

**WESTERN REGION
EXPLORER
SEARCH & RESCUE**

—ESAR TRAINING MANUAL—

TO THE BOEING MANAGEMENT ASSOCIATION -
AUBURN CHAPTER

In appreciation for providing the resources which make
this Explorer Search and Rescue Training Manual
possible.

Because of you - hundreds of young men and adults
will be better trained to perform Explorer Search and
Rescue missions.

SO THAT OTHERS MAY LIVE.

Donald C. Wilson
Western Regional Director
Explorer Search and Rescue

Robert B. Bugge
Field Representative
Western Region
Boy Scouts of America

WESTERN REGION B.S.A.
EXPLORER SEARCH & RESCUE

AN EXPLORER SEARCH & RESCUE
TRAINING PROGRAM

*First Printing: November 1965
First Revision: August 1971
Second Revision: November 1972*

INTRODUCTION:

When the Western Region B.S.A. authorized the formation of an explorer search and rescue advisory committee, primary consideration was given to two conditions. First was an assurance that only those exploring groups which met accepted standards of training be allowed to participate in search and rescue activities. (The untrained could jeopardize not only themselves but also the carefully earned reputation of the trained.) A second consideration was to provide for reasonable uniformity in training. The combined manpower of similarly-trained ESAR units offers one of the most significant and exciting potentials in the field of Search and Rescue.

In keeping with these considerations, this pamphlet describes, in detail, one method used to conduct ESAR training. This method has been used most widely in those units which have organized on a council-wide basis. In those places where ESAR has been formed on a post-level, the training program is conducted differently; however, the content and objectives are remarkably similar.

This pamphlet can serve as a guide and provide instructions for conducting training. In the future, however, other methods may be developed, written out, and used effectively.

TABLE OF CONTENTS

TITLE	PAGE
TRAINING PROGRAM - BASIC FORMAT	1
TRAINING SCHEDULE	2
INTRODUCTORY SESSION	3
INTRODUCTORY SESSION - LECTURES	4-12
STRIDE & COMPASS	4- 6
EVACUATION	6- 7
ESAR ORGANIZATION	7- 9
WILDERNESS EVACUATION	9-10
COMMUNICATIONS	10-12
INTRODUCTORY SESSION AND COURSE I LECTURES	13-20
GRIDDING #1 & #2	13-18
COURSE 1	19
AGENDA	20
COURSE 1 INSTRUCTIONAL AREAS	21-22
STRIDE COURSE	21
WAGON WHEEL	21
SINGLE TEAM GRID AREA	21
SINGLE TEAM GRID	22
MULTI TEAM GRID	22
NAVIGATION LOOP COURSE	23
COURSE 1.5	23
COURSE II	24-31
SUMMARY	24
PURPOSE	24
DESCRIPTION	24-28
SUGGESTIONS	28-31
SAMPLE COURSE II INSTRUCTION SHEET	31-32
COURSE III	33-35
PURPOSE	33
OBJECTIVES	33
STAFF	33
PROCEDURES	33
OPERATION LEADER	34
FIELD LEADER	34
TEAM LEADER	34
COMMISSARY UNIT	34
INFORMATION & PLOTTING UNIT	34
COMMUNICATIONS UNIT	34-35
TRANSPORTATION	35
SCHEDULE	35
COMMENTS	35
TEAM LEADER TRAINING	36-37
INTRODUCTION	36
TEAM LEADER QUALIFICATIONS	36-37
GENERAL COMMENTS ABOUT THE TRAINING PROGRAM	38

TRAINING PROGRAM - BASIC FORMAT

- I. INTRODUCTORY TRAINING - Two orientation sessions are scheduled during week-day evenings. The content includes ESAR organization, purpose, equipment, navigation, evacuation, gridding, and first aid.
- II. COURSE I - A weekend of supervised field practice in compass and stride, gridding, and evacuation. Classroom work is included.
- III. COURSE II - A weekend of field experience where two-man trainee teams are required to work an extensive series of navigation problems.
- IV. COURSE III - A two day simulated search operation using 6 to 10 man teams under the supervision of an Operation Leader and Team Leaders.

The introductory sessions are held within the city. Courses I, II, and III are held at an outdoor training area near one of the council camps.

TRAINING SCHEDULE

Each course is offered a number of times. This allows the trainee to fit the training in with his other activities: it also allows him opportunity to repeat any course that he fails.

(Sample Time Schedule)

Sept. 28	(Tues. evening)	Introductory Session #1
Oct. 5	(Tues. evening)	Introductory Session #2
Oct. 9 & 10	(Weekend)	Course I
Oct. 12	(Tues. evening)	Introductory Session #1
Oct. 19	(Tues. evening)	Introductory Session #2
Oct. 23 & 24	(Weekend)	Course I & II
Oct. 26	(Tues. evening)	Introductory Session #1
Nov. 2	(Tues. evening)	Introductory Session #2
Nov. 6 & 7	(Weekend)	Course I & II
Nov. 9	(Tues. evening)	Introductory Session #1
Nov. 16	(Tues. evening)	Introductory Session #2
Nov. 20 & 21	(Weekend)	Course I, II, III
Dec. 4 & 5	(Weekend)	Course II, III
Dec. 18 & 19	(Weekend)	Course II, III
Jan. 9 & 10	(Weekend)	Course II, III
Jan. 23 & 24	(Weekend)	Course II, III
Feb. 6 & 7	(Weekend)	Course III

The introductory sessions and the three courses are supervised by four different people, thus reducing the load on any one person.

INTRODUCTORY SESSION #1

Agenda:

1. Purpose, history, and organization of ESAR.
2. Description of Courses I, II, and III.
3. ESAR membership requirements.
- Break - sign up for training, purchase of manuals.
4. Equipment demonstration (based on manual) with emphasis on wool clothing and use of the 24 and 48 hour pack system.
5. Communications lecture.

INTRODUCTORY SESSION #2

Agenda:

1. Compass lecture.
2. Navigation, Township and Range lecture (illustrated with slides).
3. Evacuation lecture.
4. Gridding #1 lecture (illustrated with slides).
5. First Aid (Shock, Bleeding, Hypothermia, etc.).

INTRODUCTORY SESSION LECTURES

STRIDE AND COMPASS

Aids: A large plastic demonstrator compass is available and should be used frequently in illustrating how to take bearings. A chalk board is also very useful in describing variation, how to measure angles, etc.

Experience has shown that the trainees will learn sooner if they are required to participate and take a few practice bearings during the lecture immediately following the explanation of magnetic bearings. Any object in the room can be used as a target. By observing the trainees, the instructor can determine what points need to be clarified.

I. Stride

- A. Definition: Two Steps
- B. How a stride is determined: by striding a known distance and dividing the number of strides into the distance covered.
- C. How a stride is used to measure distance: count the number of strides necessary to cover a distance and multiply by the stride length.
- D. Variability of stride length.
 - 1. Uphill or down
 - 2. Rough or open terrain
 - 3. Heavy or light load
- E. Explanation of stride courses

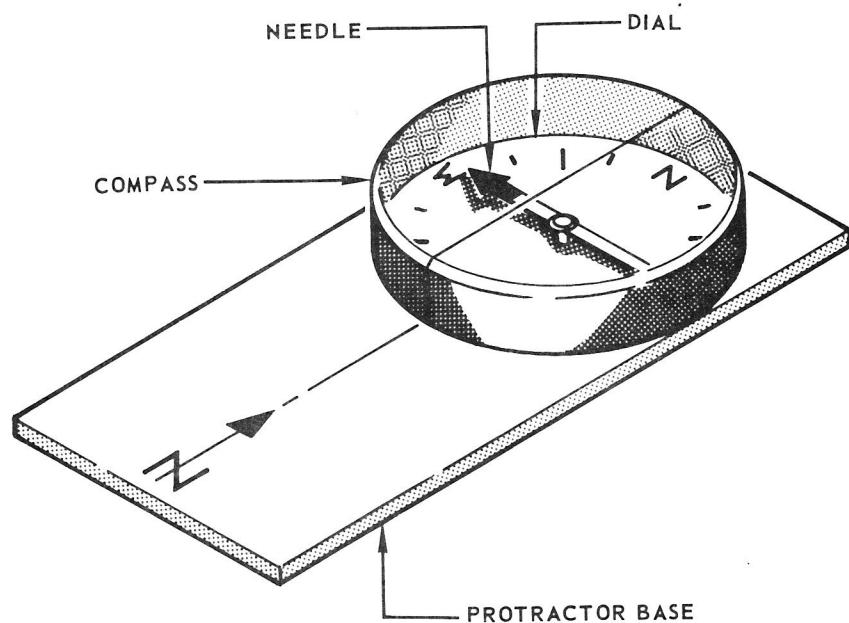


FIG. 1

II. Compass

- A. The parts of the compass
 - 1. Needle
 - 2. Dial - protractor
 - 3. Base
- B. The magnetic pole
 - 1. Located in Northeast Canada
 - 2. Compass needle will point toward the magnetic pole
- C. Magnetic bearings
 - 1. Determined by measuring the angle between magnetic North and a given direction.
 - 2. Finding a bearing from a given direction
 - a. Point the compass base in the given direction.
 - b. Turn the dial until the needle points to 0° .
 - c. Read the dial at the "direction of travel" indicator on the base of the compass.
 - 3. Determining a direction from a given bearing
 - a. Set the given bearing on the dial
 - b. Rotate the whole compass until the needle points at the 0° mark.
 - c. The compass will then be pointing in the proper direction.
- D. The true North Pole
 - 1. Location in reference to the magnetic pole
 - 2. Variation: angular difference between true and magnetic poles.
 - a. Variation in Western Washington is 22° East
 - b. Variation changes at different locations
- E. True bearings: Measuring the angle between the true North Pole and a given direction.
 - 1. Relation of true bearings to magnetic .
 - a. 22° Difference in Western Washington
 - b. The true bearing is numerically larger than the magnetic (except when true bearing is between 0° and 22°).
 - 2. Determination of a true bearing of a given direction.
 - a. Point the compass in the given direction
 - b. Turn the dial until the needle points to 22° East of North.
 - c. Read the dial at the "direction of travel" marker.
 - 3. Determination of a direction from a true bearing.
 - a. Set the bearing on the dial
 - b. Rotate the compass until the needle points at 22° East of North.
 - c. The compass is then pointing in the proper direction.
 - 4. Differences between finding true and magnetic bearings
 - a. For true bearing the needle points to 22° East of North.
 - b. For a magnetic bearing the needle points to 0° .
- F. Deviation

1. Definition: A deflection of the needle from the direction of magnetic North.
2. Causes: near presence of iron
 - a. Heavy zippers
 - b. Axes
 - c. Steel hard hats
 - d. Iron deposits in the ground
- G. Explanation of the wagon wheel course
 1. Description of the course
 2. Problem is to take bearings (T and M) from each of the eight stations toward the central hub.

EVACUATION

Note: For maximum effectiveness, this lecture should be combined with a demonstration.

