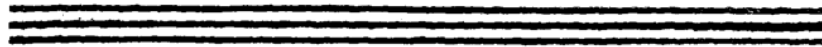


GILCRAFT'S



FIRST CLASS
BOOK

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GILCRAFT'S
FIRST CLASS
BOOK

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THE BOY SCOUTS' ASSOCIATION

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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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Gilcraft's First Class Book

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NOTE

This book is not a substitute for practical instruction,
 but contains notes and reminders of
 important facts.

It is assumed that the Scout has a copy of *Scouting
 for Boys* in the Boy's Edition.

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PERSONAL RECORD

Name

Address

Troop Patrol

Test.	Date of Passing.	Initials of Examiner or S.M.
PRELIMINARY.		
(a) Second Class Tests
(b) Camping
HEALTH.		
(a) Emergencies
(b) 1. Bleeding
2. Fractures
(c) Swimming
OBSERVATION.		
(a) Tracking
(b) 1. Trees
2. Birds
(c) 1. Distances
2. Heights
PIONEERING.		
(a) 1. Sheer-lashing
2. Splices
3. Knots
(b) Axemanship
SIGNALLING.		
Semaphore or Morse
EXPLORING.		
(a) 1. Map
2. Compass
(b) Journey

Badge completed Badge awarded

I certify that the above record is correct

Signed.....

Scoutmaster.

GILCRAFT'S FIRST CLASS BOOK

“NO SCOUT WILL WANT TO REMAIN SECOND CLASS FOR LONGER THAN HE NEED, AND SO YOU WILL BECOME A FIRST CLASS SCOUT AS SOON AS YOU CAN.”-B.-P. in *Scouting for Boys*.

PRELIMINARY

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

You obviously cannot be a First Class Scout if you cannot do all that a Second Class Scout can do !

(b) *Must have camped with his Troop, or his Patrol, for a total of 20 nights before completing his First Class tests. One week-end camp at least must be included in the total.*

Keep a careful record of all the camps you attend. This requirement may seem a bit stiff, but by the time you are ready for the final First Class Test, you should have filled this requirement.

HEALTH

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

You will find these matters dealt with in Yarns 24 and 25 of *Scouting for Boys*. The pages in the Boys' Edition are: For fire, pp. 192-3; for drowning, pp. 194-5; for ice-breaking, bottom of p. 195; for electric shock, p. 202.

(b) *Know how to stop bleeding, and to recognise and apply first aid to fractured arm, forearm and collarbone, and the importance of not moving other suspected fractures.*

Bleeding.

You have already learned something about bleeding in dealing with small cuts, but you need to know more because *some forms of bleeding can be very dangerous indeed*, and unless correct first-aid is at once applied, most serious, even fatal, results may follow. IT IS MOST IMPORTANT TO SEND FOR A DOCTOR IF POSSIBLE AT ONCE.

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

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

1. Direct pressure with the fingers on the wound. This is useful if there are two of you, because one can get ready for further action; but if you are alone with the patient, it cannot be kept up long enough. He himself may be able to help you.

2. Pad and bandage. A pad over a dressing of something absolutely clean (e.g. lint, cotton wool, clean handkerchief) and then firmly tied down with a bandage is very often successful. *This must not be done if you suspect a fracture, or the presence of, for example, glass in the wound.*

