

THE GATEWAY
TO ALL THE
SCOUT
TESTS



TENDERFOOT
SECOND CLASS
FIRST CLASS

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Editor's Note:

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The Gateway to all the Scout Tests

By

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AND

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THE SCOUT LAW.

- (1) A Scout's honour is to be trusted.
- (2) A Scout is loyal to the King, his country, his Scouters, his parents, his employers, and to those under him.
- (3) A Scout's duty is to be useful and to help others.
- (4) A Scout is a friend to all, and a brother to every other Scout, no matter to what country, class, or creed, the other may belong.
- (5) A Scout is courteous.
- (6) A Scout is a friend to animals.
- (7) A Scout obeys orders of his parents, Patrol Leader or Scoutmaster, without question.
- (8) A Scout smiles and whistles under all difficulties.
- (9) A Scout is thrifty.
- (10) A Scout is clean in thought, word, and deed.

THE SCOUT PROMISE.

On my honour I promise that I will do my best:

- (1) To do my duty to God and the King.
- (2) To help other people at all times.
- (3) To obey the Scout Law.

**THE GATEWAY
TO
TENDERFOOT TESTS**

PRELIMINARY

B.-P.'s Life and Work

1. Law and Promise.
2. Salute.
3. Union Flag.

HEALTH

4. Cleaning and Dressing a Wound.

OBSERVATION

5. Woodcraft Signs.

PIONEERING

6. Knots and Whipping.

“The Scouter should tell the recruit of the adventurous life and achievements of our Founder, and something of the history of the Movement. “There should be no test on this.”

LORD BADEN POWELL OF GILWELL.

1857-1941

He had indeed an adventurous life, or rather two lives.

Life Number One. - After leaving school, he became a young officer in the Army and gained rapid promotion. In this life there was the romance of seeing strange lands, through serving in India, Afghanistan, South Africa, West Africa and Egypt. He commanded that grand lot of men and women who held Mafeking in the Boer War, and organised the South African Constabulary for the settlement of the country after the campaign. At the early age of forty-two he found himself a Major-General.

Life Number Two. - At the age of fifty-three he began what appeared to be an altogether new life. He brought up the vast family of Boy Scouts and Girl Guides which then came into being. He had the remarkable experience of seeing the movement grow from the tiny acorn of twenty-five boys encamped on Brownsea Island into a Brotherhood and Sisterhood which embraces almost the whole world.

Such is the brief outline of his career. To know more about it, we advise you to get a copy of “Scouting for Boys”, written by our Founder. No Scout should be without his own copy: it’s a grand book, and very cheap (only 2s. 0d., with over 200 pages). As Lord Somers, the late Chief Scout of the British Empire, says in the Introduction: don’t read it straight through; take it yarn by yarn, and then try to do some of the things suggested. When you have reached the end you will realise that “B.-P.” was a Scout from his earliest years and that his success in Scouting gave him his chief title to fame in the Army, long before he started our Movement. Scouting was the connecting link between his two lives.

Something about the History of Scouting.

In 1907 "B.-P." held a Scout Camp on Brownsea Island and in the following year published "Scouting for Boys". Within the next ten years Girl Guides, Wolf Cubs and Rover Scouts started, and Scout Rallies were held in the chief cities of Great Britain.

In 1920 came the first of many World Jamborees and International Conferences, and "B.-P." was acclaimed Chief Scout of the World. In the next ten years he visited India, Canada, U.S.A. and South Africa. Imperial Headquarters was opened and Gilwell Park was presented to the Movement for the Woodcraft training of Scouters.

In 1931 occurred the First Rover Moot, in Switzerland, and "B.-P." visited Australia and New Zealand. In the next ten years he repeated his visits to India, Canada and S. Africa. Great liners were chartered to take Scouts to the Baltic and Mediterranean. The woodcraft and camping side of Scouting expanded. Air Scouts started.

In 1941 (January 8th) "B.-P." died in Kenya, after a life of wonderful service to his fellow-men.

An excellent biography is: "B.-P." by E. E. Reynolds, 4s., at any Scout shop.

TEST NO. 1: SCOUT LAW AND PROMISE.

"Know the Scout Law and Promise, and their meanings, in accordance with his age."

The Scout Law and the Scout Promise, as being so very important, are given you on the first reading page of this book (page 4). They are short so that you may easily learn them off by heart. This, however, is not enough. Behind each of the points of the Law lies a great depth of meaning, which should be explained to you by one who has been trying to model his life on them. This is a much better way of learning to understand the Law than by reading its meaning in a book - though, if this is the only way possible, you will find it clearly explained in "Scouting for Boys" (pages 38-40).

In your Scout Promise you undertake that you will *do your best* to achieve three things. Do not expect always to succeed, you will

sometimes fail. But you promise that, when you fail, you will try again - and try harder than before.

TEST No. 2: THE SCOUT SALUTE.

“Know the Salute, as given in Camp Fire Yarn 3 of ‘Scouting for Boys.’”

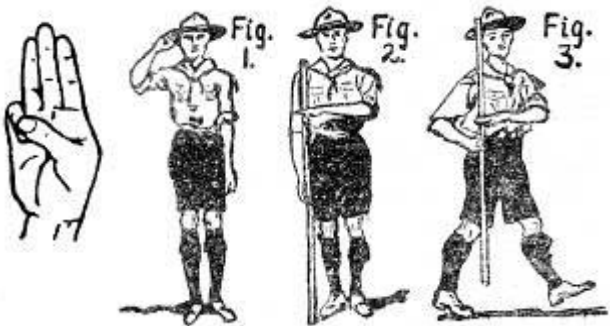
The. Scout Salute.

If not carrying a staff, a Scout salutes with his right-hand (Fig. 1), whether with or without a hat. The three fingers remind him of the three parts of his Scout Promise.

If carrying a staff, a Scout salutes as in Fig. 2, when standing at the “alert”: as in Fig. 3, when marching.

When both hands are occupied and when you are riding a bicycle, salute by turning eyes smartly to right or left.

Scouts always salute at hoisting of Union Jack; at playing of National Anthem; at the passing of a funeral - whether in uniform or not.

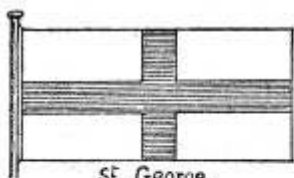


The left hand is used by a Scout when shaking hands with other Scouts.

Some interesting facts about the history of saluting are given in Camp Fire Yarn No. 3.

TEST No. 3: UNION FLAG.

“Know the composition of the Union Flag, and how to hoist, break and fly it.”



St. George.



St. Andrew.



St. Patrick.



Union Jack.

The Union Flag is made up of the old national flags of the three former kingdoms of England, Scotland and Ireland.

In 1606, King James VI of Scotland, who was also King James I of England, added to the flag of Scotland (which was a *blue flag with the white diagonal cross of St. Andrew*) the flag of England (which was a *white flag with the red cross of St. George*). This was the first British Union Flag.

In 1801 there was added to this Union Flag a *red diagonal cross on a white ground* to represent Ireland, since St. Patrick's Cross was too much like St. Andrew's to serve. Thus was formed the Union Flag of Great Britain and Ireland - and it is now also the flag of the whole British Empire.

How to fly the Union Flag.

It is all a matter of having the *broad white band at the top*. Your instructor, from the diagram, will show you what this means. If you have the flag wrong way up, you are flying a signal of distress. If the flag is at half-mast, it is a sign of death or of mourning.

How to hoist and break the Flag.

This is shown by the diagram.

TEST No.4: CLEANING AND DRESSING A WOUND.

“Clean a wound, and make and apply a dressing.”

Notice that at this stage you are not required to know how to stop bleeding but to get the dirt off a wound. *Have your own hands clean!* Even then, don't touch the wound with your fingers. Wash outwards from the wound with a clean piece of cotton wool or lint and clean water containing antiseptic (e.g. Condy's Fluid). Cover wound with clean boracic lint (woolly side out), then bandage.

HOW TO BREAK AND FLY THE UNION FLAG



PLACE UPSIDE DOWN



THE FIRST FOLD



SECOND FOLD



THIRD FOLD



FOURTH



AFTER FOURTH FOLD MAKE TWO TURNS OF FLAG ROPE ROUND BUNDLE., AND MAKE SECURE BY TRAPPING A LOOP UNDER THE TWO TURNS.



EYE END OF THE HALLIARD.

TOGGLE.

READY TO HOIST

OTHER END OF HALLIARD IS ATTACHED TO EYE OF FLAG ROPE WITH A SHEET BEND.



TO HOIST

TO BREAK—

PULL ON THE END OF THE HALLIARD ATTACHED TO EYE OF THE FLAG ROPE



MAKE SECURE THE HALLIARD TO CLEAR



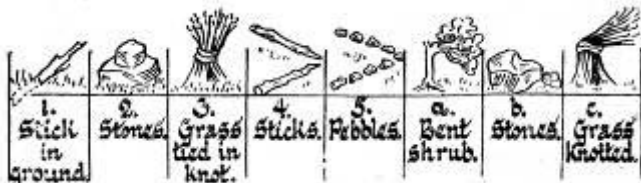
IF THERE IS NO CLEAR USE A ROLLING HITCH

TIGHTEN UP KNOT

TEST No. 5: WOODCRAFT SIGNS.

“Make the Woodcraft Signs given in Camp fire Yam 4 of ‘Scouting for Boys’.”

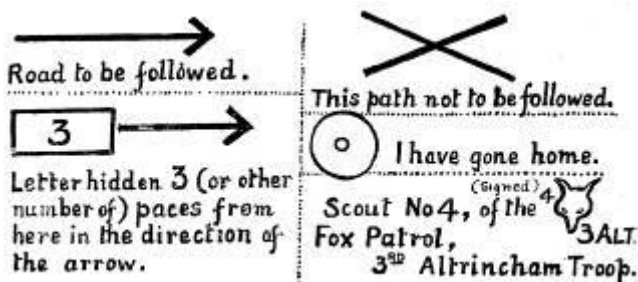
Here are some of the signs used by Scouts to show the way: -



Signs 1 to 5 mean This Way - Signs a to c Turn to right.