I. Packing the litter

A. The padding

1. A tarp is placed in first with half of it hanging out to be used as a top cover.
2. Two sleeping bags are placed in the bottom of the litter and up the sides.
3. A rectangular sleeping bag is opened and set in the litter.
4. The subject is lifted into the litter (bring the litter to the subject, not vice versa).
5. If the subject is cold, place hot-packs under his arms, mid-section, hands, feet and neck.
6. The rectangular bag is closed on top of the subject.
7. A fourth sleeping bag is placed on top of the subject.
8. The half tarp is brought over the top of the litter.

B. Securing the litter

1. Use 500 lb. line or webbing straps.
2. Tie across the litter in a zig-zag pattern.
3. Tie off the line each time it crosses over the litter.

C. Securing the subject's head

1. Pad under his head and neck.
2. Build up the padding on each side of his head.
3. Tie a wide strap over the subject's forehead to each side of the litter. This strap should compress the padding on each side of his head.
4. Cover the subject's eyes with a see-through cloth.
 - a. This protects his eyes from falling twigs and rain.
 - b. He can still see what is going on.

II. Moving the litter

A. Exercise care for the subject.

1. Check him frequently
 - a. Check his condition
 - b. Keep his spirits up
 - c. Keep him informed about what is going on
2. Lift the litter evenly upon command by the team leader.
3. Avoid hitting the litter against objects or dragging it over

logs.

4. Never step over a litter when it is on the ground. You may trip and fall on the subject.
- B. Patterns for litter carry (six man carry – 3 on each side).
 1. With several teams available:
 - a. Persons not carrying, follow the litter.
 - b. At each change, every man moves forward one position. Each man is on the litter for three changes.
 - c. Two new men move to the litter from behind.
 - d. The two front men step aside allowing the line to pass. They then fall in at the end of the line. They should take the opposite side of the litter on their next turn: this evens the demands upon both arms.
 2. With one team carrying a litter.
 - a. The litter is set down at each change.
 - b. Each person moves forward one position and changes sides.

ESAR ORGANIZATION

- I. Administrative organization
 - A. Membership is voluntary - no one is paid.
 1. Adults: Currently registered in the Scouting council.
 2. Explorers and Senior Scouts:
 - a. Currently registered in a unit of the council.
 - b. Minimum age of 14 at start of training.
 - B. ESAR advisory committee
 1. Five members, including the ESAR chairman. Elected for two year terms.
 2. Duties: Enforce ESAR policies and handle other administrative problems.
 - C. The Operating committees: handle needs in special areas.
 1. Training
 2. Commissary
 3. Communications
 4. Membership and Records
 5. Equipment
 6. Operations
 7. Public Relations
 8. Finance
 9. District Directors
Duties of District Directors
 - a. Coordinate ESAR activities at the district level.
 - b. Recruit new members within the district.
 - c. Callout the district on an operation when requested by the operations director.
- II. Operational organization
 - A. Personnel
 1. Operations Director - Head of operations committee. Assigns the operation leader for each search.

2. Operation Leader - Directs all aspects of ESAR involvement in an operation.
 - a. Determines where to search and how to assign the teams.
 - b. Selects and directs ESAR field leaders and team leaders.
 - c. Coordinates ESAR's efforts with those of other agencies on the operation.
 3. Field Leader
 - a. Authority is between that of the operation leader and the team leader.
 - b. He coordinates the work of two or more teams in the field.
 - c. He assumes responsibility for all personnel at a secondary base.
 - d. Controls ESAR teams at a helicopter landing site away from base.
 4. Team Leader - Directs a team under the supervision of a field leader or the operation leader.
 5. Team Members - Carries out the team's assigned task under the supervision of the team leader.
- B. How an operation develops
1. The county sheriff evaluates all requests for search and rescue and decides which units are to be called:
 - a. ESAR
 - b. Mountain Rescue
 - c. 4 x 4 Rescue
 - d. Search Dog Club
 - e. Civil Air Patrol
 - f. Others in the county search and rescue association.
 2. The sheriff notifies the operation leader on duty, if ESAR is needed.
 - a. The ESAR teams are mobilized
 - b. The ESAR communications center is activated.
 3. Staging area or base camp
 - a. The operation leader works with the sheriff's representative in evaluating information and planning a course of action.
 - b. All ESAR persons are registered.
 - c. Team leaders are assigned, briefed, and given teams.
 - d. ESAR field communications are set up.
 - e. Team radio operators are assigned and briefed.
 - f. Teams depart to carry out their assignment.
 4. While in the field
 - a. The teams maintain their check-in schedule informing base of their progress.
 - b. The operation leader evaluates the information coming in from the teams and orders any appropriate changes.
 5. Checking in from the field.

- a. The team leader checks in his team with the registrar and reports to the operation leader.
- b. The team's radio operator checks in with the communications staff.
- c. All persons check with the registrar before going home.
- 6. Critique - Within 10 days of the operation.
 - a. The circumstances surrounding the operation are discussed.
 - b. Good and bad parts of the search effort are mentioned.
 - c. Suggestions are made to improve search effectiveness in the near future.

WILDERNESS NAVIGATION

Aids: A set of slides has been adapted to sections II and III of this lecture. Additional aids include a pointer, chalkboard, Metsker map, Forest Service map, and a topographic map.

I. Map Scale and Orientation

A. Scale

1. Inches to feet (e.g. 1" = 200 ft.)
2. Ratio (e.g. 1:2500)
3. Ruler (e.g. 0 1 ?)

B. Orientation

1. Unless otherwise indicated, the tops of maps are oriented to true North.
2. The clockwise angle from North to the direction being measured determines bearings.

II. Township and Range

A. The method of description

1. Location of the initial points.
 - a. Base line East-West
 - b. Meridian North-South
2. The grid system.
 - a. The grid pattern formed by lines parallel to the meridian and base lines at six mile intervals.
 - b. Units
 1. Township: North and South along the meridian.
 2. Range: East or West along the base line.
3. The Township
 - a. "Township" refers to two things:
 1. A unit North or South along the meridian.
 2. A square, six miles on a side.
 - b. The township is divided into 36 sections
 - c. Each section is numbered
 1. Start in the Northeast corner
 2. Count across, drop down one row, count back across, drop down, etc.
4. The Section

- a. How to describe a section: section number, township and range.
- b. How to divide a section:
 - 1. Quarter a section up to four times.
 - 2. Read the quarters from smallest to largest.
- B. Problems in mapping which result from the township and range system.
 - 1. Since the additional lines were surveyed parallel to the meridian, they are not North-South lines.
 - 2. Every 4 townships, corrections are made. As a result the section lines may be broken in going from one township to the next.
 - 3. Odd size townships
 - a. Result from corrections for errors in early surveys and other adjustments.
 - b. Numbering system is unchanged (as if the township was a normal 6 x 6 miles).

III. Map Reading

- A. Forest Service and Metsker Type Maps
 - 1. Literal symbols (trails, roads, creeks, etc.)
 - 2. Interpolated symbols
 - a. Switchbacks denote a hill
 - b. Funneling of creeks indicate direction of water movement (therefore an indication of relative elevation).
 - c. Pass: between two peaks
 - d. Ridge: between two drainage systems which flow in opposite directions.
 - 3. Township and Range on a Metsker map.
(Give a few examples of township and range location.)
- B. Topographic Maps
 - 1. Contour lines: lines of equal elevation.
 - 2. Relation of contour lines to the physical objects they represent.
 - a. Steep area - contour lines are close.
 - b. Flat area - contour lines are spread.
 - c. Indentation of contour lines along a creek bed.
 - 3. Practice problems. Using a contour map ask such questions as:
 - a. Where is the land the steepest?
 - b. Where is the land the flattest?
 - c. What is the elevation of a certain point?
 - d. Where could a creek be located?
 - e. What is the best route from one point to another?
 - 4. Township and Range on a Topographic Map.
(Give a few examples of township and range location.)
- C. Describe the 90° offset for use in compass travel.

COMMUNICATIONS

- I. Radio equipment owned by ESAR unit.

- A. Portables
 - B. Mobiles
 - C. Temporary base
 - D. Communications center
- II. Care of Portables
- A. Kept inside of pack
 - B. Prevent mike key from engaging
 - C. Protect the antenna from breaking
- III. Radio Operation Procedures
- A. Identify station you are calling and your station when transmitting. [Example: 84-83 (84 is being called by 83).]
 - B. Keep message clear
 - 1. Write it down before transmitting
 - 2. Use "stand-by" if you need time before answering a question.
 - 3. Use simple words.
 - 4. Keep the message short. If a long message is necessary, send it in parts.
 - 5. Give time according to the normal 12 hour clock.
 - 6. Talking (combine with a demonstration using a portable).
 - a. Use a firm voice.
 - b. Hold mike 1" from mouth and talk into mike.
 - c. Push mike button one second before starting to talk.
 - d. Speak slowly.
 - C. Maintain assigned check-in schedule.
 - D. Code words: For use in touchy situations where a direct message may be unwise. Example:
 - 1. "Unit 88" - confidential message follows.
 - 2. "Unit 99" - subject found, apparently deceased.
- IV. To increase radio efficiency
- A. Keep the antenna vertical
 - B. Keep others away from the radio operator
 - C. Adjust squelch to full quiet - just below a crackle.
 - D. Relocate the radio as required for best communications. Sometimes a few feet makes considerable difference.
 - E. Keep the batteries warm by putting the radio in a sleeping bag at night.
 - F. Place the radio on a sheet of metal, foil, or damp ground to improve radiation.
- V. Radio Licenses
- A. Ham - each individual must be licensed (exam required plus ability with code).
 - B. CB - License required for radio of 1 watt or more. (No exam required.)
 - C. Sheriff - emergency use.
 - D. ESAR - business license.
- VI. Other means of communications
- A. Whistle: For signaling or attracting attention. Don't use it as a plaything.

- B. Brightly colored cloth or tarp to attract attention from the air.
- C. Flares or smoke
- D. Mirrors and flashlights
- E. Signal fires
- F. Telephone - make sure you have a few dimes
- G. Runners

INTRODUCTORY SESSION & COURSE I LECTURES

GRIDDING #1 & #2

GRIDDING #1 is given at one of the introductory sessions. The objective is to acquaint the trainee with an over-view of gridding forms and methods. Sections I through IV are covered but detail is not stressed.

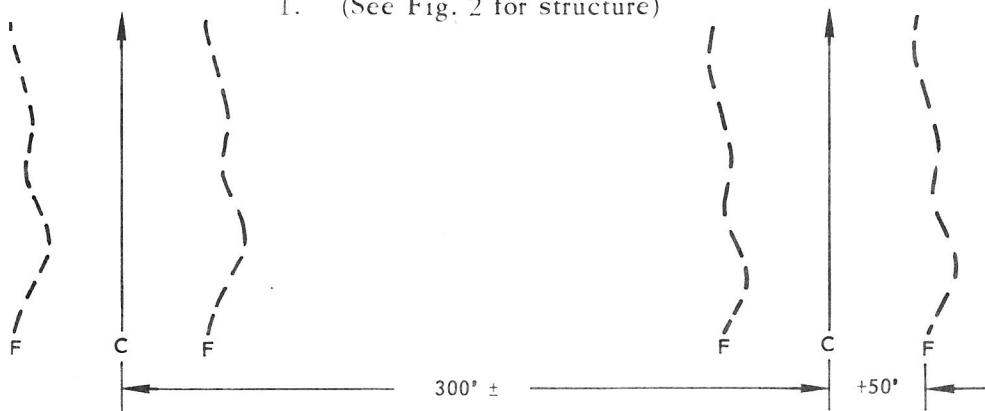
GRIDDING #2 is given during the Course I weekend following several hours of intensive practice with several forms of gridding. With this background of practice, the trainee is in a better position to understand the details of this lecture. At this time, the whole lecture is given, in detail, and with plenty of opportunity for questions.

