



FIRST CLASS TESTS



AND HOW TO PASS THEM

===== PRICE 10d. =====

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FIRST CLASS TESTS

and How to Pass Them

Compiled by

IMPERIAL HEADQUARTERS

BOY SCOUTS ASSOCIATION, LONDON



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Editor's Note:

The reader is reminded that these texts have been written a long time ago.

Consequently, they may use some terms or use expressions which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

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FOREWORD

LORD BADEN-POWELL, our Founder, said in *Scouting for Boys*:

"No Scout will want to remain Second Class for longer than he need and so you will become a First Class Scout as soon as you can." He has also said several times that he does not consider a boy to be a fully qualified Scout until he has passed his First Class.

This book has been written just to help you to qualify yourself as First Class by indicating the way in which you can set about the job. I would emphasise two important points:-

- (1) The First Class Badge is within the grasp of every Scout, if he tries hard enough.
- (2) There is nothing in the First Class Tests on which a boy cannot make a start almost as soon as he becomes a Tenderfoot.

The sooner a boy learns to swim the better. Patrol and Troop meetings can include talks and practice in mapping and axemanship, competitions in estimation, exercises in first aid, stunts to try out Patrols in emergencies, and so on. The Scout can have a shot at practising these things on his own or with his particular pal; signalling, for instance, needs a pair once the alphabet has been learnt. Any Scout can go out on an afternoon expedition, carrying his grub and observing the country through which he passes.

As a result, if the practice of Scouting is looked at and carried out in this way, when a Scout has passed the Second Class he has merely to bring himself up to First Class standard in those that he knows a good deal about already.

In other words, the journey towards First Class is a gentle slope which any of you can climb easily. It is not a precipice that requires a lot of gear and extra-special training before you can attempt it. Travel that slope hopefully and good Scouting to you.

IMPERIAL HEADQUARTERS,
THE BOY SCOUTS ASSOCIATION.

To be Filled in by the Scout

Name
Address
Patrol
Troop
Local Association
County
Date of Birth
Date of Joining
Passed Tenderfoot.....
Passed Second Star
Passed First Class

Nearest Doctors-

Name	Address	Tel. No.
1.		
2.		
3.		

Nearest Hospital
Nearest Chemist
Nearest Police Station
Nearest Fire Alarm
Scoutmaster's Address
Patrol Leaders Address
Nearest Public Telephone
Emergency Number:- Dial 999.....

Fill in the above very carefully. When sending a message preferably let it be a written one.



FIRST CLASS SCOUT

Before being awarded the First Class Badge, a Second Class Scout must pass the following tests:-

1. Preliminary

(a) Must be able to re-pass the Second Class Tests.

(b) Must have camped, as a Scout, for a total of 10 nights before completing his First Class Tests. One week-end camp, at least, must be included in the total.

2. Health

(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.

(c) Swim 50 yards. If a doctor certifies that bathing is dangerous to the boy's health, he must, instead of this pass one of the following badges: (For Scouts under 15) Camper, Jobman, Woodcraftsman, Backwoodsman, Stalker, Starman; (For Scouts over 15) Camp Warden, Handyman, Naturalist, Pioneer, Tracker, Astronomer.

The County Commissioner may allow a Scout to gain the First Class Badge without passing the Swimming Test, provided he is satisfied that it is not practicable for the Scout to obtain the facilities for learning to swim, and that the Scout under 15 gains the Jobman badge and the Scout over 15 the Handyman badge as an alternative. The Scout should make every effort to pass the Swimming Test as soon as possible.

3. Observation

(a) 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.

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

(c) 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.

4. Pioneering

(a) Demonstrate the following: Sheer lashing: back, and eye splice; fireman's chair knot; man harness knot; rolling hitch.

(b) 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.

5. Signalling

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 test in Morse, by buzzer, the test may be taken indoors provided the sender and receiver are out of sight of each other.

6. Exploring

(a) Read and be able to use a one-inch Ordnance Survey Map (or its local equivalent). Use a compass and point out a compass direction by day or night without the aid of a compass.

(b) Go on foot, alone or with another Scout, a 24-hour 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*, and make a log of his journey. 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 being done on foot. This test should be taken' last.

7. Public Service

(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) 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.

(d) Understand the procedure for reporting Road Accidents.

1. PRELIMINARY TRAINING

(a) *"Must be able to re-pass the Second Class Tests."*

You are strongly recommended to revise your tests by re-reading First Steps in Scouting, price 10d., companion book to this one and published by Brown, Son & Ferguson, 52-58 Darnley Street, Glasgow, S.1.

Get a friend to ask you some questions about the Second Class Tests and demonstrate to him the practical work. Ask your Patrol Leader or your Scoutmaster to put some Second Class Tests into the weekly Patrol or Troop Meeting programme.

CAMPING

(b) *"Must have camped, as a Scout for a total of 10 nights before completing his First Class Tests. One week-end camp, at least, must be included in the total,"*

The art of camping is learnt by practical experience of camping with seasoned campers. Seize every opportunity

you can to camp. Why not keep a *log-book* of your camping. experience as additional interesting evidence of camping?

2. HEALTH

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

EMERGENCIES

In all cases of emergency a Scout should keep cool and act with decision and promptness. Common sense must be used in all cases, and it should be remembered that an example of coolness and right action will do much to influence others and prevent panic.

Fire. - First warn the inhabitants. Next warn the police or fire brigade either by pulling the signal at a special alarm box or by telephone. In the former case someone must be stationed at the alarm post until the brigade arrives in order to direct it to the fire. In the case of the telephone, remember the emergency number and dial 999, or merely lift the receiver and ask for "Police" or "Fire", or, "Ambulance".

Until assistance arrives a Scout should do anything possible to ensure that the building is empty (starting at the TOP) of both people and animals. All windows and doors should be closed to lessen draughts. Occupants of neighbouring property should be warned, and when the brigade is on the spot a Scout can assist by keeping back the crowd, keeping lines of hose clear, and generally holding himself at the disposal of the Chief Officer. He must take care not to interfere with those who know their job.

If a Scout has to enter fumes he should cover mouth and nose with a damp cloth and remember that the air is purer nearer the ground.

For a chimney on fire throw salt, hang something completely over the fireplace to stop draught. A wet blanket is best.

For burning clothes wrap the victim at once in a large coat, carpet or blanket and roll on the ground.

Petrol, oil and similar burning materials should be treated with SAND, not water, since this may simply spread the burning area.

Scouts interested in this subject should continue to study for the Fire-fighter (Under 15) or Fireman (over 15) Badge.

Burns (caused by dry heat) and *Scalds* (caused by moist heat) are likely to be very painful and to be accompanied by severe shock. Very minor burns and scalds may be treated by applying some recognised form of anti-burn lotion or cream and covering with a dry dressing to exclude air, but this should only be done to cases which are evidently slight and in which only a very small area of skin is affected. All other cases of burns and scalds must be regarded as serious injuries which require immediate hospital or surgery treatment.

By the very fact that the skin (and clothing) has been burnt or scalded, most burns and scalds are fundamentally free from infection for a short time after the accident has occurred. The objects of a Scout doing First Aid are (a) to keep them free from infection, by excluding the air with sterile (germ-free) dressings until the patient reaches hospital, and (b) to ease pain and reduce shock. The following course of action should be taken in dealing with severe cases:-

1. If possible, wash your own hands in water containing antiseptic, before handling the case.
2. Sit (or, better still, lay) the patient down and keep him warm.
3. Do NOT remove his clothing and do NOT break any blisters.
4. Cover the burnt or scalded area (over the burnt clothing, if necessary) with a dry, sterile dressing of lint or gauze - or, failing that, with the inside of a clean white handkerchief that is fresh from the laundry.
5. Bandage firmly unless you suspect the presence of blisters, in which case bandage lightly.
6. Keep the injured part at rest.
7. Continue to keep the patient warmly wrapped and in a restful position, and give him plenty of warm, weak, sweet tea.
8. Arrange for the patient to be taken to hospital as soon as possible.

If there seems likely to be any delay in getting the patient to hospital or to a Doctor, then the whole of the burnt or scalded area and the dressing which covers it should be saturated in a lotion made of *either* one dessertspoonful of baking soda or one teaspoonful of common salt to one pint of warm water: don't wait for the lotion before applying the dressing; if the lotion is not ready at once, put on the dressing and saturate it after it is in place. But the first object is to get the patient quickly to hospital, and the lotion should not be applied at all unless transport to hospital is delayed.

Drowning. - A Scout who can swim should enter the water and bring out the patient by one of the various methods of Rescue as taught for the Lifesaver's Badge (under 15).

Every Scout who can swim at all should work for this Badge. The chief danger is that the victim will be in such a panic that he will clutch his would-be rescuer and thereby increase the danger to both. Methods of release from holding of this nature should be practised as well as the methods of rescue. These, like

swimming, cannot be learnt from a book, and a Scout should obtain help from a competent instructor whenever possible.

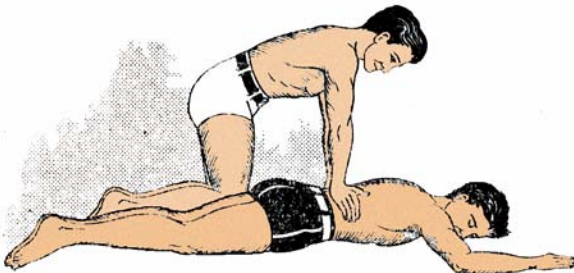
If a Scout cannot swim he should throw a life-line to the patient, or if that is not available, throw anything that will float and may provide support until help arrives. Call loudly for assistance at once.



THE SCHAFER METHOD OF ARTIFICIAL RESPIRATION

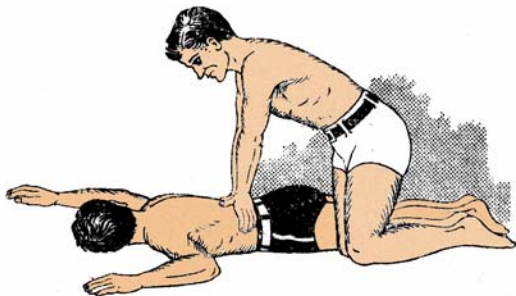
When the patient has been taken from the water he should be treated for shock, given warm drinks and warm dry clothing immediately. If he is unconscious he must be revived immediately. The method of artificial respiration known as the Schafer system should be applied.

Schafer Method, - Lay the patient fully extended, face down, with arms extended and head turned to one side. The cleaning of the mouth can be dispensed with, unless there is a helper. Time is of paramount importance. If the first pressure applied is adequate, the water expelled will wash any dirt from the mouth. Kneel alongside the patient and place the hands on each side of the small of the back, with' thumbs inward near the spine and almost touching each other (see diagram).



With arms stiff, press steadily and firmly for three seconds. Then keep the hands and arms steady but release the pressure for two seconds. Keep repeating this until the doctor can take over. Many cases are on record where

apparently drowned persons have recovered after many hours of this treatment.



