

# THE PACK SCOUTER'S HANDBOOK



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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 21<sup>st</sup> century. For reasons of historical accuracy they have been preserved in their original form.

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### ***Introduction***

The original and still basic book for Pack Scouters (Wolf Cub Leaders) is “The Wolf Cub’s Handbook” by the Founder of the Boy Scout Movement, the late Lord Baden-Powell of Gilwell. Each year, every Pack Scouter should read that book from cover to cover.

This Handbook is offered not as a substitute but as a companion volume to “The Wolf Cub’s Handbook”. We feel that it will be of great use to all Canadian Pack Scouters, whether new or experienced in Wolf Cub leadership.

In many respects this “Pack Scouter’s Handbook” is based on the well-known “Cubmaster’s First Year” which contributed so much towards the development of Cubbing in Canada during the last decade. To that base has been added additional information from many sources to form the “Pack Scouter’s Handbook”.

We hope that this Handbook will help in the great work of preparing the small boy for Scouting. If it does, then it will be a success.

We want to thank the many Scouters, here and in other countries, who have contributed in one way or another to the writing of this book. Our special thanks must go to the Boy Scouts of England and the Boy Scouts of America for ideas, suggestions, and other information gleaned from their respective publications.

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**CHAPTER ONE**



***Cubbing***

**WHAT IS CUBBING?**

Children enjoy make-believe games. Canadian boys for generations have played cowboys and Indians, cops and robbers. Today they may be airmen in whistling jet aircraft or spacemen on their way to the moon.

Since play is the child's way of learning, the Cub programme is carefully planned to teach the boy as he plays. Kipling's *Jungle Stories*, so appealing to boys, supply a rich fund of adventure, romance, games, story-telling, play-acting, handicrafts and singing. Thus, a programme of character training has been developed which more than forty years of use has proved fundamentally sound. Baden-Powell said: "Play is the first great educator. We teach the Cubs small things through play which will eventually fit them for doing big things in the future."

## The Pack Scouters Handbook

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The whole idea of Cubbing is to prepare the small boy for Boy Scouting. This does not mean for one minute that you should try to make him into a mild edition of a Scout – far from it. But it does mean that you can train him to be alive, alert, and interested in all around him. Your aim is to develop in him a sense of obedience to you, the Old Wolf, which is the beginning of the team spirit, so necessary to good Scouting.

The immediate objective of Cubbing is the development of a group of small boys into a happy family, playing together in good sportsmanship, and learning to give and take. Through the daily good turn the Cubs are taught to think of others.

While there are many kinds of colourful stories and backgrounds which can be brought into the Cubbing programme, the romance of the Jungle Books, by Rudyard Kipling, comes first and is more continuous. The Jungle Stories are told bit by bit to the New Chum, and form the background to all his many-sided activities as a Cub.

The terms “Cub” and “Old Wolf” are undoubtedly attractive to the boy of Cub age. But, without knowing about Mowgli, the Indian boy, the young wolves of the Seeonee Pack, and Akela, the Old Wolf, as described in the Jungle Stories, those terms are just words and convey no meaning to the boy. Similarly, the Law and the Grand Howl (A-ke-la, we’ll do our best), are just phrases without the background of the stories.

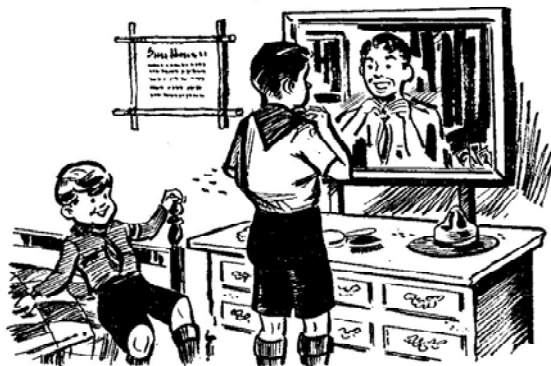
You, as Pack Scouters, must know and appreciate the stories if you are to succeed in making the Cubs enthusiastic about them. Incidents and phrases from the Jungle Books are used to catch the Cubs’ imagination in connection with many of the activities of the Pack programme. They are, in effect, little plays in which the whole Pack can take part.

But the plays cannot be effective with Cubs who do not know the stories, and, therefore, do not appreciate what they are expected to do. Nor can the plays succeed unless the Old Wolves themselves take the lead and show their enthusiasm for them.

An important fact to be kept in mind is that the programme of the Wolf Cub Section is quite distinct from that of the Boy Scout Section. Essentially, the Cub is an individualist whereas the Scout has reached the “gang stage”. The younger boy is satisfied to submit to the control of adults, whereas the Scout is developing independence of spirit, along with self-control. In the Cub, the sense of honour is rudimentary; in the Scout, it is a characteristic expected of him from the day of his Investiture.

In other words, the difference in the psychology of each of the two age groups is the sound reason for two distinctly different programmes. Should a Cubmaster insist upon his own original ideas of Cubbing as against those of the Founder, and use a watered-down programme of *Scouting for Cubs*, this almost certainly will fail, and in all likelihood the boys will shortly be lost to Scouting.

The Founder said, “The Wolf Cub Pack is designed to be a junior branch of the Scout Movement in order to meet the eagerness of a large number of small boys who want to be Scouts and who are as yet too young”. It is important that Wolf Cub Leaders keep this in mind.



### THE BOY!

#### The Small Boy's Limitations

The Founder has a chart in *The Wolf Cub's Handbook* showing boy-failings and Cub-remedies. It will be of help to you to review this chart occasionally in your work with Cubs.

It will also help to know some of the characteristics of Cub-age boys. Many Cubmasters have had the experience of hearing garbled stories of Pack happenings and announcements as reported to mystified, sometimes startled, parents. The comprehension of small boys should never be taken for granted.

A Winnipeg Akela once told of asking her Pack, "Who is Baden-Powell?" and from one eager informant received the answer, "He's one of the Jungle animals", – a story which greatly amused the late Chief Scout.

A Cub and Mother conversation probably startled a new, young Lady Cubmaster, if it reached her. Her predecessor in charge of the Pack, when telling stories, had always pointed out the moral. The Cub concerned was telling his mother about the new Akela. "She tells the grandest stories", he declared, "and they have no morals".

Reminding us that Cubs are the same everywhere are these stories from Australia:

Akela was asking one of his Cubs why teeth should be cleaned. The startling practical reply he got was, "So that when you grow up and join the army you can eat tough meat".

Another Akela had been preparing several Cubs for the First Aider badge. She explained that shock accompanies an accident, and that it was necessary therefore to keep a patient warm and quiet. She went on to tell what should be done for a person whose clothing had caught on fire. In reviewing the subject she asked why a blanket or rug was wrapped around a person whose clothes were burning. Promptly answered one small Cub, "To keep him warm".

The necessity for cleanliness was the subject of another discussion. Akela concluded: "And now, why do we wash our hands at night, Bobby?" "So we don't have to wash them in the morning", was the practical answer.

The boy of Cub age normally is an active, restless, alert, questioning bundle of energy. He is an individual and needs to be dealt with as an individual. He probably responds better to suggestion than he does to bossing. He is particularly alert to the spirit and atmosphere about him. He catches it. The critical, grouchy, easily angered leader stifles natural joyousness and tends to make his boys nervous and on edge. The friendly, buoyant, happy leader has Cubs around him who are ready to follow.

#### The Cub Physically

The Cub is full of energy which demands some form of outlet. He approximates perpetual motion, but that is Nature's way of building the necessary muscular co-ordination between hand, ear and eye. In this process, the big muscle movement should come first; the finer movements are a later development. This is the period when physical skills (which rest on the mental and muscular co-ordinations now developing) should be encouraged. Music, speaking in public, foreign languages, and craftwork should be started by this time.

#### The Cub Mentally

The Cub-age boy wants the opportunity *to try it, to do it himself* and *to be independent*. Wise Leaders will use that natural urge. While he sees clearly, his attention span is short though keen. He can remember vividly things that interest him.