Aids: Chalk Board

- I. Terms
 - A. Grid ribbon: a ribbon of cloth, or plastic, or paper (1" x 24").
 - B. Base line: The line on which the team members spread out in preparation for gridding.
 - C. Control line: The line which determines the direction of team movement (roughly perpendicular to the base line).
 - D. Examples of things which can be used as control lines:
 1. Ribbon line
 2. String line
 3. Road
 4. Creek
 5. Ridge crest
 6. Compass line
 - E. Shift movements: moving right or left as well as ahead.
 - F. Efficiency: The proportion of items found within an area per man-hour of search time.
 - G. Thoroughness: The percentage of items found within an area.
 - H. Type I Search: A preliminary informal check of trails, buildings, drainages, etc. within the search area.
 - I. Type II Search: An organized grid where the fellows are spread out at wide intervals.
 - J. Type III Search: A highly organized grid where the fellows are spread out at very close intervals.
 - K. Grid Method, Description
 1. Use a number, word, number sequence.
 - a. 1st number is the number of team members on the grid line. (Excludes the TL if he chooses to follow behind the team.)
 - b. The word describes the method of control.
 1. "Compass" – If a compass bearing is being used for control.
 2. "Guide" – If the control line is a creek, ribbon line, or anything other than compass.
 - c. The final number indicates the average between-man distance along the grid line. (Measured in feet.)
 2. Example: "5–Compass–50"

- a. Five persons on the grid line.
 - b. Direction control is given by using compass.
 - c. Average between-man distance is 50 feet.
- II. Type I Search
- A. Intended as a very rapid check of the most likely places a person might be.
 - 1. Trail checks
 - 2. Ridge running
 - 3. Drainage checks
 - 4. Checks of buildings in area
 - B. Usually used in the early stages of a search or when the area is very big.
 - C. Important Considerations
 - 1. Small teams (3-5 members)
 - 2. May spread out in an informal fashion while ridge running or checking a drainage.
 - 3. Stop frequently and yell out or blow whistles and wait for a response from the subject.
 - 4. Keeping the operation leader informed of:
 - a. Team's progress
 - b. Clues found
 - c. Unmapped roads, trails, and buildings in the area.
 - 5. Keeping teams together and moving rapidly.
 - 6. Searched area is generally not marked by ribbons or string.

- III. Type II Search
- A. A type II (open grid) search is a medium speed organized search of a general area and is usually used when:
 - 1. The Type I search has been concluded.
 - 2. Evidence points toward a certain general area.
 - B. Variations of Type II methods:
 - 1. Using compass for control.
 - a. Very small teams at wide intervals (3-Compass-50)
 - 1. (See Fig. 2 for structure)



C - COMPASS MAN ON PARALLEL BEARINGS
F - FLANKERS

3 - COMPASS - 50

2 TEAMS SHOWN

FIG. 2

GUIDE ON NEAREST COMPASS
MAN. CHECK OUT NEARBY
LOGS, THICKETS, ETC.

2. Minimum team size for safety: 3 man.
 3. Leave written tags at start and end of each sweep.
 4. Each team must have a portable.
 5. Stop and yell or blow whistles frequently and wait for an answer from the subject.
 6. This method has high efficiency but low thoroughness.
- b. Medium size teams at moderate intervals (6-Compass-50)
1. See Fig. 3 for structure

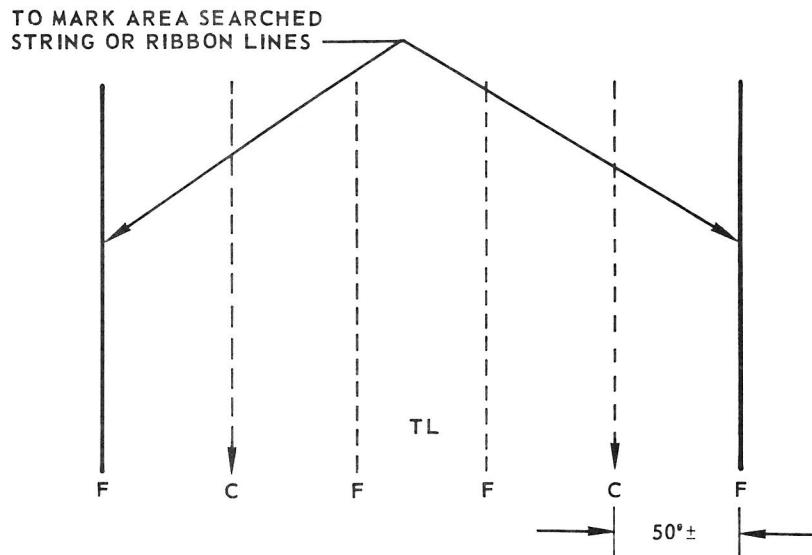
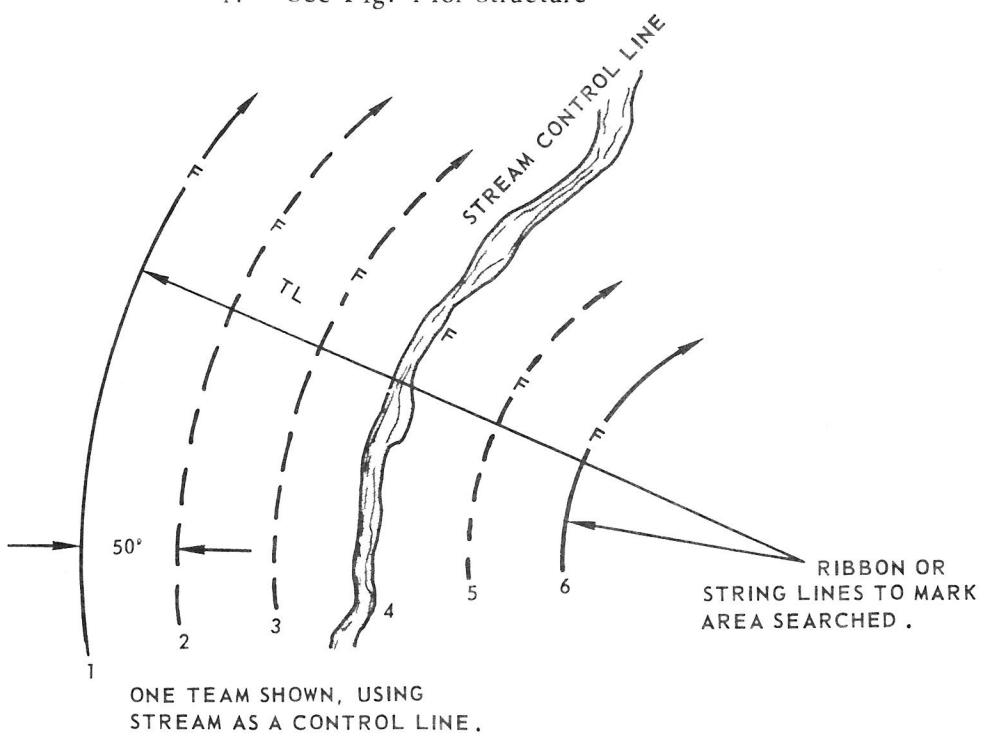


FIG. 3

2. The method in Fig. 2 is very similar to the one in Fig. 3.
 - a. One larger team instead of two smaller ones.
 - b. Shorter distance between compass men.
 3. The TL floats behind the team.
 - a. Keeps compass men on parallel bearings.
 - b. Checks finds
 - c. Trouble shoots
 4. This method has medium efficiency and medium thoroughness.
2. Using irregular (curved) boundaries for control.
- a. Medium size teams at moderate intervals(6-Guide-50).

1. See Fig. 4 for structure



6 - GUIDE - 50

FIG. 4

2. Use guiding process
 - a. #4 follows stream
 - b. #5 guides on #4 (guide left)
 - c. #6 guides on #5 (guide left)
 - d. #3 guides on #4 (guide right)
 - e. #2 guides on #3 (guide right)
 - f. #1 guides on #2 (guide right)
3. Curved control lines are harder for subsequent teams to follow than are compass lines.
4. TL may or may not choose to float behind his team.
5. This method carries a medium efficiency and medium thoroughness.

IV. Type III Search

- A. A Type III search is a slow highly structured search of a generally small area
- B. A Type III search (or close grid) is generally used when:
 1. A Type I and Type II search has been concluded and there is still strong reason to believe the subject is within the area.
 2. When the object sought (as in an evidence search) is very small.
 3. When the search area is small in proportion to the available manpower.

C. Type III, method:

1. Team size: 6-8 fellows.
2. Structure: See Fig. 5.

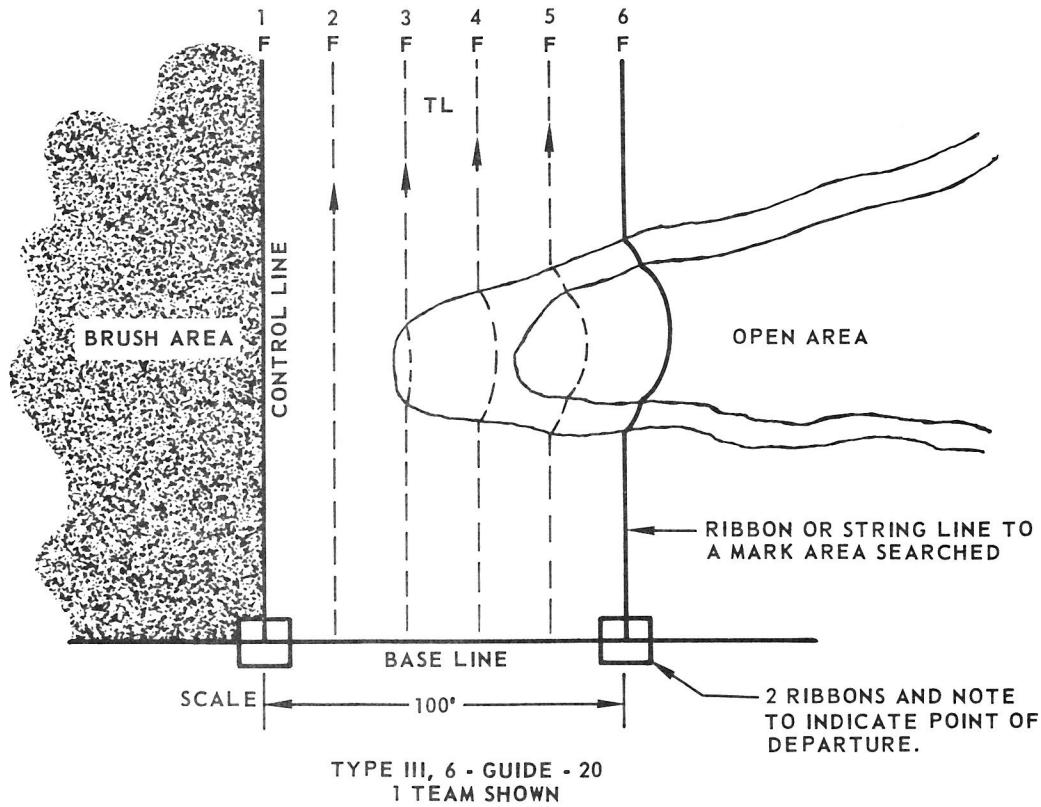


FIG. 5

3. Guiding process
 - a. 1 man follows control line.
 - b. 2 man guides on #1 (guide left)
 - c. 3 man guides on #2 (guide left), etc.
4. Spacing - The maximum distance whereby each man can see all of the ground between himself and the next fellow. The spacing may change as the brush cover changes. This may result in shift movements (right and left as well as ahead).
5. Ribbons
 - a. Space so that from any one you can see the next two.
 - b. Ribbon Code:
 1. One ribbon - part of a ribbon line
 2. Two ribbons - end of a ribbon line
 3. Three or more ribbons - mark a find (also leave a note explaining the find).
6. Stopping and starting the team
 - a. Any team member can call a halt.
 - b. Only the TL will give the command to start off again.
7. This method is low in efficiency but high in thoroughness.

