

HOW TO RUN A TROOP

(FIRST YEAR'S WORK)

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Editor's Note:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or express sentiments which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

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FOREWORD

“I WANT to train a troop in Scouting.

“*Scouting for Boys* tells me a few principles and a good many details, and then urges me to use my imagination.

“I do — to the full — and then get pulled up because I have swept away not only details but principles as well in my enthusiastic endeavour.”

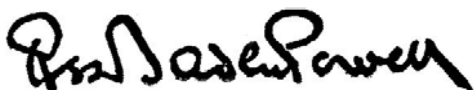
Or, on the other hand, “I have paid my money like a man for my handbook, and then find I have only got a skeleton outline. I haven't the time or the experience to clothe the blooming thing.

“What am I to do?”

Read this book.

Mr. Ernest Young — a practical Scoutmaster, an educationist, and a member of the Scout Headquarter? Executive — comes in with this series of practical steps which give a complete first-year's training in Scouting without missing or perverting its higher aims and principles.

Being the outcome of experience it can be worked upon with every confidence and should bring successful results for the benefit of our young citizens.



September, 1916.

HOW TO RUN A TROOP

THIS little book is intended to be nothing more than a series of suggestions to those unfamiliar with the training of boys. It shows how scout work can be arranged in such a way as to be varied, methodical and progressive. Boys like to feel they are “getting on”; at the same time they are soon wearied by too much of the same thing. The course of work outlined here has been successfully followed by troops of boys’ varying in age from eleven to thirteen.

If you are about to start a fresh troop apply to your local association, if there is one, for details of registration, etc. If there is not, write direct to Headquarters, 25 Buckingham Palace Road, London, S.W. 1.

The course of work for the first year is divided into thirty-nine lessons. Of course, there are fifty-two weeks in a year, but there will be times when the club-room may be closed for various reasons, or when members are not able to meet, or are away in camp. Hence plenty of room is allowed for accidents and breakdowns.

An *evening* is meant to be a period of an hour and a half, and one evening a week is perhaps sufficient for the training of the Scout in the work for the Tenderfoot, Second, and First Class Badges.

Other evenings in the week can be devoted to Badge work – Carpenter, Cook, etc.; to physical drills and gymnastics; to hobbies – wood-carving, cardboard modelling, fretwork, etc.; another to music, debates, and so on. The suggestions given in these articles are merely intended to show how to train the Scout with a view to the First Class Badge without boring him to tears, and yet at the same time how to make that training complete and progressive.

Each Patrol-leader should possess *Scouting for Boys* (2s. 10d., post free) and *Scouting Games* (price 1s. 10d., post free, C. Arthur Pearson, Ltd.). The rest of the patrol may be content with *First Steps in Scouting* (4d.).

If there is more than one patrol, the patrols can compete against each other for first place. If there is only one patrol, let the members compete amongst themselves.

A subscription of one halfpenny or one penny a week should meet most of the ordinary expenses, except the rent of rooms.

It will be found that the greater part of the training on club night can be done indoors, and therefore the weather cannot interfere. The outdoor work is expected to take up one half-day a week. It is partly definite training in connection with the First and Second Class Badge work, and partly games for the development of Scoutcraft proper.

If the weather interferes with the programme, do those exercises that bear on the First and Second Class Badges, and reserve the games for extra holidays, such as a Bank Holiday.

— 4TH HARROW TROOP —

HAWK PATROL	TENDERFOOT					2 ND CLASS										1 ST CLASS									
	LAW	SIGNS	SALUTE	FLAG	KNOTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
D. Brown	x	x	x	x	x																				
R. Jones	x	x																							
F. Johnson	x	x	x																						
C. Robinson	x																								

What the Scoutmaster's register should look like.

It will be necessary to keep a register of all the tests passed by the Scout as he progresses to the rank of a King's Scout. There should be three such registers: one for the Scoutmaster, who

wants to know what the troop is doing; one for the Patrol-leader, who is responsible for his patrol, and one for the Scout, who is responsible for himself.

The Scoutmaster's register may be on a big sheet of cardboard, showing the names of all the patrols and their members. A sketch of what it would look like is given above. The headings for the different columns will be:

TENDERFOOT. – Law, Signs, Salute, Flag, Knots.

SECOND CLASS. – Ambulance, Signalling, Scout's Pace, Kim's Game (or Tracking), Cooking, Fire Lighting, Bank, Compass.

FIRST CLASS. – Swimming, Ambulance, Signalling, Cooking, Journey, Map Reading, Rough Sketch Map, Making Something, Finding North, Distance, Area, Height, Weight, Size, Number, Bank, Train a Tenderfoot.

The big card hangs on the wall of the club-room. Every time a test is passed, a mark is made in the proper column. When a Scout has passed, say, his Tenderfoot tests, a horizontal line should be run through these marks. When the whole patrol has passed, say, their Tenderfoot tests, then two diagonal lines should be ruled through the space allotted to them.

In this way it is possible to see at a glance the exact position of every Scout and patrol in the troop.

FIRST WEEK'S WORK

1. Arrange the boys in patrols, and allot positions in the club-room. Each patrol should have its own section, and be expected to keep it clean and tidy. Dirt and disorder in a club-room are a disgrace to the patrol or the troop.

2. Give a few words about the use of *signs* by Indians and others. Teach the Scout Signs (*S. for B.*, pp. 59 and 60).

3. Give a few words about *salutes* and what they mean (*S. for B.*, pp. 56 and 57). Note specially: (a) meaning of the three fingers; (b) the kinds of salutes; (c) the use of the salutes.

Let the patrol stand at attention and practise the salutes under the command of the Patrol-leader. Marks may be given to each boy, or to each patrol, for smartness.

4. Give a few words about *knots* (*S. for B.*, p. 102). Teach the *reef* and the *fisherman*. After the first knot has been taught, let it be tied as rapidly as possible. The fastest boy steps out of the game. Do this as many times as necessary till the slowest boy is found. If there be more than one patrol, let the slowest boy in each patrol compete against the other "slows" till the slowest boy in the troop has been found. Then repeat all this with the second knot.

(It may sometimes happen that the work allotted will not occupy the full hour and a half. The few odd minutes are filled by reading to the boys the Chief Scouts' notes in *The Scout*, or in the *Headquarters' Gazette*; useful leaders, etc., from the newspapers, bearing on manliness, duty, etc.)

6. Give each boy *First Steps in Scouting* and Scout Chart No. 13 (4d., post free), and each Patrol-leader *The Patrol System* (7½d., post free), and *How to Run a Patrol* (6d.).

N.B. – Every Patrol-leader ought to get *The Scouter* (3d., every month), and each Scout ought to get *The Scout* (2d., each week). If there is any difficulty about this, then at least one copy of each ought to be in the club-room.

THE COURT OF HONOUR

After each evening meeting there will be a Court of Honour for arranging the general work of the troop. For fuller details see *The Patrol System*, mentioned above.

THE LIBRARY

Each troop should have a small library. Each book will be numbered, and a list made, so that if, say, No. 34 is lost, you will know what book No. 34 is. The books should be borrowed on one night a week, and a definite time fixed as to how long a book can be kept.

If there are only a few books, then at first only the Patrol-leaders may be allowed to borrow. As the books increase, the best patrol can be allowed to borrow, and so on.

Enter the names of the borrowers in an exercise book, and rule it off in columns for the dates. When a book is borrowed, put the number of the book opposite the borrower's name, in the proper date column. When he returns the book, cross out the number.

Don't say you cannot afford books. Get them one or two at a time, but get them. Buy books, not bugles. A bugle disturbs the neighbourhood; a book doesn't. By all means have a band if you want one and can afford it, but let the books come before the band. A list of suitable books is given on at the end of the book.

OUTDOOR WORK

Play the game Follow the Trail (*S. for B.*, p. 145). This gives practice in the use of the Scout Signs. Be sure to hide a few letters.

To become a King's Scout one must be a pathfinder. To get this badge it is necessary to know one's own neighbourhood very thoroughly. If the trails in this and the succeeding weeks be laid, first in one direction and then in another, it will be found that after a time the boys will know the paths and thoroughfares of their own neighbourhood quite well.

SECOND WEEK'S WORK

1. Have a written test on the *signs*. Each Scout is to write, out all those he remembers. Marks can be given, to count in the competition. If a boy remembers the lot, he has passed one of the Tenderfoot tests, and this must be credited to him, and entered in the register.

Boys who do not pass can revise their work and be tested again some other evening.

2. Revise last week's *knots* – reef and fisherman. Someone is sure to have forgotten them.

Teach the *clovehitch* and *sheepshank* (*S. for B.*, p. 103), using the method of finding the slowest boy as before.

To be of practical use, the clovehitch should be tied round a chair back, or something over which the knot cannot be slipped. The sheepshank should be tied with both ends of the rope attached to some rigid object.

3. If funds permit, give each boy *Our Country's Flag (Union Jack)* (2d. net).

OUTDOOR WORK

Play the game of Wool Collecting (*S. Games*, p. 39). This is the next easiest form of tracking to following the Scout Sign trail played the week before. The trail should be laid with *red* wool, as this is fairly easy to see; never begin by trying to be too clever and setting tasks too difficult. Let the trail go out for at least two miles.

The Patrol-leader will not lay the trail, but lead his patrol and see that no one drops out.

The trail should end at some point where *fire lighting* can be practised (*S. for B.*, pp. 123 and 124). Practise only the *pyramid* fire.

On the way home practise Scout Pace.

This is 20 paces quick march, 20 paces at the double, and so on alternately walking and running.

Scout Pace has several uses. It is a method of travelling a very long distance without getting fagged out; it is a clock, and it is a tape measure.

The idea is to do the distance in exactly twelve minutes; this is not so very fast; you can do it in eight minutes if you try, but that is not what is wanted. You have to practise till you can do it *in exactly twelve minutes*, neither more nor less.

Then, say you want to go a mile, if you go Scout Pace for twelve minutes you will know that you have done a mile; Scout Pace for three minutes will carry you a quarter of a mile, and so on.

On the other hand, if you go Scout Pace for a mile, you know you will have taken twelve minutes.

THIRD WEEK'S WORK

1. Give a written test on the *Salutes*. Suitable questions are: (a) What do the three fingers mean? (b) To whom should the salute be given? (c) How do you salute when your hands are occupied?

Give marks for the competition, and, if a boy gets three-quarters of the marks, enter him in your register as having passed the Salute test for a Tenderfoot.

Then let the Patrol-leader fall in his patrol, and give practice in saluting till each member is smart.

2. Revise the four *knots* already learnt. Teach the *bowline* and *sheetbend* (*S. for B.*, p. 103). Have a competition to find the slowest boy as before.

3. The *Flag*. Hang up the Union Jack and tell its composition and history (*S. for B.*, pp. 295 and 296).

OUTDOOR WORK

Play the Wool Collecting game again, but this time use *green* wool. This is much more difficult to see, and there should be a rule that the pieces are to be laid every ten or twenty paces from each other.

In playing these wool games the Scout signs can be used as well; mix up the two kinds of trail so as to teach the boys to keep their eyes open.

At the end of the trail have more fire-lighting – *star fires* and the *camp grate* (*S. for B.*, p. 124).

Practise *Scout Pace* home again.

FOURTH WEEK'S WORK

1. Written test on the *Flag*. Suitable questions: (a) Name the Patron Saints of England, Scotland, Ireland, and Wales (4 marks); (b) Draw the flags of England, Scotland, and Ireland, and indicate their colours (9); (c) When were the English and Scotch flags united? (1); (d) When was the Irish flag added? (1); (e) What is the correct way to fly the flag? (1); (f) What is the meaning of a flag at half-mast? (1); (g) What does the Union Jack upside down mean? (1).

If a boy gets 14 marks, he can be passed in the flag test for a Tenderfoot.

When the test is over, let one or more of the boys read short papers on the Union Jack, or on the Patron Saints, or on any allied subjects. There was a good article on “Our National Flag” by the Chief Scout in *The Scout* for October 10th, 1915.

2. Revise the whole of the six *knots*.

3. Explain the Scout Law and Motto (*S. for B.*, pp. 63-65). Tell each boy to learn the ten Laws by heart for the next week.

OUTDOOR WORK

(a) Test Fire-lighting for Second Class. Each boy to find his own wood in the open, not to bring a nice dry bundle from home.

(b) Test Scout Pace for Second Class. A starter is wanted who will send off the boys, at intervals of say three or four minutes each. As each boy starts, his name and time of departure are noted. At the end of the mile, his name and time of arrival are noted. Later, the two records are compared, and the Scout has passed if he has done the mile in twelve minutes, with, say, an allowance of a few seconds either more or less.

FIFTH WEEK'S WORK

1. *Written test in the Scout Law.*

Many people want to help the Scouts, but do not know how. Here is a chance to get a little assistance from the clergyman, the schoolmaster, or any other possible friend of the movement. Ask an outsider to correct the papers, even if there are only one or two boys in the patrol. One mark is to be given for every Law correctly stated, and eight marks are to pass a Scout in this part of the Tenderfoot Test.

2. *Test the Knots.*

Call out the name of a knot. Blow a whistle. All tie. Blow again; all stop. Examine the knots. If correct, tick off on a list which you have drawn up.

Every knot correctly tied counts two marks. A boy must tie *all* the knots correctly to pass this part of the Tenderfoot Test. Keep your list, and give further opportunities, later on, to the boys who may have failed this time.

Note. – Most of the boys, if not all, will now have finished their Tenderfoot Tests. Working one night a week, this has taken five weeks. Some Scouts have been known to do it all in five minutes, but that's something like bolting your food at dinner. It goes down quickly enough, but it does no good, for it does not digest.

Learn to go slowly, and don't be in a hurry to wear a badge. It's not wearing the badge that matters, but knowing all that the badge means when you do wear it.

3. The two tests will not take up all the evening, and it will now be possible to begin some *games*. These games are intended to train the senses – touch, hearing, smell, etc., and they will be referred to, in the future, as Sense Training Games. Usually about ten minutes to each game will be enough.

(a) Farm Yard (*Scouting Games*, p. 43).

(b) Thimble Finding (*Scouting Games*, p. 44).

(c) Nobody's Airship (*Scouting Games*, p. 47).

OUTDOOR WORK

Play first, the game "Spot Your Staves" (*Scouting Games*, p. 27).

The trail should lead to a piece of ground where instruction in cooking can be given. Each Scout will first prepare his own fire. (If he has not passed his Fire-lighting Test, he can do it now.) It will be best to begin with easy things, say a steak and some potatoes. To get good results don't be too ambitious at the start. Hence proceed as follows:

Cook the potatoes *first*. Wash them and put them, *in their skins*, in a billy, just a little more than covered with water. Add a pinch of salt. Put on the fire and boil. As soon as the water boils, remove the billy to a cooler part of the fire, and keep it only just at the boil.

The potatoes are done when they are tender to the fork. They will take twenty to thirty minutes.

Pour off the water; stuff a cloth in the billy to keep in the steam; put near the fire to keep warm.

Now for the meat, which takes a much shorter time to cook. Put some fat in the frying-pan. When it is melted, put in the steak. Cook on one side for three or four minutes. Turn over and cook on the other side for three or four minutes.

Turn the meat and potatoes out on to a plate. It is better to use a plate of enamelled ware or tin. It does not break, and it can be put by the side of the fire to warm, with no danger of cracking.

Food cools very quickly in the open air, so have a *hot* plate, meat just out of the pan, and potatoes kept warm in their own steam.

WASHING TIP

It's all very well to cook meat and potatoes, and to eat them with a good appetite. It is not so amusing, washing up afterwards. Still it has to be done properly.

Sand or earth and a cloth or grass will do a great deal, but it is better to boil some more water in the billy. Put in a small piece of soda. Wash the knife and fork first, then the plate, and then the billy. Rinse out the billy with clean water; wipe dry with a cloth or put the things out on the grass to dry.

Don't leave any bits of food on the ground, any fat in the frying pan, or any potato skins in the billy.

A Scout is clean!

SIXTH WEEK'S WORK

1. Signalling

(a) There are only two things in the Second Class work that give a boy much trouble, and one of these is the signalling; but if the following instructions be carried out and practised for, say ten minutes, every day, it is possible to learn to signal fast enough, even for the First Class, within a few weeks.

(b) In the club-room use your arms, but in the open air flags are needed. For Semaphore work two flags are required. They are square, half blue and half white, as shown in the diagram. They should be about 1½ feet each way, and the poles should be about 2 feet 6 inches long. Thin bamboo is excellent stuff for poles.

Make the flags yourself, or get mother to help. *Always go in for home-made apparatus.*

When signalling, face the person to whom you are sending. He can't read your message properly unless you face him squarely. Let your feet be about 8 or 10 inches apart and stand firmly; don't wobble.

Hold the pole near the flag, and keep the pole in a straight line with the arm as in Fig. 1, not as in Fig. 2. Do not, as some books advise, put the pole up your sleeve; you'll tear your shirt.

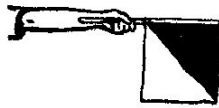


FIG. 1.
The right way (Fig. 1) and the wrong way (Fig. 2)
of holding a semaphore flag.

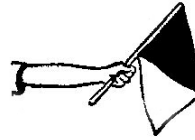


FIG. 2.

Lastly, for the present, be very careful that the flags are held at exactly the correct angles. If your flag is *between* the proper positions, it is not certain which letter you wish to send.

(c) Patrol-leader or Scoutmaster sends slowly the First Circle, A, B, C, D, E, F, G, pointing out the proper angles carefully (*S. for B.*, p. 88). Note also that A is called *ac*, B *beer*, C *cork*, D *don*, and E *eddy*.

(d) Let the patrol, all together, send the same letters, calling out the name of each letter as they do so. Repeat three times.

(e) Patrol sends the letters, three times, in the reverse order, G to A.

(f) Ask individual Scouts to send any letter from this circle, chosen at random.

(g) The next step is to try to read the letters when sent by someone else. The following or similar groups should be sent, four letters at a time. Each Scout will write down the letters in block capitals, in rows of four. When one group has been sent, read out the correct letters. Any Scout who has a mistake owns up and it is explained to him *why* he is wrong.

BADE,DEAF,FEED,FADE,DEAD,BAGA,CADG,GAFB,CEDA,GECB.

(h) Send ten letters as a test. One mark in the competition for every correct letter.

2. *Practise the Scouts' Chorus, Rally, and Call* (*S. for B.*, pp. 57, 58).

3. *Investiture Ceremony* (*S. for B.*, p. 65).

Many, if not all the patrol, will now have passed their Tenderfoot Tests, and they have to be properly enrolled. An investiture is, or ought to be, quite a solemn ceremony, because the Scout now promises, *on His honour*, to do certain important and difficult things.

4. *Address*.

Because the ceremony is solemn and important, it should be accompanied by a short address. For the first address take as a subject the Scout's motto, "Be Prepared." Get an outsider – clergyman, schoolmaster, or other person – to come and speak on the subject. If this cannot be done, then the Patrol-leaders may read short papers on it (*S. for B.*, p. 63, will provide a few hints).

OUTDOOR WORK

1. So far, we have been following different kinds of trails, and have not needed to know how to march; we have had no drill. As a matter of fact there is little drill in the training of the Scout. But what there is should be thorough.

The few necessary words of command are on p. 97 of *S. for B.* Details as to how the commands are to be carried out are on pp. 219-222. Practise the turns first – right, left, right about; and the commands – Alert, Stand Easy. Follow this with a little marching.

How To Run A Troop

If you are in doubt as to how to do these things properly, get a soldier, a cadet, or a member of the local Volunteer Corps to show you. (Always get help from outsiders when you can. People who help us become interested in us.) Do not keep up the drill for more than half an hour.

2. Revise the letters learnt in the club-room A – G, five minutes.

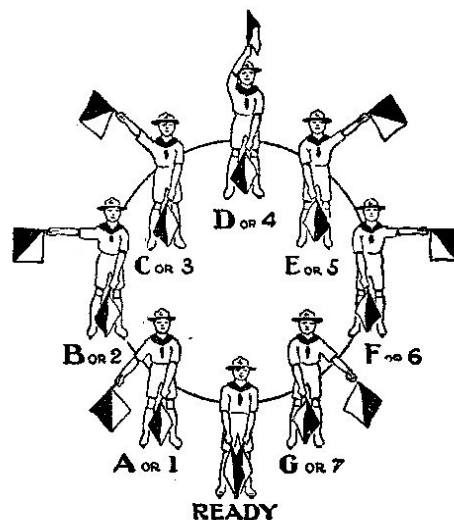
3. Next learn the method of moving a patrol on a road or street (*S. for B.*, p. 76 – diagram and last paragraph of the section on Patrolling). In future, you will always move in this way when acting as a single patrol.