To pass this test you will not of course, draw these woodcraft signs but demonstrate them with materials. It is a good way of learning them - and also good fun - to lay a trail with them, for a friend to follow, over a short stretch of open country (not laying the signs too close to one another!), and then let him do the same for you.

These signs are better than signs made on a wall, fence, etc., though these are sometimes necessary.



When used, they should be put close to the right-hand side of the road. Such signs, also given in Yarn 4, are shown above. Others of the same kind can be devised such as an arrow with parallel zigzag lines behind it, which means *This way to water*.

TEST No.6: KNOTS AND WHIPPING.

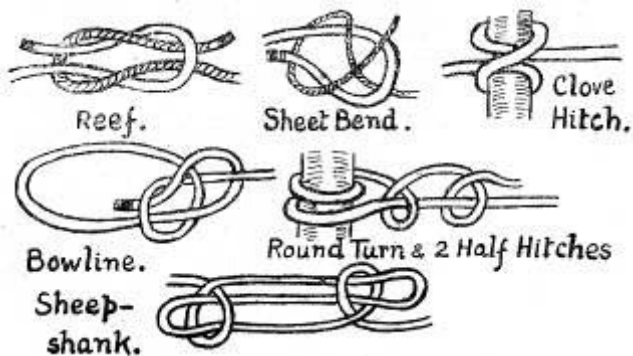
“Demonstrate with rope how to tie the following knots: reef, sheet bend, clove hitch, bowline, round turn and two half hitches, sheepshank, and explain their uses. Whip the end of a rope.”

How to pass this test properly:

(1) Use rope, not string. (2) Do not learn from diagrams, but from a practical instructor. (3) Practise the actual uses of each knot.

Uses of the Scout Knots.

Reef. - For joining ends of two ropes. Used in all “first-aid” knots. Useful for parcel-tying, since it can be drawn up quite tight to the parcel.



Sheet Bend. - For joining two ropes together, especially ropes of different sizes, and ropes which are to become wet. Easily made, easily untied, never draws tight. Take care to tie the thinner rope on to the thicker and not *vice versa*.

Clove Hitch. - For fastening a rope to a pole, for mooring ships, for scaffolding and all kinds of rigging work. For starting and finishing a lashing. A rope attached to a vertical spar with this knot and pulled tight will not slip up or down. Practise in two ways: (a) when the knot, ready formed, can be passed over end of spar: (b) when the knot has to be formed round the spar in the position it is to hold.

Bowline. - Really a loop which will not slip. Made at the end of a rope. The loop may be used for mooring ships (hence its name), for fastening animals, for lowering persons from burning buildings, for dragging along insensible persons. Practise the loop round yourself as well as around others - and practise tying blind-fold.

Round turn and two half hitches. - For securing a rope which is bearing a strain to a holdfast.

Sheepshank. - For shortening a rope, or to strengthen a weak part which has to bear a strain. Practise with both ends of the rope made fast.

TEST No. 7: WHIPPING.

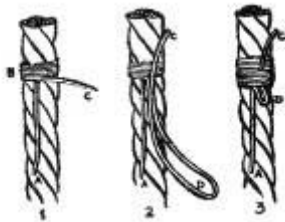
“Must know how to whip the end of a rope.”

Here again you should “learn by doing.” The whipping must be done firmly; every turn pulled tight, and the work neatly trimmed off.

The whipping should be started about $\frac{1}{2}$ to 1 inch from the end of the rope to prevent strands from unravelling.

Lay the end of a length of twine at A, and at B wind six turns tightly round the rope and round the twine itself (Fig. 1).

Next, place a loop (D) of about 6 inches on the rope, cut the twine at C (Fig 2), and continue the whipping for a further six turns, passing the loop over the end of the rope to obtain each turn. Then fasten off by pulling up tight the C end of the twine (Fig. 3). Cut off short both ends of the twine.



TENDERFOOT TESTS.

	Date of Passing	S.M.
<i>PRELIMINARY</i>		
1. Law and Promise
2. The Salute
3. Union Flag
<i>HEALTH</i>		
4. Cleaning and Dress- ing a Wound
<i>OBSERVATION</i>		
5. Woodcraft Signs
<i>PIONEERING</i>		
6. Knots and Whipping
<hr/>		
<i>Badge Awarded</i>
<i>Date</i>
<i>S.M.'s Signature</i>

**THE GATEWAY
TO
SECOND CLASS SCOUT TESTS**

PRELIMINARY

1. Re-passing Tenderfoot.

HEALTH

2. First Aid.
3. Rules of Health.
4. Six Exercises.

OBSERVATION

5. Kim's Game.
6. Naming Trees.

PIONEERING

7. Knots and Lashing.
8. Axemanship.

SIGNALLING

9. Morse or Semaphore.

EXPLORING

10. Compass.
11. Fire-lighting and Cooking.

PUBLIC SERVICE

12. The Highway Code.
13. Care of Bicycle.

TEST No. 1: RE-PASSING TENDERFOOT.
“Must be able to re-pass the Tenderfoot Tests.”

If by this time you are known to be a promising and useful member of your Patrol, doing your daily “good Turn.” and trying to *live* your Scout Promise and the Scout Law, then you are likely to pass this Test without any difficulty.

TEST No. 2: FIRST AID.

(A) “Know how to deal with the following common minor accidents: - Minor Cuts and Scratches; Sprains; Bruises: Bleeding from the nose; Stings and Bites; Burns and Scalds. Know how to avoid sun burning and the importance of doing so.

(B) “Demonstrate the use of the triangular bandage as a sling. Demonstrate how to summon help and to treat for shock (not electric).

(A) Simple Accident.

(i) *Cuts and scratches.* - If small, wash in clean water, dab with iodine or an antiseptic (e.g. Dettol, T.C.P., or - Condy’s Fluid). If deep, wash in water containing antiseptic, apply clean dressing.

(ii) *Sprains.* - A sprain is due to the stretching and tearing of the ligaments of a joint, such as the ankle. Treatment is rest and support for the joint, and cold applications. In the case of a sprained ankle, while out-of-doors, do not remove boot - apply bandage firmly over boot; then wet the bandage to tighten, and support the patient to home or doctor.

(iii) *Bruises.* - Apply cold-water dressings.

(iv) *Bleeding from nose.* - Patient to sit up with head back. Cold water (with sponge or cloth) at back of neck and root of nose.

(v) *Stings and bites.* - Remove sting if possible. Apply weak ammonia or solution of washing soda, or blue-bag.

(vi) *Burns and scalds.* - Immediately cover wound with cotton-wool, flour, or anything clean that will exclude air. Clothing sticking the wound should be cut round and left in place. If possible, immerse

injured part in warm water until dressings are ready. Don't break blisters. Dress wound with gauze soaked in solution of warm water and baking soda (sodium carbonate), a dessertspoonful to pint. Add thick layer of cotton-wool and bandage lightly.

(vii) *Avoidance of Sun burning.* - Sun burns can be prevented by gradual exposure to the sun and by massaging the skin exposed with a vegetable oil. Treat as for burns and do not burst blisters.



(B) Triangular Bandage.

You will learn to use the triangular bandage by practising with an instructor, not from a book. There are two uses you must know, as illustrated.

How to Summon Help.

The best and quickest way is by telephone.

(1) Go to the nearest telephone kiosk.

(2) Lift the receiver. If it is a dial telephone, listen for the purring sound (known as the "dialling tone"): then dial 999, and wait for the voice of the operator asking you, "number please?"

If it is not a dial telephone, the operator speaks to you when you lift the receiver.

(3) When you hear the operator, simply say, "Ambulance". You will then be told what to do. You will not have to put money in the coin box for an Emergency Ambulance Call.

How 'to treat for shock (not electric).

The patient may be faint or unconscious. Lay him flat, with head low. Give him air. Loosen clothes round his neck. Keep him warm with blankets, etc. A little cold water may be sprinkled on his face. Give him no alcohol.

TEST No. 3: RULES or HEALTH.

“Know the general rules of health as given in Camp Fire Yarn 18 of ‘Scouting for Boys’.”

You should read Camp Fire Yarn No. 18. What follows is only a summary.

Keep clean - yourself, your clothes, your mind.

Don't smoke. Don't drink any kind of alcohol.

Rise early - sleep with open windows: avoid soft bed: cold bath, or rub down with wet or dry towel: deep breathing exercises.

Breathe through nose, play games.

Drink much pure water - early in morning, between meals, before bed.

Smile all the time, and laugh when you can.

TEST No. 4: SIX EXERCISES.

“Demonstrate the Six Exercises described in Camp Fire Yarn 17 of ‘Scouting for Boys’.”

Ten minutes a day on these Exercises, and a boy, even though he may be small and weak, can make himself into a strong and healthy man - that is what “B.-P.” promises.

Do them every morning and your body and mind will be toned up for the day; do them every evening and your body and mind will be prepared for rest.

No. 1. For the Head and Neck.

No. 2. For the Chest.

No. 3. For the Stomach.

No. 4. For the Trunk.

No. 5. For the Lower Body and Back of Legs.

No. 6. For the Legs, Feet and Toes.

Pages 143-145 are three of the very best in “Scouting for Boys:” We advise you to read them over and over again and, in doing the exercises, to speak the words and think the thoughts that “B.P.” connects with them.

TEST No. 5: KIM'S GAME.

“Kim’s Game: Describe, in writing 16 out of 24 well assorted articles following one minute’s observations or follow a trail half a mile long containing not less than thirty woodcraft signs, in 25 minutes.”