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

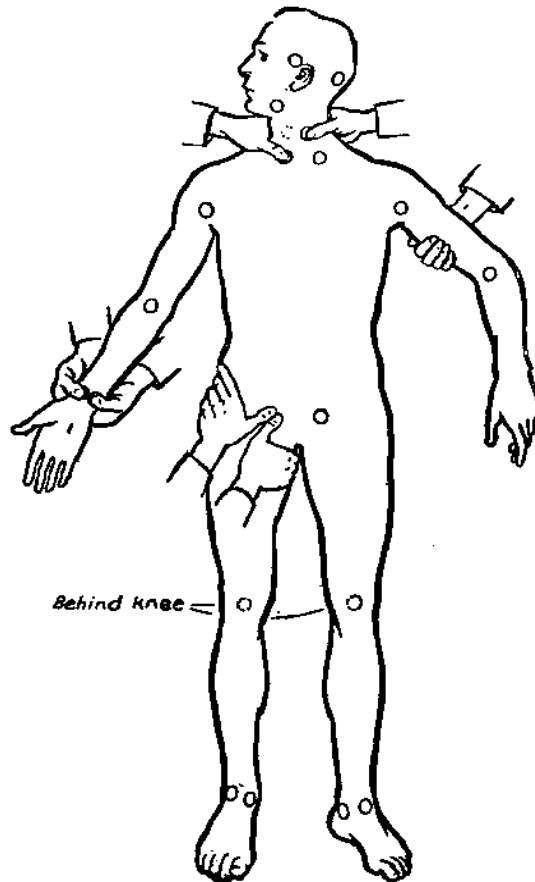


FIG. 1.

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

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

REMEMBER – GET THE DOCTOR, or a trained nurse, AS SOON AS POSSIBLE.

Fractures.

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

- (a) *treat for shock.*
- (b) *Prevent further movement of the limb.*

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

A broken limb means one or more of the following:

- (a) pain.
- (b) a feeling of having no power in it.
- (c) great tenderness at the place.
- (d) swelling.
- (e) deformity.
- (f) shortening.

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

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

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

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

- (a) Place a pad (about 2 in. thick) in the armpit,
- (b) Bend the forearm (i.e. from the elbow downwards; from the elbow upwards is the “arm” in first-aid) until the fingers almost reach the other collar bone diagonally across the chest.
- (c) Put this injured arm in a narrow sling.

(d) Tie another narrow bandage over the elbow of the injured arm straight across the body (Fig. 2).



FIG. 2.



FIG. 3.

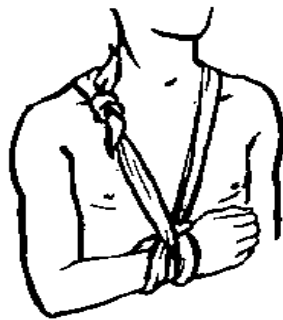


FIG. 4.



FIG. 5.

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

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

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

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

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

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

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

(c) Swim 50 yards. If a doctor certifies that bathing is dangerous to the boy's health he must, instead of this, pass for one of the following badges: Camper, Handyman, Healthyman, Naturalist, Pioneer, Stalker, Starman or Tracker.

You can't learn swimming from a book! But use every opportunity you have of practicing; once you can do a few strokes, the rest is up to you!

OBSERVATION

(a) Read the meaning of a series of simple tracks made in sandy or other suitable ground.

This is a subject you and another Scout can learn yourselves – you are far more likely to remember the facts that way than if your Scoutmaster tells you everything. First read through Camp Fire Yarn 12 of *Scouting for Boys*.

Find a stretch of sandy or soft soil where tracks show up plainly. It need not be very wide, say a yard, but the longer the better. Walk over it with your usual step. If the tracking strip is short, start walking a fair way off as your first steps will probably not be normal. Make a sketch of the track, putting in measurements between toe and heel to get length of your ordinary pace. If there is room, let this track come alongside the walking one. Again, measure and make sketches. Note particularly how heel and toe show, or do not show.

Go on to other ordinary tracks. For example, limping, or one Scout carrying another. Try a few more unusual ones, such as leap frog, walking or cart-wheeling on your hands, etc. Get your sister, or someone else's sister, to make a set of tracks and compare them with your own. Then set each other tests to see if you can read the meaning of ordinary tracks.

You won't be expected to know more than these simple tracks, but don't stop there. Get to know a dog's track, and a cat's. Later you can test if the horse tracks on P. 105 of *Scouting for Boys* are correct. Try also the bicycle track on P. 104.

Once you get going on this subject, you will not want to stop!



FIG. 6.
(Above) HOLLY. (Below) YEW.
Dead twigs from both these trees make excellent kindling.
Both are evergreen.



FIG. 7.
(Above) FIELD MAPLE. Often found as a hedge tree.
Compare leaves with
(Below) PLANE—a town tree which flakes its bark.



FIG. 8.
(Above) HORNBEAM. Compare the leaves with those of the Elm.
(Below) ALDER. Grows near water.



