

PATHFINDER HANDBOOK



This training manual is for use by the Baden-Powell Service Association, US. This manual may be photocopied for Traditional Scouting purposes.

Issued by order of the Baden-Powell Service Association (BPSA), US Headquarters Council.

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Document compiled and organized by *David Atchley* from the original *Scouting for Boys* and other Traditional Scouting material and resources; as well as information from the Red Cross. Special thanks to Inquiry.net (<http://inquiry.net>) and The Dump (<http://thedump.scoutscan.com>) for providing access to many of these Scouting resources.

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BPSA would like to thank those Scouters and volunteers who spent time reviewing the handbook and submitted edits, changes and/or revisions. Their help improved the handbook immensely.



Group, Troop, Patrol, & Community Information To be filled in by the Pathfinder.

Name _____

Address & Phone# _____

Troop _____

Patrol _____

State/District _____

Date of Birth _____

Date of Joining _____

Passed Tenderfoot _____

Passed Second Class _____

Passed First Class _____

EMERGENCY ADDRESSES & PHONE NUMBERS

Nearest Doctors & Phone #s _____

(Fill in two or three names in case one is out.)

Nearest Hospital & Phone # _____

Nearest Pharmacy & Phone # _____

Nearest Ambulance Station & Phone # _____

Nearest Police Station & Phone # _____

Nearest Fire Station & Phone # _____

Scoutmaster's Address & Phone # _____

Patrol Leader's Address & Phone # _____

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Introduction

The Baden-Powell Service Association (BPSA) was formed in 2006 as an independent and traditional-style Scouting Association. It perpetuates the principles and practices of Scouting laid down by Robert Baden-Powell in 1907 that have been developed and refined in Boy Scout Associations around the world for over 100 years. These principles are so fundamentally sound and the practices so adaptable that traditional Scouting continues to grow and can never be dated or unsuited to any community. Our aim is to promote good citizenship and wholesome physical, mental, and moral development, as well as training in habits of observation, discipline, self-reliance, loyalty, and useful skills.

BPSA is independent of, and not affiliated with, either the Boy Scouts of America or the Girls Scouts of the USA. We are members of the World Federation of Independent Scouts (WFIS) and, as such, are not in competition with other American Scouting Associations; we are only their brothers and sisters in Scouting.

The training scheme devised by Baden-Powell is based on using the natural desires of young people as a guide to the activities that will attract and hold them. The appeal of true Scouting has always been to that element of the outdoorsman, pioneer, and explorer, which is part of our nature, and is at its most evident in youth. Hence the significance of the opening sequence of BP's "Explanation of Scouting" in *Scouting for Boys*:

"By the term 'Scouting' is meant the work and attributes of backwoodsmen, explorers and frontiersmen."

Scouting is an outdoor movement and that is part of its character. To whatever degree conditions may, at time, force us indoors—such as weather, darkness, or town-life—we must regard this as second-best necessity and never as a satisfactory substitute for the real thing.

The BPSA believes that everyone deserves a chance to participate in the movement that Baden-Powell started, and, with that, we have crafted our policy of inclusion:

BPSA Scouting offers a choice for those with curiosity, energy, and independence of spirit. We are committed to providing an appropriate alternative and community-oriented Scouting experience. BPSA welcomes everyone. Our mission is to provide a positive learning environment within the context of democratic participation and social justice. We foster the development of Scouts in an environment of mutual respect and cooperation.

This book is published with the objective of providing Pathfinder Scouts, when they join, full instruction on the tests they will be required to pass up to their First Class badge.

As it is not possible to pass all the tests in one day, and as it is sometimes difficult to remember what tests each individual has passed, a page is provided at the end of each section where each test can be recorded and signed when passed.

Good Scouting to You!

Welcome, New Pathfinders!

In some independent Scouting Associations like ours, Scouts are also known as Pathfinders. The Pathfinder section is open to boys and girls beginning at age 11 and going through age 17 (grades 6 through 12). There are several things you have to do in order to become a Pathfinder. First, you have to be of appropriate age, and second, you have to be willing to learn the rules of Scouting and become a Tenderfoot.

One of your first tasks will be to learn and understand the Scout Law and Promise. You must also know the significance of the Scout Motto. Once you have completed these tasks, you can move on to complete the other investiture requirements and become a Tenderfoot Pathfinder.

After you have been invested, you will be able to wear the full Pathfinder uniform, badges and all. Our uniform has great significance; it shows that you belong to the biggest youth organization in the world. All members wear this uniform regardless of gender, socio-economic status, ethnic background, religion, sexual orientation, or nationality. It is also a constant reminder that you have committed yourself, on your honor, to the Scouting ideals.

The emphasis in Pathfinders is on training through hands-on, outdoor activities such as camping, hiking, canoeing, and backpacking, as well as community-service projects. Pathfinders are organized into Troops that operate in Patrols of 6 to 8 members, led by a (youth) Patrol Leader who shares responsibility with an adult leader (called the Scoutmaster) for discipline, activity planning, and training the less-experienced members. The members of your Patrol should become some of your best friends as you continue through the ranks of Scouting. As a Patrol member you will help plan outdoor adventures and service outings, while learning all the necessary outdoor skills to have a safe wilderness experience.

THE PATHFINDER UNIFORM

A Scout wears their uniform as follows, with the appropriate badges of rank as described below and in the 1938 *Policy, Organisation and Rules (PO&R)*; see our Program Resources page on BPSA-US.org to download).

Shirt – Dark gray or olive (preferred) with two patch pockets (buttoned), and optional shoulder straps. Bright metal buttons must not be worn. Long sleeves are preferred but short sleeves may be worn in warmer weather. See the BPSA Quatermaster Store to order.

Tenderfoot Badge – Granted by the Association on the recommendation of the Scoutmaster, must be worn by all grades of Scouts in uniform on the center of the left-hand pocket of the shirt (*this is also referred to as the BPSA Association badge*).

Hat – Four dents campaign hat in Sudan (brown) or Khaki (green), flat brim, leather band around crown, with strap or lace. A beret, green or red, is also permitted with appropriate metal pin (BPSA or WFIS) or patch on front.

Group Necker – A 36" square piece of cloth of the colors chosen by your Scout group, worn loosely knotted at the throat or with a group ring or woggle (other than the Gilwell Woggle pattern) instead of the knot. The neckerchief is worn over the collar.

Shorts/Pants – Blue, khaki, olive, or gray in color and of a comfortable outdoor/cargo style. Female sections/patrols may opt to wear a traditional kilt, as long as all are of the same design, color, and pattern.

Belt – Brown leather or web.

Stockings – Any plain color, worn turned down below the knee with a green tabbed garter showing on the outside.

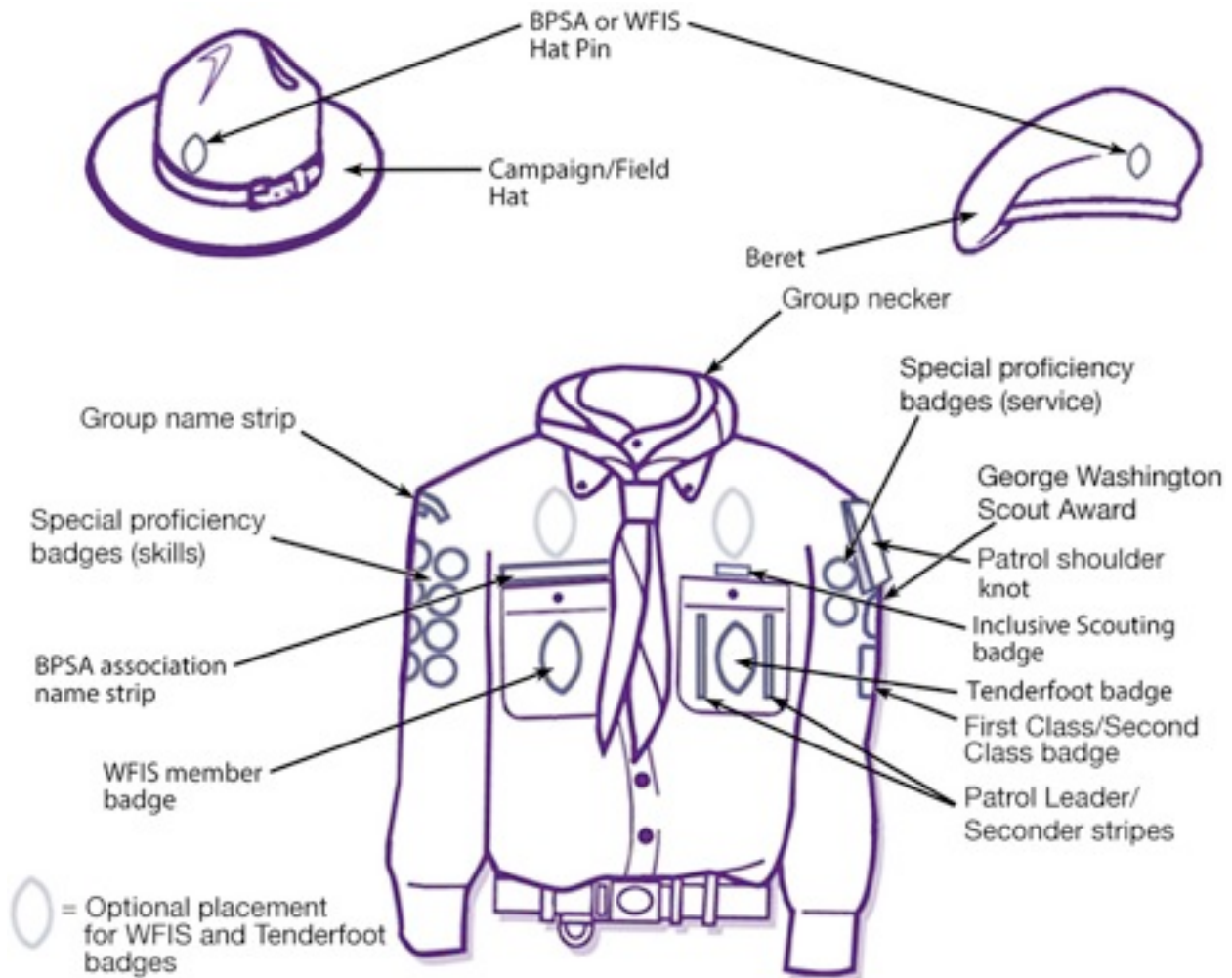
Shoulder Knot – Braid or ribbon approximately six inches long, 1/2 inch wide, of Patrol colors, worn on the left shoulder.

Boots or Shoes – Brown or black.

Group Name Strip – A badge indicating the Scout group; worn on the right shoulder—or on both—according to the custom of the group.

US Flag or other US Emblem – Worn over the left breast pocket only during international activities.

Staff – Every Scout should be equipped with a natural wood staff, marked in feet and inches (and/or centimeters and meters), to be carried on all appropriate occasions.



Pathfinder Uniform Patch Guide

The above is the correct Scout uniform and, with the exception of authorized badges and decorations and the articles mentioned below, nothing must be added to it. The correct Scout uniform must be worn in public. Unauthorized badges, fancy decorations and personal adornments must not be displayed. Scouts in camp may, at the discretion of the Scoutmaster, wear any clothing they desire, but whenever they appear in public outside the camp limits, they must be properly attired.

OPTIONAL UNIFORM ARTICLES



The following may also be worn:

- **Association Name Strip** – Reading “B-P Service Association,” worn above and touching the top of the right shirt pocket.
- **Inclusive Scouting Badge** – Sewn centered above and touching the top of the left shirt pocket, under the US Flag or other US emblem if it is worn, or below the optional Tenderfoot badge placement.
- **Overcoat, Mackintosh, or Jacket** – Loud patterns are not permitted. When not worn, this should be carried in the most convenient way (preferably on top of the rucksack) and in a uniform manner amongst the group insofar as possible.
- **Haversack, Rucksack, or Backpack** – On appropriate occasions; worn on the back and not at the side.
- **Lanyard** – Used to carry a whistle or knife.
- **Knife** – Carried on the belt or neck lanyard.
- **Hand Axe** – May be carried on the belt but only on appropriate occasions.
- **Length of Cord** – Carried on the belt.

RECOMMENDED READING

Lord Robert Baden-Powell began the Scouting movement with a series of serialized articles he referred to as “Camp Fire Yarns,” in which he described his experiences with the Mafeking Cadet Corps during the second Boer War. In these articles, he passed along many of the skills that have become synonymous with Scouting. In 1908, these articles were compiled and published in book form as *Scouting for Boys*, sometimes with the subtitle “A Handbook for Instruction in Good Citizenship” appearing on the cover. This collected volume went on to take its place in the top five bestselling books of the twentieth century.

Due to its importance to the Scouting movement, this book is recommended reading for any Scout who wishes to work their way towards being awarded First Class status and will help provide a better understanding of the origins and aims of the Pathfinder program itself.

An electronic version (PDF) of this book is available for download from the BPSA’s website under Program Resources.

Further required reading for Scoutmasters

Note: The following are available for download from the Pathfinder section on the BPSA-US website and under Scouts at “The Dump” – <http://www.thedump.scoutscan.com/scouts.html>.

- Scoutmaster’s First Year – The 1948 edition of this popular and informative manual for new Scout Leaders
- Aids to Scoutmastership – The fundamental manual for Scout Leaders. Describes the purpose and methods of Scouting. Complete with original illustrations. (1945 “Brotherhood Edition”)
- How to Run a Troop – Gilcraft’s guide to running a Scout Troop
- The Patrol System – The 1917 book by Capt. the Honourable Roland Philipps regarding the most important topic in the Scout section – the Patrol.
- Golden Arrow Training Handbook – Patrol Leader Training Manual for Scoutmasters (1960 first edition)
- Introduction to Traditional Scouting – Detailed information about our program and group structure (available on our website at BPSA-US.org under Program Resources)

TENDERFOOT TESTS

It should be noted that a Pathfinder may not wear the Tenderfoot badge until he or she has passed the Tenderfoot tests and made the Scout Promise. The tests are as follows:

Note: The original work, Scouting for Boys, is required reading for ALL Pathfinders. Specific sections/pages will be referenced where applicable with each requirement. The original book is available for download from the BPSA website for free: BPSA-US.org

1

Know the Scout Law, Promise, and Motto; and understand their meanings.

The Scout Law

1. **A SCOUT'S HONOR IS TO BE TRUSTED.** If a Scouter says to a Scout, "I trust you on your honor to do this," the Scout is bound to carry out the order, to the very best of their ability and to let nothing interfere with doing so.
2. **A SCOUT IS LOYAL** to their country, Scouters, parents, employers, and to those under them. A Scout is also loyal to themselves. Loyalty is also earned through trust, not just in yourself but through others as well.
3. **A SCOUT'S DUTY IS TO BE USEFUL AND TO HELP OTHERS.** And they are to do their duty before anything else, even though they give up their own pleasure, or comfort, or safety to do it. When it's difficult to decide which of two things to do, a Scout must ask themselves, "Which is my duty?"—that is, "Which is best for other people?"—and do that one. They must be prepared at any time to offer assistance, save a life, or to help injured persons and they *must try their best to do at least one good turn* for somebody every day.
4. **A SCOUT IS A FRIEND TO ALL AND A BROTHER OR SISTER TO EVERY OTHER SCOUT, NO MATTER TO WHAT COUNTRY, CLASS, OR CREED THE OTHER MAY BELONG.** Thus, if a Scout meets another Scout, even although a stranger or from a completely different Scouting organization, he or she should speak to them and help them in any way that they can, either to carry out the duty they are then doing, or by giving them food or provisions. A Scout must never be a SNOB. A snob is one who looks down upon another because they are poorer, or who is poor and resents another because they are rich. A Scout accepts the other person as they find them, and makes the best of them.

"Kim," the Boy Scout, was called by the Indians "Little friend of all the world," and that is the name that every Scout should earn for themselves.

5. **A SCOUT IS COURTEOUS.** That is, they are polite to all—but especially to the elderly, those with handicaps, learning disabilities, etc. And they must not take any reward for being helpful or courteous.
6. **A SCOUT IS A FRIEND TO ANIMALS.** Scouts should save them as far as possible from pain, and should not kill any animal unnecessarily. Killing an animal for food, or that is harmful, is allowable.

Scouts should also respect the lives of all living creatures and should help in sustaining and improving populations of endangered species of all fish and wildlife.

7. **A SCOUT OBEYS ORDERS** of their parents, Patrol Leader, or Scoutmaster without question. Even if the Scout gets asked to do something they do not like, they are expected to carry it out all the same *because it is their duty*; and after they have done it they may raise any reasons against it; but they are expected to carry out the directive at once. That is discipline. Keep in mind, though, that a Scout's duty to God or their conscience and country come first, and therefore a Scout should never obey an order to do anything illegal or unethical in nature.
8. **A SCOUT SMILES AND WHISTLES** under all difficulties. When a Scout receives an order, they should obey it cheerily and readily, not in a slow, sluggish sort of way.

This means that a Scout should never complain when things go wrong, throw a fit, nor whine at one another, but go on "whistling and smiling," meaning they should stay positive and keep their spirits up, as difficult as it may seem, in order to correct and improve the situation at hand.

If you are able to keep your attitude positive and uplifting, it will have a positive effect on others so that your job can be more easily accomplished.

9. **A SCOUT IS THRIFTY.** That is, they save every penny they can and put it into the bank, so that they may have money to take care of themselves when out of work, and thus not become a burden to others; or that they may have money to give away to others when they need it.
10. **A SCOUT IS CLEAN IN THOUGHT, WORD, AND DEED.** That is, they do not approve of others who use profanity, are hurtful or disrespectful of others, and they do not let themselves give way to temptation, either to talk it, or to think, or to do anything dirty or disrespectful. A Scout is pure and clean-minded.

In the past, the punishment for swearing or using foul language is for each offense a mug of cold water to be poured down the offender's sleeve by the other Scouts. It was the punishment invented by the old British Scout, Captain John Smith, four hundred years ago.

Remembering the Scout Law

It is perhaps rather difficult to remember the different heads of the law. The following is easily learned and is a good way of memorizing the headings:

Trusty, loyal and helpful,
Brotherly, courteous, kind,
Obedient, smiling and thrifty,
Pure as the rustling wind.

The Scout's Promise

The Scout Promise is as follows:

“On my honor, I promise that I will do my best
To do my duty to God¹ and my country,
To help other people at all times,
And to obey the Scout Law.”

This is the original promise as devised by Baden-Powell and used by traditional Scouting associations around the world. The BPSA also allows for replacing the word “God” in the promise with the words “my conscience” for those Scouts and adults who are secular and might not hold to a religious creed (see footnote).

According to tradition, Baden-Powell wrote an alternate oath called the “Outlander’s Promise” for Scouts who could not, for reasons of conscience, recognize a duty to a King (the norm in the UK), for individuals or members of religions that do not worship a deity (such as Buddhism, Taoism, and others), and for members of orthodox religions that do not use the name of God in secular settings. Any Scout, patrol, section, or group in the BPSA may make the traditional Outlander’s Scout Promise as an alternate oath.

The **Outlander’s Scout Promise** is as follows:

“On my honor, I promise that I will do my best
To render service to my country,
To help other people at all times,
And to obey the Scout Law.”

¹ Pathfinders may substitute the words “my conscience” in place of “to God,” or another agreed-upon phrase determined through discussions with their leader. The Outlander’s Promise is another alternative.

The Scout Motto

“BE PREPARED”

If suddenly faced by an accident or call for help, instead of being confused and afraid, a Scout is expected, because of their training, to do something to help. And when some of the everyday things of life go wrong—as they do now and then for everyone—a Scout does not “lie down” and whine, “What’s the use!” A Scout faces up to the problem with their best brains and courage. A Scout is always “Prepared.”

2

Know the Scout salute and handshake and their importance.

The three fingers held up (like *the three points of the Scout’s badge*) remind the Scout of the three promises in the Scout’s Promise.

1. Duty to God² and country.
2. Help others.
3. Obey the Scout Law.



Scouts should always salute when they come into contact and greet one another in a formal setting. The first to salute should be the first to see the other Scout, irrespective of rank. Scouts will always salute as a token of respect, at the hoisting of the American Flag; at the playing of the

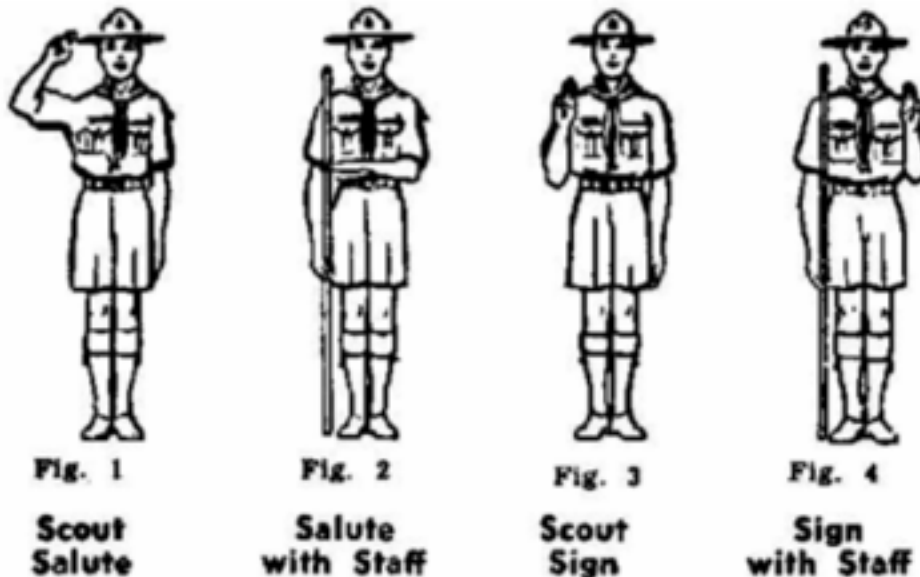
² See footnote #1, this goes without saying for other references.

National Anthem; to the uncased National Colors, to Scout flags other than patrol flags when carried ceremonially, and at all funerals.

On these occasions, if the Scouts are acting under orders, they obey the orders of the Scouter in charge as regards to saluting or standing at the alert. If a Scout is not acting under orders, he or she should salute independently.

The hand salute is only used when a Scout is not carrying their staff, and is always made with the right hand.

Saluting when carrying a staff is done by bringing the left arm smartly across the body in a horizontal position, the fingers showing the Scout sign just touching the staff (*Fig. 2 in below picture*).



When in uniform, a Scout salutes whether they are wearing a hat or not, with one exception, namely, in church when all Scouts must stand at the alert instead of saluting.

The Scout sign is given by raising the right hand level with the shoulder, palm to the front and fingers, but the Scouts carrying staves use the left hand. It is used whenever someone makes or renews their Scout Promise.

The Scout Left Handshake

Scouts around the world all greet each other with a left-handed handshake and that it is a sign of trust and friendship.

The grandson of an Ashanti Chief who fought against Lord Baden-Powell told this story of the origin of the Scout Left-Handshake. When the Chief surrendered to B-P, the latter proffered his right hand as a token of friendship. The Ashanti Chief, however, insisted on shaking with the left hand, explaining, “the bravest of the brave shake hands with the left hand, as in order to do so, they must throw away their greatest protection: their shield.” Thus, Scouts shake hands with the left hand as proof of their good faith and true friendliness.

3

Be able to make and know the meaning of the woodcraft signs.


















Ref. "Scouting for Boys" - Camp Fire Yarn 4.

Scout trail signs are scratched in the ground with the point of a stick or shaped from twigs or pebbles. A small arrow means “This is the trail.” An X is a warning, “This isn’t the trail – don’t go this way.” A square with a number in it and an arrow means “I’ve hidden a message in this direction, as many steps as the number says.” A circle with a dot in the middle tells you “This is the end of the trail,” or “I have gone home.”

Scout signs can be made on the ground or wall, etc., close to the right-hand side of the road, but should never be used where they will damage or disfigure the place. At night, sticks with a wisp of grass around them, or stones, should be laid in similar forms, so that they can be felt. Practice these and others which can be made with stones, leaves, sticks, or knotted tufts of grass.

Woodcraft also means learning about wild animals by following their foot-tracks and creeping up on them so you can observe them in their natural habitat. You only shoot them if you are in need of food, or if they are harmful. No Scout kills animals merely for sport, as this goes against the Scout Law. As a matter of fact, by watching wild animals, one comes to like and respect them too well to kill them or do them any harm.

Woodcraft includes, besides the ability to discover tracks and other small signs, the ability to read their meaning—at what pace an animal was going, whether undisturbed or alarmed, and so on. In the same way, you should observe and read the footprints of men, women, and children, as well as horses, dogs, cattle of different kinds and sizes, etc. In the woods or bush, you come to know that someone or something is moving when you see birds suddenly fly.

Trail Signs			
straight ahead	turn right	turn left	do not go this way
Rocks 			
Pebbles 			
Sticks 			
Long Grass 			
Number of paces in direction indicated 	I have gone home. 		

4

Know the composition and history of, and how to fly and fold, the American flag.

On January 1, 1776, the Continental Army was reorganized in accordance with a Congressional resolution which placed American forces under George Washington's control. On that New Year's Day, the Continental Army was laying siege to Boston, which had been taken over by the British Army. Washington ordered the Grand Union flag, also known as the Continental Colors, hoisted above his base at Prospect Hill. It had 13 alternating red and white stripes and the British Union Jack in the upper left-hand corner (the canton).

In May of 1776, Betsy Ross reported that she had sewn the first American flag. It contained the familiar 13 stripes, with 13 white stars arranged in a circle in a field of blue on the upper left canton.

On June 14, 1777, in order to establish an official flag for the new nation, the Continental Congress passed the first Flag Act: “Resolved, that the flag of the United States be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation.”

Between 1777 and 1960, Congress passed several acts that changed the shape, design, and arrangement of the flag and allowed for additional stars and stripes to be added to reflect the admission of each new state.

- Act of January 13, 1794 - provided for 15 stripes and 15 stars after May 1795 due to the admittance of Vermont and Kentucky to the Union.
- Act of April 4, 1818 - provided for 13 stripes and one star for each state, to be added to the flag on the 4th of July following the admission of each new state, signed by President Monroe.
- Executive Order of President Taft dated June 24, 1912 - established proportions of the flag and provided for arrangement of the stars in six horizontal rows of eight each, a single point of each star to be upward.
- Executive Order of President Eisenhower dated January 3, 1959 - provided for the arrangement of the stars in seven rows of seven stars each, staggered horizontally and vertically.
- Executive Order of President Eisenhower dated August 21, 1959 - provided for the arrangement of the stars in nine rows of stars staggered horizontally and eleven rows of stars staggered vertically.

Today, the flag consists of thirteen horizontal stripes, seven red alternating with 6 white. The stripes represent the original 13 colonies; the stars represent the 50 states of the Union. The colors of the flag are symbolic as well: Red symbolizes Hardiness and Valor, White symbolizes Purity and Innocence, and Blue represents Vigilance, Perseverance, and Justice.

There are many different guidelines on how to properly fly the United States flag in different situations (known as the United States Flag Code). Those listed below are only a sampling:

The flag may be flown upside down as a sign of dire distress in instances of extreme danger to life or property.

The flag may be flown at half-mast in times of national mourning. On Memorial Day, the last Monday in May, it is supposed to be flown at half-mast only until noon. When raised to the half-mast position, the flag should first be raised to the top of the pole and held there for a moment

before being brought down to half-mast. When lowering a flag from half-mast, it should also be raised to the top of the pole for a moment and then lowered.

Only the President, governors, and the Mayor of the District of Columbia can order the U.S. flag lowered to half-staff. The President is authorized to half-staff the U.S. flag by proclamation upon the death of principal figures of the U.S. government and the governor of a state, territory, or possession, as well as in the event of the death of other officials or foreign dignitaries. A state governor may order the U.S. flag to half-staff upon the death of a present or former official of the government of the state, or the death of a member of the Armed Forces from that state who dies while serving on active duty.