Kim’s Game.

Read the short version of Rudyard Kipling’s story of *Kim*, as given in “Scouting for Boys.” Pages 3-6.

Then turn to that most readable camp Fire Yarn 11. You will then understand, first, that the purpose of this test is to train powers of observation, and secondly, very interesting such training can be - see pages 95-97, for instance, about “Details of People.”

Notice that the test requires you to *describe* the articles, not simply to *name* them.

There are many ways in which Kim’s Game can be played - see page 224 for some of them. Do *not* try to get this test over and done with quickly.

Three methods of Laying a Trail, any of which your S.M. may choose: -

- (1) Using small bits of wool, leaves, foliage, etc.
- (2) Fastening tracking irons (or some design in nails or spikes) on his feet.
- (3) Using the Tenderfoot Woodcraft Signs.

A splendid test is to bring all three methods into one trail. An even more enjoyable way of passing the test is to follow the trail of an animal: you would be lucky, for instance, if you could be given the trail of a dog over snow through a wood.

(Scouts good at Kim’s Game will like to try for the “Observer” Badge.)

TEST No. 6: NAMING TREES.

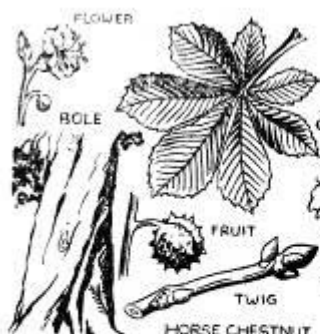
“Be able to recognise and name, from a list submitted by the Scout, six common trees, and know the values of their woods for fires.”

In “Scouting for Boys,” page 136, twenty common trees in Great Britain which a Scout should know by sight are named. Here, and in First Class Tests, we show means of recognising twelve of them.

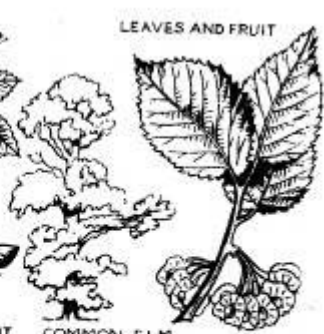
Trees, like human beings, are recognised by their features; that is, by their shape, trunk, leaf, twig, flower and fruit. We do not, however, give pictures -of all these features for each tree, but only of the features which are striking. Trees have flowers and fruit but sometimes they are very small and out of reach - very different from the snowy spikes of bloom and the “conker” of the Horse Chestnut. Certainly the Lombardy Poplar, and in a slightly less degree the Oak and Elm, are “given away” by their shape. Nearly all the trees which we illustrate have leaves which cannot be mistaken. The Beech, Birch and Plane, among others have very distinctive trunks, the Ash and the Horse Chestnut have twigs which are easily identifiable. The fruits of the Oak, Sycamore, Beech and Scots Pine are well known.

You will, however, get most of your knowledge of trees from examining them in the open, with the help of a naturalist friend. If you live in a town, you will find plenty of trees in the public park - often in greater variety than in the country. Choose one of each kind of tree that interests you and pay it a visit in each of the four seasons, so that you become familiar with the changes through which it passes in a year.

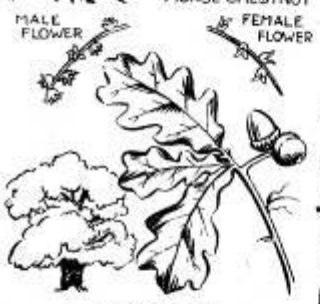
Making a collection is always interesting and you can make one of leaf impressions - page 225 of “Scouting for Boys” tells you how to go about it.



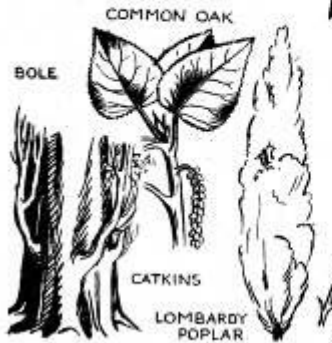
HORSE CHESTNUT



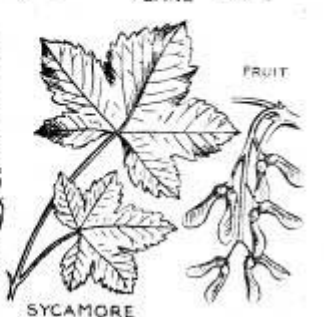
COMMON ELM



COMMON OAK



LOMBARDY POPLAR



SYCAMORE

How Woods Burn.

This rhyme will help you to remember:
These hard woods burn well and slowly:
Ash, Beech, Hawthorn, Oak and Holly.
Soft woods blaze up, quick and fine:
Birch, Fir, Hazel, Larch and Pine.
Elm and Willow you'll regret,
Chestnut green and Sycamore wet.

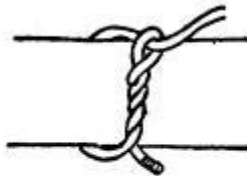
TEST No. 7: KNOTS AND LASHING.

“Tie the following knots and know their uses: timber hitch and fisherman’s; demonstrate square and diagonal lashings by constructing a trestle of Scout staffs.”

Timber Hitch.

This is used for securing the end of a rope to a spar or package, and for drawing together a bundle of faggots, poles, etc. With the addition of a Half Hitch it is useful when dragging timber; and the Diagonal Lashing is commenced with it.

TIMBER HITCH



FISHERMAN'S KNOT



Fisherman's Knot.

This is used when two wet or slippery lines have to be joined together. Useful for fishermen. In the diagram the two thumb knots are separated - draw them together to complete knot.

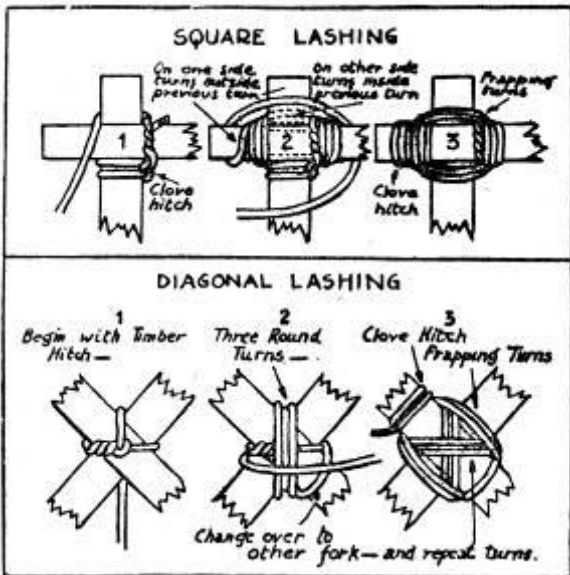
Square and Diagonal Lashings.

It is a fine art making really secure lashings, and for this reason competent instruction is essential. When practising use actual pioneering materials, if possible - rope and spars, not string and meat-skewers.

Square Lashing.

This lashing is extensively used in pioneering constructions for securing one spar to another, when they cross each other at right angles, or nearly so.

Begin with a Clove Hitch round upright spar immediately below position of horizontal, spar, then twist running end round standing end; next 3 or 4 lashing turns, followed by 2 or 3 frapping turns to hold lashing turns together; and finish with a Clove Hitch.



Diagonal Lashing.

Used when it is desired to secure together two spars which have a tendency to spring apart. Start with Timber Hitch to draw spars together; then make 3 or 4 lashings round each fork and, finally, several trapping turns; finish with Clove Hitch.

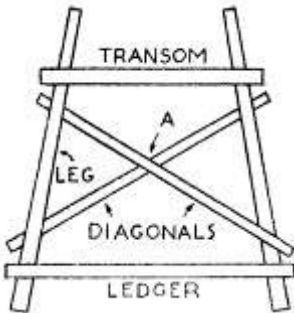


Diagram to show arrangement of Scout staffs for a Two-legged Trestle.

N.B. - Every lashing is square, except the one marked (A) in the diagram, which is diagonal.

TEST No. 8: AXEMANSHIP.

“Know the safety rules and care of a hand-axe, and knife. Demonstrate how to chop firewood.”

We can only give here a few hints on the subject; to learn how to use an axe it is essential to receive instruction from one who is competent.

Use of Knife.

Sheath knives should be kept in sheath when not in use. Pocket knives should be closed when not in use; oil blade hinges occasionally.

Never make cutting strokes towards yourself. Both axe and knife blades should be kept sharp, and every care taken not to damage the cutting edge by nails and knots in wood, grit, etc.

Use of Hand-Axe.

Don't use hand-axe when anybody is within radius of six feet.

Wear leather boots or shoes and remove lanyard and scarf when chopping.

Always use firm chopping-block.

When chopping keep your eye on intended cut, and rest when hand or arm becomes tired.

Split wood while it lies flat on top of chopping-block.

Chop lengths of branches on far edge of block; they will then fall to earth and not hit you in the face!

Never use axe with loose head; a lose head can be made secure by swelling end of shaft and wedge in linseed oil, failing which a new wedge will be necessary.

When an axe is not in use it should be either in its case, or masked in convenient log.

TEST No. 9: SIGNALLING.

“Know the Morse or Semaphore sign for every letter in the alphabet and for the numerals; also the table of Miscellaneous Signals in Camp Fire Yarn 7 of ‘Scouting for Boys’. Be able to send and receive a simple message accurately out of doors.”

[No space is wasted here in telling you *how* to signal, *how* to hold your flag (or flags), etc. - you will be taught these things by your Instructor, with the Morse flag (or Semaphore flags) in your hands.]