When consciousness returns, hot drinks can be administered. In all cases treat for shock and keep the patient warm. Never forget to summon medical aid at once.

Icebreaking. - If a victim falls through ice do not approach too close. It is necessary to distribute the weight both of rescuer and victim over as much ice as possible. Instruct the patient to spread his arms over the ice edge, and procure a staff, plank, or best of all a ladder, which can be placed out over the hole, to which he may cling, or if possible, climb. A ladder will support the weight of rescuer and victim. If nothing suitable is available, approach the hole by lying flat, and spread-eagled on the ice. Never, however, grasp the patient's hand. Throw him a scarf or handkerchief. The weight of the victim may be greater than yours, and there is danger that you may be pulled in.

If, however, a scarf is used, you can let go of your end if necessary. It sounds hard-hearted, but it is of no use to be dragged in yourself. By means of a scarf you may support the patient until help arrives.

When the rescue is accomplished get the victim to bed with hot-water bottles and hot drinks. In all cases of accident the shock is likely to prove more dangerous than the actual accident, and it is on occasions like these when the nervous system is upset that a patient proves an easy victim to the perils of pneumonia.

Electric Shock. - Make sure that the victim is not in contact with any current. If he is, take every precaution to ensure that you do not touch the patient unless you are well insulated. This may be done by-

(a) standing on dry glass or rubber mat:

(b) wearing rubber gloves, tobacco pouch, etc.:

(c) using a dry staff or walking stick to pull patient away. All three of the above should be used in combination if possible. Always touch the patient's clothing and not the patient himself.

When the victim is clear of all wires and contacts, treat by artificial respiration. Pay particular attention in this case to the position of the tongue. When patient is conscious treat as for general shock and also attend to any burns which may have occurred.

Throwing a Life-line. - The most useful length for a Scout life-line is about sixty feet, and a First Class Scout should be able to throw it with reasonable accuracy at distances of forty-five feet. The cord should be supple and one end should carry a light weight, *i.e.* sufficient to allow of accurate casting, but not sufficient to damage the patient if it hits him. (A good knot will be found sufficient.)

To throw the line, coil it carefully in the left hand, making coils of equal size, and making sure that no coil "overrides" its neighbours. The weighted end of the line should be the last coiled. Now take about one-third of the coils in the right hand and throw them at the mark. The coils will straighten out in the air and continue to uncoil from the left hand which must hold them so that they may run out freely.

There are two ways of actually throwing the coil. Probably the best is to use an underarm lob, rather like the underarm bowling in cricket. The other way is to swing the coils at arm's length above the head, in cowboy fashion.

The only way to obtain accuracy is by constant practice. A Scout should try throwing over a peg at varying distances until he can get within three feet of a peg at forty-five feet distance three times out of four.

BLEEDING

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

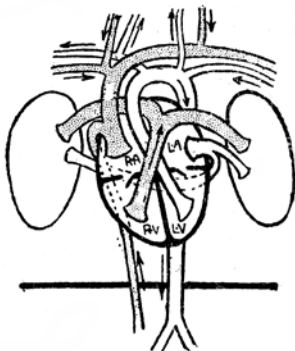
The Circulatory System

Blood is responsible for the transport of food and oxygen to the tissues where energy-releasing processes take place and for the transport of waste materials from the tissues to the organs of excretion. When a sugar is "burnt" in the muscles with the release of energy, carbon dioxide and water are formed.

These are transported by the blood to the lungs where they are expelled. The main function of the lungs is breathing, but in the act of expiration or breathing out, the carbon dioxide and the water vapour are expelled from the body.

Blood circulates round the body in a continuous stream, and the circulation is kept going by the pumping action of the heart. The heart is a kind of pouch, about the size of your closed fist, with muscular walls, situated in the chest.

The walls of the heart contract about 72 times a minute, and at each contraction blood is squeezed out into the "outward bound" blood vessels called *arteries*, and a spurt of blood passes right down the arteries, causing them to expand. This expansion of the arteries is called the "pulse", and it corresponds in rate to the beat of the heart. The rate of the pulse is greater when a person is sitting up than when he is lying down, greater still when he is standing, and greatest of all when he is moving about: hence the importance of laying down flat any patient suffering from severe bleeding.



The Circulation.

The heart is divided into four separate compartments, two side by side in the upper part (*auricles*), and two side by side in the lower part (*ventricles*). When the heart contracts, blood is squeezed out of the *left ventricle* into the main artery, which in due course gives off branches to all parts of the body. These branches divide and subdivide like the twigs of a tree, until every part of the body has a tiny artery supplying it. This arterial blood is bright red, pure and pulsating, and it carries oxygen and other food materials to every part of the body which needs them.

When these tiny arteries become very small indeed they are called *capillaries*, whose walls are so thin that the oxygen and fluid foods contained in the blood can pass right through them into the muscles and other tissues of the body. At the same time the carbon dioxide and other waste materials that have been formed in the body pass into the capillaries and are carried away. The loss of oxygen and the presence of the waste materials changes the colour of the blood from the bright red of arterial blood to a dark, almost bluish red. Also the pulse of the arteries has by this time worn out, and the dark red blood passes on its way in a steady flow. One capillary now joins another till gradually they

form bigger (though still tiny) vessels called *veins*, which run back through the body (usually closer to the surface than the arteries), joining one another and gradually getting bigger till at last all the impure blood pours into two big veins which empty together into the *right auricle* of the heart.

From the right auricle the, blood passes through a valve, down into the *right ventricle*, from whence it is squeezed out, when the heart contracts, into a big pipe which divides in two and carries the blood along the short distance to the *lungs*. Here, passing into a fresh set of capillaries, it is surrounded by the fresh air that has been breathed into the lungs, and it gives up its carbon dioxide and takes fresh oxygen in exchange. Then, purified and once more bright red in colour, it returns by vessels which unite together and carry it back to the *left auricle* of the heart. From here it once more passes through a valve, down into the *left ventricle*, and so completes the circulation, ready to start its course all over again by being squeezed out into the main artery.

To sum up:

1. The *left* side of the heart contains *pure* blood which has come from the lungs on its way out to the body through the *arteries*; this blood is *bright* red in colour and flows with a pulse, and the arteries will spurt blood if they are cut.
2. The *right* side of the heart contains *impure* blood which has come back from the body through the *veins* and is on its way to the lungs; this blood is *dark* red in colour and *flows* in a steady stream.

Bleeding may either be (a) *arterial* (bright red, spurting, cowing from the direction of the heart), or (b) *venous* (dark red, steady-flowing, returning towards the direction of the heart), or (c) *capillary* (brick-red, oozing), or (d) *mixed*. It will be obvious that in severe wounds, more than one type of blood vessel is likely to be damaged, and the bleeding is almost certain to be "mixed".

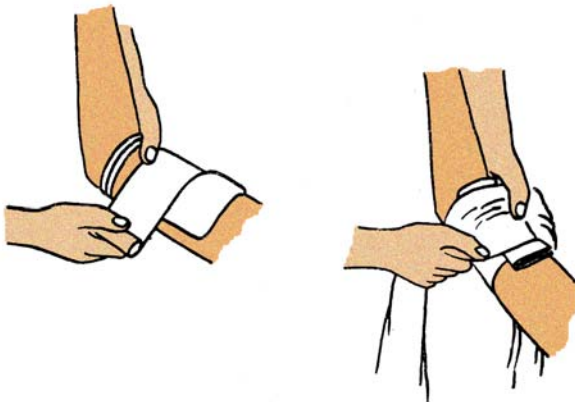
A heavy loss of blood naturally produces an acute state of shock and presents serious danger to the patient's life, and the First Aider quite rightly makes it his chief concern to reduce the shock and remove the danger to life by stopping the bleeding. But it is important to realise that nature itself, *given suitable conditions*, will go a long way towards reducing the blood-flow and thus preserving life, (a) by making the patient feel faint and want to lie down, (b) by causing the blood to clot when in contact with the air, and (c) by contracting the severed walls of the arteries.

Therefore the most important thing that a First Aider can do is to *help nature to do its work by providing suitable conditions*, and NOT to try to stop the blood-flow, instantly and completely, by violent and dangerous means. The old-fashioned use of tourniquets should be absolutely taboo, for it has been proved

that more limbs have been lost by their use than have been saved: and no attempt should be made to stop completely the flow of arterial blood by the use of "pressure points" unless all other means are proved impossible.

Treatment of Severe Bleeding.- Wounds which are bleeding severely need very prompt and cool-headed treatment. No time should be lost in sending for a Doctor or an Ambulance. Meanwhile you should at once get on with the following jobs, remembering the importance of doing them in the right order:

1. Talk to the patient cheerfully, tell him you are a First Aider, offer your help, and encourage him to *lie down flat*.
2. Unless the bleeding is from a broken limb, *raise the bleeding part* as high as possible above the rest of the patient's body.
3. Expose the wound, without removing more clothing than you can help.
4. Sterilise your fingers if possible, and remove from the wound any *loose "foreign bodies"* that can easily be seen and moved, but *leave all others severely alone*.
5. If the bleeding is still severe, press firmly with your two thumbs straight onto the bleeding spot.



6. Place a dressing of suitable size over the wound (if you have a helper at this stage, it makes it much easier). On top of the dressing place a soft but firm pad, and press firmly down. Make certain that when the dressing is pressed well down, the pad is large enough to project above the normal level of the skin. If the wound is accompanied by a broken bone, or still contains a foreign body in it, build up the pads round (and not on top of) the wound until they are high enough for a bandage to be placed over them without pressing on the broken bone or driving the foreign body further into the wound.

7. Bandage the dressing and pads firmly but not too tightly. If the blood still soaks through, put on more pads and a fresh bandage, without removing the original ones.

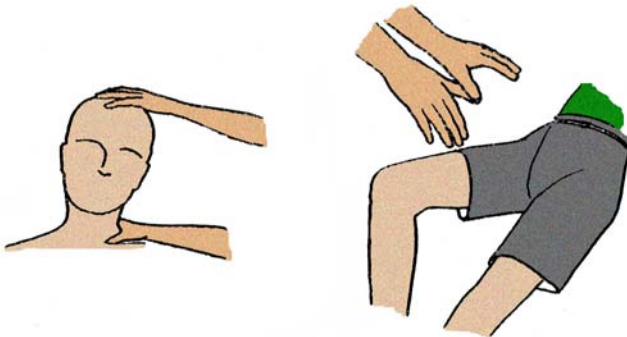
8. Keep the patient lying down and the wounded part quite still (if necessary, using a sling or splints).

9. Treat the patient for shock, and, when the bleeding has *stopped*, give plenty of fluids to drink, especially warm, sweet tea.