He is just emerging from a peak of make-believe and moves rapidly toward being a matter-of-fact realist. The family car may supplant his interest in toy automobiles, or he may improvise one out of an old set of wheels. He may read Dad's "Popular Mechanics", and discard fairy tales.

He faces emotional problems which for his mental health require understanding from adults. His emotions are strong and easily aroused – his self-control is not yet equal to them. He is sensitive, therefore, and shy behind the protective device of blustering. And in this period he deeply craves kindness and consideration. Bestow them quietly – he needs them.

He is a collector of hobby items from bugs and stones to stamps. He loves to make things and especially things that go.

He asks many questions, many of them surprising ones. Encourage him – it is natural learning. Questions relating to religion, sex, and politics should be bandied by the home.

Those activities which are positive appeal most readily to boys – those that say "let's do this" rather than those filled with the negative "musn't do that".

### **The Cub Spiritually**

Boys of Cub age have deep spiritual natures. They respond to the great and noble, which they are quick to sense.

In the important mental and social changes through which they are passing they need stabilizing, steadying influences. The modern church with its worship, its educational programme and its youth activities under church auspices is just such a steadying force. It parallels the home's best aims and hopes for the fullest development of each boy. It is to be hoped that churches can maintain a real interest contact with boys of Cub age – a contact which takes account of their age and level of development.

Positive interests in the higher life, in service to others rather than in the self-centered life, are not only factors that keep out destructive interests, but they are creative values which assist in the growth of a boy's personality. Hence, the daily Good Turn.

Then, too, interest and skill in art, music, drama and speech reinforce the spiritual values of life.

### **The Cub Socially**

While the boy of Cub age tends to be an individual, he needs the contacts with other people which will gradually prepare him through experience to fit into the social world into which he is progressing.

He responds to such experiences and reaches out eagerly for someone, such as a Cub Instructor or Cubmaster, who can be a sort of "hero" to him. His own best growth probably is served by not putting him into the spotlight too often or too much, as even older heads than his are often turned by too much popular acclaim.

While many parents do not like fighting and scuffling, such activities may offer something of real value if not overdone and not charged with vindictive emotions. The competitions and games of Cubbing are excellent devices for working off these fighting tendencies. Teasing and bullying are destructive forces and should not be tolerated. The Cub-age boy frequently expects a consideration for his own property rights which he does not always extend to others.

### **Dealing with Cub-Age Boys**

1. It is difficult for a Cub to concentrate on one activity for too great a time. Vary the activities in your meetings, scheduling each for a short period then changing to something else, e.g., have an active game after an instruction period. Use action songs in your campfire

and sing-songs so that the boys are not required to sit still for long periods. Ten minutes is a long time to a boy at this age.

2. Be warm, friendly, and cheerful in your contacts with the boys. They will imitate your general outlook on the world. Smile when you speak to a Cub and show him that you like him. Use your sense of humour. Boys like a joke and the joke may be on you, so be prepared to laugh with your boys.

3. Be fair, be firm, and be consistent in your dealings with each boy. Listen carefully to his point of view in questions of discipline, consider carefully what is the right thing to do and then stick to it. Criticize in private, praise openly, but do not overdo either.

4. Be enthusiastic about Cubbing. Boys catch enthusiasm quickly. Be sincere in your beliefs in the value of the programme and they will adopt a sincere outlook.

5. Let your boys know that you expect them to do their best always.

*Boys are people not yet grown,  
Who sometimes seem to live alone  
For mischief, ball games, fights and fun,  
And running in the summer sun.  
They stand on flowers, climb on trees  
And wear out holes in trouser knees,  
They bat their balls through window panes,  
They won't wear rubbers when it rains.  
They hate to work; they love to play;  
They want to run the streets all day.  
They want to eat 'till dinner call,  
And then they will not eat at all.  
They're always out; they love to roam;  
They gather junk and bring it home.  
They make an awful lot of noise.  
God bless all happy little boys!*

– Unknown.

### **THE PARENTS!**

Scouting is a family affair, and the Wolf Cub section in particular lends itself to parent participation. Just how much are the parents of your Cubs being brought into the life of the Pack? Is there room for more helpers with such requirements as skipping, tidiness, rules of health, the House Orderly and Homecraft badges, etc.?

To many an Akela, visiting parents may be the most arduous and noble of his tasks, because it may be difficult for him to approach relative strangers, announce his identity, and then chat. But it must be done for the good of the Pack. Start, and you'll be surprised how good you are at it in a very little while. Some of the Cubs live in the same neighbourhood so that you can visit several homes on the same evening. On the whole you will find that making conversation is not your worry as mothers are happy to chat about their boys. With an occasional "yes" or "no" and a nod or grin, you can learn much about the boys which may be useful to you. Their homes will differ enormously, in the furnishings as well as in their atmosphere, and will explain why some boys are so much easier to get on with than others. You will understand why some need so much of your help and what a long way a little of your kindness and confidence in them will go.

It is almost certain that you will divide your parents into groups: –

1. Parents who whole-heartedly believe in Scouting and what it stands for, and who really pull their weight on Committees and are vitally interested in their boys' development. A small, but enthusiastic group – cultivate them.

2. Those who believe in the Movement and think it is good training will form the largest group of parents. They are prepared to assist to a limited degree. Use them at every opportunity.

3. A fairly high percentage of parents will think Scouting is a good thing for their boys, but have little intention of giving up their time or energy, and use the Group largely to free themselves for their own enjoyment. Tackle them on every possible occasion. You will usually find it is hard to get them interested, but you may be agreeably surprised if you keep trying.

4. Overindulgent parents, or much worse, one parent who thinks son Johnny is something special and expects him to get extra attention. Fortunately there are not too many of these. Take a firm stand with Johnny, and insist he toe the line with the rest.

Apart from finding out more about the boys, you will be able to tell their mothers about Cubbing. The Cubs have probably gone home with garbled versions of all that you have told them as is the way of small boys. One puzzled mother whose small boy was to be invested once asked, "What does Billy mean by saying he has to be investigated at the next Cub meeting?"

On your first visit to the parents you can explain about the uniform, how much is necessary, what it costs, also weekly dues, etc. You can explain how you will inspect the Cubs to see if they have come looking clean and smart, and whether they have cleaned their teeth, etc. If you can get the mothers working on these things at home it will be a big help to you.

Make contact with the parents by visiting the home if at all possible. If not, arrange to meet with them through special Group meetings such as Father and Son Banquets, Open House, Pack picnics, concerts, etc.

Here are some worthwhile suggestions on how to develop the interest of parents in your Cub Pack:

1. When a boy comes to join the Pack, have him accompanied by one or both parents. Encourage the parents to stay for the meeting.
2. Encourage the fathers to become active members of the Group Committee.
3. Encourage the mothers to become active members of the Ladies' Auxiliary.
4. Ask the fathers who own cars to go on your Transportation Committee for taking the boys to rallies, camps, inter-Group visits, etc.
5. Make greater use of pamphlets such as *A Word to Parents on Cubbing* and *We are Partners in Cubbing*.
6. Invite the parents to witness ceremonies in which their son is to play a key part.
7. Use and develop parents as Instructors and Examiners.
8. Encourage parents to help with son's Cub work at home.
9. Let parents know by telephone or letter of progress being made by their son.
10. Use parents for camp jobs such as transportation, cook, nurse, handicraft man.
11. Have parents run your summer holiday programme, i.e., story-telling, picnics, industrial visits, handicrafts, gardening, swim parties, etc.

Parental co-operation is most essential, and does make your Cub work more rewarding and successful.





### THE PACK SCOUTER

There is no more valuable or more delightful form of service to one's day and generation than guiding the responsive, bubbling enthusiasms of a number of small Cubs with the help of a definite programme. You see the evolution of small, wistful Tenderpads into self-assured, respectful Cubs; the development of a group of irresponsible, towseled little New Chums into a sparkling, keen, smartly-uniformed, well-disciplined Wolf Cub Pack. Ask any experienced Cubmaster who has said farewell to a group of outstanding older Cubs as they have left to go up to the Scouts.