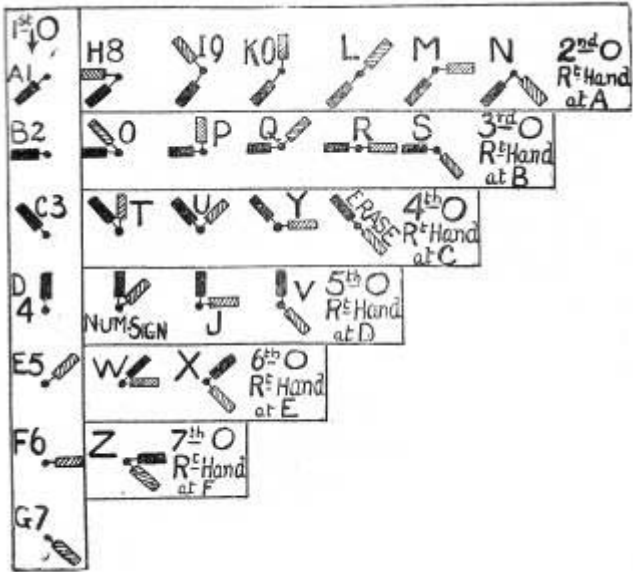
THE MORSE CODE.

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
<u>I</u>	<u>J</u>	<u>K</u>	<u>L</u>	<u>M</u>	<u>N</u>	<u>O</u>	<u>P</u>
<u>Q</u>	<u>R</u>	<u>S</u>	<u>T</u>	<u>U</u>	<u>V</u>	<u>W</u>	<u>X</u>
<u>Y</u>	<u>Z</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>0</u>		

A quick way of learning Morse Alphabet:

- (1) On a piece of paper write down Morse for E - I S - H - T - M - O. Learn these first.

- (2) Write in one column, one below another, A - B - D - F - G - Q. In a parallel column write N - V - U - L - W - Y. These two sets of letters are called "Opposites."
- (3) Write down K - R - P - X. These are "Sandwiches."
- (4) Three letters left over: C - J - Z.



THE SEMAPHORE CODE.

NOTES.

- (1) The general scheme of this diagram has been taken by permission from "The Complete Signalling Instructor" (Messrs. Brown, Son & Ferguson, Ltd., Glasgow).
- (2) The *black* dashes in the diagram mean, Flag in your right hand; the *shaded* dashes, in your left hand.
- (3) *How to signal a NUMBER* (whether of one or more figures); 'Begin with the *numeral sign*, then signal the number, then *signal J*, then go on with your message.

SPECIAL SIGNALS.

Calling up sign VE and its. answer K (“Carry on”) or Q (“Wait”). You show that you intend to signal, the other Scout shows that he is ready, or not yet ready, to receive.

The General Answer.

When the sender comes to the end of a word, he waits until you signal to him the “general answer” (A in Semaphore, T in Morse). If you do not signal it, he will repeat the word and go on repeating it until you do send him the general answer.

The end of message sign AR and its answer R.

The receiver does not reply with the letter R until he is sure that he has taken down the message correctly.

Station closing down sign GB.

Use this signal when ceasing to operate station or when all messages are completed. Sign means “Goodbye.”

TEST No. 10: COMPASS.

“Know the 16 points of the compass and how to set a map.”

Learn the compass points thus - first the cardinal points (shown in diagram by longest lines), then the half-cardinal points (shorter lines), then the three-letter points (shortest lines.)

Before reading a compass, take care that (i) no metallic object to deflect needle is near, (ii) the compass is horizontal, (iii) the needle is at rest.

The use of the compass is best practised by games, e.g. the S.M. can set a sort of trail with simple compass directions and short distances in paces; if the trail ends in a “Treasure,” all the more fun!

Setting a map with the compass.

Lay compass over magnetic North line (produced, if necessary) on map - do not disturb compass, but turn map slowly round until the North end of the North point on map is exactly under the North end of needle. Your map now corresponds with the ground, and the true North line on it is pointing to the true North.

TEST No. 11: FIRELIGHTING AND COOKING.

“Lay and light a fire out of doors with natural materials, using two matches only; cook over this fire porridge for two, and a twist or damper.”

Fire-lighting.

First, get together a good supply of *dead* wood, both twigs and heavier pieces. Get dry wood, of course, if you can; if not, split log open, get to dry interior, cut into long strips. If you can't get twigs, use whittled sticks - your S.M. will explain what this means. The great point is - you must have *small* wood.

Secondly, build up cone or pyramid of the small wood round the tinder. Light from below on windward side. Start with very small fire and keep adding to it. When fire is well alight you can use thicker pieces of wood for fuel.

Thirdly, build frame of logs, at back and sides, leaving open the side facing wind.

Porridge.

One pint of water, a good handful of oatmeal, a teaspoonful of salt, for each person. Boil the water, lightly sprinkle the meal into it. Never stop stirring. Keep up a bright fire.

Damper.

Take a large cupful of flour, add a pinch of salt - and also a pinch of bicarbonate of soda or Epsom salts if the flour is not self-raising. Do not add fat. Make flour into a stiff dough by means of water (adding this in a very small quantity at a time). Knead with the hands. Make into *flat* cakes, which must be thin: otherwise they are often not cooked right through. Two ways of cooking are: in a greased pan over *hot embers*, or on a hot stone. Turn damper over while cooking. It is cooked when a knife comes out clean. Eat hot with butter.

Twist Baked on a Stick.

Mix dough as for “Damper” and roll into a “snake.” Peel a green stick at least thickness of Scout pole, heat stick in fire, quickly clean. Wind “snake” spirally round hot stick. Hold, or lean over *hot-ember fire*. Turn from time to time while baking.

TEST NO. 12: THE HIGHWAY CODE.

“Show that he understands the Highway Code. Paras. 1,2, 4, 5,6 and7 (To all road users). Paras. 9 to 21 (To all pedestrians). Paras. 62 to 75 (To cyclists).”

On foot the Scout should note especially on which side of the pavement to walk (10), and on which side of a road which has no pavement or footpath (9). In crossing a road, he should stop, look right, left, right and cross at right angles (15), and be very careful about crossing behind or in front of a stationary vehicle (17).

When cycling, the Scout should be careful about riding along a narrow space between vehicles (64), about riding abreast (62), riding close to a fast moving vehicle (65), carrying parcels (71) road surface (72). He should know the appropriate signals for stopping, or slowing down, or changing direction (pages 16-17).

TEST NO. 13: CARE OF BICYCLE.

“If he has the use of a bicycle, demonstrate that he is keeping it properly maintained and that he is able to effect minor repairs.”

Have two brakes, and keep them, and your bell, in perfect order. Know how to remove an outer tyre and repair a puncture, according to instructions given with any puncture-repair outfit.

SECOND CLASS SCOUT TESTS.

	Date of Passing	S.M.
<i>PRELIMINARY.</i>		
1. Re-passing Tenderfoot
<i>HEALTH</i>		
2. First Aid
3. Rules of Health
4. Six Exercises
<i>OBSERVATION</i>		
5. Kim's Game
6. Naming Trees
<i>PIONEERING</i>		
7. Knots and Lashing
8. Axemanship
<i>SIGNALLING</i>		
9. Morse or Semaphore
<i>EXPLORING</i>		
10. Compass
11. Fire-lighting and Cooking
<i>PUBLIC SERVICE</i>		
12. The Highway Code
13. Care of Bicycle
<i>Badge Awarded to</i>
<i>S.M.</i>	<i>Date</i>

THE HIGHEST RANKS IN SCOUTING. HOW TO BECOME A KING'S SCOUT.

- (1) Hold the Bushman's Thong.
- (2) Obtain the Ambulance Badge.
- (3) Obtain THREE of the Senior Public Service Badges:- Air Observer, Despatch Rider, Fireman, Handyman, Interpreter, Leading Signaller, Pathfinder, Pilot, Public Health, Rescuer.

(Instead of the Bushman's Thong, the Sea Scout may hold the Seaman's Badge, and the Air Scout the Airman Badge.)

HOW TO OBTAIN THE BUSHMAN'S THONG.

- (1) **Be a First Class Scout.**
- (2) Obtain the Venturer Badge.
- (3) Obtain THREE of the following: Camp Warden, Forester, Naturalist, Meteorologist (or Astronomer), Pioneer, Tracker.

HOW TO OBTAIN THE SCOUT CORD.

- (1) **Be a First Class Scout.**
- (2) Obtain Two of the following Badges: - Backwoods - man, Camper, Cook, Stalker, Starman, Weatherman, Woodcraftsman.
- (3) Obtain Four other Proficiency Badges.

(The Scout must be under 15 to gain the Cord but he is permitted to wear it until he gains the Bushman's Thong.)

This page tells you how to obtain the highest ranks among Scouts. You will notice that for each of them the first step is to win the First Class Badge. Your way, therefore, lies clear before you.

**THE GATEWAY
TO
FIRST CLASS SCOUT TESTS**

PRELIMINARY

1. Re-passing Second Class.
2. Camping.

HEALTH

3. First Aid.
4. Swimming.

OBSERVATION

5. Tracking.
6. Trees and Birds.
7. Estimation.

PIONEERING

8. Knots and Lashing.
9. Axemanship.

SIGNALLING

10. Morse or Semaphore.

PUBLIC SERVICE

11. The Highway Code.
12. Care of Bicycle.

EXPLORING

13. Map-reading.
14. Journey.

TEST No. 1: RE-PASSING SECOND CLASS.
“Must be able to re-pass the Second Class Tests.”

TEST No. 2: CAMPING.

“Must have camped, as a Scout, for a total of 10 nights before completing his First Class tests. One weekend camp at least must be included in the total.”

TEST No. 3: FIRST AID.

“(A) Demonstrate the proper method of dealing with the following emergencies: fire, drowning, ice-breaking and electric shock.

“(B) Know the position of the main arteries and how to stop external bleeding from veins and arteries.

“Demonstrate how to deal with fractures of the collarbone, arm, and fore-arm. Understand the importance of not moving other suspected fractures.

“Demonstrate the use of the triangular bandage as applied to the knee, head and foot.