V. Multi-Team Gridding

- A. Multi-team gridding involves two or more teams gridding in cooperation.
 - 1. This may be done during either a Type II or Type III search.
 - 2. String or ribbon lines left by the 1st team are used for control by the next team.
- B. See Fig. 6 for structure:
 - 1. Team 1 follows the control line.
 - 2. Team 2 follows the ribbon or string line left by team 1.
 - 3. Team 3 follows the ribbon or string line left by team 2.

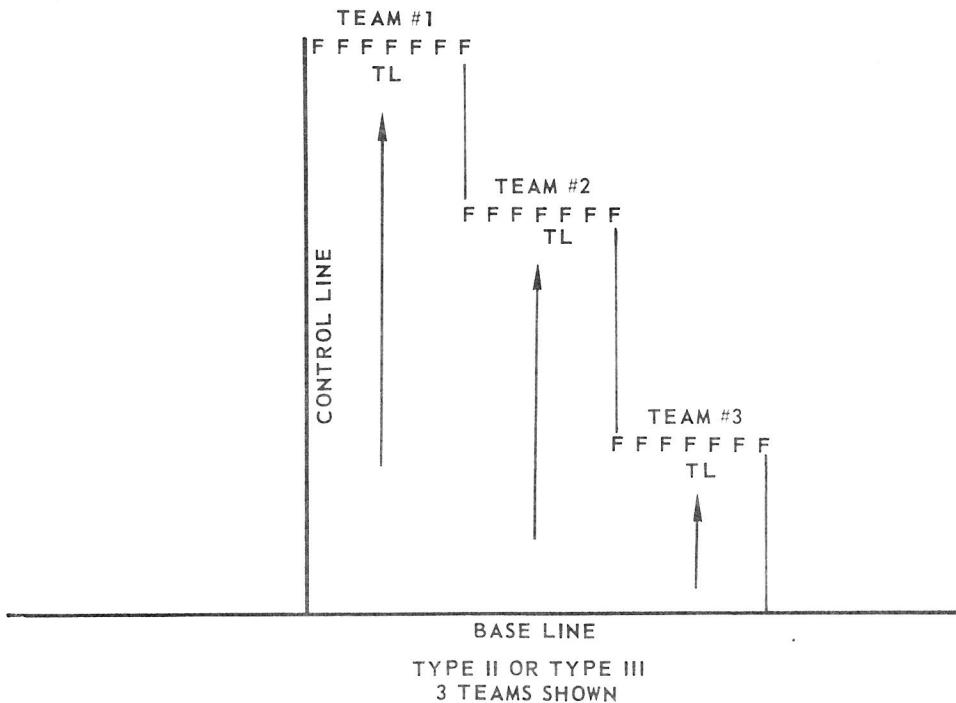


FIG. 6

VI. Grid Searches on large-scale operations.

- A. Very large scale operations are becoming more frequent.
 - 1. A single combined search may involve 2 to 10 ESAR units at one time.
 - 2. This may include 30 to 250 ESAR personnel.
- B. The usual method of search is to break down the area into sectors and then assign each unit to one or more sectors.
 - 1. Sectors may be marked by
 - a. Ribbon
 - b. Natural features
 - c. String with tags every several hundred feet.
 - 1. Tags give the number of the string line.
 - 2. Tags contain an arrow showing direction to base Thus aiding:
 - a. Teams
 - b. Lost person should he find a string line.

C. Structure: See Fig. 7

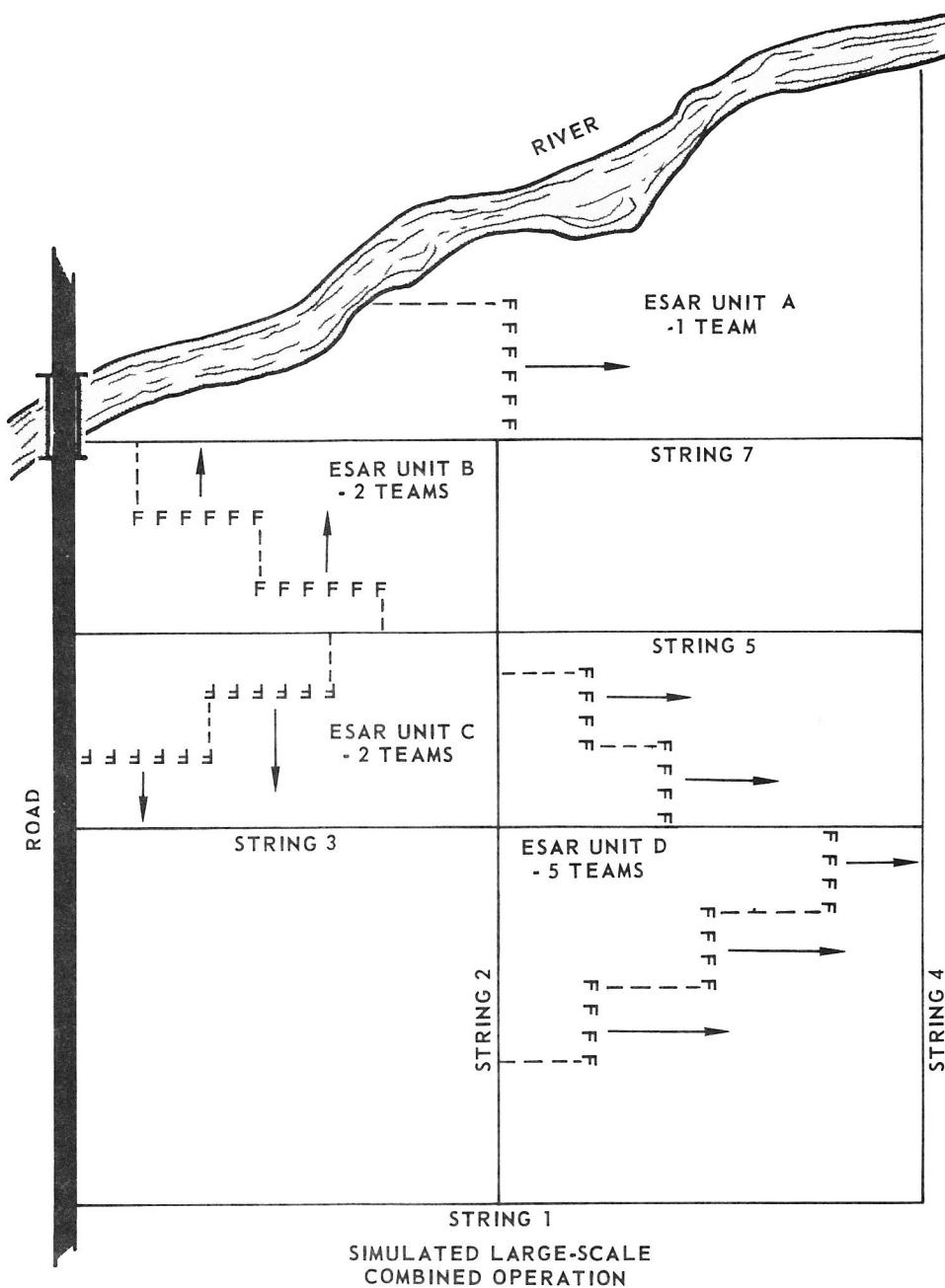


FIG. 7

COURSE I

SUMMARY: Teams consist of 6 to 7 trainees under the direction of a qualified team leader. They go through a series of courses which give them practice in compass and stride, gridding, and evacuation. The field practice is supplemented by classroom instruction and explanation.

AGENDA:

Saturday 8:00 - 3:00

The trainees are formed into 6-7 man teams as they register. A qualified team leader is then assigned to the team: care is taken to assign only the best TL's for this job.

During this period, the TL will provide instruction in (1) the use of compass and stride (on the stride courses and the "wagon wheel"), (2) single team gridding (several hours of practice), and (3) litter packing and carrying (the team will actually pack and carry a litter). Various teams will cover the above in different order so as to minimize the number of teams on one course at the same time.

3:00 - 5:00

The teams will meet for practice in multi-team gridding and evacuation. Several teams will grid an area using the standard methods of laying and picking up ribbons. The teams will then carry a litter for 30 minutes to get practice in large-group evacuation.

5:00 - 7:00 Dinner

7:00 - 9:30 Classroom lecture and discussion

1. Gridding lecture #2
2. Equipment for Course II
3. Description of Courses II and III
4. Hypothermia lecture based on manual and movie
(By Nature's Rules)

Sunday 7:30 - 9:00 Breakfast

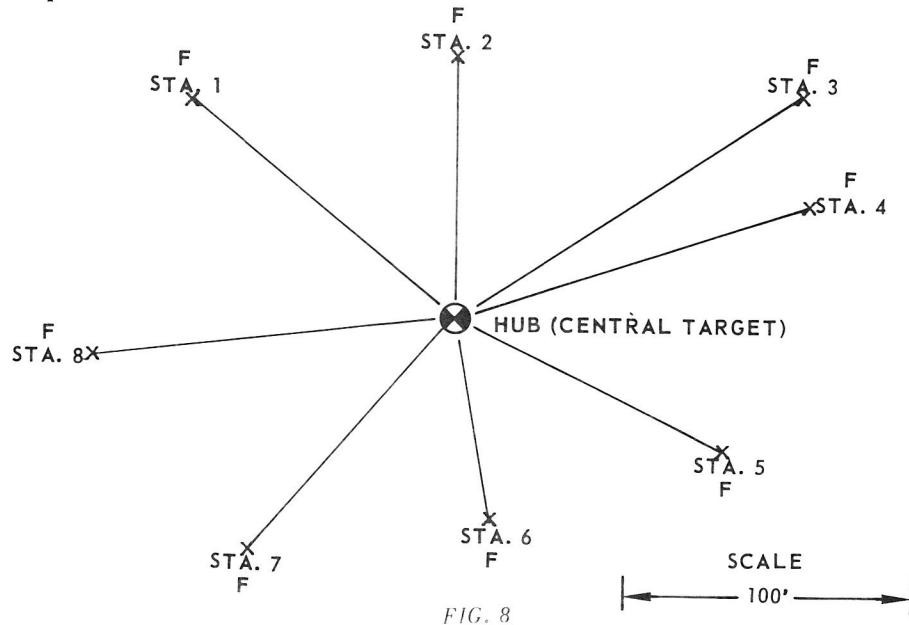
9:00 - 2:00 Field courses

1. Navigation loop course (further practice in compass and stride).
2. Course 1.5 - a small scale cross-country compass course intended as preparation for Course II.