4. Play the game of Flag Raiding (*S. G.*, p. 13).

SEVENTH WEEK'S WORK

1. Signalling

(a) Last week we had something to say about how to stand, and how to hold a flag. One thing that was pointed out as being very important, was to stand squarely, so that the person to whom you were sending could see you. He *must* see you, or what is the use of sending him a message?

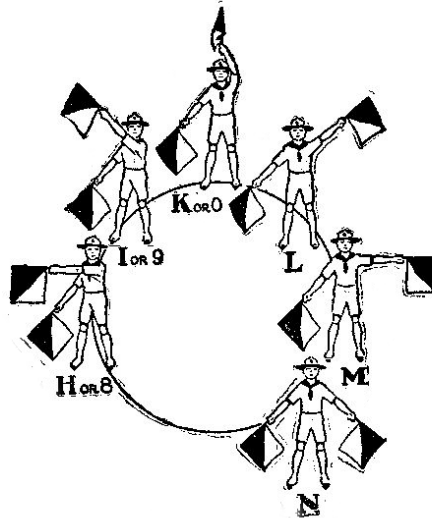


The letters in the semaphore code go in circles—
here is the first one.

Now, in the South American forests, there lives a big cat, the jaguar. His home is amongst the leaves, on the branches of the trees, and his coat is marked with little light and dark spots, like the lights and shadows thrown through leaves by the sun. Hence it is very difficult to see Mm.

And the rule is generally true, that if a person, an animal, or a thing, is of the same shade or colour as its surroundings, it is not easily seen.

So, if you signal with a dark flag, against a dark background, the receiver will not be able to read the message. Choose, whenever possible, a background of such a colour that the flag stands out well against it.



The second circle. It will be noted that the letter J does not belong to t.

(b) Revise first circle. Each Scout to send (all together) the following, ABGF, CEDA, ECGF, BDAE, BCDF.

Each Scout to read and write down, in groups of four, and in block capitals, the following letters sent *slowly*: FBGA, DECA, FGCE, AEDB, FDCB.

(c) Teach second circle, H, I, K, L, M, N (I is called *ink*, and M *emma*), in the same way that you taught the first (see last week's article),

In a letter like H, the flags are close together. Keep them separate, and don't let them cover each other.

Also, when you send any letter, such as H or I, where the two flags are on the same side of the body, turn well round on the hips, but look straight in front of you, and keep the flags exactly one above the other.

(d) As a reading test send slowly: MALE, MAIL, CAKE, HAIL, GLAD, KILL, MILK, CLIMB.

A BAB MAN CANED ME.

2. First Aid.

(a) You learn First Aid in order to be able to help people who have met with accidents. But, if you are very young, and you begin tying up broken arms and legs, you may do a great deal of harm. It is quite useful to know these things, but, as a rule, send for a doctor. You may stop bleeding and bind up a cut, but be careful what you are about with a broken collar bone.

(b) For the Second Class Test in First Aid you have to know very little – chiefly bleeding and a few bandages. It is not necessary to learn about cuts and burns and such things.

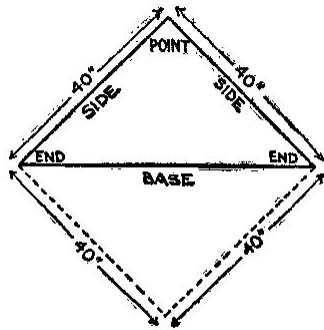
Still, when a boy goes camping, it's a hundred chances to one that he will either cut or burn himself, until he has learnt how to avoid such small disasters. There may be no doctor about, and, anyway, you can easily learn to do simple things like treating a cut or a burn.

Also, when you come to do the First Class Tests, you will need to know how to deal with simple accidents, so we propose to do a little of the First Class work while we are training for the Second Class.

(c) *Burns*. The chief thing is to shut out the air from the burn. Cover up the wound at once with clean paper, cotton-wool, flour, or starch. Then fetch some oil, vaseline, or even butter; rub this on a piece of boracic lint and fasten over the wound. If the burn is at all serious, fetch the doctor.

How To Run A Troop

(d) *Cuts.* Wash the cut in clean water; if there is any doubt about the water, don't wash. Put on some boracic lint, and keep this in its place with plaster.



The bandage which is described in the article.

(e) *The Bandage.* Every boy must have a bandage. This is made of cotton and is shaped like a triangle. The parts of the bandage, as shown in the figure, are called the point, side, ends, and base.

(f) Put the bandage over your knee, with the base towards the body. Bring over the point till it meets the middle of the base. You have now made what is called a *broad fold* bandage. Fold it again towards you; you have now got a *narrow fold* bandage.

(g) To make the large arm-sling. Put the bandage under the arm. Tie the two ends round the patient's neck, with a *reef knot*. Bring the point of the bandage over to the front, and fasten it with a safety pin. This is fully illustrated

on Scout Chart No. 16.

(N.B. – If you can get a doctor, a trained nurse, or a St. John Ambulance man to help, fetch them along to train the Patrol leaders. But the Patrol-leader *must* train his patrol.)

3. Miscellaneous.

(a) Learn to draw your patrol animal (*S. for B.*, pp. 60-63). The best of these may now adorn your own quarter of the room.

(b) Learn to make your patrol cry. Then have an exhibition to see which patrol can perform the best.

(c) Give the information on "Patrol Signs" (*S. for B.*, pp. 59 and 60).



To make the large arm-sling.

REEF KNOT



The reef knot must always be used in first aid work.

OUTDOOR WORK

1. Drill.

(a) Revise the turns.

(b) Learn the troop formation (*S. for B.*, p. 221).

If you have only one patrol, cut it in two, and let each half represent a whole patrol.

2. Game. "Settlers, Sioux, and Iroquois."

In going out to the point selected by the Scoutmaster, go in patrol formation, and so revise what you learnt the week before. In returning, you can march in close column, and so get practice in marching.

The game given here is for three sections, and each section can consist of any number of Scouts from one upwards. If there are not enough of you to make a good game of it by yourselves, try to get some other troops or even boys who are not Scouts to come in with you.

The three sections are Settlers, Sioux, and Iroquois. The Settlers turn up at a given point in time to arrive at the place selected at, say, 3.30. They will bring with them such articles as the Scoutmaster directs. The Iroquois and the Sioux assemble at two other given points, widely separated. Each section has watch, pencil, and paper.

Sealed instructions are given to each Patrol-leader. He should impart as much of them as is necessary to a proper understanding of the game to his patrol. It is most important that they understand what they are and are not to do.

Game ceases at, say, 5 p.m., when the umpire's whistle calls all to a central point. Instructions B are given to the two Indian tribes, and instructions A to the Settlers.

[They are given here as played by the 4th Harrow Troop. They can be varied to suit different localities.]

How To Run A Troop

The game is really a contest between the two Indian tribes as to which provides the better and earlier report; but it is possible to arrange a more or less complicated system of marking points, whereby the Paleface Patrol scores for (1) keenness of sentries, (2) skill in following instructions.

Instructions A

On the outside of the envelope is written:

To the Chief of the Palefaces. – Proceed by the shortest known route to..... and there open this letter. Read contents to the patrol.

Inside the envelope is the following:

O British Chief, so bravely penetrating an unknown land where enemies abound, I send you friendly counsel. Follow what is written and all will go well.

Choose a camp site, well sheltered from observation, yet not so confined that you cannot bring your guns to bear upon the enemy in time of need.

Fix beats, 30 yards away on each side of the camp, and appoint two sentries as look-outs. They should be changed occasionally. They are to report to you when they see any Indians, and you will keep a record of these observations (number, direction, tactics of enemy). Do not attempt to offer violence to them if you are not disturbed.

Set up a flagstaff; collect firewood and make a fire; fly a patrol flag from a high tree branch; hunt for various leaves or plants for your Naturalist's Badge, Revise the two circles you have learnt in Semaphore; practise your patrol call. The umpire's whistle will sound at 5 p.m., when you should at once rally to the call.

Instructions B

These are the same, with the alterations of names of tribes and meeting places, for both Indian tribes.

Envelope. – To the Chief of the

Proceed by the shortest known route to.....

and there open this letter. Read contents to the patrol.

Inside. – O Chief, a number of Palefaces have trespassed upon your hunting grounds, and at present are somewhere upon

You are not strong enough to attack them, so you find it necessary to send out scouts to ascertain where they are and what they are doing. Your scouts will bring you all the information they can get.

The patrol must keep under cover as much as possible. If the settlers see any of you, their snipers will pick you off one by one. A band of Indians (the other lot) are watching the Palefaces, but as they are not of your tribe, you must avoid them.

The Head Chief of all the Red Men is waiting at You are asked to make a written report of all that your patrol has been able to find out, and to hand it to him, personally, by 5 p.m. You may bring it yourself alone or with your patrol, but you must not be seen by the Palefaces.

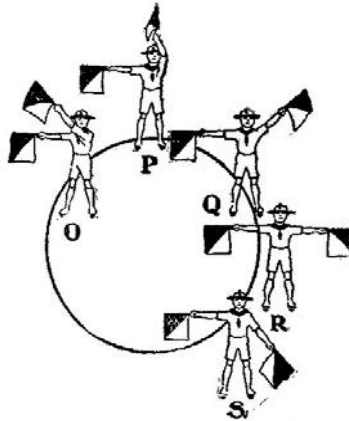
Your report should show the strength of the enemy, what baggage they have with them, what your scouts have seen them doing, any features of their encampment, position, size, disposition, etc.

(This game was devised for the 4th Harrow Troop by one of their, former Scoutmasters, Mr. Tucker.)

EIGHTH WEEK'S WORK

1. Signalling

(a) Revision of first circle. Sending and reading. Suitable groups for reading test: ACEG, BDFA, GECA, BFDB.



The third circle of the semaphore alphabet.

(b) Revision of second circle. Sending and reading. Suitable groups for reading test: HKMH, ILNK, MHKI, LMIL.

(c) Don't send too fast. It is no use sending faster than the person to whom you are sending can read. Sending too fast only means waste of time, because you will have to repeat the message. And the other fellow may get disheartened.

(d) Teach the third circle; O, P, Q, R, S. (Note that *p* is called *pip*, *q* *quad*, and *s* is called *esses*).

(e) Miscellaneous groups and messages for reading tests on the three circles: AEIO, BSCR, DQGP, FNHM, LSRK, AKER, ISOL, BDSQ, SPADE, SPARE, POLE, SICK.

CALL A SOLDIER HERE.

THE GERMANS ARE COMING ACEOSS A HILL.

I CAN SEE A MAN ON A SPIRE.

COME HERE AS SOON AS POSSIBLE.

2. First Aid.

(a) Choking. The usual directions for preventing a person from choking himself sound rather funny, but there is no fun in being choked. It does happen sometimes that a person may get a fish bone or something of that kind in the throat, and this thing must be got out. Well, amongst the directions given are the following:

1. Loosen the collar – that's easy enough. Then try to pull out the object with your finger or the handle of a spoon. And don't be surprised if the patient jumps about while you are doing this.

2. Give him two or three hard slaps on the back to dislodge the object.

3. Hold the patient upside down, so that he may cough the object out of the windpipe, if it be in that channel.

4. To remove a bone in the throat, eat doughy bread.

5. If a person has swallowed something small and hard, like a trouser button, give him castor oil and make him sick.

6. If he has swallowed sharp things like needles or pins, give him crusty bread to eat. Don't make him sick with castor oil this time. You never know where the sharp thing may stick on the way out.

7. As always, when in doubt, send for the doctor.

(b) Revise the parts of the bandage, folding the bandage, and making the large arm-sling.

(c) We have now to learn how to bandage broken limbs. We must learn to know the difference between a broken limb and one that is merely sprained. If there is a fracture, the limb will be shortened, and the power of use lost. The broken place will swell and be very painful. When the parts of the broken bone are rubbed together there is a grating sensation; but you should not try this, unless you are very expert and have had a great deal of experience.

If you are not sure whether the bone is broken or not, bind it up as if it were; you can do little harm this way.

There are two kinds of fractures:

(i) Simple; the bone only is broken.

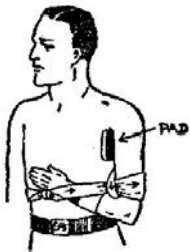
(ii) Compound; where there is a flesh wound as well as a break.

In the case of a compound fracture, stop the bleeding, dress the wound, and then bind up as in the case of a simple fracture.

The bandages you or your mother will have made; your own scarf will do if you have nothing else ; but be sure that it does not touch a flesh wound, or the colour in it may bring about blood poisoning.

But you will not usually have splints with you, and you must learn to make them at once, out of anything handy. Use bits of wood, a roll of newspaper, your staff, pieces of bark, or anything else that is stiff that you can get hold of.

The splints must be long enough to go beyond the joints, both above and below the fracture. Put one splint on each side of the limb and something soft between the splints and the limb.



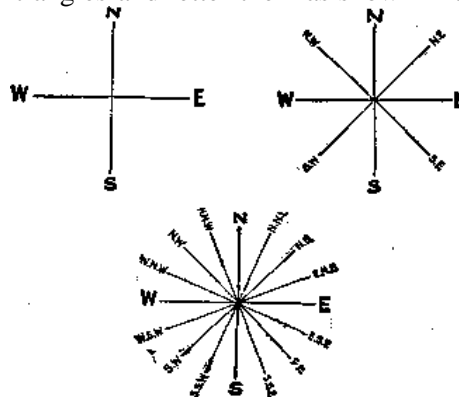
Keep the patient in the place where the accident happened. Don't move him till the splints have been fixed. If the fracture is a simple one, it is not necessary to remove clothing; but in the case of a compound fracture, there is a wound to be dressed, and the clothes must come off. The best thing to do is to slit the garment along the seam. This does no harm to the clothes, as they can easily be sewn up again.

On this subject of bandages, Splints, etc., see *S. for B.*, p. 267.

(d) To bandage a fractured collar-bone. Roll up a bandage or a handkerchief into a hard pad and put this just below the armpit. Fold up a broad bandage and tie it as shown in diagram. You can tell whether the collar-bone is broken by the following signs: The person tries to support the arm with the other hand; there is swelling and pain at the collar-bone; the shoulder falls outwards and downwards.

3. The Compass.

(a) Draw two lines at right angles and letter them as shown in the figure, N. S. E. W.



The best way to learn the compass points is to start with the four principal points, and progress as shown in these sketches, and as explained in the article.

How To Run A Troop

(b) Draw two lines bisecting the right angles, as shown in the figure. (Note. – The names of the new points: between N. and E. is N.E.; between N. and W. is N.W.; between S. and E. is S.E.; between S. and W. is S.W.)

(c) Draw lines bisecting each of the angles in the second figure and add the names of the new points, as shown. (Note. – Every point between N. and E. is a north-east; it is N.NE., or NE., or E.NE. Similarly, every point between N. and W. is a north-west, every point between S. and E. a south-east, and every point between S. and W. a south-west.)

Each Scout in the patrol will draw this figure and take the diagram home to learn. Next week he will be asked for it, as a test towards his Second-Class

It is one thing to know the sixteen points of the compass and quite another thing to be able to use a compass. But practice in the use of the compass will be given in games.

OUTDOOR WORK

1. Give each patrol instructions how to proceed to a given point by means of a compass. The directions can be worked out from the One-Inch Ordnance Map. They should be in something like this form:

Leaveat Go towards road. There turn to the north-west. Go on as far as the cross-roads; there turn to the east. Follow this road till it crosses a stile into a field, and go on till three roads meet; there take the road to the north-north-east, and so on.

A compass can be bought quite cheaply, and there should be one to each patrol.

In following the compass trail, let two boys go ahead as leaders for, say, ten minutes. The rest should follow and keep a check on the wanderings of their leaders. After ten minutes, let another pair take up the duty of leaders, and so on.

Let the walk end at a point where dinner can be cooked.

If there be more than one patrol, make the trails all meet at the same point.

2. Cooking test: a quarter of a pound of meat and four potatoes.

3. Revise the three circles in semaphore.

4. Play games like rounders, leapfrog, etc.

NINTH WEEK'S WORK

1. *Compass*

Compass test. Each boy to draw and letter the sixteen points of the compass. In the competition count ten marks if no mistakes; take off two marks for every mistake. There must not be a single mistake to *pass* the test.

2. *Signalling.*

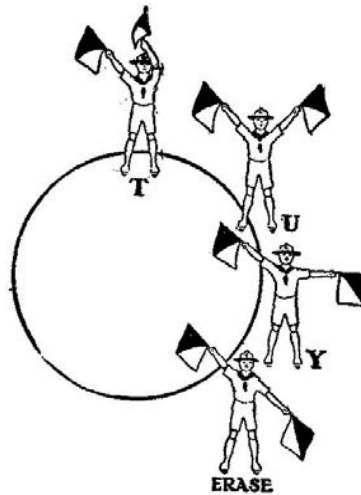
(a) Revise previous work, sending and reading about five minutes of each.

(b) Teach fourth circle, T, U, Y, erase; and the fifth circle, numerical sign, J (or alphabetical sign), V. Use the same methods as before, and notice that *t* is called, *toe*, *v* is called *vie*, and, *j juq*.

(c) Test groups and messages on the five circles, AVBJ, CYEU, DTES, FRCP, HPIO, KNLM, CMPS, TSET, HIST, SFIC.

FETCH THE DOCTOR FOR FATHER.

ARE YOU ENJOYING YOURSELF?



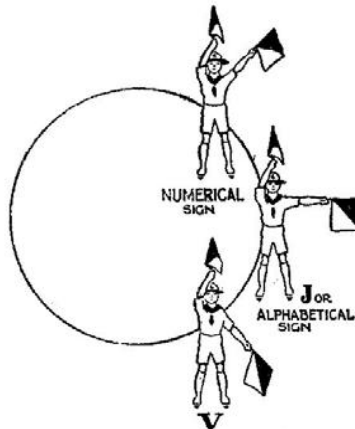
The fourth circle, showing the erase sign.

3. First Aid.

(a) Poisons (*S. for B.*, p. 269).

(b) Grit in the eye (*S. for B.*, p. 271).

Make tweezers as directed in *S. for B.*, p. 271.



The fifth circle, showing numerical sign, J (or alphabetical sign) and V.

(c) How to bandage a fractured arm bone. Fix one splint on the inside of the arm and one on the outside. Keep the splints in position by bandages tied, one 'above and one below the fracture. Tie the upper bandage first. Put the arm in a sling, as shown in the diagram. Take care not to jerk the arm or you may make the fracture worse than it was.



A fractured arm bone.

OUTDOOR WORK

Play the Scout Game, "Rival Dispatch Bearers" (*S. G.*, p. 12).

N.B. – Go in patrol formation to your starting point. March home in close column. At the end of the game, and before starting home, run through;

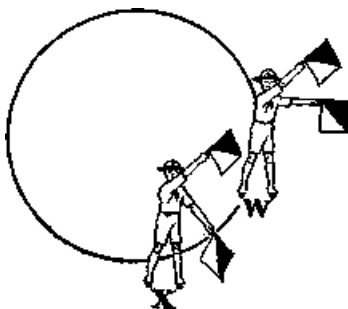
(a) The turns and the troop formations.

(b) The first five circles in semaphore.

TENTH WEEK'S WORK

1. Signalling

- (a) Repeat the various circles, all sending and calling out the letters together.
- (b) Repeat the letters *in order* A to V, all calling and sending together.
- (c) Teach the sixth circle, W and X, and the seventh circle, Z, as before.

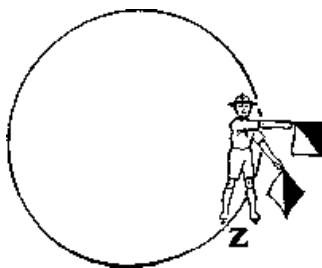


The sixth circle, W, X.

(d) Test boys in sending, one at a time, the Patrol-leader calling out the letters haphazard, for, say, ten minutes.

(e) Read the following group: PACK, MYBO, XWIT, HFIV, EDOZ, ENLI, QUOR, JUGS, JUST, ZEAL.