10. Get the patient to hospital as soon as possible.

If the conditions of the wound make it impossible for you to stop bleeding by direct pressure on the wound, first with your thumbs and then with dressing, pads and bandage, you may find it necessary in emergency to use one of the following three pressure points:

1. *At the neck.*- On each side of the wind pipe there run two large blood vessels, the carotid artery and the jugular vein. When a throat is cut, the only hope of stopping bleeding from these vessels is to press with both thumbs (one above and one below the wound) on whichever side of the windpipe the wound occurs. The pressure should be applied inwards against the front of the spine. You can easily feel the pulse of the carotid artery in your own or someone else's neck; but *don't apply any pressure* when you are practising.



2. *For The arm.*- Severe arterial bleeding near the shoulder or armpit may be stopped by "indirect" pressure on the artery which passes behind the collarbone. Stand facing the patient, **on** his injured side, and bend his head slightly sideways towards you. Using your left hand if the injury is on his right side, and vice versa, grasp his neck at the point where it joins the shoulder, with your fingers on his shoulder-blade and your thumb pressing vertically downwards behind his collarbone onto his top. rib. If you get the right position, it should not be at all painful to the patient, and you should *instantly* be able to stop the pulse (which can be tested at the wrist).

3. *For the Thigh.*- Severe arterial bleeding in the upper part of the thigh may be stopped by "indirect" pressure at the groin. Lay the patient on his back with the knee of his injured limb slightly bent, and kneel beside him on his injured side, facing his head. Place your thumbs one on top of the other at a point midway across his groin (the line from the fork to the hip, represented by the crease in the trousers when the knee is bent), grasping the top of his thigh with your fingers extended round its sides. Press downwards with both thumbs on the centre of the groin, which is the point where the main artery supplying the thigh crosses the brim of the pelvis. When practising, you can test for accuracy by getting someone to feel the pulse just behind the knuckle on the inside of the ankle. Again, pressure on the right spot should be entirely painless and will stop the pulse instantly.

Internal Bleeding.- A patient may also have suffered injury to his internal organs and in this case the blood comes from the mouth, nose, or even ears. There are two main forms of internal bleeding, that is, from the lungs and from the stomach. The former is full of oxygen and is frothy and light red in colour, while the stomach blood is very dark and mixed usually with portions of undigested food.

The treatment is the same for both forms. The patient must be kept very quiet and not allowed to speak. He should be laid on his side to prevent the blood filling his throat and choking him. If bleeding is from the lungs, he may be given very small quantities of cold water to sip, or ice to suck; apart from this, *nothing may be given by the mouth* in cases of internal bleeding.

Bleeding in General. - *In all cases of serious bleeding medical aid must be summoned.* The patient must always be treated for shock, but no stimulants should be given.

FRACTURES

(b) *"Demonstrate how to deal with fractures of the collar-bone, arm and forearm. Understand the importance of not moving other suspected fractures.*

These occur whenever a portion of the bone structure of the body is broken.

They are of two kinds:-

(a) Simple.- Where the bone only is broken.

(b) Compound.- *Where* the bone is broken and there is a wound communicating with the break.

In all cases of fracture there is a very grave danger that further injury may be caused, and the only treatment that should be given in cases other than those

stated is to make the patient as comfortable as possible, treat for shock, while medical assistance is summoned. In civilised countries there is now very little delay in obtaining a doctor, and it is far better to await skilled assistance than to attempt any surgical treatment. In no case should any attempt be made to transport the patient where serious fracture is suspected.

In case of a compound fracture the bleeding should be treated first and the fracture itself left for the doctor's attention.

With some of the simple fractures a First Class Scout can render efficient First Aid. A fracture can be recognised by the following signs:-

(a) Pain and swelling at the point of breakage.

(b) Loss of use of the limb.

(c) Unnatural position of the limb.

(d) In the case of a fractured collar-bone the patient will often support the injured limb with his uninjured arm.

These signs should be sufficient for Scouts. No others should be tried except by a doctor.

Fractured Collar- Bone

Treatment.- Remove the patients coat (take out the sound arm first, then gently ease the coat away from the injured side) and undo his braces on the injured side. Place a large, soft pad under the injured armpit. Place the forearm on the injured side diagonally across the chest so that the fingertips just reach the opposite shoulder, and apply a St. John Sling. To do this, cover the forearm and chest with an open bandage so that one end passes over the sound shoulder, one side is parallel to the forearm and slightly above it, the point is well beyond the elbow on the injured side, and the base of the bandage runs vertically downwards from the sound shoulder.

Fold the lower half of the band age round underneath the hand, forearm and elbow so that they are completely "cradled" by it. The end of the bandage which originally pointed downwards will now be coming out underneath the injured arm and across the patient's back. Carry it across the back and onto the sound shoulder, tying the two ends in the hollow above the sound collarbone. Neatly fold and pin the point of the bandage at the elbow. Now place the centre of a *broad* bandage over the elbow, as low down as possible, and tie the bandage firmly round the elbow and body, so as to lever out the injured shoulder, using the pad under the armpit as a fulcrum. *Feel the pulse at the wrist* on the injured side, to make sure that the blood-flow has not been stopped at the armpit.



Fractured Arm

Upper Arm.- First place the arm in a small armsling (for which a *broad* bandage is used). Enclose the arm by three splints (on front, outer side and back of arm), reaching from the shoulder to the elbow: be careful that the splint at the back does not press into the armpit. Fix the splints with two narrow bandages tied round the arm above and below the fracture.

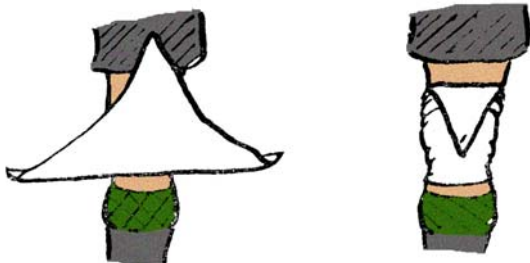


Forearm

Forearm.- Place the forearm horizontally across the chest, and put two splints, reaching the elbow to the fingertips, one on the front and the other at the back of the forearm, with plenty of padding round the wrist and hand. Fix the splints with narrow bandages above and below the fracture and apply a large sling (for which an *open* bandage is used).

BANDAGING

(b) "Demonstrate the use of the triangular bandage as applied to the knee, head and foot."



Triangular Bandage as Applied to the Knee

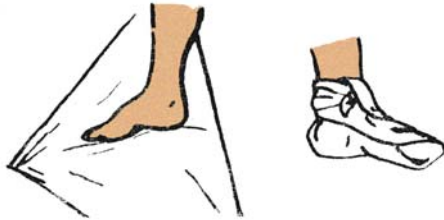
Fold a hem (see diagram). Place the bandage, on the knee with the point lying on the thigh and with the centre of the hem just below the knee cap. Take the ends round, cross them at the back of the knee, bring them over and fasten with a reef knot on the thigh. Pull the point taut, fold down and pin to the base of the bandage. Such a bandage will help to keep a dressing in place.

The diagrams will help you to make this bandage but better still ask your Patrol Leader or another Scout to show you how to make it.



Triangular Bandage as Applied to the Head

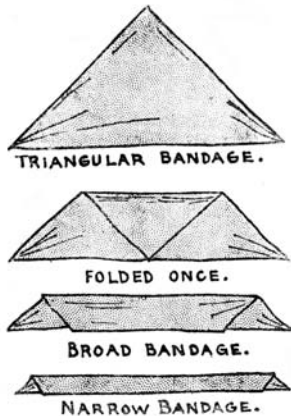
Fold the long side of the bandage over into a hem about 1½ inches wide. Place the middle of the hem over the centre of the forehead, well down to the eyebrows, and let the rest of the bandage rest on the head with the point hanging down the neck. Stand behind the patient to do this. Take the ends of the bandage right round the head, just above the ears, crossing them loose dozen at the back of/se head and back to the centre of the forehead just above the bridge of the nose, where they are fastened by a reef knot. Pull the point down and then turn it over back to the top of the head and fasten with a safety-pin. This bandage will keep a dressing in place.



Triangular Bandage as Applied to the Foot

Place the foot in the centre of the bandage with the toes towards the point. Draw the point up over the foot and ankle.

Bring the centre of the base of the bandage up round the back of the heel, pass the ends round the ankle, being careful to “trap” the centre of the base at the back and the point at the front, and tie them in front with a reef knot. Pull the point taut as before and fold it back and fasten with a safety-pin over the instep. When you practice this bandage in your Patrol Den do it with the foot naked.



THE TRIANGULAR BANDAGE

This is the most useful bandage in first aid. It can be used either full-size, or as a broad or narrow bandage. The illustrations show you how to fold it.

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

Whenever an accident happens, even a small one, it is probable that the nervous system of the patient will be affected and this affects the circulatory system. This general condition is known as “shock”. In many cases the shock

is worse than the actual accident, and it has often proved fatal. In every case of accident, then, treatment for shock should be given. *Never neglect shock - send for the doctor.* Shock can be recognised in bad cases because the skin becomes cold and clammy and the patient is weak and voiceless.

First of all you must inspire confidence in your first aid - speak cheerfully to the patient and avoid answering questions on the nature of the injury. Rest, warmth, quiet, subdued light, a cheerful first-aider - these will assist the patient to recover.

Keep the patient warm by covering with blankets and warm clothing. Put a hot water bottle at the feet and one to hold is a comfort. Arms and legs too may be rubbed (towards the heart) but do this *under* the blankets.

Give the patient warm drinks - this is not just an old English custom - a cup of tea at just any time. It has been mentioned that the upset to the nervous system affects the circulation of the blood. To put it rather crudely, shock may cause the blood vessels to "leak" with the result that circulation is interfered with - a warm drink will add fluid to the general circulation. The kidneys regulate the amount of fluid in the circulatory stream under normal conditions and when we say we are thirsty it is a sign that the body fluids need replenishing.

SHOCK is not to be dismissed lightly - get medical advice as soon as possible.

SWIMMING

(c) Swim 50 yards. If a doctor certifies that bathing is dangerous to a boy's health, he must, instead of this, pass one of the following badges: (For Scouts under 15.) Camper, Jobman, Woodcraftsman, Backwoodsman, Stalker and Starman; (For Scouts over 15.) Camp Warden, Handyman, Naturalist, Pioneer, Tracker, Astronomer.

Swimming.- "When in camp, bathing will be one of your chief joys and one of your duties, a joy because it is such fun, a duty because no Scout can consider himself a full-blown Scout until he is a swimmer. . . ." The Founder wrote that in *Scouting for Boys*, and this is why swimming forms part of the First Class Badge test.

The art of swimming is not difficult of attainment but it is one which requires pluck and perseverance. There is no way of learning swimming from books. It is an art which can only be learnt properly from a good swimmer, and a Scout must obtain the help of someone already proficient who will help him.

Scoutmasters usually arrange for their Troop to have a Swimming Instructor.

Much can be done before the lessons start by Scouts who cannot yet swim. The first requirement is to attain confidence in the water. Many boys suffer from “water-funk”, and the only way for a Scout to overcome this is to get into the water and splash about until he feels thoroughly at home in the new element.