When placed upon a stage facing an audience or carried in a parade, the flag should always be on the observer's left (speaker's or carrier's right).

When displayed over the middle of a street, the flag should be suspended vertically with the blue field (union) to the north over an east and west street or to the east over a north and south street.

When flown on the same halyard as other flags, the U.S. flag should be at the top and all other flags below it.

When flown from a building, either on a pole or on a rope, the union should be displayed furthest from the building.

If accompanied by other U.S. government flags (such as state, county, or city), the United States flag should be held slightly higher than the others.


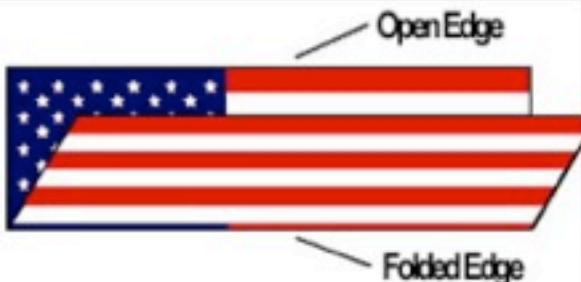
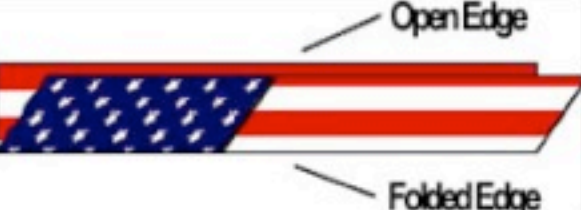
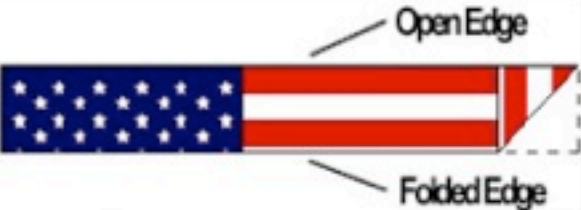



The flag should be displayed only between sunrise and sunset, although the Flag Code permits night time display "when a patriotic effect is desired." Similarly, the flag should be displayed only when the weather is fair, except when an all-weather flag is displayed.

The flag is saluted as it is hoisted and lowered. The salute is held until the flag is unsnapped from the halyard or through the last note of music, whichever is longer.

Contrary to urban legend, the Flag Code does not state that a flag that touches the ground should be burned. Instead, it is considered disrespectful to the flag and the flag in question should be moved in such a manner so that it is not touching the ground.

The U.S. flag should be folded in a military fold (*see instructions on next page*) and put away when not in use.

Correct Method of Folding the United States Flag

Start		
Step 1		Fold the lower striped section of the flag over the blue field.
Step 2		Folded edge is then folded over to meet the open edge.
Step 3		A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
Step 4		Outer point is then turned inward parallel with the open edge to form a second triangle.
Step 5		Triangular folding is continued until the entire length of the flag is folded in the triangular shape with only the blue field visible.
Completed		

5

Know certain uses of the Scout Staff.

The Scout staff is a necessary part of the Scout's equipment and the uses to which it can be put are many. The following are some of the different ways in which the staff can be used, together with many others.

1. Beating out bush and grass fires.
2. Improvising a stretcher.
3. Scaling walls.
4. Keeping back a crowd.
5. Making patrol tents and tepees.
6. Making a tripod (three staves) to hang a pot over a fire.
7. Measuring heights and distances.

6

Tie the following knots: reef knot, sheet bend, clove hitch, bowline, round turn & two half hitches, sheepshank, and understand their respective uses.

One of the skills expected of every Scout is deftness in tying knots; and knot-tying is of almost constant use in the outdoors, on farms, in stores, and various other contexts. There have been occasions when the saving of a life depended on the ability of someone to tie a knot quickly and securely.

The knots should always be made with rope, not with string. String is apt to slip around and alter the shape of the knot, but the knots, if properly tied with rope, will never slip. The Tenderfoot should also be shown the practical uses of the knots.

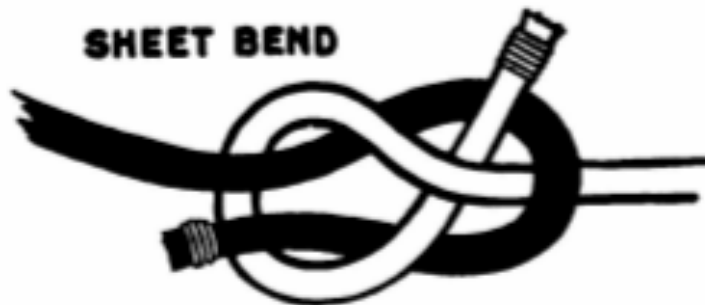
For instance, it is not sufficient merely to be able to tie the "bowline." The Tenderfoot should be shown how to tie the loop around themselves and around another Scout.

- Before tying any knot, you must know some of the terms used in knot-tying:
- "Running End" – the end of the rope that moves when tying a knot or hitch
- "Standing Part" – the end that doesn't move
- A "loop" is made by running the end of a rope over itself to form a circle.
- A "bight" is a horseshoe-shaped "U" made by bending the end of a rope back along itself.

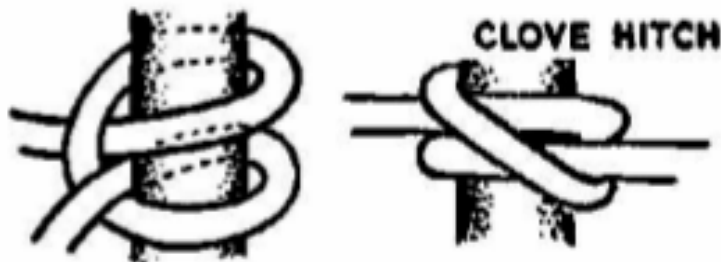
REEF KNOT – This is the simplest of all knots (also called a Square Knot), and is always used when a common tie is required. It is used for joining two pieces of string or chord of equal thickness, but not recommended for joining ropes. It is neat and is always used to fasten the ends of bandages.



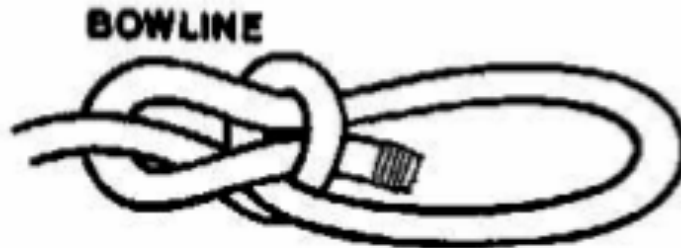
COMMON BEND OR SHEET BEND – Used to join two ropes of equal (and unequal) thickness. More secure than a Square Knot for joining two cords or ropes of the same thickness. For joining larger ropes, the Carrick Bend is preferable.



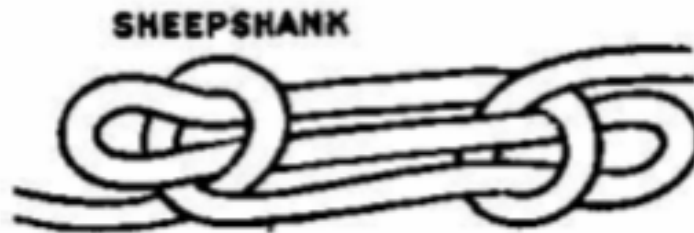
CLOVE HITCH – This is really a jamming form of two half-hitches. Its formation is shown below. The clove hitch is used in pioneering to start and finish most lashings.



BOWLINE – This knot is used for making a loop that cannot slip. First, make a loop towards you in the standing part. Bring up the free end through the loop, pass it behind the standing part, and then down through the loop again. Its name originated from the fact that sailors frequently used this knot when mooring ships.



SHEEPSHANK – It is usually inadvisable to cut a rope to shorten it. This knot is for shortening a rope without cutting it, and for strengthening a weak part of a rope. Follow the illustration and you can readily master it.



ROUND TURN AND TWO HALF-HITCHES – This hitch may be used for securing a rope to a post or ring. If the knot is to be used for any considerable length of time, the end should be seized as in the illustration. This is the best knot for securing a towrope to a disabled automobile or for similar purposes.

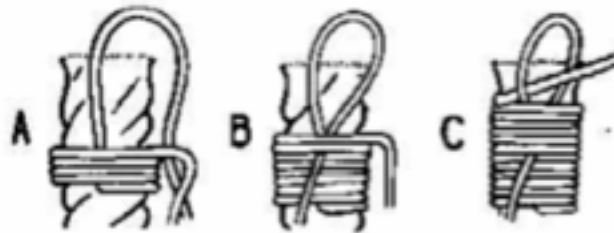


It will be seen that as the ends are brought together, it really amounts to two turns. It is important to note that the two half hitches should be made exactly similar; that is, if the running end passes first over and then under the standing part in the first half hitch, it should do the same in the second. In fact, they form a clove hitch.

All ropes, before being used, should have the ends finished off in some way to prevent them from coming unraveled. Some nylon and synthetic ropes can be “singed” or burned at the ends to fuse them instead of whipping. You can use dental floss or very small twine to whip the ends of ropes.

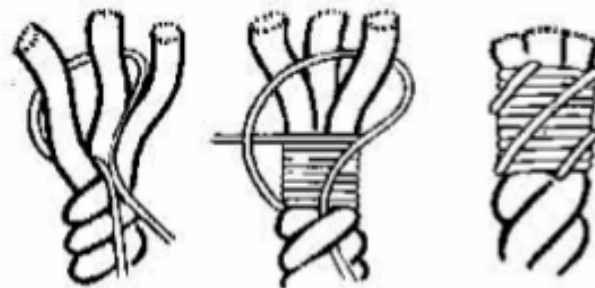
Common Whipping

This is one of the simplest. Lay the twine in a loop on the rope with the loop going beyond the end. Hold this down with the left thumb. Then, wind the twine tightly around the rope towards the end (A). Do not go over the free end of the loop. After six or seven turns, bring the free end of the loop and bind it down (B). When a few more turns are finished, slip the free end of the main twine through the loop (C) and then pull steadily in the direction of the main rope until it is securely within the whipping. The length of the whipping is from 1/2 inch to 1 inch according to the thickness of the rope.



Sailmaker's Whipping

This is for laid rope only. Unlay two or three inches of the rope. Put a loop of twine around the middle strand. Relay the rope. Wind the long end of twine around and around, working towards the end of the rope. When the whipping is long enough, slip the loop back over the end of the strand it goes around and pull steadily and firmly on the short, unused end. Then bring the end up so that it serves the third strand. Tie off the end with a Reef Knot in between the strands on top; the knot will then be hidden. This makes a very neat whipping if done carefully. Keep everything tight.



Tenderfoot Requirements

Requirement	Completed
Know the Scout Law, Promise, and Motto, and understand their meanings.	Examiner _____ Date _____
Know the Scout salute, handshake, and their importance.	Examiner _____ Date _____
Be able to make and know the meaning of the woodcraft trail signs.	Examiner _____ Date _____
Know the composition and history of, and how to fly and fold, the American flag.	Examiner _____ Date _____
Know certain uses of the Scout staff.	Examiner _____ Date _____
Tie the following knots: reef knot, sheet bend, clove hitch, bowline, round turn & two half-hitches, sheepshank; and understand their respective uses.	Examiner _____ Date _____
Know how to whip the end of a rope.	Examiner _____ Date _____

** Examiner should initial and date each requirement as completed.*

Date Awarded Tenderfoot: _____

INVESTITURE OF A PATHFINDER

Tenderfoot – To become a Pathfinder Scout, a Scout must have attained the age of 11, but not have reached his/her 18th birthday unless about to become a Rover.

Once a Scout has satisfied the Tenderfoot Requirements on the previous page and gone through investiture, he or she is then a Tenderfoot and entitled to wear the Scout badge and uniform.

The following is an example of a ceremony for a Tenderfoot to be invested as a Pathfinder Scout in the BPSA:

The troop is formed in a horseshoe formation, with Scoutmaster and Assistant Scoutmaster in the gap.

The Tenderfoot, with his/her Patrol Leader, stands just inside the circle, opposite the Scoutmaster. The Assistant Scoutmaster holds the staff and hat of the Tenderfoot. When ordered to come forward by the Scoutmaster, the Patrol Leader brings the Tenderfoot to the centre. The Scoutmaster then asks: **“Do you know what your honor is?”**

The Tenderfoot replies: **“Yes. It means that I can be trusted to be truthful and honest.”** (Or words to that effect.)

Scoutmaster: **“Do you know the Scout Law?”**

Tenderfoot: **“Yes.”**

Scoutmaster: **“Can I trust you, on your honor,**

- 1. To do your duty to God³, and your country?**
- 2. To help other people at all times?**
- 3. To obey the Scout Law?”**

Note: *The Scout being invested may make the Outlander’s Scout Promise if desired (see pg. 9).*

The Tenderfoot then makes the Scout sign, as does the rest of the troop, while he or she says:

“On my honor, I promise that I will do my best, to do my duty to God³ and my country, to help other people at all times, and to obey the Scout Law.”

³ Pathfinders may substitute the words “my conscience” in place of “to God” in the promise.

When making this promise, the Tenderfoot will stand, holding their hand raised level with their shoulder, palm to the front, thumb resting on the nail of the little finger and the other three fingers upright, pointing upwards. Scouts carrying staves in their right hands use the left hand. This is called the Scout Sign, and is given at the making or reaffirming of the Scout Promise. When the hand is raised to the forehead, it is the Scout Salute.

Scoutmaster: **“I trust you, on your honor, to keep this promise. You are now part of the great, worldwide Scouting movement and a Pathfinder Scout in the BPSA.”**

The Assistant Scoutmaster then places the hat on the Scout’s head and gives them their staff. The Scoutmaster shakes hands with him with the left hand.

The new Scout faces about and salutes the troop.

The troop salutes in return.

The Scoutmaster gives the word, **“To your patrol, quick, march.”**

The troop shoulder their staves, and the new Scout and their Patrol Leader march back to their patrol.

The Pathfinder can now proceed with their Second Class tests, taking them in the most suitable order, and getting them signed off in the spaces at the end of the Second Class Chapter as passed.

SECOND CLASS TESTS

Before being awarded the Second Class badge, the Scout must pass the following tests:

1 (a-c)	First Aid. Know the following:
1a	The general rules of health as given in <i>Scouting for Boys</i> , Camp Fire Yarn 18.
1b	Be able to deal with the following: cuts and scratches; sprains; burns and scalds; bleeding from nose, stings and bites; sunburn avoidance and treatment, and also know how to clean a wound and apply a clean dressing, and...
1c	Have a knowledge of the triangular bandage as a large and small sling and as applied to knee, head and foot, and understand the importance of summoning adult help and treating for shock (not electric).

Rules of Health as given in "Scouting for Boys" (see Camp Fire Yarn 18):

1. Always sleep with windows open, summer and winter, and you will never catch cold.
2. Don't sleep in a soft bed or with too many blankets.
3. Do exercises given in Camp Fire Yarn 17 every morning, in order to work up the internal organs and circulation of the blood.
4. A cold bath or a rub down daily with a rough towel.
5. Breathe through the nose, not through the mouth. Deep breathing exercises develop the lungs and put fresh air (oxygen) into the blood.
6. Avoid alcohol in all forms.
7. Smoking is bad for you. It weakens the eyesight, spoils the sense of smell, makes you shaky and nervous.
8. Plenty of games and running about in the fresh air.
9. Keep clean, not only your body but your clothing.
10. Drink plenty of water between meals, and first thing in the morning and last thing at night, but be sure it is clean and pure.
11. Remember and obey the tenth Scout Law.

12. Smile all the time and laugh as much as you can.

Everyone should know sufficient “first aid” to enable them to deal with everyday small accidents that happen at home, in school, and at camp.

The Second Class test is designed so that even the youngest Scout is able to attend to his or her own and other people’s small accidents.

We must first, however, get into our brains that First Aid—not only that learned in Second Class, but also First Class and the Ambulance Man Badge, is only an emergency action. It is not to cure except in very simple scratches, and so on. It is to prevent the damage from becoming worse until it can be treated by the skilled professional, who is a doctor, nurse, first responder, or other qualified healthcare provider.

In all serious accidents, an emergency center must be called at once and the injured taken to the nearest hospital.

Years of steady practice are necessary before one has the knowledge required to deal with serious cases. All we can do as “First Aiders” is to make the injured person as comfortable as possible and prevent further infection of a wound or other complications taking place until a doctor can take the case in hand.

Cuts and Scratches – These are everyday occurrences and often do not receive the immediate treatment they require. Our skin is a marvelous protection. As long as it is unbroken, no infections can enter into the body, but the tiniest scratch opens the way for those tiny organisms we call germs to enter, causing all sorts of nasty things such as inflammation and pus-filled fingers, knees, and so on. How often, too, we hear people say, “It was only a tiny little scratch, but now, it is all swollen up and full of matter.” If the scratch had been treated at once, this could have been prevented.

Before treating an injury, remember that germs are everywhere: on our hands, in dirt, on tables, and even floating in the air. So, the first thing one must do before treating wounds or bleeding of any kind is to give our own hands a jolly good wash in soap and water.

Small Scratches – Attend to these at once. Wash the wound well and also the skin round the wound, and then treat with an antiseptic. This should be quite sufficient. If this is not done, the wound might become infected. If treated immediately, risk of any further trouble is small but the longer it is left the risk increases.

Cuts – These are treated similarly to scratches, except that they should be covered with a dressing and a bandage after being cleaned. Deep and large rugged cuts, and cuts made by a very dirty knife or other instrument, should be shown as soon as possible to a doctor as small particles of dirt, or other debris can become embedded in the person’s body, and only a medical professional should properly treat cases of this kind. If large or dirty cuts are left untreated, the high number of germs that enter into the body can lead to severe infection or in worse cases, turn

septic - which is to say, the person's blood can become poisoned by the growing number of germs that have multiplied and spread from the initial wound.

Remember, prevention of further illness or injury is the key lesson of first aid.

Bruises – As the skin is not broken, bruises are not serious, although sometimes horribly painful. It often relieves them to keep them to apply cold as soon as possible to reduce the swelling.

Burns and Scalds – The difference between burns and scalds is: burns are caused by dry heat, such as a child falling against the bars of a fire, where the hands will be burned and the clothes set ablaze. Scalds are caused by moist heat, as in a burn by steam or a pot of boiling water spilling over the legs.

There are three stages of burns, which differ according to the extent of injury:

- **1st Degree:** the simple burn, where the skin is only reddened.
- **2nd Degree:** The burn which causes blisters to form.
- **3rd Degree:** The most dangerous burn, where the tissues of the body are charred and destroyed.

Remove the burnt clothing with the utmost care, and see that no blisters are broken. Any part of clothing sticking to the flesh should not be taken off.

As quickly as possible put the injured part in water at the temperature of the body. Bathe the injury in water until the burn is cooled and then apply a dry dressing until professional medical aid is obtained.

Treatment of scalds is the same as above.

In all cases of burns and scalds, the first goal is to cool the affected area and stop further burning or scalding. In other than simple burns and scalds, there is always a chance of shock to the system due to the emotional trauma of experiencing the injury or being suddenly exposed to high temperatures. If shock is present, treat it only after stopping the burn to prevent further injury.

The signs of shock or collapse are:

1. If the body is cold and clammy, or the patient is shivering.
2. If the person becomes weak and voiceless.

Shock is a condition that develops when the body's vital organs, including the brain, heart and lungs, do not get enough oxygen-rich blood to function properly. Shock is likely to develop after any serious injury or illness, including severe bleeding, severe allergic reaction, serious internal injury, significant fluid loss or dehydration, heart attack or other conditions. The goals of first aid are to get help quickly and give care to minimize shock while caring for the injury or illness.

To care for and treat shock:

1. Care for the condition that is causing the shock (e.g., bleeding, burns, dehydration) immediately if it can be identified.
2. Keep the injured calm and reassured.
3. Have the patient lie down or move him or her into a position of comfort.
4. Maintain an open airway.
5. Give sips of cool water to prevent dehydration if the patient can tolerate fluids and his or her mental status allows holding and drinking from a container.
6. Elevate the patient's feet comfortably about 12 inches, unless injuries to the head or lower extremities prevent this.
7. Keep the patient from getting chilled or overheated - use a sleeping pad to insulate the patient from the ground or cover the patient if shivering.
8. DO NOT give fluids to an unconscious patient or a patient with a serious head or abdominal injury.
9. If the patient vomits, DO NOT give fluids. If evacuation or medical care will be delayed more than 1 hour, give small sips to drink every 5 minutes if tolerated without vomiting.

Young people cannot stand the shock of burns and scalds so well as adults, so for that reason Scouts should keep clear of all fire dangers.

Sprains – A sprain is caused by a sudden jerk, straining or tearing the ligaments (the connective tissue between bones) at a joint. The signs are great pain, swelling, and later the part becomes purple-blue.

The treatment is to put the injured body part at rest and apply cold packs or cloths dipped in cold water. Do not tie these tightly as if the swelling continues, it would cause great pain.

In case of sprained ankle, cut the boot or shoe lace and remove the boot or shoe. If trying to remove it causes very great pain it should not be persisted with, but a foot with a boot on can still be put right into a container of cool water.

Sometimes the pain is so great that the patient cannot bear cold, in which case the body part should be bathed with water as cool as can be tolerated.

To Stop Bleeding – Applying pressure directly to the wound site and elevating the affected part if possible are usually effective for most small wounds. If the patient shows signs of shock, lay them down. A good acronym to remember the steps to take is RICE:

1. **R**est
2. **I**ce
3. **C**ompression
4. **E**levation

Bleeding from Nose – Breathe through mouth. Seat the person on a chair or other upright resting place with their head tilted slightly forward in a draining position, and gently squeeze the nostrils just below where the nose bone ends. Apply a cold object (a wet towel, ice or cold pack) to the bridge of the nose if bleeding persists. Ensure the person spits any blood out and does not swallow it.

Stings and Bites – Try to extract the stinger, by scraping it out, or by pulling it out with tweezers if necessary. Treat a wasp sting with vinegar or the juice of a raw onion, and a bee sting with ammonia or a paste of baking soda and water.

The Triangular Bandage and its Application

Triangular bandages are commonly used in first aid, and they can be used either full-sized, broad or narrow fold, as may be seen in fig. 1.

In place of a proper bandage, the Scout neckerchief folded diagonally will serve the purpose. The Triangular Bandage may be Applied:

1. Unfolded (called a “whole cloth” bandage).
2. Folded twice (called a “broad” bandage).
3. Folded thrice (called a “narrow” bandage).

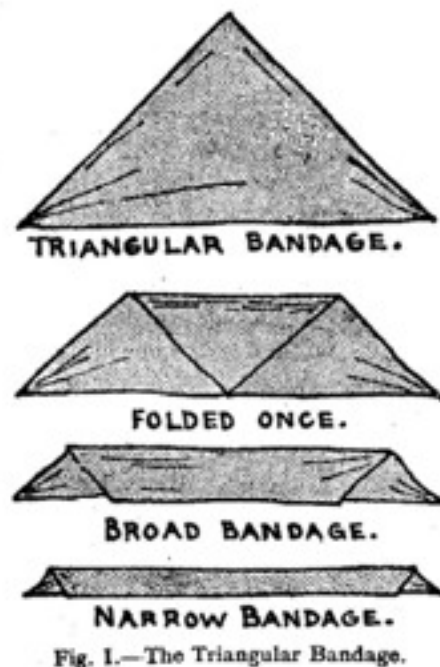
To Fasten the Bandage – Either pin with a safety pin or tie with a reef knot.

The following slings are applied with the triangular bandage.

The Narrow Arm Sling – First fold the bandage narrow and place one end over the shoulder on the uninjured side allowing the other end to hang down in front. Bend the forearm to the required height and draw up the hanging end in front of it, over the shoulder on the injured side and tie the two ends behind the neck.

The Broad Arm Sling – This sling is made exactly as for the narrow arm sling except that the bandage is folded broad, i.e., once in itself.

The Large Arm Sling – Spread out a bandage, put one end over the sound shoulder, letting the other hang down in front of the chest. Carry the point behind the elbow of the injured arm, and bend the arm forward over the middle of the bandage. Carry the second end over the shoulder of



the injured side, and tie it to the other end with a reef knot. Bring the point forward and pin it to the front of the bandage.



For a Wound of the Scalp – Fold the lower border of the bandage lengthwise to form an 1 1/2 - inch hem, and place the middle of the hem over the centre of the forehead just over the root of the nose, the point hanging over the back of the head to the neck. Carry the two ends backwards above the ears (which are not covered), cross the ends at the nape of the neck over the bandage point and below the prominence on the back of the head. Carry the ends forward and tie in front of the forehead, or if they don't reach tie in back with a reef knot. You can then pull the point of the bandage up and tuck behind or pin.



For Wound of Forehead or Back of Head – Fold bandage narrow and place centre of it over pad on wound. Carry the ends horizontally round head, cross them, and knot over dressing.



Fig. 4 – Forehead Bandage.

For Wounds of Chin, Ears or side of Face – Place centre of bandage, folded narrow, under chin, carry ends upwards and tie on top of head.

For Wound of Neck – Bandages should not be tied on a neck wound, but direct pressure, using the narrow bandage folded into a pad (or with a gauze pad or similar), should be applied to the wound being careful not to compress the arteries in the neck (which would restrict bloodflow and cause patient to pass out) or the wind pipe.

For Wound of Knee – Apply broad bandage as shown and tie knot below kneecap (*see figure below*).



For Wound of Foot – Lay out bandage unfolded and place injured foot in centre of it with toes towards point. Draw point up over foot, and take one of the ends in either hand close to foot. Bring them forward round ankle to front and over the point. Cross them above and carry ends back round ankle. Cross ends behind, catching lower border of bandage and bringing ends forward again, tying in front of ankle. Draw point well over knot and pin at A (*see figure below*).

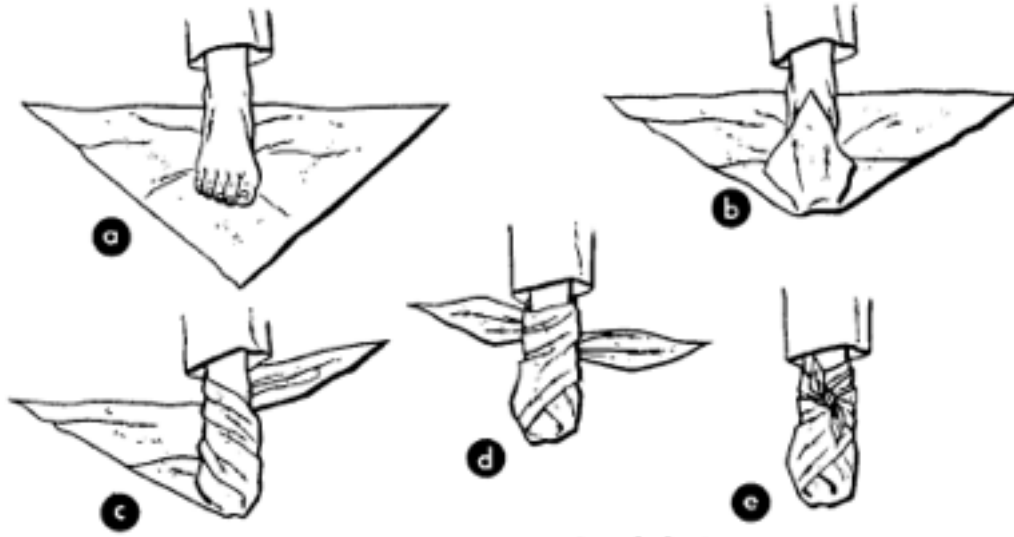


Fig. 8 – Foot Bandage.

2

Know the Semaphore, Morse or American Sign Language (ASL) sign for every letter in the alphabet, and for the numerals, and be able to send and read a simple message. Also understand the use of the calling-up sign and its answer, the general answer, the end of message sign and its answer, and the erase signal.