Good reading tests can be got in the headlines of the papers ; current events are interesting to the boys.



The seventh circle, Z.

2. First Aid.

(a) Sprains. Quite common in camps. The best treatment is rest and cold. The latter is usually applied by bandages soaked in cold water.

(b) Bruises, another frequent source of discomfort. Treat as for sprain.

(c) To bandage a fracture of the forearm. Bend the forearm at right angles to the upper arm and with the thumb upwards. Get two splints, long enough to extend from the elbow to the tips of the fingers. Put one on the inside and one on the outside of the forearm. Tie one bandage near the elbow, and another on the other side of the fracture. The one near the elbow is to be tied first. Put the arm in the large sling.

3. Kim's Game.

Put twenty-four small articles on a table and cover them with a cloth. Call in the Scouts, remove the cloth, allow one minute for observation, replace the cloth. Each Scout has to write down all the things he can remember. To pass the test for a Second Class Scout he must remember sixteen.

Marks can be awarded in the patrol competition as follows: Ten for remembering twenty-four; take off one for every object forgotten.



A fracture of the forearm.

To become a Second Class Scout, one must pass a test in observation. Of these tests there are three:

- 1) To follow a track, half a mile long, in twenty-five minutes.
- 2) Kim's game.
- 3) Shop-window game.

In the previous articles we have given a number of tracking games – Scout signs, wool trails, compass directions, paper trails, and so on.

Some troops are so large that individual tests in tracking are scarcely possible. Hence it may be possible to test the power of observation only by means of the shop-window and Kim's game.

When, however, troops are small, and the country suitable, there is no doubt whatever that the Scout should be given the opportunity to pass a tracking test. The following method is suggested:

The Scoutmaster lays a trail half a mile in length, either with wool, paper, tracking irons, Scout signs, or by any other means he pleases.

Two judges are needed for the test, one of whom may be the Scoutmaster himself. One of these is at the beginning, and the other at the end of the trail.

Scouts should be tested *singly*, and it is this that takes up so much time.

The starter sends out a Scout, and notes his name and time of departure; the receiver notes the time of arrival. Comparison of the two records gives the necessary information as to whether the Scout has been successful within the time limits that have been fixed by the rules.

Several Scouts can be tested over the same trail; they may be dispatched at intervals of ten minutes, and instructed not to obliterate any of the signs that mark the path to be followed.

OUTDOOR WORK

This week each Patrol-leader is himself to draw up a programme of work or games suitable for the open air, and to carry them out on his own. The Scoutmaster will take a holiday.

The Patrol-leader will be required to write a detailed report of what he did, where he did it, how long it took, who was absent, and so on.

The Scoutmaster will collect these reports and deal with them at the next Court of Honour. He should award marks in the patrol competition for –

- (a) Excellence of programme.
- (b) Excellence of report.

ELEVENTH WEEK'S WORK

1. *Signalling.*

(a) Learn the numbers 1– 0. The positions for these are the same as for the letters A – K, omitting J.

In order to let a person know that you are going to send figures instead of letters, you first make the *numerical sign*. When the numbers are finished, you send J, which is called the *alphabetical sign*.

(b) Send messages something like the following:

ORDER BREAD ENOUGH FOR 40 SCOUTS.

JONES LIVES AT 39 SHORE STREET.

THERE ARE 5782 MEN IN THE VALLEY.

(c) You are now ready to be tested for the Second Class. The test is to be able to read or to send any letter of the alphabet, using your own time. The test is best made in the open air, but it can be begun in the club-room as a kind of game.

How To Run A Troop

Let a boy who wishes to be tested in sending, face the troop. Each of the other boys has a strip of paper on which he has written the letters of the alphabet. One boy calls out a letter, at the same time crossing it off his paper. He cannot call the same letter twice. The boy who is being tested sends.

The next boy in the patrol calls out another letter, and so on.

It is the business of those who are not sending to pee that the sender makes no mistakes, and if he does, to point them out. The sender must send forty letters and not make more than two mistakes to pass.

The Scoutmaster has all the names of the troop on a paper ruled so:

Name. Sending. Reading.

He puts a cross opposite the name of every boy who passes the sending test. The reading column is for use later on. It is easier to send than to receive and, in this game, everyone is practising reading, while one boy is sending.

2. First Aid

(a) Fainting (*S. for B.*, p. 268).

(b) Sunstroke. When a person faints, he goes pale, but when he has sunstroke he turns red. Carry him out of the sun and put him into the shade. Do not crowd round him; he needs plenty of air. Take the clothes from neck and chest. Raise the head – just the opposite of what you do when a person faints; then you lower the head.

Douche the head, neck, and chest with cold water until the patient recovers consciousness. Put him in a dark place and watch him carefully. If he becomes unconscious again, renew the application of cold water.

(c) To bandage a fractured jaw. Raise the jaw, gently, to its natural position. Put the centre of a *narrow* bandage under the chin. Carry one end over the head, cross the ends at the angle of the jaw, take the long end round the chin, and tie both ends at the side.



A fractured jaw.

N.B. – It cannot be too strongly urged that these bandages should be learnt, in the first place, from a doctor or some other qualified person, and not from mere diagrams.

3. The Bank Test.

Every Scout has to put 6d. in the bank in order to become a Second Class Scout. The reason for this is to encourage the virtue of *Thrift*.

Get an outsider to come to the troop and give an address on this subject. If you are so unfortunate that you cannot get anyone to do this, then one or two Patrol-leaders can read papers on the subject.

OUTDOOR WORK

A good way to get extra practice in semaphore is to try to send messages. It is not necessary, in the first year of your training as a Scout, to use message forms and to learn all the details that the real signaller requires. It will be quite sufficient if you can do, accurately and quickly, what is here described.

The signallers must be divided into pairs, and these pairs should be put as far apart as possible, but within sight of each other. There may be as many pairs as you please; the more there are the farther the message can be sent.

Let us call the first pair A and B and the second pair C and D.

At Station 1 A is the caller and B the sender. At Station 2 C is the reader and D is the writer. A has the message that the Scoutmaster wishes sent.

B sends the calling up sign “VE” until answered by Station 2. If Station 2 is able to receive a message, C will reply “K,” meaning proceed with the message. If, however, Station 2 is not ready at the moment to receive the message it will send “Q,” meaning “wait,” which

must be acknowledged by the general answer. Station 1 will then wait until it receives "K" from the receiving station. On receiving "K" it will acknowledge it by the general answer as before, and proceed with the message. In sending the message A will keep on repeating a word until it is understood by Station 2, which acknowledges in each case by the general answer. At the end of the message A will send "AR," and C will immediately raise a flag and keep it raised until D is satisfied that the message has been correctly received. If satisfied, C will send the reply to "AR," which is "R." If, however, D is not satisfied he will instruct C to send "WA," meaning "word after," or "WB," meaning "word before," followed by the appropriate word in either case, until B is satisfied, when the message will be acknowledged, as shown above.

C and D now become caller and sender, and send the message on to the next pair, E and F, and so on.

When the message has reached the last pair they will send a suitable answer, which can be supplied by the Scoutmaster beforehand, but sealed up in an envelope not to be opened till the message has been received, or they can send another message, such as:

Await dispatch-bearer arriving in half an hour.

Take him fastest possible to London Bridge.

Jones will meet you there and instruct.

The messages should not be too long, or E and F will get cold waiting, and wonder whether you have gone to sleep or not.

There are a number of other miscellaneous signals that are used on message work; the most useful are given in *S. for B.*, p. 97.

TWELFTH WEEK'S WORK

1. *Signalling.*

You should now be ready to be tested for the Second Class.

The sending part of the test has probably been already done by means of the game suggested before; if not, then it must be taken at some time convenient to the Scoutmaster or other person acting as examiner. "Other persons" are always the best because they learn, by helping, how useful the Scout Movement is.

The reading test is easily managed in a few minutes. Each boy has a pencil and a sheet of paper, and he writes down the letters sent by the examiner; forty letters should be sent and not more than two errors should be allowed for a pass.

The letters must be sent very slowly, as there is no speed limit at this stage. They should be written down in columns of four, and in block capitals, as shown below;

KFIH, LOPR, SHAU, etc.

2. *First Aid.*

(a) Bandaging a broken leg. Fix the leg in two splints, one on the outside extending from well above the knee to the foot, and another on the inside, extending from the knee to the inner ankle. Tie both legs together.



Bandaging a broken leg.



How the hands are placed in the four-handed seat.

How To Run A Troop

(b) How to make the four-handed seat. Drill by numbers. The two boys who are to form the four-handed seat stand side by side in front of and close to the patient, who is not so badly hurt but what he can render assistance.

One. – Both turn inwards.

Two. – Each grasps his own left wrist with his own right hand.

Three. – Each grasps the right wrist of the other with his left hand.

The patient then sits on the seat thus made, and supports himself by putting his arms round the neck of the two bearers. In carrying, march slowly, and walk sideways. The smaller boys will enjoy being patients, but they must also be taught how to carry each other.



The four-handed seat in use.

3. Shop Window Game (*S. for B.*, p. 144).

This is an alternative to Kim's Game for the Second Class tests, so that a boy who failed last week in Kim's Game now gets another chance to move on by means of the Shop Window Game.

In country places there may not be four or six shops, as suggested in *Scouting for Boys*. In that case, play the game that follows it on p. 144, an indoor game of a similar nature. But this indoor game is not accepted as a test for the Second Class.

OUTDOOR WORK

1. *Staff Drill.* Nothing looks worse than to see boys moving about with their staves all over the place, especially if they are marching together. There are a few simple movements with the staff, and these should be learnt and then practised whenever necessary.

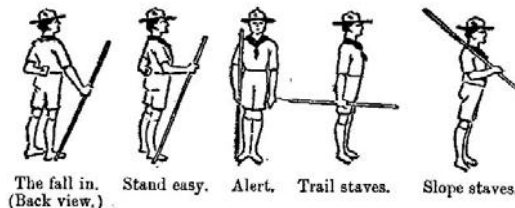
The commands and instructions are as follows:

Fall in. Each Scout falls in at the Stand at Ease position, that is, the left foot is about ten inches from the right, the left hand is in the small of the back, and the pole is held in the right hand. The edge of the pole is against the right heel, the pole is pointing *straight* forwards; the right hand is at the full extent of the arm.

Stand Easy. Slide the hand up the pole, but do not move the body.

Alert. Spring smartly to attention. The heels will be closed, the toes pointing outwards; the pole will be brought sharply close into the right side of the body. Another command used instead of Alert when drilling with staves is *Order Staves*.

Trail Staves. Bring the staff to the horizontal position, and hold it at the centre, at the full extent of the right arm.



Slope Staves. By numbers. *One* – Place the staff on the right shoulder with the left hand. Grasp it with the right hand about a foot from the end. *Two* – Bring the left hand smartly

down to the left side, but do it quietly, and don't flap like a rooster flapping his wings. When the staff is at the slope, the elbow should be well into the side.

Practise these movements before you play the game mentioned next.

2. Play the Signallers' Game (*S. G.*, pp. 98, 99).

THIRTEENTH WEEK'S WORK

This brings us to the end of the first three months' work, and you should now have passed all your Second Class tests, except the First Aid. This will be finished in another few weeks.

Perhaps you know boys who have become Second Class Scout in one month; well, never mind that. Go slowly and learn thoroughly. By this time other boys will be hearing how you are enjoying yourselves and how smart you are getting, and they will also want to join the troop.

The better you work, and the smarter you get, the more recruits you will be able to enlist. But don't let them come in and upset your own course of work; have a special night for them, and put on one of the other boys to train them.

Remember you have to train a Tenderfoot or you cannot become a First Class Scout. If, then, you train a Tenderfoot, you can work with him yourself on the lines suggested in these articles, and, while you are teaching him, you will be learning yourself, for the best way to learn anything is to teach it. You will kill two birds with one stone – pass a First Class test and revise your own work.

When the newcomer is through with his Tenderfoot tests, put on another fellow to teach him his signalling, and so on, and don't let him come into the troop that has got thus far ahead unless he can catch up.

If there are enough boys wishing to join, you can make another section of the troop and set to work with them on the same lines that you have been following. Of course they can all take part in the open-air games and exercises as soon as ever they join.

This scheme of work is divided into three sections of thirteen weeks each. At the end of each period the marks in the patrol competition should be added up, and the winning patrol declared. The programme for the last night of the first section might be:

1. *Camp Fire Yarn*. Peace Scouts (*S. for B.*, pp. 15-17).

(a) Address by Scoutmaster, or other friend, on this subject.

(b) Short paper – ten minutes – by a Scout, on one of the Peace Scouts mentioned in the yarn. If you can get a friend to lend you a lantern and slides to illustrate it with, so much the better.

2. *Enrolment Ceremony*.

This is for boys who, for some reason or other, have not been enrolled. They may have been absent at the last enrolment ceremony; they may have been ill; or they may not have passed their tests at that time.

3. *Distribution of Prizes to Winning Patrol*.

The prizes should be small, useful things, such as copies of *Scouting for Boys* or of other useful books (see end of book), knives, compasses, billy cans, and so on. The distribution may be made by the friend who gives the address, or by someone else. The more people you can get to come to see you, the better for you and the better for them.

FOURTEENTH WEEK'S WORK

1. *Message Work.*

It is important that a Scout should be able to carry a message correctly. This is, in fact, one of the tests for the Cyclist's Badge, and therefore an aid to becoming a Kong's Scout. To remember a message, for an hour or so, is really not difficult, but it requires a little practice. The following method of tackling the subject is simple, and will produce the desired result:

At the beginning of the evening read out, in a clear voice, a short message. At first the message may be read twice; later on once should be sufficient. Last thing in the evening set the boys to write the message out. Marks can be awarded in the patrol competition for accuracy. Here is a suitable message to begin with:

Train wrecked near.... Station-master wires that assistance is needed for the wounded. Scouts of the..... Troop proceeding with Assistant-Scoutmaster to render first aid.

2. *First Aid.*

The chief organ of the human body is the heart. It pumps blood out through the arteries and receives it back through the veins. (If you can, get a good coloured diagram showing the arteries and the veins.) Between the two, and forming the connection between them, are certain fine tubes called capillaries.

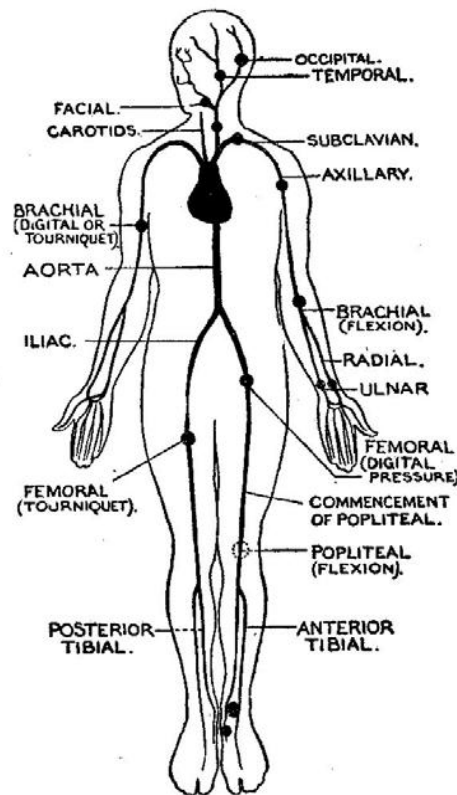


Diagram showing the circulation of blood through the body.
The black dots indicate the pressure points.

Now, if a vein, an artery, or a capillary be opened in any way, the blood comes out, and, if the bleeding be not stopped, the patient will die. The bleeding may be internal or external. We will take external bleeding first.

Before treatment can be applied it is sometimes necessary to notice whether the blood is flowing from a vein, artery, or capillary.

If the blood is from an artery, it will be of a bright red colour, and come out in spurts.

If the blood is from a vein, it will be dark purple in colour, and come out in a steady flow.

If the blood is from a capillary, it will be brick red in colour, and ooze out.

Bleeding from the Nose

Put the patient in a chair ; raise the arms above the head. Sponge the forehead and temples with cold water. Put something cold, like a penny or a key, on the back of the neck, near the top of the spine. Put cotton-wool in the nostrils.

Bleeding from Veins, Arteries, etc.

(a) If possible, press on the wound with the thumb and finger.

(b) If not possible to apply pressure direct to the wound in this way, then we must decide whether we are dealing with a vein or an artery.

If it is an artery that is bleeding, press the artery against a bone at a point *between* the wound and the heart. If it is a vein that is bleeding, press the vein against a bone on the side *away* from the wound and the heart.

(c) If the bleeding cannot be stopped in any of these ways, then you will have to make a *tourniquet*. Practise making this in the following way:

Take a stone, or something small and hard, and put it over the artery or the vein, as the case may be. Tie a bandage or a handkerchief over the hard object. Slip a stick into the fold of the bandage and twist it round tight. Fasten another bandage, so as to prevent the stick from untwisting.



Making a tourniquet.

You need to be careful how you play about with a tourniquet. If it be kept on too long, the limb may be disabled. A couple of minutes is quite long enough for practice.

Go over all these facts two or three times till you are sure that they are known by all the members of the patrol.

3. Sense Training Game.

Divide the troop into two groups, one boy in each being blindfolded. The Patrol-leader moves softly to some point in the room, and calls out, quite quietly, but go that the "blind" man can hear: "Jones (or whatever his name is), come here."

The Blind Man then tries to find his way to the Patrol-leader, merely by the sound. Fifteen minutes will be long enough for this game.

4. A Story.

If you can find a story, a real one, in a book of adventure which shows the use of being able to track by sounds, tell it. There is such a story in a book called *Adventures Amongst Hunters and Trappers*, p. 70. It takes about five minutes to tell.

6. Address.

How to Wear Your Uniform



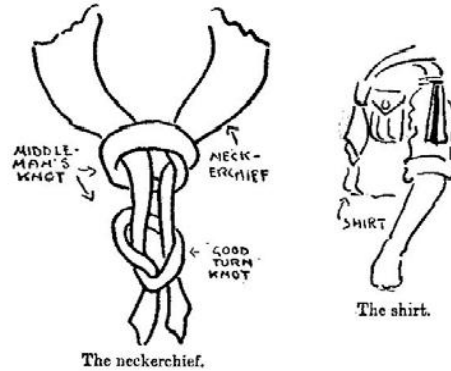
The hat.

Nothing looks worse than to see a boy untidy in his uniform, and yet it is true that many Scouts seem to think that this is a matter of no importance. It is a good thing, therefore, from time to time, to call attention to defects. There was an excellent article in *The Scout* (Oct. 10, 1914) by Captain Wade, dealing with this matter. The chief points are these:

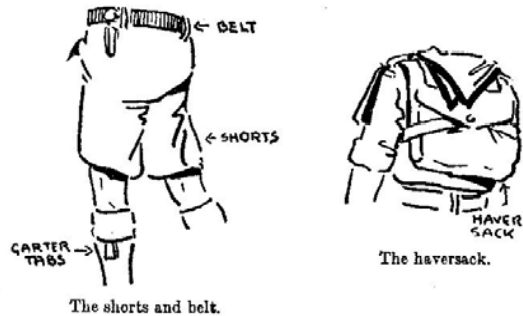
How To Run A Troop

(a) *The Hat.* – Keep the brim stiff and clean; have four dents in the crown, one in front, one behind, and one on each side. Keep it on with a lace, tied at the front of the hat in a bow, and passed round the back of the head.

(b) *The Neckerchief.* – Tie it with the middleman's knot.



(c) *Shirt and Shorts.* – Keep them clean, free from dirt and grease, and see that they have all the buttons they are supposed to have. Wear the sleeves rolled up.

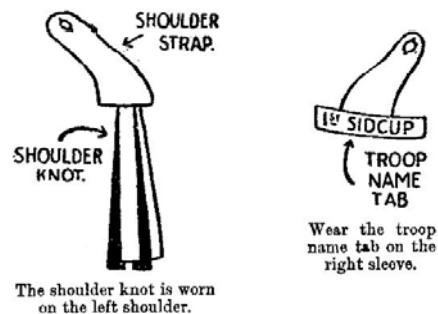


(d) *Belt.* – Soap and polish it from time to time to keep it soft.

(e) *Garters.* – Worn on the outside of the leg.

(f) *Haversack.* – Keep it clean and wear it as shown in the sketch, not slung over the side.

(g) *Shoulder Knot.* – Fix it at the bottom of the left shoulder strap of the shirt.