#### Some Suggestions on How to do a Better Job

1. Build up and make use of a small library containing:

*The Wolf Cub's Handbook* – here you have the idea of Cubbing from the boy's point of view and all you have to do is put it across.

*The Pack Scouters' Handbook* – a companion volume to *The Wolf Cub's Handbook*.

*Policy, Organization and Rules for Canada* – rules on how to play the game of Scouting for Boys.

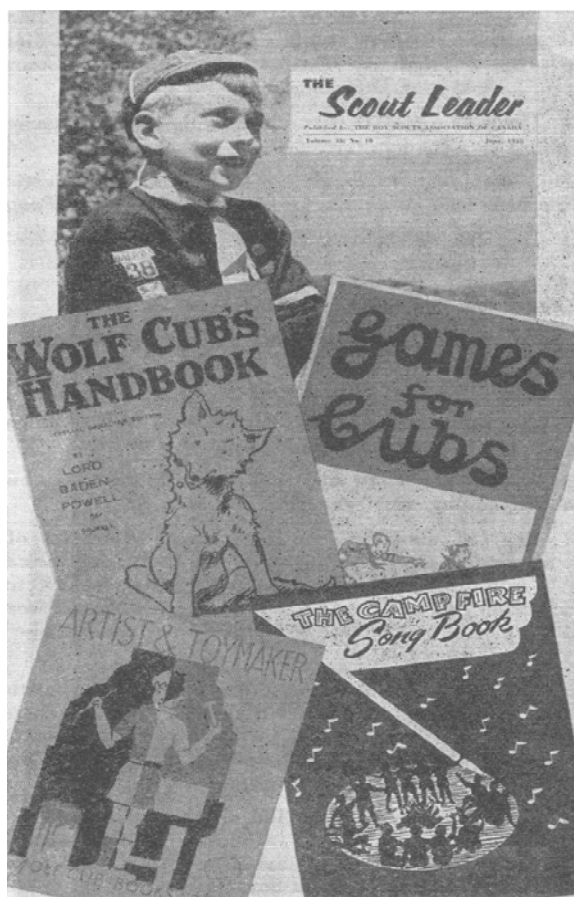
*A games book* (see catalogue) – for games will form the bulk of your programme.

*Tenderpad To Second Star* – the boys' book of requirements.

*A story book* (see catalogue) – for all boys love to hear and tell stories.

2. Visit other Packs and observe them in operation. Encourage other Pack Scouters to visit your Pack and exchange ideas and games.

3. Invite your District Cubmaster (in rural areas – your Field Commissioner) to visit you. Welcome his comments and suggestions on your work.



4. Continue with your training – Part I Wood Badge Course on guided reading leading on to the Part II Camp Course – the Preliminary Course – Specialization Courses and so on. Ask your District Scouter for details.

5. Use *The Scout Leader* which is the “idea magazine” for Scouters in Canada.

6. Make greater use of the Association’s publications and pamphlets such as *Putting It Across* and *Tell the People*.

7. Use your assistants. They are in training to become Akelas so give them every opportunity to gain experience.

### Some Practical Points on Training Cubs

1. Be prepared. See that your programme of work and fun and of things to do is ready beforehand and is suitable to the mentalities and desires of your boys.

2. Set a good example in your dress as well as in your manners. In other words, practise what you preach.

3. At all times show appreciation, expectation, enthusiasm, understanding, trust and good humour.

4. Keep in mind the following normal tendencies of a Cub – his interest and attention span are short; his memory is keen if interested; he is emerging from a make-believe to a realistic period; his emotions are strong, his self-control weak; he tends to fight, tease, bully, and be discourteous; he is usually noisy and active.

5. Cubs are noisy and seem difficult to control, but they will respond and will understand that there is a clear, well-defined line between noisy play and happy and cheerful obedience. If Akela defines that line in the beginning there will not be much trouble afterwards.

6. Give your imagination full scope; camouflage your real intention, i.e., character training. Provide scenery, games and activities that boys’ instincts ask for, and appeal to the adventure and romance in boys.

7. Cubbing is a game and must be kept as such. Its serious side should only be sensed by Cubs unconsciously. If they scent it too strongly they may shy off.

8. Aim to know your boys as individuals. Watch them at games which frequently display them in their true guise; visit them at home, and take time to talk to the quiet shy ones.

9. There is a need for reasonable boldness in your programme planning. Safety First as applied to Pack programme activities can be overdone and leads to monotony and the eventual loss of many boys.



**Don't overlook World Brotherhood in Programme Planning**

10. Cub meetings are fun. Have fun yourself, enjoy the boys and the programme, and you will find your hours with the Cubs among the happiest of your life.

## **STARTING OUT**

### **General Points**

You may be asked to start a completely new Pack, or revive a Pack that has lapsed, or to take over a fully operating Pack which is in need of a leader.

In all cases be sure of these four points:

1. Have the backing and active support of a Group Committee.
2. Have at least one assistant, plus one extra assistant for every 12 boys.
3. Plan for the complete Group, i.e., Pack, Troop and Crew. Whilst it may be desirable that both the Cub Pack and the Scout Troop be organized simultaneously, it may also be found more expedient to do this consecutively, but the aim should always be to complete the Group.
4. Keep the Pack to a size whereby you can get to know each boy personally. We suggest 18 to 24 and never more than 36 boys.

### **Starting a New Pack**

Start with six to eight boys (none under 8 or over 10 years of age). Build a good foundation by instructing these lads very carefully in their Tenderpad requirements and in Jungle Lore. Make your meetings interesting, active, and fun. In about six or eight weeks your boys can be invested. Appoint the ones with leadership ability as Sixers and Seconds and then bring in another group of six to eight boys. In a period of a few months you will have a Pack of eighteen or twenty-four boys all well versed in Cubbing. From then on you are in for a wonderful time.

### **Reviving a Lapsed Pack**

With the Group Committee review the Pack records and accounts, if there are any. Arrange for equipment, books, etc., to be purchased or replaced and a meeting night to be set.

Then phone or send a postcard to all the former Cubs to attend a reunion party with games and refreshments, introduction of the new Akela, and outline in general terms the plans for the future of the Pack.

Judicious questioning will discover how the Pack has previously been run – whether with Jungle background or not; how competitions were scored; what were the favorite games, fees paid, etc. It may be necessary to rearrange Sixes and possibly appoint new Sixers and Seconds.

### **Taking Over an Active Pack**

Some of the above suggestions also apply for this case.

If at all possible you should visit the Pack while it is still being run by its former Akela and be introduced to the boys by that Akela.

The aim of the retiring leader should be to secure the confidence of the boys in your ability as their new leader. A good story or game told or played by you will appeal to the Cubs and help to gain their confidence.

Through visiting the Pack you will have the opportunity to see the retiring leader in action and to see how the Pack is being run. It will be wise to continue with the same pattern and only gradually to make any changes in routine, programme, etc.

As some boys tend to form an allegiance to a particular leader, be prepared to lose a few boys when there is a change in leadership. Don't be worried by it.

Be sure that the records are in order and up to date.

It may help if the older Cubs of Scout age were sent up to the Troop as soon as possible. In this way they will enter a new area of Scouting and it will give you the opportunity to

rearrange the Sixes, appoint your own Sixers and Seconds, etc. An excellent step is to arrange a Saturday afternoon hike, or, if possible, a week-end camp for the older Cubs, the Scoutmaster and his Patrol Leaders, and Akela. This association and taste of the joys of outdoor Scouting should clinch matters.

### **Finally**

Do remember the parents. Either you can be introduced at a Parents' meeting or a postcard regarding the change can be sent to all parents by the Group Committee. Arrange to visit the parents as soon as possible.

Do have a planned programme. No matter what type of Pack you are to lead, be sure your programme is planned, active, and diversified. In this way, you will hold the boys and develop their interest and enthusiasm.