For these early adventures, a proper swimming bath or pool should be chosen, if possible. These are not only safer, but the handrails and firm side will give confidence and aid rapid progress. Fortunately, swimming has become so popular of recent years that there are few parts of the country unprovided with facilities of this nature.

It is true that it is easier, later, to keep afloat in salt water, but the sea is not a good place in which to learn to swim, as the shelving shore and continued motion of the water make conditions difficult for the beginner. Rivers, too, have various disadvantages except at places where there is a properly cleared bathing pool.

The beginner should choose water ‘which will come breast-high and enter it quickly. He should jump in (at any rate after the first time) rather than enter by the steps. Immediately he is in the water the head should be ducked under. This prevents catching cold. It will be found possible to immerse the head without covering the nose and eyes. At first the eyes will naturally be shut, but after a short time a Scout should try to open them under water. It is quite painless and easy, and this simple act is a great help in promoting confidence.

Next comes the fun of water games. A Scout should bathe with a few friends and play as much as possible. Various forms of “tag” and relay races across the bath are great fun. Remember there is a difference between games and horse-play, and no real Scout will ever frighten new learners by forcible ducking, pushing-in, or other silly practices which may destroy all confidence for years.

By this time a Scout will feel at home in the water and is ready for instruction. He should next watch a good swimmer and then get the instructor to show him, on dry land., the motions of the breast stroke, both for arms and legs. The breast stroke is certainly the best to start with, since it is the foundation for most of the other strokes, and the exciting ones like the American Crawl can be mastered later.

The movements for the breast stroke should then be practised on dry land until the beginner is sure of them. Then he should enter water at arm-pit depth and practise the arm stroke. Later he should hold the side rail and practise the leg stroke.

Now the instructor is needed again. He will support the pupil by placing a hand under his chest while the two strokes are combined. In a little while it will be found that the chest support is too much and the supporting hand is transferred to the chin only. The pupil will shortly be able to progress by himself and then it is only a matter of practice before the fifty yards are accomplished.

Water-wings, floats and other aids are not much use for learning even in a bath, and in open water they can be positively dangerous.

Learning to swim is only the beginning stage of much fun and adventure which a Scout will thoroughly enjoy. Like everything else it requires common sense, and a Scout will do well to learn the simple conditions which make for good bathing. These are the points that should be remembered:-

- (a) Bathing before breakfast sounds very hardy but it is not good for growing boys. It makes one very tired later in the day.
- (b) No one should bathe immediately after a meal. Wait at least an hour and a half.
- (c) Never enter the water when tired.
- (d) Never stand about when you come out. Rub down vigorously, even if it is so warm that you can sunbathe later.
- (e) Before bathing in rivers or the sea make local enquiries as to currents, tides, rocks, weeds, holes or tides. Sea bathing is the best of all when conditions are good.

The alternative badges are only substituted in cases of physical handicap, and where the County Commissioner is satisfied that it is not practicable to obtain facilities to learn to swim.

3. OBSERVATION

(a) "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."

Does your Troop possess a "Tracking Pit"? If not, why not volunteer to help make one? You must have noticed on Sports Day at your school that the long-jump pit is ideal for recording human footprints and so on. Why not try to make a larger pit to be kept for tracking purposes? It would be useful to have such a pit near your Troop Headquarters. A friendly builder would advise as to the best type of sand to use and would I am sure supply at a reasonable cost.

On your hikes or when camping you should be on the look out for suitable ground for tracking of this sort. Have a look near the edge of a pond and you will be sure to find animal tracks - you could make use of the same patch of ground for some tracking exercises.

Start in a simple way. Note the effect of merely walking across your tracking pit - rake over and then run across - notice the different characteristics of the two sets of tracks. Now cover your eyes and ears whilst a friend goes across the pit - you should then try to decide whether your friend walked across or ran across.



SIMPLE TRACKING PIT

Harder exercises to interpret will be the prints made by hopping, trotting, walking across with a Scout on your back and so on.

After preliminary training of this sort you will be ready for something harder - get two friends to walk to the centre of the pit and carry out some actions such as putting a Scout staff down and a haversack and spreading out a map. Observe the effect in the sand when they have walked from the pit. Next get your friends to set you a test - you must not see what they are doing. When you have suggested what they did, rake over the pit and watch them repeat the "story," and so learn why your deductions were or were not correct. You *must practise* to be able to pass this test - it's a very interesting test, isn't it?

(b) "Be able to recognise and name from list submitted by the Scout, 12 common trees and 6 common birds."

TREES

In the companion book to this *one - First Steps in Scouting* - you learnt something about trees and how to recognise them. You should not have much difficulty in locating examples of the following whether you live in town or country:-

Oak	Horse Chestnut	Poplar	Alder
Elm	Sycamore	Willow	Larch
Ash	Lime	Fir	Walnut
Beech	Pine	Birch	Yew

You must be able. to recognise a tree at any season of the year. A tree easy to identify by its, leaf in the summer is by no means easy to identify in winter

without its leaves, *but* in the winter there may be characteristic buds to observe or the fruits may still be attached to the tree.

You are recommended to borrow from your local Public Library the book *Wayside and Woodland Trees* (Step), or some other good tree book. In this book you can see illustrations of the trees which grow in this country, together with descriptions.

When preparing for this test it is a good idea to keep a Tree Log Book in which you can put all the information you can discover about trees, photos that appear in the daily papers and in magazines. Learn as much as you can about trees from some-one who really knows about them.

Learn to recognise a tree:-

In Winter - by the general shape of the tree; the position shape, colour, etc., of its winter buds; by the appearance of the bark; by the presence of numbers of fruits on the ground near the tree.

In Spring - by the appearance of the leaves; by the general shape of the tree when in full leaf; by the flowers.

(NOTE:- many tree flowers appear before the leaves, e.g. Elm, due to the fact that tree flowers are usually pollinated by the agency of the wind.)



HORSE CHESTNUT

- (A) Complete tree - Winter. (B) Summer - Flowers.
(C) Leaf - Fruit. (D) Winter Bud.

In Summer - by the characteristic fruits; the mature leaves; the general appearance of the tree.

In Autumn - by the old fruits; the fallen leaves (if a deciduous tree, i.e. one that sheds its leaves); by the bark.

Trees may be grouped as *deciduous* or *evergreen*. Evergreen trees (mainly Conifers) do not shed all their leaves at once, but shed a number each season - a particular leaf probably remaining on the tree for several years.

BIRDS

There are five classes of backboned animals: fishes, amphibia (e.g. Frog, Toad), reptiles, birds and mammals (e.g. Man). Birds are animals with the following special characteristics:-

1. They have a high constant temperature.
2. They are specially adapted for flight.
3. They have a body covering of feathers.
4. Their front limbs are modified, to form wings (in flying birds) or reduced (in running birds)
5. Their hind legs are modified for hopping, swimming, perching, walking or running.
6. The head is usually small and rounded, the body oval giving a stream-lined effect.
7. The young are produced in eggs with much yolk and a porous chalky shell.

Feathers. - These prevent excessive heat loss from the body especially during flight - feathers entangle air, and air is a bad conductor of heat - for a similar reason a piece of sacking can be used to keep a Scout warm or to prevent ice from melting. Feathers readily shed water - notice the attitude of a hen standing out in the rain - its body is tilted at such an angle that the water is shed. Feathers are arranged in a special way on the wings for flight, on the tail for steering, and on both to enable the bird to glide. The colour of the plumage in the two sexes differs - the male has brighter colours than the female - the dull plumage of the female provides protective camouflage whilst the bird is sitting on the eggs.

Perching. - Look at the back of your hand. Waggle the fingers up and down as though playing the piano - you will see that the fingers are moved by "cords".

These are called tendons or sinews. When a bird settles on a branch to perch, the leg bends and the tendons from the leg muscles to the toes pull on the latter so that they “lock” the leg to the branch. To get off a perch a bird must first raise its body by unbending the legs. You may have noticed that it is difficult to move a hen from a perch after dark as it has such a good grip.

Flight. - Perhaps you can recall the appearance of the remains of the Christmas Turkey - the powerful “keel” of bone to which the muscles which work the wings are attached. Powerful pectoral muscles move the wings downwards and slightly forwards, the shape of the wing being something like the shape of the cupped hands used in making the breast-stroke in swimming. When the wing is pulled down, the wing-tip twists so that it becomes propeller-shaped. This makes the bird go forwards and slightly upwards. The air striking the slightly tilted body helps to support the bird. The wings are then lifted with a reverse movement - this causes the body to sink slightly. The net result is that the bird travels along in a straight line with a very slight up-and-down movement as it goes.

To assist in flight many birds have air in the long bones of the body and there are special air-sacs to diminish the density of the body so that less energy is required to move it along. The breathing mechanism is very efficient, to ensure a great and rapid evolution of energy and heat.

When working for this Test think about the points mentioned. Select the six common birds you wish to study and then make up a Bird Log Book about them. There are many sources of information, *but* make as many personal observations as possible. Amongst the birds you might select are:-

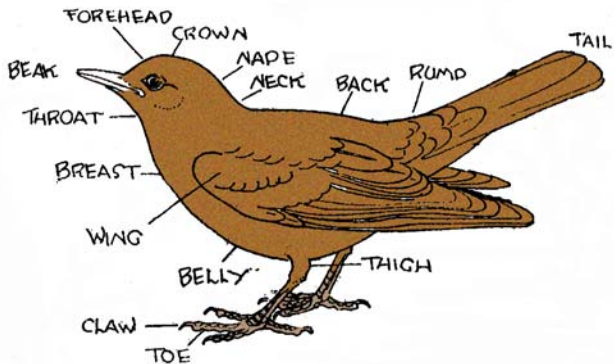
House Sparrow	Blackbird	Wren
Robin	Thrush	Chaffinch
Starling	Jackdaw	Rook
Blue Tit	Pigeon	Moorhen

A number from this list will visit a bird tray in your garden or will come to a windowsill for food.

The beaks and the claws of birds will give you a lot of information about their habits, especially about their feeding habits. The beak of a duck would be of little use if the only food available was hard nuts; the flesh-tearing beak of a bird of prey would be of little use if the only food available was waterweed.

Keep a lookout for special adaptations like this.

The diagrams which follow should be of interest to you.