“Demonstrate how to deal with shock at all stages.”

(A) Emergencies.

(1) *Fire.* First, warn the inhabitants. Then, warn the fire brigade or police. Remember that if you break a fire alarm you must wait till the brigade arrives, in order to tell situation of fire.

If you have to enter a room full of smoke, cover nose and mouth with wet cloth and keep head within 6 in. of ground. Learn how to drag (not lift) an insensible person. Throw sand or earth (not water) on blazing oil or petrol. If a person's clothing is on fire, do two things: make him lie down, and smother the fire with coat or rug.

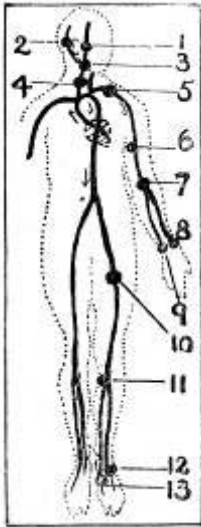
(2) *Drowning.* There are two emergencies here: - (a) Rescuing a drowning person; (b) reviving him if apparently drowned. Both these things you must learn by practical demonstration.

(3) *Ice Breaking.* Tell the victim not to try to crawl up on the broken ice, but to spread his arms over the ice and wait.

Do not try to walk out to him. Push out to him a long board or ladder till it lies across the hole. If necessary, crawl along this in order to drag him out.

(4) *Electric Shock.* Send for the doctor, but do not wait for him. *Is the victim still in contact,* direct or indirect, with a live wire or charged metal? If so, you must be careful. Before you touch him, you must insulate yourself either by (a) standing on rubber or dry glass, or by (b) covering your hand with a rubber glove, rubber tobacco-pouch, rubber mac, several thicknesses of dry newspaper, etc., or by (c) using a dry piece of timber to push him clear. Touch his clothing rather than his body. Get him away with one quick action.

When there is no longer any contact. If the victim's tongue has been drawn into his throat, pull it out and tie it down with a handkerchief under the chin. Then apply artificial respiration as for drowning. When he is conscious, treat any burns.



The Main Arteries.

The aorta (or chief artery) leaves the left side of the heart and goes up to the neck, giving off branches to the head and arms. Then, coming downwards behind the heart, it reaches the centre of the body and splits into two forks, which go down the legs.

There are certain points where arteries come near to the surface with a bone behind them. If at any of these points (known as "*Pressure Points*") you squeeze the artery flat, you stop blood from passing that point. The importance of these is explained later.

How to stop Bleeding.

Bleeding may come from three sources:

- (1) From arteries (the channels by which blood leaves the heart). The blood is bright-red in colour and flows out in jerks.
- (2) From capillaries (the tiny, thin-walled branches invisible to the eye, into which the arteries subdivide). The blood is of a brick-red colour and oozes out.
- (3) From veins (channels by which blood returns to the heart). The blood is of a darkish purple colour and comes in a steady flow.

Capillary bleeding is the simplest to treat. You learnt how to treat it in Test No. 2 of the Second Class.

Arterial Bleeding.

This is often much more serious. Send at once for a doctor. Until he comes, three steps may be necessary to stop the flow of blood, and they should be tried in the following order:

(a) Always begin by applying pressure direct on the wound by a clean pad of lint or other dressing. Bandage tightly. If possible, raise the part above the level of the heart.

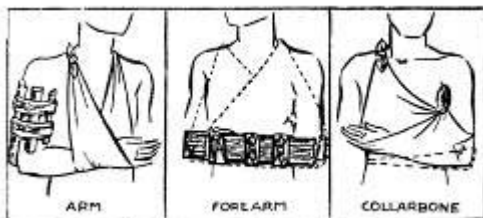
(b) If blood still flows, loosen all clothing and apply pressure on the artery, between the wound and the heart at the nearest "pressure point." The diagram shows 13 pressure points (all important, but perhaps for the Scout the chief are Nos. 6, 7, 8, 9 and 11). You must practise finding these points, and exerting the pressure in the right way, under the direction of one who knows them.

(c) If blood even yet flows, you must use the tourniquet. This is a rather dangerous device: you should learn what it is, how to use it, and what are its dangers, from a practical man!

Venous bleeding should be treated in the same way, except that pressure (of the vein against a bone) should be tried on the side of the wound further from the heart.

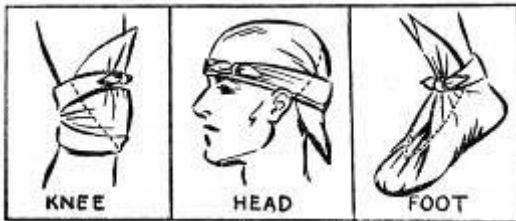
Fractures of arm, forearm, and collar-bone.

We give diagrams shewing positions of bandages and splints, and types of slings to be used; but it must be dearly understood that dealing with fractures cannot be learnt from a book - the help of a qualified instructor is indispensable.



Triangular Bandage for Knee, Head and Foot.

The three uses are illustrated in the following diagram,



How to Deal with Shock at all Stages.

Shock is a nervous depression which interferes with the flow of blood to the brain. It is caused by severe injury, fractures or heavy bleeding, or by strong emotions.

The patient is pale, his hands are cold, his breathing is irregular, his pulse feeble, and he is faint or unconscious.

Proceed as for fainting (2nd Class Test No. 2). If it is a case of concussion, send for a doctor at once. In the meantime, if there is bleeding, check it. It is best not to move the patient. Let him lie flat, with head on one side. Apply warmth to sides and feet (blankets, wrapped hot water bottle, etc.) Now and then let him have smelling salts, but do not try to force his recovery of consciousness, let nature do its work. When he is conscious, offer him a hot drink (for example - a cup of tea - warmth inside and outside). Whatever you do, do not give spirits or stimulants.

The instructor will explain such matters as:

- Simple, compound and complicated fractures.
- Signs and symptoms of each type of fracture.
- What attitude to adopt with patient.
- Importance of keeping patient warm.
- Where and when to attend to fracture.
- How to improvise splints.
- Why different forms of slings are necessary.

What to do in cases of doubt.
When it is not safe to remove patient.
Where and when the doctor comes m.

TEST No. 4: SWIMMING.

“Swim fifty yards. If a doctor certifies that bathing is dangerous to the boy’s health the latter must, instead of this, pass one of the following badges: - Camper, Handyman, Naturalist, Pioneer, Stalker, Tracker. Woodcraftsman, Backwoodsman, Starman or Astronomer.”

You will almost certainly learn to swim by actual practice in water, with an Instructor. Therefore no space is wasted here in giving printed instructions which very few would read. Notice what the Chief Scout said about swimming: “No Scout can be of real use till he can swim, and to learn swimming is no more difficult than to learn bicycling.”

TEST No. 5: TRACKING.

“Read the meaning of a series of simple tracks made in sandy or other suitable ground. These should include running, limping, carrying a weight, walking backwards and blind gaits.”

Tracking is a wide subject. It covers the study, among other things, of human tracks, of those made by domesticated animals (such as horse, cow and sheep), by bicycles, motor-cars and other vehicles, and by wild creatures (mostly small, in our country).

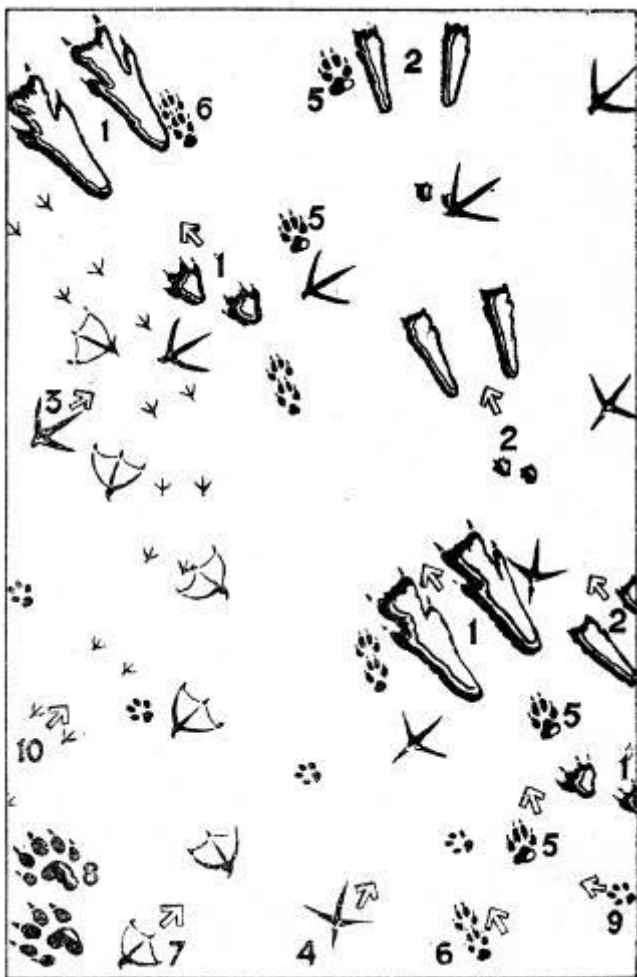
For a full treatment of this wide subject we refer Scouts to “Scouting for Boys” (Camp Fire Yarn 12, especially pages 104-105 and 108-110) and to “Training in Tracking” by Gilcraft. Accounts of the different kinds of human tracks named above will be found in the latter book, pages 101 to 109.

In these notes we confine ourselves to wild creatures, which have a particular fascination for a Scout, venturing, however, to include among them the cat and dog, which like to break away from civilised ways and take a jaunt “on their own” into the country.

We call our illustration “A Tracker’s Paradise,” and we can imagine the excitement of a veteran tracker if he came across a small stretch of sandy ground, less than 8 square feet in area, with all these tracks clearly marked upon it. The scale of our sketch is *approximately* one eighth full size - that is, 1 inch in the drawing represents 8 inches on the ground.