## CHAPTER 2



### *Pack Organisation*

#### **THE PACK AND THE SIX**

The Pack operates as one big happy family, consisting of not more than 36 boys, under the leadership of a Cubmaster with one assistant for every 12 boys. Thus, in a Pack of 36 Cubs, the Cubmaster should have three Assistant Cub-masters.

For the purposes of games, instruction, and as an aid to discipline, the Pack is divided into groups of boys called Sixes. Each Six is in charge of a boy called a Sixer who is appointed by the Cubmaster. The Sixer, in consultation with the Cubmaster, chooses a Cub to act as his assistant – this Cub is called a Second. The Sixes are known by their colours, such as Red Six, Brown Six, Grey Six, etc., and the Cubs in each Six wear a shoulder patch of the appropriate colour.

The division of the Pack into Sixes must not be confused with the Patrol System of the Boy Scout Troop. The Patrol is the unit in Boy Scouting while the Pack is the unit in Cubbing.

#### **The Sixer**

Careful thought should be given to the selection of a Sixer. He should be a boy liked by his playmates and should have definite qualities of enterprise and leadership, size and age being of secondary importance. Since these qualities are not always not necessarily accompanied by

scholarly ability, the new Sixer may require special instruction in order to keep him a step ahead of the rest of his Six.

It is important to keep in mind that a Sixer is still a small boy and at the age of short memory. A limited amount of responsibility is good for him in that it directs his excess energies into useful channels, but only under direct supervision should he be given actual responsibility in leading and teaching.

### **Duties of a Sixer**

Prior to inspection, he can check the Cubs of his Six regarding neatness and correctness of uniform, shoes cleaned, hair brushed, etc. He can mark attendance and dues collected in his Pocket Record Book. He may be given charge of certain games and may teach some of the Star requirements. He will share with the other Sixers the privilege of leading the Grand Howl and being responsible for the Totem Pole. His real job, however, is to give a lead to the Cubs of his Six by example in games and other Pack activities.

### **The Second**

Customarily the Six Second, or No. 2 of the Six, is chosen by the Sixer, after he has discussed it with his Scouters. In the absence of the Sixer he must be capable of taking charge of the Six. He is the Sixer's logical successor or candidate for the Sixer of another Six in the event of an opening or the formation of a new Six.

### **The Senior Sixer**

This is an optional rank. One of the most practical methods, experience has proved, is that of rotating the rank of Senior Sixer among the Sixers of the Pack. In this way each boy serves as Senior Sixer for a period, say one month, at a time. Some Packs follow the practice of awarding the role of Senior Sixer to the Six winning the Pack competition for the month. In any case, the Senior Sixer should not hold that rank longer than six months prior to his leaving the Pack to go up to the Troop.

### **The Sixers' Council**

The members of the Sixers' Council include the Pack Scouters and the Sixers. In small Packs of two or three Sixes, the Seconds may also attend. The Council meetings give prestige to the Sixers and help them to appreciate the importance and responsibilities of their position. The Council provides you with a grand opportunity to really know your key boys and to help their progress through special and personal instruction.

### **When and Where**

The Sixers' Council meetings should be held about once a month. While held by some Packs at the conclusion of regular Pack meetings, the Sixers' Council preferably is held on a separate evening, and at your home, the home of one of your Assistants, or the home of one of the Sixers upon invitation of the parents. This latter practice has distinct value in helping parents understand and appreciate the definite training value of Cubbing. A usual and much appreciated feature of these home meetings is refreshments.

### **Proceedings**

Sixers' Council meetings are entirely informal; and without Minutes, Motions, a Secretary, etc., the members squat on the hearthrug or in some similarly comfortable position. It's a good idea to appeal to the boy's sense of mystery and romance by stipulating that the proceedings be kept secret. It is also suggested that Council meetings be opened and closed with a short, silent, personal appropriate prayer, perhaps introduced by one of the Sixers.

The meeting may deal with such matters as: how to instruct in Star work; boys not interested in their Star work; any problems of Six discipline; individual boy attendance problems; boys behind in their Pack fees; features of future meetings in which Sixers have a part; discussion of games, as to popularity, etc.; demonstration of new games; possible changes in Inter-Six Competition points; plans for picnic, ramble, camp, Parents' Night, concert, lawn social, Pack Display; continuance of Good Turns, Pack and individual; Sixers' example; service to sponsoring church, such as messengers during preparation of Ladies' Auxiliary Supper, delivering of church notices, etc.; Cub Sunday-school or church attendance; sick Cubs, at home or hospital; new boys to fill out Sixes, if needed; organization of a new Six.

### **Matters not Dealt With**

Sixers do not sit in judgment on their fellow Cubs. A Sixer must not be left to exercise his own judgment in any matter concerning the Pack.

In other words, keep in mind that the Sixers' Council functions only to a very minor degree in an administrative capacity, and not at all as a judicial body. It provides an opportunity for discussing plans without giving the boys any power of decision, as for example, the admission of new boys to the Pack, and the selection of Sixers.

### **Sixers' Instruction Meeting**

Most Cubs have very short and faulty memories, and if you want to have good helpers – because that is what Sixers really are – you must give them some personal attention in order to keep them ahead of their Cubs in Star and Badge work. Not only may new work be covered, but old work may be reviewed.

The Sixers' Council meeting with the instruction period should not take more than an hour.

## **THE INTER-SIX COMPETITION**

The Inter-Six Competition has its value if it adds to general Cub interest and keenness at meetings, and helps to establish and maintain standards of efficiency and personal habits. It should be a means to an end and not an end in itself. In other words, if its use tends to develop friction between Sixes rather than a spirit of friendly rivalry, it may be wise to drop the competition for a period of time. It should never be carried to excess whereby every point won or lost becomes a matter of vital concern.

The always-running competition may be interwoven with many Pack activities, attendance, inspection, games, certain Star requirements, and badge work. Award points in relation to the importance of the activity.

### **Duration of Competitions**

Experience generally favours the monthly contests, each Six starting from scratch with the first meeting of each month. This comparatively brief period better suits Cub psychology than a quarterly or season-long period, with possible discouragement and loss of interest on the part of Sixes which drop far behind the leaders.

### **Competition Prizes**

Avoid expensive awards such as shields, medals, cups, etc. The boys will strive just as keenly for a month's possession of a "Good Hunting" pennant plus a bag of jelly beans, as for a silver cup; and the losers probably will be less disappointed. Instead of a pennant some place a ribbon of the colour of the winning Six on the Pack Totem Pole, and make a little ceremony of it. Once a year, perhaps on the Pack's annual Parents' Night, Akela may make

some award to the Six winning the greatest number of monthly contests. This could be an item of Six equipment, and to each member of the Six, a book. One Pack takes the Six out for a bowling session.

### Scoring System

The most commonly used Inter-Six Competition scoring system is that plus-points only are used, starting from zero. Scoring on games is based on the principle that there are no losers, – “some Sixes do not win as many points as others”.

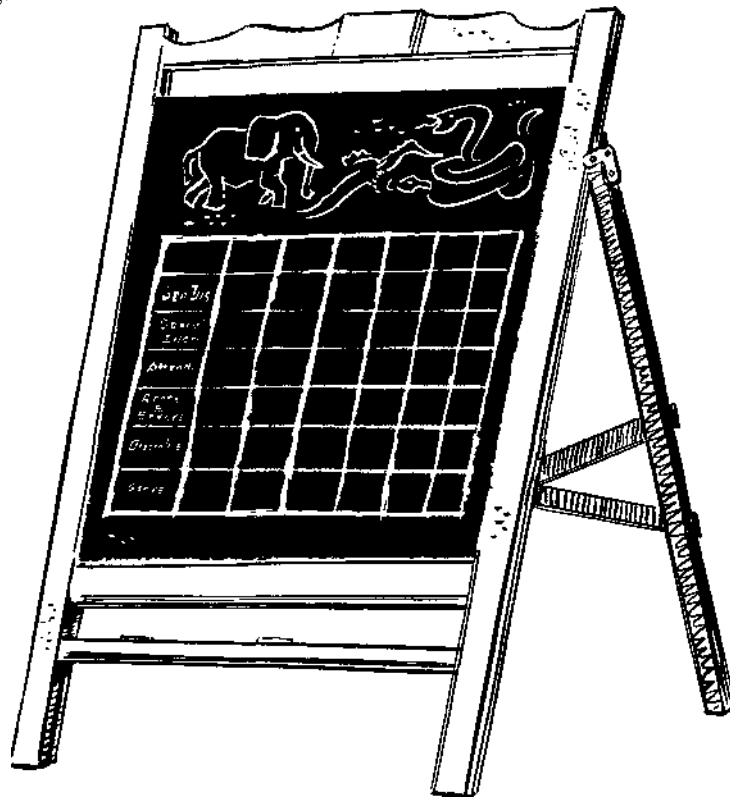
### Scoring Points

A table of Competition Scoring Points should be drawn up by Akela in consultation with the Sixers’ Council. The table should be discussed from time to time, and altered if advisable.