THE PARTS OF A BIRD

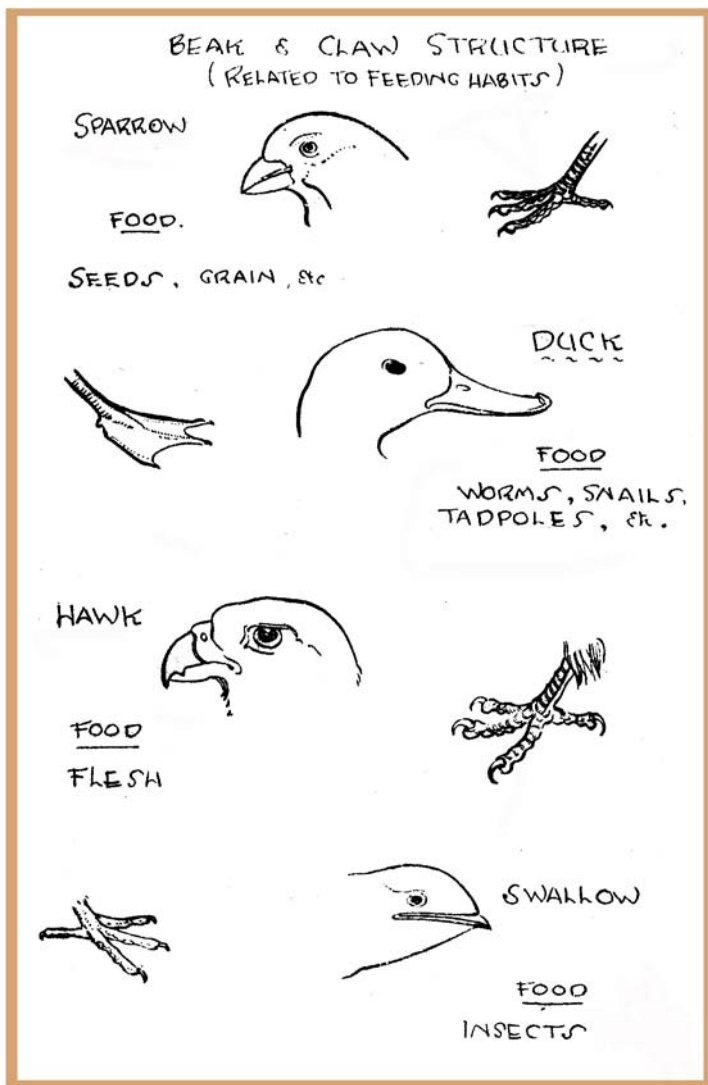
Here are the main points concerning six very common birds:-

1. *House Sparrow*.- Very well known. Feeds on seeds and sometimes on insects or fruit. Its call is the familiar "chirrup". The nest is an untidy mass of straw, root fibres, together with string, paper or similar waste material, lined with feathers - it is interesting to note that there may be many hundreds of feathers in the lining of one nest.

2. *Robin*.- Very well known. The breast is a brick-red colour and the belly is white. It feeds on insects and worms - a robin may eat more than its own weight in worms per day. The nest is covered and found in a bank, in ivy, against tree stumps, in an old tin, etc. The nest is made of leaves and moss and is lined with hair.

3. *Thrush*.- A familiar garden inhabitant, especially if there is a lawn. Its back is olive-brown and the breast is cream spotted. It feeds on insects, snails, worms, slugs and some fruit. It is interesting to watch a thrush collect a whole beakful of food to take to its young. The egg is bright blue in colour with black spots towards the rounded end. The nest is made of grass and roots and is lined with a plaster made from mud and rotted wood. The nest is to be found in a shrub or a hedge.

4. *Blackbird*.- Well known. The cock bird is black with an orange beak, the hen bird is dark brown. The nest is like that of the thrush but with an additional lining of dry grass above the mud. It feeds on fruit and insects mainly. The eggs are bluish-green, spotted with a brownish colour.



5. Wren.- The bird illustrated on a farthing. It feeds on insects. Its nest is made of grass and leaves and moss, with a lining of feathers. The nest is like a ball with an opening at one side. The nest is often found amongst ivy on trees.

There are 6-12 eggs - white, spotted with red. It has a loud song for such a tiny bird. It is often seen quietly creeping about under a hedge in search of food.

6. *Swallow*.- A familiar summer visitor. Feeds on insects caught on the wing. The throat is a rich red, the wings are long and there are tail streamers. Its flight is rapid. The nest is made of mud with a lining of feathers - often found under the eaves of a house in the corner of a bar.

Check these facts by direct observation.

ESTIMATION

(c) *"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, either above or below the actual."*

Estimations.- *Improvised apparatus* is allowed during the actual test, but the only way in which a Scout can become accustomed to estimations is by constant practice and by checking each practice estimation made. This checking must be done by actual measurements and may involve the use of simple apparatus.

The most convenient method of measuring is to use measures which every Scout carries with him. One cannot always have a chain or yardstick, but every Scout can, and should know his own personal measurements. The most useful are as follows:-

Length of Pace.- For measuring distances. Find this figure by pacing normally over a measured distance, say fifty yards, and dividing by the number of paces taken. Do not attempt to measure a- pace by standing with legs apart.

Distance from fingertip to fingertip when arms are fully extended sideways.- Valuable for measuring short distances above ground level.

The Scout's own height.

Height of knee-cap from ground.

Span of thumb and forefinger.

Length of a nail joint of forefinger.- Approximately one inch in an adult.

Length from fingertip to elbow joint.- This is the old Biblical cubit.

These measurements should be brought up to date every six months to allow for physical development. With these figures known, and with the addition of the staff, a Scout is equipped to tackle most problems of measurement.

Estimation of Distance.- The best way to obtain practice in this is to accustom the eye to the appearance of certain common lengths. The most common are:-

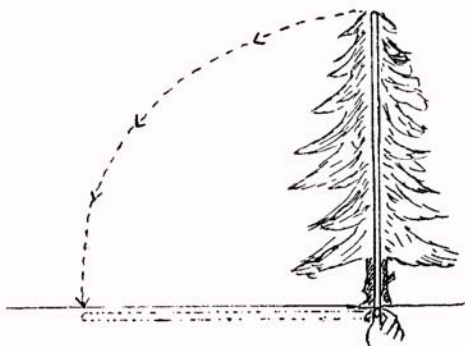
Cricket Pitch. -	22 yds. between stumps.
Football Pitch (Association) .-	120 yds. x 80 yds.
Football Pitch (Rugby).-	110 yds. x 75 yds.
Tennis Court (Double).-	78 ft. x 36 ft.

Visualise these known terms when asked to estimate distance and make a mental comparison.

For longer distances a map must be used. It is good practice when on hikes or excursions for Scouts to get out a map and work out from the scale the distance of prominent objects of the landscape such as churches, hills, etc. Scout's Pace, too, has value here and will enable long distances to be measured. It is useful if a Scout knows the distance which he covers in, say, half an hour, at his normal pace.

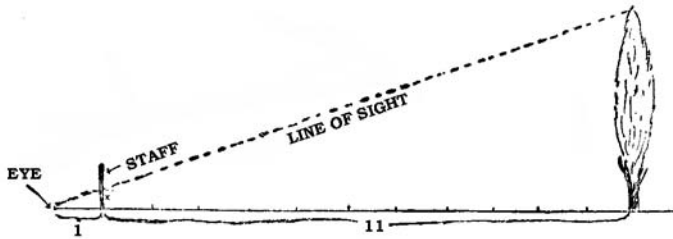
Estimation of Heights.- When practising, as always, make an estimate first and then check by measurement. The practice involved in the various methods available is great fun. There are many of these methods which a Scout can use. The handiest are probably:-

(a) *Lumberman's Method.*- The Scout takes his staff or a light stick in his hand and holds it upright at arm's length in front of him. It should be held so that the tip of the staff just touches (apparently) the tip of the object whose height is required. The thumb is now placed on the staff where the base of the object is seen. The staff is now carefully turned through a right angle without moving the hand, until it is horizontal. The spot where the tip cuts the ground on a line, at right angles to the tree and parallel with the staff is now noted. The distance of this spot from the base equals the height required.

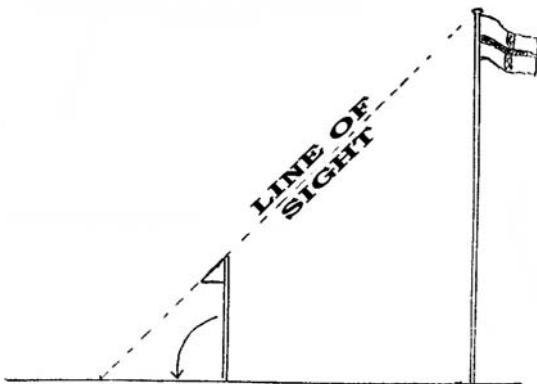
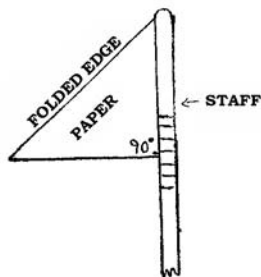


This is really the same way as felling the tree in imagination, but is not advisable for use for great heights. It can be particularly useful when the base

of the object is unapproachable, though in that case a knowledge of elementary geometry is required.



(b) *One-in-Twelve-Method.*- This gives very accurate results. From the base of the object a distance of eleven units is marked off. The unit may be of any convenient length such as a staff, or in great heights, two or three staff lengths. At the eleventh unit mark the spot. A further unit is then taken, making twelve in all. The staff is then placed vertically (most important) at the eleventh mark and the eye of the observer placed to the ground at the twelfth mark. The tip of the object is then sighted and the spot on the staff marked where the line of sight cuts the staff. The height of this mark from the ground, in *inches*, is equal to the height of the object in *feet*.



(c) *Right-angle Method.*- A square of stiff paper is folded diagonally to form a right-angled triangle. This is placed against the staff in the position shown in the diagram. The folded edge of the paper is used as a sighting line. The observer looks along it and moves the staff (again, it is most important to keep the staff vertical) until he can just sight the tip of the object. Then the staff is laid on the ground, away from the object, without moving the butt. The distance from the tip of the staff to the base of the object is the height required. This method can also be adapted to the measurement of widths.

(d) *B.-P.'s Method.*- This is given in *Scouting for Boys* and need not be repeated here, but a First Class Scout should add this to his practices.

Remember that in all cases the results will be affected by sloping ground. It is therefore best to check from two or three positions and take the average of the results.

4. PIONEERING

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

The Sheer lashing.- A sheer lashing can be used in two ways, and each should be known. It can be used (a) for lashing together two spars which will subsequently be opened out, as in sheer legs, or (b) to lash together two spars end-to-end to construct, say, a flagstaff.

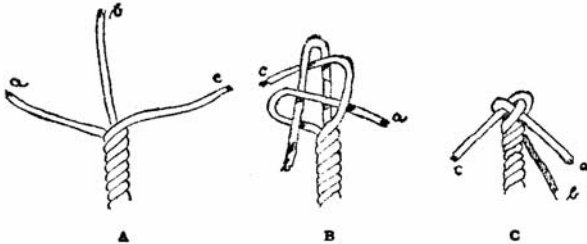
(a) The spars are laid together, parallel to each other, and the butts carefully aligned. The rope is made fast to one spar by means of a clove hitch. (The point at which the lashing is placed will be determined by the purpose for which the sheer-legs are required.) The free end and the standing part of the lashing are then twisted round each other, not too tightly, and the standing part passed round both spars above the clove hitch and this is continued for eight or nine turns. Frapping turns are made round the lashing itself, between the spars, and the whole is finished off by a clove hitch on the opposite spar to that on which the first was made. The sheer legs are opened out and the act of opening automatically tightens the lashing. It is convenient if a small block of wood is placed between the spars to keep them apart sufficiently to enable the rope to be passed between them easily when frapping.