Semaphore

At the start, every Scout should realize that, after a little practice, anyone can easily read Semaphore, provided it is accurately sent; that is to say, provided that the signaler attends strictly to the following points:

1. He or she must stand exactly facing the person or station they are sending to, firmly on both feet, the feet to be 8 to 10 inches apart.
2. The flags must be held at the full extent of the arms, and the arm and flag should form one straight line.
3. Don't throw the arms to the rear.
4. Be very careful to place the arms in the exact positions for the letters. This is the most important point. Bad or careless sending is impossible to read, and the most common error is not paying strict attention to this point.
5. Letters A, B, and C must only be made with the right hand, and letters E, F, G must only be made with the left hand. Never bring the arms across the body to form these letters.

6. Both flags must be of the same color, and the sender must see that he or she is standing behind a background of uniform color, the question of backgrounds will be referred to again later on.
7. In sending letters where the flags are close together, such as with O and W, the flags must be kept separate and not allowed to cover one another.
8. When forming letters when both flags are on the same side of the body, such as the letters O, X, W, etc., the signaler should turn well around on the hips, but keeping his or her head and eyes straight to the front. The flags should also be on the same plane, i.e., one exactly above the other.
9. When double letters occur, the flags should be brought well into the body. Don't attempt the peculiar juggling performance that is sometimes done for double letters. In fact, never use any out-of-the-way means of trying to send faster, as it only leads to confusion.
10. Don't send too fast and never send faster than it is within the powers of the reader to read without confusion. Doing this only means waste of time, through repetitions, etc.
11. When at the "ready position," or when making letters that require the use of only one arm, the flags should be kept right in front of the body, the point of the poles pressing against the legs.



Semaphore Chart

THE "TWO-FLAG" SEMAPHORE SIGNALS

The chart displays the following signals:

- A (1), B (2), C (3), D (4), E (5)
- F (6), G (7), H (8), I (9), J (10)
- K, L, M, N, O
- P, Q, R, S, T
- U, V, W, X, Y
- Z
- NUMERALS FOLLOW
- SIGNALS FOLLOW
- ATTENTION
- INTERVAL

Here are the positions you would use in sending a message by means of two hand-flags. You will notice that the first ten designate both letters and numerals. The rule is that these positions usually designate letters; but if you give the "numerals follow" signal each subsequent position means a numeral, until you give an "interval." Then each position means a letter. The method is exceedingly rapid and is not very difficult to learn.

1st Circle – A to G

A, B, and C, sent with the right hand only. D with either hand.
E, F, and G, with the left hand only.

2nd Circle – H to N. Omitting J

Learners sometimes experience a little difficulty with this circle by forgetting that J is missed out. In this circle the right hand is held at the position for the letter A, the left hand only being moved in this circle.

3rd Circle – O to S

The right hand at position for letter B, the left hand only being moved.

4th Circle – T, U, Y, and Erase

The right hand at position for letter C, the left hand only being moved.

5th Circle – Numeral sign, J (or alphabetical sign), and V

The right hand at position for letter D, the left hand only being moved.

6th Circle – W and X

The left hand at position for letter E, the right in this case moving down 45° to show letter X.

7th Circle – Z

When the Scout is able to go through the alphabet correctly, he should practice sending a letter and its opposite. For instance, H is opposite to Z, P is opposite J, O is opposite W, and so on.

It cannot be too often repeated that sending is far more important than reading. Reading can easily be learned with a little practice, but a bad style of sending is very easily acquired, and once acquired it is difficult to get into the correct style.

Never send in a sloppy or lazy manner. Move the flags smartly from one position to another. Carefully study the diagrams and get into the habit of putting the arms into the exact position.

The best way of learning to read is to get a good signaler to send to you. If you can't get a good signaler, the next best way is to get a packet of "Semaphore Signaling Cards." These cards are useful for practicing at odd moments when it is not possible to get someone to send.

Don't practice reading by signaling before a mirror. The letters are reversed and will only confuse you when you try to read an actual signaler. The only point of using a mirror is to see that you are placing the arms in the exact positions.

Numbers – Numbers are sent as follows: Numeral sign (opposite to letter T) sent as one group, then the sign for A is 1. B=2, C=3, D=4, E=5, F=6, G=7, H=8, I=9, K=0. After the figures are finished in order to return to letters the alphabetical sign (letter J) must always be sent in one group. For instance, to send "56 Scouts" proceed as follows: Numeral sign (group) 56 (group) alphabetical sign (group) Scouts (group).

How to send a Message in Semaphore – In sending words or groups of letters, the arms are brought down to the “ready” position after each word or group.

The arms are not brought back to the ready position after each letter, but moved smartly to position for each letter in the word, making a pause at each letter according to the rate of sending. If the arm is already in position to form, or assist to form, the next letter in the word it will be kept steady. For instance, take the word “milkman.” The right arm is at position for letter A all through the word, and does not require to be moved; the left hand only in this case forming the different letters.

When sending a message, the sender should have someone to read the message to them, and the reader someone to write it for them. The reader should read each letter and never attempt to try to guess the word. This only leads to mistakes.

The reader should call out each letter in a loud voice, and when the sender comes down to the ready position the reader says “group,” which informs the writer that it is the end of a word or group.

Morse

International Morse Code

1. A dash is equal to three dots.
2. The space between parts of the same letter is equal to one dot.
3. The space between two letters is equal to three dots.
4. The space between two words is equal to seven dots.



In the Morse system, letters are formed by what are termed “dots” and “dashes.”

In signaling, these signs are conveyed by several different means, but the difference is quite easily distinguished by the time taken in making them. Whatever the means used, or whatever be the rate of sending, the dash is always three times the length of a dot. This is a most important point, and must be strictly attended to.

Note: The time for three dots is equal to the time for one dash.

By this system, the letters may be represented by the short and long waves of a flag, the short or long exposures of the light of a lamp, by short or long calls of whistles, etc., or by sound, as with a “tapper,” “buzzer,” or telegraph sounder.

Whatever means of transmission is used, the following points must be strictly adhered to:

1. A dash is three times the length of a dot.
2. A pause of time equal to the time of a dash must be made at the end of each letter.
3. A letter must be made *continuously* from start to finish, without any interval between the elements composing it.

This must be done so as to prevent a letter being misread as two or more other letters. For instance, the letter *C* is – • – •, and the letter *N* is – •, therefore if a pause was made after the first dot in *C*, it would be read as two “N’s.”

Morse Code Using Flags

1. Always, no matter what the rate of sending is, make an appreciable pause at the *bottom* of the dash. *Never* pause at the top until the end of the letter.
2. Bring the flag back smartly to the “Prepare to Signal” after each word or group, holding the flag into the body with the left hand.
3. The signaler must stand exactly facing, or with his back to, the distant station, according to the direction of the wind; but whatever the latter, he must stand square, so that he can wave the flag at right angles to the line of sight to the distant station.
4. The pole must be kept upright and the point not allowed to droop to the front or rear, so that the flag is waved in a vertical plane, and not swept round to the front, or overhead.
5. The pole must be held at the extremity of the butt.
6. All motions of the flag must be sharp, both whilst signaling and in moving from one position to another.
7. The flag must be kept fully exposed when sending; it must at other times be completely hidden from the view of the distant station.
8. The dots and dashes must be uniform in length; and bear the correct proportion to one another.

With the Flag – Flags are of two sizes and of two colors. The small flag is quite large enough for Scouts. The size is 2 feet square with a pole 3 feet 6 inches long, 3/4 inch in diameter at the butt, tapering to 1/2 inch at the point. The colors are (1) white with a blue horizontal stripe, for use with a dark background, such as a wood; (2) dark blue, for use with a light background, such as a white house.

Folding the Flag – To fold the flag, hold the pole in the right hand, under the armpit, butt to the rear, seize the left top corner of the flag, folding it diagonally across to the right bottom corner, and taking care that the two ends of the tape are clear, then by a twisting motion roll the folded flag round the pole, and secure the end by passing the end underneath the last turn.

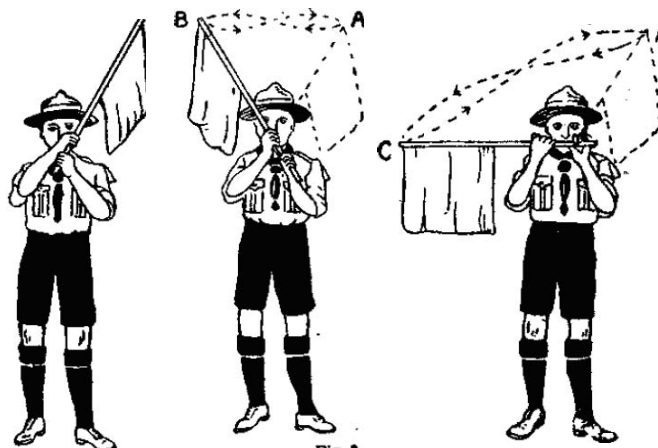


When using the flag the motions should be performed entirely by wrist work, the body should not be constrained in any way.

To keep the flag unfurled, wave the flag so that the point of the pole describes an elongated figure-of-eight.

Prepare to Signal. Position as figure on previous page.

READY – Letting the flag fly, raise the pole with the right hand, grasping it at the extremity of the butt with the left, which should be level with the chin, and about 8 inches from it. Both elbows free from the body, the eyes to look to the front, the pole to be at the same angle as when at the “Prepare to Signal” (*Fig. 3, point A, below*).



Examples

Dummy Key (*see photo on next page*) – The sound made by it is similar to that of a telegraph sounder. From the first, Scouts should be instructed in reading from and sending on this instrument.

This is the best way to learn Morse. If a Scout can send and read the dummy key easily he will find no difficulty in sending and reading by lamp, heliograph or buzzer.



(a 'dummy key' was a practice tool that emitted a telegraph 'sound', but had no connections)

This is a similar instrument to what was used in the post office for telegraphing. When sending, the knob should be held with the thumb and two first fingers, the key being depressed evenly and to its full extent for dots as well as dashes; the fingers should not leave the knob, but by relaxing the pressure, the spring should be allowed to pull the key back to its normal position. At first, the learner should be instructed to make the letters by numbers, as when at flag drill. When the letters can be thus, formed correctly, they may be made in quick time, the instructor first making the letter so as to give the learner a correct idea of the time. After this, letters may be grouped, and sentences, messages, etc., sent as an exercise. Great pains should be taken to ensure the learner is forming the letters correctly and uniformly and observing the correct separating intervals. Sending at fast rates should not be attempted before a good style has been acquired at slower ones. The hand and wrist must work quite freely and without constraint; the signaler should practice sending with both hands, the disengaged one being kept on the baseboard so as to hold the instrument firmly. At first, the beat should be as large as possible, but afterwards it must be gradually reduced.

By obtaining a complete mastery in sending on the dummy key, much time will be saved in acquiring proficiency in sending both on the heliograph and lamps.

How to Learn the Morse Alphabet – The Morse alphabet is so made up that those letters that occur most often in an English sentence are represented by the shortest symbols. Don't attempt to learn the alphabet until a correct method of sending dots and dashes has been acquired. An excellent method of practicing is to send a series of dots and dashes continuously until tired, never pausing at the top of the dot or dash (that is, at points A or B in *Fig. 3*), but always making an appreciable use at the bottom of the dash (*point C in Fig. 3*).

The simplest way to learn the alphabet is as follows:

- E	- - T
- - I	- - - M
- - - S	- - - - O
- - - - H	
<i>Opposites:</i> —A - - -	- - - N
B - - - -	- - - - V
D - - -	- - - U
F - - - -	- - - - L
G - - - -	- - - - W
Q - - - -	- - - - Y
<i>Sandwiches:</i> —K - - - -	R - - - -
P - - - -	X - - - -
<i>Letters with no Opposites</i> —C - - - -	J - - - -
	Z - - - -
<i>Numerals</i> —1. - - - -	6. - - - -
2. - - - -	7. - - - -
3. - - - -	8. - - - -
4. - - - -	9. - - - -
5. - - - -	0. - - - -

A good way to learn the alphabet, although on paper it looks very ridiculous, is to call dots “iddy,” and dashes “umpty.” This gives really the sound made by tapper. For instance, C – • – •, it would be called “umpty iddy, umpty iddy,” with a strong emphasis on the “umpty.”

Learn E, I, S, H, and T, M, O, first; they present no difficulty. Then try sending and reading words formed by those seven letters, such as: – It, is, she, his, set, torn, met, hot, test, shoes, host, etc., until the letters are easily read and sent. Then take the next two letters in the list, A and N, and make words with those, in conjunction with the seven letters already learned; then take two more letters, and so on. Don't try to learn too many letters at first, or you will only muddle yourself. Learn a few letters thoroughly, and don't proceed to the next letters until the first ones are thoroughly mastered. In sending words combine the letters last learned with the letters already known.

General (Morse and Semaphore)

At the end of each word or group, the sender comes down to the “ready.” If the reader has read correctly, he acknowledges the group by sending A in semaphore and T in Morse. If the reader has not read the message, he makes no sign and the sender repeats the word or group. The method of answering numerals is given later.

When it is desired to send any message from one station to another, the sending station will call up the distant station sending the calling-up sign VE, until answered by the distant station. If the distant station is able to receive the message, it will reply K, meaning “Go on.” The sending station will acknowledge this by the general answer and then proceed with the message. If, however, the distant station is not ready, or for some reason or other is unable at the moment to receive the message, it will send Q, meaning “Wait,” which must be acknowledged by the general answer. The sending station will then wait until it receives K from the receiving station. On receiving K, it will, as before, acknowledge it by the general answer and then proceed with the message.

Should the one station merely want to get into touch with the distant station before it actually has a message to send, it may call up by means of the ordinary signal VE, and on receiving, it will acknowledge with the general answer and then send VA, meaning “I have nothing to communicate at the moment.” The receiving station will reply with the general answer. When the message is ready, the sending station will again call up, and on receiving, K will acknowledge with the general answer and proceed with the message.

Should one station see another and not be sure of its identity, it will not send VE at the first, but will proceed to send AA (meaning “Who are you?”) until answered. The distant signalers on receiving AA will acknowledge with the general answer, and will then send details of their identity, e.g. “---- Troop” or “---- Patrol, --- Troop” concluding with the end of message signal AR answered by R. If it is then desired to send any message to them, VE will be sent in the ordinary way.

If, however, no further communication is desired, GB will be sent as laid down in the following paragraphs.

At the end of every message, whether written on the message form or not, the sending station will send AR. On seeing this the receiving station will immediately, and before making an answer, raise their flag to the position of “Ready,” and keep it there whilst looking through the message again. In the case of disc, lamp, or heliograph, the receiving station will keep their light exposed, but if electric a succession of long flashes will be made instead in order to save current. When working with buzzer one long dash is sufficient.

If satisfied that the message has been received correctly, the receiving station will then reply by sending R. As R is itself an answer (to AR), no reply is to be sent to it.

When a station desires to cease communication altogether it will send GB (“Goodbye”), which will be answered by GB. No station should move without first sending this signal.

** Note: This description of how to send a message is not necessary for Second Class, but it is inserted here to enable Scouts to work on with the subject.*

Checking Figures – When figures are sent by a sending station, the receiving station will always check them back by the alphabetical check, *e.g.*

A for 1 E for 5 H for 8

B for 2 F for 6 I for 9

C for 3 G for 7 K for 0

D for 4

American Sign Language

American Sign Language (ASL) is a beautiful and expressive means of communication. It is the fourth most used language in the United States. It is a common way to communicate with people who are hard-of-hearing or deaf. There are approximately 20 million hard-of-hearing people in the United States. Almost 2 million of these people are classified as being deaf. Those who are born deaf are referred to as *congenitally deaf*, while those who became deaf as a result of an accident or illness are referred to as *adventitiously deaf*. American Sign Language evolves and changes as many language do. Some signs may also have some regional differences.

The first free school for deaf people was founded in 1755 by Abbe Charles Michael de L'Epee of Paris. He believed that deaf people could develop a common language to communicate with each other and the hearing community. He believed that this could be done through gestures, hand signs, and fingerspelling. He developed this language by observing signs that were already being used by a group of deaf people in Paris.

Thomas Hopkins Gallaudet wanted to help his deaf neighbor's daughter, Alice Cogswell. He traveled to Europe in 1815 to study methods of communicating with deaf people. After months of studying in a school for the deaf he returned to the United States with Laurent Clerc, an instructor from the Paris school.

In 1817 Gallaudet founded the nation's first school for deaf people in Hartford, Connecticut, and Clerc became the United States' first deaf sign language teacher. By 1863, twenty-two schools had been established throughout the United States.

Learning the basic signs for the letters in the ASL alphabet should be a fairly straight forward lesson in memorization. Try practicing with a few letters at a time, until you can recall them from memory, then move onto the next few letters. Once you've done this, you can try doing the entire alphabet in sequence. With some perseverance, a Pathfinder can pick up the alphabet without trouble. Once you learn it, start using it to form simple words, perhaps by spelling your name or naming items around your home. Pretty soon, you'll be putting together entire sentences. There is much more to American Sign Language than just the alphabet, though. ASL is an entire system

of signing which includes signs for whole words and a grammar all its own. You might want to do some research at your local library or look online to learn more about ASL.



Here are the ASL signs for the numbers, too.



3

Follow a trail half a mile in twenty-five minutes; or, if this is impossible, describe satisfactorily the contents of one shop window out of four, observed for one minute each, or Kim's Game, to remember sixteen out of twenty-four well assorted, small articles after one minute's observation, and an efficient performance of Scout's Pace.

Note – It is wise that Scouts should be trained in both following a trail and Kim's Game.

The idea behind this requirement is to have the scout follow a "trail" made by another person (*or animal*), the practice of tracking. This can be arranged by having another scout or adult leader wear irons or other heavy material attached to their boots or shoes. This makes the prints and tracks somewhat easier to make, and to pick up. If this can't be arranged, it is feasible to consider making a half mile track using the woodcraft trail signs and other markings as well.

Following a Trail – This section of the Second Class badge is to test your powers of observation. One of the most important things a Scout has to learn is that he lets nothing escape his or her attention. They must notice small points and signs and then make out the meaning of them, but remember that it takes a good deal of practice before you will get into the habit of being able to do this successfully.

Always make a point of noticing things near to you and ahead, and do not miss the small things, as it is often some minute object that will help you in following your trail.

In following a trail you should practice on following simple signs for a short distance, then later on you will find that it is possible for you to carry on for longer distances.

When tracking, always keep in a straight line unless you find signs instructing you to turn off. Many Scouts who cannot find an obvious sign ahead of them turn off right or left, but you should go straight ahead for some distance and make a thorough search. Try to think as the person who has laid the track would think and you may be certain that if he wanted you to branch off one way or the other he would give the necessary sign. If you lose the trail, make a wide search over the ground which is likely to show an impression, first choosing the line which you yourself would have followed.

If a track leads into a stream, do not presume that it necessarily comes out on the other side, because it is quite likely that the person tracked may have entered the stream merely for the purpose of covering their tracks and may have come out again some way up or down stream on the same side. Always mark the place where the track is lost so that you can take it up again when you have found some more "sign."

Nothing is more important in tracking than constant practice. Every Scout should make use of every opportunity of following up tracks with different kinds of ground and getting information from them. If possible, when you have got the information, try to check this to see how correct you were in your deductions.

Kim's Game – As with following a trail, go slowly. It is no use starting off with the full number of articles required in this test. Start with a dozen articles and take your time in looking at them and then see how many you can remember. Then you can add some more and see how successful you are.

As with most things, practice makes perfect and you will find that, after practice, it will not be difficult to pass your Kim's Game.

It is necessary to make one point quite clear and that is, when you write down what you have seen, you must state quite clearly what the article is, giving as much information about it as you can.

A tip that might help you is to look at the smaller things first. You will remember the larger articles far more easily. Do not hurry over your observation.

Go a mile in twelve minutes at "Scout's pace."

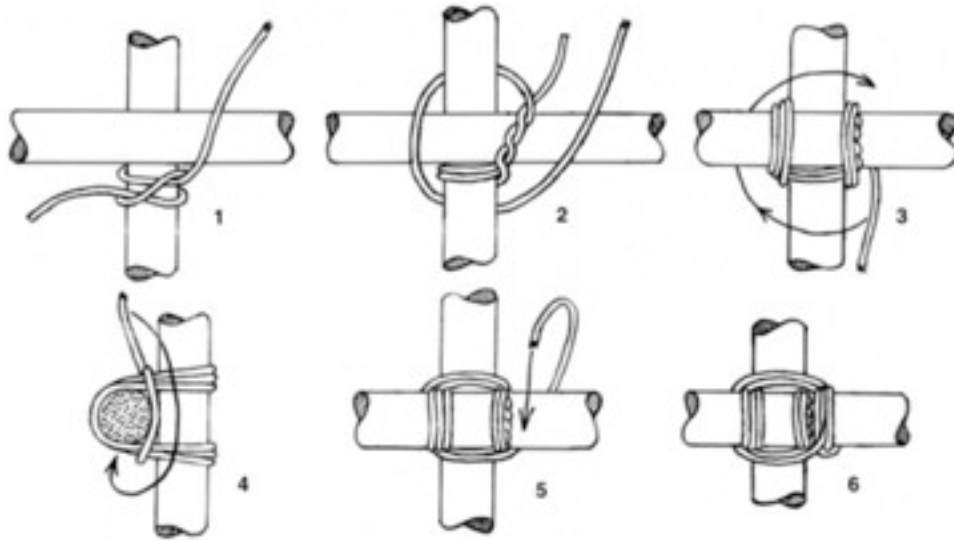
It should be noted that the mile has to be done in twelve minutes, not in *less* than twelve minutes. The object is to practice the test so that it is done as nearly as possible in twelve minutes. Say within half a minute either way.

In the same way as a man knows that by walking at a certain pace he covers a mile in fifteen minutes, so a Scout should know that when he goes at "Scout's pace" for twelve minutes he has gone a mile. Anyone can do the mile *within* twelve minutes at "Scout's pace"; what is required is to do the mile, in as nearly as possible, *exactly* twelve minutes.

4

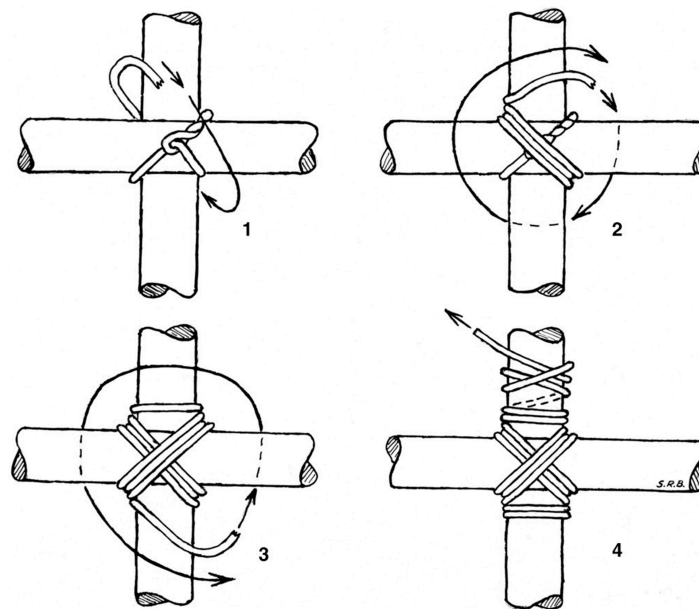
Demonstrate correctly the following knots/lashings: a) Square and diagonal lashings, and b) Timber hitch, rolling hitch and fisherman's knot.

Square Lashing – The "square lashing" is used when two spars are to be lashed together at right angles (or nearly so), such as a horizontal to a perpendicular spar, or transverse to longitudinal. In the latter case the lashing may be commenced on either, but in the former case it should commence on the upright spar below the position for the horizontal one. A clove hitch is first made round the upright and the end of the rope twisted round the standing part of the lashing to stow it away. The lashing now proceeds round the back of the horizontal spar; round the face of the upright spar, above, round the back of the horizontal spar on the opposite side from first turn, then round the face of the upright spar, below, thus reaching the place from which it started.



At least four of these turns should be taken in succession, keeping them inside on one spar, and outside on the other, never allowing them to over-ride. A strain should be put on each turn by using a leverage. Two or more frapping turns are now made between the spars, and well beaten in, so as to tighten up all the turns of the lashing. Two half hitches, or a clove hitch, are made on the most convenient spar to secure the end of the lashing, any portion of the rope left being neatly stowed away. Great care should be taken to see that this clove hitch is pulled well into the corner from which the rope takes off.

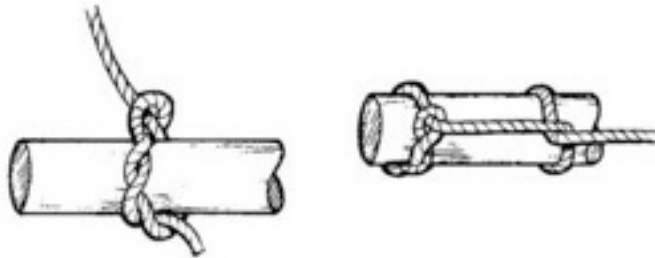
Diagonal Lashing – When the position of the spars to be lashed is such as to have a tendency to their springing apart, the diagonal lashing is applied. This lashing is commenced with a timber hitch (*Fig. 1 on the following page*), made round both spars at the angle of crossing, drawing them together. Three or four turns are then taken across one fork; next, three or four turns round the other fork; frapping turns are made to tighten up all the turns, and the lashing finished by two half hitches round the most convenient spar.



Frapping Turns, as used in the foregoing descriptions, are turns with the rope taken alongside each other (not overlapping) to draw together the binding of the lashing; that is to say, they are bound to the lashing between the two spars which are being lashed together. During the construction of these lashings the turns should be well beaten together, so that a thoroughly tight lashing is the result. The test of a good lashing is both its neatness and its firmness, and slovenly, loose work should not be allowed even if time is short. The golden rule to observe is — never hurry a lashing.

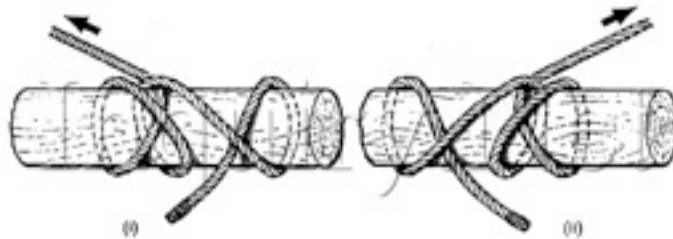


A **Timber Hitch** is a useful way of securing a rope quickly to a spar, but when there is to be a long and continuous strain, or when it is required to keep the end of a piece of timber pointed steadily in one direction, it should be supplemented with a half hitch (*see figures below*).



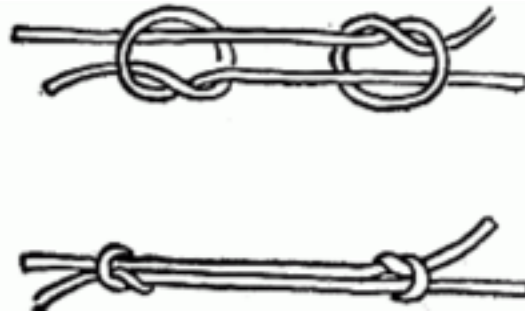
Pass the rope round the spar, make a half hitch round the standing part, and twist round several times in the same direction as the half hitch. In fig. 3, the hitch is purposely left very loose so that its formation may be the more easily seen.

A **Rolling Hitch** is useful for attaching a rope to another rope which has a strain on it, or for attaching a rope to a spar (pole). Start with a half hitch, then take a round turn round standing part and spar finishing off with another half hitch similar to the first one. It is principally used for securing the tail of a handy billy or snatch block to a larger rope, or when hanging off a rope with a stopper.



The great value of this hitch is its non-liability to slip in the direction of the arrows.

The Fisherman's Knot – This knot is used to tie together two wet or slippery lines, also sheets or blankets in case of fire.