### A Competition Score Board

This may be a wall blackboard if available; a movable blackboard of suitable size set on an easel or white or manila paper thumbtacked to a board (and coloured chalk used). This permits the Cubs to see at a glance where their Six stands.

The competition headings may be run down the first column. At the beginning of each meeting the top of the column shows the total points of each Six as carried over from the previous meeting.



### Suggested Subjects and Points

*General Inspection* (of Sixes). General smartness of appearance and completeness of uniform, 3 points per boy if perfect, less as judged.

*Special Inspection* (of individual Cubs, by Sixes; usually surprise items). On some particular detail such as hands, teeth, hair, shoes, etc. 1 point per boy.

*Attendance* – Full Six present, 12; less 2 for each unexplained absence. At Sunday school or church, 2 points per boy.

*Requirements and Badges* (Passed since previous meeting). Tenderpads, passed and invested, 8. Each First Star test, 2; 5 extra upon completion of First Star. Each Second Star test, 5; 10 extra for completion. Proficiency Badges, each 10.

*Discipline* – Six discipline – marked up at end of the meeting. Each Six, perfect 5; under, 5 down to low of 1 for trying.

### **A Competition Score Board**

*Games* – For a Pack of four Sixes: First place 4, second place 3, third 2, and fourth 1. In the event of a tie, points of two places divided, i.e., two Sixes trying for first place divide the points for 1st and 2nd places, receiving 4 each; third place Six receives 3, and fourth place Six, 1.

### **USE YOUR ASSISTANTS**

As with other forms of leadership, the successful handling of a Wolf Cub Pack calls for the delegation of certain work and the responsibility for certain periods of the meetings to Assistant Cubmasters. It is obvious that the training progress of a Pack with 24 or more energetic boys necessitates assistance, and Assistant Cubmasters, to become efficient, must be used and trained.

A capable and successful Assistant is only added glory for Akela. Credit for the development of such an assistant is one of the finest tributes that can be paid the head of a Pack. And conversely, it is little credit to Akela if the Assistant, when asked to take over the Pack, holds back because of inexperience and lack of confidence.

The Assistant's job is to be second string to the Cub-master when they are both on parade and to take over the meeting if the Cubmaster is absent. On such occasions, the Assistant Cubmaster should run the meeting on the same pattern set by the Cubmaster.

An Assistant Cubmaster shouldn't wait for orders during the meeting but busy himself wherever he sees he can be of help. He should, however, be given definite duties to carry out for a definite time. And it is wise to rotate the duties in order to develop fully his capabilities.

If Akela is a woman it is wise to have a male Assistant (or vice versa).

### **Starting Your Assistants**

Start your Assistant Cubmasters by placing them in charge of games. In this way you show the boys that you have confidence in your helpers, and you prove to your Assistants that you mean to give them training. And once you have given a job, do not interfere. Nothing will more quickly weaken the Pack's response to an A.C.M. than interference by Akela. If things get out of hand, change the programme; that is, at once start something else. Afterwards discuss the situation in private and suggest how it could have been handled.

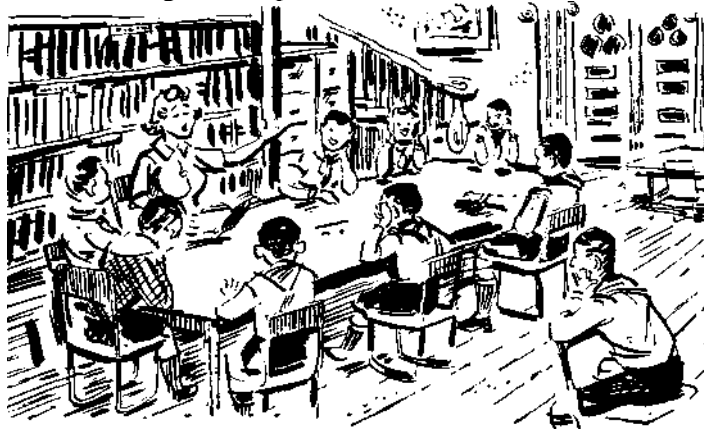
Have your Assistant Cubmaster help you plan the meeting programmes. Learn to know them as distinct personalities, with talents and capabilities of their own. Remember they are in training to become Cubmasters so make use of their talents.

### **Adult Instructors and Examiners**

We mentioned in the first chapter of the book the potential value of parents as instructors and examiners. Many of the Star requirements are home-centered and can be best taught and passed at home. There may be a talented parent who would come to the Pack to talk to your boys. You may have a friend who is interested in wood-work, first-aid, or reading (a Librarian) who would be only too happy to talk to the Cubs about his hobby.



Through using these people, you give your boys an opportunity to make greater progress, and to gain a wider outlook on life, and you have an opportunity to observe them while they are more or less at rest listening to the speaker.



### Cub Instructors

Cub Instructors are Scouts, with at least Second Class grade, selected by the Cubmaster in consultation with the Scoutmaster, and thoroughly trained by you or by taking a special *Cub Instructors' Course* to do the job. (Girl Guides may also act as Cub Instructors.)

A Cub Instructor may be of any rank or age and, preferably, a former Cub. An ex-Cub knows all the ins and outs of Cub life. He has the Cub spirit; he knows what to expect of Cubs; he may possibly know a good many of them personally; he is used to taking orders from the Cubmaster and to being loyal to him; and he is genuinely devoted to the Pack and eager to do his best.

It is best, however, to develop your Cub Instructors from boys who have been away from the Pack for at least a year.

The Cub Instructor will be a good leader of younger boys by being friendly, approachable, earnest and willing to do a good job, fair and showing no favoritism, modest and fully prepared to carry out his duties.

The Cub Instructor may be free to attend the whole Pack meeting and help in running games, teaching boys, etc., or else to turn up for the instruction periods only and instruct in such requirements as semaphore, compass, knots, first-aid, etc. After two months' service, he is entitled to wear a special Cub Instructor badge.

The greatest value of the Cub Instructor is that he provides a definite active connection between the Pack and the Troop. He is, in many respects, an ambassador from the Troop, and his example should be one of encouragement to your older Cubs who are approaching Scout age.

## MEETING PLACE, TIME, AND EQUIPMENT

### Place

A suitable Pack meeting place is a spacious, well-lighted, ventilated, and properly heated room, with a good floor, free of pillars to permit running games. Many Packs carry on in

quarters short of this standard by making necessary adjustments in their programmes. Use your imagination and ingenuity in decorating and developing atmosphere in a rented hall. In any case keep it fresh, clean, well aired, and well lighted.

You should have a very definite understanding with the Group Committee and the Sponsoring Body concerning the day and hours of the Pack meeting, either exclusive right to the period and place, or advance notice regarding changes, and an understanding with respect to the heating and caretaker's service.

The understanding should include such details as the placing of chairs, use of pictures on the walls, use of screw-hooks or nails for the hanging of Six Lair curtains, and the use of a storage room.

### **Time**

Some Packs meet in the afternoon after school or on Saturdays, but the great majority meet on a week-day evening, from 6:30 to 7:45 or 8 o'clock. Be regular as to time, place, and period as it is necessary with small boys and only fair to the parents. An hour's actual programme time has become well-established in Canada as the ideal length of a Cub Pack meeting. Preliminaries and tidying-up after the meeting may add half an hour for Akela and Assistants.

