninvolved by inclination or absence, then much more falls to mom, everything from derby cars to campfires.

“I’ll be back late from the sectional meeting tonight, honey,” says my Rangers commander husband. I say, “Fine, I’ll be interested to know what is decided about . . . ,” and he goes to another meeting. Sometimes I think, “Again?” when he tells me that there is another meeting this week, but I know that he really loves the Rangers program and that our own family has greatly benefited by the dedication of Rangers commanders over the last seven

years, and will continue to be blessed by these dedicated men as our younger boys continue to attend Rangers meetings and camps. In another ten years all of our boys should be through the boys’ program and hopefully into the action as leaders and



commanders. As a wife of a Royal Rangers commander I am proud of my position as a Rangers wife.

As a Rangers commander’s wife I would like to pass on to you commanders and leaders a few insights that have come to me. I have seen commanders throw themselves into the Rangers program to the exclusion of everything else, including their families. They have burned themselves out early and have alienated their wives and sometimes their children by taking the time

that rightfully belongs to the family to have more time for the Rangers program. In the end they quit Rangers entirely because things have become too strained at home through their own neglect of their responsibilities there. Many Rangers wives do not care for camping and that is fine, but because their husbands do like to camp, the Rangers program holds an attraction for the husband. If these men are truly interested in serving Christ they will hold a balance between their families’ needs and their work in the Rangers program. I do hope that these men do not forget that they asked their wives to marry them and not the other way around. The responsibility to see to their families comes before other service to Christ. The verse of Scripture that says, “For what is a man profited, if he gain the whole world but lose his own soul?” (Matthew 16:26) can be paraphrased to apply to the Christian husband and father to read: “What joy shall a man have if he win the whole world but alienate his own family from Christ?” The parable of the talents can also apply to husbands and fathers, as Christ entrusted the talents of wife and children to men, He expects to find these talents developed for His service. The parable tells us that the Master is a hard master and just. Jesus was talking about himself.

I caution the man who is thinking about joining the Royal Rangers team to be sure that his family is agreeable to his spending

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# SHARTER'S RULE

(a parable)

**"YOU KNOW WHO I AM, DON'T YOU?"  
asked the Great Buck.**

**"YES, I DO," repeated Sharter. And he  
lowered his head and...**

BY BRENT BRAUNWORTH



Sharter, "Tall Antler," had been a wily and strong fawn as far as fawns go. And as every other deer in the pack surmised, it would be Sharter who would become the next "Pack Leader."

And when it came Sharter's time, he laughed at Acra, "Whistling Wind," the older ruler. He had sharpened his antlers on the nearest tree to challenge Acra, but instead the old buck stared into the dense forest and said something strange. Sharter had laughed even more heartily at this. By now the pack had been summoned. It was time for a change.

Sharter stepped toward the old leader, who still watched something in the forest. He called him to fight, but instead Acra turned, looking confused, and made his way into the dense part of the forest. Never was he seen again.

Sharter was a good, clever leader. His antlers killed three wolves in his reign. His policy had been one of offense—kill the wolf before it kills you. But, unlike most deer, Sharter understood why the wolf existed—to keep the deer population strong, ridding them of the weak and sick.

And he was careful to keep the pack away from Man—their worst enemy. "Man destroys everything," he had told them.

Sharter fathered many children. He loved his does, but his favorite was his eldest son, Kimlo. Sharter hoped he would be the next ruler.

Kimlo was a strong buck. But one day, while he was just forming antlers, he wandered too close to the "Great Road" and a "Man Thing" that men ride in hit and killed him. And if that wasn't enough, the men had gotten out and taken him away.

This was the saddest day in Sharter's life. But it was a day of reckoning. For he saw that more than strength was needed to survive. It took cleverness just to survive and much more to lead.

The years went past. Sharter had always loved to play with the young bucks. To teach them that sometimes it is good to run, while other times, like the time he was surrounded by wolves, you must fight. And if you win the battle while others watch then they will leave you be. Just like the wolves had done to him. That was Sharter's Rule.

And of all the young bucks, the one that listened the closest and the one Sharter most liked, was one called Matta, "Like the Stream."

As Matta grew up Sharter watched him with a wary eye. Not since Sharter had a buck grown so large and wily.

More years went past, and one day it was Matta's time. He laughed at Sharter. "You're too old," he said. "You're no match for me." Sharter was confused; he didn't know what to do. For some strange reason he couldn't remember if this was his buck or not.