We have numbered our 10 tracks and here is a brief note about each of them.

1. Hare, showing ordinary gait.
2. Rabbit, showing ordinary gait.



Notice that, at the speed shown, the larger impressions made by the hind feet appear ahead of the fore paws: the faster the speed, the more the hind feet get placed ahead.

Differences between tracks of hare and rabbit are:

(a) the tracks of the hare are much larger and are more widely spaced;
(b) the hind foot impressions of the hare are nearly parallel, while those of the rabbit are more splayed out.

3. A Land-bird, or ground-walker, such as starling, crow, rook, jackdaw, partridge and quail - with one foot in front of the other.

4. A Wader, living in swampy ground, such as the moorhen - with large feet for the size of bird and toes widely separated.

7. A Water-bird, such as duck, swan and gull - with webbed feet, walking with toes turned in.

10. A Tree-bird, or tree-percher, such as blackbird, robin, sparrow and thrush - hopping with feet in line with one another.

5. Dog, trotting.

6. Fox, walking.

9. Cat, walking.

The cat has 4 toes, like the dog and fox, but unlike them it leaves no claw impressions. A cat's tracks look as if made by a two-legged animal, because the cat places the hind paws in the exact places previously occupied by the front paws - hence a series of paw impressions in an *almost* straight line.

The fox also walks in very much the same way as the cat, except that its hind paws are not placed exactly over the *whole* of the marks made by the front paws.

A single impression of a fox's paw resembles that of a small dog, with the noticeable difference that it is narrower in proportion to its length.

8. Otter: unlike the three animals just named, it has five toes to their four.

(NOTE that there are "Stalker" and "Tracker" Proficiency Badges.)

TEST No. 6: TREES AND BIRDS.

"Be able to recognise and name, from lists submitted by the Scout. 12 common trees and 6 common birds,"

Trees.

Here are some "skeleton" notes on the trees illustrated in this Test and in Second Class Test No. 6: -

Oak. - "Monarch of Trees," typically British; massive trunk' gnarled branches; often a dead branch sticking out of top; spreads out in open, tall in forest; grows slowly, full-grown after 200 years, may live 1,000 years.

Elm. - Tall, domed shape; grows in open and in hedges more than in forest; leaf has one side joining stem lower than the other; usually has brushwood growing at base; branches often rot and break off in storm - don't, therefore, camp under it.

Horse Chestnut. - Brought to this country from B. Europe 350 years ago (originally an Indian tree); when old, has rough scaly bark, branches remain smooth; grows very quickly; horseshoe marks on twig - really the scar where last year's leaf stalk joined the twig; often planted in avenues, for the beautiful display of its spikes of blossoms.

Plane - Bark flakes off in winter; strings of spiky fruit balls; unharmed by smoke, and so flourishes in cities, where it is often much mutilated by lopping; in country grows to height of 100 feet.

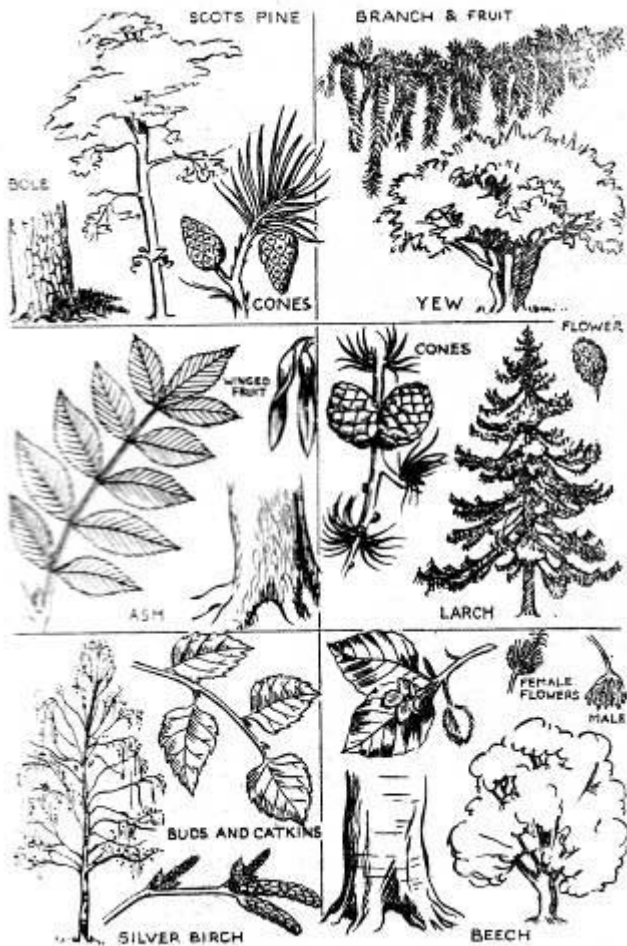
Sycamore. - Brought to this country 400 years ago; grey, smooth bark; flowers in clusters, double-winged fruit; notice shape of leaf, and its red stalk; full-grown in 50 years, lives about 200 years.

Lombardy Poplar. - Brought to this country from Turin less than 200 years ago (originally a Himalayan tree); stands like a sentinel; branches grow nearly straight upwards; bark nearly black; grows very quickly; has short life.

Scots Pine - Evergreen; can grow on barren soil; reddish-brown bark; has a way of losing its lower branches; tough, needle-shaped leaves, staying on for 2 years, arranged in tufts of 2 to 5 needles; woody cones 2 inches to 3 inches long, which open in dry weather and release winged seeds; no vegetation beneath it.

Ash. - Smooth, grey trunk; up-growing branches; grey twig with 2 black buds at tip; flowers in dense bunches from end of twigs before buds open; leaves appear, and fall, late; "ashkeys" (seeds) hang on into winter; timber both tough and flexible, much used; little or no vegetation beneath it.

Silver Birch. - Graceful, known as "The Lady of the Woods," delicate branches; pale-green mist of the tiny leaves in April very beautiful; silvery, paper-like bark which cracks and peels off.



Beech. - Massive tree, with wide-spreading dense branches, bark silvery grey, showing horizontal cracks near base; delicate, smooth leaves, bright green in Spring, rich colours in Autumn; fruit 3-cornered nuts ("beech mast"); little or no vegetation under it.

Larch. - One of the very few cone-bearing trees that shed leaves; keeps cones in winter; branches droop, lowest sweep the ground;

needle-shaped leaves (20 to 30) in clusters, bright green; cones only 1 inch in length, pink when young.

Yew. - Evergreen; reaches great age; short, rugged and ancient in appearance; rarely more than 30 feet in height, trunks often of great girth; reddish-brown bark; red berries; narrow leaves in rows on each side of twig; often found in churchyards.

NOTE that there is a Proficiency Badge - the "Forester" - for Scouts who are interested enough in trees.

It is a good plan to start a note-book, give a page to each tree, and during the course of the year enter up details about these trees, as you study them season by season. It will be a record to be proud of, especially if you can adorn it with sketches.

A good book to help you is "Trees of the Wayside and Woodland," Step (Warne),

Birds.

The trouble with birds is that, unlike trees, they don't "stay put" while you pull out a handbook with coloured illustrations and identify them at leisure. "What's that bird?" you ask, as it flashes past, and you are lucky if you have a naturalist friend with you who replies, "That's a chaffinch, that was!"

The best way for the Scout to start taking an interest in birds is to feed them. Here are some of the things you will notice about six of your visitors:

Robin. - Very friendly to man; has an alarm note ("tic tic"); never flies far, and always with an up and down motion; makes long hops, likes giving his tail a sudden little flirt.

House Sparrow. - Watchful and suspicious of man; chirrups; usually in little crowds; flies straight; likes a dust-bath.

Starling. - Quarrelsome and greedy; whistles, chuckles and **croaks** (mimics other birds); bobs his head when running.

Song Thrush. - A wonderful singer - sings two or three notes, then repeats them several times (for instance, "Quik - quik - come on then, come on then"); listens on grass, head on one

side, for worms; makes long hops.

Blackbird. - When disturbed, flies away with an alarm note (a shrill chatter) and settles some distance off with tail raised and extended fanwise; like the thrush, listens on grass for worm; sings most in early morning and evening; unlike thrush, rarely repeats his notes.

Blue Tit. - A little bird; blue head, white cheeks, greenish blue back; will come to meat, suet, cheese rind or cocoanut hung up above the ground.

All this is only by way of a beginning, but it sets you on the right lines of knowing what to look out for. In time, if you are interested enough and have a little patience, you will learn to recognise the songs of many birds. You will be able to distinguish them by their flying: you will find it easy, for instance, to know the Peewit, by his jerky flight, with whirring wings; the swallow by his wavy flight in curves from side to side; the skylark by his vertical climb, spiral descent, and final straight drop.

“Scouting for Boys,” pages 127-130, tells of other sides of bird study - and points out that robbing birds of their eggs is NOT one of them. A good book on Nature Study in general is, “A Year with Nature,” by J. E. Roberts, 3/6. (Ed. Arnold, 1944).

Nom the “Woodcraftsman” and “Naturalist” Badges.

TEST No. 7: ESTIMATION.

“Using improvised apparatus, such as a Scout Staff, estimate three distances not more than half a mile, and three heights not more than a hundred feet. In each case the estimate to be within ten per cent error above or below the actual.”

Note:

(1) Checking your results is quite necessary while you are *training* yourself in Estimating.