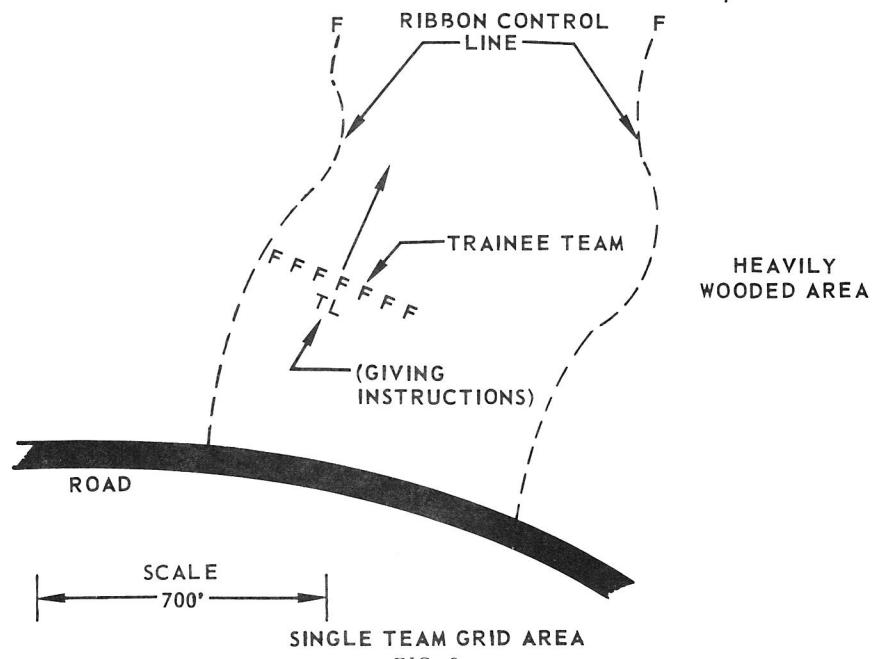
COURSE I INSTRUCTIONAL AREAS

STRIDE COURSE Several known distances are strided off so that the trainee can measure his stride length. The courses should include a variety of hiking conditions. Total length of the stride courses should exceed 1,000 ft.

WAGON WHEEL The object of the wagon wheel is to have the trainee determine the compass bearing from each station to the hub. He is to record the bearing both true and magnetic with a tolerance of 2° . He is to repeat the stations until he has them all correct.



SINGLE TEAM GRID AREA



SINGLE TEAM GRID

In the single team grid practice, a pre-set ribbon line is used for control. The TL has his team spread out on one side of the ribbons and instructs them as they go.

The control line is straight for the first 800 to 1000 ft., giving the team a chance to catch on to the gridding. The control then makes several sweeping turns providing an opportunity to practice shift movements.

Several control lines have been established in the area. This allows several teams to practice at the same time and preventing interference with each other.

Team members have shown more interest in gridding (and have learned faster) if there are actually some objects set out for them to find. For example twelve sheets of paper could be placed in the path of the team and instructions given that gridding practice will continue until at least 10 are found. Some of the sheets should be placed in large hollow stumps, under heavy branches, etc. - any place where a lost person might seek shelter.

MULTI-TEAM GRIDDING

The course is similar to the single team gridding except that a single control line is used and the teams lay ribbons or string as they go. As before, there should be objects set out for them to find.

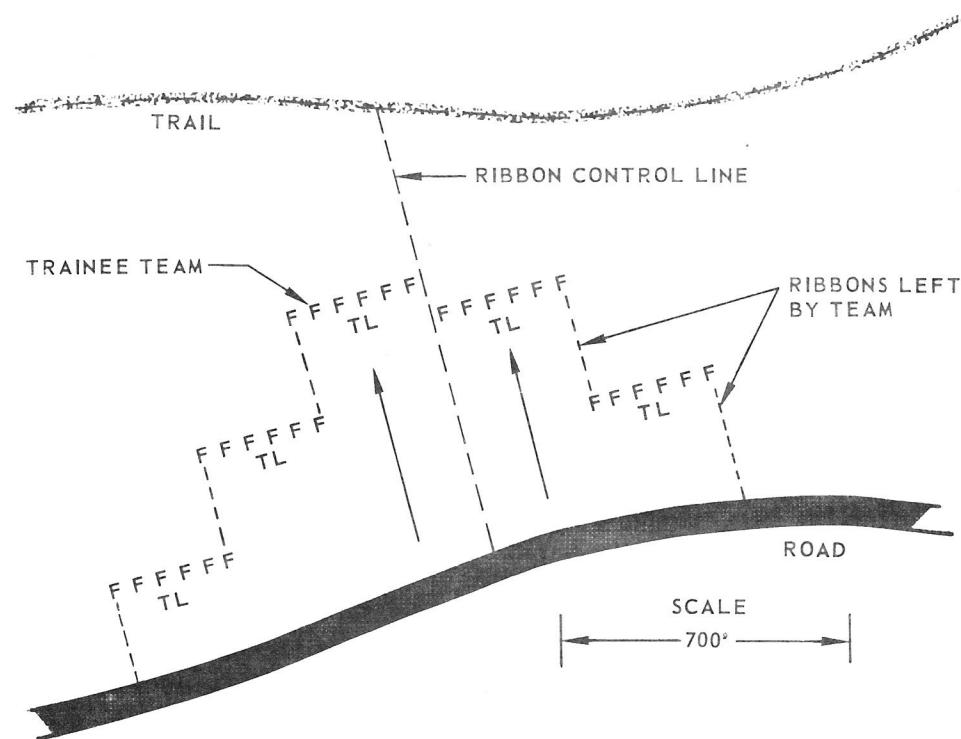


FIG. 10

NAVIGATION LOOP COURSE

The object is to have each trainee measure the distance and bearing from each station to the next. The tolerance is 2° and 5 ft. Each station is to be repeated until correct.

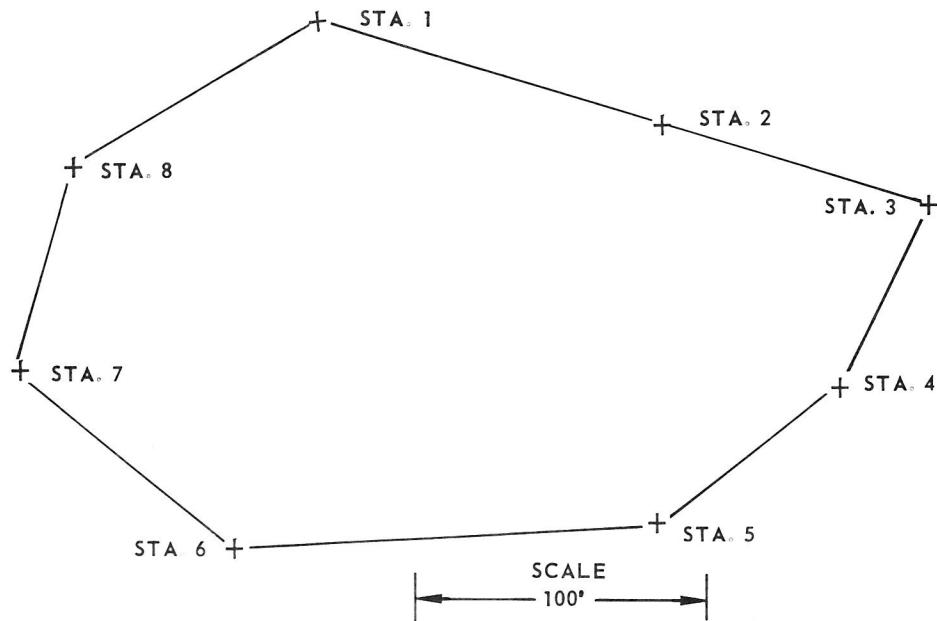


FIG. 11

COURSE 1.5

Each (two-man) team is to measure the distance and bearing from Sta. 0 to one of the lettered targets as shown on a map. Using the leap-frog technique (described later) they then travel from Sta. 0 in that direction for the measured distance. If they were correct, they should find the lettered target they were aiming for. The process is then repeated from Sta. 1.

This gives the trainees a chance to get practice in the skills they will need on Course II. Those that have trouble can seek counseling from their TL.

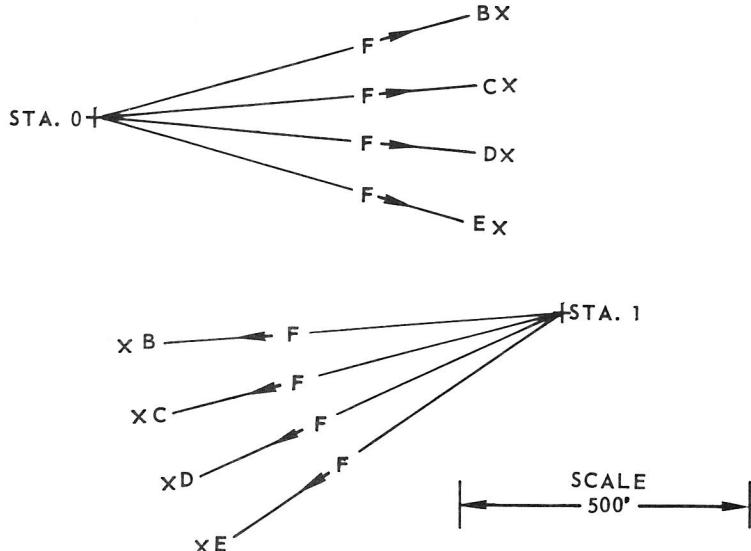


FIG. 12

COURSE II

SUMMARY

The Course II team consists of two trainees. By using map and compass, the team is assigned to complete a series of five cross-country compass runs varying from 1,500 to 3,500 ft. in length. In addition, they must find at least 9 out of 12 pre-determined locations by plotting the position on a map and then actually going to that place. All of this must be done within a period of 30-1/2 hours.

PURPOSE

1. To teach the trainee to rely on his compass rather than intuition to determine directions.
2. To provide the trainee with an opportunity to learn how to relate the use of map and compass and common sense to field navigation problems.
3. To give the trainee an opportunity to test himself and his equipment against the rough conditions of weather and terrain which are common on rescue operations.
4. To provide each trainee the opportunity to demonstrate his emotional maturity and self-reliance. With only the help of his buddy, the trainee is required to do a difficult job within a relatively short period of time. By being under this pressure, with the knowledge that the comforts of base are a distance away, most trainees learn that they must develop self-confidence and good judgment. Those who do not learn, do not pass the course.