FIG. 9.
(Above) SWEET OR SPANISH CHESTNUT.
(Below) HORSE CHESTNUT—the conker tree.

(b) *Be able to recognize and name 12 common trees and 6 common birds.*

Trees.

You already know at least 6 *common trees*, so you have only to add another 6. Figs. 6 to 9 show you the leaves of 8 more.

Birds.

It is not difficult to learn to recognize 6 birds even in a town. You at least know a sparrow. Here are pictures of 8 common birds (Figs. 10 to 17). Colour these pictures yourself when you are certain you have seen the birds; you will soon find someone to point them out, or perhaps there is a museum you can get to where there are stuffed specimens. The pictures are arranged with the largest bird first and the smallest last.



FIG. 10. ROOK.



FIG. 12. THRUSH.



FIG. 11. BLACKBIRD.



FIG. 13. STARLING.



FIG. 14. SWALLOW.



FIG. 16. ROBIN.



FIG. 15. CHAFFINCH.



FIG. 17. BLUE TIT.

- (c) Estimate distance up to half a mile, and with a Scout staff or other rough method, height, within 10 per cent.

Distance.

This is a matter of practice. Begin by finding out how many paces you take to 100 yards. This means measuring out the distance first of all. Then get an idea of what that distance looks like. Some standard lengths will help you. A cricket pitch is 22 yards; a soccer pitch 120 yards long by 80 yards wide. As you go about, test yourself. For instance, what is the distance between lamp posts? Or, how far off is that house? Then pace the distance.

Heights.

One method of estimating heights is given on P. 71 of *Scouting for Boys*. A rougher method is known as the Lumberman's Method. When a fair distance from the object, say a tree, hold your staff or a stick upright at arm's-length so that the top of the staff seems to be level with the top of the tree. Hold the staff where the bottom of the tree seems to come. Now swing the staff down at right angles until it is horizontal. Note carefully the spot where the top of the staff appears to touch the ground – if you are lucky there may be an object such as a clump of thistles, or a bush there. The distance from that spot to the foot of the tree is roughly the height of the tree. This is called the Lumberman's Method because he can then tell where the tree is likely to fall when he fells it.

- (a) Demonstrate the following: sheer lashing, back and eye splice; fireman's chair knot; manharness knot; rolling hitch.

Sheer lashing.

Used for lashing together two poles which are to be opened out to form sheer legs like an inverted V. Sheer legs are useful for lifting loads, etc. Begin with a clove hitch round one pole and then make about six turns above this round both poles (Fig. 18). Put one or two frapping turns, and then finish off with a clove hitch on the second pole. You can use this lashing when joining together two or more poles (e.g. Scout staffs) to make a longer one (e.g. for a small flag staff). In this case put the clove hitches round both poles and omit the frapping turns. The poles must overlap and two lashings used. To tighten up you can use small wedges driven between the lashing and the pole.

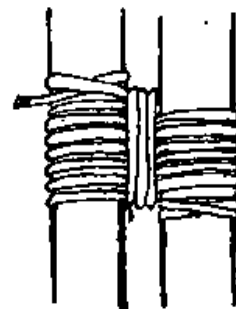


FIG. 18.

Splicing.

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



FIG. 19.



FIG. 20.

Back Splice.

A neat way of ending a rope so that it does not untwist. Unlay (i.e. untwist) the rope for about 2 or 3 inches (this depends on the thickness). First we make a Crown Knot as shown in Fig. 19. Pull the knot tight by pulling on each strand in turn. When completed the Crown Knot should be flat on top and the strands should hang down at equal distances from each other (Fig. 20).

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

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



FIG. 21.

After tucking each strand in once (Fig. 21), repeat the process for a second and then a third series of tucks, making sure the strands are tucked in the same sequence as the first series.

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

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

Eye Splice.

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

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

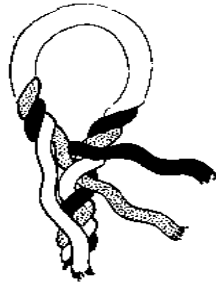


FIG. 22.



FIG. 24.