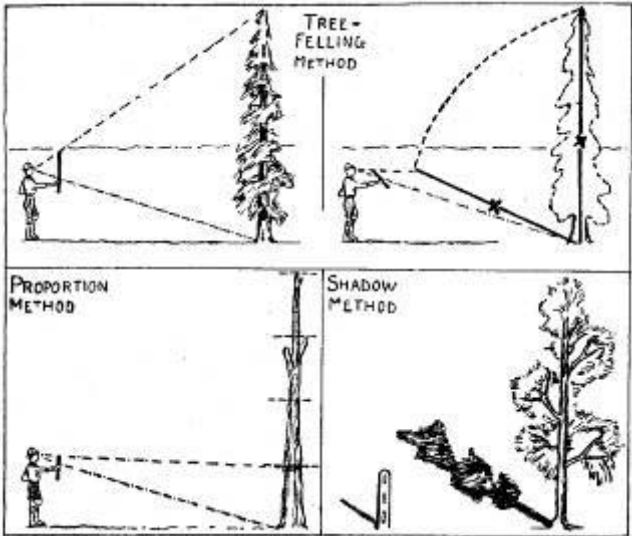
(2) Certain personal measurements are useful: span of thumb and forefinger; of thumb and little finger; knee-cap to ground; extended arms; height; pace, etc.

Distance.

For short distances, get some units firmly fixed in your mind and compare other distances, which you are trying to estimate, with them: the frontage of your house or school - a 100 yards course - a "Soccer" pitch (120 yards long) - a cricket pitch (22 yards). Check your estimates - by pacing.

For longer distances, try to acquire some mental unit, e.g. half a mile in a straight line from your house to a church tower. Check your estimates - by the Ordnance map.

The distance of thunder, of a man chopping wood, of a siren - you get an interesting check in these cases if you multiply the difference in seconds between sight and sound by 333 feet.



Height.

(a) Begin by judging small heights: chair, table, window, door, ceiling.

(b) Then turn to objects rather higher; with small trees, flagpoles, etc., you are helped by imagining how many times your own height will go into them. With houses, multiply the average height of a room by the number of storeys.

(c) With tall trees, houses, towers, etc., the checking of your estimate becomes more complicated.

Three methods of finding the height of a tall tree are shown in the illustration.

(i) *Shadow Method.* Place stick in ground and measure its shadow. Measure shadow of tree. Work out how many times the stick-shadow will go into the tree shadow. Multiply height of stick by this figure, and you have height of tree.

(ii) *Tree-felling Method.* Take a stick of any length. Step back a good distance from the tree. Stretch out your arm. Hold your stick quite upright. Close one eye. Move the stick so that your open eye sees the top of the stick touching the top of the tree. Now move your hand down the stick till your thumb touches bottom of trunk. Now move the stick 90 degrees from vertical to horizontal, keeping your thumb still at the tree trunk. Mark well the spot where the top of the stick now seems to touch the ground. Measure from this spot to the tree trunk, and you have the height of the tree.

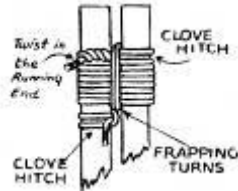
(iii) *Proportion Method.* Put a piece of white paper on trunk at height of your eyes. Step back. Use stick as before to show height from ground to white spot. Then move stick up trunk and see how many times it will be into height of tree. Four times in all. Then multiply the height of your eyes above ground by 4.

TEST No. 8: KNOTS AND LASHING

“Demonstrate the following: sheer lashing; back and eye splice; fireman’s chair knot; manharness knot; rolling hitch.”

Sheer lashing.

Sheer lashing is used when it is desired to lash together two spars to serve as sheer legs (as used for aerial runways, or when a heavy weight has to be lifted); it is also useful

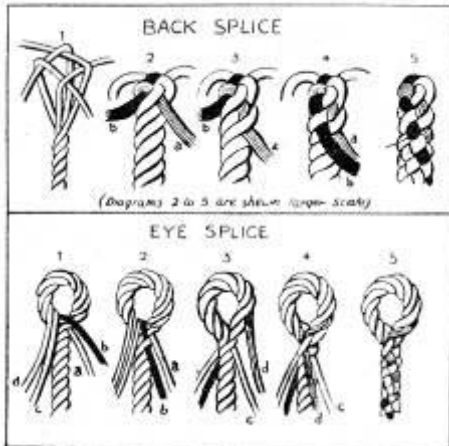


when lashing together parallel spars where they overlap, to serve as footway for bridge, or in cases where spars are placed in pairs for additional strength.

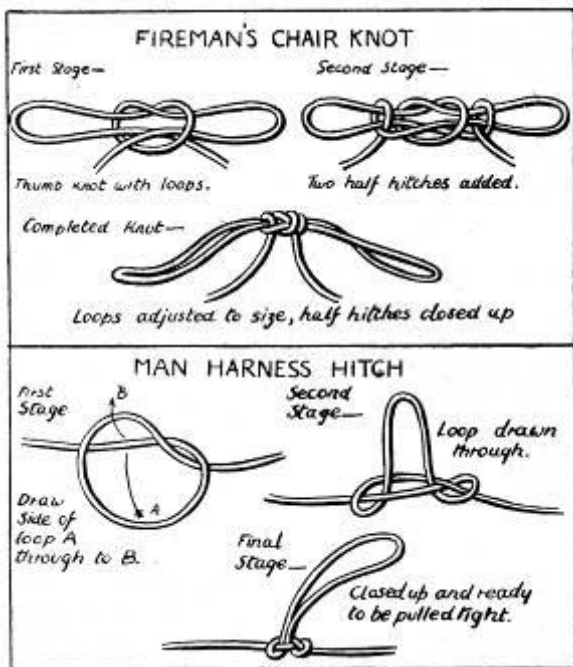
The lashing consists of a clove hitch round one spar, with the running end twisted round standing end; then 7 or 8 complete turns are taken round both spars; next, the turns are tightened with a couple of frapping turns, and finished with clove hitch round most convenient spar. When the spars lie touching, they should be wedged apart while being lashed together, otherwise it will be found impossible to insert the frapping turns.

Back Splice

Unravel the strands for a distance of about twice the circumference of the rope. Place the strands as shown in the diagram (Fig. 1), noting the over and under pattern. The same method is used also for three-strand rope. Draw up the pattern quite tight, and you have what is known as a "Crown knot."



Next take one unlayed strand (a) and draw it down so that it lies across the first strand “in lay”, and at right angles to it; lever up the next and pop the loose strand under it, and draw tight. Do the same with the next unlayed strand (b). Continue with this operation until all four strands are spliced in. Each unlayed strand should be interlaced three times with the strands in lay, in order to make a secure job (see Fig. 5). Cut off short protruding ends of strands, and roll splice under foot.



Eye Splice.

Un-strand a short length of the rope; then bend the rope back on itself so as to form eye of desired size, arrange loose strands so that (a) and (b) (see Fig.1) fall at right angles to lay of rope. Poke strand (a) underneath strand in lay, as illustrated. Take strand (b) to left and over strand (a) and poke it underneath next strand in lay (see Fig. 2).

Next turn the rope round and splice in strands (c) and (d) (3 and 4) Continue interlacing the loose strands and finish as Back Splice. (Completed splice shown in Fig. 5.)

Fireman's Chair Knot.

This chair knot is made in the middle of the rope and is used for lowering a person from a height. One loop passes under the knees and the other goes under arms and round back; these loops can be adjusted to suit the person who is being lowered by first slackening the half hitches.

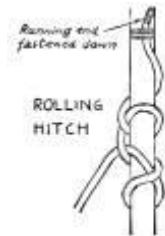
Those above the person use one end of rope, while the other end enables those below to pull chair clear of any obstructions. You should learn to tie and apply the chair knot in the dark, or blindfolded, and in the middle of the rope.

Manharness Knot.

When you have a load to pull, make this loop or hitch in the rope, and place it over your shoulder. It will not slip and can be made in the middle of the rope, without access to the ends.

Rolling Hitch.

In some respects this knot is similar to a Clove Hitch, but will stand up better to a pull sideways. Used when a rope has to be attached to one under strain. In the diagram the knot is loose and open to show construction.

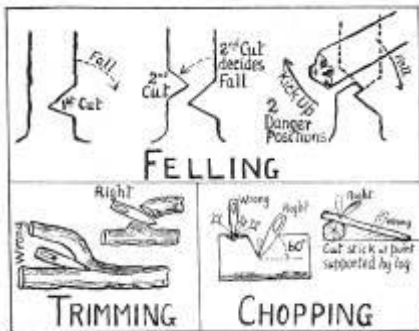


TEST No. 9: AXEMANSHIP.

“Use a felling axe for felling or trimming light timber, or, if this is impracticable, be able to log up a piece of timber and demonstrate the theory of felling a tree.”

- (1) Before you begin the felling, clear away undergrowth, creepers, etc., within the reach of the extended axe, overhead as well as around you.
- (2) Keep spectators three times this distance away.
- (3) Remove lanyard, scarf, and any other apparel likely to obstruct swing of axe.
- (4) Wear leather boots or shoes while chopping.

- (5) Decide in what direction the tree is to fall. (It is a good plan to fasten a long rope at least one-third up the trunk to guide the fall.)
- (6) On this side cut slightly more than half-way through the trunk, making your cut of the shape shown in the diagram, page 52.
- (7) Then on the other side make a similar cut, slightly above the other one.
- (8) Call out "Timber!" as the tree begins to fall. (Note the two dangers shown in the diagram.)
- (9) Rest when you are tired. Do not put much force into your strokes - the weight of the axe should do the work.
- (10) Always trim (that is, take off branches) upwards, from the lower end of trunk.
- (11) Mask your axe when not in use.



TEST No. 10: MORSE OR SEMAPHORE.

“Send and receive a message out of doors, either in Semaphore, at rate four (twenty letters a minute), or in Morse, at rate three (fifteen letters a minute). He must also understand the alphabetical check for numerals. Where it is desired to pass the text in Morse, by buzzer, the test may be taken indoors provided the sender and receiver are out of sight of each other.”