Often, where the Pack is part of a Scout Group, it meets on the same night as the Scout Troop with the latter taking over the hall at 8 o'clock. This makes for co-operation between Pack and Troop Scouters; Scouts to act as Cub Instructors are readily available; the coming and going association of Cubs and Scouts is of definite value in accustoming the smaller boys to the idea of some day going up to the Troop; a single meeting night for Pack and Troop limits the demands on the caretaker, and in winter conserves heat; and it may secure permanent and exclusive use of the evening to the Group.

### **The Caretaker**

Akela and the Group Committee Chairman should have a talk with the chairman of the building property committee, in the presence of the caretaker, concerning the latter's duties with respect to the Pack meetings. As a step towards a good understanding, Akela may offer to tidy up after each meeting and if needed, prepare the room for another organization by placing chairs under the caretaker's direction. Help of this kind from time to time, and occasional expressions of appreciation of the caretaker's work, plus a gift at Christmas, usually will assure smooth co-operation. Some Groups have even convinced their caretakers to become Pack Scouters.

### **Pack Equipment**

Your Pack may get along quite successfully with much less but here is a list of suggested items:

*A Union Flag* – with staff-stand or indoor flagpole.

*Indoor Flagpole* – For flying the Pack's Union Flag at meetings a small tree flagpole of the maximum height permissible adds another natural touch. The Pack could hunt for this on a special Saturday hike.

*A Council Rock* – A Council Rock, in the true spirit of its use, would be a towering rock from which Akela's call could be heard far over the jungle, with the Leader of the Pack a small figure against the evening sky. Since such a setting is out of the question in a Pack meeting room, the idea can be represented by a Rock of fair size contrived from a box covered loosely with sacking or an old carpet of suitable colour.

*A Moon* – This is a particularly effective piece of atmosphere equipment, and is not difficult to make. One Pack has a Moon made of a large tin dishpan with an electric bulb secured in the bottom, and the rim covered with plain yellow parchment. Another Pack has a

wooden cheese-box made in the same way, and another a square box with the Moon painted on parchment. A different idea is a wooden disc with a Moon painted in luminous enamel and a spotlight focused on it, turned on as desired.

The Pack Moon is located well up on the wall, convenient to a light socket, usually at the end of the room, and over the site of the Parade Circle.

*Lair Curtains* – These may be improvised of old bed-sheeting, bedspreads, table-cloths or window portiers, or of new denim, burlap, or factory cotton. They can be put up as slide curtains, on wire secured to screw-hooks, across meeting place corners. Later, perhaps, with the help of the Ladies' Auxiliary or Cub Mothers you can dye the material in Six colours. These colourful curtains certainly add to the appearance of the Pack meetings.

*Lair Decorations* – Make up plaques representing each of the Proficiency Badges out of 10X12 inch cardboard, plywood, or even tin. Paint them in the colours of the Badges with a badge design on each. On the back paste the requirements for passing the badge. Have the text matter typed, remembering that Cubs often have difficulty in reading adult writing. The plaques are hung on the lair walls at a height permitting Cubs to reach and turn them over readily.

*A Totem Pole* – The natural interest of the small boy in a more or less grotesque totem pole was recognized by the Founder of Scouting and the Pack Totem adopted as a valuable addition to Cub Pack gear. In *The Wolf Cub's Handbook* Lord Baden-Powell states that every Pack, after the ancient practice of the American Indians should own a family totem, for "all Cubs belong to one large family, with brother Cubs in many lands". He adds, "and our crest is the wolf's head".

Hence the Totem is capped by a wolf's head. Usually this is a conventional plywood head. A number of Packs are fortunate enough to possess totems capped with a real wolf head, stuffed.

A Totem Pole of the conventional plywood type usually can be made by an older Cub with his father's assistance, and makes a project that will arouse keen interest.

Like the Indian Totem Pole, the Pack Totem is used as a means of recording a Pack's history, its progress and achievements. When a Proficiency Badge is won, a ribbon (of the colour of the badge group) is secured to the Pole, with the Cub's name attached on a tab. In some Packs, newly-invested Cubs are allowed to drive brass-headed nail into the Pole, final recognition that they are a recorded member of the Pack family.

The Pack Totem is always treated with care and respect, and its use confined chiefly to Pack meetings. It is not carried whenever the Pack parades or goes on outings. It can be taken to rallies if not too heavy and if the occasion is appropriate. At Pack meetings the Totem Pole is used during the Grand Howl. It should have a stand of some sort.

*A Games Box* – made from an old valise or box and containing miscellaneous games material such as tennis balls, rubber balloons, chalk, camera reels, thread spools, writing paper and pencils, old sacks, candles, etc.

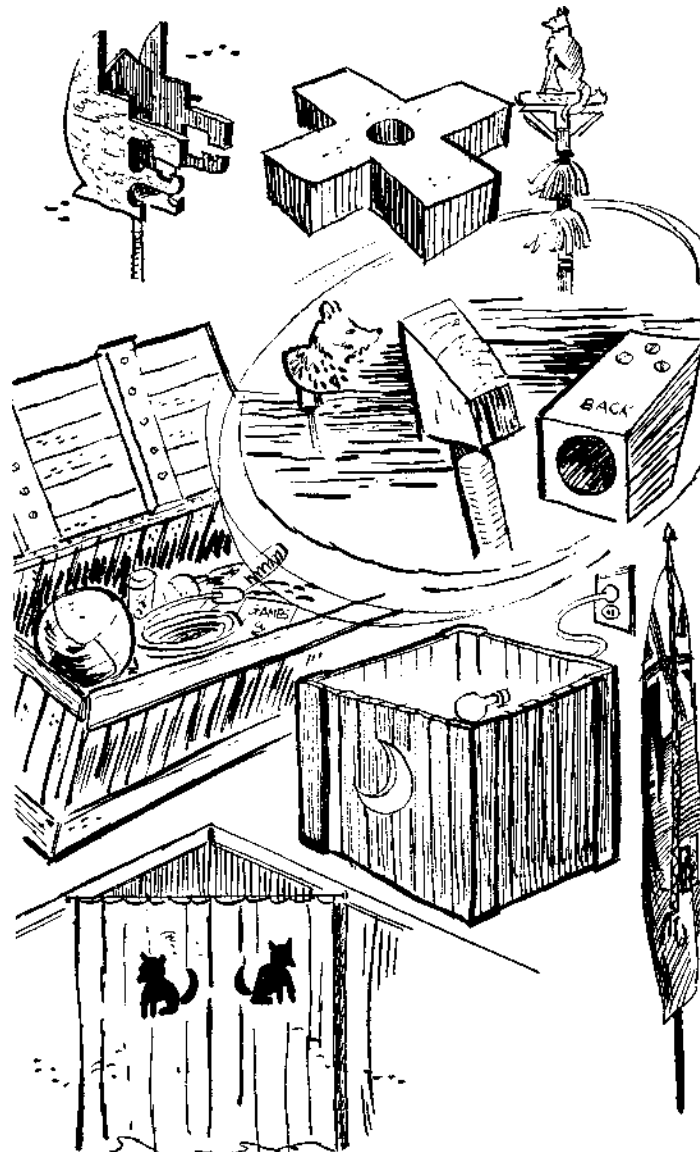
*A Dressing box* – containing articles for costume plays and charades. These are usually accumulated gradually.

*First Aid Box* – Containing band-aids, large arm slings, paper towels, disinfectant, soap, and other material for first-aid instruction.

*Ropes for knotting and skipping* – sash cord is best. Possibly the Scouts might whip them for you.

*Semaphore Flags* – The flags, totem pole, lair curtains, first-aid material, semaphore flags, books, and charts may be provided by the Group Committee or Ladies' Auxiliary.

*Miscellaneous* – Pack Record Book, Sixer's Record Books, Wolf Cub Record Cards, Pack Progress Chart with stars or stamp, set of library books for your reference, etc.