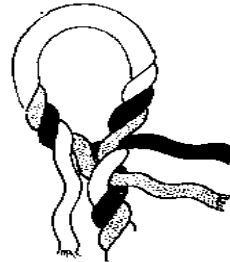


FIG. 23.

Fireman's Chair Knot.

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

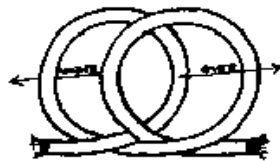


FIG. 25.



FIG. 26.



FIG. 27.

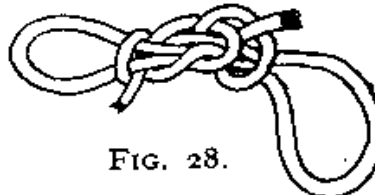


FIG. 28.

Manharness Knot.

To make a loop in the middle of a tow-rope, which will not slip, so that a Scout towing may put his shoulder through the loop and add his weight. Also useful for making steps, and handholds in a climbing rope. The Figures 29 to 31 show how to make the know, and Fig. 32 the result.

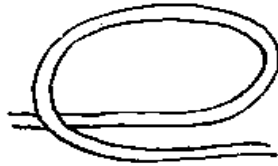


FIG. 29.



FIG. 30.

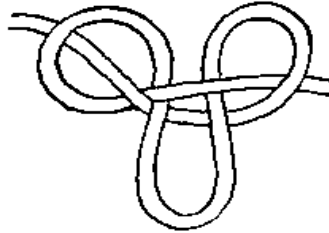


FIG. 31.

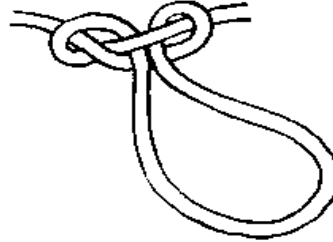


FIG. 32.

Rolling Hitch.

Somewhat similar to a Clove Hitch, but less likely to slip under a sideways pull. Useful for attaching a rope to another rope which has a strain on it, or for pulling a hawser along. Fig. 33 makes the knot clear.



FIG. 33.

- (b) *Use a felling axe for felling or trimming light timber, or, if this is impracticable, be able to log up a piece of timber and demonstrate the theory of felling a tree.*

It is most important that you should get someone who really know about axemanship, to demonstrate the use of the felling axe. Here are a few points as reminders of what he will tell and show you. The rules you learned for a handaxe still apply, but particularly: –

1. When not in use, or when being carried about, keep the axe head in its case or masked with a chunk of wood.
2. Never begin using the axe until you are sure that (a) persons and (b) other branches and twigs, are well away from the full swing of the axe.
3. When feeling even a bit tired, rest.

Fig. 34 shows how to fell a tree. Notice the shape of the cut or kerf. The tree will fall on the side where the lower cut is made, which should be as low down as possible. The chief axing is done on the higher kerf. Very little felling is now done entirely by axe; the cross-cut saw is used after the first cut in order to save wastage.

The axe head should never be driven at right angles to the timber; strike at an angle; the edge or bit will then go in more easily. Don't use the axe like a hammer; the edge and the weight of the head following on the swing do the work.

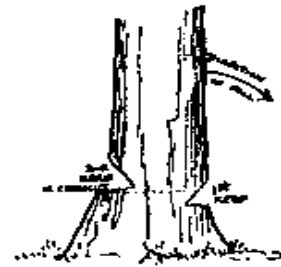
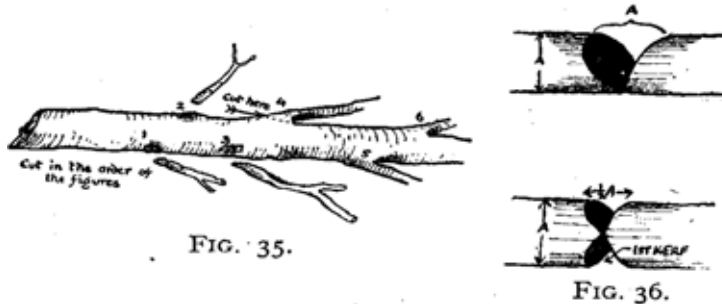


FIG. 34.