With the running end of each line tie a thumb knot round the other and then pull them together. It should be noted that the running ends must lie alongside the standing ends, as in the reef knot.

If this is not done the knot will not pull up fair. Fig. 9 is correct and fig. 10 wrong.



Fig. 9 *Right*.

Fig. 10 *Wrong*.

Fig. 11.

Fig. 11 shows the completed knot.

This knot should not be confused with the fisherman's bend or hitch.

5

Firelighting. Lay and light a wood fire in the open, using not more than two matches, natural tinder to be used whenever possible.

The mistake usually made by a Tenderfoot is to start with too large a fire. Sufficient wood should first be collected and kept at hand. A very small fire should first be made and lighted, and, when thoroughly alight, small pieces added from time to time, gradually increasing the quantity and size of the pieces.

A fire should not be lighted in a hollow where there is no wind, but at a point where a fair amount of wind can reach it.

When the fire is fairly alight place some logs at the back of it, that is, at the side opposite from which the wind is coming, then lay a channel by laying some logs on each side of the fire, leaving only an opening towards the direction from which the wind comes.

Care should be taken not to lay the fire against the trunks of growing trees, and also that branches are not taken from growing trees, unless express permission has been given by the owner of the ground to do so. Turf should be removed and laid aside, to be replaced afterwards.

In very wet and stormy weather a fire can be started with small chips taken from the centre of a log of wood. To start the fire lay the paper and chips inside a pail lying on its side (as a last resort a billy can would do for this) then, when fairly lighted, turn it out on the ground, adding small pieces as before.

6

Cooking. Cook a quarter of a pound of meat and two potatoes, without cooking utensils other than a billy can, over a wood fire in the open.

This test is self-explanatory and should not present any problems for the Tenderfoot. A vegetarian meat substitute may be used in place of the meat if preferred.



"Billy cans" – easy to make using a coffee tin and coat hanger.

7

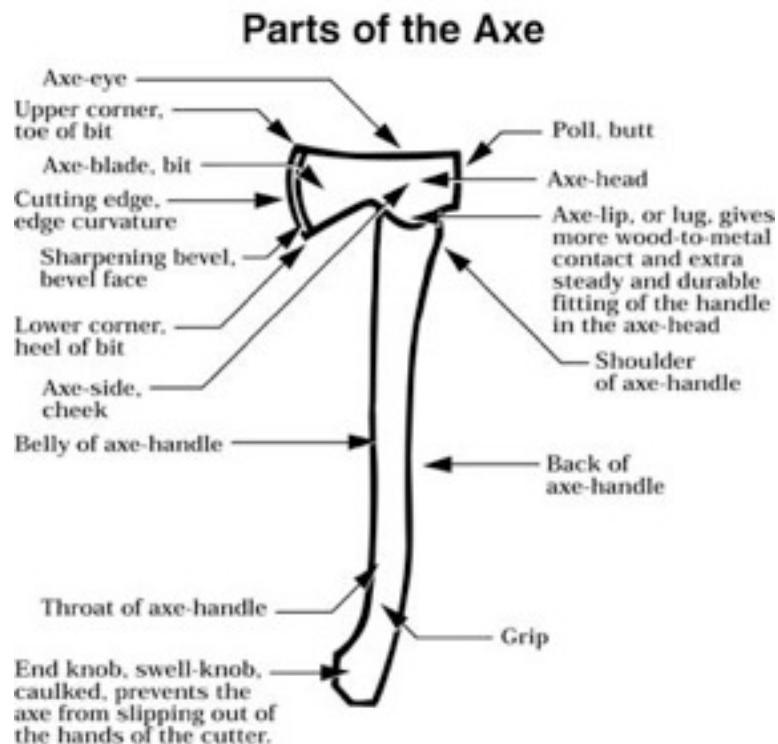
Know the safety rules and care of a hand-axe and knife. Demonstrate the correct ways of chopping firewood.

Safety Rules

Never play the fool with an axe; it is a dangerous tool. The following safety rules are practiced and insisted upon by all good Scouts:

- Mask axe when not in use in its case or by driving into log.
- Stand firm and square to the job.
- Remove all onlookers two axe-lengths and all other obstructions or impediments one axe length away. (An axe-length is the distance from shoulder to axe-head with the arm stretched out.)
- When cutting a loose stick or branch have something solid for a chopping block immediately under the cut.

- Shout “Timber” or give some other loud cry when the tree you are felling shows signs of moving.
- Never stand close behind a falling tree: keep to the side.
- Make sure a felled tree will not roll over before approaching it or before cutting a branch off it on which it may be resting.
- Rest when tired, masking the axe in a convenient log.
- Carry the axe on shoulder, edge outwards or preferably with head in hand, arm by the side, edge inwards. Companions should walk on the other side.



Care of Hand-axe and Knife – Both should be quite sharp and a rub on the grindstone now and then is necessary. Use plenty of water so that the steel does not overheat in the process, and start well back from the edge on each side and gradually work forward. It is safer to turn the wheel away from the blade and not towards it. Finish off the job on a whetstone. It is worth while buying a piece of carborundum stone for occasional touching up. Knives need somewhat similar attention and should be kept clean as well as sharp, carrying a sheath knife make sure that the sheath is quite safe. It is dangerous to cut towards the body especially when seated; all cutting should then be done in front of the knees.

BPSA also offers a separate **Woods Tools Award** for Pathfinders that deals with proper care and handling of a knife, axe, and saw. Upon satisfactory completion of the requirements in the presence of a Scoutmaster, a Scout may be issued a Woods Tools Award card showing that they

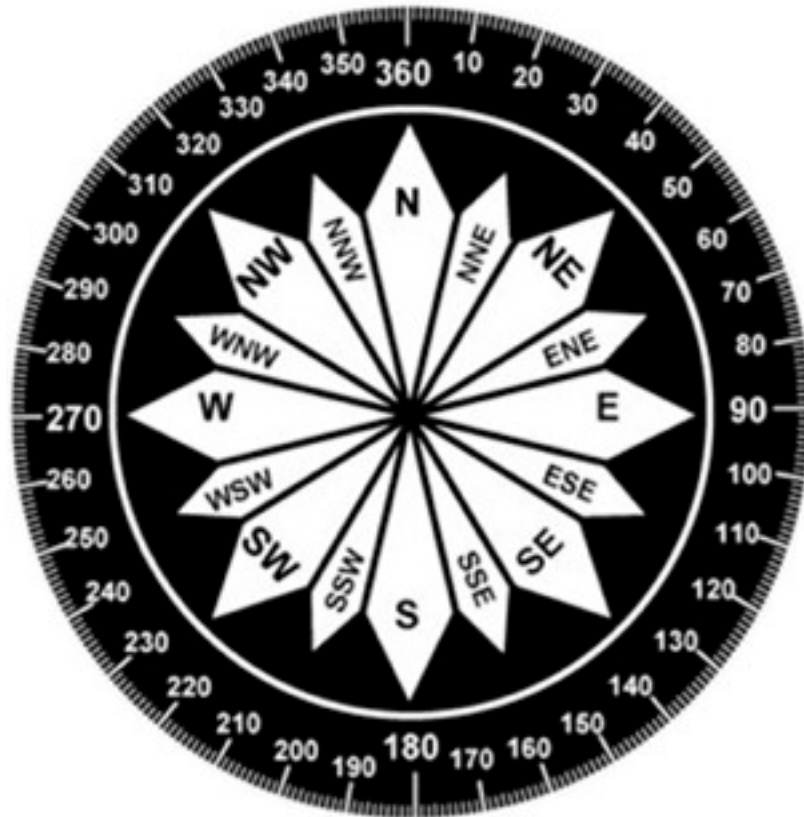
are permitted to carry and use woods tools during scouting activities. See the BPSA-US.org website (Pathfinders section) for more info.

Scouts should refer to and study First Class Test No. 8 (page 84) before felling a tree with an axe. That Test covers further, and needed, detail on tree felling and safety with an axe.

8

Compass. Demonstrate the practical use of a compass and know the 16 principal points.

Some people teach the compass as if it was something to be overcome by an effort of memory. This is a mistake. It should be taught by beginning with the cardinal points and progressing through the other smaller divisions.



The Compass Rose

Cardinal Points: N (North), S (South), E (East), W (West)

Half-Cardinal Points: NW (Northwest), SW (Southwest), NE (Northeast), SE (Southeast)

Intermediate or Three-Letter Points: NNW (North Northwest), WNW (West Northwest), WSW (West Southwest), SSW (South Southwest), SSE (South Southeast), ESE (East Southeast), ENE (East Northeast), NNE (North Northeast).

Scouts should also note the degree markings on the compass (360° , *see diagram*).

Each quarter of the compass contains 8 points=90°. Every Scout knows the four *cardinal points*—North, South, East and West. They should also know that if he or she faces the North, East is on his or her right-hand side and West is on the left.

The next division is between those cardinal points; these points are Northeast (NE), Southeast (SE), Southwest (SW) and Northwest (NW); Northeast being halfway between North and East, Southeast between East and South, and so on. These points are called the half cardinal points.

The next division is between the cardinal and half cardinal points; these points are called the intermediate or three-letter points. There are eight of them altogether. Starting from North towards East, the first one of these points is half-way between North and Northeast and is called North Northeast (NNE). The next is between Northeast and East and is called East Northeast (ENE), that is two Easts to one North, which means that it is nearer East than North. It should be noted that when an intermediate point begins with East or West, the two Easts or two Wests never come together. To continue around the compass, the next intermediate point is East Southeast (ESE), then South Southeast (SSE). South Southwest (SSW), West Southeast (WSW), West Northwest (WNW) and North Northwest (NNW). This completes the 16 principal points required for the Second Class Test.

9

Service. Have at least one month's satisfactory service as a Tenderfoot, and satisfy to the Scoutmaster that he or she can re-pass the Tenderfoot tests. That is to say, one month from the date of investiture as a Scout, and not from the date of joining.

This requirement is self-explanatory and should not be glossed over.

Second Class Requirements



Requirement	Completed
First Aid: Know the following: general rules of health, cuts, sprains, burns, nose bleeds, stings, cleaning & apply dressing to wound, triangular bandage for knee, head, foot as well as summoning help and treatment for shock.	Examiner _____ Date _____
Using one of Signaling/Morse/ASL, know each letter/number, send & read simple messages and the calling-up sign/answer, general answer, and end of message sign/answer.	Examiner _____ Date _____
Either follow a trail, half mile in 25 minutes; or describe Kim's game remember 16 of 24 assorted, small items in 1 minute observation and an efficient performance of Scout's Pace.	Examiner _____ Date _____
Demonstrate square/diagonal lashings, timber hitch, rolling hitch and fisherman's knot.	Examiner _____ Date _____
Lay and light a wood fire in the open, using no more than 2 matches and natural tinder.	Examiner _____ Date _____
Cook a 1/4 pound of meat and two potatoes, without utensils other than billy-can over wood fire in open.	Examiner _____ Date _____
Know safety rules and care of hand-axe, knife, and saw. Demonstrate correct way to chop firewood and complete the requirements for the Woods Tools Award (see BPSA-US website for more details).	Examiner _____ Date _____

Requirement	Completed
Demonstrate practical use of a compass and know 16 principle points.	Examiner _____ Date _____

Have at least 1 month's satisfactory service as Tenderfoot, and satisfy to the Scoutmaster that s/he can re-pass the Tenderfoot tests. Examiner _____
Date _____

** Examiner should initial and date each requirement as completed.*

Date Awarded Second Class: _____

FIRST CLASS TESTS

Before being awarded the First Class badge, a Second Class Scout must have attained the age of 14 years, and satisfy their S.M. that they can re-pass the Tenderfoot and Second Class tests; and pass the following tests:

1

Swim 50 yards. If a doctor certifies that swimming is dangerous to the Scout's health, they must instead pass one of the following proficiency badges: *Camper, Handyman, Healthy Man, Naturalist, Pioneer, Stalker, Astronomer, or Tracker.*

The Swimming Test

It will be noted that this is not a speed test. No time limit is fixed within which the fifty yards must be covered. The Scout may use any stroke desired, and may change stroke during the test, so long as his feet do not touch bottom. He should finish the distance with plenty of reserve strength, such as he would need should he swim that distance in order to aid some person in distress.

Where the test is taken in a swimming pool or tank the length of the tank must be measured carefully, and the Scout must swim as many times its length as will equal fifty yards. In doing so he must not touch the sides or bottom of the pool. He may dive at the start.

Every effort should be made to qualify with the swimming test, not only for the Scout's own benefit and safety, but that he may Be Prepared to rescue others from drowning.

The Benefits of Swimming

Swimming makes strong bodies. It exercises muscles without the risk of bumps, bruises, or strains. It washes away poisons thrown out through the pores of the skin. Swimming contributes to right living, developing self-reliance, willpower, courage, the willingness and ability to help other people.

Every Scout should learn to swim because –

1. Swimming is splendid recreation.
2. Swimming is the best known form of exercise.
3. It is every Scout's duty to BE PREPARED to save life.

Swimming With Clothes On

Many excellent swimmers have lost their lives through suddenly finding themselves in the water fully dressed, and becoming excited because of the weight and the binding of their wet garments. Therefore every Scout should learn to swim with his clothes on.

Like swimming in all other conditions, it is merely a matter of KEEPING CALM. If you are wearing a coat, use the breast stroke. Bubbles of air will work into the shoulders of the coat and add to your buoyancy.

Cautions

For growing boys and girls, while the brief “morning dip” should never be omitted, prolonged swimming before breakfast is not recommended.

Never enter the water directly after a meal; wait at least an hour. Otherwise you will be liable to cramp.

Never enter the water when fatigued.

On entering the water, immerse the whole body immediately, head and all, either by diving, or ducking under; or throw water over the head and body with the hands.

In case of cramp, KEEP CALM, turn on the back, and rub and stretch the affected limb. If seized in the leg, turn up the toes, straighten the limb and stretch the muscles, and rub, or kick the surface of the water until relieved.

In unknown water beware of holes, weeds, and swift currents, eddies or undertows.

It should be unnecessary to warn Scouts against calling “Help!” unless they really need it.

Safe Swim Defense

The following guidelines are “defenses” for providing a safe swimming experience on scout outings. These are adopted from the BSA Safe Swim Defense policies, and are in general a good set of guidelines and recommended practices by EACH local unit. The Safe Swim Defense consists of eight points to be covered in any swimming situation.

Scouts and Leaders may refer to the B-PSA Safe Swim Defense Guideline on the web site, listed under “Resources” for the a complete Safe Swim Defense Policy.

1. Qualified Supervision

All swimming activity must be supervised by a mature and conscientious adult, age 21 or older, who understands and knowingly accepts responsibility for the wellbeing and safety of youth members in his or her care, who is experienced in the water and confident of his or her ability to

respond in the event of an emergency, and who is trained in and committed to compliance with the eight points of Safe Swim Defense.

2. Physical Fitness

Require evidence of fitness for swimming activity with a complete health history from physician, parent, or legal guardian. The adult supervisor should adjust all supervision, discipline, and protection to anticipate any potential risks associated with individual health conditions. In the event of any significant health conditions, an examination by a physician should be required by the adult supervisor.

Those with physical disabilities can enjoy and benefit from aquatics if the disabilities are known and necessary precautions are taken.

3. Safe Area

When swimming in areas not regularly maintained and used for swimming activity, have lifeguards and swimmers systematically examine the bottom of the swimming area to determine varying depths, currents, deep holes, rocks, and stumps. **Mark off the area for three groups: not more than three and a half feet deep for non-swimmers; from shallow water to just over the head for beginners; deep water not over 12 feet for swimmers.**

A participant should not be permitted to swim in an area where he or she cannot readily recover and maintain footing, or cannot maintain his or her position on the water, because of swimming ability or water flow. When setting up a safe swimming area in natural waters, use poles stuck in the bottom, or plastic bottles, balloons, or sticks attached to rock anchors with twine for boundary markers. Enclose non-swimmer and beginner areas with buoy lines (twine and floats) between markers. Mark the outer bounds of the swimmer's area with floats. Be sure that clear-water depth is at least seven feet before allowing anyone to dive into the water. Diving is prohibited from any height more than 40 inches above the water surface; feet-first entry is prohibited from more than 60 inches above the water. For any entry from more than 18 inches above the water surface, clear-water depth must be 10 to 12 feet. Only surface swimming is permitted in turbid water. Swimming is not permitted in water more than 12 feet deep, in turbid water where poor visibility and depth would interfere with emergency recognition or prompt rescue, or in whitewater, unless all participants wear appropriate personal flotation devices and the supervisor determines that swimming with personal flotation equipment is safe under the circumstances.

4. Lifeguards on Duty

Every swimming activity must be closely and continuously monitored by a trained rescue team on the alert for and ready to respond during emergencies.

Professionally trained lifeguards satisfy this need when provided by a regulated facility or tour operator. When lifeguards are not provided, the adult supervisor must assign at least two rescue personnel, with additional numbers to maintain a ratio to participants of 1:10. The supervisor must provide instruction and rescue equipment and assign areas of responsibility as outlined in Point #3 on Safe Areas. The qualified supervisor, the designated response personnel, and the

lookout work together as a safety team. An emergency action plan should be formulated and shared with participants as appropriate.

5. Lookout

Station a lookout on the shore where it is possible to see and hear everything in all areas. The lookout may be the adult in charge of the swim and may give the buddy signals.

6. Ability Groups

Divide into three ability groups: non-swimmers, beginners, and swimmers. Keep each group in its own area. Non-swimmers have not passed a swimming test.

Beginner Swim Test

Beginners must pass this test: jump feet first into water over the head in depth, level off, swim 25 feet on the surface. Stop, turn sharply, resume swimming as before and return to the starting place.

Swimmers Swim Test

Swimmers must pass this test: jump feet first into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

These classification tests should be renewed annually, preferably at the beginning of the season.

7. Buddy System

Pair every youth with another in the same ability group. Buddies check in and out of the swimming area together. Emphasize that each buddy lifeguards his buddy. Check everyone in the water about every 10 minutes, or as needed to keep the buddies together. The adult in charge signals for a buddy check with a single blast of a whistle or ring of a bell, and call "Buddies!" The adult counts slowly to 10 while buddies join and raise hands and remain still and silent. Guards check all areas, count the pairs, and compare the total with the number known to be in the water. Signal two blasts or bells to resume swimming. Signal three blasts or bells for checkout.

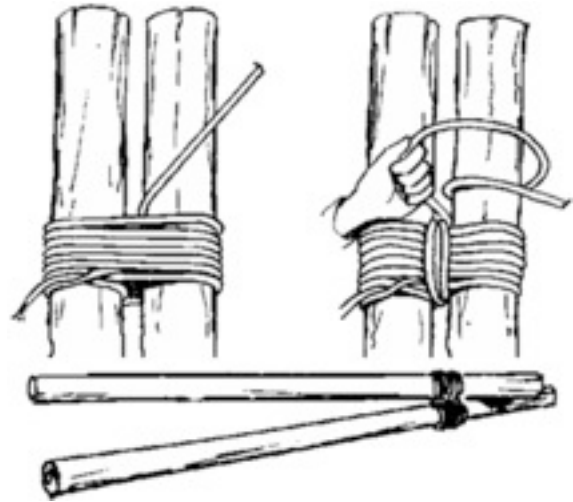
8. Discipline

Be sure everyone understands and agrees that **swimming is allowed only with proper supervision and use of the complete Safe Swim Defense**. The applicable rules should be presented and learned prior to the outing, and should be reviewed for all participants at the water's edge just before the swimming activity begins. Scouts should respect and follow all directions and rules of the adult supervisor. When people know the reason for rules and procedures they are more likely to follow them. Be strict and fair, showing no favoritism.

Pioneering. Demonstrate correctly the following: (a) sheer lashing, (b) round lashing, (c) back and eye splices, and (d) fireman's chair knot and alpine butterfly knot.

Sheer Lashing

Used for lashing together two poles that are to be opened out to form sheer legs like an inverted V. Sheer legs are useful for lifting loads, etc. Begin with a clove hitch round one pole and then make about six turns above this round both poles. Put one or two frapping turns, and then finish off with a clove hitch on the second pole. You can use this lashing when joining together two or more poles (e.g. Scout staffs) to make a longer one (e.g. for a small flag staff). In this case put the clove hitches round both poles and omit the frapping turns. The poles must overlap and two lashings used. To tighten up you can use small wedges driven between the lashing and the pole.



Round Lashing

Round lashings bind two poles side by side: Position the poles beside each other and tie them together with a clove hitch. Make seven or eight very tight, neat wraps around the poles. Finish the lashing with another clove hitch around both poles. There are no fraps in a round lashing. The wraps must do all the work, so pull them as tight as you can. Make a second round lashing farther along the poles to keep them from twisting out of line. When very smooth synthetic rope or very smooth poles are used, the round lashing can be made more secure by adding several additional half hitches to each of the clove hitches.

Splicing

It is very difficult to learn splicing from a book, but the following notes and diagrams will help you to remember the stages after you have had a practical demonstration.

Back Splice

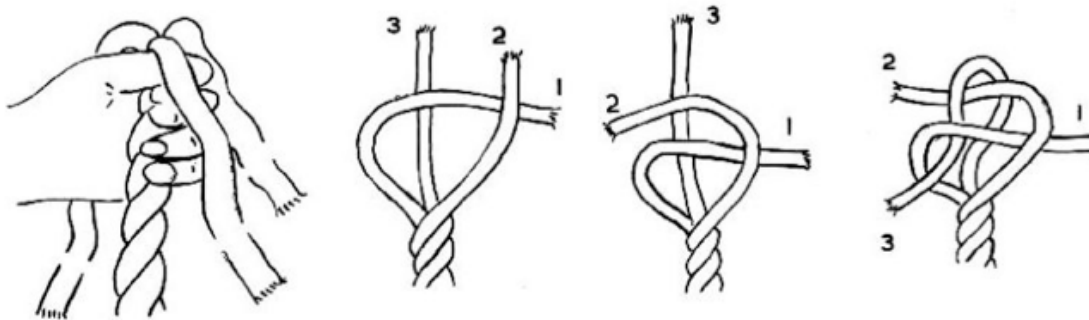
A neat way of ending a rope so that it does not untwist. Unlay (i.e. untwist) the rope for about 2 or 3 inches (this depends on the thickness). First we make a Crown Knot as shown in fig. 3. Pull

the knot tight by pulling on each strand in turn. When completed the Crown Knot should be flat on top and the strands should hang down at equal distances from each other (Fig. 4).

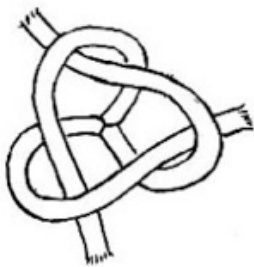
Then pass each strand in turn over the strand it touches and under the strand next to it. *Working against the lay of the rope* you will notice that each strand is actually tucked under itself. With stiff rope or wire it will be necessary to hold open the strand with a spike, but quite stiff rope can be worked by hand.

To open up a strand twist it against the lay of the rope and slip your thumb in the hole. Never tuck the end of a strand through as this frays the rope very quickly. Make a bight in the strand, tuck the bight through and pull. The end will come through backwards and will not fray.

After tucking each strand in once (Fig. 5), repeat the process for a second and then a third series of tucks, making sure the strands are tucked in the same sequence as the first series.



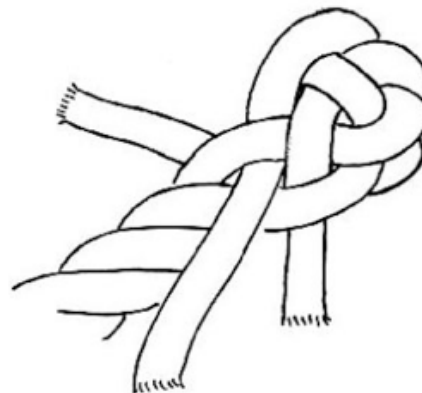
1. Unlay more than sufficient to make the splice and spread the strands evenly.
2. Make a crown knot by bending each end over its neighbour in turn, going the same way round as the lay of the rope.



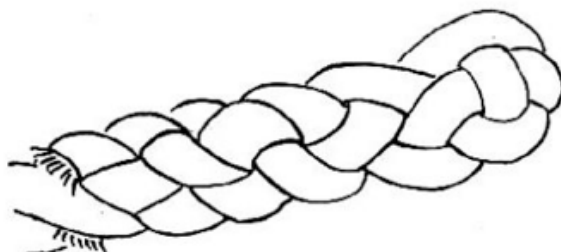
3. Pull the crown knot into shape.



4. Tighten it on top of the rope.



5. Tuck each end in turn over the adjoining main strand and under the next. Draw tight close up to the crown knot.



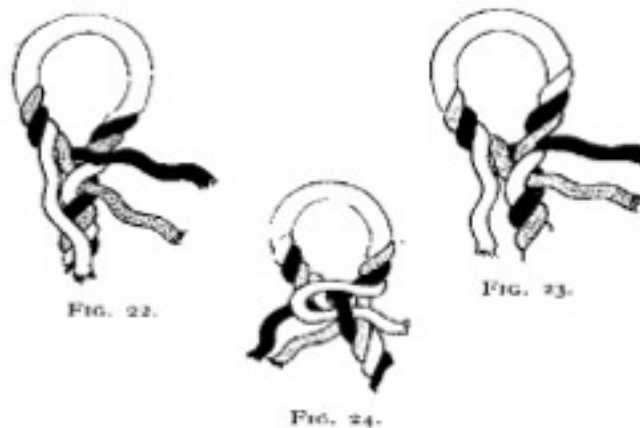
6. Continue in this way over and under one in turn for at least three times. Draw tight after each round of tucks.

If the rope is thick, over 1 inch, it is as well to halve each strand after the first series of tucks. Do this by unraveling each strand and cutting away part of it where it emerges from the last tuck. Tighten the tucks after each series by pulling each strand in turn *back towards the Crown knot*.

To give the finished splice a neat appearance, singe off all loose particles of rope and roll the splice under your foot, making the splice as nearly as possible the same thickness as the original rope.

Eye Splice

Useful for making a permanent loop in a rope which is to be attached to something, e.g. on the handle of a water-bucker, or the guy lines through the eyelets of a tent, etc.



Figs. 22, 23, and 24 almost tell their own story. Note particularly fig. 24. Two of the strands have been tucked under; when you come to the third strand (the white one here), *turn the splice around back to front*, and tuck in the white strand *from left to right* so that it goes across the lay of the rope (i.e. at right angles to the twist). After this, you carry on as with the back splice; three complete tucks will do, followed by one with the strands halved in order to taper down the splicing neatly.

Fireman's Chair Knot

A hitch which can be made in the middle of a rope, and which provides two loops, one to go under the shoulders of an unconscious person, the other under his knees, so that he may be safely lowered from a height. Start with two half hitches, as for the Clove Hitch, interlaced (*Fig. 25*). Pull the inner sides of the hitches outwards, as shown in the figure, into two loops, one about two and a half feet long, the other about three and a half feet (*Fig. 26*). For convenience the drawing shows loops roughly equal in size. Now take a Half Hitch over each loop, as is done in the Sheepshank (*Fig. 27*). The result is shown in fig. 28, just before pulling quite tight.



FIG. 25.

FIG. 26.



FIG. 27.