DESCRIPTION

The first five stations consist of cross-country compass runs (see master map). The trainees are to measure the correct bearing and distance from their map and go in that direction for that distance to find a target peg. There are a number of target pegs in that area and the team does not know which is the correct one for them.

The target pegs are approximately 6" x 6" x 2' and are labeled with an identifying number and letter. The number signifies the station area. There are eleven target pegs arranged in a line roughly perpendicular to the direction from which the teams will approach. Four of the eleven are true targets (the ones shown on the master map).

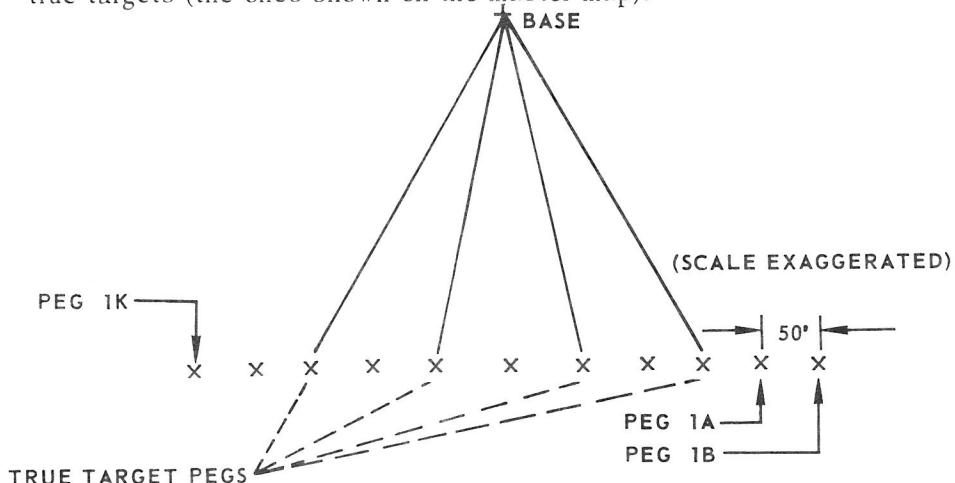
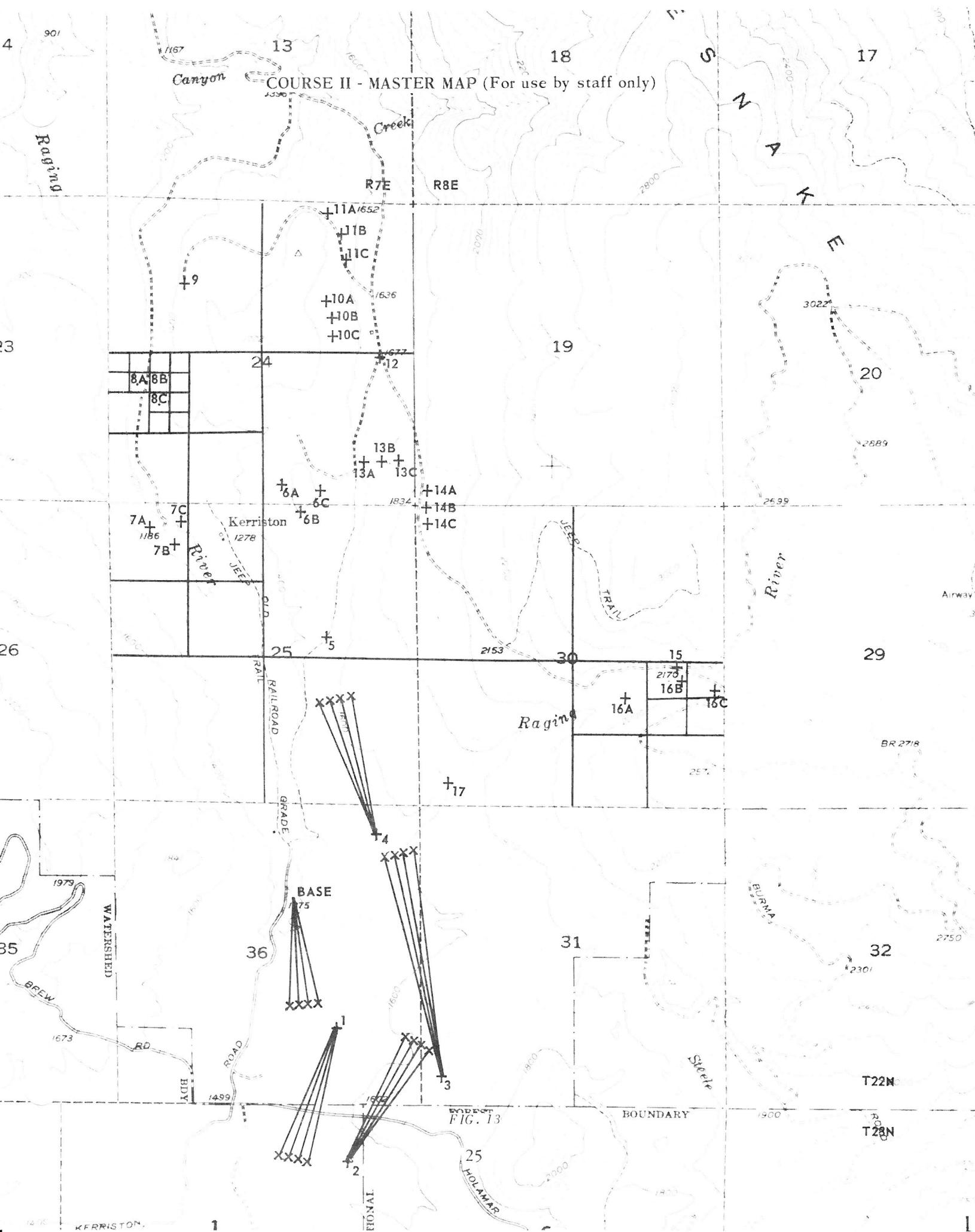
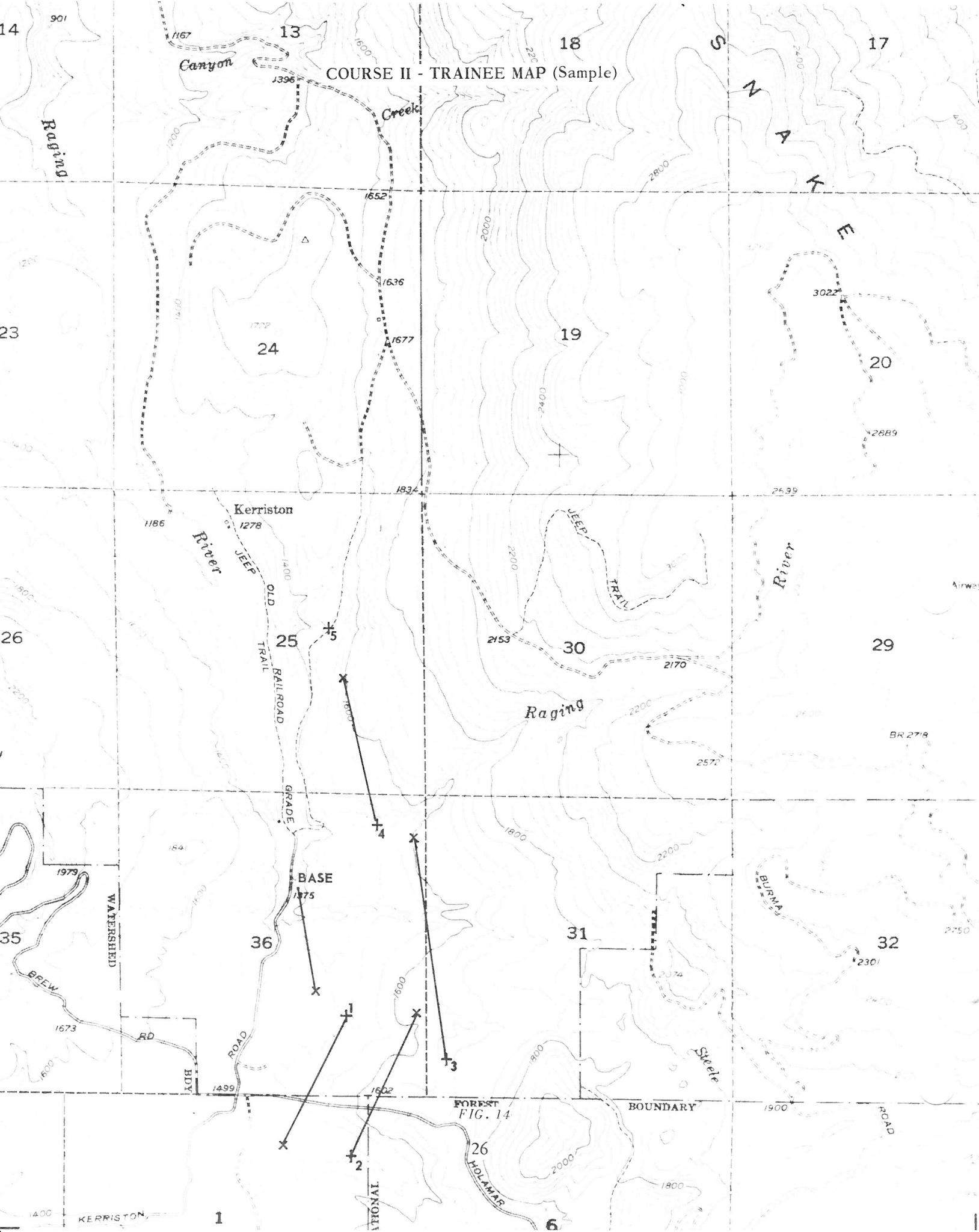


FIG. 15

Canyon COURSE II - MASTER MAP (For use by staff only)





The team will enter into its log the peg they hit. For example, if the team was supposed to hit peg 1C but actually hit 10 ft. to the right of 1D, they were a total of 60 ft. to the right of the correct target. As mentioned, the team will have no way of knowing which peg is the correct one for them.

By using all of the four target pegs, as many as four teams may be on the same section of the course at the same time. They are heading in slightly different directions (subcourses) making it impractical for one team to follow another. It also reduces the chance of a trail being worn through the brush by heavy traffic.

This means that there are actually four slightly different trainee maps. Each map shows a different combination of target pegs for stations 1 through 5.

For stations 6 through 17, the trainee team is given a set of written locations. They must plot them on the map and they find the station. Most of the stations are in triples (see master map). Again the trainee doesn't know which one is correct; however, if his navigation is good, it shouldn't be too hard to find.

The triple stations serve the same function as the multiple target pegs on stations 1 through 5. They make it impractical for one team to follow another and they keep the brush from getting worn down by heavy use.

Several stations (1-5, 9, 12, 15, 17) are singles. They are intended to be easily found (e.g. #9 at the end of a road) and are used by all teams. Each team is to leave a note at those stations: this gives the staff a method to monitor the progress of the teams.