If you can't get permission to fell a tree, you may get the interesting job of trimming up a fallen one. This means cutting off all boughs and branches and leaving a clean trunk – and *a* clean job! Work from the root end of the trunk towards the top (Fig. 35). Cut off each bough as near the trunk as possible, cutting from underneath. A clean job means stacking the boughs and branches neatly according to size.

The diagram (Fig. 36) shows you two ways of logging-up, i.e. cutting a trunk into lengths. This is a shockingly wasteful way of doing the job, but good practice for you in getting the feel of an axe. In the upper diagram the width of the kerf is the same as the thickness of the log. This assumes that you cannot easily turn it over. It is better to turn the log over and do the job by two kerfs (each half the thickness).



SIGNALLING

Send and receive a message out of doors either in Semaphore, at rate four (twenty letters a minute), or in Morse, at rate three (fifteen letters minute). He must also understand the alphabetical check for numerals.

If you have kept up your practice with your pal since passing the 2nd Class Test, this should not present much difficulty. By this time you should be able to send and read over a fair distance, though this will mean choosing your background carefully. In your endeavours to increase speed be careful not to make bad angles. All signals whether Morse or Semaphore should be clear and precise.

Ask the S.M. to arrange some games and competitions so as to give you as many opportunities of practice as possible. Some suggestions are given at the end of this section. You want to be First Class, so you may have to put in extra practice on your own outside Troop or Patrol meetings when your pal is unable to join you. A tapper and buzzer at home will give you practice in sending, and twiddling the knobs of your wireless set may locate a station which will give you opportunities of practice in reading.

Games and Practices.

Inter-Patrol Message Relay.

The message is handed to Scouts from each Patrol at the first post, who call up their Patrol representative at second post, and so on to the last post where message is written down and handed to S.M.

Orders can be signaled to members of the Patrol or Troop who are stationed around the circumference of a circle with the sender in the centre. (Some have to read from behind or from a flank, thus giving excellent practice.)

Interception.

The best signalers are divided into sending and receiving stations on opposite sides. Remainder take up positions in the middle within limits and endeavour to interfere with the signalers by moving and jumping about within their area.

Lying Hid.

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

EXPLORING

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

You began to read a map as a Second Class Scout, and, with that foundation, you should soon build up your knowledge by practice. Carry a map with you whenever you are out in the country and look at it carefully from time to time.

You know how *to set a map*, but now you need to learn more about this. When you look at an Ordnance Map you will see the compass marked with three lines crossing. The upright and horizontal ones give the four main points; but there is a third running diagonally marked "Magnet Varⁿ."; the second word is short for "Variation." The explanation is that the compass does not in fact point to the North Pole, but to a place to the west of it in Baffin Island off North Canada: this area (for the actual spot varies from time to time – hence "variation") is called the *Magnetic Pole*. Now, in setting your map, the N – S line on your compass should coincide with the direction of the Magnetic line marked on the map. For normal purposes – a short hike, for instance – this is not very important, but you can easily see how on a long journey in unknown and thinly inhabited country, you could soon get many miles off your route.

At the foot of the Ordnance Map is a chart showing the *conventional signs*. These are ways of indicating such features as railways, bridges, churches, and so on. If these were all drawn like small pictures, it would be very difficult to find room for them; so signs have been invented to represent these objects. The best way to learn them is to take each in turn and then find examples on the map. When you have done this, try taking an imaginary walk on a map; select a point of departure and then as you go along, ask yourself what you would see. Also, every few miles, ask yourself: "In what direction am I going?" This can be a very interesting Patrol exercise.

One other thing is important. If you are planning a hike, you will want to know the "lie of the land," that is, whether it is flat or hilly or mountainous. Our Ordnance Maps show this by Contour Lines. These are the wavy lines, generally printed in brown, broken here and there by numbers; on the one-inch map these go up by fifties. Each of these lines runs through points of the same height – thus every place on the line marked 300 is 300 feet above sea level. The example in Fig. 37 should make this clear.