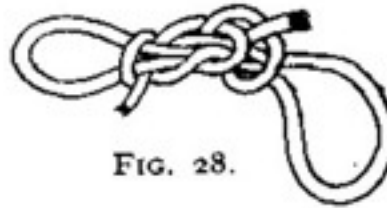
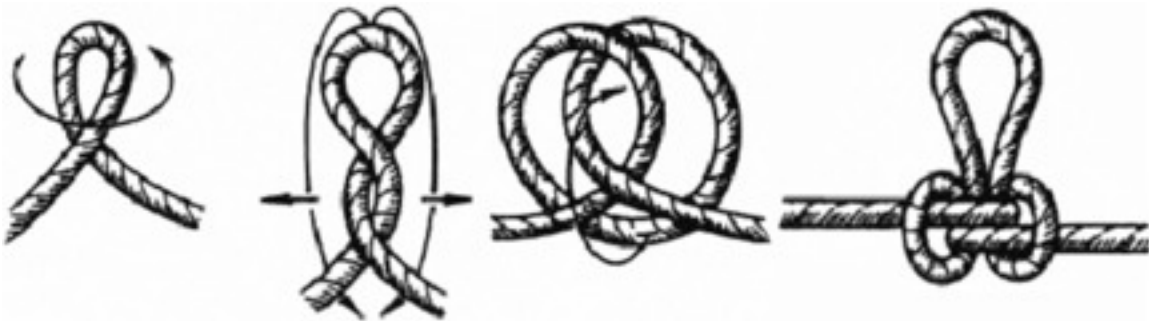


FIG. 28.

Alpine Butterfly Knot

The **alpine butterfly knot** is a knot used to form a fixed loop in the middle of a rope. Tied in the bight, it can be made in a rope without access to either of the ends; this is a distinct advantage when working with long climbing ropes. The butterfly loop is an excellent mid-line rigging knot, it is symmetrical and handles multi-directional loading well.



Step 1: Form a loop in the rope.

Step 2: Twist the loop, so that it becomes two loops as shown above.

Step 3: Grab the top of the upper loop and fold it underneath the line.

Step 4: Continue the wrap, feeding it back through original loop. Pull tight.

3

Signaling. Send and receive a message either in Semaphore at a rate four (twenty letters per minute), or in Morse, at a rate three (fifteen letters per minute), or using American Sign Language, send and receive a message at a rate of fifteen letters per minute. In Semaphore and Morse, the Scout must understand the alphabetical check for numerals.

This test must be a genuine demonstration of flag-reading and sending, with the signalers at a considerable distance from one another. A second Scout should be designated to act as Writer and Caller-off for the Scout taking the test.

The examiner first should send the Scout a number of indiscriminately mixed letters, at the required speed, the Scout calling them off to his Writer.

As a boy often is nervous at first, he may be allowed to read two groups of letters, and the best of the two taken. Although no percentage of accuracy is laid down, it is strongly urged that 95 per cent perfection be asked, as in the test for the Signaler's Badge.

The reading-speed test completed, the examiner will have the Scout send a similar mixed-letter group, the Writer now acting as Caller-off, and the examiner reading and judging the speed. Style and accuracy in sending are of great importance, and no boy should be passed who does not realize a high standard in these details.

For the message test the examiner will send the Scout a short message freely interspersed with figures, and calling for the use of VE, K, the General Answer, AR, R, the Alphabetical Check, and the Erase signal. He may also test the boy's knowledge of these signals by verbal questions. The Scout will then be given a short message to-send.

Procedure Hints

Suppose your station call is AB, and that your message is for Station CD. You signal as follows: CD CD V (signature call follows) AB. The distant station replies: AB V CD.

You return the preparatory sign VE, and the other station replies with K (go ahead), or Q (wait a minute).

Note: With the Semaphore flags the preparatory letters VE are made separately, but with the Morse flag, flash, etc., the letters VE are run together as one combination (...—).

When calling up an unknown station the letters RU (Who are you?) are repeated:

RU RU V AB.

The unknown station replies:

AB V (and its own call letters [JS for example]). You return: VE.

JS replies: K.

And you proceed with your message.

The General Answer is used as an acknowledgment of each word or group of letters or figures received.

The Erase signal is used only when sending, and is sent immediately a wrong letter or word has been made. For instance, if you started to spell the word HANDY, and sent HAD ... you would immediately make the Erase signal, and start the word again. "Erase" cannot be used after a second word has been sent.

The Alphabetical Check (A for 1, B for 2, etc., I for 9 and K for O) is used when receiving, as a brief way of repeating back figures. For instance, if the distant station signals 290, you would respond with BIK.

The Flags

In flag signaling, attention must always be given to securing a proper background, or to using the flag that will best be seen against the background. That is, a dark blue flag will be used for a light background, such as a hill top, or an open field, and a white flag with a blue horizontal stripe for a dark background, such as trees, dark building, or a hillside.

Signaling flags are made in two sizes and two colors – one blue, the other white with a horizontal blue stripe. The smaller flag, which is 18" in. square, is large enough for most Scout signaling in either code. The blue horizontal stripe on the white flag is 2.5" in. wide. The large flag is 24" in. square and the blue horizontal stripe on the white flag 3.5" in. wide.

The pole for both flags is 3 ft. 6 in. in length $\frac{3}{4}$ in. at the butt, tapering to $\frac{1}{2}$ in. at the tip.

Games and Practices

Inter-Patrol Message Relay

The message is handed to Scouts from each Patrol at the first post, who call up their Patrol representative at second post, and so on to the last post where message is written down and handed to the SM. Orders can be signaled to members of the Patrol or Troop who are stationed around the circumference of a circle with the sender in the center. (Some *have to read from behind or from a flank, thus giving excellent practice.*)

Lying Hid

Each Patrol has a flash lamp, is given a secret password, is handed a map and sent off to a secret rendezvous. They proceed at Scout's pace and hide. SM goes to each rendezvous in turn and makes SOS on whistle or lamp, followed by Patrol password. Patrol must flash secret password in reply. Any Scout seen loses points for their Patrol.

How far is it across that river? How many acres are there in that field? How high is that building? How many people are there in the crowd? How high is this bridge above the water? How much does this parcel weigh?

These are questions one hears frequently – and seldom hears answered correctly; for the majority of people are very poor judges of distance, height, numbers and weights. This Test was adopted so that a First Class Scout, when asked such questions, should not fail to make good the First Class Scout's reputation for general wide awake efficiency and "knowing things."

Judging Distance

A general rule to bear in mind is that one is apt to underestimate the distance of an object distinctly seen, and to overestimate the distance of an object seen indistinctly. Especially deceptive is the distance of an object seen across a stretch of water or snow; or when viewed uphill, or downhill. Objects appear farther off when in the shade; when across a valley; when the background is of the same color; when you are lying down or kneeling; when there is a heat haze over the ground. Objects appear nearer when the sun is behind the observer; when the air is especially clear, as on a bright sunny day after a rain; when background and object are of different colors; when the ground is level or when covered with snow; when looking over water or a deep chasm; when looking upwards or downwards; when the object is large compared with its surroundings, as in the case of a tall monument, a large church, or a mountain. At night visible points usually appear nearer than they do by day.

How to Learn – In learning to judge distance it will greatly help you if you check up your estimates by pacing. The first necessity is to learn exactly the length of your pace.

This established (*as described under "Making a Map," in Test No. 7, page 79*), go to a field, or a quiet road, and begin by judging short distances, then pacing off to check up your "guess." Increase the distances gradually, up to several hundred yards. Do this in the company of several other Scouts; you will find it very interesting.

Remember that distance is judged in a direct line from the eye to the object, and does not allow for irregularities of the ground.

To aid you in short measurements you should know exactly the span of your hand, the breadth of your thumb, the measurement from your elbow to the top of your middle finger, your reach with both arms outstretched, and the length of your foot.

You also should have notches cut in your Scout staff showing inches and feet. Here are some measurements of an average man:

- Nail joint of forefinger, also breadth of thumb 1 inch.

- Span of thumb and forefinger 7 inches.
- Span of thumb and any other finger 8 1/2 inches.
- Wrist to elbow__ 10 inches. (*This will be the same as the length of your foot.*)
- Elbow to tip of forefinger (a “cubit”) 17 inches.
- Your own reach will nearly equal your height.

Some Further Hints

At 800 yards a man looks like a post; at 700 yards the head is not yet visible; at 600 yards the head is visible as a dot; at 500 yards the shoulders of a man appear bottle shaped; at 400 yards the movement of the legs can be seen; at 300 yards a face can be seen; at 200 yards buttons and details of clothing become visible; at 100 yards the eyes and mouth of a person can clearly be seen.

To estimate greater distances, estimate the farthest probable distance to the object, then the nearest possible, and “split the difference.”

All the foregoing rules are for good light and level ground. You will remember that in bad light, in mist, when looking across a valley, or when lying down, the tendency is to overestimate distance.

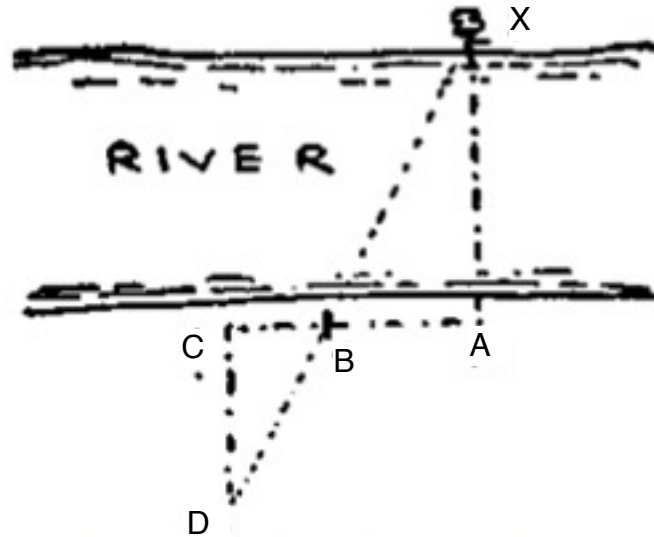
Judging Distance by Sound

Distance also can be judged by sound. If you see a gun fired, and count the number of seconds between the flash and the report, you can tell how far the sound has come, if you remember that sound travels at the rate of 360 yards in a second.

During a severe thunder and lightning storm, you will often be able to quiet nervous people by pointing out to them the time between the flash of the lightning bolt and the report, proving to them that the bolts, although sounding near, are in reality striking three or four miles away.

Distance Across a River

The way to estimate the distance across a river is to notice an object “X,” such as a tree or rock, on the bank opposite to where you stand at “A” (see diagram on following page). Start off at right angles to AX, and walk, say, ninety yards along your bank. On arriving at sixty yards, plant a stick or stone, “B.” On arriving at “C,” thirty yards beyond “B” and ninety yards from the start at “A,” turn at right angles and walk inland, counting your steps until you bring the stick and the distant tree (or other object) in line. The number of steps you have taken from the bank, CD, will then give you the “half” distance across from “A” to “X.”



By laying out the triangles as shown in the diagram, you can determine the width of a river with fair accuracy.

Judging Height

A Scout must also be able to estimate height, from a few inches up to three thousand feet or more. That is, s/he must be able to judge the height of a fence, the depth of a ditch, or the height of an embankment, of a house, tree, tower, hill or mountain. The ability will come readily through practice; it is a difficult subject to teach by book. The readiest way to estimate the height of a building is to calculate the height of a story, and multiply that by the number of stories.

First Method: By Means of Shadows

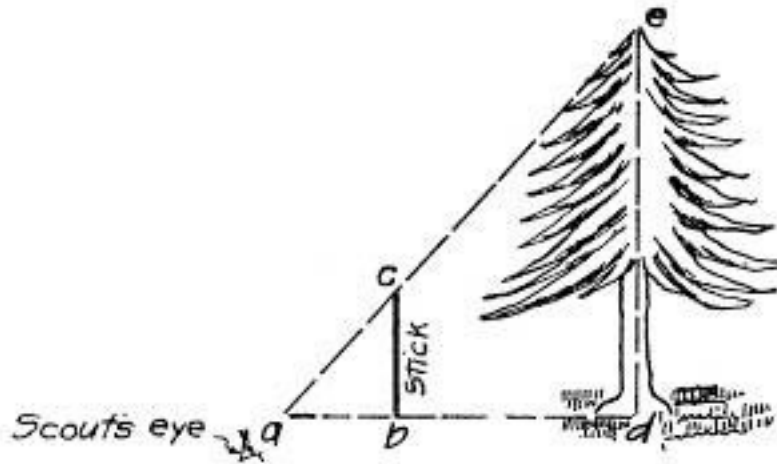
For this you will need your Scout staff, or some similar straight stick. You will, of course, know the length of the stick; if it is your staff, you will have feet and inches notched on it.

Stand your staff (b c) upright in the sun and carefully measure the length of its shadow (ab). Measure the length of the shadow of the tree. Multiply this by the length of the staff, and divide the result by the length of the staff's shadow. The answer will be the height of the tree.



Second Method: When the Sun is Not Shining

Have a fellow Scout lie on his back on the ground at the point "A", which is about as far away from the tree as the tree would seem to be tall. Now have a second Scout take a Scout Staff, and walk toward the tree, moving the pole back and forth until it is in such a position that the Scout



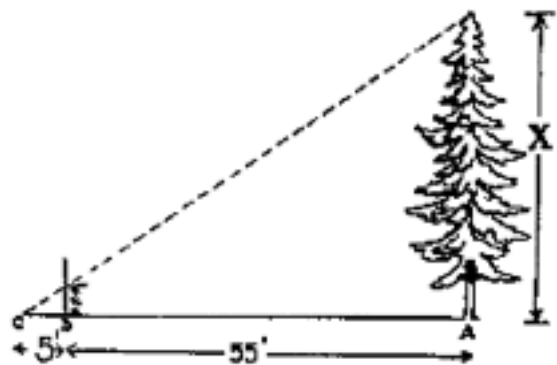
JUDGING HEIGHT, SECOND METHOD.

lying on the ground says that the top of it is in line with the top of the tree. The distance from the Scout's eye to the foot of the tree multiplied by the length of the stick and divided by the distance from the Scouts eye to the stick gives you the height of the tree.

An alternative method also using the Scout Staff

To find the height of an object, such as a tree or house, walk a distance of eleven feet or yards or any unit you like and set up a staff with another Scout to hold it. Now walk one more unit of your chosen measurement, making twelve in all. Get your eye down to ground level at this spot and look up at the tree. The second Scout then slides his hand up or down the staff until your eye, his hand, and the top of the tree are all in line.

Measure the distance in inches along the staff from the ground to the Scout's hand; call these inches feet, and that is the height of the object in feet. You can use any unit of measurement you find suitable as long as you make it eleven to one, and you call inches on the staff, feet.



Judging Weight

You must also know how to estimate weights – the weight of a letter, or a fish you have caught, or a potato, a bag of grain, or a load of coal; also the probable weight of a man.

An excellent practice is to discover from time to time the exact weight you can raise and hold at

arm's length, at right angles to the body. Remember that a gallon (US Gallon) of fresh water weighs 8.3 pounds (an Imperial Gallon weighs 10 pounds) and a cubic foot of water about sixty-two and one half pounds. Salt water weighs a little more (8.6 pounds per US Gallon).

Judging Numbers

Scouts should be able to judge numbers; for instance, to tell at a glance about how many people are in a group, or on a street car, or in a big crowd; how many sheep there are in a flock, or cattle in a herd; how many marbles on a tray, and so on. One of the best ways to estimate large numbers is to count the number in a small group or section, and apply this unit to the whole.

Judging Capacity

Capacity may be estimated approximately by making yourself familiar with the ordinary units of measurement, such as a pint, a quart, a gallon, a cubic foot, a cubic yard, etc., and then applying the unit to the larger bulk.

Judging Area

The same plan may be applied to area by using the units of a square foot, a square yard, an acre, a small field and a quarter section. Remember that a square acre measures a little over 208 feet on each side.

5 (a-d)	First Aid. Know the following:
5a	Know the position of the main arteries (names unnecessary) and be able to stop bleeding;
5b	Know how to recognize and apply First Aid to a fractured arm, forearm, and collar bone, and the importance of not moving other suspected fractures;
5c	Know the proper method of dealing with any of the following emergencies: fire, drowning, fainting, ice breaking, electric shock, grit in the eye, seizures, and...
5d	Be able to throw a lifeline with reasonable accuracy.

In all tests, the first and chief point must be that the Scout stay calm and act correctly and promptly.

Bleeding

You have already learned something about bleeding in dealing with small cuts, but you need to know more because *some forms of bleeding can be very dangerous indeed*, and unless correct first-aid is at once applied, most serious, even fatal, results may follow. It is most important to send for medical aid if possible at once.

The flow of the blood all over the body, from the heart, back to the heart, means LIFE. The heart is the pumping station, and its beating means that pure blood is being sent out by the ARTERIES carrying oxygen and food to nourish the body; as it travels the blood gathers impurities, and it returns to the heart by the VEINS to be purified, and once more sent out through the arteries. Arteries and veins are like rubber tubes which branch off into smaller and smaller ones until they become the tiny hair-like endings in the fingers or other parts of the body. These are called CAPILLARIES. When you cut a finger, you cut through these small capillaries, and not much harm is done, nor is there serious danger *provided no germs get in*. But when you cut an ARTERY the danger may be considerable as the blood is flowing fast; a cut VEIN is less dangerous as the blood flows sluggishly.

When an ARTERY is cut the blood is bright red and comes out in gushes corresponding to the beats of the heart and, with a large wound, flows from the end nearest the heart.

There are three ways of acting:

1. *Direct pressure with the fingers on the wound.* This is useful if there are two of you, because one can get ready for further action; but if you are alone with the patient, it cannot be kept up long enough. He himself may be able to help you.
2. *Pad and bandage.* A pad over a dressing of something absolutely clean (e.g. lint, cotton wool, clean handkerchief) and then firmly tied down with a bandage is very often successful. *This must not be done if you suspect a fracture*, or the presence of, for example, glass in the wound.
3. *Pressure points.* At certain places the arteries can be pressed against bones; this is rather like squeezing a

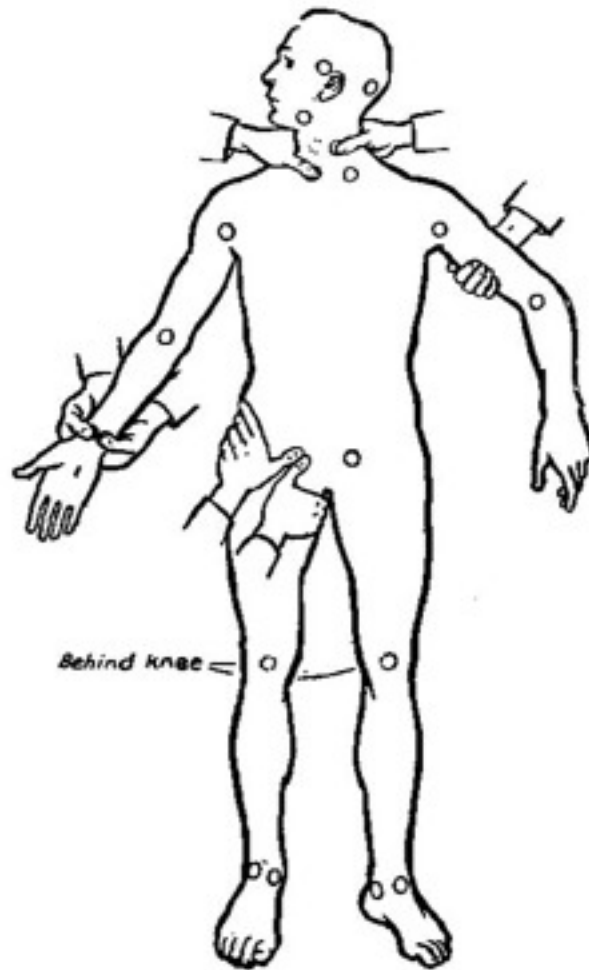


FIG. 1.

hose to regulate the flow or direction of water – as you have probably done in fun many a time. When the doctor feels your pulse, he is touching one such place in your wrist; the beat of the pulse (normal rate varies from 60 to 90 a minute) corresponds to the beats of the heart. If you press one of these points on the cut artery *between the wound and the heart*, with your fingers, you can stop the flow of blood. But, as in direct pressure on the wound, you cannot keep this up indefinitely, so another method must be used. This is the use of the TOURNIQUET. A stone or hard, small object, is rolled up in a knot in a bandage or handkerchief and placed on the pressure point, and the ends tied. A small stick is passed through the knot and twisted to increase the pressure *just enough to stop the bleeding*. The stick can then be tied in position with another bandage. *Loosen the tourniquet every quarter of an hour*. It is a wise precaution to make a note of the time when pressure was first applied and each time it is raised. Mark this on the patient's forehead, or on a piece of paper tied on to him.

All this shows how important it is for you to know the *pressure points*. The round spots on the diagram (*Fig. 1*) show the easiest ones; find these on yourself until you are quite familiar with the locations. At some you will feel the pulse; at others, after a time, you will feel a kind of numbness creeping over the limb. For instance, when your foot “goes to sleep,” it is probably due to prolonged unconscious pressure on one of these points; perhaps you have been sitting cross-kneed and the artery behind one knee has been pressed by the other knee-cap.

When a VEIN is cut the blood is dark and flows steadily, not in spurts. This can usually be treated by a pad with a firmly tied bandage. Raise the limb after you have tied the bandage.

REMEMBER – GET MEDICAL AID AS SOON AS POSSIBLE.

Fractures

Broken bones are serious injuries and your job is not to cure the patient. If you suspect a fracture, *send for an ambulance AT ONCE*; if you are alone with the patient you will have to use your common-sense, but in any case two things are necessary:

1. Treat for shock.
2. Prevent further movement of the limb.

You know how to treat for shock, now you must learn the second job.

A broken limb means one or more of the following:

1. Pain.
2. A feeling of having no power in it.
3. Great tenderness at the place.
4. Swelling.

5. Deformity.
6. Shortening.

If there are any of these signs, ASSUME there is a fracture and act as described below. *Don't start testing the limb to see if it is broken: you may make matters worse.*

You are only asked, at this stage, how to deal with three fractures:

1. Collarbone.
2. Arm.
3. Forearm.

Collarbone. This can be dealt with by bandages alone. This is a not uncommon accident in games, or through a sudden fall. The collar bone stretches from the shoulder to the base of the neck – you can easily feel your own. The treatment consists in preventing the broken ends rubbing against each other.



FIG. 2.



FIG. 3.

1. Place a pad (about 2 in. thick) in the armpit,
2. Bend the forearm (i.e. from the elbow downwards; from the elbow upwards is the “arm” in first-aid) until the fingers almost reach the other collar bone diagonally across the chest.
3. Put this injured arm in a narrow sling.
4. Tie another narrow bandage over the elbow of the injured arm straight across the body (*Fig. 2, above*).

Arm. Movement is prevented by splints if the fracture is not near the shoulder or near the elbow.

Splints can be easily improvised. (*Practice this with your Patrol under different circumstances*). You can use any suitable bits of wood, e.g. from a box, or sticks, or rolled up cardboard, or newspaper. If you use sticks, pad them well to make them comfortable. *Before* you put on the splints, place the arm in a small arm sling. The diagram (*Fig. 3, above*) will show you how to fix the splints. One bandage is above the fracture and one below.

If the injury is *near the shoulder*, don't put on splints. Put the centre of a broad bandage over the shoulder and tie under the opposite armpit. Support the arm in a small sling.

If the injury is near the elbow, gently bend the arm, *palm of hand upwards*, and support it with a collar-and-cuff-sling. This made by using a length of roller bandage (or substitute, single length of rope), and tying a clove-hitch round the wrist as in Fig. 4 (*below*), and so round the neck.



FIG. 4.



FIG. 5.

Forearm. Fig. 5 (*above*) shows you how to apply the splints. Finish by putting the arm in a large arm sling.

If you have nothing suitable for a sling, you can pin the cuff to the clothes, or button the hand inside the coat or shirt. This is where your Scout resourcefulness comes in!

Now that you have learned as much as this about First Aid, you should begin working seriously for your Ambulance Man's Badge.

For demonstrating the proper method of dealing with emergencies, you will find these matters dealt with in Yarns 24 and 25 of Scouting for Boys.

You may wish to take a course of instruction in First Aid as many of the procedures listed here and in *Scouting for Boys* have been updated and changed. First Aid is an ever changing field and you need to take a course every year or two to stay current.

In Case of Panic

In case of a fire panic at a large assembly, Scouts, by remaining cool and acting promptly, may help to save many lives. There usually is time for people to get out of a building if they do not rush. Standing on chairs, or in other conspicuous places, Scouts should assure the crowd that there is no need of rushing, and direct them to the nearest or least crowded exits.

Throwing a Life Line

It is often much more use to be able to throw a rope within the reach of a drowning person than to jump in after him and make two to be pulled out.

A good length for a throwing or heaving line is 7 fathoms (42 feet). If you are making up a special throwing line, it should be of nice pliable braided or stranded rope about 1/4 in. in diameter. For long throws it's usually the practice to make a heavy knot in the throwing end; sometimes a small sandbag is fastened to the end to make it carry farther. But mind that you aim the weight to fall across the recipient's outstretched arms, and not at his face.

Now decide which hand is going to do the throwing. Most people naturally use their right. On that hand coil up your throwing line very carefully, clockwise, making the coils, say, 18 ins, from top to bottom. When about half is coiled on, turn up a finger to separate those coils and coil the rest on to the remaining fingers of your hand.

When you come to the end of the rope, hold it firmly in your left hand with the last three fingers, or, better, have a loop in the end that will fit down over your wrist so you don't lose the end in throwing. Then pass back the second set of coils from your right to the first two fingers of your left hand. Now you have a coil in each hand.



The right-hand coil is the one you throw first, and you follow it instantly with the left coil, not letting go the end. Thrown out like this, the line won't tangle up, and it's possible to throw the whole line out straight, so that it will reach the farthest. Sending it out in one coil nearly always results in the coil not opening properly, and a short reach in consequence.

Throwing can be underhand or overhand. The latter is better exercise and almost essential if the line has to be thrown from behind an obstruction, such as a bulwark or wall, or has to be thrown to people in an upper story in case of fire.

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Cooking. Cook satisfactorily (over a wood fire in the open) two of the following dishes: Porridge, bacon, hunter's stew—as may be directed; or skin and cook a rabbit; or pluck and cook a bird; also, make a "damper" or a "twist" baked on a thick stick.

Note – For Scouts who are vegetarian, any meatless stew or comparable meal can be used.

Note for Leaders – When looking at the "skin or cook a rabbit" or "pluck and cook a bird," these tasks could be aided with the assistance of any local farmer or hunter who is trained and expert in preparing those types of animals. It is advised that those Scouts

who do wish to attempt those requirements do so under supervised circumstances and are provided proper training and equipment.

When taking your test go about in an orderly fashion. See that you have a sufficient supply of fuel (dry hardwood if procurable) and fresh water. Make a small, neat fire, placed so that the smoke will blow away from you and the food you are cooking. Then unpack your raw materials, and lay out in a tidy manner; not anywhere and any how.

Recipes

Porridge – For each person allow one pint of water, 2 ozs. of rolled oats or oatmeal and a quarter teaspoonful of salt. Bring the water to a boil, add the salt, then sprinkle in the oatmeal, stirring all the time. Allow to simmer for half an hour. (Coarse oatmeal will take an hour.) Stir frequently to prevent burning.

A double boiler is the surest method to prevent burning. One may be improvised by placing a small pot inside a larger, containing water, with a few pebbles in the bottom to keep the two vessels apart.

Hunter's Stew – Cut some lean meat or game into small pieces, brown it with fat in a frying-pan, shuffling the pan so as to sear, but not burn, the surface of the meat. Then drop the meat into a kettle of boiling water and set it to one side or hang it high over the fire so as to simmer. Later add potatoes, onions, rice, and salt and pepper. It is essential that the water should not boil hard, but merely simmer after the meat and vegetables are put in. The time varies according to materials used; cook until tender. Do not use any fat meat. If a thick stew is desired, rub up a little flour into the grease left in the frying-pan, and add water, stir, and let the mixture boil a little; then stir this thickening into the stew a short time before it is ready. Almost any meat, vegetable and cereal, can be used in a stew.

Rice – For each person allow one half pint of water, one ounce of rice and one-eighth teaspoonful of salt. Bring the water to a boil, add the salt, then sprinkle in the rice, stirring all the time. Allow to boil for twenty minutes. Stir frequently to prevent burning, if not using a double-boiler. (An efficient double-boiler can be fashioned by placing a billycan on a few small stones in the bottom of a dixie, the dixie containing two or three inches of water.)