And as the young buck sharpened his antlers on a tree, Sharter heard a voice behind him. A strange voice.

At first, he thought it was one of the pack, but then he saw that it was a Great Silver Buck calling him from the dense forest. "It's all right," said the Great Buck. "You had your time. It's time to come with me and rest."

Sharter looked around the pack. Matta was calling him to fight. "Come on, you old buck, let's get it over with. You know, you're no match for me."

Sharter tried to remember his own rule and other teachings, but he couldn't. Things were so confused and he was so tired. Looking around once more, he turned toward the Silver creature.

"You know who I am, don't you?" asked the Great Buck.

"Yes, I do," repeated Sharter. And he lowered his head and followed the Great Silver Buck into the dense forest. And he was never seen again. ★

On the western plains Indians depended upon good scouts. They helped find deer and buffalo which furnished food for the people. When troubles broke out the scouts brought news of approaching warriors.

Sees-a-Lot was old. His legs were like the willows at the water's edge, not able to stand up under a load. But like his name said, he had sharp eyes. He had been a scout and a good one. Now he was teaching three boys to become scouts.

The young men chosen for training had special abilities. Running Deer and Black Eagle were the sons of chiefs. They had lived thirteen winters and were already famous for their ability to run like an antelope. They could also see like eagles. But Lame Bear could neither run well or see good. Why then did Sees-a-Lot choose him to become a scout, the others wondered.

The three boys and their teacher were camped on a small stream about five miles from the Cheyenne tribe. They lived together and learned together. "The Great Spirit (God) has made us a part of each other. Mountains and streams are within us," their teacher said. "We must learn from them."

The native Americans had a deep respect for nature. "We are brothers to the deer and the forest animals," their leader said. "We have the same Father. If you would be wise, you must learn from your brothers, the animals."

Sees-a-Lot taught his pupils how to read signs left at the watering places. Pointing to a hoof print he said, "This is made by the father deer. And here is where the mother deer walked. She will soon have her young. See how her feet cut into the soft dirt?"

The teacher showed the boys how to fasten turkey feathers to the shafts of their arrows. "Our people are called 'Striped Feathers' because of our arrows," he said. "Make your arrows good and you will have meat when the hungry moon comes."

The boys were good learners. But two of them thought they were doing better than the other one. Lame Bear could not tell whether the dot on a distant hill was a horse or a buffalo.

"He cannot possibly be a help to our tribe," Running Deer said. "He does not see well enough."

Black Eagle nodded. "Instead of being called Lame Bear, he should be called Weak Eyes. Our teacher will soon send him back to the village to stay with the old men and the women."

"The Great Spirit made all people with differences, and all have a purpose," the teacher said.

"Then Lame Bear can cook with the squaws," Black Eagle suggested.

"No. Lame Bear shall be a scout," Sees-a-Lot replied, and he was a wise man.

The young men learned to stalk game without being seen. They disguised themselves in wolf skins. "I want you to look like prairie wolves," the old man told them. He taught them to make "wolf ears" from clay and paste them on their heads. Then they practiced creeping on their hands and knees so they looked like coyotes walking across the prairies. (Did not the Crow People, who lived nearby, call their scout, "Wolves"?)

"Let deer and eagles be your eyes," Sees-a-Lot said.

"How can they be our eyes?" Running Deer asked.

"When a deer sees danger," the teacher said, "he points to it with his ears. Then he

# A SCOUT IS BRAVE

by Robert B. Ward



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"Help!" shouted Black Eagle. He plunged down the hill with Running Deer after him."

turns and runs. That will warn you of coming danger."

The boys nodded in agreement. Even Lame Bear could see the deer. "When an eagle lands on a hill ahead of you," Sees-a-Lot told his pupils, "there will be no danger on the other side of the hill. Watch the eagle, he will be your eyes for seeing into distant valleys."

The old one taught many things, but there were two things he wanted to teach more than anything else. This was why Lame Bear was going to be a scout.

One day the scouts were told to climb a hill. They were to hide where they could watch the next valley. They wore skins on their backs and crept up the hill on their hands and knees. They were wolves hunting rabbits in the sage brush! But suddenly one of the wolves leaped to his feet and became a frightened boy!

"Help!" shouted Black Eagle. He plunged down the hill with Running Deer after him.

The teacher met them at the bottom of the hill. His mouth was a thin line. "Why are you back so soon?" he asked. His boys

must learn that a scout cannot run when he is frightened. To do so would lead to their discovery and even the destruction of the camp.