(h) *Troop Name Tab.* – Sew on the arm of right sleeve, flush with the seam joining the sleeve to the shoulder.

OUTDOOR WORK

1. *Staff Drill.* Five minutes. You are not to get into the habit of giving a lot of time to drill, but the movements with the staff may well be revised this week. You should get all the practice

you require in marching, turning, sloping staves, etc., when going to and from your club-rooms to the country or home again. But whatever you do, do it smartly:

And remember that when you have got the command "Alert," you are to STAND STILL, even if bees sting you, bullets go through you, or Zeppelins drop bombs on you. You may not move.

It looks very bad to see a lot of boys who are supposed to be alert, wobbling all over the place, chattering, and gazing about, as if they were at a circus.

2. *Game.* Relay Race (*S. for B.*, p. 168, and *Scouting Games*, p. 14). This game wants about two miles of road. Play it in the area that you have to learn for your Pathfinder's Badge.

FIFTEENTH WEEK'S WORK

1. *Uniform Inspection.*

Having explained, last week, how the uniform is to be worn, make the patrols fall in, and inspect their dress. Count marks in the patrol competition as follows: Give each boy ten marks to begin with. Knock one off for every defect, such as neckerchief not properly knotted, garter-tabs missing, haversack wrongly put on, boots not cleaned, etc.

2. *Message Work.*

Read out the following message twice: Urgent orders from headquarters. Dispatch half a patrol for.....immediately. Ample equipment already there. Wire me actual numbers and time leaving.

3. *First Aid.*

Bleeding

(a) If a varicose vein bursts, apply pressure both above and below the wound.

(b) When you have stopped external bleeding of any kind, the wound must be washed and dressed. The washing should be done with a piece of clean lint or cotton wool that has been dipped in some antiseptic like Condy's fluid. To make the solution put two large tablespoonfuls of the solid in a pint of water.

Wash carefully, but don't remove any blood clots, as these close up the wound and prevent further bleeding. Dress the wound with boracic lint, which should be put on wet to prevent sticking. Over this put a bit of waterproof material to prevent the lint drying up. Cover the whole with something soft, and bandage to keep the dressing in place.

If you have no boracic lint, use ordinary lint, but soak it in Condy's fluid or other antiseptic. When you wish to remove the dressing, bathe it off; don't try to pull it off dry, or you may reopen the wound.

Internal Bleeding

(c) If the blood comes from the lungs, it will be scarlet and frothy. If it comes from the stomach, it will be darker and mixed with food.

Lay the patient on his side, and send for the doctor. Give him plenty of fresh air, and loosen his clothing. Put something warm to his feet. Give him a *little* water to sip or a *little* piece of ice to suck. Keep him quiet and forbid him to speak.

Pressure Points

(d) There are certain places in the body where pressure can best be applied in order to stop bleeding. These are called pressure points (see p. 24). It is difficult to make them clear in diagrams or by instructions. Get a doctor or a trained nurse to show the Patrol-leaders. They can teach their patrols.

4. *Sense Training Games.*

(a) Put two or three patrols together. Choose two boys out of the group and send them out of the room. Now hide a boy out of the same group, in another part of the room or building. Call

in the first two, and ask them to guess which boy has been hidden. The first one to find out returns to his place. The loser retires again, and takes with him the boy who has been hidden.

(b) Blindfold one boy, and allow another to call out his name. The Blind Man is allowed three guesses as to who called out his name. If correct, he takes the place of the caller; if wrong, the test is repeated. The person who calls takes the place of the Blind Man if discovered. He must call in his natural voice.

Allow about fifteen minutes for each game.

5. *Message.*

Write down the message called out at the beginning of the evening. Marks in the competition as before.

6. *Signalling.*

Revise the different circles, *if there be time*. Never mind how much the boys clamour to be allowed to remain. Close the parade after an hour and a half. Young boys especially ought not to be out late.

OUTDOOR WORK

1. Deliver a message a mile away going at Scout's Pace. The patrol is started at an agreed time by a Scoutmaster or other person who reads out the following or similar message:

Strange aeroplanes reported over5.15, travelling fast due west, cloud-hidden. Warn all A.A.C. stations. Wire me any news, especially identity.

An umpire is stationed a mile away. He notes the time of arrival of the patrol. When they arrive he gives each boy a piece of paper (cardboard is better) and they write down the message they had to deliver. Marks can be given, both for the accuracy of the time taken, and of the message.

2. Play the game of "Numbers" (*Scouting Games*, p. 16). As the patrols will be separated in the first exercise, the distances to be covered in Scout's Pace should lead to a spot, at or near where the game of "Numbers" is to be played.

SIXTEENTH WEEK'S WORK

1. *Message.*

Read out the following message, to be remembered till the end of the evening.

Fever reported in Mackberg Camp. Isolate patrols been there. Strict precautions prevent spreading. Send me general health report not later than Thursday. – DOWNES.

2. *Camp fire Yarn.* "Kim" (*S. for B.*, pp. 17-20). There are several ways of dealing with the Camp Fire Yarns. The easiest is for the Scoutmaster to read the story to the troop.

Another way is to get a Patrol-leader to *tell* the story, he having had a week in which to prepare it. The Scoutmaster could fill in any details that the teller had omitted.

A third way is to ask someone outside the troop to tell the story; in this case you must lend him *Scouting for Boys*, so that he may see what it is you wish to be told. He has, very likely, never seen the book before, and doesn't know much about Scouts. You can help to educate him.

3. *First Aid.*

We are going to take the Second Class tests next week, so this evening we shall spend half an hour in making the bandages we have learnt, and in revising the points about bleeding. Each boy should make each of the bandages, and then the Patrol-leader should hold a little oral examination on the subject of bleeding.

4. *Map Reading.*

Very few people know much about maps. The Scout must be trained to know a great deal about them. Some knowledge of maps is required to become a First Class Scout, and to get the Cyclist's and the Surveyor's Badges.

"Map reading" may mean a great deal or very little. The plan we propose to adopt in these lessons is this: At first you are going to use a map with everything marked very big on it, so that the things are easy to find and to see. This will not do for any of the badge tests, because nobody uses these big maps when walking, cycling, or motoring. But if you begin with this kind of map, you will find it quite easy to use the smaller ones.

Then again, this is your first year as a Scout. You are going to be a Scout for many years, and each year we shall take up some of these subjects, like Signalling, First Aid, Map Reading, and Cooking, over again, but learning more and more each year. That is the true way to learn anything.

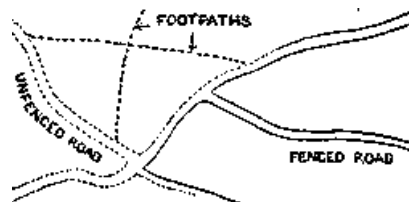
Begin with the easy part and know that thoroughly; then do the next hardest part and make sure of that. After a time, you may come to know a great deal about a subject, and even be quite surprised yourself that you learnt so much with so little trouble.

The map we want for the first lessons is called the Six Inch Ordnance Map. It should be the sheet for your own district, and what sheet that is you can find out by inquiring at the Post Office, the office of the District Surveyor, or of some surveyor or estate agent. If they can't help you, ask the local schoolmaster; he is pretty sure to know, and, what is more, perhaps you could persuade him to come to take charge of the work.

The maps cost a shilling each, and there really ought to be one for every boy in the troop if all the exercises are to be done properly. At the same time, you can manage some of the work with one map to three.

(a) To-night we are going to learn how the roads are marked on the Six Inch Map.

The first class roads are marked with two thick lines when they are fenced on both sides and with two thick lines of dashes when they are unfenced on both sides. If fenced on one side and not on the other, then you will get a thick line on one side and a row of thick dashes on the other. We need not explain the others; you can make them out from the map itself, with the help of a pamphlet called "Scales and Characteristics of Ordnance Survey Maps," obtainable through any stationer, price sixpence.



How roads and footpaths are shown on a 6-inch map.

At present you need only attend to first, second, and third class roads, and to footpaths. On the Six Inch Map, the footpaths are marked with a thin line of dots or dashes, and they are generally labelled "footpath."

First of all study the pamphlet. Next let the Patrol-leader ask what is the kind of road found at some particular spot on the map,

(b) Let the Scoutmaster direct you, in imagination, to take a walk, beginning at some spot, say at the bottom of the map, and making your way to the top. He will do it like this: "We start at farm (or inn, or church, etc.) and go straight on. What kind of road? At the place where three roads meet we go to the right. What kind of road now? and so on." Each boy answers in turn.

(c) Now the Patrol-leader will take you for another walk, say from the left-hand side of the map to the right, asking the questions only in his own patrol, and each boy answering in turn.

Remember, this is all a preparation for the Pathfinder's Badge, and you cannot become a King's Scout unless you get that badge.

5. *Message.*

Write out the message dictated at the beginning of the evening.

OUTDOOR WORK

Play the game "Scout meets Scout" (*S. for B.*, p. 65; *Scouting Games*, pp. 17, 18). When the game is over, get the map out and find where you have been. Say whether the roads you have travelled over are fenced or unfenced and give their class. A road is said to be fenced if it is inclosed by houses, as well as by just ordinary fences or walls.

SEVENTEENTH WEEK'S WORK

1. *First Aid.*

This night is to be devoted to tests in First Aid. The regulation reads : "*Have a knowledge of elementary first aid and bandaging. See Scout Chart 16, excepting fracture of the thigh.*"

That means that the test is to be confined to the things set forth on Chart 16, with the one exception above noted.

It is necessary to insist on this, because some people want to make the test as hard as if it were for a full-blown ambulance man. You see, you will have three tests in First Aid – one for the Second Class, another for the First Class, and a third for the Ambulance Badge. The first is quite simple, the third should be fairly difficult.

Get one examiner to each patrol. Spend the first half-hour of the evening in revision. The examiners then arrive. Each one has a copy of Chart 16, and is told that he, or she, is not to ask any questions that cannot be answered from a knowledge of that chart.

Examiners should ask each Scout to make several bandages, and should require a knowledge of bleeding as explained on the chart. You, it is true, have learnt much more than this, but it is the business of the examiner to keep to his official instructions.

You will find that the proper examination of a patrol of eight will take about an hour, so, what with the revision and the test, the whole evening will be devoted to First Aid work.

2. *Badges.*

As you are now a Second Class Scout, you can begin to earn badges to wear on your arm. If you get these seriously, you will not be plastered all over with decorations. I once counted nearly two dozen on a boy's arm; that is pretty ridiculous for a young Scout. No one is likely to have mastered twenty-four subjects in a year or two.

If you wear a badge, see that you can do a great deal more than it stands for.

For instance, to get the Naturalist's Badge one of the things you may do is to collect thirty specimens of wild leaves. Well, don't be content with thirty; make a complete collection of all the leaves in your neighbourhood instead.

Some of the badges are of the kind you can get at school; for instance, the Carpenter's Badge can, in many places, be got in the school workshop. If you show the requirements to the teacher of the subject he will, almost certainly, arrange for you to do the work under his supervision. The Interpreter's Badge, and several others, can also be won in the same way.

Then there are some badges for which quite definite work has to be done, and this work is of a kind that is not done in school, as, for instance, that for the Ambulance Badge. This must be done elsewhere.

Some badges are of the kind that you must work for by yourself, as the Musician's, and so on.

If you can, arrange for small classes to be taken for different badges, but not on the proper club evening with which these articles deal.

Perhaps a local lady would take four or five of you for the Tailor's Badge; another might take two or three for the Cook's Badge. You can be getting these badges while you are working your way up to the rank of First Class Scout. It is a good thing to get first those that count for the King's Scout rank.

OUTDOOR WORK

Play the game "Telegraph Cutting" (*Scouting Games*, pp. 18, 19).

EIGHTEENTH WEEK'S WORK

1. Signalling.

You are supposed to have finished your Second Class test in signalling. There may be a few boys, however, who are slower than the others, and have yet got this work to do. For their sakes a little time will be given now and then to semaphore.

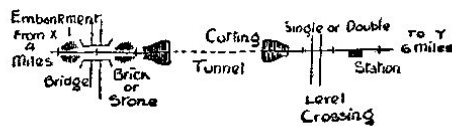
Besides, we have to become First Class Scouts, and to do this we have to signal at the rate of twenty letters a minute, both sending and receiving. A few weeks' extra practice should easily enable us to do this.

To-night, practise under your Patrol-leader, for, say, fifteen or twenty minutes, sending quickly any letter he calls out. Then let him send you forty letters in two minutes and see how many mistakes you make.

Write the letters in columns of four and, when you cannot read the letter, put a dash to show that you have missed it out.

2. Map Reading.

(a) *Railways*. – On the six-inch map the symbols for railways are as follows:



The signs used for railways.

Note, these are not all quite like the symbols used on the one-inch map, or on the rough sketch maps. Copy them on a piece of paper and learn them. Then follow a length of railway line if there be one, across the map and say, bit by bit, exactly what you see just as you did when following the roads, in your first map lesson.

Note also the use of S.P. for *Signal Post*, S.B. for *Signal Box*, and F.B. for *Foot-bridge*.

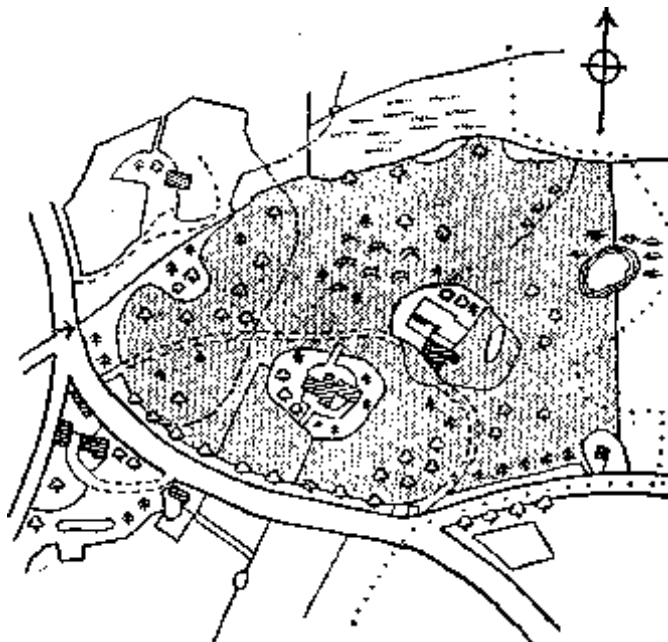
(b) *Woods and Pleasure Grounds*. – A tree, like a fir tree, that is a tree with cones, is marked as shown below. A tree that sheds its leaves in the autumn is shown differently. The first kind are called coniferous and the second deciduous. If a wood contains nothing but coniferous trees it is a coniferous wood, if nothing but deciduous trees a deciduous wood, and if trees of both kinds, a mixed wood. Note also the other symbols below:

The few which we give here are; (1) coniferous trees (2) deciduous trees; (3) quarry; (4) church with tower (5) with spire; (6) without either; (7) windmill.

Pick out on the map any examples of these you can find and, if there are none, then learn the symbols, so that you will know them when you see them on other maps.



The few which we give here are: (1) coniferous trees; (2) deciduous trees; (3) quarry; (4) church with tower; (5) with spire; (6) without either; (7) windmill.



How to draw a map of a private park and pleasure grounds. The pamphlet which we recommended you to get on page 29 gives the meaning of the various conventional signs used.

(c) *Streams, pools*, and other things made of water are marked in blue,

3. *Sense Training Game.*

“Scout’s Nose” (*S. for B.*, p. 145; *Scouting Games*, p. 45). Let each Patrol-leader have several bags, numbered, and each containing one of the substances mentioned below. Let each Scout have a piece of paper numbered from one to say ten or fifteen according to the number of things you use in the test.

The Patrol-leader puts the bags, one after the other, under the nose of the Scout and says the number. The Scout writes down what he thinks each bag contains, scoring a mark for each named correctly.

Suitable articles are: Pepper, ginger, coffee, cocoa, sage, vinegar, peppermint, cloves, orange peel, indiarubber, carbolic soap, onions, tea, paraffin, lavender, camphor, snuff, cinnamon.

OUTDOOR WORK

Play the game “Flying Columns” (*Scouting Games*, p. 13).

In order to play this game you have to use a rough map prepared by your Scoutmaster, one copy to each Patrol-leader. The map should, so far as possible, contain examples of the roads, railways, woods, streams, etc., already learnt.

This is the best way to learn map-reading, that is by using maps in the open air; at the same time the club-room work is most important as a first training in the meaning of the various lines and symbols which the map contains.

NINETEENTH WEEK'S WORK

1. *Camp Fire Yarn.* Mafeking Boy Scouts (*S. for B.*, pp. 20-22).

2. *Map Beading.*

(a) *Symbols.* – On every map there are a number of abbreviations; some of these are of great importance.

At first take imaginary walks about the map, under the direction of your Patrol-leader; whenever you come to a letter, say H.W.M., look it up in the list given below, and see what it means. About ten minutes of this will be sufficient. Then take the list home and learn it.

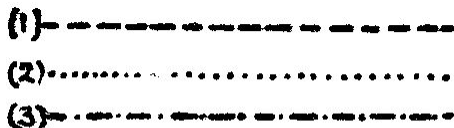
Finally, use the map in the open, and get a firsthand acquaintance with all that is on it.

Reference list of abbreviations:

B., Bridge; B.M., Bench Mark; B.R., Bridle Road; Ch., Church; Chap., Chapel; D.F., Drinking Fountain; Fm., Farm; F.B., Footbridge; F.P., Footpath, Fire Plug; F.S., Flagstaff; Gdns., Gardens; G.P., Guide Post; H.W.M., High Water Mark; L.B., Letter Box; Liby., Library; L.W.M., Low Water Mark; M., Mile, Mooring; M.P., Mile Post, Mooring Post; M.S., Mile Stone; P.O., Post Office; P.H., Public House; R., Railway; R.C., Roman Catholic; S.B., Signal Box; Sch., School; S.L., Signal Lamp; Sta., Station; T., Post and Telegraph Office; W., Well; W.P., Water Plug.

(b) *Boundary Marks.* – The country is divided into areas such as a county, a district, and a parish. In each of these districts there is a council, and each council has certain duties in its own area. One or other of these bodies looks after the roads, the schools, the police, the lighting, and the drainage. It has to govern its own area.

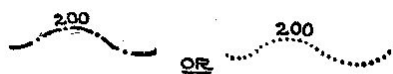
Trace out on the map, if possible, the boundary of your own county, parish, or district. The following are the chief marks:



The above are boundary marks—(1) County ;
(2) Parish ; (3) County and Parish.

The above are boundary marks – (1) County; (2) Parish; (3) County and Parish.

(c) *Contours.* – There is one other set of lines that is most important, especially in the other maps that you will use later on. These are lines drawn on the map to connect all places that are at the same level. They are called Contour lines. They are marked so:



These are contour lines.

The number on the line tells you how many feet the places on that line are above the sea level. Follow one or two of these about the map. Then take an imaginary walk in a straight line from north to south, or from east to west; see what contours you pass over, and so decide whether you go up hill or down, as you pass across the country shown in the map.

Here are two interesting exercises which you can do at some other time. They take too long for the ordinary evening's work.

1. Put a big sheet of tracing paper over the map and mark out all the contour lines. Transfer these lines to a sheet of white paper. Colour the map you have made in the following way:

Above 600 feet: Dark brown; two washes.

Between 500 and 600 feet: Dark brown; one wash.

Between 400 and 500 feet: Light brown; two washes.

Between 300 and 400 feet: Light brown; one wash.

Between 200 and 300 feet: Yellow; one wash.

Between 100 and 200 feet: Light green; two washes.

Below 100 feet: Light green; one wash.

2. With the help of the tracing you have made, cut out with a fret-saw layers of wood of the same shape as the contour lines. Fix these pieces of wood, one above the other, in their proper positions with glue or small nails. You will have a kind of model of the Six-Inch Map in wood.

Both the coloured map and the wooden one can be put up at your headquarters.

3. *Sense Training Games.*

These should take about fifteen minutes each.

(a) Blindfold all the members of the patrol. Let each one taste five of the following substances and then write down in their proper order what it was he tasted: sugar, salt, cheese, bread, apple, date, milk, water, cold tea, coffee, cocoa.

(b) Again blindfold the patrol, and let them see if they can find out, by the sense of touch, five objects given from some such list as the following: a pencil, a ruler, a piece of chalk, a matchbox, a key, a book, sand, soap, coal.