(b) For lashing two spars end-to-end the same procedure is followed, except that in this case the spars must be close together all the time. Consequently the clove hitch, both at start and finish, will be round *both* spars. The turns should be drawn as tightly as possible each time. No frapping turns will be possible as the spars are now tight together; so as to obtain the extra tautness small wooden pegs should be driven under the lashings as in the diagram.



The Back Splice.- This is used to make snug the end of a rope and prevent it from fraying. It is more durable than a whipping, but it increases the diameter of a rope so that it will not always pass through a block.

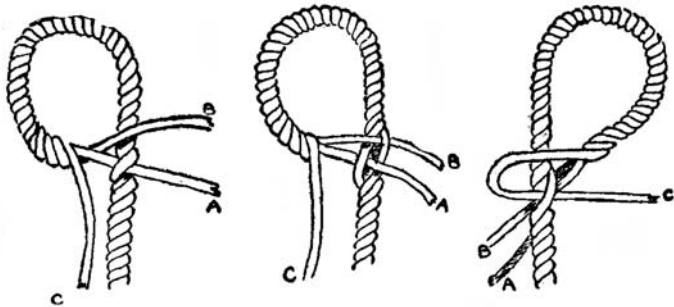
To make it the rope is unlaied for a sufficient distance, usually about ten times the diameter of the rope (Fig A). Each end is then passed over its neighbour, working round the same way as the lay of the rope (Fig. B). (The "lay is the way in which the strands of a rope are laid up, i.e. anti-clockwise or clockwise, the proper terms being "right-handed" and "left-handed" respectively. The knot is then pulled very tight by working each end in turn, pulling it always towards the standing part of the rope (Fig. C). This operation is known as "crowning a rope" and the knot made is a "crown knot."



The rope should then be held in the left hand with the crown knot pointing towards the right. Each end is now taken in turn and passed over one strand of the lay and under the next, working always *against* the lay. When all three strands have been thus treated a complete "tuck" has been made. If after each tuck the rope is turned outwards the next end will cross over the strand under which the previous end has gone, and be tucked under the next strand. The process is repeated until three complete tucks have been made with each end. The ends are cut off cleanly and the whole rolled between the palms or under the foot to give a neat, even finish. It is important that each end should be pulled really tight after each tuck.

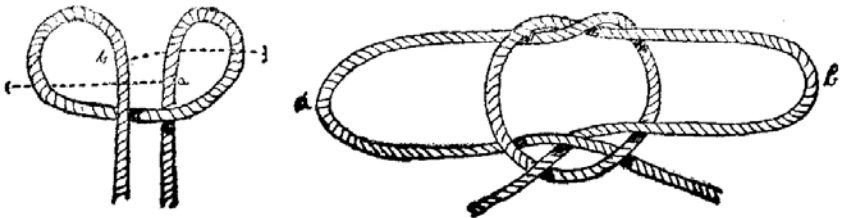
The Eye Splice.- This is formed by unlaying the rope for about the same amount as in the "back splice", and then splicing the ends into the standing part to form an eye of the desired size. The three ends are laid on the standing part and the middle end is tucked under the strand on which it lies (study diagram carefully), working *against* the lay. The end on the left is now passed over the strand under which No. 1 was tucked, and tucked under the next.

Always keep this second end inside the first, *i.e.* on the side nearest the eye.



The work is then turned over and the remaining end tucked under the strand that has not yet been used, remembering that this too must be *against* the lay, so that it goes over and then back under the same strand. The position is now similar to that after a tuck in the back splice and the remainder of the work is the same. Three complete tucks should be given. A better finish is given to an eye splice if it is tapered. To do this, cut away half of each working end after the second tuck. The ends are again halved after the next tuck and so on.

The Fireman's Chair Knot.- This is the knot used in the middle of a rope to provide two loops, which can be adjusted in size so that one can be passed under the shoulders and the other under the knees of a person lowered from a height.



It is made by casting up two hitches as for a clove hitch. The inner side of each hitch is then pulled through the other as in the diagram. One loop will need to be about two-three feet and the other three-four feet, according to the size of the person the "chair" is to carry. To secure the loops after adjustment, a half-hitch is passed over each, exactly as in the sheep-shank, and these are worked down to the knot.

Manharness Knot.- Used to make a loop which will not slip in the middle or end of a tow rope. Throw the loop as shown in Fig. 1, leaving plenty of stuff in loop a. Pass loop a under b and over as shown in Fig. 2, and work tight by hauling out loop a.

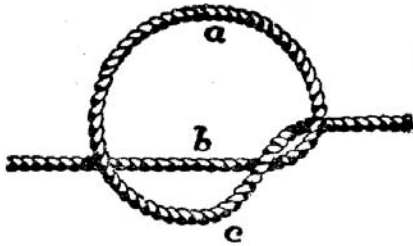


Fig. 1

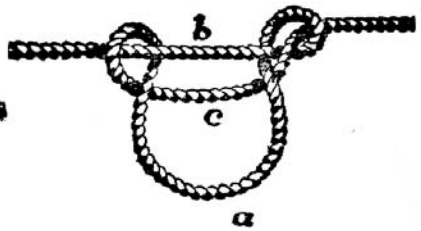
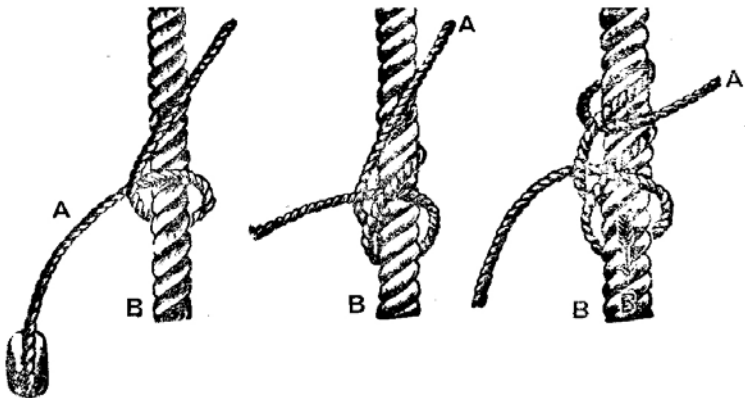


Fig. 2

Rolling Hitch.- This knot is used for attaching a rope (A) to a spar or another rope (B) which already has a strain on it, and when the strain on the rope A has to be in a desired direction, usually approximately parallel to that on the rope B.



To make it, start with a half-hitch on rope B and then take rope A round again on the side of the half-hitch on which the strain will later come. Then pass over, as in a clove hitch, and finish with another half-hitch on the other side. This all sounds very complicated and is difficult to explain in words, but the illustration will make it clear.

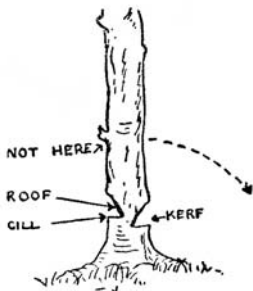
AXEMANSHIP

(b) "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."

Before felling a tree Scouts must first obtain permission to do so from the owner, and must be careful that only trees pointed out for their use are touched.

The following points should be considered before the actual felling is started:-

- (a) Other trees, buildings, etc., which might be damaged by the fall.
- (b) The weight of the branches and the lean of the tree.
- (c) The wind - a strong wind may upset all other calculations.
- (d) The slope of the ground. If other reasons allow, fell a tree uphill.



To fell a tree first cut rather more than half-way through the trunk, near the bottom, on the side to which it is intended the tree should fall. This cut should have a flat "cill" and a sloping "roof" and is known as a "kerf". Then make a second kerf on the opposite side some three or four inches higher than the first. If two Scouts are working together it is well to put a rope round the tree before cutting operations commence and let one pull it in the right direction.

Safely Rules for Axemanship.

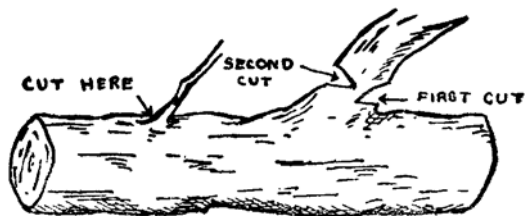
- (a) Stand firm and square to the job.
- (b) Clear the ground around of anything that may interfere with the swinging of the axe. Saplings and bushes can often be tied back.
- (c) Keep all spectators at least two axe lengths away. An axe length is from the shoulder of the axe man to the head of the axe when arm is fully extended.

(d) No one in front of the tree and no one immediately behind it. The butt will sometimes kick.

(e) When the tree begins to fall shout "Timber" loudly as a warning.

(f) Allow no one to approach the tree until it is lying firmly on the ground. Give it time to settle, as sometimes the tree will fall on a limb which will later break and allow the tree to roll over.

Logging up.- Work from the butt upwards, cutting off twigs and branches. Small branches may be cut off with a single blow of the axe and this should be directed from the underside upwards. Larger branches should be taken off by cutting a kerf first on the higher side and then on the lower. This prevents any splitting of the main trunk. (If the tree is standing, the *lower* side cut is the first made).



Wood should be sorted into piles according to thickness; brushwood in one pile, medium thickness in another and heavy stuff in a third. Long pieces can be cut into suitable lengths with the axe. In doing this the axe should enter the wood on alternate sides of a V-shaped cut and at an angle of about 60 degrees.

A cross-cut saw may be used for cutting the tree trunk into required lengths. This is worked by two Scouts, each *pulling* the saw in turn. Never *push* a cross-cut saw.

Remember the actual felling of a tree is comparatively simple. A Scout, however, has not finished the job until all is cleaned up and left tidy.

Axes.- A felling axe should be carried either by holding the head in the hand with the bit facing forward, and resting the haft against one's shoulder (see diagram next page), or by resting the head on one's shoulder with the bit out.



When walking in company the axe is always carried on the off-side.

For the names of the parts of the axe see diagram.

In choosing an axe certain points should be watched.-

- (a) The haft should be straight grained and without knots.
- (b) The head should be set true to the haft.
- (c) The wedge should run the whole length of the socket.
- (d) Avoid all painted axes and multiple tools.



The axe head should be kept clean and greased when not in use.

The haft should be nabbed with linseed oil very occasionally.

Grinding an Axe.- Don't use too much water and empty the grindstone when the job is finished. The wheel should be turned away from the person who is grinding. Start well back from the bit and move the haft backwards and forwards so that the grinding takes the shape of the bit. Once ground, an axe can be kept sharp by touching up with a carborundum stone. If the bit becomes nicked, a file should be used to make the bit smooth. Do not attempt to grind out large nicks.

Axemanship is essentially practical and cannot be learnt from a book. Go out and practice.

5. SIGNALLING

“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 test in Morse, by buzzer, the test may be taken indoors provided the sender and receiver are out of sight of each other.”