RULES

1. Each trainee team will consist of two members.
2. Adult trainees should be paired with other adults: boys should be paired with boys. A trainee who is taking the course for the second time would not be paired with a first-timer.
3. All trainees will carry a 48 hour pack. If any of the equipment required for Course II (see basic manual) is missing, the trainee will not be allowed out on the course.
4. The course will open at 7:00 AM Saturday. Any team that does not reach station 12 by noon Sunday must give up and return to base. All trainees are to be in base by 2:30 PM Sunday.
5. The trainees are to camp out anywhere on the course. They may not sleep in any building.
6. A trainee who fails Course II twice due to navigation errors, should be counseled with regards to his retaking Course I or receiving remedial instruction. Any trainee who fails Course II three times due to the wet, cold, or personality problems with his partner, has given cause to be suspect of his judgment, fortitude or maturity. It may be better for him to wait a year before continuing.
7. Each trainee will submit a log to the Course II director within 4 days of completing the course. The log will include a list of the target pegs and stations found.
8. The trainees will pass Course II if:

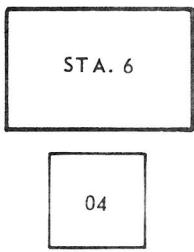
- a. Their total error (right and left) at all five peg lines does not exceed 5% of the total distance for all five cross-country runs.
- b. If they left a note at all of stations 1-5, 9, 12, 15, 17.
- c. If they found correctly any 5 of stations 6, 7, 8, 10, 11, 13, 14 and 16.

SUGGESTIONS

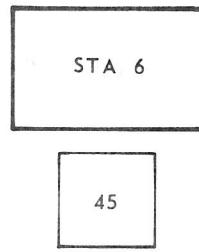
1. The Course area should offer a variety of roads, trails, creeks, and other topographic features. If possible, the area should be surrounded by roads.
2. If many of the stations are located near roads and if there are several roads throughout the area, it becomes easier for a small staff to keep track of a large number of trainees.
3. The Course should be held in the fall or winter - when the weather is cold and wet. This training should be realistic preparation for the less pleasant conditions of search work.
4. It is desirable that the trainees get wet early in the weekend. In the sample provided here, the teams must cross a swamp as they approach the station 2 pegs. This makes the weekend an appropriate test of the trainees equipment and fortitude. Of course, safety must be a consideration here.
5. The stations should be easily found if the trainee is in the right area. It is not the purpose of this course to provide practice in searching.
6. Each station could be marked by an 8" x 8" sign bearing the station number. Beneath the sign at each of the triple stations is a tag bearing a two digit number: no two stations would have the same tag numbers.

EXAMPLE:

STATION 6A



STATION 6B



STATION 6C

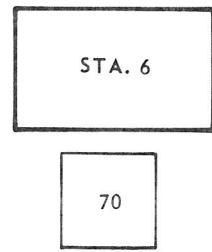


FIG. 16

The team is directed to write down the tag number of the station they found. By comparing this number with a master, the course supervisor will know if they found the correct station.

Since trainees do tend to talk about the course among themselves, the tags could be changed periodically.

7. Those trainees making a second attempt at Course II will have the advantage of knowing the area. They should, of course, be assigned to a subcourse using a different combination of target pegs and triple stations; however, they would still be familiar with much of the area. For this reason, it may be wise to set up a second Course II in a different (but nearby) area. The second-timer would then have an advantage only to the extent that he learned from his navigation mistakes the first time. There is nothing wrong with that. The difficulty in setting up two Course II's is that the courses should be as nearly the same in difficulty and in the type of problems as possible. A second course has the advantage of allowing for the training of more fellows without crowding the area.
8. The trainees should be given some indication of their accuracy early on the cross-country compass runs. This can be accomplished by having several staff members at stations 1 and 2. The staff would ask the team where they hit the peg line and would then tell them the correct target. This gives the team two opportunities to know the size and direction of their error. The staff would make a note of where the team said they hit the peg line and forward it to the course supervisor. This would prevent the team from using the correct information in order to represent their accuracy as better than that actually achieved.
9. The "leap-frog" technique is a fairly rapid and accurate method for running cross-country compass. One partner walks out ahead, the second fellow lines him up on the compass bearing. The second person then strides up to his partner and records the distance. The partner is sent out again and the process repeated. Partners should trade off duties.
10. This course looks easier on a map than it actually is. The 30-1/2 hours (16 hours of daylight) is enough time for a team that makes few mistakes. However, there are many opportunities for errors - the prime penalty for mistakes is loss of time. The staff is instructed to help, by asking leading questions, not by giving answers, but only after the team has lost some time trying to solve its own problem.

This kind of course gives a good combination of opportunity to practice navigation skills, check for suitability of equipment, and a measure of a person's endurance and fortitude under pressure.

The kinds of problems will include:

- a. Personality problems between partners resulting in friction. The Course II director's concern should be what would the fellows do if it were a real operation. Now is the time to do the counseling and screening.
- b. Team goes too slow thereby taking up too much time on the cross-country compass runs. This is usually a result of lack of confidence and over-concern for accuracy. Most such teams will do better on their second attempt. It is normal for most teams to spend the night between stations 3 and 5.
- c. Some team members give up because they are cold and wet.

Improper equipment could be a cause but certain minimums are required before going on the course.

Recognize that some youngsters do not have the emotional make-up to withstand hardships. The training courses, not real searches, is the time to find this out.

Most of this kind of screening is accomplished by the nature of the course. Those that do not adapt to the wet and cold will fail the course and not attempt it again.

Some ESAR units may desire to give special training to those who have this difficulty. Fortitude can be learned but the process is long, and (as yet) not very productive.

11. Most trainees are beginners at navigation. Their mistakes can be surprisingly basic.

- a. A team is observed some distance past their target pegs at station 1 and they are still going.

Staff: From the map, how far did you figure it was from base to the peg?

Trainee: About 2100 ft.

Staff: According to your striding, how far have you come?

Trainee: 3000 ft.

Problem: The team lacks self-confidence in striding or in understanding its use.

- b. A team is observed heading the wrong way on the trail to station 5.

Staff: Which way is the station from here?

Trainee: South

Staff: Which way are you headed?

Trainee: South

Staff: Show me on your compass (they find they were really heading North).

Problem: When the team started up the trail they were relying on intuition rather than compass to determine direction.

- c. A team is unable to find station 8. (Station 8 is plotted by 4 quarterings of a section.)

Staff: Read me the description.

Trainee: (Reads it.)

Staff: Show me how you plotted it.

Trainee: (Shows him.)

Problem: Usually the trainee either plotted the quarter sections in reverse order or did not take sufficient care in plotting.

- d. A team complains that they can't find station 16 because they don't have an altimeter.

Staff: Read me the location

Trainee: 2040 ft. elevation on Raging River

Staff: Plot that on the map for me

Trainee: (Finds where the contour line crosses the river.)

- Staff: Now that you plotted the position, how could you get there?
- Trainee: (Gives any one of a number of possible routes.)
- Problem: A contour line is more than just an indication of elevation. It can be one coordinate of a location. How you get to the location is not necessarily dependent upon having an altimeter.
Another common problem is to incorrectly determine the contour interval. This leads to plotting the wrong location.

SAMPLE COURSE II INSTRUCTION SHEET

(Instructions are in capitals, comments are in lower case print.)

RULES: (A brief description of the most relevant rules - especially the cut-off times, leaving notes at certain stations, using the two-digit tags at the triple stations, and what must be done to pass the course. These rules were listed earlier in this manual.)

HAVE YOUR PACK INSPECTED BY THE APPROPRIATE STAFF PRIOR TO GOING ON THE COURSE.

- BASE TO STA. 1:** DETERMINE THE BEARING AND DISTANCE FROM BASE TO THE SMALL "X" MARK NEAR STATION 1, AS SHOWN ON YOUR MAP. USING THE "LEAP-FROG" TECHNIQUE TRAVEL FROM BASE TO THE "X." THE "X" IS A PEG APPROXIMATELY 2 FT. HIGH AND IN A LINE WITH NUMEROUS OTHER PEGS. RECORD IN YOUR LOG WHERE YOU HIT THE PEG LINE (BETWEEN WHAT TWO PEGS AND HOW FAR FROM ONE OF THEM) AFTER YOU HAVE FOUND THE PEGS, GO TO STATION #1 BY ANY ROUTE. AT STATION #1 YOU WILL BE MET BY A STAFF MEMBER WHO WILL TELL YOU YOUR ACCURACY. YOU MUST DO STATIONS 1 THROUGH 5 IN ORDER.
- STA. 2** SAME AS STA. 1
- STA. 3** SAME AS STA. 1 EXCEPT THAT YOU WILL NOT BE TOLD OF YOUR ACCURACY.
- STA. 4** SAME AS STA. #3
- STA. 5** SAME AS STA. #3
- STA. 6** 400 FT. SOUTH OF THE HIGH GROUND LOCATED IN SW 1/4 OF SE 1/4, SEC. 24, T 23 N, R 7 E.
- STA. 7** 300 FT. UP THE NE FORK OF THE RAGING RIVER IN NW 1/4, NW 1/4, SEC. 25, T 23 N, R 7 E.
- STA. 8** AT THE CENTER OF NW 1/4, SE 1/4, NW 1/4, SW 1/4, SEC. 24, T 23 N, R 7 E. (With reference to the nearby road intersection, the station should be easily found.)
- STA. 9** AT THE ROAD END NEAR THE CENTER OF NW 1/4, SEC. 24, T 23 N, R 7 E. AFTER YOU CHECK IN AT STA. 9, YOU CANNOT RETURN TO SEEK ANY PREVIOUS STATION. (The purpose of the check in is to enable the staff to keep track of the approximate location of each team.)
- STA. 10.** AT THE SOUTH END OF THE SWAMP-LAKE IN NE 1/4, SEC. 24, T 23 N, R 7 E.
- STA. 11** IN A DIRECTION OF 41° T FROM THE BENCH MARK IN NE 1/4, SEC. 24, T 23 N, R 7 E AND A DIRECTION OF 328° T FROM THE ROAD INTERSECTION MARKED "1636" IN THE SAME QUARTER SECTION. (The station would be just far enough

- away from the road that it could not be seen unless the team was off the road looking for it.)
- STA. 12 AT THE ROAD "Y" MARKED "1677" IN SEC. 24, T 23 N, R 7 E. AFTER YOU CHECK IN AT STA. 12, YOU CANNOT RETURN TO SEEK ANY PREVIOUS STATION.
- STA. 13 IN A DIRECTION OF 179° T AND A DISTANCE OF 1800 FT. FROM STA. 12.
- STA. 14 300 FT. SE OF THE POINT WHERE THE ROAD CROSSES THE BOUNDARY BETWEEN SECTIONS 19 and 30 IN T 23 N, R 8 E. (This location presumes there is a section marker on the road.)
- STA. 15 AT THE ROAD INTERSECTION IN NW 1/4, NE 1/4, SE 1/4, SEC. 30, T 23 N, R 8 E. AFTER CHECKING IN AT STA. 15, YOU CANNOT RETURN TO SEEK ANY PREVIOUS STATION.
- STA. 16 AT THE 2040 FT. ELEVATION OF RAGING RIVER IN SEC. 30, T 23 N, R 8 E.
- STA. 17 AT THE 1600 FT. ELEVATION OF RAGING RIVER NEAR THE SW CORNER OF SEC. 30, T 23 N, R 8 E. (The primary purpose of this station is to insure that all of the trainees who get as far as Sta. 15 will come back to base by a known route, simplifying the search for those who are overdue.)