OUTDOOR WORK

Play the game "Reading the Map," using the One Inch Map (*S. for B.*, p. 15).

In the book it is suggested that the game should be played in unknown country. But at this stage, and with the One Inch Map, it is better to play it within the area that has to be known for the Pathfinder's Badge.

TWENTIETH WEEK'S WORK

The map exercises for this week require one map to each Scout. As this would mean a rather great expenditure, the troop can be split, say, into three sections. Each section can do the following work in turn.

If the first section begins with the map reading, the second can begin with the self-measurement, and the third with the questions.

At the end of the first half-hour an exchange is made, while at the end of the second half-hour another change is made ; so everybody does all the work set out below.

1. Map Reading.

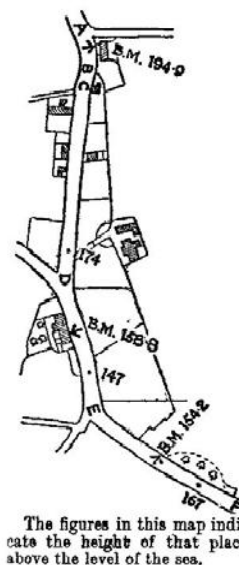
Here and there along the different roads you will see both a bench mark with figures alongside it, and also other figures without any bench mark.

**BENCH MARK
(B.M.)** 

The bench mark is a broad arrow, and, if you went to the place shown on the map, you would find such a broad arrow on the wall or the pavement or in some other place.

The figures on the map tell the height of that place above the level of the sea. The other figures along the road give the same information, but there is no bench mark on the road.

Begin at the end of a long road and measure from one bend to the other with a piece of paper. Lay the paper along the road and mark



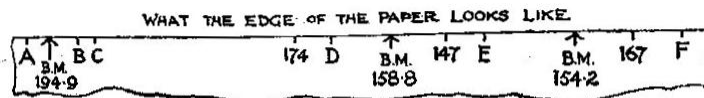
The figures in this map indicate the height of that place above the level of the sea.

How To Run A Troop

off the first straight strip, A B. If there are any figures in the map put these in the proper place on the strip of paper.

Now mark off the next straight strip, B C, and put on it any figures that are given and so on.

When you get to the end of the road you will have, on the paper, the length of the road, and a number of figures that show the height of the road at different points.

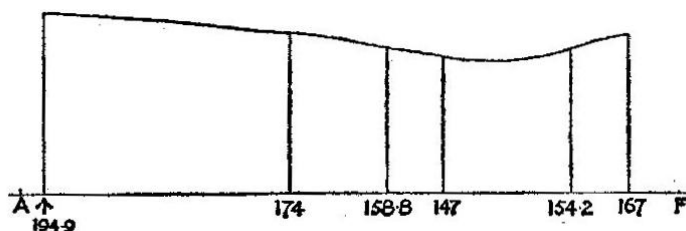


The measurement of a road on paper, showing height at different points.

Put your strip of paper on a piece of plain or squared paper and mark off a straight line of the length of the road measured.

At each point where there are figures erect a perpendicular, allowing about one-tenth of an inch for every ten feet above sea-level.

Join the tops of these perpendiculars and you have a kind of picture of the way the road rises and falls. Such a road map showing the gradients is very useful for some purposes.



Sketch showing the rise and fall of the same road.

2. Self-Measurements.

In *S. for B.*, p. 110, it is stated that every pioneer should know his exact personal measurement in certain details. These enable you to measure other things by means of the known lengths of certain parts of your own body.

Get a tape measure from your mother and make the following measurements:

Breadth of thumb.....inches.

Span of thumb and forefingerinches.

Span of thumb and little finger.....inches.

Wrist to elbowinches.

Length of foot (take off your boot)inches.

Elbow to tip of forefinger..... inches.

Middle of knee-cap to groundinches.

Extended arms, finger-tip to finger tip.....inches.

With a watch count how many times your pulse beats to a minute.

It saves time if each Patrol-leader has written out on a sheet of paper the above details; one sheet for each boy.

3. Pop-Gun Questions.

Answer the following questions. One mark for every three correct answers:

1. What is the Scout motto?
2. What Law says a Scout never cheats?
3. What Law says a Scout is not a snob?
4. What Law must you remember when a man treads on your toe?
6. What is the Scout sign for "I have gone home"?
6. What is the Scout Sign for "This way not to be followed"?
7. Name the Patron Saint of England.

8. Name the Patron Saint of Scotland.
9. Name the Patron Saint of Ireland.
10. When was the Scottish flag added to the English?
11. When was the Irish flag added to the English?
12. What knot is used to shorten a rope without cutting it?
13. What knot is used to fasten a rope to a pole?
14. What knot is used to tie together two ropes of different thicknesses?
15. For what kind of poisoning is an emetic not given?
16. What colour is a person who faints?
17. What colour is a person who has sunstroke?
18. What is the colour of blood from a vein?
19. What is the colour of blood from an artery?
20. How does the blood come out of a capillary?
21. What letter is the opposite of A? (Semaphore.)
22. What letter is the opposite of B?
23. What letter is the opposite of C?
24. What letter is the opposite of H?
25. What letter is the opposite of I?
26. What does one long blast on a whistle mean?
27. What is the meaning of a series of short, sharp blasts?
28. What is the meaning of three short blasts and one long?
29. How many things have you to remember to pass in Kim's game?
30. How many minutes have you to take to do Scout's Pace?

OUTDOOR WORK

Play the game "The Traitor's Letter" (*Scouting Games*, pp. 20, 21).

TWENTY-FIRST WEEK'S WORK

So far, we have divided our scheme of work into indoor and outdoor, and it does not matter at what time of the year you begin, you can do the first twenty weeks' work very much as they have been set down.

It is now my intention to adopt a rather different arrangement of our Scout studies. We shall give a number of different exercises each week. Some of these are suitable for indoor work and some for outdoors. If you can, do all of them; if not, do always those that lead to the First Class Badge, for that is what we are aiming at, at present,

1. *Map Reading.*

This is obviously indoor work, and, as a map is needed, as last week, for each boy, it may be necessary to divide the troop or patrol into three, to avoid buying as many maps as would be wanted if everybody did the same work at the same time.

(a) Draw a compass on a piece of tracing paper, and mark on it the sixteen points. If you have forgotten them, here is a chance to learn them all up again, (Very cheap tracing paper can be got from dealers in school stationery. If you do not know the address or prices ask the local schoolmaster. He can tell you.)

(b) Put the compass on the map and, under the direction of your Patrol-leader, work for ten minutes as follows:

With the centre of your compass on, say, the church, find out in what direction you would have to go to reach a number of different points called out by your Patrol-leader.

As the top of the map is the north, the north point of your compass must point straight in that direction. If a certain post office lies east from the church, it is said to *bear* east from the church. Hence the Patrol-leader's questions should be in the form: "*What is the bearing of from ?*"

(c) Now spend about ten minutes in answering questions, asked by your Patrol-leader, and of the following character: "*If you go north-north-east From..... what road (inn, church, stream,, etc.) do you reach?*"

All the signs, symbols, etc., learnt in the previous lessons can be revised in this work.

For instance: "What is the bearing of the *post office* – P – from the *bridge over the railway*?" or "If you go south-west from the station, on what kind of a road do you travel?"

Don't grudge the time spent in going over these things again and again. You want to be the smartest troop in the kingdom.

2. Indoor Game.

Scout's Chess (*Scouting Games*, pp. 42, 43).

To play this game you require a map of the country on a big scale. The Chief Scout suggests drawing it on the wall of the club-room and using little flags to mark the positions of the Scout and his pursuers. This game will give you still further practice in the local map and help you to that Pathfinder's Badge which you will be aching to get.

3. Drill.

Practise the following commands and movements:

(a) *Fall in by patrols from the, right.* – The patrols should fall in two deep, dress by the right, and the rear rank take up its proper distance without further orders or waste of time.

(b) *By Patrols, number.* – The numbering is done from the right and by the front rank only. The boys in the rear rank have the same number as their front rank men.

(c) Practise in turns, *Right, Left, and About Turn.*

(d) Explain *In Line* and *In Column*. Revise the work done before, marching in column and in line, and explain the difference between *Troop Wheel* and *Patrol Wheel* (*S. for S.* – Drill).

(e) Practise all these movements at the *double*, and also changing from column into line and line into column at the double.

All this is good physical exercise, tends to smartness, and has a certain usefulness on big parades. There is no intention of making an idol of these movements, but, from time to time, it is good to require the troop, as a whole, to execute smartly words of command given to them by their officers or leaders.

This drill could be taken as the alternative to the indoor game, when the weather and the daylight permit. Otherwise it is reserved for the half -holiday, and practised either before or after the Scout Game.

4. Games for Strength.

These can be played indoors or out. About ten minutes for each game.

(a) The Struggle (*S. for B.*, p. 199).

(b) Wrist Pushing by one Scout alone and by two facing each other (*S. for B.*, p. 199).

(c) Kneel to your Superior (*Scouting Games*, p. 106).

5. Scouting Game.

Finding Places (*Scouting Games*, p. 30).

This is another game which leads to the knowledge wanted for the Pathfinder's Badge. The Scouts should be sent out in pairs, rather than singly, as they like companionship.

The game can be repeated several times according to the time available and the number of Scouts and prepared cards.

TWENTY-SECOND WEEK'S WORK

Indoors. – The troop will work in three sections as in the last few weeks.

1. Map Reading.

Perhaps one of the most important uses to which we can put a map is that of finding the distance between two given places. The map is, clearly, not so big as the piece of land it represents; it is *drawn to scale*. On the map we are using, six inches stand for one mile. On such a map everything is big and clear; that is why we have chosen it for our first lessons in map reading.

Give about ten minutes to each of the following exercises; the exact details will be supplied by your instructor. A common penny ruler and some thread are required.

(a) *If you go in a straight line miles, from in a direction what do you come to?* – This exercise revises the compass points, symbols, etc., on the map, and introduces measurement with a ruler.

(b) *What is the distance between and in a straight line?* – This exercise involves looking for the positions of places on the map.

(c) *What is the length of the road (or railway or stream) between two given points?* – Here we can not use a ruler with which to measure, because the roads are rarely straight for more than quite a short distance. Take a piece of thread and lay it along the road, bit by bit. Then measure, with the ruler, the length of the thread that just exactly covers the road between the two given points.

2. Games for Strength.

These can be played indoors or out of doors according to the season, the general rule being that everything should be done in the open air, as often and as far as possible.

(a) Feet Wrestling (*Scouting Games*, p. 106).

(b) Straight Back (*Scouting Games*, p. 106).

These games can easily be played in the form of competitions, between the members of a single patrol, or between different patrols, and marks can be awarded to count in the patrol competition.

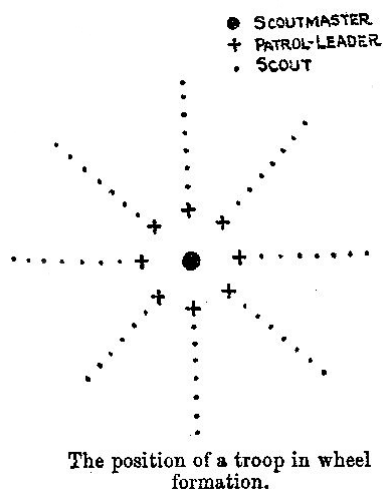
3. Sense Training Games (indoor or out of doors according to the season).

(a) Old Spotty Face (*Scouting Games*, p. 46).

(b) Quick Sight (*Scouting Games*, p. 47).

4. Drill (out of doors).

Revise the movements learnt the previous week and then practise the following method of collecting a scattered troop.



The members of the troop scatter themselves all over the fields or the woods, and lark about generally for a few minutes. Then the bugler or the Scout-master gives the Scout Call, or some other previously arranged signal. As soon as the signal is heard, each Patrol-leader stands still and gives his patrol cry. He remains where he is till he has collected all the members of his patrol, in file, behind him.

As soon as the patrol is complete the Patrol-leader leads them, at the double, up to the Scoutmaster. As the patrols arrive at the Scoutmaster they arrange themselves around him like the spokes of a wheel as shown in the illustration.

If there are only one or two patrols, divide them, for the time being, into smaller groups, and give them new cries. When the troop is collected it will be arranged as in the sketch.

This is a most useful movement and arrangement when at camp, with a large number. It should be practised two or three times.

5. *Outdoor Game.* "Hunting for Diamonds."

This game is adapted from one invented by the 1st Hulme Troop, and previously published in *The Scout*. In its present form it is a little easier to prepare and perhaps a little more difficult to play.

Get 250 pieces of *green* card, say about the size of a railway ticket. (These can be cut out of old lecture or concert tickets, which may be obtained for the asking from almost any place where tickets have been used for admission to concerts, etc. In future, keep all your own tickets for concerts and displays. They have hundreds of uses for the Scout.) These green tickets represent diamonds, of any value from £5 to £30, the value being written on the card.

Get another 250 pieces of *brown* card of the same size as the green. These represent diamonds of the value of £1 only, as they are more easily seen than the green ones.

Get another 500 pieces of the same size, but *red* in colour. As red is easily seen amongst leaves and in the grass, these represent diamond quartz and are worth only five shillings each.

Mix all the 1000 bits of card up together in a bag, and then send someone to scatter them in a wood or in the roads and hedges, taking care that some fall in branches, in gorse, or in other places where it is not too easy to find them.

At a given time or signal the patrols set out to hunt for the diamonds.

The game ends at a given time or signal, and then each patrol adds up the amount of the treasure it has discovered. The winning patrol is that one which has acquired the greatest wealth, not the largest number of bits of card.

This game also offers an easy competition between two small troops in the same neighbourhood.

TWENTY-THIRD WEEK'S WORK

1. *Map Reading.*

This week we can return to the method we followed during the first part of our course of training, namely, that of working the troop as a whole. There is no necessity to divide it into sections, and the work of the Scoutmaster as director is lessened and simplified.

The map given below, or a similar one, is to be copied off on the duplicator and a copy given to each boy. It represents a map that was handed to a Scout who had to go from A to B.

Suppose that no map had been given to him, but that he had been handed written instructions telling him which ways to choose and which to avoid, and how to find them. You are to write out what those instructions would have been.

Scout signs, as well as some of the symbols on the Six-Inch Map, are used, but the map is not on the scale of six inches to the mile, and the small marks along the roadside have been put in to show where the milestones are.

This exercise will help you to revise some of the map symbols you have learnt, train you how to give simple and straightforward instructions, and, incidentally, teach you how much more useful and simple a map is than a long rigmarole of directions; that is, if the person who is to make the journey can read a map. As a matter of fact it is surprising how few people can find their way with a map.



“Campaigning” (*S. for B.*, Camp Fire Yarn, 5, p. 71). In these pages the Chief Scout explains the necessity of learning as much, as you can about the habits of animals, and of how to live in the open.

Generally speaking, if you want to know anything of the lives of plants or animals you must grow up amongst them. Or you can go about with someone who knows their habits and learn from him.

The Nature Study Ramble would, in that case, take the place of one or more of the many Scout Games that we have provided, but not one of those outdoor exercises which are part of your training for the rank of First Class Scout. These you cannot afford to miss at all.

(a) “A Memory Game” (*Scouting Games*, pp. 48 and 49). In a way, this game is a kind of message-carrying exercise. It should be played by each patrol separately, as it would take too long for a big troop to repeat all the sentences.

(b) "Questions" (*Scouting Games*, p. 49). A good list should be prepared beforehand. They should deal with Scout work, first aid questions, map symbols, Scout signs, signalling, and so on; local matters about the district council, the post office, the well-known men of the district, etc.; and national matters such as parliament, the war, and foreign affairs.

If played in separate patrols, each patrol might have the same first lot of questions and the best boy in each patrol found. Then the rest can sit still and listen, while the best of these winners is found, the final winner to score, say, ten points for his patrol in the competition.

OUTDOOR WORK

- (a) Revise Staff Drill.
- (b) Play the Game "Joining Forces" (*Scouting Games*, p. 21). The Patrol-leaders should be provided with maps on the one-inch scale.

TWENTY-FOURTH WEEK'S WORK

1. Map Reading.

Each boy is to draw a map to show the following route. The symbols of the Six-Inch Ordnance Map are to be used, but, where there are no appropriate symbols, the Scout is to invent some for himself.

A Scout has to start from a village and go half a mile along a road. Then he leaves the main road (First Class, fenced) and turns to the north till he comes to a farm where the road ends. He must climb over a gate close to a big tree, and, bearing to the north-east past the back of the farm, go across a field by means of a footpath, over a ditch, through a wood, still bearing north-east to avoid a Second Class fenced road which runs across his path due east and west and which leads, to the east, to a village.

The wood extends to the double line of railway which runs from the north-west to the south-east, and there being no bridge he must turn to the right and go parallel with the railway till he comes to a bridge.

The distance to the railway from his starting point is four and a half miles, and to the railway bridge five miles.

He must cross the railway bridge, and keeping to the right of a pond fringed with trees, make for a gate at six and a half miles which opens on the same main road which he left half a mile after his journey began.

He crosses this road, and going, straight south, being guided by a high church steeple in the distance, continues till at eight and a half miles he reaches a village.

He has to go to a house surrounded by trees about a mile to the south-south-west of the village.

When the boys have finished their maps, the instructor should draw the map on the blackboard and let them compare their result with the correct one. The maps can then be collected and marked for points in the patrol competition.

2. Camp Fire Yarn.

"Endurance" (*S. for B.*, pp. 27, 28). This should be given, where possible, by a doctor. Follow this with Deep Breathing exercises for a few minutes. The object of this is to teach the method of deep breathing. (*S. for B.*, pp. 28 and 211).

The exercises can be repeated for a minute or so at the next few parades, but they are not of much use unless constantly practised. Hence the thing to do is to show how to carry out deep breathing, and then to encourage the boys to do this every morning when they rise.

3. Game.

"Pass It On" (*Scouting Games*, p. 60). Play the game outside if possible.

OUTDOOR WORK

Play the game "Spider and Fly" (*S. for B.*, p. 169). This can be played either in town or country.

TWENTY-FIFTH WEEK'S WORK

You will remember that we have divided our scheme of training into periods of thirteen weeks each. We are now near the end of the second of these periods, and the second of our patrol competitions is now drawing to a close. We shall use this evening to revise, by means of games, some of the things we learnt for the Second Class Badge.

1. *First Aid Game.*
"Ambulance Hotchpotch" (*Scouting Games*, p. 102).
2. *Compass Game.*
"Compass Points" (*Scouting Games*, p. 26).
3. *Observation.*
"Kim's Game" (played as before).

The points won in these games are the last that will be counted in this second competition. The prizes will be distributed next week.

OUTDOOR WORK

This is a good time to give the Patrol-leaders an opportunity of doing what they please. They draw up a programme of work for the half-holiday and carry it out by themselves. They write full reports of what they did, and marks are given for the scheme they drew up and for the way in which they carried it out.

The Scoutmaster can, if he likes, visit the patrols and see them at work, or he can take a well-earned rest. Two or more patrols can combine if they choose to do so.

TWENTY-SIXTH WEEK'S WORK

1. Revise Scout's Chorus, Call, and Rally.
2. Patrol cries. Each patrol to give its patrol call and then all to shout them together.
3. Repeat, in unison, after the Scoutmaster, the Scout Law.
4. Take, in unison, the Scout's Promise.
5. Camp Fire Yarn. "Chivalry" (*S. for B.*, pp. 25, 26). If the address on this subject can be given by an outsider, so much the better.
6. Distribution of prizes to the winning patrol.
7. Short selection of songs, recitations, etc., to the end of the hour and a half parade.

OUTDOOR WORK

Play the game "Ambushing" (*Scouting Games*, pp. 33, 34). This game can be made even still more useful if the patrols, while on the march, are instructed not merely to look out for the ambush, but also to take down the numbers of motor-cars that they pass and to note the names of inns, etc., just as the Scoutmaster shall decide.

The marching party has now a double task, to collect information while on the march, and, at the same time, to keep a look-out for the enemy while so doing.

The game serves to give a long distance march (not too long) and yet to prevent the marching exercise from becoming wearisome.

TWENTY-SEVENTH WEEK'S WORK

We have now done all the work for the Second Class Badge; we have revised it several times by means of games and other exercises; we have done a little more than the regulations demand in Ambulance work; we have made a preliminary study of an easy map; and we have been through a number of games and movements intended to train the senses and strengthen the body.