These three speeds are not very high, and the secret of attaining them is frequent practice. A few minutes each day of the week will be far better than a solid two hours one evening a week. Most Scouts find the receiving part of the test the harder; so why not give special attention to that, and pass it with ease?

The alphabetical check for Numerals.

Suppose the sender signals in Morse, 1823 - you at once reply AHBC. If this check is correct, the sender continues his message; if incorrect, the sender sends the erase signal and repeats the number.

The Erase Signal.

(Morse, 8 dots; Semaphore, opposite to L.)

The sender uses this to correct a mistake. It erases the word or number which he has just sent, and he starts that word or number again. It is acknowledged by the general answer.

TEST NO. 11: THE HIGHWAY CODE.

“(A) Have a comprehensive knowledge of the Highway Code, including appendices and supplementary notes and be able to answer questions and give demonstrations in relation to any part of it.

(B) Demonstrate the principles of controlling traffic.

(C) Understand the procedure for reporting Road Accidents.”

The principles of controlling traffic are given in the Appendix of “The Highway Code” (pages 14-15).

The procedure for reporting road accidents is the same as that for “summoning help” (described in 2nd Class Test No. 2.) with the difference that the Scout calls for “Police” instead of “Ambulance”. (If it is an Ambulance case as well, then he should tell the Police so, when they answer his call.) There is, however, one thing the Scout should do before rushing to the telephone, he should make a note of the Number of any car involved in the accident and, if possible obtain the names and addresses of witnesses. If two Scouts are together at the scene of the accident one can go to the telephone and the other make the notes.

TEST NO 12: CARE OF BICYCLE.

“If he has the use of a bicycle, demonstrate that he is keeping it properly maintained and that he is able to effect all reasonable repairs.”

TEST No. 13: MAP READING.

“Road and be able to use a 1 -inch Ordnance Survey Map (or its local equivalent). Use a compass and point out a compass direction by day or night without the help of a compass.”

Reading an Ordnance Map.

To pass this part of the test properly you must use the map itself. Do not think that all you are expected to do is to tell the examiner what various signs on the map mean when he points them out to you. That would be like saying that a child can read as soon as he can recognise letters of the alphabet. You should be able to look at the map and tell from contour lines and other markings *what kind of country it is*. Of course, you must begin with the conventional signs - they are like the letters of the alphabet to one learning to read. These signs are not shown in this Handbook, since you will find them in the bottom left-hand corner of the Ordnance map.

When you know these signs, plan imaginary journeys on the map and practise trying to describe the country. Is it level or hilly? Would that road be an easy one for cyclists? In what direction are the rivers flowing? Are there any ancient remains? And so on.

Using an Ordnance Map.

Can you make actual, not imaginary, journeys by means of the map? Can you go over 5 miles of country which you have not visited before, keeping to the footpaths which you have planned to follow?

Using a Compass.

(1) Can you find your compass directions wherever you are? Can you follow compass directions? For instance, can you carry out the following instructions, with the aid of compass and pacing? Go 100 yards to S.E., then 200 yards to N.N.E., then $\frac{1}{4}$ mile to N.W. - and so on?

If you cannot, then you are ignorant of the first thing about using a compass.

(2) You have already, in your Second Class tests, learnt how to “set” a map with the compass.

(3) Find out what is meant by compass bearings (as distinct from compass *directions*). Explorers use bearings, not points of the compass, so that you ought at least to know what is meant by them.

(These three uses are about all possible with an ordinary compass and are sufficient for the test. With a prismatic compass more can be done - those interested should consult such a book as "Exploring," by Gilcraft.)

Pointing a Compass Direction without the help of a Compass.

(1) By Day:

Here are three ways: - (a) *A watch method.* Point *hour* hand to Sun: imagine another hour hand pointing to the figure XII: the line bisecting the angle formed by these two hands points to South. This calculation is correct if the time is G.M.T. (Greenwich Mean Time)-deduct 1 hour for Summer Time, 2 hours for Double Summer Time.

[If you use this method before 6 a.m. or after 6 p.m. (G.M.T.) you must remember to bisect the angle which is *greater* than 180 degrees]

(b) *Another watch method.* The Sun is always S.E. at 9 a.m., S. at noon, S.W. at 3 p.m. In summer it is also E. at 6 a.m. and W. at 6 p.m. (G.M.T.)

(2) By Night:

In "Scouting for Boys," (pages 45-47) there is a description, with large illustrations, of two constellations, or groups of stars, which all Scouts should know, and of the way in which they show where the North or Pole Star lies. These two constellations are:

(a) The Plough (or Great Bear), always above the horizon in the Northern Hemisphere, the two important stars being called the Pointers;

(b) Orion, above our horizon from autumn to early spring, the three stars known as the Sword pointing North.

TEST No. 14: JOURNEY.

"Go on *foot*, alone or with another Scout, a 24 hours' journey of at least 14 miles.

"In the course of the journey he must cook his own meals, one of which must include meat, over a wood fire in the open, find his camp site and camp for the night.

"He must carry out any instructions given by the Examiner as to things to be observed en route.

“He must hand to the Examiner within one week of his return his completed log together with any rough notes made on the journey.

“A Sea Scout may do this journey partly by water and partly by land - at least 5 miles of the 14 to be done on foot.

“This Test should be taken last.”

Why the “Last Test?”

Because in it you should show that you can (1) act *as a Scout* (think of all that this means!), (2) choose food and prepare your meals, (3) pick out a good camping site, (4) use your map and compass, (5) sleep in a tent, (6) prepare a report.

Much previous training in the clubroom and out of doors lies behind these qualifications.

Cooking a Meat Meal.

You will already have camped for 20 nights with your Troop or Patrol, and so should have had much practice in cooking. If you have not already read *Camp Fire Yarns* and 10, now is the time to do it. They will “round off” your ideas, which are, perhaps, rather vague on some points. Two simple meat dishes are:

1. Bacon - Remove or slit rind. Fry over *hot ember* in clean frying-pan (bacon provides the fat).

2. Hunter’s Stew - First, chop up any vegetables (except greens), put them in the billy-can and cover with water. Secondly, chop meat into small chunks; mix flour, a little salt, and a dash of pepper on a plate, rub meat in mixture, then put meat in billy. Let water just cover. Thirdly, simmer - (not boil) for 1 ¼ hours, adding more water from time to time, if needed. Test potatoes with fork. Use a *gentle fire*.

The Scouter’s Instructions.

The Examiner in his instructions will try to make the journey a *real adventure*. He will vary the route and the requirements of the report according to your special interests. He may ask for an account of some (not all) of the following:

- (a) The route, with compass directions, sketches of cross-roads;
- (b) The type of country, crops, bus routes, bridges, landmarks;
- (c) The life of the district, occupations, animal and bird life, flowers, local history;

(d) Buildings of various kinds.

Or he may make sketching or photography the main purpose of the journey; all depends on your special interests.

“The Log” - Hints to the Scout.

Write it as you go along, do not make a “fair copy” after you return. Do not write a school essay - use “telegram language.” Record only what is unusual. Let your report show that you can look after yourself, follow a route accurately, use your powers of observation. Make your report interesting with small sketch maps and sketches of details.

“The Examiner”.

The District Commissioner (or his nominee) examines for the journey; the nominee must not be a Scouter of the Scout’s own group. The Scoutmaster examines for all 1st Class Tests except the Journey.

PROFICIENCY BADGES.

The whole scheme of Proficiency Badges has been revised. Full details should be studied in the booklet, Scout Badge Tests, Revised Scheme,” obtainable from Scout Headquarters, 7d post free.

Some special points to be noted are:-

- (1) Separate ranges of Badges are now available - one section for Scouts under 15 years, and the other for Scouts over that age.
- (2) The fifteenth birthday is the dividing date.
- (3) A Scout may not gain more than six proficiency badges from under 15 years before gaining the First Class Badge. Two senior badges may be worn before the First Class Badge is held.
- (4) A Scout over 15 may continue to wear the badges he gained when under 15 until he has gained the senior equivalent.

FIRST CLASS SCOUT TESTS.

	Date of Passing	S.M.
<i>PRELIMINARY</i>		
1. Re-passing 2nd Class
2. Camping
<i>HEALTH</i>		
3. First Aid
4. Swimming
<i>OBSERVATION</i>		
5. Tracking
6. Trees and Birds
7. Estimation
<i>PIONEERING</i>		
8. Knots and Lashing
9. Axemanship
<i>SIGNALLING</i>		
10. Morse or Semaphore
<i>PUBLIC SERVICE</i>		
11. The Highway Code
12. Care of Bicycle
<i>EXPLORING</i>		
13. Map-reading
14. Journey
<i>Badge Awarded to</i>		
<i>S.M.....</i>	<i>Date.....</i>	

“B.P.’S” LAST MESSAGE

Dear Scouts, - If you have ever seen the Play “Peter Pan” you will remember how the pirate chief was always making his dying speech because he was afraid that possibly when the time came for him to die he might not have time to get it off his chest. It is much the same with me, and so, although I am not at this moment dying, I shall be doing so one of these days and I want to send you a parting word of good-bye.

Remember, it is the last time you will ever hear from me, so think it over.

I have had a most happy life and I want each one of you to have as happy a life too.

I believe that God put us in this jolly world to be happy and enjoy life. Happiness doesn't come from being rich, nor merely from being successful in your career, nor by self-indulgence. One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so can enjoy life when you are a man. Nature study will show you how full of beautiful and wonderful things God has made the world for you to enjoy. Be contented with what you have got and make the best of it. Look on the bright side of things instead of the gloomy one.

But the real way to get happiness is by giving out happiness to other people. Try and leave this world a little better than you found it, and when your turn comes to die you can die happy in feeling that at any rate you have not wasted your time but have done your best. “Be prepared” in this way, to live happy and to die happy - stick to your Scout Promise always - even after you have ceased to be a boy - and God help you to do it.

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