Pancakes – Mix one cup flour, one teaspoonful of baking powder, a pinch of salt and one tablespoonful of sugar. Beat one egg and mix it with one cup of milk. Add the milk and egg to the flour mixture and stir until smooth. Drop by spoonfuls on hot greased frying pan; when puffed, full of bubbles and cooked on the edges, turn and cook on the other side. This makes enough pancakes for two people.

Damper – Use 1 1/2 pints flour, 1 1/2 heaping teaspoonfuls baking powder, 1/2 teaspoonful salt, 1 heaping tablespoon cold grease, 1/2 pint cold water or sweet milk. The quantity of water or milk may vary with the quality of the flour. Too much liquid makes the dough sticky, and prolongs the baking. Baking powders also vary, and directions on the can should be studied.

Mix thoroughly with a big spoon or wooden paddle, first the baking powder with the flour, and then the salt. Rub into this the grease (which may be lard, cold pork fat or drippings) until there are no lumps left and no grease adhering to the bottom of the pan. This is a little tedious, but it does not pay to shirk it; complete stirring is necessary for success.

Now add the water, and stir with the spoon until the result is a rather stiff dough. With a clean round stick roll out the dough, at once, to a half-inch thickness, and bake in a frying pan (covered if a wind is blowing), or on hot stones.

Twist – Work the dough into a ribbon two inches wide. Get a stick of sweet green wood (birch, poplar, maple or sassafras), about three feet long and three inches thick; peel the large end and sharpen the other and stick it into the ground, leaning toward the fire. When the sap simmers, wind the dough spirally around the peeled end. Turn occasionally while baking.

Bread enough for one man's meal can quickly be baked in this way, or on a stick held over the coals.

Skin and Cook a Rabbit – A rabbit (cottontail, jack rabbit, or hare) is a meal very likely to come the way of a Scout, so every Scout should know how to prepare and cook one. First place the rabbit on its back. Cut off the legs at the first joint. Slit the skin down and between the hind legs, and “peel” toward the head – that is, turn the skin inside out. (If inexperienced, it will aid you to have someone hold the hind legs during the skinning.) You may require a sharp knife to free the skin in spots. Next slit the carcass down the middle of the belly, from the ribs, and clean out the entrails. Wash well in warm water. If there is time, rub well with salt and soak for several hours in water. Cut up, first removing the legs. Make a stew similar to hunter's stew, adding an onion and several pieces of lean bacon. Cook for an hour and a half. If desired thick, mix a little flour and cold water, and add.

(Note: A rabbit is good eating only in the fall or winter.)

Pluck and Cook a Bird – If it is desired to pluck a fowl, this can easily and quickly be done after first scalding. To scald, hold the fowl head down, by the legs, and pour the scalding-hot water through the feathers close to the body. Give particular attention to the wings.

Plucking is not necessary, however, where roasting is desired. First remove the entrails and wash the inside, then plaster the fowl over with a mixture of clay, earth, ashes, etc., and place in the middle of the fire, covering with ashes and hot coals. With a good fire, an hour and a half to two hours, depending on the size of the bird, will complete the cooking. The feathers will come off with the baked coating of clay, and disclose a delicious meal for a group of hungry Scouts.

Fish and meat may be cooked in practically the same way, the meat being first wrapped in two or three thicknesses of wet paper. The cooking of a bird or a large fish will be hastened if a stone of suitable size and shape is heated nearly red hot and placed inside. The same idea will help the roasting of a bird or fish on a grid or spit over the fire.

One of the Best Cooking Fires is made between two green logs. Preferably these should be beech, eight to ten inches in diameter, six feet long, placed side by side a few inches apart, and fixed in position by stakes driven into the ground; the tops then flattened with a hatchet. Coffee pot, frying pan and other utensils will stand across the opening, and small cooking fires of dry wood can be placed beneath each utensil. For better draft, one log may be raised slightly on stones, or small holes may be scraped on the windward side of the logs.

With this “forest range,” you can cook almost anything, and frying-pan cookery is particularly convenient.



Excellent Camp Bread can be made of prepared flour. Mix to a thick stickiness, use plenty of bacon grease in the pan, and have the grease hot when you dump in the dough. When nicely browned on one side, put in a little more grease, turn over and cook on the other side.

Potatoes peeled, cut into quarter-inch slices, and fried in very hot fat are fine.

When boiling potatoes, use a pinch of salt in the water. Always boil the potatoes in their skins; and please don't dig out the eyes, or in any other way mutilate them. They don't like it; it makes them wet and soggy. When a fork can easily be thrust through them, pour off the water, and allow them to steam off dry over the log range. They will then be snow white, dry and mealy, and altogether “fit for the King.”

When Frying Fish, use plenty of fat, and have it very hot at first. The heat should be reduced a little afterward.

Boil Coffee only three minutes by the watch. Coffee made in a small tin pail, with a tight-fitting cover, is better than coffee made in an ordinary pot. To settle coffee, dash in a little cold water, or stand the pail or coffee pot to one side, away from the direct heat.

Hot Water – In a permanent camp whenever the fire is burning always have a full kettle of water over it. This means a quickly made hot drink, if needed. Also it assures hot water for washing the dishes – a matter very frequently overlooked until it is time to do the washing.

Putting Out the Fire – It should not be necessary to remind the First Class Scout to make absolutely certain that their fire is dead before leaving a camp. If the ground is of a loose peat-like nature especial care should be taken to see that the last spark has been drowned out.

Mapping. Read and be able to use a one-inch Ordnance Survey map (USGS Maps) and draw an intelligible rough sketch map. Use a compass and point out a compass direction by day or night without the help of a compass.

Reading a Map – Reading a map means more than simply pointing out certain signs and symbols, and telling the examiner what they represent. The Scout must be able to tell just what kind of country is indicated, the direction in which the streams flow, the kind of roads, paths, etc. Below are some common symbols used in field sketch mapping:

The USGS (<http://www.usgs.gov>) is the United States Geological Survey. They are a science organization that provides information on the health of our ecosystems and environment, the natural hazards that threaten us, the natural resources we rely on, the impacts of climate and land-use change, and the core science systems that help us provide timely, relevant, and useable information. They also provide maps of various types, including topographical, for almost any area in the country.

From their site (<http://www.usgs.gov/pubprod/maps.html>) you can buy or download maps and find out more about the different types of maps available and how to read them.

The Scale – One of the first things which a Scout must note, in order to understand a sketch map, is the “scale” to which the map is drawn. By the term “scale” is meant the relation which the distances on the map bear to the actual distances of the country shown on the map. Thus, the scale may be “ten inches to a mile,” which would be indicated by a rule divided into ten sections, and the key, “10 inches – 1 mile.” In this case a road ten inches long on the map would in reality be a mile long, and villages five inches apart on the map would be a half mile distant actually.

The North Point – After acquainting himself with the scale, the Scout should locate the North side of the map. The symbol correctly indicating this is shown in the illustration following this section. It is important to note the variations between the “True North” and the “Magnetic North”; that is, the difference between the Geographical North, the actual centre of the “top of the world.” and the North toward which the compass needle points – which is not the “True North.”

The reason the compass needle does not point to the True North is that the earth is a great magnet, and like any magnet has a magnetic North Pole and magnetic South Pole. And these poles are not located anywhere near the geographic poles. For some reason still unknown they are slowly but constantly shifting. The Magnetic North at present lies about 700 miles from the True North Pole.

So always keep in mind the compass “variation.”

Using a Map – In order to use a map out of doors, as for finding your way when on a hike through unfamiliar country, you must know how to “orient” it. This means simply to stand and

hold the map so that the road you are following is exactly in line with the road as shown on the map; and houses, trees and fields shown on the map are actually seen by you in their true direction from the point on the map at which you are standing.

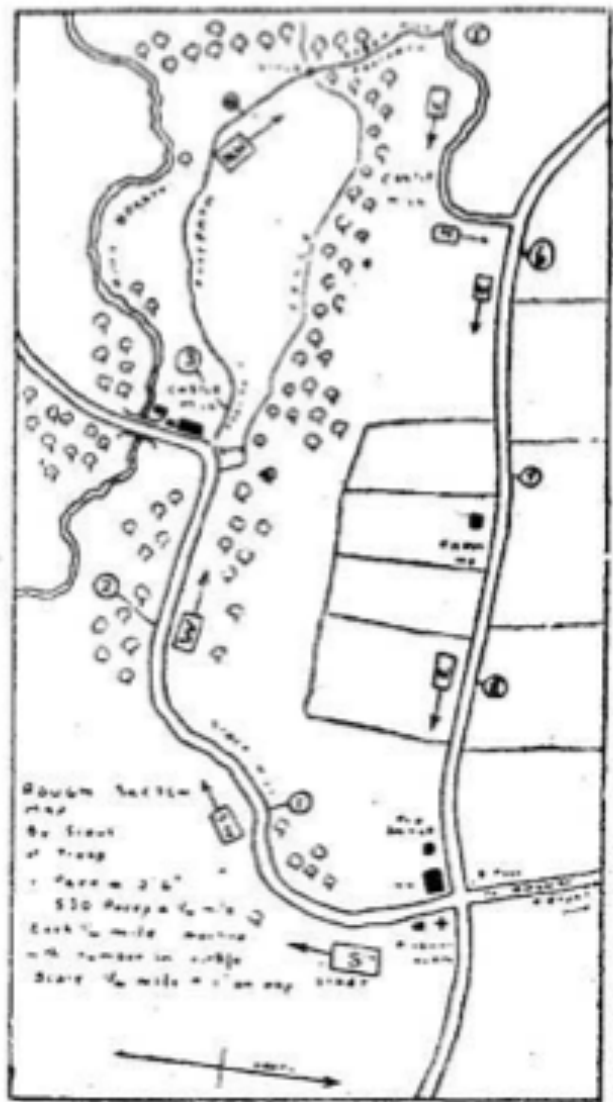
Conventional Signs – Since each individual person would have a different way of showing the various things on a map, such as houses, roads, trees, etc., certain signs, or “symbols,” are used. These will be found in the illustration on the right. They are known as “Conventional signs.”

Making a Map – The sketch map which you are to make is of great importance, as it will demonstrate your ability to judge distances, and in general observation. It should be drawn from notes and from a first rough sketch made as you are traveling over the route or section of country you are mapping.

Before setting out to make this map you should measure your stride, or double pace; that is, every step with the right foot. Do this by pacing a known distance of 100 or 200 feet, counting the strides taken, and dividing into the distance. The average Scout will take 20 strides in 100 feet, or 5 feet to the stride. Pedometers or other counting devices should not be used. Most professional map makers do their own counting, and Scouts should do the same.

You will find it helpful in judging distances to learn the regulation measurements or distances between certain familiar objects. For example, telegraph poles usually are 150 feet apart; a standard roadway is 66 feet wide (1 chain); fence rails are 18 feet long; steel rails are 30 feet in length. If you are a bicycle Scout you have in your bicycle a ready-made means of measuring miles – either by cyclometer, or by a piece of red cloth tied to one of the spokes of the front wheel.

Taking Bearings – If possible you should secure some preliminary instruction in taking bearings with a pocket compass reading degrees, not points. Most Scout compasses are marked from zero to 90 degrees in each quadrant (or quarter of the circle). North and South are the zero points, East and West are



A Rough Field Sketch.

marked 90.

On such a compass a bearing 30 degrees West of North is read thus: N. 30 W. (not 30 N. W. nor N. W. 30). A bearing of 46 degrees in the Northeast quadrant would be read N. 46 E.; a bearing of 68 degrees in the Southeast quadrant S. 68 E.; a bearing of 14 degrees in the Southwest quadrant, S. 14 W.

Some Scout compasses are graduated continuously around from zero to 360 degrees. North is zero, East is 90. South is 180, and West is 270. On such a compass a bearing is read simply by the number of degrees. A Scout using such a compass, however should learn how to convert his readings into the customary form given above. For instance, a reading of 160 degrees would be equivalent to S. 20 E.; a reading of 290 degrees would be read as N. 70 W.

Simplest Way to Take Bearings – The simplest way to take a bearing is to stand facing in the direction to be determined, compass in both hands, about breast high; then turn the box until the N is under the North end of the needle. Sight over the pivot and read the degrees on the far side of the box. A pencil may be held upright on the rim to assist in marking the place. Most compasses are marked in two-degree spaces. Read the nearest two-degree mark.

Never stand on or near a wire fence, a car track, electric light or power line, an automobile, or any still structure. The needle is strongly deflected by them.

Equipment Needed – A Scout compass; a large note-book; or better, a sheet of paper fastened to a piece of cardboard; a pencil and a soft rubber eraser.

The Field Sketch – The Scout should draw as he goes a rough field sketch, and on it record all bearings and distances.

Choose a section of country, away from city or town, that will give you a circuit of about a mile. Part of it should be by road and part cross-fields, preferably along fences. The line along which you will walk is called the Traverse Line. The complete circuit (ending at its starting point) is called the Traverse Circuit, or the Traverse.

How to Proceed – Select for a starting point a cross-roads, or a bend in the road. Take bearings of the stretch ahead. Note this on the field sketch (always standing with the map held in the direction in which you are going). Begin pacing. Suppose at 40 paces you come to the middle of a small bridge. On your sketch draw the sign for a bridge. Opposite it mark 200 feet (provided your stride has worked out at 5 feet to the stride). Show the stream under the bridge. Mark the direction of the stream's flow with an arrow. Resume pacing and counting. At 62 paces you arrive opposite a house on the right. Make a square mark for the house, and opposite it 310. Resume pacing and counting.

At 84 paces you arrive opposite a house on the left. It is a short distance from the road. Estimate the distance, if not over 300 feet. If over this distance, pace it. Show the house on the sketch, with the distance paced to the point opposite (420), and the estimated distance of the house from

the road. Resume pacing and counting until you reach the bend in the road. Mark on your sketch the paces to this point. Take bearings of the next stretch of the road, and continue as before; also sketching in streams, trees, fields, fences, crops, etc., with their proper symbols. Continue in this manner until the circuit is completed.

If you wish to note on your map certain objects not visible from any point on the Traverse Circuit, run a new Traverse Line across the interior of the Traverse so as to touch the objects desired.

Inaccessible buildings or other objects too far away to be easily located from a bend in the road; or from some other definitely located point on the traverse circuit. This method is accurate, and time-saving. Care must be taken to have the two bearings intersect each other at a reasonably wide angle.

The Final Map

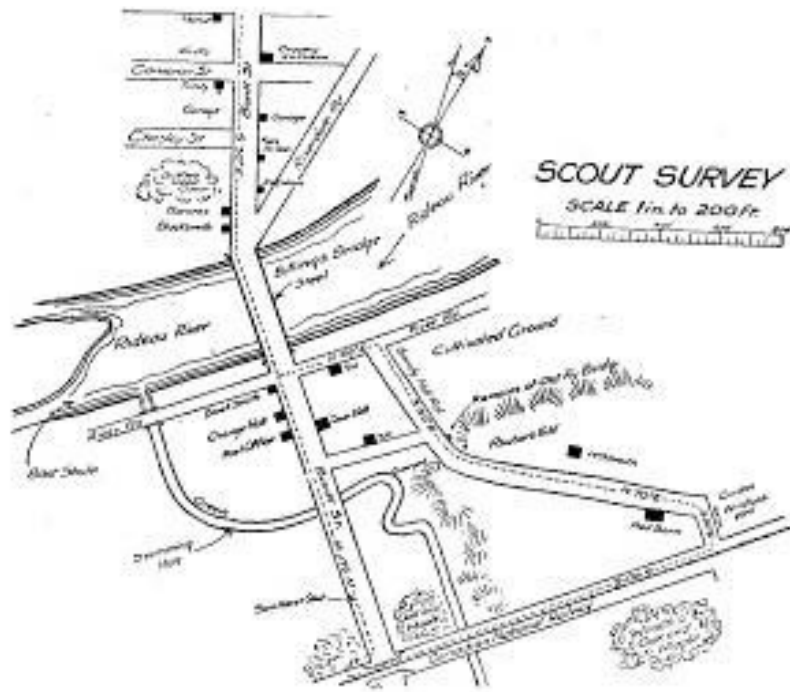
The Scale – Draw the map to a fixed scale. A scale of 400 feet to the inch will be found convenient. Distances may be measured, or “plotted.” with a foot rule divided into inches, half and quarter inches. The better way for the Scout, however, is to make a plotting scale by copying the divisions from a foot rule on a strip of paper, and subdividing at least one quarter inch into ten equal spaces (by eye). Each of these little spaces will represent a 10-foot distance on the ground.

Draw the final map at home. Use a sheet of heavy white paper approximately eight by ten inches in size. Allow a margin of at least one inch. Use a medium hard pencil, well sharpened; and make neat, firm lines. (If it is a route, or hike, sketch, indicate the route followed by a dotted line in red ink.)

The Protractor – Bearings will be plotted with a protractor (a half circle divided into 180 degrees). Cardboard, celluloid or, metal protractors may be bought from ~\$2.00 dollars and up.

To plot a bearing, first draw through the point from which it was taken, a line in the direction of the Magnetic North. Place the protractor on this line, centre it on the point, and mark off the proper number of degrees. Connect this point with the first, and the line will represent the direction determined.

Errors of Closure – Plot the traverse circuit first and do not plot houses or other details until you are satisfied that the main traverse is correct. There is bound to be a small discrepancy; that is, the last course, when plotted, will not bring you back to the starting point. This discrepancy is called the error of closure. Do not be ashamed to show it. Every survey, no matter how carefully done, has an error of closure. An error of 100 to 200 feet (1/4 to 1/2 inch) is allowable. If the error is larger than this, there probably is a mistake. You may have read a bearing wrong, or dropped 100 paces in your count. If necessary, repeat some of the field measurements to locate the mistake.



THE SKETCH MAP COMPLETED

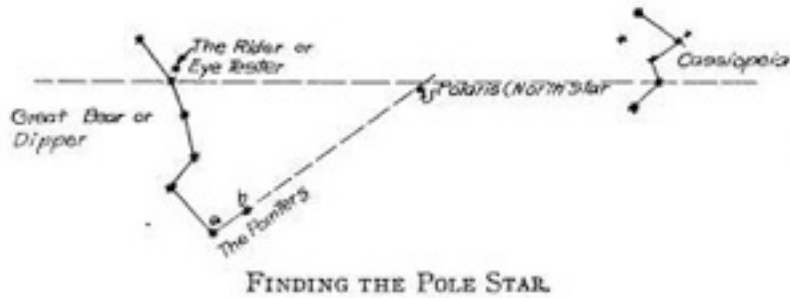
Lettering – Print (do not write) names of villages, roads, streams, etc. Give bearings and distances of courses of your traverse circuit, also bearings taken to distant houses and other principal objects. In the lower right hand corner print the map title, and under it your name, Troop number, and date. Also show the direction of the Magnetic North as determined by your compass, and the scale of the map, in words, or in a fraction, and always in the form of a divided bar.

Pointing Out a Compass Direction

The last part of the Test is not as simple as it might appear. It does not mean that a Scout shall stand in his Troop meeting place and point out any direction asked for. It means that he shall be able to stand in the open, and either by studying the stars at night, or the sun in the day time, locate the North, and other points of the compass. He may use any of the various methods shown in the Handbook.

One of the most satisfactory tests is taken at night, out in the open, away from familiar buildings, or other objects. The Scout is blind-folded, turned about several times, those present also changing their position; then his eyes are uncovered, he looks skyward, and finds “where he is” – and where the North is – solely by the stars. This is good fun, and a real test.

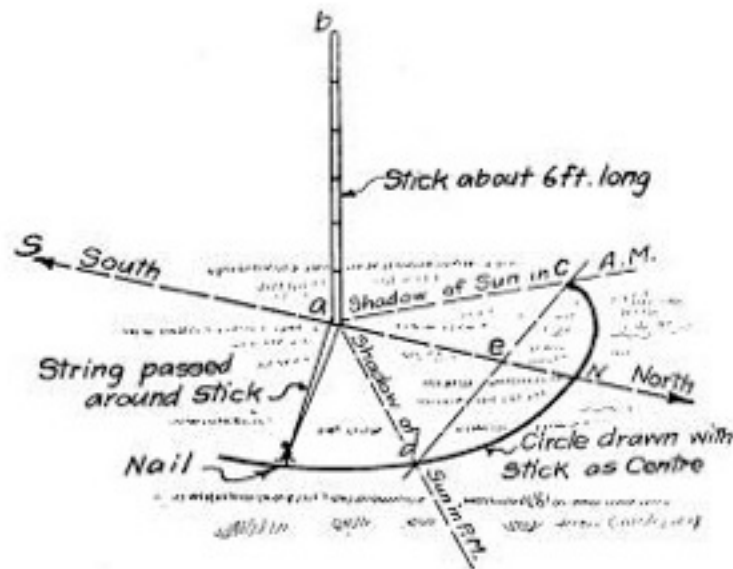
Should you be able to see the Big Dipper (*Ursa Major*), but not the Pole Star (*Polaris*) itself, you will be able to locate the Pole Star’s approximate position by following out the line indicated by the two Pointers for a distance of five times the space between the Pointers.



Finding the North by Shadows

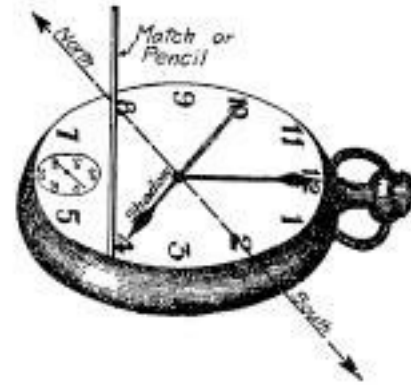
Another way of finding the North is by means of the shadow of a pole.

This is a very slow method but a very good one. Let us suppose that your Scout troop is in camp, and that you have been asked to locate the True North. Proceed as follows:



On a level piece of ground stand a 6 or 8 foot pole (a b) in an upright position. At about ten or half past ten in the morning tie a piece of string loosely around the bottom of the pole (a) and hold the other end of the string at the end of the pole's shadow (c). Now, imagining that the bottom of the pole is the centre of a circle and the shadow (a c) the radius, on the ground draw a half-circle. (If you cannot scratch the ground to show the circle, indicate it by bits of sticks or small stones.) In a few minutes you will notice that the shadow has left the circle and is getting shorter. You, of course, know that the shadow of the stick will be shorter at other time, and that it then begins to lengthen again. Watch it until it stretches out and once more strikes the circle at d. Mark the point right away, and draw a line from d to c. Now find the middle of the line d c, that is the point e, and draw a line from e to the base of the pole (a). The line a e will be the North and South line. The North end is always on the same side of the pole as the circle.

The Watch Compass – Your watch also can tell you the North. Place it flat on your hand and stand a lead pencil or small stick over the end of the hour hand. Turn the watch until the shadow of the pencil falls along the hour hand. Now a line drawn half way between the end of the hour hand and 12 o'clock runs North and South; and between 6 a.m. and 6 p.m. the North will lie on the side of the watch on which the hour hand is farthest from 12 o'clock. Now you will want to know what to do in case the sun is not shining. On almost any cloudy day you will be able to use the watch method if you will take a piece of white paper and place it over the face of the watch, and hold the pencil



at the end of the hour hand, close to but not touching the paper. Under the point of the pencil you will notice a very small shadow. One side of the shadow will have a sharp or well defined edge, and the opposite side will be rough and indistinct. The sharp edge is the side from which the light of the sun is trying to come; therefore, turn the hour hand in that direction, or until you think the little shadow, if produced backward, would pass through the centre of the watch. Sometimes the day will be so dark that it will be difficult even to see the shadow under the point of the pencil. In that case use a stick about half an inch square and not sharpened. Practice will show you that no matter how dark the day you can always get a shadow and that the shadow will have a sharp edge and a rough edge. The sharp edge is the side toward the sun.

8

Axemanship. Use a felling axe for felling or trimming light timber, or, if this be impractical, be able to log up a piece of timber and demonstrate the theory of felling a tree. (The term "felling axe" includes both three-quarter and half-size.)

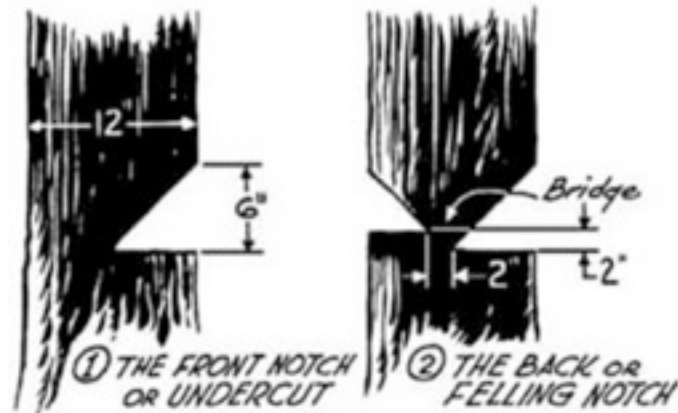
Tree Felling

When you want to fell a tree for a useful purpose, get permission first.

Before starting to fell your tree, first clear away all branches that might interfere with the swing of your axe and therefore spoil your aim. Also clear away any brambles or undergrowth that might trip you at the critical moment. Make sure that onlookers are well away from you.

The way to fell a tree is first to cut a big chunk out on the side to which you want the tree to fall, and then to cut into the opposite side to fell it. Plan your work so that the tree will fall clear of other trees and not get hung up in their branches.

Begin your first notch, or "kerf" as it is called, by chopping two marks, the upper one at a distance above the other equal to the thickness of the tree. Then cut alternately, first a horizontal cut at the lower mark, then a sideways, downward cut at the upper one, and jerk out the chunk between the two. Go on doing this till you get to the centre of the tree.



Now go to the opposite side of the tree and cut another notch here, only about three inches above the level of the lower mark of the first kerf.

Cut out chunks when you are at it—not a lot of little chips, which are signs to anyone coming there later that a tenderfoot has been at work. It is all a matter of aiming your stroke well.

Then, when your tree falls, look out for the butt. This often jumps back from the stump. Never stand directly behind it—many a tenderfoot has been killed that way. When the stem cracks and the tree begins to topple over, move forward in the direction of the fall, and at the same time onwards, away from the butt.

Trimming and Logging

When the tree is down, it must be trimmed, that is, the boughs and branches must be cut off, leaving a clean trunk. This is done by working from the butt end of the trunk towards the top. Cut off each bough from below, as close to the trunk as possible.

The trunk is then cut into lengths. This is called “logging”. Cut from one side towards the middle, making the kerf half as wide as the tree is thick. Then turn the tree over and make a similar kerf from the other side, until the logs come apart.

Journey. (a) Go on foot or by rowing a boat or canoe, alone or with another Scout, for a total distance of fourteen miles, or (b) ride an animal or bicycle (not motor) a distance of 30 miles; The Scout must write a short report of the journey, paying special attention to any points to which he or she may be directed by the Examiner or his/her Scoutmaster (a route of the journey is not required). The journey should occupy about twenty-four hours and a camping kit for the night must be taken and used. Whenever possible, the campsite must be of the Scout's own choosing, and not where other Scouts are camping. Their Scoutmaster or Examiner may indicate the route and suggest the approximate area, but not the actual position where the Scout will make camp. This test should normally be the final one taken for the First Class badge.

The purpose of this test is to prove whether you have “First Class Scout ability” to take care of yourself “on the trail,” as a Native American frontiersman or trapper would look after themselves. The ideal test—and the one you would most enjoy, of course—would be by canoe down an unfamiliar river, or through the woods along an old Indian or trapper’s trail, fishing and hunting by the way, sleeping on pine boughs in a lean-to, making your meals of flapjacks and bacon, or hunter’s stew (of rabbit, squirrel, or partridge), or fresh-caught, fresh-fried trout or catfish.