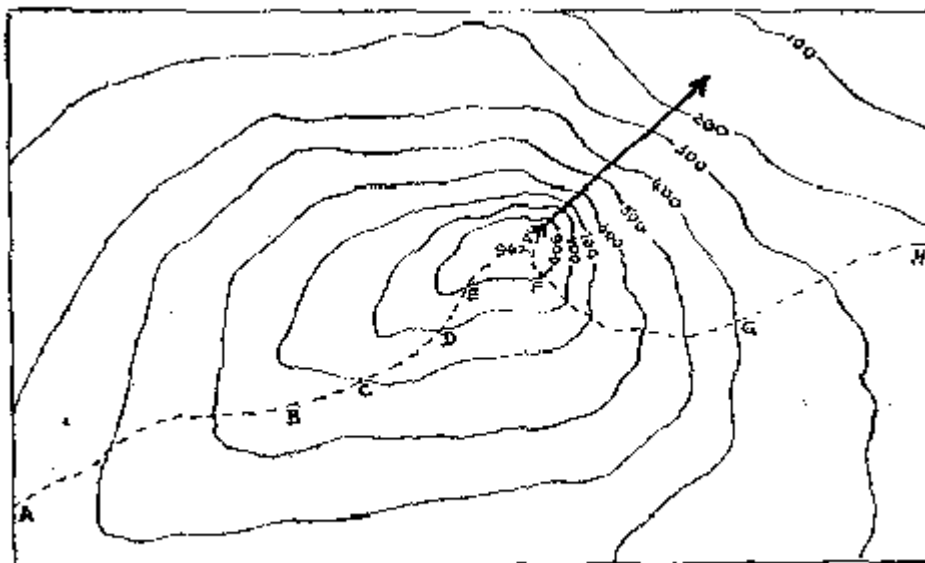


FIG. 37.

This represents a hill rising to 962 feet – this is marked in the centre and you will find similar figures for high points on the Ordnance Map. The contours are numbered from 100 feet to 900 feet by intervals 100. Let us imagine ourselves going up the hill from the point A by the footpath represented by the broken line. The first contour we meet is the one marked 500. Every point on this line round the hill is 500 feet above sea level. (Of course, you won't see the line on the ground, as it is an imaginary line). From this point to C the lines are well apart – this means that the slope is not steep, because the rise is spread over a good distance. From C to E they are closer together – that shows increasing steepness. Now we are on top. The shortest way down to the 200-ft. contour is in the direction of the arrow, but, as the lines are very close together, this is evidently very steep indeed. An easier route is by the footpath F, G, H. If you do much hill walking you will generally find that the footpaths follow the easiest route; they may seem to wander about a bit, but when you try short cuts you will soon learn that the people who trod the paths, knew what they were doing.

You were tested in *compass* reading for the Second Class Badge. This is so important that it is also tested for First Class. You must now be able to point out compass directions at any time without a compass. This is partly a matter of habit. Do you know, for instance, the compass directions in your own bedroom? Or the direction in which your Scout Headquarters is from your home? Another useful practice is to note the direction of the wind when you first go out of doors each day. Remember that the wind is described by the compass point *from* which it blows; thus, a S.W. wind comes from the S.W.

Scouting for Boys gives you ways of finding the north without a compass; on P.45 is a diagram showing how to do this with a watch. The sun is to the south at mid-day (1 o'clock Summer Time, or 2 o'clock Double Summer Time). On P.46 is a diagram of the Great Bear showing how it point to the Pole Star. In the Southern Hemisphere you can get the south by the Southern Cross.

(b) *Go on foot, alone or with a companion, a 24 hours' journey of at least 14 miles. In the course of the journey he must cook his own meals, one of which must include meat, over a wood fire in the open, find his camp site and camp for the night. He must carry out any instructions given by the Scouter as to things to be observed en route. He must hand in on his return a log of the journey,*

including a sketch-map of his route. A Sea Scout may do his journey partly by water and partly by land – at least 5 miles of the 14 being done on foot. This test should be taken last.

There is nothing new for you here as cooking and camping are part of your usual Scouting, but it may be a help to say something about the *log* which has to include a *sketch map* of your route.

The log is not an essay, but a *record, in note form*, of what you saw and did. Your journey instructions may contain requests for special information, say about trees, or may set you one or two jobs to do, say the making of a plaster cast of an animal track. These should be reported on separately.