Signalling.- In order to pass the Second Class Test a Scout has to learn the signalling alphabet, be able to send and receive simple words, and know the elements of procedure. It is not necessary to repeat these here, but it is important that the groundwork should be thoroughly mastered. That is one of the reasons why a Scout has to satisfy his S.M. that he can re-pass his Second Class before tackling the First Class Test (See *First Steps in Scouting*.)

The early stages of signalling do mean hard and concentrated work, but now much more fun and enjoyment are obtained in the practice for the next step.

Scouts should work in pairs. This greatly aids rapid progress. Practice is the only means by which the speeds necessary for this test can be obtained. Scouts should get out whenever possible and actually send messages. Practice in a small room is usually absurd and not nearly so much fun. Messages should be sent across a field or, better still, a valley. Later on, if field-glasses are obtainable, it is extremely interesting and good practice to try signalling at a further distance.

Perhaps two pairs of Scouts can work together, and then proper station work can be done, and the foundations laid for the Signaller Badge (over 15 - Leading Signaller) to which every First Class Scout should aspire.

In sending, signals should be made clearly and precisely, and great attention should be paid to the correct use of angles and positions already learnt. The background, too, must be studied and the direction of the wind. The Sender must make certain that his Reader can see him well.

In reading, it is helpful if another Scout can actually write down the message so that the Reader need never lift his own eyes from the Sender. This is a most important point and leads to both speed and accuracy.

When calling out letters there is a possibility of confusion between letters which sound alike, such as A and K, so the practice is to use “phonetics” and these should be used from the very earliest stages. The common ones are as follows:-

First Class Tests

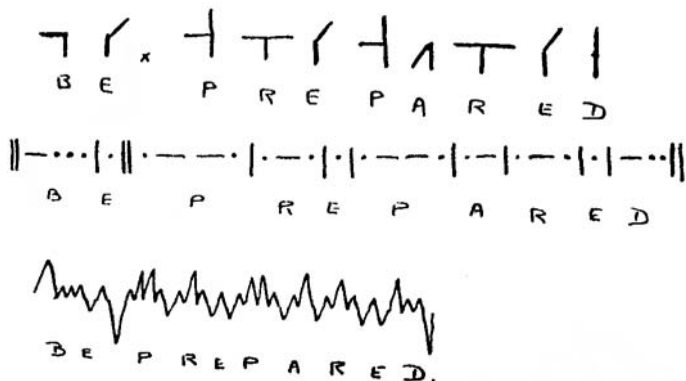
A is	called	Able	J is	called	Jig	S is	called	Sugar
B ,,	,,	Baker	K ,,	,,	King	T ,,	,,	Tare
C ,,	,,	Charlie	L ,,	,,	Love	U ,,	,,	Uncle
D ,,	,,	Dog	M ,,	,,	Mike	V ,,	,,	Victor
E ,,	,,	Easy	N ,,	,,	Nan	W ,,	,,	William
F ,,	,,	Fox	O ,,	,,	Oboe	X ,,	,,	X-ray
G ,,	,,	George	P ,,	,,	Peter	Y ,,	,,	Yoke
H ,,	,,	How	Q ,,	,,	Queen	Z ,,	,,	Zebra
I ,,	,,	Item	R ,,	,,	Roger			

In the early stages simple sentences should be used, but later groups of letters, PJLH: MDWQS: BVXZ: should be practised. This assists accuracy as it prevents guessing by the reader.

In addition to flag-work a buzzer is a great aid and any Scout can soon rig up a buzzer set in his own house or Troop Room. The materials are inexpensive and it is good handcraft practice too. Scouts will enjoy the thrill of sending messages from room to room, and it is available for practice in all weathers. In the same way lamps can be used.

Read again about Morse in sound in *First Steps in Scouting*. There are a number of books to consult. and no doubt there are several in your Troop Library.

As a further opportunity of practice and to gain the continued familiarity with the alphabet, a Scout can use the Morse or Semaphore codes for writing letters or messages to his fellows. The following illustration will show various methods by which this can be done.



Alphabetical Check for Numerals (Semaphore) - In second Class the use of the general answer was learnt.

This is not sufficient when numerals are sent, as the possibility of error is greater.

In this case, the Receiving station sends back the alphabetical check, in which

A is the check for 1	F is the check for 6
B " " " " 2	G " " " " 7
C " " " " 3	H " " " " 8
D " " " " 4	I " " " " 9
E " " " " 5	K " " " " 0

(Note that J is omitted.)

For example, if the Sender has sent numerically the figures 5738, the Receiving station will send back as check the letters EGCH.

Numerals and their check should be introduced frequently into practices until real familiarity is gained.

Numerals (Morse)

1.	6.
2.	7.
3.	8.
4.	9.
5.	0.

The Short Numerals (as checked back by Receiver.)

1.	5.	8.
2.	6.	9.
3.	7.	0.
4.		

6. EXPLORING.

(a) "Read and be able to use a one-inch Ordnance Survey map (or its local equivalent). Use a compass, and point out a compass direction by day or night without the aid of a compass."

To pass this test a Scout needs to use his common sense and imagination. There is nothing difficult about mapping and compass work if it is tackled in the right way.

Reading a Map.- For this part a Scout should own or have the use of the one-inch Ordnance Survey map of the district round his Headquarters or summer camp site.

Scale.- A map is an attempt to represent a picture of the country on paper. Obviously it cannot be life size, and to keep it in proportion all distances are reduced equally. In the case of the one-inch map, one inch measured on the map is equal to one mile of the actual country.

Sometimes this scale - is represented by a fraction called the Representative Fraction. In this case the distance on the map and the distance on the country is given in the same unit of measurement, that is, one inch on the map represents 63,360 inches (one mile) on the country, and the fraction is written as $1/63,360$.

When a Scout first looks at a map it is most important that he should get some idea of the scale firmly in his mind. He can do this by measuring the distance between two points on the map and then thinking how long it would take him to walk or cycle this distance over the actual country.

Conventional Signs.- All the important features of the countryside are represented on the map, e.g. roads, railways, rivers, woods, churches, buildings, pylons and so on. It is not possible to give an actual picture of each one, but each has its own conventional sign. For instance, a church is shown by a cross. At the bottom of every Ordnance map is a chart of these conventional signs, so it is not necessary for a Scout to know them all by heart, though with practice the more usual ones will, of course, be memorised.

A Scout should notice that much information can be obtained from a map by the differences in these conventional signs, e.g. roads may be fenced or unfenced, churches may have towers or steeples, or neither, and trees may be either coniferous or deciduous. No mark is printed on the map without some meaning, and a good Scout is one who notices each mark and understands its meaning.

Heights.- It was said above that a map was an attempt to make a picture of a country on paper. This picture is really a bird's-eye view. When looked at from above, hills and slopes do not stand out prominently and yet they are always the most prominent features of any landscape viewed from the ground. Hills, therefore, are shown by one or more of the following methods.-

- (a) The shape and steepness of the hill is shown by shading.
- (b) Contour Lines. These are drawn on the map joining points on the ground of equal altitude. Each contour line is marked with the height.

(c) The Layer System. This is when the intervals between the contour lines are coloured various shades. A key is given in the margin of the map and normally the darker shades indicate the higher ground.

(d) Spot levels. These do not show the shape of the hill but simply give the height above sea-level at a given spot. They are often inserted along roads on the brows of hills.

Practice.- The way only to become good at map-reading is by practice. A Scout should always carry a map when out hiking and should refer to it frequently. It is good practice in the early stages to go to a point with a good view and identify as many features of the landscape as possible and find them on the map.

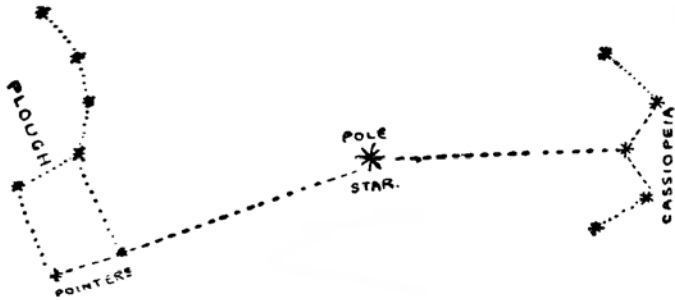
Using a Compass.- Accurate bearings can only be taken with a prismatic or mirror compass. To take a bearing with one of these, hold the compass steady and apply the eye to the sighting slot. Bring the objective and the hairline into line with the slot. Then read off the number of degrees on the scale through which the continued hairline appears to run.

Few Scouts can afford prismatic compasses, but much good work can be done with the flat dial compass. To use this, place it on a firm and level base, sight the object over the compass and read the figure at the point where your line of sight cuts the compass card.

Bearings Without a Compass.- By day you can use a watch. Point the hour hand at the Sun, the South will then lie in a line running through the centre of your watch to a point halfway between the hour hand and the figure 12. (During summer-time use the figure 1 instead of the figure 12.)



By night you will be facing North if you face the Pole Star. This can be found from the pointers of the Plough, as in the diagram, or from the "arrowhead", in Cassiopeia.



Churches are generally built with the chancel in the East and many have weather vanes.

Making a Sketch Map. - The first essential is clearness, and nothing should be put in that is not necessary for the object for which the sketch is made. The area covered by a sketch map will seldom be a very great one. The scale (which must always be included) can therefore be fairly large. Twelve inches to the mile is a good one; or a unit of paces, say 100, to the inch, may be used. In the latter case make clear in the margin what the length of pace is.

Remember, too, that direction must be shown by putting in an arrow showing the direction of North.

The conventional signs from the Ordnance map may be used for the different features. All names should be carefully printed in block letters. Remember to put in the destination of roads which lead off the map.

Practise with small areas to start with, perhaps a plan of the Troop Headquarters. Next comes a map of the block in which Headquarters is situated. Other practice may be obtained by mapping a stretch of road with the main features on either side. Each camp site, whether on hike or for summer camp, should be the subject of a map.

7. PUBLIC SERVICE

(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."*

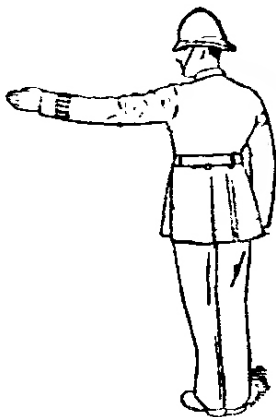
First of all see that you have a copy of the Highway Code. This may be purchased from any Bookseller or direct from His Majesty's Stationery Office, Kings way, London, W.C.2. Then see that you read it thoroughly and understand its implications. *Revise your Second Class Test in Road Safety.* Be a good user of the highway yourself whether you are a pedestrian or a cyclist. As you must be able to answer questions on any part of the Highway Code get another Scout to ask you some test questions or arrange that there is a Road Safety test during the Patrol period of the Troop Meeting. Spend a few minutes watching traffic control by a policeman or by a Road Scout employed by one of the Motoring Associations.