"We crawled upon a rattlesnake," the boys explained.

"Ohh," Sees-a-Lot replied. "Then why has Lame Bear not returned?"

"It is because he cannot see well," Black Eagle said.

"Did you see the snake?"

Black Eagle hung his head. "No, but I heard him rattle!"

"I heard too," Running Deer added. "He was right beside us."

"Did not Lame Bear hear the snake?" The teacher caught their eyes.

"Yes," Black Eagle nodded. "But he did not run and even now he is on the hill. And he looks like a wolf and not a boy."

"You must join him," the older man said. "Our people help one another. Give him eyes to be a scout and he will give you courage to become men!"

"Yes, we understand," Running Deer said. The boys started up the hill.

"What do you understand?" the old one asked.

Black Eagle called back. "We have learned that scouts work together."

Sees-a-Lot watched the two young men creep through the grass like prairie wolves looking for mice. High on the side of the hill he could see the head and ears of another wolf. The storm cloud in the old man's eyes turned to sunshine, and he wondered if he saw a wolf or if what he saw was a scout. If it fled it would be a wolf, because he trained his scouts to be brave! ★

## WRONG HISTORY LESSON

By ROBERTA L. BONNICI

A Sunday school teacher was getting acquainted with some new students and wanted to see how much they knew about the Bible.

"Do you know who was thrown into the lions' den?" he asked.

"Abraham Lincoln?" One boy guessed.

"No," the teacher replied.

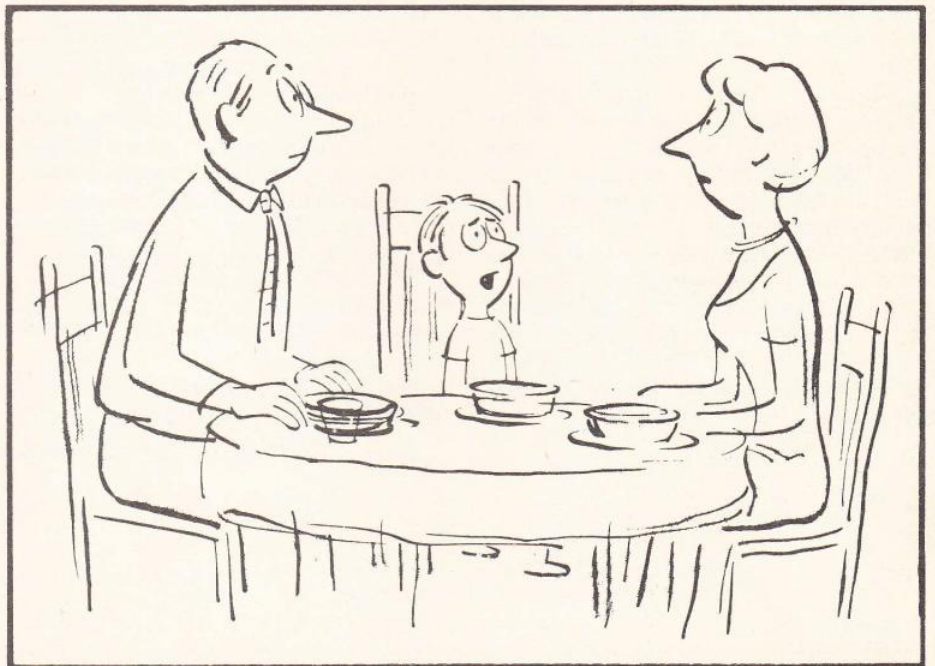
"George Washington" another ventured.

"No," the teacher answered.

When it appeared that no one had the foggiest notion about Bible history, the teacher gave them the answer.

"It was Daniel," he stated.

"Oh, yeah!" one kid exclaimed, a light of recognition in his eyes. "Daniel Boone!"



"I just can't bring myself to bless a spinach casserole."

# THE WELL-READ RANGER

CONTINUED FROM PAGE 2.

but so are some of the unusual items—sourdough cooking, survival cooking, and a fascinating (really!) chapter on cleaning up. Among other things, Weiss discards the "soap up the pots before cook" theory. According to him, leaving the carbon residue on the outside of the pots will actually help you do a better job of cooking—it distributes the heat more evenly on aluminum pots.

Included in *Trail Cooking* are three helpful appendices. The first is an up-to-date list of manufacturers and suppliers of trail cooking equipment; the second is a set of measurements and weights for the trail chef (ever try to find a teaspoon in the Rockies?); the last, a guide to high altitude cooking.