COURSE III

PURPOSE: The purpose of Course III is to simulate an operation. A field problem based on actual ESAR experiences is presented to participants for solution. Participants include trainees who have completed Courses I and II, and a segment of other ESAR personnel.

Course III should be both an instructional event and a test of ability to solve the problems presented. The basic success criteria is performance adequate to suffice for an actual operation. This course will be very similar to an actual operation wherein the operation leader and trainee teams will be working together to solve a problem. However, they will, in a sense, be opposed by the Course III Director and his staff. The staff will provide appropriate clues, auxiliary problems, etc. to ensure that the team's experience includes the necessary variety of problems that provide complete training and test of ability.

OBJECTIVES:

1. To provide a simulated search operation which can yield coordinated and realistic training for:
 - a. Prospective ESAR members who have completed Courses I and II.
 - b. Existing and prospective team leaders.
 - c. Existing and prospective field leaders.
 - d. Existing and prospective operation leaders.
 - e. The ESAR commissary unit.
 - f. The ESAR information and plotting unit.
 - g. The ESAR communications unit.
2. To provide an opportunity for new techniques and facilities to be evolved and tested. (e.g. utilization of the commissary in the field, evaluation of air spotter or air drop techniques, experimentation with gridding methods.) Such experimentation can be performed under relatively well controlled conditions and no person's well-being is at stake.

STAFF - Director and 4 to 6 assistants (including problem subjects).

PROCEDURE:

A search problem will be devised by the Course III Director and his staff. Selection will be made of several staff members who will act out the problem. A suitable site will be chosen and all reasonable means taken to provide necessary physical evidence to support the problem. This could include foot prints, abandoned campsites, candy wrappers and articles of clothing.

The subjects will stay in the field during the daylight hours (Saturday and Sunday) and will be brought back to base camp at night for food and rest. They will be evacuated by the search teams if found.

A list of minimum trainee team requirements (i.e. gridding, evacuation, navigation) will be checked by the Course III Director during the weekend to chart team progress. If the teams lack exposure to some particular area of training, the director will provide suitable activities to fill this need. The director, staff, and operation leader will evaluate the proficiency of course participants at a critique held Sunday afternoon.

OPERATION LEADER:

This position will be filled, on a voluntary basis, by personnel from

among qualified ESAR operation leaders, OL's in training, or field leaders. The problem, in handwritten form, will be presented to the operation leader participating in the training. The operation leader will not be aware of any of the problem details other than the information contained in the note. He will have at his disposal, trainee teams, team leaders, the commissary unit, and the communications unit. Using these personnel and the training facilities at base, he will attempt to resolve the field problem before Sunday noon.

FIELD LEADERS - Senior team leaders who are working towards becoming field leaders.

TEAM LEADER

A meeting with the Course III Director or his delegate prior to starting the course is needed to instruct team leaders.

Personnel for the team leader position will come from the team leader training program or from the roster of qualified team leaders or probationary team leaders. Acceptable performance under field conditions will be a requirement for team leader training graduates. Team leaders will be assigned to teams by the operation leader - as in an actual operation. All team leaders will remain with their assigned teams during the training weekend. (The team leader training course will require prospective team leaders to spend 4 weekends on the training course, two of which will be leading teams.) The team leaders performance evaluation should not be dependent upon team performance. This way the team leader can be encouraged to assign tasks and delegate a large part of the action to the team members. He will feel free to rotate jobs and take other actions to enhance the knowledge of individual team members without jeopardizing his own position. He also should be made aware that he:

- Is a focal point for incoming and outgoing information.
- Is the leader, but assigns all possible tasks to team members for experience.
- Rotates tasks.
- Advises the team of its mistakes to enforce learning, but only after it has felt the consequences of those mistakes to an appropriate degree.
- Observes team's performance with regard to grading its' proficiency, notes outstanding team member action (good or bad) - and if exceptionally bad, requests observation by the staff and recommends the individual not pass.

COMMISSARY UNIT

The commissary unit may be asked to provide hot soup or cocoa to teams in the field at any time during the training operation. Consideration should be given to providing Sunday lunch to search teams.

INFORMATION AND PLOTTING UNIT - Assist the OL by recording information, plotting team progress, keeping radio log and mapping important features within the search area.

COMMUNICATIONS UNIT

The communications unit may be asked by the operation leader to provide normal field support. This could include such functions as establishment of a portable base station (receiver-transmitter, antenna, generator, shelter, lights), operation of radio relay stations, and normal field equipment maintenance. The field problem could include such variations as portable radios which are designated inoperative or a base station which

is inoperative. This situation would require runners from the communications unit.

TRANSPORTATION

Sufficient transportation for teams will be arranged by the training committee.

SCHEDULE

Saturday 7:00 AM Operation leader given problem. Designation is made by OL of base location.
 8:00 Teams sign in at base camp.
Sunday 12:00 Operation ends. Teams are transported back to base camp.
 1:00 Commissary unit serves lunch. Teams sign out.
 2:00 Critique. Dismiss group.

COMMENTS

1. Team members should be made aware that their team leader will be judging their collective performance. Also that an individual team member can be failed for poor performance.
2. Gridding should be done with some significant object to be found within a reasonable time.
3. Several alternate problems should be made up prior to the training weekend. If bad weather or other uncontrollable problems occur an alternate plan could be used.
4. Adult trainees should be instructed to take a passive part on the teams.
5. All staff members must bring 48 hour packs and wear wool to set an example for the trainees and be prepared in event of an emergency.

TEAM LEADER TRAINING

INTRODUCTION:

A good team leader can be relied upon to carry out his assignment, to supervise his team, and to make meaningful interpretations from the evidence he finds. The operation leader's job would be impossible if he could not rely upon his team leaders.

For that reason, a great deal of importance is attached to the selection and training of team leaders. The training consists of instruction in ESAR procedures, TL responsibilities, radio use, and navigation. The selection is based upon demonstrated leadership ability.

TL QUALIFICATIONS

Most ESAR units have adopted the following TL requirements:

I. Requirements to become a probationary TL.

1. Age 16
2. Completed first aid training
3. Must be an active ESAR member.
4. Must have had a reasonable amount of experience on search operations.
5. Must complete the TL training.
6. Must be approved by the leadership of his organization.

II. Requirements to become a full TL:

1. Must satisfy the requirements for probationary TL.
2. Must have exhibited competent leadership ability.

Very high emphasis is placed upon the demonstration of leadership ability. No candidate should be advanced to probation unless he shows leadership potential; no one should be promoted to full TL until he has shown his leadership ability. Promotion should not be based upon the absence of negative information about the candidate, but rather upon the abundance of positive information. During the probationary (or even pre-probationary) period the candidate can be given opportunities to lead; but, he should not be promoted until he has shown sufficient ability.

TRAINING

The team leader course described here consists of two evenings of class work followed by one weekend of field work. Field experience on Field Course III is also required. Final determination is made following an interview with the TL candidate.

First Evening (2 hours)

Lectures and discussion on the content of the TL manual pages 1-4. Emphasis is given to the need for and methods of direct supervision of team activities by the TL.

Review of map work. This includes scale, Township and Range, and map symbols. Several kinds of maps should be demonstrated. The uniform map system of location description should also be covered.

Assignment #1: Several questions regarding ESAR procedures, TL responsibilities and simulated situations. Also map work emphasizing how to select hiking routes. The questions are to be answered in writing and turned in at the next session.

Second Evening (2 hours)

Review of the questions from Assignment #1.

Lectures and discussion of the remainder of the TL manual.

Proper use of portable radios.

Assignment #2 (Similar to Assignment #1) to be turned in at the interview.

Field Practice

The field practice consists of a navigation course similar to Stations 6-17 on Course II but on a larger scale. It is a series of 12 navigation problems intended to provide the TL candidate with additional experience and self-confidence in getting around in the woods.

The TL candidate will tour the course with a buddy who is not taking the training. The buddy is there for safety reasons only: the TL candidate is to make all of the decisions.

The locations will be given to the TL candidate via portable radio. This is intended to give the trainee practice in the use of radios.

This two day exercise also allows the supervisor to see the candidate in action in the woods. Often he can gain an insight into how the candidate goes about solving problems.

Interview

Each candidate is interviewed by at least one OL and one FL other than the TL training supervisor. The content of the interview covers ESAR procedures and TL responsibilities but most attention is given to the candidate's leadership potential.

Following this, the interviewers and training supervisor will make one of the following determinations:

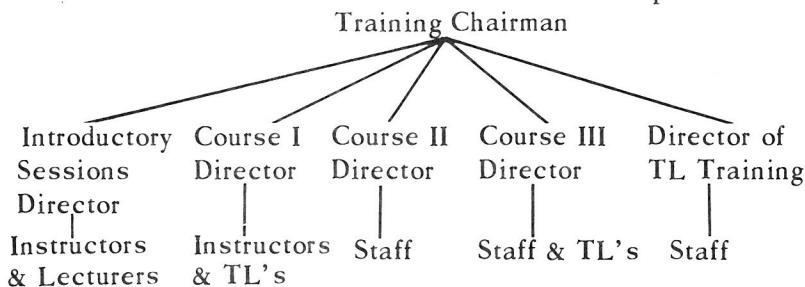
1. The candidate has not passed the TL training.
2. The candidate has passed the TL training but is not recommended for probationary TL at this time. (If he lacks leadership potential he can be given the opportunity to lead teams on Course III. This might be an opportunity for him to learn.)
3. The candidate has passed TL training and is recommended for probationary TL.
4. The candidate has passed TL training and is recommended for full TL.

Approval

At the next meeting of the leaders of the unit, recommendations are read and decisions made.

GENERAL COMMENTS ABOUT THE TRAINING PROGRAM

1. A training fee (\$2.50) is charged at the time of registration. This is used to pay for manuals, batteries for portables, and numerous miscellaneous expenses for operating the training program.
2. Of those who register to take the basic training at the first introductory session, about 35% will complete Course III. The biggest dropouts will occur following the orientation sessions and following Course I. Almost all of those who pass Course II will finish the training.
Some of the smaller ESAR units (those that draw their membership from a single post or a few units) tend to be more close-knit. Their completion record is usually higher.
For the most part, the high drop-out rate is regarded as acceptable simply because rescue work is so difficult and demanding. Most of those sufficiently motivated can pass the training and the unqualified will be screened out as a result of the training.
3. Because the training program requires a lot of time, energy, and preparation, the responsibilities are divided among several key leaders. Each leader assembles his own staff to help him.



One significant advantage of this system is its provision for a number of staff positions and directorships which can become lines for advancement among the more talented young men in the unit. The best OL's and senior leaders are the ones that have had considerable experience at these intermediate levels.

4. A good training program is never regarded as fixed or static, and should be modified whenever change appears beneficial.