In our third period we shall take up some of the work for the First Class Badge and continue our games.

You will notice one thing about the work for the First Class Badge, and that is that this work has to be done mostly out of doors. You cannot write road reports, judge heights and distances, or make route sketches in the club-room. There we can explain *how* to do various things of this kind, but the actual doing of them must be under the open sky.

This and the next twelve articles are arranged in the following way:

Each article is in seven sections, and each of the first six sections takes about half an hour to complete. Sections 1, 2, 3 can be done indoors; sections 4, 5, 6 are intended to be done outdoors; section 7 is a game, or some other exercise, needing the whole or the best part of a half-holiday.

If you have arrived at this stage of your training at a time when the nights are dark and evening work out of doors is impossible, then you will do sections 1, 2, 3 at the club-room, and sections 4, 5, 6, and 7 on the half-holiday, omitting the least important sections, such as ordinary games, if time is short,

If you are a school troop, and began this course of work in September last, you will find that week twenty-seven falls in the summer term, perhaps about the end of April or the beginning of May. You will then do sections 4, 5, 6 in the evening and section 7 on the half-holiday. On wet nights you will do sections 1, 2, 3 in the evening, and 4, 5, 6, and 7, or the more important parts of these sections, on the half-holiday. In ordinary circumstances you will omit sections 1, 2, 3 altogether, unless you care to make any one or all of them part of the half-holiday parade.

1. *Camp Fire Yarn.*

"Judging heights and distances" (*S. for B.*, pp. Ill and 112, as far as the paragraph beginning "In the German Army." We shall come to that later.)

Quite recently I saw in a book for Scouts these words: "Judging distances is purely a matter of practice. It is a difficult thing to judge dimensions within 25 per cent error. The Scout *cannot be taught.*" I quite agree that estimating these things is a matter of practice, but it is not so very difficult, and it can be taught, as you will find out in the next month or so.

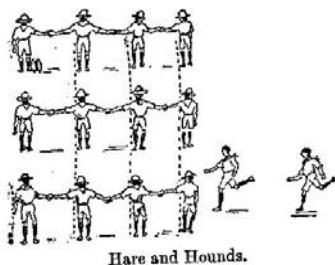
2. *Indoor Measurements.*

Take a tape measure, or a piece of string marked in yards by means of knots. Look at it carefully, and get into your mind what a length of one yard looks like.

Take a piece of paper and ride it in two columns.

Head these "Guess" and "Correct." Then, as directed by your Scoutmaster, guess the height of the door. Write this down in the "Guess" column. Next, let one boy measure the height of the door with the tape or string. Enter this in the "Correct" column. How far are you out!

Go on with this kind of thing for half an hour, using the length of the leg of a chair, the width of the room, the breadth of the table, the height of the Scoutmaster, the length of his finger or his nose, and anything that he tells you to find and measure.



3. *Indoor Games.*

(a) Hare and Hounds. Ten minutes. The boys are arranged in lines of threes, fours, fives, or even larger numbers. Two boys are left out, one of them to play the part of the hound, the other that of the hare.

Boy No. 1 (at the top left-hand corner of sketch) gives a command “change” at stated intervals, and each boy wheels to the right, grasping the hand of the player next in line with him, thereby barring the progress of either hound or hare as a new combination of lines is brought into play, as shown by the dotted line, which is a forbidden route.

When the hare is at last caught, he becomes No. 1; the hound becomes the hare; and No. 1 plays the part of the hound. Each boy becomes No. 1 in turn.

(b) “Celebrities” (*Scouting Games*, p. 51). Get about fifty pictures; use local portraits as well. This game should take about twenty minutes.

4. *Distance Judging.*

(a) With a knotted string measure out 25 yards. Let each boy pace this, in turn, taking a perfectly natural stride. The distance should be paced out and home again and the sum of the two measurements divided by two. The average of the two measurements gives you the number of paces you take for 25 yards. Divide 25 by the number of paces, and you know the length of your stride. This is very important, and you must remember it.

(b) Put a pole or a hat at the end of the 25 yards’ distance. Now let one boy walk slowly towards the goal, and let another call out “Stop” when he thinks that the walker has got half way, or to a point 5 or 10 or any other given number of yards away. Every boy should have two or three shots at these short distances. Check the guesses by *measurement*.

(c) Now measure out 50 yards and repeat exercises a and b.

5. *Drill.*

Revise both Staff Drill and Troop Drill combined. That is, give such a command as “Shoulder Staves; Patrols – Right Wheel,” or “Trail Staves; Quick March,” combining all the movements with the staff with all the movements of the troop drill and the march. This is excellent practice and tends to attention and smartness.

6. *Outdoor Games.* About ten minutes each.

(a) “Where’s the Whistle?” (*Scouting Games*, pp. 24, 25).

(b) “Toilet Tig” (*Scouting Games*, p. 60).

(c) “Hare and Hounds” (see above).

7. *Scouting Game.* “The Siege of Sedgwyke Castle.”

Sedgwyke Castle (represented by a house or other stronghold) which is in the hands of the Royalists, is besieged by the Parliamentarians under Cromwell. Other Royalists have to raise the siege.

A runner, disguised as a Parliamentarian, is sent out from the castle with a sealed box; he conceals himself.

At a given signal the besieged garrison issues forth. But this is only a feint to allow the runner to get past the enemy, for they retire immediately.

Meanwhile, the runner makes off and brings back a message to the Parliamentarians announcing that great danger is in store for his troops from Prince Rupert’s forces. He accordingly withdraws his men and the siege is raised.

TWENTY-EIGHTH WEEK’S WORK

1. *Distance Judging.*

Get the boys to write down the following facts about distance judging. They are to learn them at home, and to write them down at the next evening parade, as part of the patrol competition. The first set of rules, as to the appearance of the human body at different distances, is mainly that used by the soldiers of the German army.

(i.) 50 yards: Mouth and eyes clearly seen.

- (ii.) 100 yards: Eyes appear as dots.
 - (iii.) 200 yards: Buttons and details of uniform seen.
 - (iv.) 300 yards: Face seen, but outline slightly confused. The buttons resemble a stripe.
 - (v.) 400 yards: Movements of legs can be seen. Outline of body is clear, but the face is not seen except under favourable circumstances.
 - (vi.) 500 yards: Movements of limbs can be seen. Colour of uniform can be seen. The body begins to taper slightly from the shoulders.
 - (vii.) 600 yards: Head is a mere dot. Details are no longer distinguishable.
- (As we do not at present intend to judge distances above 600 yards we need not go on to describe what happens to the appearance of a man between 700 and 800 yards and from 800 to 1200 yards. If you are curious, find out for yourself.)

Here is another useful set of facts to set down and remember:

Things look nearer than they really are when seen –

- (i.) On bright, clear days.
- (ii.) When the sun is behind you.
- (iii.) Across water.
- (iv.) Across a valley.
- (v.) Across snow.
- (vi.) On a plain.
- (vii.) Up or down hill.
- (viii.) On a skyline.

Things look farther off than they are –

- (i.) When you are kneeling or lying down.
- (ii.) When a man whose distance you are trying to find is also kneeling or lying down.
- (iii.) When the object is of the same colour as the background.
- (iv.) On misty, dull days.
- (v.) In country with many hedges.
- (vi.) In looking along a street or an avenue.
- (vii.) When there is a heat haze.

2. *Camp Fire Yarn.*

“Patriotism” (*S. for B.*, pp. 28-30). At the conclusion of the address, whether given by an outsider or by the Scoutmaster, or read by a Patrol-leader, take the opportunity to revise the History of the Union Jack. It is a long time since we learnt this as a Tenderfoot, and we may have forgotten it.

Scouts *have* been known to forget such things, after a long time, and it is so unpleasant when the County Commissioner, at an inspection, asks us something that the newest Tenderfoot knows and we have forgotten, even though we are ever so much superior in rank.

3. *Indoor Games.*

- (a) “How Long?” (*Scouting Games*, p. 46).
- (b) “Blow Ball” (*Scouting Games*, p. 48).
- (c) “Artists” (*Scouting Games*, p. 48).

Someone has written to me to ask why I put so many games in this course of training.

I might say “Because the boys like them.” But that is not the real reason. All these games are something more than games.

For instance, the first game in this section exercises your power of judging lengths, the second strengthens your lungs, and the third helps to make you both observant, and skilful with your fingers. It’s like taking pills in jam. The game is the jam; the education part that is in it is the pill. Don’t you worry about the pill; it will be quite sufficient if you enjoy the jam.

4. *Outdoor Distance Judging.*

(a) Measure out 100 yards with the string. Each boy is to pace the distance and get the length of his pace again. Does the length of this pace agree with that which you obtained at distances of 25 and 50 yards! It should.

(b) Put caps or other objects at different distances along this line. How far is each of the things away? *Check each guess by measurement.*

(c) Send a boy out from the starting point. Let someone call out when he has gone a given number of yards. *Check by measurement.*

(d) Call attention to the appearance of the face at distances of 50 and 100 yards.

N.B. – It is most important, at this stage, that all the guesses should be checked by exact measurement. This tends to make the boy careful as to the guess, and watchful while the distance is measured, to see if he be right. You get two looks at each distance, and the second is more prolonged and intense than the first.

5. *Camp Fire Yarn.* Same as in Section 2 above.

6. *Outdoor Games.*

(a) Hit the bucket. Fifteen minutes.

All that is required to play the game is a pail, a tennis or rubber ball, and a piece of wood about eighteen inches long.

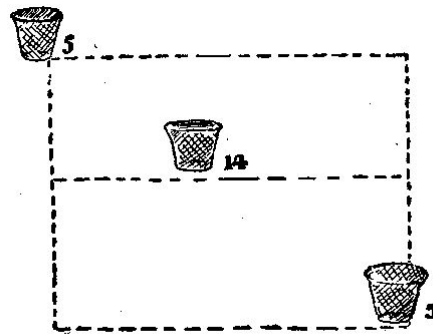
Any number can play, but to start you must decide who is to occupy the bucket first.

Then turn the bucket upside down, and the chosen player, holding the piece of wood in his hand, mounts it. The rest of the players have to try to hit the bucket with the ball, whilst the one on it has to defend it and prevent the ball from hitting it.

When the pail is hit, the player who hits it takes the place of the one on the pail. If the one on the pail loses his balance and falls off, the player who threw the ball last takes his place. By the way, the ball must be thrown from the spot where it falls after the defender has hit it.

(b) Basket Football. Fifteen minutes.

Two or three waste-paper baskets are secured, and the boys are divided into teams of three or four, each wearing a distinctive ribbon or mark.



Basket Football.

The ground is marked out with white chalk, and the baskets are placed as shown, each bearing a distinctive number. There should be at least six feet from the centre to each base line.

The ball (an ordinary football is best) must be kicked into the basket, but otherwise must be played by hand. Usually the basket falls over, but that only adds to the fun.

To start the game the teams line up behind the dotted lines where the No. 5 baskets are, the ball being bounced near No. 14.

Five minutes is allowed for the game. The team with the largest number of points, of course, wins the game.

7. *Scouting Game.* "What is it?" (*Scouting Games*, pp. 29, 30).

As you go along the road guess how many paces it will be from one point to another and then see if you are right.

TWENTY-NINTH WEEK'S WORK

1. *Distance Judging.*

Give a written test on the facts learnt the previous week. The Scout should write out all he remembers of the appearance of a man at the different distances given, and then all he remembers of the effect of sea, mist, etc., with regard to making things seem nearer or farther than they really are.

The test may be in two or three sections, and ten marks may be allotted for each section.

It cannot be too often insisted on that mere memorising of this kind without outdoor practice is quite useless. At the same time the memorising of details like those to be now tested is of great use when working in the field, as it saves a lot of time.

2. *Camp Fire Yarn.*

"Winter's Stob" (*S. for B.*, pp. 30-33). If the Scoutmaster prefers, any similar kind of story, illustrating the same points, may be substituted. It sometimes happens that a recent incident reported in the papers, local or otherwise, is more effective because more real.

3. *Night Game.*

"Tracking by Smell" (*Scouting Games*, p. 84).

4. *Distance Judging.*

Distances up to 200 yards. The method is the same as that given in Week 28. But pacing may now be substituted for the accurate measurement of the distances guessed. Also the work should be carried out in a fresh locality. This remark applies to the work in distance judging to be done in the next two weeks.

Different stretches of country have different undulations, background, etc., so that the eye gets accustomed to different conditions. If you do all your practice work over the same fields or roads you may find, when you go to be tested in another neighbourhood, that you are all at sea.

Do not forget, each time, to note the appearance of a person at the different distances, adding a new observation each week. This week you can notice what a person looks like at 50, 100, and 200 yards, and what is the difference in the effect according as he kneels or stands. Always keep up the back work; you have to become *efficient*.

Whenever you are out for a ramble or a game, try to judge distances. The Scoutmaster may find that it saves time in the checking of the guesses, if he provides himself with a Ralston Range Estimator. It is rather expensive, 5s. 6d., but it is useful.

5. *Semaphore Drill.*

It is some time since we passed our Second Class Test in signalling. It is time both to revise what we learnt and to think about passing the First Class Test, which is to read and send the letters of the alphabet at the rate of twenty letters a minute.

This revision and practice can be got in a new form, by learning the Semaphore Drill; this drill will be useful in the display that you will have to give, in order to raise funds for your camp or for that trek cart that you are wanting so badly. The commands and instructions for the Semaphore Drill will be found below.

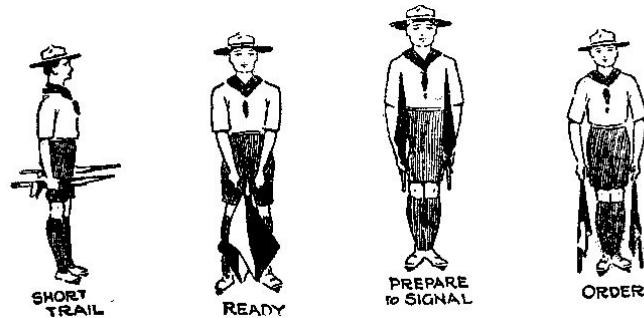
Troop, Fall In. Usually the troop falls in in single rank, but for display purposes it is better to fall in two deep, one patrol behind the other. The two ranks should be *four* paces apart and fall in from the right.

The flags should be at the order, that is, they should be held perpendicularly, the butt end of the pole on the ground. The arm should be slightly bent and the poles held by the thumb and forefinger, thumb against the thigh, the cloth gathered in with the remaining fingers.

Number. Number from the right in the ordinary way. The rear rank has the same numbers as the front rank.

How To Run A Troop

Prepare to Signal, Come to the position shown in the diagram, the flags perpendicular, close to the sides, and the cloth held in as shown. The pole should be held about six inches from the butt end.



From the right to two paces; extend. All except the right-hand man turn to the left and step off together in quick time, carrying the flags at the short trail. As soon as each man has got his proper distance he halts, turns to the front, and brings the flags to the prepare to signal position. The whole then dresses from the right.

Prepare for Flag drill; march. The odd numbers of the front rank take four paces forward, the odd numbers of the rear rank take four paces backward. All dress from the right. This gives you four lines of signallers, and when they all work smartly together the effect is quite attractive.

Right turn (or left turn, or half right incline, or half left incline, just as may be determined by the direction of the wind or, in the case of a display, by the position of the spectators).

Ready. Let the flags fly; carry the left foot 10 inches to the left and bring the flags down in front of the legs to the full extent of the arms, the right-hand flag being on the top of the left. If smartly done the effect on a spectator is of the electrifying order.

(We are now ready to begin actual signalling practice, but it is best to learn these, movements thoroughly first. We therefore give the commands in the reverse order so as to bring the troop back into its original position.)

Prepare to signal. Bring the left foot smartly up to the right and hold the flags as before.

Reform ranks; march. The odd numbers of the rear rank stand fast; the odd numbers of the front rank turn right about. Then the odd numbers of both ranks march together to their respective ranks and the front rank turns smartly to the right about.

On the right; close. The right-hand man stands fast. The rest turn to the right, step off in quick time carrying the flags at the short trail. When they reach their places they halt, face the front, bring their flags to the order and dress by the right.

Practise these movements, giving about half an hour to them.

6. Outdoor Games.

Fifteen minutes each.

(a) "Stool Kicking" (*Scouting Games*, pp. 57, 58).

(b) "Take the Hat" (*Scouting Games*, p. 58).

7. Scout Game.

"Shadowing" (*Scouting Games*, pp. 33, 34).

THIRTIETH WEEK'S WORK

1. *Knots.*

(a) Have you forgotten your knots? Try. First of all, tie the knots in the ordinary way.

(b) Now try to tie them blindfold. This can form part of the patrol competition.

I am sorry to trouble you about these knots again, but I have known a Scout forget them, unless he had had occasion to use them for some practical purpose.

2. *Debate.*

We have several times suggested that Patrol-leaders should read short papers, say on the Union Jack, or the Scout Motto, or on the different subjects treated of in the Camp Fire Yarns in *Scouting for Boys*. This gives the Patrol-leader very useful practice in the valuable art of standing up and saying sensible things in public, but it gives no practice to the Junior Tenderfoot. He may be the County Commissioner some day and then he will have to make lots of speeches.

It is a good thing to have an occasional debate in which practically everybody has to take part. The Scouts fire it off. After a time everybody will be so expert that they will resent being offered a pamphlet by somebody else. They will want to exhibit their own original thoughts.

3. *Night Game.*

“Will-o’-the-Wisp” (*Scouting Games*, p. 85).

If the night be wet or unsuitable for a night game such as this, you can play indoor games, of which you now ought to know quite a number, for the space of half an hour.

4. *Distance Judging.*

Distances up to 400 yards. Remember the remarks made on this subject last week. The methods of practising are the same.

5. *Semaphore Drill.*

Go through the movements given last week as far as the “Ready” position. All signals are given from this position. They can be given either “by numbers” or in “quick time.” This week we will take signalling “by numbers.” The command is “*Letter A* (or B, or whatever letter, numeral, or special sign is to be made), *by numbers.*”

One. – Bring the flags to the position necessary to signal the letter asked for.

Two. – Bring the flags back to the ready position,

The command “Two” should never be given till the instructor is satisfied that the flags are held at the correct angles.

Go through the alphabet from A to Z twice in this way; then repeat twice going from Z to A.

Go through the numerals from 1 to 10.

Go through all the special signs, Erase, Numerical, etc.

Dodge about anywhere.

Half an hour will be sufficient for the drill and the actual signalling. To be effective at a display the whole of the flags should move as one and be held at exactly the same angle by everybody.

6. *Knots.*

Same as section 1 above.

7. *Tracking Game.*

“Seeking the Scoutmaster” (*Scouting Games*, pp. 35, 36). Note that this game involves the use of the map again, and so helps to revise what we have learnt about map reading.

THIRTY-FIRST WEEK'S WORK

1. *Knots.*

Learn the Half Hitch and Double Half Hitch (*Scouting for Boys*, p. 103).

Then try to tie all the seven knots you have learnt with your hands behind your back. Correct knots can count in the patrol competition.

2. *Mock Trial.*

For hints on carrying out a mock trial in a serious fashion see *S. for B.*, p. 67. The parts to be played by the different members of the troop should be given out a week or more beforehand so that they can prepare their speeches and evidence. The arrangements can often be left in the hands of the two most eloquent members of the troop, who can be respectively counsel for the prosecution and the defence.

It is rather more fun, if the proper forms of the law courts are observed, but the whole trial made of a humorous character.

For instance, it is arranged that the witnesses, say, for the defence, shall give absolutely contradictory evidence, or refuse to speak till they are bribed, and the jury gives some kind of quite impossible verdict that has nothing to do with the case at all.

3. *Night Game.*

(Weather permitting. If not, some of the old indoor games.)

"Showing the Light" (*Scouting Games*, p. 85). Note that this game is used for giving practice in distance judging in the dark.

4. *Distance Judging.*

Distances up to 600 yards. Use the same methods as in previous weeks.

5. *Semaphore Drill.*

Fall in and get to the Ready position. This week we have to practise signalling in quick time. The caution is "Letter A (B., etc.) in quick time." The command to begin is "Go." On the command "Go" bring the flags to the correct position, pause for a short time, and return to the ready position. Take the time from some expert signaller in the front rank.