There is no official way of writing the *log*. Here is one idea, but don't follow it slavishly (Fig. 38).

Log of First-Class Journey

From. Second Scout H. RICHARDS
To : Scoutmaster T. J. BROOKS (2nd RUSTWICK)
On : 8th. - 9th July 1944.
Weather : Sunny with light clouds on 8th. Wind S.S.W.
 more cloud on 9th, wind more S.W. No rain
Map : O.S. 1" Poplar Sheet 94.

Time	Miles	Log
14.30	0.	Left H.Q. with instructions to be opened at GREEN MAN (P.A.) on main WILFORD Rd. Traffic light
15.00	1½	Read instructions and studied map
15.20	2½	Took F.P. running NE from pub. Path goes between hedge and 3 fields, 1st - potatoes, 2nd - hay (just cut), 3rd - barley. Then crosses road (2nd LL) NW-NE, WILFORD to SILTON. F.P. through meadow to footbridge (2 planks and handrail) over stream (could find name). Could see square tower of WILFORD Church to WNW
ETC		

FIG. 38.

The following points should be noted.

1. The heading should say BY WHOM and FOR WHOM the log is written.
2. All names should be printed in capitals.
3. A note should be made of the map used.

The *sketch map* (Fig. 39) need not be elaborate; it should however be possible for anyone to follow your route with ease from your sketch map. Put in the *north point*, and a rough *scale*. Don't forget to mark on the map the position of your camp site. You need not draw your map all on one sheet; it can be done in sections provided on each you mark the compass point and scale.

Now you will be ready to work towards the Kings Scout and Bushman's thong.

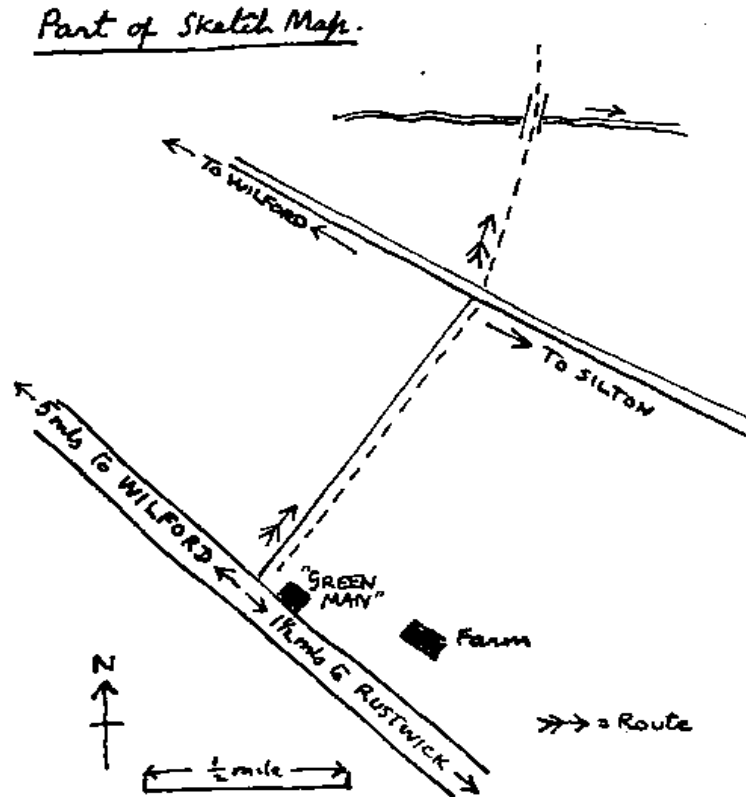


FIG. 39.

TEST YOURSELF

Here are a few questions by which you can test yourself.

1. What is your pulse?
2. What is the difference between an artery and a vein?
3. Which is your arm and your fore-arm in First Aid practice?
4. How do you measure a man's track?
5. What tree flakes its bark?
6. How many paces (walking) do you take to 100 yards?
7. What do you mean by splicing?
8. What is the use of the manharness knot?
9. Give three important rules of axemanship.
10. When cutting branches off a felled tree, where do you begin?
11. Where is the Magnetic Pole?
12. What are contour lines?