*Trail Cooking* has all the earmarks of becoming the standard in the field and around the camp fire. It is well-written, interesting and full of proven helps for the trail cook—be he Ranger or commander.

*Rediscover Your Family Outdoors* by Lloyd and Elsie Mattson (Victor Books, Wheaton, Illinois. Paperback. 132 pp., \$2.95).

The Mattsons are well qualified to write this excellent, short book. He is currently pastor of the North Shore Baptist Church of Duluth, Minnesota, but was formerly the director of camping and adult education for the Baptist General Conference. He is also an outdoor columnist and outdoor editor for a radio station in Duluth.

The writing is crisp and to the point, providing the reader with dozens of reasons for, and ideas to use in, involving the family in God's creation.

After a short study of the necessity of involving our families in the outdoors, the Mattsons launch into detailed methods of doing it. They start with home-based adventures and progress into backpacking and hiking-at-large. The final chapter gives good, practical ideas for family devotions while in the outdoors. An appendix lists good books, organizations, and information sources for family camping. In all, a delightful and useful book that ought to stir us all to involve our families in the outdoors—an area that we, as Royal Rangers commanders, sometimes fail in. Next time: Indians, humor, and camping lists. ★



"WOULD YOU MIND HURRYING? MY TRANQUILIZER IS WEARING OFF."

# FITNESS AND THE WEEKEND WARRIOR

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and minerals you need.

**WARNING:** Do not begin any fitness program without a complete physical checkup from your physician. Never exercise with pain, a cold, flu, cramps, or fever. If you feel tired the day after a workout you are trying to do too much too soon. Exercising when you are tired or under stress can do more harm than good.

For a more complete discussion of individual fitness requirements read: *THE NEW AEROBICS* by Dr. Kenneth Cooper, Bantam Press; and *HIKING BACK TO HEALTH* by Calvin Rutstrum, I.C.S. Books.

\*See the attached description of full range of motion, flexibility exercises. ★

# A Woman's Look At Men in Royal Rangers

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some of his free time in this manner. There are many demands placed upon Rangers commanders and this should be made clear to begin with. There can be much joy or much heartache for a commander and his family. It depends on how the man deals with the demands placed upon him and how he places his priorities: God first, wife, then family, and after these come other pursuits including his job and church related interests. Too often any service or activity for the church (we like to think of all such activity as being for the kingdom of God) is placed before family needs and responsibilities and this is not where God would have it. In the Great Commission, Christ told the apostles to start in Jerusalem and to spread out from there. We become so enamored of going across the street and around the world that we forget that we MUST start at home, in the very place that we live and with those that live with us and have become our responsibility.

Our church youth choir recently returned from a tour that included a boy's reformatory, and the comment that one of the young men made before the home church the Sunday of their return was an expression of thanksgiving that his parents reared him in the Word of God. What better recommendation can a man have than that of his own son saying, "Dad and Mom reared me in the truth of the Word of God." Thanks folks!

Stand tall in God at home. P.S. Invite your wife to take the "Leadership Training Course" with you. ★

# CORNER

# CARTOON



"OH, GOD! ANOTHER VOLUNTEER!"



"HE JUST SAW MY BILL!"

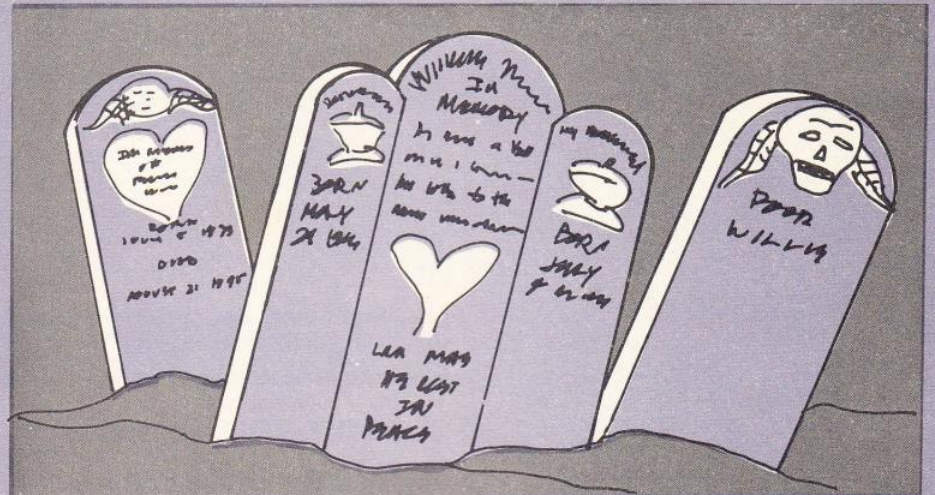


"NOW BE SURE TO MENTION THE FACT THAT THEIR SON EARNED HIS LETTER"