Such a journey is not within the reach of all Scouts; but even if you live in one of the older, settled sections of the country, you will be able to plan a trip—by boat, canoe, bicycle, horseback or afoot—that will give you a real taste of “frontier days” exploration and adventure, and that will prove whether you can look after yourself as well as some of your favorite youth heroes of history or fiction.



In case of continued heavy rain, where it is not possible to make a weather-proof lean-to, and you are not possessed of a small tent, you may pass the night under any hospitable roof, rather than run the unnecessary risk of a severe cold or hypothermia.

When two Scouts take the test together, they should make separate notes, and write separate reports. The reports should describe the character of the country seen, the birds and wild animals noted, and should briefly relate all the interesting details and happenings of the journey. Scouts taking this test should not be accompanied by a leader or other Scout who has previously taken the journey.

First Class Requirement Sheet



Requirement	Completed
<p>Swim 50 yards. If a doctor certifies that swimming is dangerous to the Scout's health, they must instead pass one of the following proficiency badges: <i>Camper, Handyman, Healthy Man, Naturalist, Pioneer, Stalker, Astronomer, or Tracker.</i></p>	<p>Examiner _____ Date _____</p>
<p>Pioneering. Demonstrate correctly the following: (a) sheer lashing, (b) round lashing, (c) back and eye splices, and (d) fireman's chair knot and alpine butterfly knot.</p>	<p>Examiner _____ Date _____</p>
<p>Signaling. Send and receive a message either in Semaphore at a rate four (twenty letters a minute), or in Morse, at a rate three (fifteen letters a minute), or using American Sign Language alphabet, send and receive a message at a rate of fifteen letters a minute. In Semaphore and Morse, the Scout must understand the alphabetical check for numerals.</p>	<p>Examiner _____ Date _____</p>
<p>Estimation. Estimate, without apparatus, distance, numbers, and height, within 25 percent error each side.</p>	<p>Examiner _____ Date _____</p>
<p>First Aid. (a) Know the position of the main arteries (names unnecessary) and be able to stop bleeding; (b) Know how to recognize and apply First Aid to fractured arm, fore-arm, and collar bone, and know the importance of not moving other suspected fractures; (c) know the proper method of dealing with any of the following emergencies: fire, drowning, fainting, ice breaking, electric shock, grit in the eye, seizures, and (d) be able to throw a lifeline with reasonable accuracy.</p>	<p>Examiner _____ Date _____</p>

Requirement	Completed
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<p>Cooking. Cook satisfactorily (over a wood fire in the open) two of the following dishes: Porridge, bacon, hunter’s stew —as may be directed; or skin and cook a rabbit or squirrel; or pluck and cook a bird; also, make a “damper” or a “twist” baked on a thick stick.</p>	<p>Examiner _____</p> <p>Date _____</p>
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<p>Mapping. (a) Read and be able to use a one-inch Ordnance Survey map (or its local equivalent) and draw an intelligible rough sketch map. Use a compass and point out a compass direction by day or night without the help of a compass.</p>	<p>Examiner _____</p> <p>Date _____</p>
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<p>Axemanship. (a) Use a felling axe for felling or trimming light timber, or, if this be impracticable, be able to log up a piece of timber and demonstrate the theory of felling a tree. (The term “felling axe” includes both three-quarter and half-size.)</p>	<p>Examiner _____</p> <p>Date _____</p>
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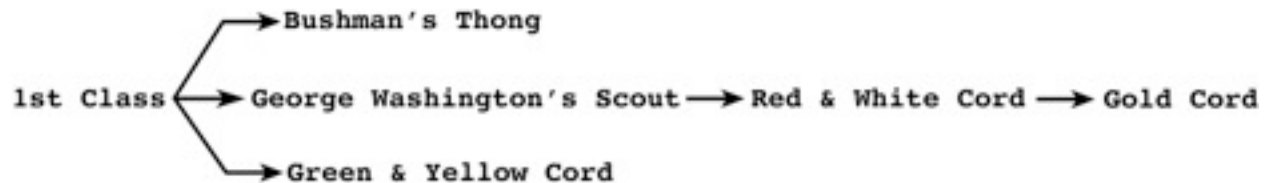
<p>Journey. (a) Go on foot or row a boat, alone or with another Scout, for a total distance of fourteen miles, or (b) ride an animal or bicycle (not motor) a distance of thirty miles; The scout must write a short report of the journey with special attention to any points to which he may be directed by the Examiner or his Scoutmaster (a route of the journey is not required). The journey should occupy about twenty-four hours and camping kit for the night must be taken and used. Whenever practicable, the camp site must be of the Scout’s own choosing, and not where other Scouts are camping. Their Scoutmaster or Examiner may indicate the route and suggest the approximate area but not the actual position where the scout will make camp. This test should normally be the final one taken for the First Class badge.</p>	<p>Examiner _____</p> <p>Date _____</p>
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** Examiner should initial and date each requirement as completed.*

Date Awarded First Class: _____

ADDITIONAL PROFICIENCY BADGES

Additional proficiency badges are those earned beyond First Class and represent continued experience and learning in public service and scoutcraft skills. The following shows the progression of the additional proficiency badges.



Second Class Scouts can begin working towards, and First Class Scouts can be awarded, the George Washington's Scout, Bushman's Thong and Green & Yellow All Round Cord - at the same time. The George Washington's Scout and Bushman's Thong involve required badges. All of the George Washington's Scout qualifying badges are "public service" badges; while all the Bushman's Thong qualifying badges are "scoutcraft" badges.

The "All-Round Cords" (green & yellow, red & white, and gold) represent a scout's free choice of six "special proficiency badges" each.

All of these badges continue to be worn at the same time on the uniform, but like the other proficiency badges, they require the scout to maintain "current proficiency" and retest for them each year.

George Washington's Scout

Must be a First Class Scout, qualified to wear the *Senior Guide* and *Ambulance Man* badges and four of the following badges: *Dispatch Rider*, *Fireman*, *Handyman*, *Healthy Man*, *Senior Signaler*, *Interpreter*, or *Rescuer*.

The scout must re-pass all of his or her qualifying badges once between twelve and eighteen months of being awarded the badge, except in the cases of *Ambulance Man*, *Senior Guide* and *Senior Signaler*, which must be re-passed annually. The re-examination should normally be carried out by an independent examiner, but in other circumstances, the SM, GSM or other warranted Leader may do the examination (*exceptions are the Ambulance Man and Rescuer which should have a qualified examiner*).

Should the scout fail any re-examination, they should cease to wear the George Washington's Scout badge.



The George Washington's Scout badge should be worn on the left sleeve, above the First Class badge and surrounded by the qualifying proficiency badges.

Background of the George Washington's Scout Badge

The George Washington's Scout badge is the US version of the original King's Scout badge from the traditional program. The idea of King's Scouts originated with King Edward VII, "Edward the Peacemaker". In October 1909 on the doubly notable occasion when Lt. Gen. Baden-Powell resigned from the British Army to give all his time to the new, rapidly spreading Boy Scout Movement, and on which he was knighted as Sir Robert Baden-Powell, Knight Commander of the Royal Victorian Order. His Majesty dined with Baden-Powell all the while discussing the aims and methods of BP's "Boy Scouts" (*the movement being less than 2 years old*) and expressed his belief that Scouts were just what the country needed. At the end of the discussion, the suggestion was made and agreed to that "Scouts who passed special tests of efficiency should be named 'King's Scouts.'"

The George Washington's Scout badge is awarded to Scouts who, through the passing of the required "public service" proficiency badges, are showing their current ability to provide civic and community service to their town/city, state and country. Scouts are always prepared, and George Washington's Scouts are doubly prepared to render service when called on or in need.

Bushman's Thong

Must be a First Class Scout who holds the *Camper* badge, along with one of the following: *Explorer, Tracker, Senior Navigator, Map Maker*; and one of the following: *Frontiersman, Astronomer, Backpacker, Venturer*.

The Bushman's Thong should be a leather thong worn on the right shoulder, with a braided/twisted extension that loops onto the button of the right breast pocket. This award should be made by the scout who earns it, not purchased elsewhere.



All-Round Cords

The All-Round Cords are braided cords worn around the right shoulder of the uniform. Scouts are entitled to wear any **one** of the following grades of All-Round Cords for which they are qualified:

1. **Green and Yellow.** For holders of six of the special proficiency badges. Open to First Class Scouts only.
2. **Red and White.** For holders of 12 of the special proficiency badges. Open to George Washington's Scouts only.
3. **Gold.** For holders of 18 of the special proficiency badges. Open to George Washington's Scouts only.

SPECIAL PROFICIENCY BADGES

Special Proficiency Badges may not be worked on until a Pathfinder has passed the Second Class tests. Special proficiency badges fall across two broad categories, “scoutcraft” and “public service.” Scoutcraft proficiency badges are worn on the right sleeve and public service badges are worn on the left sleeve.

Further, there are some special proficiency badges for which the scout must have attained the age of 15 before being able to pass the tests. These are considered “senior” proficiency badges and are marked as such in the requirements. Each senior proficiency badge has a prerequisite of the standard special proficiency badge.

Quartermaster and Map Maker are the only two Senior badges with no corresponding proficiency badge for Scouts under 15 years of age.

There are **46** proficiency badges in all.

Proficiency Badge	Senior Proficiency Badge
Athlete	Senior Athlete
Backwoodsman	Venturer
Camper	Camp Warden
Canoeist	Senior Canoeist
Collector	
Cook	Grub Master
Coxswain	Senior Coxswain
Cyclist	Dispatch Rider
Explorer	
Fireman	
First Aid+	Ambulance Man+
Fisherman	
Guide+	Senior Guide+
Handyman	
Healthy Man	

Hiker	Backpacker
Interpreter+	
Lifesaver+	Rescuer+
Marksman	
Master-at-Arms	
Navigator	Senior Navigator
Naturalist	
Observer	Tracker
Pioneer	Frontiersman
Signaler+	Senior Signaler+
Swimmer	Senior Swimmer
Astronomer	
Weatherman	
	Map Maker
	Quartermaster

* **gray** denotes “*public service*” badges, worn on left sleeve
+ denotes badges that must be re-passed annually.

Special Proficiency Badges

Astronomer:

Date Completed: _____

Examiner: _____



1. Demonstrate with diagrams, drawings or models a good general knowledge of the nature of the sun, moon, stars and planets, their relative sizes, their apparent movements, and the cause of eclipses.
2. Be able to point out and name - The Big Dipper, The Little Dipper, Cassiopeia, Orion (if visible), Polaris, two bright stars other than Polaris, and any planets visible to the eye at the time of the test.
3. Show how to find Polaris using the Big Dipper, and how to use the stars to find north when Polaris is obscured.
4. Explain how to use the position of the sun to find north in the daytime.
5. Explain what factors, including light pollution and air pollution, affect viewing objects in the night sky.
6. Explain how to safely view the sun, objects near the sun.

Athlete

Date Completed: _____

Examiner: _____



1. Demonstrate the proper method of sitting, standing, walking and running, and of starting a race.
2. Complete the following events in the set time:
 - a. 100 yards in 15 seconds
 - b. 800 yards in 3 minutes
 - c. High Jump: 3.5 feet
 - d. Long Jump: 11.5 feet
 - e. Throw a baseball: 40 yards

3. Explain what sportsmanship is and why it is important. Give several examples of good sportsmanship in sports.
4. Take part for a minimum of two (2) seasons as a member of an organized sports team.
5. Explain the attributes of a good team leader and a good team player.
6. Explain the rules and etiquette for your favorite sport. Explain the equipment required, including any protective equipment.

Backwoodsman

Date Completed: _____

Examiner: _____



1. Know how to make an emergency lean-to shelter.
2. Know how to catch and skin a rabbit, or catch and clean a fish - Or - be able to cook, satisfactorily (over a wood fire in the open) a potato stew and make a "twist" baked on a stick, using no utensils and only a billy can.
3. Demonstrate 3 of the following:
 - a. Improvised methods of moving injured persons having due regard to their safety and comfort.
 - b. Climbing a tree to a height of at least 24 feet from the ground and lashing on the foundation spars of a look-out post.
 - c. Rowing a boat, paddling a canoe, for at least a 1/2 mile.
 - d. The construction of a sundial, or a gadget to find the True North.
 - e. Any method of purifying contaminated water and of straining muddy water.
4. Demonstrate knowledge of the dangers of exposure and its treatment.

Camper

Date Completed: _____

Examiner: _____



1. Know what are the normal requirements in regard to:
 - a. Personal kit list for a week-long camp.
 - b. Personal kit list for weekend camp.
 - c. The equipment, rations, and menu for a weekend Patrol camp for seven (7) Pathfinders.

- d. Demonstrate the packing of his or her personal kit (*in b*) in a backpack, rucksack, or kitbag.
2. Know the principal points to look for when selecting either a Patrol or Troop camping site, and describe with a rough plan how he or she would lay out a Patrol camp with reference to tents, kitchen, etc.
3. Have knowledge of Leave No Trace camping standards.
4. Make and show the following knots in use: Slip Reef, Double Sheet Bend, Figure-of-Eight, and Bowline on a Bight.
5. Pitch, strike, and know how to take care of a Patrol tent, including storm lashing. Show that he or she can carry out simple tent repairs.
6. Show knowledge of methods of waste disposal and hygiene at camp.
7. While living in camp, cook all meals for yourself for 24 hours to the satisfaction of the Examiner. While in camp, he or she must make satisfactory arrangements for storing food and disposal of garbage.
8. Have camped in a tent with a Troop or Patrol for a total of 15 nights.
9. Have camped 10 nights since reaching the age of 15.
10. Camp for a weekend at a site and report on the differences, advantages, and disadvantages of this site, e.g., ground, soil, trees, aspect, and general suitability as a campsite.
11. Show practical knowledge in all aspects of light-weight camping and apply that knowledge in planning a camp for at least three (3) Patrols, from finding the site to returning home.
12. Make a tent, groundsheet, rucksack, or similar article of camping equipment.
13. Have helped satisfactorily at a permanent campsite for not less than six (6) nights, or, where this is not possible, have taken sole charge of a camp for a weekend, such a camp to have not less than eight (8) campers and to be visited by the Examiner.

Canoeist

Date Completed: _____

Examiner: _____

1. Be able to swim fifty (50) yards in clothing (shirt, shorts, and socks).
2. Be able to make simple repairs to a canoe. Know what repair kit to carry in a canoe, and show how to maintain a canoe in good condition.
3. Demonstrate how to retrieve a swamped canoe.
4. Demonstrate a canoe-over-canoe rescue.



5. Know how to safely swim a rapid.
6. Demonstrate the “J” stroke.
7. Demonstrate the safe method of packing a canoe.
8. Show skill in paddling a canoe with a single paddle at bow, stern, and amidships. Know the precautions to take in rough water, and have knowledge of paddles.
9. Demonstrate the ability to climb in and out of an empty canoe in water at least six feet deep.
10. Know how to best portage a canoe.
11. Paddle either in a number of short trips or one long trip, a total distance of 45 miles.
12. Know how to paddle a canoe to shore in case of loss of paddle, and, in the event of upsetting, the best methods of keeping afloat.

Collector

Date Completed: _____

Examiner: _____

1. Over a period of six months, make or add to a collection of stamps, fossils, coins, matchbox labels, etc. Organize your collection and display it to your Patrol.
2. Know about the history and manufacture of your collection.
3. Explain why you find your collection interesting and be able to talk to the Examiner about it with understanding.
4. Know about the correct method of displaying your collection.
5. Know the history of the subject of your collection.



Cook

Date Completed: _____

Examiner: _____

1. Make a properly equipped camp kitchen for your Patrol. Using a lightweight stove, cook a balanced three-course meal (which may be breakfast). Make coffee or tea and hot chocolate.
2. Know how to store provisions in a hygienic manner and show that they can cook satisfactorily for a Patrol in camp, for not less than a complete weekend.
3. Make the following: Bannock Twist, Pancakes.



4. Cook a two-course foil dinner for at least two people.
5. Draw up two menus (including quantities) of three courses each (not all of which need cooking) for a Patrol of six.

Coxswain

Date Completed: _____

Examiner: _____



1. Identify not less than 6 types of boats, and name the various parts of a boat by actual demonstration
2. Take charge of a boat's crew and demonstrate:
 - a. Bring the boat alongside a dock or another vessel correctly;
 - b. Anchor correctly;
 - c. Maintain boat discipline.
3. Know the elementary rules of the road at sea for both steamships and sailing ships, together with any local rules for small boats
4. Use properly the following:
 - a. Clove Hitch;
 - b. Rolling Hitch;
 - c. Anchor or Fisherman's Bend.
5. Know the correct gear that should be properly carried in a small boat
6. Form part of a boat's crew for an expedition of not less than 24 hours' duration, to include a night spent in camp

Cyclist:

Date Completed: _____

Examiner: _____



1. Demonstrate that he or she owns or has the use of and has used satisfactorily for at least 6 months, a bicycle, properly equipped and in good working order.

2. Demonstrate that he can effect simple repairs which might include the following at the discretion of the Examiner: Change tire and tube.
3. Repair a puncture. Replace a brake. Adjust a wheel bearing or any part of the machine.
4. Demonstrate that he or she knows the Highway Code, traffic signals, hand signals, and the correct lights to have on their bicycle.

Explorer:

Date Completed: _____

Examiner: _____



1. Arrange and carry out an expedition for yourself and at least 2 other Scouts, of not less than 2 days and 1 night's duration to a place you are not familiar with. All equipment to be carried in backpacks and to include food. Each backpack to weigh not more than 35 lbs.
2. Plan a project, and submit it to the Examiner for approval. Carry it out alone or with another Scout to the Examiner's satisfaction. The type of project should be a simple exploration, for example: mapping all trails in a local park.
3. Complete a journey with another Scout of 3 miles by compass only, different bearings to be used. A map may be used.
4. From a map select 3 areas of 8 miles where a good backpacking campsite should be possible. Give your reasons for these choices.
5. Make an article of hiking kit, such as a tent, sleeping bag, campfire blanket, backpack, or stuff sack.
6. Show knowledge of personal hygiene, the care of feet and footwear.

Firefighter:

Date Completed: _____

Examiner: _____



1. Understand how your local Fire Department works.
2. Explain simply the process of combustion. Know the effects of smoke and heat and how to act in smoke. Know the dangers involved and understand the fire

precautions necessary in the home relating to: electric wiring, appliances and fuses, oil and solid fuel heaters, candles, party decorations, propane tanks.

3. Know the dangers of fire at camp and what precautions should be taken.
4. Know the causes of and how to deal with grass and forest fires.
5. Explain what action should be taken, and why, for an outbreak of fire in the home or out of doors. Know the correct procedure to be followed when calling the Fire Department.
6. Know how to use fire extinguishers and what fires they are to be used on.
7. Know how to deal with a person whose clothes are on fire.
8. Demonstrate how to make a firefighter's chair knot and Bowline and how to rescue an unconscious person through smoke.
9. Explain the fire risks and precautions to be taken in your home and Scout hall. Show that you understand what is meant by spontaneous combustion.
10. Understand the function of two of the following: Fire-resisting doors, Sprinkler systems, Standpipes, Smoke Detectors, Fire alarms.
11. Demonstrate that you understand the fire risks and precautions to be taken in places of public entertainment.
12. Plan the fire precautions and seating arrangements for a Scout display or similar entertainment.
13. Demonstrate the following: Rescue of injured persons, rescue by ladder, and lowering by a line.

First Aid:

Date Completed: _____

Examiner: _____



NOTES: *A person holding the Red Cross Wilderness First Aid Certification automatically qualifies to wear this special proficiency badge.*

The Examiner for this badge must be a qualified Instructor in First Aid.

** In order to continue wearing this badge, the tests must be re-passed on a yearly basis.*

1. Using a manikin or mask, demonstrate artificial respiration by the mouth-to-mouth or mouth-to-nose method. Show how to place the patient in the recovery position and know how to manage an unconscious person after an accident, fit, fainting, or other causes.

2. Understand the dangers of moving or handling a patient when the extent of the injury is not known.
3. Have a basic understanding of the circulation of the blood showing: how to stop bleeding, how to dress a wound.
4. Know how to guard against shock following an accident and electric shock.
5. Show how to prevent and deal with hypothermia.
6. Demonstrate the First Aid treatment for burns, including those from acid and friction.
7. Bandage an injured ankle.
8. Know what to do if you suspect that someone has swallowed a poisonous substance.
9. Understand the limits of capability and importance of summoning help. Show how to use a telephone to deliver a clear message.
10. Know how to deal with a foreign body in the eye, ear, nose or throat.
11. Prepare a simple First Aid kit for home or camp and know how to use the contents.

Fisherman:

Date Completed: _____

Examiner: _____



1. Catch, prepare, and cook his or her fish.
2. Know the rules concerning the open season and the size of the fish allowed to be taken.
3. Demonstrate how to fit up a rod, line and casts.
4. Know the sizes of hooks most suitable and show knowledge of bait.
5. Demonstrate the correct way to use a landing net.
6. Make a float.
7. Know the water safety rules and understand the dangers of wading, crumbling banks, slippery rocks etc.
8. Catch, prepare and cook fish sufficient for 2 people.
9. Demonstrate simple repairs to a rod. eg. whipping a broken rod, whipping on guide rings.
10. Tie 3 varieties of flies and show an ability to cast. Make a spinner or a spoon.
11. Have knowledge of the waters within a radius of 15 miles of your home, and know all local rules applicable and closed seasons.

12. Keep a detailed logbook of your fishing expeditions, with details of weather, catch, and baits used, for one season.
13. Write a short account (500 words) on wet and dry fly fishing, or on the varieties of bait and their uses in fishing.

Guide:

Date Completed: _____

Examiner: _____



1. Show that he or she knows the locality surrounding their home and his/her Scout Hall, up to 8 mile radius in urban areas and up to 2 miles in rural areas. The examiner may at his discretion, vary the area to exclude undesirable neighborhoods, parks or other open spaces and include an equivalent area.
2. Know the whereabouts of the following:
 - a. Doctors, Veterinary Surgeons, Dentists, Hospitals and Ambulance Station.
 - b. Fire Station, Police Station, Gas Stations, Public Telephones.
 - c. Bus Stops, Railway Station, and routes of buses.
 - d. Scout hall, Public parks, Theaters, Cinemas, Churches, Museums, Military Base or local Armories, Public Washrooms, and any building of local interest.
 - e. The homes of his PL (Patrol Leader), APL (Asst. Patrol Leader), GSM (Group Scoutmaster), and the Scouts in his Patrol.
3. Show that he or she understands how to use a map of the district and use it to point out at least 6 examples from No.2 above. The Scout should be able to guide the Examiner to any of the above by the quickest route.
4. Know the history of a local building or place of historical interest.

Handyman:

Date Completed: _____

Examiner: _____



1. Demonstrate the safe operation of
 - a. Electric Drill

- b. Jig Saw
 - c. Circular Saw
2. Replace a tap washer
 3. Paint a fence and gate
 4. Build a Bird House from scratch
 5. Fix a blocked toilet
 6. Hang a door
 7. Know how to care for paintbrushes. Explain the different types of paint.
 8. Demonstrate the maintenance required for single and double burner camp stoves. Replace the mantle on a white gas lantern.
 9. Demonstrate the correct method for caring for both hand, and electric, woodworking tools.
 10. Complete a woodworking project of your choice making sure that it is stained and varnished. Explain the process of staining and varnishing.
 11. Know what immediate steps to take in the case of a burst water pipe or gas leak.

Healthy Man:

Date Completed: _____

Examiner: _____



1. Know the importance of keeping the heart, lungs, skin, teeth, feet and stomach, and organisms of special senses (eyes, ears and nose) in good order and the principal health dangers to be guarded against.
2. Give general rules governing eating, drinking, breathing, sleeping, cleanliness and exercises; and evidence of the observance of these rules for at least twelve months.
3. Know the dangers incurred by the use of tobacco and alcohol, and the breaking of the tenth Scout Law ("A Scout is clean in thought, word and deed ")
4. Know the danger of overtaxing the body and the continual use of one form of exercise. v) Demonstrate the six exercises described in Scouting for Boys. Give reasons for each exercise.

Hiker:

Date Completed: _____

Examiner: _____



1. Demonstrate methods of packing and carrying a complete hiking kit for a 24-hour hike, it is not to weight more than 35 lbs., including the food. Be prepared to justify your choice of gear.
2. Take part in 3 hikes, during each of which gear is carried and you sleep out, distance of 2 hikes to be at least 10 miles each. The distance for the third hike to be not less that 30 miles, with 2 nights camping out. Detailed logs of very high standard to be handed in after each hike.
3. Select a route for a 15 mile hike from a 1;50000 topographical map, not necessarily of your own area. Give your reasons for choice of route
4. From a map select 3 areas of 8 mile square approximately, where a good hike camp should be possible, give reasons for your choice of areas.
5. Make an article of hiking gear, such as tent, sleeping bag, campfire blanket, rucksack, or stuff sack.
6. Show knowledge of personal hygiene and care of the feet and footgear.
7. Explain the precautions you should take while hiking in known bear country.

Interpreter:

Date Completed: _____

Examiner: _____



The two alternatives are for foreign language (A) and American Sign Language (B).

Alternative A

Complete the following in any foreign language:

1. Carry on a simple conversation for about ten minutes.
2. Write a letter of around 150 words.
3. After a few minutes of study, give a translation of a paragraph of basic text.

4. Act as an interpreter for a visitor who does not speak in your native language.
5. Communicate with a person who does not speak your native language.

Alternative B

Complete the following requirements in a American Sign Language (ASL).

1. Take a community or school course (or equivalent online self-study) for American Sign Language and complete the first level of course work with a satisfactory grade or performance. This should include an understanding of:
 - ASL Grammar and sentence organization
 - Wh-questions and Yes/No questions, including non-manual markers and facial expressions
 - The manual alphabet and the ability to finger spell words and read finger spelled words.
 - A basic vocabulary of at least 500 signs or glosses.
2. Carry out a simple conversation for about ten minutes.
3. Use sign language to describe a Scouting experience to another person.
4. Act as a translator for a short conversation between a sign language user and someone with no sign language experience.
5. Invite a sign language user to talk to the Troop about what it is like to have hearing or speech impediments. Help by acting as translator for them during their visit.

NOTE: An additional badge is worn by an Interpreter above the right breast pocket, showing the language or languages spoken.

Lifesaver:

Date Completed: _____

Examiner: _____



NOTES: Lifesaver must be re-passed each year for the scout to qualify to wear the badge.

1. Complete the Red Cross Lifeguard certification course or a similarly recognized lifeguard certification.
2. PREREQ: Have passed the Swimmer and First Aid proficiency badges

3. Understand and explain the Safe Swim Defense system.
4. Throw a 65 foot lifeline to fall between 2 pegs twice out of every 3 throws. The pegs are to be 5 feet apart and 40 feet from the thrower.
5. Show the method of rescue in the following:
 - a. House fire, 1st floor unconscious patient.
 - b. Ice breaking.
 - c. Car accident with and without a fire.
 - d. Contact with live electrical wires.

Marksman:

Date Completed: _____

Examiner: _____



1. Know the usual safety-first rules for rifle shooting and have knowledge of the parts of a rifle they use and its care and cleaning.
2. Produce 2 targets fired by themselves within the previous 4 weeks, these targets should have a minimum score of 80 out of 100 each. The target must be certified by their instructors.
3. Have completed an NRA Basic Firearms Safety class (or local State equivalent), and have an understanding of the safe handling of guns.
4. Know thoroughly the safety rules:
 - a. for handling a supposedly empty gun
 - b. when cleaning a rifle
 - c. when loading
 - d. when unloading
 - e. when carrying in the woods or on the range
 - f. when climbing a fence
5. Demonstrate how to clean a rifle
6. Explain the following:
 - a. Calibre
 - b. Rifling
 - c. Component parts of a cartridge

- d. Common forms of sights
- 7. Judge over unknown ground:
 - a. Five distances 10 to 300 yards
 - b. Five distances 300 to 600 yards
- 8. Using a .22 caliber rifle and shooting from a bench rest or supported prone position at 50 feet, fire five groups (*three shots per group*) that can be covered by a quarter. Using these targets, explain how to adjust sights to zero.