Some Pack Equipment

## RECORDS AND FINANCE

### Records

Keeping records is a good part of any well-run organization. Individual boys will be constantly asking you questions regarding their standing in the Pack. It will be necessary for you to keep a record of enrolments, boys' addresses, ages, attendance, dues paid, Star and Badge requirements completed, etc. For your own use the details provide a ready picture of each Cub's progress which you can study during a free period. For the boy, it provides a full record if he has to leave the community or when he is to go up to Scouts.

Finally, and most important of all, complete records are necessary if you have to give up the Pack and if your successor is to do a good job. It would be most unfair to your successor to turn over incomplete or carelessly kept records. In the matter of Pack finances it would be regarded as discreditable.

### A Pack Record Book

While record books can be improvised, use of the standard, specially-designed Pack Record Book supplied by the Stores Department is strongly recommended. The books come in two sizes, the full size and the Pocket Record Book, and provide a ready reference of standings for the instructional periods of meetings. Pages may be used for weekly programme lay-outs, for games, for Six competition scores and other information.

### A Sixer's Record Book

For keeping track of Six attendance and fees, each Sixer should be provided with a small Pocket Record Book, which one of the Old Wolves should look over occasionally. A special book for the purpose is supplied by the Stores Department.

### A Pack Progress Chart

This Chart is not only a grand visual record of individual Cub progress but is a means of maintaining Cub interest in Star and Proficiency Badge advancement. It is a common sight to see groups of boys standing before the chart animatedly discussing their standings. When left on a meeting place wall, the chart and its names and stars attract the attention and interest of parents, and generally is good Pack publicity.

### A Pack Log

Some Packs keep a Pack Log Book, or history of the Pack. This can be gradually built up of snapshots and pen- or pencil sketches made on outings, typed or hand-written accounts of picnics, rambles and camps, newspaper clippings concerning Pack displays and entertainments, printed or mimeo programmes, etc.

### Akela's Private Notebook

Some Cubmasters have built up two or three very useful personal Cubbing Notebooks, such as their own *Book of Games*, a *Book of Bright Ideas* (items jotted down on scraps of paper wherever and whenever they occur, and later entered in the book); *A Story Notebook*, and perhaps also a personal and private record of each Cub's background, character make-up and progress.



### Finances

Responsibilities, and sometimes unexpected problems, are involved in Pack Finances and related matters, and you should carefully read the sections of *Policy, Organization and Rules* dealing with this matter. The following will be noted in relation to particular problems or questions:

The spirit of the Movement is that, on the part of the boys themselves, money should be earned and not solicited.

Members of the Association, acting as such, must not countenance or be concerned with any public method of raising money which: –

- a) is contrary to the law of the land.
- b) would encourage boys in the practice of gambling.

Under the strict supervision of the Group, Cubs may assist in the raising of funds for Group purposes provided they do not handle the money themselves (i.e., sealed containers are used), and reasonable value is given. Any method of raising money must be first approved by the Canadian General Council through the usual District and Provincial channels.

Direct solicitation of funds by Cubs is not permitted.

### **Raffles**

An occasional problem is a request from another organization that Cubs be allowed to sell raffle tickets. P. O. & R. says participation in raffles is definitely prohibited.

### **Tag Days**

Another occasional problem is a request that Cubs be allowed to take part in a tag day. The objection to this is that the soliciting and securing of money from passers-by has several dangerous possibilities for the young boy, especially boys to whom money is a scarcity. In some cases there may be a direct temptation to take some of the money for candy or other much desired things.

Should the participation of Cubs in a "Scout Apple Day" be offered as an argument, the reply is that there are well-established safeguarding measures, including supervising leaders and numbered coin boxes; that the entire amount received always is deposited in the boy's box and, finally, that value is given in the form of an apple.

### **Administering Pack Funds**

Cub fees and receipts from entertainments, paper collections, etc., are administered by the Pack. Akela and the other Scouters, frequently in consultation with the Pack, agree that certain contributions be made from the Pack funds. It is good training for the Cubs to have a voice in the spending. Records of all such receipts and expenditures should, however, be audited by the treasurer of the Group Committee from time to time and at least once a year, prior to the Group's annual meeting.

P. O. & R. provides that funds raised or allotted to the section should be administered by the section.

If you have any doubts concerning finances, please check the latest issue of *Policy, Organization and Rules for Canada*.

## CHAPTER 3



### *Discipline in the Pack*

Good discipline is an essential feature in the successful running of a Pack. Without it the Pack goes to pieces, the boys become bored, work stands still, and everybody is thoroughly miserable.

By discipline we do not mean the shouting of orders or any sort of regimentation; true discipline is that which comes from within and which is not visible as such. It is not attained by the blowing of whistles or the raising of voices, nor by threats and punishments; it is attained by knowing what is wanted from the boys and by their knowing it, too. Put down any sign of trouble at its very beginning and you will have no bother. Show that you mean business, that underneath the fun and laughter and joking on your part there is good, solid rock, because boys have no respect for anybody who cannot control them. Boys love a joke, they want lots of fun; the more they laugh the better, but they must never for one minute get out of hand.

There is nothing which will bind you and your Cubs closer than having fun together. If you have trouble with the dour boy, the unsportsmanlike boy, or the mischievous boy, the only way of enlisting his support is to get him to forget everything else in occasional fun – fun so absorbing that the whole of the boy's nature seems dissolved in his and your laughter.

The Founder once gave this wise piece of advice – “when it is necessary to give orders, the secret for obtaining obedience is to know exactly what you want done and to express it simply and very clearly. If you add to the order an explanation of the reason for it, it will be carried out with greater willingness and much greater intelligence, if you add to the order and explanation a *smile*, you will get it carried out with enthusiasm, for remember, a smile will carry twice as far as a snarl.”

The best assurance of maintaining good Pack discipline is to start off on the right foot with a well-planned series of meetings of closely linked activities and full moments. Include several lively, genuinely steam-oft games, a supply of steady good humour and understanding patience with irrepressible small-boy energy. Most problems of discipline have their simple and natural source in that restless energy of healthy small boys.

The example of the Scouters is most important. Small boys miss very little, so Akela and Assistants must observe all the rules which the boys are asked to obey. If they are expected to remove rubbers and overshoes, the Scouters must give the lead. If the boiler-room or kitchen is out-of-bounds to the boys, then unless exceptional circumstances crop up it is out of bounds to the Old Wolves. If Akela wishes to talk and has asked for silence, perhaps to explain a game, the Assistants must also refrain from chatting and the same applies to Akela if an Assistant is speaking. No Old Wolf should contradict another in front of the Cubs or question his instructions or criticise each other to the boys. Any disagreements should be

cleared up after the meeting when the boys have gone home. The Old Wolves must work together as a team.

After personal example, careful explanation and emphasis of the importance of the Cub Law is important in developing discipline. Akela should endeavour to impress upon each New Chum that the Cub Law is a very serious matter, particularly obedience to the Old Wolf. Also that “giving in to the Old Wolf” does not mean obedience to Akela only, but to whomever has a right to ask the Cub to do things, – in the Pack, his A.C.M.s; at home, his parents; at school, his teachers; in a game, the umpire.

An experienced Scouter writes – “Whenever I have the feeling that my Pack is becoming unruly, I carry them right back to the foundation of Cubbing: ‘A Cub gives in to the Old Wolf, a Cub does not give in to himself’, and add a talk on the Promise. Sometimes we have a talk on this line: What kind of a Pack would our Pack be if every Cub were just like Me? This has always had the desired effect in our Pack.”

Cub discipline is implicit in the Cub Law. Time after time the Cub affirms that he gives in to the Old Wolf and that he does not give in to himself. The injunction creeps into his unconscious mind and begins to leaven the rest so that obedience and self-control become a habit and a part of him. The Law becomes an accepted fact and the standard that he applies to life as a whole.