Go through the alphabet, etc., as recommended last week. If the instructor thinks a rest is necessary, he gives the command *Stand at Ease*, which is the same as the ready position. On the command *Alert*, the flags are returned to the position of prepare to signal, and the left foot is brought sharply up to the right.

All signals, however, are made from the Ready position.

Same as section 1 above.

7. *Scouting Game.*

"Scouting in the Open" (*Scouting Games*, pp. 23, 24).

THIRTY-SECOND WEEK'S WORK

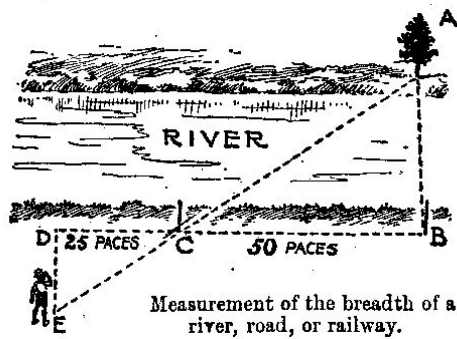
1. *Measurement of the Breadth of a river, road, or railway.*

It may sometimes happen that you want to know the width of a river, road, or railway, which you cannot cross. If you have no river to practise on, a road will do just as well. Give the troop the following diagram, explaining it on the blackboard. Let the boys copy the diagram in their notebooks, and, if there be time, work out a few easy examples.

Method 1. – A is a tree, rock, or other object on the bank of a stream. You cannot reach it, for you are on the other side. Put a pole at B just opposite to A. Take any number of paces, say fifty, in a line at right angles to A B, and thus get to C. At C set up another Scout pole.

Walk on, in the same straight line, B C to D, making C D half the number of paces in B C.

At D turn away from the stream, in the direction D E, at right angles to D B.



Walk on till you get the pole at C and the object at A in a straight line. You are now at E. Measure D E. This is *half* the distance across the stream.

Method 2. – As before, but this time make the number of paces in C D the *same* as in B C. In this case the length of D E gives you the width of the stream and not half its width as before.

The reason for using two methods is to avoid error. You might make a mistake in counting your paces from B to C, for instance. Then the distance D E would be wrong and the width of the stream would be incorrect.

If you use both methods, and the two answers agree very nearly, then you are probably as correct as you will get by a method of pacing. If they do not very nearly agree, then one or both of your answers are wrong, and you should make all the measurements over again.

2. *Unprepared Play.*

See *Scouting for Boys*, p. 68. In choosing the plot for the play, you can make use of actual scouting games, local incidents, historical events such as the landing of William the Conqueror, etc.

If the troop is in a poor neighbourhood and the boys are not very well educated, a story can be told to them, and they can be left to arrange the details and parts for themselves. The troop can be divided into two sections, and each one allowed fifteen minutes for its dramatic exhibition.

All these debates, trials, plays, and the like are of importance in teaching the boys to express themselves quickly, accurately, and fluently. Such qualities are likely to be of the greatest value to them in any career that they may afterwards adopt.

3. *Night Game.*

“Night Outposts” (*Scouting Games*, p. 86).

4. *Tests in Distance Judging.*

We have now had sufficient practice in distance judging to enable us to see if we can pass the First Class test in this subject.

The regulations as to tests for the First Class Badge say that the tests must be passed “before one qualified and *independent* examiner.” That means that the Scoutmaster is not allowed to test boys in his own troop for the First Class Badge.

You have, then, to find someone to carry out this distance-judging test. Anyone will do who will take the trouble to measure out a number of distances for you to guess. As a rule, someone in an estate agent’s, or surveyor’s, or builder’s office, will be willing to help.

Anyhow, you have got to get an outsider to examine you, or you cannot fairly be examined at all.

There should be at least ten tests, and these should be given in different places, and on different days, in order to allow for different conditions of ground and weather.

In the 4th Harrow Troop we have little books containing twenty pages and ruled as shown below.

Each boy has his own book; you can call it the “Guessing” or “Judging” Book.

How To Run A Troop

Distance JUDGING.

Name *Blackstone* Patrol *Haish*

	Date	Estimated	Real	Signature of Examiner
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Total		Total		
Percentage of Error		Signed		

The local examiner takes one or more patrols to a point from which he has measured out a certain number of distances. The boys enter their guesses in the proper column, and then the examiner collects the books and takes them home to mark.

On another occasion he or another examiner takes the boys to another place and gives them another set of tests, and so on up to ten.

Of these, three tests are between 10 and 100 yards, three between 100 and 200 yards, three between 200 and 400 yards, and one between 400 and 600 yards. Any other suitable arrangement may be adopted. No definite regulations are laid down by headquarters.

A boy is expected to get at least seven out of ten guesses right, within 25 per cent. If he does not, the page is cancelled, and he has to go through another ten tests, which are given whenever convenient.

For this week, and in this course of training we suggest that *three tests* be given, somewhere near the troop headquarters, as we do not want to waste too much time walking to and from the judging point.

5. First Class Test in Semaphore.

The revision of the semaphore alphabet should have brought the best of the signallers up to the stage at which they can send and read at the rate required for the First Class, viz. twenty letters a minute. Again, the examiner *must* be an outsider, not a member of your own troop.

The test in reading can be given to a large number of boys at the same time. The boys are distributed in pairs, say A and B. The examiner sends forty letters, in groups of four, which are written down in block capitals. A reads and B writes down on A's card what A calls out.

At the end of the test, which is to take two minutes, the cards on which the letters have been written are collected. Then the examiner sends another group of forty letters and B reads and A writes down.

In this way the examination in reading can be carried out very quickly.

In the case of the sending test, each boy must be examined individually, and that takes time. The test should consist of sending forty letters in two minutes. No boy should be passed who makes more than two mistakes either in sending or reading.

If a boy passes in one section, and fails in the other, a note can be made of his success, and he can be given another- chance, later on, to retrieve his failure.

6. Methods of Measuring Breadth of a River.

Same as 1 above.

7. There will be no Scout game this week. Instead the time will be given up to the following work:

(a) Three more tests in distance judging, well away from the troop head-quarters.

(b) Actual measurement of the width of a stream or railway by means of the methods given in section 1 above. Make several measurements at points fairly widely separated.

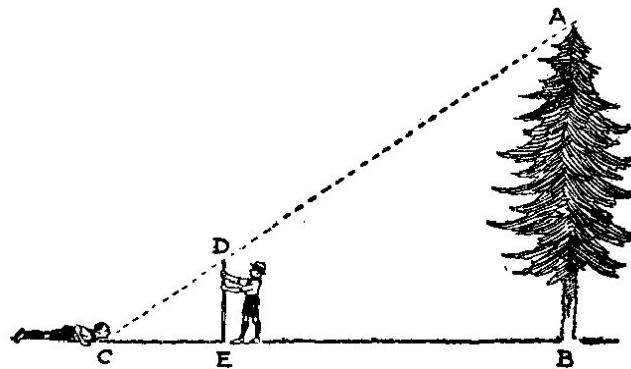
THIRTY-THIRD WEEK'S WORK

1. *Method of Measuring Heights.*

As in the case of measuring the breadth of a river, the method will be explained in the club-room, the diagram copied in the notebook, and a few examples worked if there be time. The actual practice of measuring will be done in the open.

Note that guessing heights is one of the things you have to do to become a First Class Scout. And, as you will find later on, the best way to learn to guess, is to measure.

A B is a flagstaff, chimney, tree, or other object whose height we wish to find.



Method of measuring heights.

A Scout goes some distance from the point B, and lies down, with his eye close to the ground, at some point C.

Another Scout, carrying a Scout pole, moves as directed, between C and B. He holds the pole quite upright, and moves to the right or the left, nearer to or farther from the observer, till the top of his pole D is seen, just in a line with A.

The distances C E and C B are then paced. Divide C B by C E and multiply the answer by the height of the pole. The answer is the height of A B.

Suppose C B be ninety-six paces and C E be sixteen paces. Ninety-six divided by sixteen gives six as an answer. A Scout pole is $5\frac{1}{2}$ feet long, so that the height of A B is six times $5\frac{1}{2}$ feet, that is 33 feet.

2. *Camp Fire Yarn.*

“Signalling” (*S. for B.*, pp. 92-99).

You have learnt to signal by Semaphore. But, as this yarn will show you, there are many other ways of sending messages over a distance, and it is quite possible that you can even invent one or two more for yourself. In section 5 below we have some of the common signals given by the motion of the hand; but of these, more later on.

3. *Indoor Games, “Shadow-Beading.”*

(a) Divide the troop into two sections to play against each other. Hang a sheet, or a lot of paper pinned together, across the room, so as to form a thin screen. Turn down the lights on one side. Leave the other side lit by a light held about the height of a person's head.

One Scout stands so that his shadow is thrown on the screen, with his face in profile. The Scouts on the semi-darkened side write down whom they think it is.

This goes on till each Scout on the one side has thrown his shadow, when the guesses are examined and the number of correct ones counted as points in a competition. Then the two sides change places and the game is repeated.

(b) Next make a hole in the screen through which a person can look. The players should be on the dark side or their shadows may give them away. One side guesses whose eye is seen. After all of one side have shown their eyes, the other side gets a turn, and again points are counted according to the correct number of guesses.

(c) Next let each member of one side show a hand above the screen, and let there be guessing as to whose hand it is.

(d) Finally, push a foot under the screen and let there be guessing as to whose foot it is.

This is all excellent practice in the noticing of personal characteristics.

4. *Height Measuring.*

The Scouts work in patrols, or in pairs, and each measures as many heights as he can within the space of half an hour, using the method given in section 1 above.

As the boys who are taking chiefly sections 4, 5, 6 of this course, do not get the indoor work of those taking sections 1, 2, 3, it will be necessary to run through the method first.

The indoor section has a little advantage here, because boys will more readily learn anything new when it is explained to them under conditions where there is nothing to take away their attention. However, the difficulty in this case is not a very serious one.

5. *Camp Fire Yarn.*

“Signalling” as above.

6. *Hand Signals.*

These should be practised, first of all, in the following order and in the following way:

Fall in the Scouts, in single line, unless there are too many of them for the space. Explain the first signal, how it is given, and what it means. Then have the movement made in response to the signal. Explain the next, and so on.

To call the attention of the troop to the fact that a new order is to be given a whistle is blown. When the Scouts hear the whistle they immediately look for the next signal.

The whistle call is necessary, because sometimes the man giving the signals is behind the troop, and they cannot see him without looking round.

Advance. – Swing the arm from rear to front below the shoulder.

Retire. – Circle the arm above the head.

Halt. – Raise the arm to the full extent above the head.

When these are well known and readily obeyed, introduce the following:

Double. – Move the closed fist up and down between the shoulder and the thigh.

Quick Time. – Raise the hand to the shoulder. This is the signal given when you wish to change from the double to quick time.

Mix up these five commands and, when they are all known, give the following:

Lie Down. – Make two or three slight movements towards the ground with the open hand.

Wheel. – Extend your arm in a line with your shoulder and make a circular movement in the direction required.

7. *Half-Holiday Work.*

Boys whose evening work is indoors have to do sections 4 and 6. Both sets are to have four tests in distance judging. The boys whose evening work is out of doors and, perhaps, the others too (it is all a question of the length of the daylight), play the following game: “Deer Stalking” (*S. for B.*, pp. 168, 169), or any of the out-of-door games already learnt. Whenever time is available the old games should be revised.

THIRTY-FOURTH WEEK’S WORK

1. *Deaf and Dumb Alphabet.*

Learn the deaf and dumb alphabet, taking five letters at a time, till you know them. Practise going through the whole alphabet, backwards and forwards. Then divide into pairs, and call on one another for any letter you please.

2. Night Work – Notes.

You have now played a number of games at night, and have probably learnt a great deal about what to do and not to do, when moving about in the dark.

The Scoutmaster will now explain to you the following points, illustrating them from the mistakes you have made in the field. You may wonder why you did not get this information before you began the games. The truth is, that unless you have already made mistakes, you do not really value the information given. Now you are in a position to know the truth of the following points (see also *S. for B.*, pp. 85 and 142).

Silence. The first thing is to move without making a noise. At night many of the sounds of the day are hushed, the birds are asleep, the wind has fallen, and, generally speaking, any noise that you make will be heard further away at night than in the daytime.

In order to keep your movements from being heard by the other patrol against whom you are playing:

(i.) Don't talk. If it is necessary to speak, whisper, and remember that even a whisper will carry.

(ii.) Don't blow whistles.

(iii.) Don't knock your poles against each other or against anything else.

(iv.) Send one Scout ahead to examine carefully the ground over which you are to go, because there are often things in the way against which you may stumble or fall, if you are not warned in time.

(v.) Open and close all gates quietly. Climb over them if they creak, but remember that, as you are to keep as low down as possible, getting over a gate is dangerous. It may show you up to your opponents.

(vi.) If you have to go through a stream, move so slowly that you don't splash.

(vii.) If you have to go through woods, step lightly to avoid breaking sticks, rustling leaves, etc.

(viii.) If you have to go through grass, put the heel down first when the grass is short, and the toe down first when the grass is long.

(ix.) Don't march in step. The steady *tramp, tramp* of a number of people marching together carries a long way. And anyone who hears it knows that it means marching.

3. Indoor Games.

(a) "*The Quickest Talker.*" Divide into two sides. Appoint a scorer and a timekeeper. Side A sends a man out of the room. Side B chooses a letter. The man comes in; he is told the letter, and the timekeeper says "Go." The man then says as many words as he can think of, beginning with that letter.

At the end of one minute the timekeeper calls "Stop" and the scorer says how many words the man has called out. This number goes to A's score. Then side B sends a man out and the game is repeated.

(b) "*Pass It On.*" Two sides are again wanted. They sit facing each other, on the ground or on chairs. Side A faces side B. One starter sits at the top end of the row, between the two first players. A receiver sits at the bottom end of the row, between the last two players.

Each player holds out his hands. The starter drops a penny into the hand nearest to him in each row. Then these pennies are passed, from hand to hand, all down the rows, and touched against the hand of the receiver at the other end. They are then at once passed back to the top. The side that gets its penny back first wins the game. Thirteen points make the game.

4. Height Measuring.

This is to be carried out by the methods described last week, but, this time, you are to *guess* before you measure.

Stand in front of the tall object whose height is required, and, bearing in mind the heights which you measured the week before, write on a card what you think is the height of the object. Then measure the height of this object and put down the correct measurement in the

next column on the card. See how far out you are, and whether you are under or over estimating the height.

Two or three pairs of Scouts should measure the same height, so that their answers can be used to check each other, and the correct height fairly accurately found.

5. *Hand Signals.*

Revise last week's work. Then add:

Incline. – Extend your arm in line with your shoulder, and turn your body in the required direction.

Extend from the Centre. – Extend your arm to full extent above the head, and wave it a few times slowly from side to side.

Extend to the Right (or Left). – Wave as above, and finish by pointing to the right (or left).

Close on the Centre. – Place the hand on the top of the head, keeping the elbow square to the right (or left).

Close on the Right (or Left). – Finish by pointing the hand in the direction required.

These extension movements are not easy, and if the Scoutmaster is not familiar with them he would do well to get someone with military training to teach them. There are plenty of such people about nowadays.

6. *Deaf and Dumb Alphabet.*

Same as in section 1.

7. *Scouting Game.*

“Bomb Laying” (*Scouting Games*, pp. 62-64).

THIRTY-FIFTH WEEK'S WORK

1. *Deaf and Dumb Alphabet.*

Fifteen minutes. – Talking to one another with the fingers only. This is a kind of rest cure for the Scoutmaster.

Fifteen minutes. – The Scoutmaster or Patrol-leader will send you a fairly long message which you will write down. He must take care not to go too quickly.

2. *Notes on Night Work.*

(i.) Lights, at night, can be seen for long distances. Even the red end of a cigarette is easily visible at a distance of five or six hundred yards. Hence the use of lights at night must be avoided as far as

If it is necessary to use a light in order to look at a map, a compass, or a watch, or to search for anything that has been dropped, then the Scouts should stand round the light so as to form a screen and hide it.

The light must be held so that it shines downwards; one of the little electric torches that are now so common is to be preferred to a bicycle or other lamp.

(ii.) It is easier to see with the moon behind you than when it is in front of you.

(iii.) You should be able to see anyone approaching at a distance of twenty-five yards. But it takes a lot of practice to see easily in the dark. Bushes are mistaken for men and men for bushes.

If you are not certain whether any rather indistinct objects are human beings or not, look carefully to see whether they move. Also count them. If there is no movement for some time, and if the number of objects visible remains constant, then most likely the objects are not alive. But they might be sheep.

(iv.) The skyline of a wood is jagged, and the shadows vary in density.

(v.) The skyline of a hill is smooth and more regular than that of a wood.

(vi.) Figures show up against the skyline unless it is very dark. If you have to cross the skyline, crawl. If you are watching for someone else who may have to cross the skyline, choose a place for observation where movement over the skyline is likely to show up.

Indoor Practice. – In order to practise silent movement try the following. Take off all your kit and put it with your pole on the ground. Lie down. Turn out all the lights. At a given signal put on all your equipment and fall in, in your proper place in your patrol, without noise or talk.

Ten marks can be given to every patrol that can do this without making a sound. Two marks should be deducted from any patrol for every sound heard, no matter how slight.

3. *Night Game.*

Play the game “The Escaped Smoker” (*Scouting Games*, pp. 83, 84). Note what the Chief Scout has to say about moving in “extended order.” This you should be able to do easily now, as the result of your Hand Signal Drill.

4. *Height Judging.*

Measure and guess the heights of several objects, giving about half an hour to the exercise. Let the guess come first, and check it by measurement.

5. *Hand Signalling.*

Give half an hour to practising the movements already learnt.

6. *Deaf and Dumb Alphabet.* As in Section 1.

7. *Scout Game.*

“Lion Hunting” (*Scouting Games*, p. 38, or *S. for B.*, p. 185).

THIRTY-SIXTH WEEK'S WORK

1. *Deaf and Dumb Alphabet.*

Let the Scoutmaster send a long message, and let the Scouts write down all that they can understand. Marks, to count in the patrol competition, can be given for the results.

2. *Weight Judging.*

This is another of the First Class Tests. We shall want a number of weights and a number of things whose weights have to be determined. For the first week we will be content with weights up to one pound.

The Patrol-leaders should provide ten or twenty articles numbered and weighed ready for use. Spine of these should be of the same weight, but of different bulk; for instance, a small leaden bullet and a big ball of cotton wool might be made of the same weight. Some should be of the same bulk but of different weights; for instance, matchboxes or small tins filled with different materials, sand, cotton, wool, etc.

The eye must be deceived in order that the boy may rely, for his estimate of weights, entirely on the feeling of the pressure on his hand or arm.

(i.) Hold the weights, one after the other, first in the right and then in the left hand, and try to get a clear idea of what any given number of ounces feels like.

(ii.) Put a given weight in one hand. Try to balance it with some object picked out of those supplied by your patrol-leader. If you are wrong, try again.

Perform these two exercises with the objects provided by your own Patrol-leader. When you think you have got a good idea of weights from half an ounce to one pound go to another Patrol-leader and perform exercise 3.

(iii.) Provide yourself with a card or paper, with lines on it numbered from one up to as many objects as the Patrol-leader has on his table.

Take up any object, say, number five. Guess its weight and write this down in the guessing column.

At the end, when all your patrol have tried all the objects, let the leader give you the right weights. Put these down in the weight column and see where you have been wrong.

(iv.) Between this and the next week try to guess the weight of everything you can find at home, the butter, the sugar, a loaf of bread, and so on. Practice makes perfect, but it takes a lot of practice to judge weights.

3. *Night Practices.*

(i.) Put a patrol at one end of a field. Let a boy walk *away* slowly. As soon as anyone can no longer see him, he is halted by means of a signal and the distance to him paced. He can then go on again till someone with better eyesight can no longer see him.

(ii.) Put a patrol at one end of a field. Let a boy walk, from some spot where he is invisible, *towards* the patrol. Let him be halted as soon as anyone sights him, and the distance found. Let him come nearer still till a person with weaker sight can see him, and so on till he is visible to all.

(iii.) Let two persons approach the patrol from two unknown directions; one of these will wear lighter clothes than the other. Note the distances at which they are first seen.

(iv.) Let a person move to or from the patrol, first towards a background resembling his clothes in tone, and then towards one which is in marked contrast. Note the distances at which he becomes invisible.