(b) *"Demonstrate the principles of controlling traffic."*

Here are some diagrams taken from the Highway Code by permission of His Majesty's Stationery Office.



*"Stop" Signal No. 1
as viewed by the driver for whom
it is intended.*



*"Stop" Signal No. 2
as viewed by the driver, for whom
it is intended.*

To repeat, spend a few minutes watching an expert traffic controller on point duty at a road junction. Notice the clearness of his signals of instruction. There

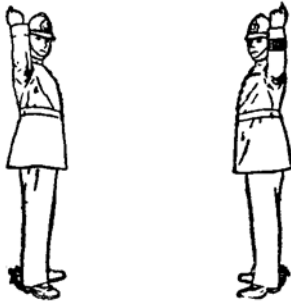
are many occasions when a Scout can help to control traffic if he can give correct, clear and authoritative signals.



Combined "Stop" signals Nos. 1 and 2



*"Proceed" Signal No. 3
as viewed by the driver for whom it is intended.*



*"Proceed" Signals No. 4
as viewed by the drivers for whom they are intended.*

(c) *"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."*

See that your cycle is ready for immediate use. That it is kept clean and well-oiled with all its parts in good working order. Pay particular attention to the brakes - see that they are carefully adjusted. See that the tyres are in good condition and fully inflated. See that lamp and reflector are in order. You should be able to take your cycle to pieces for cleaning purposes and be able to assemble the parts again. Some hints on cycle maintenance have already been given in First Steps in Scouting and you will find others in Boy Scout or Senior Scout Tests and How to Pass Them under the heading of Messenger Badge (Under 15) and Despatch Rider Badge (Over 15).

(d) *"Understand the procedure for reporting Road Accidents."*

NOTE:- If a motor vehicle is involved the driver has a legal obligation to make a report to the police.

A Scout can assist the Police in the following ways if an accident is witnessed:-

1. Be Observant.- What was the number of the car - this is MOST important as often the car involved does not stop.

How would you describe the car - make? model? colour? peculiar points about it? etc.

MAKE WRITTEN NOTES on a piece of paper AT THE TIME OF THE ACCIDENT - don't trust to memory.

Make sketches to show relative positions - if possible add exact measurements and draw to scale. Fix the exact position of the accident by noting certain landmarks - a telegraph pole, tree, gate, etc.

Make your report to the police when they arrive.

2. *Be Useful.* - *Don't interfere with anything* - leave things alone and see that other witnesses do the same until the police arrive. Place yourself at the disposal of the police and offer to help, e.g. by 'phoning a message; you may be called upon to render first aid, so be prepared. *Help but don't hinder.*

Keep any written notes you may make - they may be wanted as evidence later on. *Make your report on the spot.*

Other accidents or suspicious happenings.

If in doubt run to a 'phone and dial 999 the Emergency Number. When the operator replies state whether you require Ambulance, Fire or Police. Report what you have observed or what has happened and then wait near the 'phone until the police or ambulance or fire brigade) arrive - you may be needed to add to your report or to act as a guide. Many police cars are equipped with wireless and your wait near the 'phone may be a very short one.

It is suggested that your Troop makes contact with the local police headquarters to get some practical help in these matters.

THE JOURNEY

THE FINAL TEST

(b) "Go on foot, alone or with another Scout, a 24-hour 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 and make a log of his journey. 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 his journey partly by water and partly by land - at least 5 miles of the 14 being done on foot. This test should be taken last."

This is the last and perhaps the most important of all the First Class Tests because it does, or should, test the knowledge that has been gained in most of the other sections. Consequently it should be the last portion of the badge to be tested and the expedition should be made as comprehensive and interesting as possible.

It is a real adventure. It is the modern equivalent of the Zulu boy's test of manhood. It is an opportunity for a Scout to show that he can find his way and care for himself in the backwoods. That is why the site is left to the Scout's own choosing wherever possible; permanent sites should only be used in those rare circumstances where none other is available.

A Scout should go alone or with another Scout. This stresses the brotherhood idea of Scouting, but remember that the second Scout should be one less experienced than the first. A boy can go with a more experienced companion in practices - indeed, he must do so to gain experience - but in the actual test he should be the responsible one of the pair, or both should be going for the test on an equal standing.

Kit.- This should be as compact and light as possible since it all has to be carried on the person or the cycle. The three main things to remember for the kit list are:-

- (a) Something to sleep in.
- (b) Something to cook in.
- (c) Something to wash with.

(a) This will include a tent or bivvy sheet, groundsheet, blanket, pyjamas. If only one blanket is carried, a sweater should be added. A lightweight sleeping bag is useful,

(b) A billycan, plate and mug, fork and spoon.

(c) Towel, soap, toothbrush, comb.

A pair of sandals are useful. They are a rest for the feet while actually in camp and can be used in the dew or wet grass. In the same way a spare pair of socks should be carried and if kept dry can be used as bed socks. Warm feet are essential to sleep.

In addition must be added a pencil, notebook (for the report) map, compass and a small First Aid kit for minor injuries.

Then, too, food should be taken and as little recourse had to shops and civilisation as possible.

All kit should be packed in a rucksac and so arranged that the articles required first are on top.

A Scout knife and staff will, of course, form part of the uniform.

Report - This should be clear and concise. It should pay particular attention to anything which the Examiner may require, such as Nature Lore, Old Buildings, Crops, or Camping facilities, etc.

It should be made during the actual journey and handed in. Whilst some Scouts may complete the report by the end of the journey, others may prefer to do part of the report, keeping rough notes on some points until the return home when the report is completed and made into a neat and workmanlike production. In any case the completed log and rough notes must be handed in within a week.

Sketches should be included if possible, but not photographs as these cannot be printed at once.

There is no set form of report, but a convenient notebook is on sale at the Scout shop, price 2d.

Here is one form of Report.

Suggested layout of front page of the Report.

To

FROM

SUBJECT

DATE(S) Commenced

 Completed

POINTS Start

 Camp

 Finish

WEATHER

VISIBILITY

MAP USED

Reports must show clearly whom they are from and to whom they are addressed, and show the purpose of the journey and the map used. A route map is not required, but a sketch map of the actual camp site should be included, and also sketch maps of any particularly interesting bits of country, special cross-roads and so on.

A convenient way of making the report is to use the entire double page of the notebook, as below:-

Suggested layout of other pages of Hike Report.

Left hand page.			Right hand page.	
Date	Time	Report	Miles	Rough maps and sketches

The report should be signed by the Scout's name and emblem, as learnt in Tenderfoot days.

The report should be of a good standard but it is not the whole object of the test. It is more important that a Scout should be able to adventure competently than that he should be able to write about it. Allowances may be made for general education and other factors.

Cooking

Your Second Glass Test in cooking should help you to provide a satisfactory meal, but here is some additional information.

Bacon.- Rashers are best cooked in camp with rind on, but make small cuts in the rind to prevent curling. Bacon will fry in its own fat, but it is well to grease the pan first. Fry until the fat is transparent, and turn carefully at half time.

Serve on hot plates and eat at once.

Hunter's Stew.- Cut meat into small cubes of about an inch. Clean and cut up vegetables in the same way. Any "ground" vegetables can be used, but not greens. Put the whole into a dixie and barely cover with water. Add pepper and salt to taste. Bring to boil and simmer gently. Never let it boil hard. Continue till meat is nearly cooked then add the potatoes. which have been prepared like the other vegetables.

Simmer for a further twenty minutes and serve on hot plates.

Skin and Cook a Rabbit.- If the rabbit has been freshly caught it must be cleaned at once. Rabbits purchased are already cleaned. Lay rabbit on its back and cut open the belly. Be very careful only to cut the flesh and not to puncture the "insides". When a slit has been made from the base of the belly to the breast bone, open the cut and turn rabbit upside down when, with a shake, the whole of the intestines and organs will fall out freely. Cut these away at the wind-pipe and the lower end of the intestine. Wipe out the rabbit with a clean damp cloth. Some of the organs may be used for eating such as heart and liver. If the liver is to be cooked, look carefully for the gall sac, a small black bag hidden in the liver. Remove this with great care so that it is not broken.

This is most important, as the gall, unless removed, will ruin the whole dish. Cover the heart and liver with cold water till required, but immediately burn or bury the remaining offal.

To remove the skin, cut off the feet at the "ankles" and then carefully loosen the skin away from the belly cut already made. Peel the skin from one back leg and then the other (as you would remove a glove), and then pull the entire skin toward the head. Work the forelegs free when you come to them and finally pull off the skin over the head.

Cut the carcass up, severing the head and each leg, and cutting the body into convenient sizes. Wash carefully in salt water. Place meat in dixie and just cover with water. Add a chopped onion or two and a little salt and pepper. Bring to boil and simmer for about an hour and a half. Potatoes may be added

if desired for the last twenty minutes. Dumplings are also good when cooked with rabbit.

When in the backwoods and no cooking pots are available, a rabbit may be cooked in clay. In this case it is cleaned only and entirely wrapped in wet clay and thrust into hot embers for about an hour and a half. When the clay is broken open the skin will come away with the clay. Or, of course, the skin may be removed first, if it is needed later for making a knife sheaf or similar article.

Pluck and Cook a Bird.- Clean and pluck as soon as possible after the bird is killed. Clean out in the same way as for a rabbit. Then sit down and take bird between legs with head away from you and pull feathers towards you, *i.e.* in the direction in which they grow. Cut off head, neck and feet. Push a wooden skewer through the legs and body so as to pin the legs to the body. The bird can then be roasted under a bowl or in a camp oven. Place in a well-greased dish, and a piece of bacon placed on top of the breast will help the basting.

If the bird is old it is best to boil it until tender. With small birds the roasting may be done on a spit over an open fire or hot embers.

You are of course not obliged to cook any of the above and you may prefer some dish of your own - fried steak and onions for example, or stewed liver.

Why not consult mother before setting off on your journey, as she would no doubt suggest a suitable menu for you and would give you some good advice.

You will be hungry, so don't cut down on food!

The First Class hike is the summary of much good Scouting. No matter where a Scout may live he will here find ADVENTURE and can show that he has those "attributes of backwoodsmen, frontiersmen and pioneers" which are mentioned in the first sentence of *Scouting for Boys*.

RECORD OF TESTS PASSED

First Class

1. Preliminary
 - (a) Re-pass Second Class.....
 - (b) Camping Record
2. Health
 - (a) Emergencies.....
 - (b) First Aid
 - (c) Swimming
3. Observation
 - (a) Tracking.....
 - (b) Tree and Bird study.....
 - (c) Estimation
4. Pioneering
 - (a) Lashing, splicing, knots.....
 - (b) Axemanship
5. Signalling
Morse
- or
Semaphore
6. Exploring
 - (a) Mapping.....
 - (b) Journey.....
7. Public Service
 - (a) Highway Code
 - (b) How to Control Traffic
 - (c) Cycle Maintenance
 - (d) Road Accident Reports
- Badge Awarded

CAMPING RECORD

S.M.'s Signature	
NIGHTS	
SITE	
DATE	