Master-at-Arms:

Date Completed: _____

Examiner: _____



1. Demonstrate proficiency in one of the following:
 - a. Single stick.
 - b. Quarterstaff.
 - c. Fencing.
 - d. Boxing.
 - e. Judo.
 - f. Wrestling
 - g. Archery.
 - h. OR any recognized martial art.
2. In all the contest events he or she must have taken part in an encounter under proper ring conditions, and be able to name and demonstrate the correct methods of attack and defense.
3. Give evidence that he or she has been training for the selected sport, for a period of not less than 3 months.

Naturalist:

Date Completed: _____

Examiner: _____



1. Explain in your own words and from your own observations :

- a. The pollination and development of a wild flower, or
 - b. The development of a bird from an egg, or
 - c. The life history of an insect or a fresh or salt water fish, or
 - d. A month's observation of pond life.
2. Keep a nature diary illustrated by sketches of the animals, birds, trees, plants, insects, etc. recorded; this diary to contain the dates and places of :
 - a. First appearance of 12 spring or autumn migrants;
 - b. First flowering of 18 wild flowers, or description of appearance and habits of six sea-birds or water-fowl;
 - c. First appearance of six butterflies or moths, or description of six animals,
 - d. Make a carbon or other impression of 18 leaves of different common trees.

In towns, one of the following alternatives may be selected in place of (2) (the District Commissioner deciding whether the area may be considered a town for the purpose of this badge.)

3. Make a collection of leaves from thirty (30) different trees; or of sixty (60) different species of wild flowers, ferns, and grasses, dried and mounted; be able to name these correctly and identify them in the field; or
4. Make colored drawings of twenty (20) flowers, ferns or grasses from life. Original studies, as well as finished pictures, to be submitted.

Observer:

Date Completed: _____

Examiner: _____



1. Demonstrate your ability to stalk and use cover, camouflage, winds, shadows and background by doing the following:
 - a. By Day:
 - i. Cross 1/2 mile of open country to approach an observer in a known location.
 - ii. Camouflage yourself against 3 different backgrounds, if possible under varying weather conditions.
 - b. By Night:

- i. Approach, unseen and unheard, within a reasonable distance, according to local conditions at the time of the test.
 - ii. Locate and pass between 2 observers stationed a reasonable distance apart according to conditions at the time of the test.
2. Give proof of having stalked and studied at least 4 wild birds or animals in their natural state in the open by describing the results of your observations, or by producing sketches or photos which you made.
 3. Make at least 3 plaster casts of the tracks of animals 1 of which must be wild.

Orienteer (Navigator):

Date Completed: _____

Examiner: _____



1. Do the following:
 - a. Explain how a compass works.
 - b. Describe the features of an orienteering compass.
 - c. In the field, show how to take a compass bearing and follow it.
2. Explain how a topographic map shows terrain features. Be able to point out and name five terrain features on a map and in the field.
3. Understand common map symbols and scales for various types of maps; and be able to point out and name 10 symbols on a topographic map.
4. Explain the meaning of declination. Tell why you must consider declination when using map and compass together.
 - a. Show a topographic map with magnetic north-south lines.
 - b. Show how to measure distances using an orienteering compass.
 - c. Show how to orient a map using a compass.
5. Determine your walking and running pace on a 100 yard course. Explain the importance of understanding your pace and pace counting in orienteering.
6. Take part in a cross country, orienteering event with your troop or patrol. After the event, write a report with
 - a. a copy of the master map and control description sheet,
 - b. a copy of the route you took on the course,
 - c. a discussion of how you could improve your time between control points, and
 - d. describe what you could do to improve.

Pioneer:

Date Completed: _____

Examiner: _____



1. Demonstrate the following:
 - a. A Spanish Windlass
 - b. 2 types of holdfast for different types of soil.
 - c. A Sail maker's whipping.
 - d. A long splice.
2. Pass or re-pass the axemanship test in the First Class Badge.
3. Supervise the construction of either a simple bridge of more than 13 feet or a tower no more than 10 feet in height.
4. Construct a flagpole from 3 Scout staffs using sheer end-to-end lashings.
5. Make a 3 strand Turk's head woggle.

Signaler:

Date Completed: _____

Examiner: _____



1. Send and receive a message of not less than 80 letters at 30 letters a minute in Semaphore, or 20 letters a minute by flag in morse.
2. Send and receive a similar message in morse: on a buzzer at 25 letters a minute, and on a lamp at 20 letters a minute.
3. Demonstrate that you know a recognized procedure when sending and receiving messages.

Swimmer:

Date Completed: _____

Examiner: _____



1. Swim 50 yards with clothes on (*shirt, shorts, socks as a minimum*)

and undress in the water with feet off the bottom.

2. Swim 30 yards with a breaststroke, 30 yards on your back and then a further 30 yards any style.
3. Dive from surface of water and recover, with both hands, an object from the bottom. Water not to be more than 7 feet deep.
4. Execute a clean dive from the side of the pool.

Weatherman:

Date Completed: _____

Examiner: _____



1. Know the names of at least two cloud types at each of the low, middle and high cloud levels, and demonstrate his ability to recognize these clouds. Be familiar with the formation of afternoon cloud and its relation to showers.
2. Have a knowledge of the chief source regions of cold, warm, moist and dry air masses, and understand something of the way they are formed and how they effect the country over which they move.
3. Know Buys-Ballots Law relating wind direction and low pressure of storm centers.
4. Keep a continuous daily record of weather observations for at least two months. This includes observations for at least two months. This includes observations of wind, cloud types and their direction of motion, temperature and rainfall. (One observation, and preferably two, a day, at fixed times)
5. Obtain from the official check temperature location in his Public Weather Region a record of observations for the same two months, and by comparison with his own, find the average daily difference in simultaneous or nearly simultaneous temperature readings, for the whole period. Then determine one or more corrections to be made to the official forecast temperatures to obtain a forecast of local temperature.
6. From his weather record and knowledge of the weather elements, prepare at least five rules for local weather forecasting.
7. Make as continuous a record as possible of the wind, and cloud types, before, during and after a rainstorm.

Senior Proficiency Badges

Senior proficiency badges may only be awarded to First Class Scouts who are age 15 or older.

Senior Athlete:

Date Completed: _____

Examiner: _____



1. Explain sportsmanship. Explain why it is important. Give several examples of good sportsmanship in sports.
2. Take part for a minimum of 2 seasons as a member of an organized team.
3. Explain the attributes of a good team leader and a good team player.
4. Explain the rules and etiquette for your sport. Explain the equipment required including any protective equipment.

Senior First Aid:

Date Completed: _____

Examiner: _____



NOTE: This badge must be examined by a current, qualified First Aid Instructor.

** The scout must re-pass these tests yearly to qualify to continue to wear this proficiency badge.*

1. PREREQ: Pass or have passed the First Aid badge.
2. Know how to diagnose and stabilize fractures.
3. Know and understand emergency scene management.
4. Demonstrate treatment for internal bleeding.
5. Demonstrate 4 methods of carrying a patient, 2 when alone, and 2 with another Scout.
6. Know how to deal with cases of suspected poisoning.
7. Have knowledge of crowd management.

8. Know how to recognize and treat Hypothermia & Hyperthermia.
9. Demonstrate mouth-to-mouth resuscitation. (NOT to be demonstrated on a live person).

Backpacker:

Date Completed: _____

Examiner: _____



1. PREREQ: Pass the Hiker proficiency badge.
2. Take part in an expedition with not less than 2 and not more than 5 other Pathfinders. The expedition may be on foot, boat, or on horseback. The expedition must meet the following requirements:
 - a. The expedition must be planned to last at least 4 days, and at least 3 nights must be spent in tents. All necessary equipment and food must be taken and all meals prepared by members of the party.
 - b. All Scouts in the party will take an equal part in the planning arrangements before and during the expedition, but it is not necessary that all participants should be under test.
 - c. A detailed log of the expedition must be kept by each member of the party, having previously agreed between themselves a different emphasis for each log - eg weather, geography, history, architecture, archaeology, botany, ornithology.
 - d. The route and special log subjects must have the prior approval of the examiner.
 - e. An expedition on foot will cover at least 50 miles in wild country.
 - f. The 3 nights will be spent at different campsites.
 - g. An expedition by water will cover at least 50 miles and the log will cover such points as the state of the river, conditions of banks, obstructions to navigation etc.
 - h. An expedition on Horseback will cover at least 120 miles. In wild country, camping at 3 different camp sites.
 - i. An expedition, whether on foot or otherwise, must be a test of determination, courage, physical endurance and a high degree of co-operation among those taking part.

Map Maker:

Date Completed: _____

Examiner: _____



1. Make a map on the ground, by triangulation using a prismatic compass or plane table, of an area of about 40 acres, chosen by the Examiner, at the scale of 1:4000 approx. The area should include fields, a building and a pond or equivalent features.
2. Make a road map, with compass and field book, of 3 Km of road, showing all main features and objects within a reasonable distance on either side, to a scale of 4 inches to the mile. The field book must be handed to the Examiner.
3. Enlarge such portion of a Topographical map from 1:50000 to a scale of 1:21000.
4. Draw a simple cross section from a 1:50000 topographical map.
5. Show a working knowledge of working scales.
6. Understand the difference between true north and magnetic north and be able to account for declination on a map using a compass.

Senior Orienteer (Navigator):

Date Completed: _____

Examiner: _____



1. PREREQ: Pass the Navigator proficiency badge.
2. Do ONE of the following:
 - a. Set up a cross-country course of at least 2,000 meters long with at least five control markers. Prepare the master map and control description sheet.
 - b. Set up a score-orienteering course with 12 control points and a time limit of at least 60 minutes. Prepare the master map and control description sheet.
3. Teach orienteering and map making techniques to your patrol or troop.

Frontiersman:

Date Completed: _____

Examiner: _____



1. PREREQ: Pass the Pioneer proficiency badge.
2. Show a knowledge of the subjects covered in the following chapters of *Pioneering* by Gilcraft (see "Resources" section at BPSA-US.org downloadable book):
 - a. Chapter 4 - Moving Heavy Weight and Straining a Rope.
 - b. Chapter 5 - Anchorages and Sheer -Legs.
 - c. Chapter 6 - Rafts.
 - d. Chapter 7 - Ropeways.
 - e. Chapter 8 - Simple and Light Bridges.
 - f. Chapter 14 - Instructional Models.
3. Attain a high standard in the making of all knots and lashings referred to in that book.
4. Take charge or take a leading part in the making of 3 structures of different types, eg: a raft, a bridge, and a Flagstaff.
5. Make a camp kitchen.
6. Prove your skill by finding a way across unknown country, not using roads, with a map, to a point invisible from the start for you and your Patrol. Distances to be no more than 2 miles by day, and 7 by night.

Senior Signaler:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Signaler proficiency badge.
2. Send and receive a message of not less than 150 letters, at a rate of 45 letters a minute.
3. Send and receive a similar message in Morse. 40 letters per minute by buzzer or 30 letters per minute by lamp.
4. Demonstrate that you know a recognized procedure when sending and receiving a message.

5. Improvise at least 2 methods of sending a message (1 morse and 1 Semaphore) at least 800 m at or over a rate of 20 letters per minute.

Tracker:

Date Completed: _____

Examiner: _____



1. PREREQ: Pass or have passed the Observer Badge
2. Recognize and explain 2 different characteristics in each of 3 different human footprints, barefoot or shod
3. Solve with reasonable accuracy, 3 tracking stories in sand, snow or other suitable material
4. Make 6 plaster casts of birds, animals, car or bicycle tracks. All casts to be taken unaided and correctly labeled with date and place of making. Two at least to be of wild birds or animals
5. Lay a trail of at least 1/2 mile in length containing at least 4 different kinds of signs made of natural materials. 40 to 60 signs to be used and the route over ground to be unfamiliar to the Pathfinder. The trail to be followed by Pathfinders of Second Class standard.

Rescuer:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Lifesaver proficiency badge.
2. Perform in the water 4 methods of rescue.
3. Dive from the surface to a depth of at least 15 feet and bring up a stone, brick or iron object of not less than 5 pounds, at least 2 out of 3 times.
4. Swim 50 yards attired in shirt, trousers, and undress in the water.
5. Throw a lifeline to within 1 yard of a small object 15 yards away. Thrower to be up to waist in the water.
6. Lead a team to deal with emergencies as given in the Lifesaver Badge.

Senior Swimmer:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Swimmer proficiency badge.
2. Swim 100 yards in any over-arm or crawl style.
3. Be able to Swim at least 1 mile, using any combination of strokes.
4. Perform the following dives: from the edge of the pool, from the 3m board, from a spring board or running dive from the edge.
5. Perform some individual stunt in fancy diving or in swimming.
6. Satisfy the Examiner that you are capable of instructing a non-swimmer in the basic principles of swimming.

Venturer:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Backwoodsman proficiency badge.
2. Complete an adventure journey as a member of a Patrol in which you shall play a leading part. The journey, which may be short in length, must include at least 5 incidents such as rescues from fire or heights, compass work, Signaling over distance.
3. Be reasonably proficient in 2 of the following. Each of the 2 must be selected from different groups, as under:
 - a. Boxing, Fencing, Wrestling, Judo.
 - b. Rowing, Riding, Ice-Skating, Sailing, Gliding.
 - c. Swimming, Diving.
 - d. Gymnastics, Tumbling.
 - e. Rock climbing, Rope Spinning, Caving.
 - f. Athletics, Field events, Cross country events.
 - g. Rifle Shooting, Archery.
4. Be able to perform 2 of the following:

- a. Climb a tree to a height of 30 feet.
 - b. Vault a fence two-thirds of your height.
 - c. Swim 50 yards wearing clothes.
5. Make a journey of at least 20 miles on foot or by boat, with not more than 2 other Scouts. Route must be one with which the Scout is not familiar and should, if possible, include stiff country. Sleep out, using only the gear carried in a rucksack. Maximum weight 35 lbs., which must include food. The Examiner may set the candidate 1 or 2 tasks, which require a specific report but no general log of the journey is required.

Senior Canoeist:

Date Completed: _____

Examiner: _____



1. PREREQ: Have pass the Canoeist proficiency badge.
2. Demonstrate the ability to swim 100 meters fully dressed.
3. Show skill in paddling a canoe with single paddle at bow, stern, and amidships. Know the precautions to take in rough water, and have knowledge of paddles.
4. Paddle either in a number of short trips or one long trip, a total distance of 50 miles.
5. Know how to paddle a canoe to shore in case of loss of paddle, and, in the event of upsetting, the best methods of keeping afloat.

Camp Warden:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Camper proficiency badge.
2. Have camped at least 10 nights since reaching the age of 15.
3. Camp for a weekend at a site and report on the differences, advantages and disadvantages of this site eg. Ground, soil, trees, aspect and general suitability as a campsite.
4. Show practical knowledge in all aspects of light weight camping and apply that knowledge in planning a camp for at least 3 Patrols, from finding the site to returning home.
5. Understand and explain low-impact camping and the Leave No Trace standards.

6. Make a tent, groundsheet, rucksack or similar article of camping equipment.
7. Have helped satisfactorily at a permanent camp site for not less than 6 nights, or, where this is not possible, have taken sole charge of a camp for a weekend, such a camp to have not less than 8 campers and to be visited by the examiner.

Grubmaster:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Cook proficiency badge.
2. Cook for a Patrol, both in camp and indoors, including roasting, boiling, frying and the making of bread, cakes, pudding, drinks and sauces. Prepare and serve food punctually and hot, following the niceties of good manners. Demonstrate carving.
3. Know how to buy food and draw up priced and dietetically sound menus to include quantities required for a camp of one week duration for at least 2 Patrols of 5 Scouts each. A limit for the cost of catering will be laid down by the Examiner.
4. Know how to prepare a hot meal (2 courses) and a hot drink, without utensils except a billy can.

Senior Coxswain:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Coxswain proficiency Badge.
2. Be able to read a chart, plot a position by 3 methods and lay off a course, making allowances for variation and deviation of compass and tidal set.
3. Know the different types of buoys, lighthouses and light vessels in general use, the usual danger, storm and fog signals. Discuss the Beaufort wind and sea scales. Understand the use of a Barometer in forecasting the weather.
4. Demonstrate how to take soundings.
5. Know the proper gear that should be carried in a sailing boat to ensure safety of the vessel under all conditions.

6. Organize and take charge of a Patrol expedition of 48 hours minimum duration in a sailing boat or motor cruiser. Journey to a point at least 10 miles from the start and return. Keep a detailed log showing courses and distances. Route to be prepared by the candidate with proper reference to tides etc. Members of the Patrol to be properly organized as a boats crew.
7. Read a Mariner's Compass marked in points and degrees and be able to estimate (using chart and tide table) the depth of water at any state of the tide.

Dispatch Rider:

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Cyclist proficiency badge.
2. Demonstrate you know the Highway Code, traffic signs, road signs and be able to read a road map.
3. Own, or have the use of a bicycle.
4. Be able to carry out simple repairs to your bicycle.
5. Carry a verbal message of not less than 40 words and deliver correctly after a journey of at least 5 miles in the course of which you must meet and deal with some emergency staged by the Examiner.
6. Make a report, including a sketch map of the scene, on some emergency such as a car accident, giving details for the police and doctor.
7. Write a message from dictation and deliver it to a point at least 5 miles away indicated only by map reference.

Senior Pathfinder (Guide):

Date Completed: _____

Examiner: _____



1. PREREQ: Have passed the Guide proficiency badge.
2. Have a reasonable knowledge of the history of your town or city, and places of historical interest. Also have a detailed knowledge of locations for hospitals, churches and schools.
3. Have knowledge of all gas stations within 3 miles of your house.

4. Have a general knowledge of the country within 30 miles of your house, so as to be able to guide strangers to districts, towns or cities.
5. Provide accurate directions to the examiner or your scoutmaster, without map, to a location at least 5 miles and no more than 10 miles from your Scout hall.

Quartermaster:

Date Completed: _____

Examiner: _____



1. Have acted as Quartermaster for a Scout Group or Section for at least 6 months.
2. Show knowledge of sound methods of repairing stoves and lanterns.
3. Demonstrate your ability to re-haft and re-wedge an axe.
4. Demonstrate 2 of the following:
 - a. Repairing a tear in a patrol tent.
 - b. Replacing a guy-line on a Patrol tent.
 - c. Re-water proofing a Patrol tent.
5. Demonstrate how to sharpen an axe using a grindstone and a carborundum stone, and how to sharpen and re-set a saw.
6. Show you have kept simple, but efficient records of an Equipment Store showing kit issues, returns and repairs.

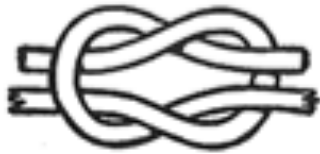
APPENDICES

The appendices in this book will try to give some more reference material and resources for the Scouts to use in practicing the skills in all the general proficiency badges covered previously. Each requirement will also try to list the chapter (or “yarn”) number in the *Scouting for Boys* handbook to which the scout should also refer for more information and specific instruction offered by B-P, which is invaluable.

Other references, improvements, and resources are welcome to this handbook, and should be sent in to BPSA-US. Check our website for contact information, or simply email hq@bpsa-us.org to help out.

Knots & Pioneering

USEFUL KNOTS



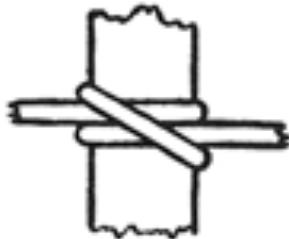
REEF or SQUARE KNOT for tying bandages and ropes.



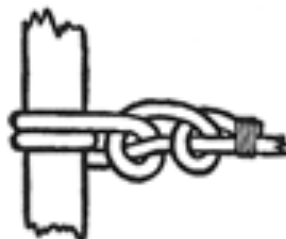
SHEET BEND for joining ropes of equal or unequal thicknesses.



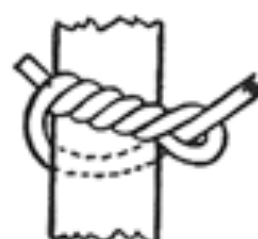
FISHERMAN'S KNOT for tying together two wet or slippery lines.



CLOVE HITCH for fastening rope to spar in pioneering work.



Round turn and TWO HALF HITCHES for tying a rope to a post.



TIMBER HITCH for securing the end of a rope to a spar or log.



BOWLINE makes a loop that will not slip. Used for rescue work.



GUY-LINE HITCH can be lengthened or shortened as needed.



ROLLING HITCH is used instead of clove, and for guy lines.



SHEEPSHANK for shortening and for tightening slack rope.

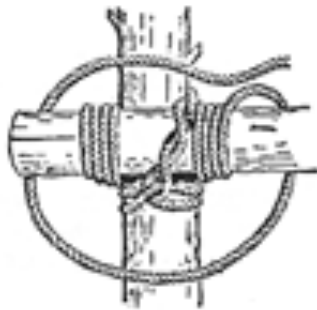


MAN HARNESS KNOT makes a pulling loop in tow-rope.



FIREMAN'S CHAIR KNOT has two loops for lowering person.

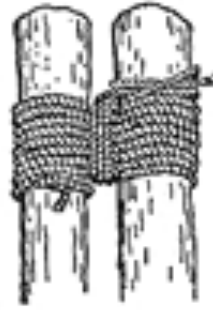
LASHINGS



SQUARE LASHING. Begin with clove hitch. Make frapping turns at right angles to main turns. Finish the lashing with clove.



DIAGONAL LASHING. Begin with timber hitch round both spars. Take turns round each fork. Frap. End with clove hitch.



SHEAR LASHING. Clove hitch round one spar. Then turns round both spars. Frap. End with clove hitch round one spar.

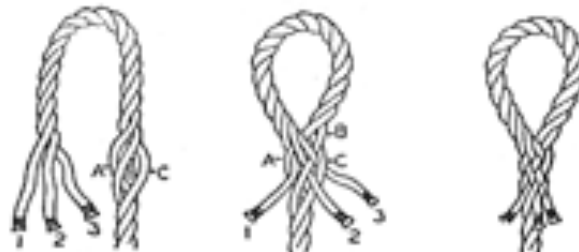
SPLICES



BACK SPLICE prevents rope from unraveling. Unlay rope, and interweave strands into a crown. Then pass each strand in turn over strand it touches and under strand next to it, against lay of rope. Repeat 3 times.



SHORT SPLICE joins two ropes. Unstrand rope ends, then lay them together with strands interlaced. Pass each strand over strand it touches and under next, against lay of rope. Then use strands of other rope. Repeat.



EYE SPLICE forms permanent loop in end of rope. Unstrand end of rope, then form eye of sufficient size. Tuck each strand in turn under the strand it lies on, against the lay. Then continue as in back splice. Repeat 3 times.

Differences Between BSA and BPSA Programs (Traditional Scouting)

Some parents and Scouts often have questions about the differences between the Boy Scouts of America Scouting program and the BPSA's traditional Scouting program. This appendix serves to address some of those differences and help further define what a traditional Scouting program is all about.

Rank versus Proficiency

In the BSA, the Tenderfoot, Second Class, and First Class through Eagle badges are referred to as “ranks.” In Baden-Powell’s program and traditional Scouting, these are referred to as “proficiency” badges—specifically “general proficiency” badges. The general proficiency badges show a Scout’s **current proficiency** across a known set of Scouting skills. The idea behind traditional Scouting is advancement through progressive training in Scoutcraft (i.e., Scouting skills).

Merit badges in the BSA are the equivalent of “Special Proficiency” badges in traditional Scouting. Special proficiency badges represent specific Scoutcraft or public-service skills that a Scout can train in and learn—e.g., Camper, Pioneer, Map Maker, First Aid, etc.

“Rank,” then, in traditional Scouting refers to the position of responsibility of the Scout, such as Patrol Leader, Assistant Patrol Leader, Assistant Scoutmaster, etc. These positions are appointed by the Scoutmaster or Assistant Scoutmaster to promote patrol, or small unit, efficiency—not to be Scout-elected roles at taking turns in learning leadership.

In Baden-Powell’s program and traditional Scouting, the general proficiency badges (Tenderfoot, Second Class, and First Class) represent a Scout’s current proficiency. Unlike the BSA program, Scouts must be able to re-pass the requirements for each of these general proficiency badges in order to continue to wear them. Re-passing or re-testing is an important distinction in traditional Scouting, focusing on keeping the Scouts current in their skills and abilities. It also lends itself to the theme of being prepared for service, whether in the patrol or in the community.

Venturing versus Rovering

The BSA Venturing program and the BPSA Rover program are both co-ed, but have different age limits and different focuses for their programs. BSA’s Venturing program is focused more around high-adventure activities and only allows members through age 20, while BPSA’s traditional Rovering program is more focused on citizenship and community service and has no upper limit for membership.

Scouting for Everyone

Scouts can be members of the BPSA starting with the Otters program at age 5 as opposed to the BSA's Tigers which start at age 6. The upper age limit for Scouts in the BSA is 20 through the Venturing program where the BPSA Rovers have no upper age limit.

The BPSA is open to males and females in any of the program divisions, where the BSA only allows female members in its Venturing program, which is only for ages 14 through 20, or as leaders (Scouters).

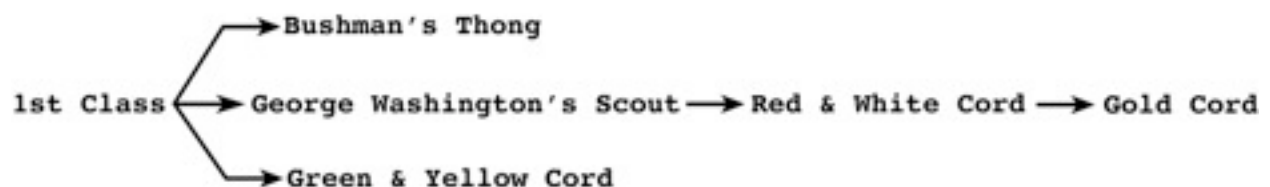
The BPSA believes Scouting should be available to everyone, youth and adult, male and female. Membership for both youth and adults is not conditional based on religious beliefs (or lack thereof), sexual orientation, or gender identification.

Additional Proficiency Badges Beyond First Class

After First Class, the BSA program shifts to an older boy program based on "Merit Badges and Leadership Skills." The BSA badges are earned in the following sequence:

1st Class → Star → Life → Eagle → Eagle Palms

In Baden-Powell's 1938 program and our traditional program in the BPSA, the "Additional Proficiency Badges" are in the following sequence:



In other words, Baden-Powell's Second Class Scouts can begin to "qualify for" (*earn the required "Special Proficiency Badges" toward*), and First Class Scouts can be awarded, the first three "Additional Proficiency Badges" (*George Washington's Scout, Bushman's Thong, and the Green and Yellow Cord*) at the same time.

In common with the BSA's Star, Life, and Eagle badges, the George Washington's Scout and Bushman's Thong involve required badges (*see the "Additional Proficiency Badges" section of this book*).

All George Washington's Scout qualifying badges are "public service" badges. All Bushman's Thong qualifying badges are "Scoutcraft" badges.

On the other hand, the “All-Round Cords” are similar to Eagle Palms in that they represent a Scout’s free choice of six “Special Proficiency Badges” each (*five each for BSA Palms*).

Some of the other notable differences in our traditional program from that of the BSA:

1. All of these badges continue to be worn on the Scout Section Uniform (Unlike the BSA where the Star badge replaces the First Class badge, then Life replaces Star, and Eagle replaces Life). However, this requires the Scout to maintain "current proficiency" for these badges, which is tested as often as once a year.
2. All badges represent public service skills OR Scoutcraft skills. There are no schoolwork badges like “Citizenship in the Nation,” “Personal Management,” etc.
3. There are no Service Project, “Position of Responsibility,” or “Scout Spirit” requirements for Pathfinder advancement.
4. There are no Boards of Review required by the Group Auxiliary or Committee.