N.B. – These practices can be repeated, in failing light, or in moonlight, or in daylight at any convenient times.

4. *Judging Heights.*

We will now make an attempt to pass the First Class Test in Height Judging. The tests will be given at three different times and places, and there will be ten tests in all. The results will be entered in the “Guessing Book” or on a piece of paper ruled as shown in a previous article.

The examiner may well be the friend who took the examination in Distance Judging. If he be a surveyor he will know how to find the heights without much trouble.

In many secondary schools the boys are taught the use of the clinometer in connection with their geography, and this can be used for measuring heights. If you are near such a school the teacher of geography would probably be quite willing to undertake the work of measuring the heights, and then either he, or someone else, could actually take you to the different spots to do the guessing.

This evening there are to be *three* tests, and they should be given close to the head-quarters to avoid waste of time going to and fro.

5. *Weight Judging*, As above.

6. *Deaf and Dumb Alphabet*. As above.

7. *Hall-Holiday Work*.

(a) Three more tests in height judging at a spot where you have never practised.

(b) Game. Put the Scouts in a line. About 50 to 100 yards away stick up a pole. Blindfold one Scout. He is now to walk forward and try to plant his own pole at the fixed one.

Each boy has a try in turn, and marks are given according to nearness; say, ten for reaching the actual spot and one off for every foot away. The patrol with the highest score wins.

This game cultivates the sense of direction, and the idea of distance, and gives some knowledge of the effect of the wind and the sun.

The tendency of most of the players will be to walk in a circle towards the right, but any attempt to correct this usually results in wobbling, and a zigzag course which leads anywhere except to the desired spot.

(c) Game. “The Staff Run” (*Scouting Games*, pp. 58-60).

(d) If time, run through the troop drill, staff drill, and semaphore drill.

THIRTY-SEVENTH WEEK'S WORK

1. *Measurement of Area,*

We have now learnt how to measure and judge distance and height, and we are on the high road to passing our tests in the judging of weight. We must next consider how to measure and judge area. This is much more difficult than judging heights.

First let us get some idea of the area of a few simple things.

Draw on a paper (the Scoutmaster can do this on a blackboard if he wishes to save time) a length of 1 inch. On this line build a square, with each of its sides 1 inch in length. The area of that figure is 1 square inch.

Draw a line 2 inches long and on it build a square. Divide this square into square inches by lines drawn through the sides. Note that it contains 4 square inches or 2 by 2.

Repeat with a square of 3 inch sides and note that its area is 3 by 3 or 9 square inches.

Hence we get the rule that to find the number of square inches in a square we multiply the side of a square by itself.

Draw a rectangle with one side 3 inches and the other side 2 inches in length. Divide into square inches. The area is 2 by 3 square inches.

Work out one or two other diagrams and you will find that the area of a rectangle is always given by multiplying the number of inches in one side by the number of inches in the other.

If the sides are long we measure them in feet and get the answer in square feet. If we measure the lengths in yards then the answer is in square yards.

Draw a square foot and a square yard on the floor and see how big they look.

Measure the lengths of the sides of a page of *The Scout* in inches and find the number of square inches in a page.

Find the area of your table or of the door in square feet and the area of your club-room floor in square yards.

2. *Finding the North.*

This is another of the subjects for the First Class Badge. The first difficulty that arises is that there are *two* norths. One of these we find with the compass, the other by means that are presently to be explained.

If we left our home and walked towards the north, as given by the compass, we should not reach the same place or travel in the same direction as if we went north by the sun. We shall leave the compass alone and reserve the explanation of the difference till we come again to our work in map reading and map sketching.

(a) Finding the north by the position of the sun in the sky (*S. for B.*, p. 80).

(b) Finding the north by means of the sun and a watch (*8. for B.*, p. 81, and *The Scout*, April 17, 1915). This method is a very rough one and is apt to be a little inaccurate when the sun is high.

If you wish to march by the sun you should take a new observation every fifteen or twenty minutes. If you do not you will not march in a straight line, but in a right-handed curve.

(c) Finding the north by the moon. This is difficult except at certain times. We must be content, this year, with one or two easy facts.

Sometimes we see the moon shaped like the letter D. It is then growing bigger; it is called a *waxing* - moon. Later on it is quite round, and is called *full* moon. Still later it is shaped like \sqcap and is then getting smaller; it is a *waning* moon. At the end of the first quarter of the journey, and again at the beginning of the last quarter, just half of the bright surface is visible.

By consulting the following table and a watch, the direction of some of the points of the compass can be found at certain times during the month.

Full Moon	1st Quarter.	3rd Quarter.	Position.
6 p.m.	—	12 p.m.	East.
12 p.m.	6 p.m.	6 a.m.	South.
6 a.m.	12 p.m.	—	West.

That is if the moon is full and it is 6 p.m. then the moon is in the east. If the moon is in the first quarter and it is 6 p.m. the moon is in the south.

You can find out when the moon is in the first or third quarter from an almanac, and so learn what it looks like at these times.

When there is a full moon the true north can be found with a watch as in method (b) above. (See also *The Scout*, May 8, 1915.)

3. *Weight Judging.*

Use the same method as before, but take things weighing from 1 lb. to 5 lbs. Not so many objects will be wanted, and there is no need to estimate the weight except to the nearest pound. Ounces and other fractions of a pound may be neglected.

4. *Outdoor Measurements of Area.*

Suitable things to measure at this stage are things whose sides are at right angles; a tennis lawn, a football pitch, a piece of road, a long, straight path, or a garden bed. Not more than half an hour need be given to this exercise. But try to keep in your head, as a guide for judging later on, the areas you measure.

5. *Finding the North.* As above.

6. *Weight Judging,* As above.

7. *Half-Holiday Work.*

(a) Finish the guessing of heights; four more tests. Boys who fail must wait a convenient opportunity for further tests.

Some boys do not really begin to try till they have failed, and then they want to be tested in all kinds of things at all kinds of inconvenient moments. They should learn to work hard in view of the test, and to know that if they then fail they may have to wait some time before they get another chance.

(b) Scout Game. "Find the North" (*Scouting Games*, p. 56, and 8. *for B.*, p. 85).

(c) Scout Game. "Shooting" (*Scouting Games*, pp. 65, 66).

(d) Scout Game. "Far and Near" (*S. for B.*, p. 145, and *Scouting Games*, p. 80). This game should be played on the way home from the place where the above practices, *a*, *b*, *c*, have taken place.

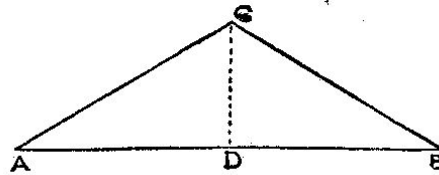
THIRTY-EIGHTH WEEK'S WORK

1. *Measurement of Area.*

If the field whose area we wish to find is not a rectangle, then we cannot multiply one side by the other.

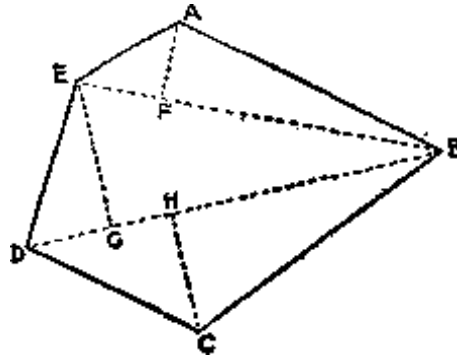
Suppose the field has the shape of a triangle ABC. Measure the side AB and also the distance from the point C to the side AB. Multiply one by the other and divide the answer by two. The line CD must be at right angles to AB. The distances can be found by pacing.

You will not get absolutely accurate results in this rough and ready kind of way, but you will be well within the limits of 25 per cent error allowed by the regulations.



Measurement of area.

Suppose the field is of an irregular shape, such as that shown in the figure ABCDE. First of all make a rough sketch of it on a piece of paper, and then divide it as shown by the dotted lines, into a number of triangles.



Measurement of area.

Put upright poles at A, E, and B. One boy walks from E to B carrying another pole. Another boy at E directs him in such a way that the three poles at E, F, and B are in the same straight line.

The moving Scout must stop when he thinks that he has reached a point at which the line AF is at right angles to EB. The distance from A to F can then be paced, also the distance from E to B.

Multiply these together and divide by two and you have the area of the part AEB.

In the same way you can find the areas of the triangles EDB and DCB. Then add the areas of all the three triangles together and you have the area of the field.

Try, for these exercises, to learn to pace exactly a yard, so as to get your measurements in yards.

Areas of fields are not usually given in square yards, and you had better learn to turn your answer into acres. An acre contains 4840 square yards; half an acre 2420 square yards; a quarter of an acre 1210 square yards; a third of an acre 1613 square yards; and a fifth of an acre 968 square yards, and so on.

If you want your measurements to be more accurate than they would be by pacing, you can get a length of rope and mark it off in yards by tying bits of coloured wool on it, at intervals of one yard apart.

This is all preparatory work to that to be done in the field. It should be explained in the club-room to avoid waste of time out of doors. The rope can also be divided up in the club-room – diagrams made, and a few examples worked out to see how to get the results.

2. Finding the North.

(a) By means of the stars (*S. for B.*, pp. 81-83). In these pages excellent diagrams and instructions are given, and you want nothing better. If you are interested in the stars, you may find a friend who knows the constellations, and who will be willing to point out a few of the more important ones to you.

(b) Other indications of the north.

(i.) Churches lie East and West, with the main window at the East and the steeple at the West.

- (ii.) Look out for weathercocks on churches and other buildings.
- (iii.) Tops of pine trees lean towards the rising sun.
- (iv.) Moss on trees is most plentiful on the side that faces north.
- (v.) The limbs of trees are larger and more numerous on the side that faces south.
- (vi.) The bark of trees is thicker and coarser on the north-west side. This fact is of use if you come across the stump of a tree that has been sawn down.
- (vii.) Trees show a general bend away from the prevailing wind.

3. *Weight Judging.*

Use the same methods as before, but this time take weights up to 14 pounds. *Scouting for Boys* says that you ought to be able to tell the weight of a load of coal or of a sack of bran, or of a man from appearance.

As it will not usually be possible to get sacks of bran and loads of coal on which to practise, we propose to make the tests on objects weighing anything from an ounce to 14 pounds. At the same time, every opportunity should be taken of learning to guess these bigger weights, weights that you cannot find by lifting, but only by looking.

4. *Area Measurement.*

This is the outdoor practice. Go to the nearest park, field, or other large piece of ground and measure it. If possible get a piece of ground measuring about 5 acres. Use this as the standard by means of which you will guess the areas of unknown fields later on,

5. *Finding the North.* As above.

6. *Weight Judging.* As above.

7. *Area Guessing.*

For this exercise we require a fair amount of time. You are taken for a walk across a number of fields, and, in every field, you have to guess what its area is. The local farmer will perhaps give you the right figures, so that you can check your judgments without the trouble of measuring.

If the figures cannot be obtained readily, then you can find the correct areas on the Ordnance Map drawn on the scale of twenty-five inches to the mile. This map shows every field, and on the field is written its area.

The various sheets of this may cost 2s. 6d. or 3s. each. The local Council Offices will almost certainly possess copies, and they might either lend them, or, better still, one of their officials might undertake this part of the work.

You can easily spend the whole of a half-holiday walking from one field to another guessing their areas. Always write down your guess before you get the correct figures. Notice whether you generally under or over estimate the area. Then correct your judgments accordingly.

THIRTY-NINTH WEEK'S WORK

This week there will be no need to divide the work up into indoor and outdoor sections as, no matter what the season of the year, the work is the same.

We have now reached the end of our first year's work. True, we have only given thirty-nine weeks to the year, but, as explained at the outset, this allows for accidents ; for nights when the weather is so bad that, in some districts, few can turn up ; for the weeks spent in camp, and for all those hundred and one events that tend to upset the most carefully laid plans.

1. *Camp Fire Yarn.*

"Finding the Way" (*Scouting for Boys*, pp. 77-79).

2. *Finding the North.*

Written test. This will depend on the season. If it be winter, make the boys write out how to find the north by means of the sun; if it be summer, ask them to write out how to find the

north by the stars. The written test should count, say, twenty-five marks; twenty marks should be necessary to

3. *Weight Judging.*

Get an outsider to bring a number of articles and to give you a test in this part of the First Class work.

4. *Area Judging and Finding the North.*

This will take up another afternoon. You can be sent out with one or more examiners who will test you in guessing the areas of, say, ten fields. The results can be entered in the "Guessing Book." During the walk, or towards its close, the practical test in finding the north can be given.

There should be another examiner who will take the boys one by one as you pass over the fields and ask them to point out the north. If it be summer, this will be done by a sun method; if it be winter, the test must be deferred till you are on your way home, when a star or moon method, or both, must be known.

No boy should be passed in Finding the North unless he can actually find the north in practice.

If you have worked hard, and been successful in your tests, you will now have completed the following parts of the First Class work: Distance judging, area judging, height judging, weight judging, finding the north.

There is plenty of work left for at least another year. Amongst the remaining tests are three about which we should like to say a word here.

1. *Swimming.*

This is purely a matter of individual practice. If there is any water where you can swim near your home or head-quarters, then during the time when this water is available there ought to be a regular bathing parade on one evening a week, and the boy who will not turn up to learn to swim is not worth keeping in your troop.

If a boy goes with an instructor once a week to the baths, he will certainly learn to swim in one season, and after that it is just a question of practice till he can swim the necessary 50 yards.

If there are no baths, rivers, or pools, then the only thing to do is to wait for the summer camp.

2. *Training a Tenderfoot.*

When you get a Tenderfoot to train, take him through the course of work as given here until he has passed the Tenderfoot tests. This will revise your own work and help to make it stick.

Except at the beginning of a new year of work, do not allow a boy to attend any of the troop parades until he has passed his Tenderfoot tests. When he enters, he gets put on the books; the boy who trained him gets his mark on the troop register for having done so.

3. *Tree Felling or Making Something.*

Test No. 8 reads: "Use an axe for felling or trimming light timber, or, as an alternative, produce an article of carpentry or joinery, or metal work, made by himself satisfactorily."

In towns felling timber is an impossibility, and, even in the country, it is not every day that a boy is allowed to fell trees. We may take it that, for most Scouts, it is the alternative part of the test that will be passed, that is, the making of something in wood or metal.

This, can be done in the school workshops. Many elementary and most secondary schools have workshops, and the instructors are usually quite pleased to help boys to pass this part of the test, and even to help them to get their Carpenter's Badge.

Then again a boy may have made a rabbit hutch or a model yacht or some other article at home; this can be shown up and passed.

But in, say, an East End slum, it is difficult for a boy to make things. He has neither money, tools, nor material. To meet his and many other cases it is a good thing to set aside one night a week for training in the use of tools.

The work done should not be models that have no practical use, but things of actual value.

These might, in the first case, be things necessary to the comfort of the troop – shelves, lockers, cupboards, and the like; things useful in camp – notice boards, letter-box, trestle-tables, and so on.

The help of a skilled carpenter should be called in and, if two or three boys jointly make a big article, involving a number of different processes and a considerable amount of labour, they might each be passed in the handwork test, though they have not each made a separate article.

In some districts the instruction is given in the workshop of the instructor and not at the clubroom.

The remainder of the First Class work includes ambulance, writing reports on a journey, cooking, map-reading and sketching, judging numbers and size. It can all be arranged in the way we have followed for the past year, viz. in an orderly, progressive scheme, bit by bit, and with indoor and outdoor work closely associated.

BOOKS RECOMMENDED FOR USE IN CONNECTION WITH THE TRAINING GIVEN IN THE VOLUME

These Books may be obtained through any bookseller, or if any difficulty is found they will be sent on receipt of the published price (with postage added) by A. F. SOWTER, "THE SCOUT" "Offices, 28 Maiden Lane, London, W.C.

- "Scouting for Boys." Sir R. Baden-Powell. 2s. 6d. net, paper; 4s. net, cloth,
- "Scouting Games." Sir R. Baden-Powell. 1s. 6d. net, paper; 2s. 6d. net, cloth.
- "Knotting." 1s. 6d. net (Cassell and Co.).
- "Boy Scouts' Knot Book." 1s. net (Brown, Glasgow).
- "The Scout's First Book." Sir R. Baden-Powell. 6d. net,
- "The Patrol System." Capt. The Hon. R. E. Philipps. 6d. net (Pearson).
- "Camp Cookery for Boy Scouts." 6d. net (Headquarters).
- "Manual Drill for Boy Scouts." 9d. net (Brown).
- "Training Manual – Signalling," 6d. net (Gale and Polden).
- "The Magnetic Compass and How to Use It." 9d. net (Gale and Polden).
- "Conventional Signs and Terms in Military Topography." 2d. (Gale and Polden).
- "Pioneering and Map Making." C. R. Enock. 1s. 6d. net (Pearson, Ltd.).
- "Military Map Reading Simply Explained." W. P. Lynam. 2s. net (Hugh Bees).
- "Maps and Map Reading." 2s. net (Clowes).
- "Map Reading and Field Sketching." 1s. net (Wyman).
- "Sketching and Map Reading." 1s. 6d. net (Gale and Polden).
- "Lonecraft." Hargrave. 2s. 6d. net, paper; 3s. 6d. net, cloth (Constable and Co.).
- "Notes on Visual Training and Judging Distance." Bostock. 1s.
- "What a Scout Should Know." Morley Adams. 1s. net.
- "Scout Handicrafts." Morley Adams. 2s. 6d. net.
- "Training of a Territorial Scout." Lieut. P. B. Foot. 1s. 6d. net.
- "Astronomy for Boy Scouts." T. W. Corbin. 1s. 6d. net (C. A. Pearson, Ltd.).

FOR THE LIBRARY

"Boys of the Otter Patrol." By E. Le Breton Martin. With Foreword by Sir Robert Baden-Powell. 4s. net. Cheaper edition in paper covers, 1s. 6d. net.

"Otters to the Rescue." E. Le Breton Martin. A Sequel to "Boys of the Otter Patrol." 4s. net.

"Adventures among Hunters and Trappers." E. Young, 6s. net (Seeley, Service).

- “Pirate Gold.” J. B. Hutchinson. 4s. 6d., cloth.
- “Life of Sir R. Baden-Powell.” Bateholder. 1s. net (Collins).
- “The Chief Scout.” Aitkin. 2s. 3d. net (S. W. Partridge).
- “Going About the Country with your Eyes Open.” Jones and Woodward. 1s. 6d. net, paper; 2s. 6d., cloth (Pearson).
- “Boy Scouts Beyond the Seas” (My World Tour). Sir R. Baden-Powell. 1s. net, paper; 2s. 6d. net, cloth (Scout Library).
- “Yarns for Boy Scouts.” Sir R. Baden-Powell. 2s. 6d. net, cloth (Scout Library).
- “Things All Scouts Should Know.” 1s. 6d. net, paper; 2s. 6d. net, cloth (Scout Library).
- “The Boy Scouts’ Companion.” Morley Adams. 5s. net (R.T.S.).
- “In Nature’s Ways.” M. Woodward. 1s. 6d. net, paper; 2s. 6d. net, cloth (Scout Library).
- “Complete Scout.” Morley Adams. 4s. 6d. net.
- “Two Little Savages.” Thompson Seton. 8s. net (Constable and Co.).
- “Heroes of Pioneering.” E. Sanderson. 6s. net (Seeley, Service and Co.).
- “Gilderaley’s Tenderfoot.” R. Leighton. 2s. 6d. (Scout Library).
- “Scouting and Reconnaissance in Savage Countries.” Stigand 5s. net (.Hugh Rees).
- “Kiddie of the Camp.” E. Leighton. 3s. 6d. net (Pearson).
- “The Young Cavalier.” P. F. Westerman. 2s. 6d., cloth (Scout Library).
- “The Phantom Battleship.” Rupert Chesterton. 3s. 6d. net (Pearson).
- “Kiddie the Scout.” Robert Leighton. 4s. 6d. net.
- “The Brigand of the Air.” Christopher Beck. 4s. 6d. net.
- “The Captain of ‘The Phantom.’” Rupert Chesterton. A Sequel to “The Phantom Battleship.” 4s. 6d. net.
- “Noel Hamilton’s Probation.” A. B. Cooper. 4s. 6d. net.
- “The Crimson Aeroplane.” Christopher Beck. 4s. 6d. net.
- “Sam Button’s Scouts.” E. Le Breton Martin. 4s.net.