# POOR WILLIE

BY D. F. HARRIS

**“We’ll never know why Willie was called ‘poor’ but we know where our own poverty lies. If you were to die today would your epitaph read ‘POOR \_\_\_\_\_?’ Make sure you are ready for the business of life . . . and death.”**



He was just entering the business of life with bright prospect which education, good sense, sound principles, and amiable deportment hold to be industrious and enterprising. . . . He bore a painful illness of two weeks with great fortitude and met his fate with avowed resignation to the will of God.

“He had many friends and no enemies. “Poor Willie.”

He was young and he was pitied.

“Poor Willie,” the last line of the aged tombstone reads. The inscription on the stone is worn by time and weathered by the blue-gold seasons of the Piedmont. If one gets down on the red clay sod of the historic cemetery in Clemson, South Carolina, one can read the faded words on the stone marking the resting place of the twenty-two-year-old. In those few words there is a haunting fragrance of a life long-gone and a mystery that captivates the reader.

The first sentence reads, “He was just entering the business of life, with great prospect. . . .”

That turn of phrase surely belongs to another century. Life a business? It was considered so in 1855 when he died. Today, life is said to be an adventure, a voyage, a challenge, an opportunity, but . . . a business? In the Old Testament David once said unto Ahimelech, “. . . I have neither brought my sword nor my weapons with me, because the king’s business required haste” (1 Samuel 21:8). “Seest thou a man diligent in his business? he shall stand before Kings; he shall not stand before mean men” (Proverbs 22:29). Living life is a sober business. It is a business with clear rules, regular discipline, tremendous investment,

and “great gain.”

“He was just entering the business of life with bright prospect which education. . . .”

Another clue in our mystery emerges. He was obviously educated. Education is to be desired but it does not automatically equip one for living or dying. Peter speaks of the world of education and intellect without God. “While they promise them liberty, they themselves are the servants of corruption; for of whom a man is overcome, of the same is he brought into bondage” (2 Peter 3:18, 19).

Many intellectuals are bound by the multi-colored silks of academic hoods and shackled by diplomas and condemned already because of a pride in intellect which ignores the Word of God.

“With a bright prospect which education, good sense, sound principles, and amiable deportment hold to be industrious and enterprising. . . .”

He enjoyed that rare commodity called “Good Sense.” That quality can certainly help one with the business of living. The stone says he lived by principle. But the pagan, the terrorist, and even the underworld live by their own principles, perverted though they may be. The Mafia lives by a code of conduct based upon their principles. He was warm and friendly and polite and people liked him. That is certainly an advantageous quality and may be enough to please man but is not enough to satisfy God.

Willie was industrious, enterprising, and brave. Most of us battle every day to be efficient. Many of us wish we were more enterprising. And for the century-and-a-half that individuals have been reading the old gravestone this young man’s courage has

intrigued the reader. “He bore a painful illness of two weeks with great fortitude and met his fate with avowed resignation to the will of God. He had many friends and no enemies. Poor Willie.”

Here the mystery darkens. How could a young man with such qualities be labeled “poor.” At the end of all the ideal qualities of manhood, almost as an afterthought, the words remain “Poor Willie.”

Was he called poor because he suffered an agonizing two weeks before his death? That could be the case. Or could it be that he had all the qualities to make him a success in the business of life but there had not been adequate time for the business of death?

Had he put off salvation? Have you?

Had he professed the Christian life without possessing it? Have you?

Perhaps death came before he had adequate time to “store up treasures in heaven.” Have you sent any treasures before you?

The strong, lined, gnarled hands of a stonecarver labored for weeks to carve each letter in the epitaph. Then, as an afterthought he added ten more letters, a week’s worth or more. “Poor Willie.”

We’ll never know why Willie was called “poor” but we know where our own poverty lies.

*If you were to die today would your epitaph read “POOR \_\_\_\_\_?” Make sure you are ready for the business of life . . . and death. ★*