### **Games**

Help in maintaining discipline can be obtained through games. They nearly all call for control of some sort on the boy’s part, either mental or physical, and provided he makes sufficient effort much benefit can be derived from them. Team games, for instance, are most helpful if attention is paid to detail, e.g., accurate starting and good finishing, and no bits being left out. All these little things help the Cub to get a hold on himself, and that is half the battle.

### **The Jungle Dances Help**

Coordination and proper timing are essential to the effectiveness of the Jungle Dances. The self-control imposed upon the Cubs during the dances helps to make them responsive to other forms of discipline during other periods of a programme.

### **Inter-Six Competition and Discipline**

Wisely handled, the Inter-Six Competition can be used as an effective aid to discipline when necessary. During meetings, points can be awarded to the Six which is first in its place for games or which is first to quieten down and so on.

### **The “Freeze” Signal**

If not used too often, this is an excellent means of developing Pack responsiveness to an order, while regarded by the boys as a game. Perhaps twice, and not more than three times during a meeting, Akela uses a particular call, or yelp, or sign at which every Cub, wherever he is and without regard to what he is doing, instantly “freezes” – that is, becomes immovable, like a suddenly frightened wild animal in the forest. The strange positions in which the boys are caught is the fun feature.

### **A Silent Signal**

The occasional use of a silent signal also has been effective in securing Pack control. Stepping upon a square of tin (or a chalked circle or square) as a signal, the Cubs “freeze” immediately they discover this.

### **An Active Programme**

One reason for unruliness is insufficient occupation. Keep the boys busy and they will be easy to handle. If you can fill every minute of their time you will have little difficulty in managing them, provided always that they are interested in what you offer them.



### **SOME GENERAL POINTS**

Consider the problem from all angles before trying to solve it. Ask these questions:

1. What is the cause of the trouble?
2. Am I to blame? Was my treatment of the individual wrong?
3. Am I somewhat out-of-sorts and irritable or worried?
4. Is the boy out-of-sorts? Did he miss his supper? Was he kept in at school? Is his father out of work or ill?
5. Is the boy too old for the Pack?
6. Is the programme of stimulating interest to him?
7. Are there enough games and activities to permit him to let off excess steam?
8. Are there too many orders for him to follow? Are the orders clear and Concise?
9. Do the Scouters work together as one?
10. Did I lose my temper? (This, by the way, is the last thing a Scouter must ever do, and the first thing a Cub must learn not to do.)

Another comment on discipline from B.P. – “A pat on the back is a stronger stimulus than a prick with a pin. Expect a great deal of your boys and you will generally get it.”

The Cub Law and Promise usually cover most situations. A quiet reminder to a wayward Cub of what he has promised will often bring him into line. However, do not make reminders of the Promise and Law so commonplace that they lose their meaning and effect

Discipline is not gained by punishing a child or boy for bad habits but by substituting a better occupation that will absorb his attention and gradually lead him to forget and abandon the old one. There lies our real work.

No hard and fast rules can be set to cope with problems of the individual Cub. Each case must be judged on its own merits.

It is not wise to punish or admonish a boy before the whole Pack. Very often he is trying to draw attention to himself.

Patience is a virtue. Expulsion of a boy from the Pack should be a last resort and only if his behaviour is detrimental to the whole Pack. Remember, our task is to train boys.

Probably the best general disciplinary practice is the withholding of certain privileges, – penalties such as being debarred from a game or games for an evening, or, in more serious cases, from a Saturday ramble.

### **SOME SPECIFIC PROBLEMS**

#### **A Cub Losing Interest**

If a boy begins to show lack of interest, give him immediate attention. Try the following ideas: have a talk with him; visit his parents; put him into another Six; get a smart Sixer to befriend him and build his interest anew. If the boy does drop out, look into his case thoroughly to discover the reason. Only, this time do not bring him back, and don't feel badly about the whole thing. You have done your best.

#### **The Cruel Boy**

Many boys of Cub age go through a mental stage in which they show a disposition to act cruelly to animals or to other smaller children. Usually the phase does not last longer than a year at the most. The occasional boy, particularly if an only child, may show a continuing tendency and a practice of bullying smaller boys.

Good antidotes are strenuous games in which good sportsmanship is noted and commented upon. Play-acting and stories are other ideas used to encourage good habits.

### **Older Cubs**

Sometimes the reason for boys being difficult to manage is that they have outgrown the Pack and would be far better off in the Troop. By the time they are eleven they are ready to mix with older boys.

### **Irregular Attendance**

There may be a few Cubs who occasionally miss meetings without explanation, even when you have interviewed their parents and emphasized that regular attendance is necessary to good results from Cub training.

The first step towards a solution is to make your meeting so attractive that the Cubs will not want to miss one. Next, talk to the boy, then visit his home to talk to parents.

### **Cubs at Different Stages of Training**

A wide spread between the training stages of boys of the Pack, from New Chums to Cubs well along with their Second Star and Proficiency Badge work, is another source of restlessness on the part of boys anxious to make progress. Few things are more discouraging to an enthusiastic small lad than to complete work on a certain requirement then to have the "passing" postponed from week to week. Arrange for home-centered requirements such as shoe-shining to be passed at home. During your instruction periods give a group to each of your Assistants, bring in one or more parents as Instructors, and use a Scout as a Cub Instructor. You, as Akela, should be free to pass Cubs on their requirements.

### **Restlessness**

Inspection must be kept thorough but brief. On Instruction it is better to have two ten-minute periods than one twenty-minute period. In any case Instruction should not exceed fifteen minutes. Remember that it is the Cub's excess energy seeking release. Have a proper balance of active events and quiet activities. Some Scouters have games by Sixes in lairs during Inspection to keep all the Sixes occupied.

### **Talking During Prayers**

The prayers must be brief and in small-boy language. Explain the meaning of prayer to the boy. Let him lead in prayer after suitable explanation. Have the Chaplain come and talk to the boys and arrange for him to have a personal chat with the boy who talks during prayers.

### **Cheating at Games**

Be sure that rules are thoroughly explained to and understood by the Cubs. Let them ask questions. Cheating may sometimes be due to over-excitement caused by the eagerness of the small boy to participate fully in an exciting game.

### **Time To Say "No"**

Every Cubmaster sooner or later faces pressure to take into his Pack more boys than he can effectively handle. This is the time to say "No!"

If the necessary new leaders are available and the additional meeting hour arrangements possible, a solution may be the formation of a second Pack in the same Group.

If not, then we strongly suggest that new boys be put on a waiting list and called up as vacancies occur; when, for example, older Cubs go up to Scouts.

It is far better to give 24 boys a thorough and personal grounding in Cubbing than to give 30, 36 or more a mere smattering of Cubbing. The Group Committee must back up the Scouters in their wish to keep the Pack to a size that can best benefit from Cubbing.

## *Jungle Atmosphere*



When the Founder, Lord Baden-Powell, thought of starting a Movement for the Scouts' younger brothers he turned to Kipling's *Jungle Books* and adapted the idea of the Wolf Pack as typifying keenness, obedience, and teamwork, while appealing to the small boy's instinctive love for romance and adventure. What a very good idea it was – something sufficiently different from Boy Scouting to avoid spoiling it for the Cubs, and yet having the same ideals and being just as much fun.

When you read the *Jungle Stories* you will see how admirably they can be interpreted by small boys. Here we have a pack of wolves, lively, intelligent, well-trained, and working together as one under their Omnipotent Leader – Akela. They are powerful and their strength lies in their functioning as a pack and not as individuals. They are able to do this only by their implicit confidence in and subjection to Akela, who is chosen from amongst them as being the finest specimen in every way and a perfect example to them all! We see the young cub, so very helpless at birth, growing up in the jungle with all its snares and dangers, learning the wisdom of his fathers; how to hunt, where to play, and whom to have

for friends, until, equipped with sufficient knowledge, he passes from the playground stage of the cub to the more severe adventure of the wolf.

The jungle is the framework of Cubbing. Boys more than ever have a need for colour and imagination; they want strange adventures, the life of the wild, the romance of yarns and ceremonies. All these Kipling gives in the *Jungle Books*.

The story of Mowgli, the little Indian boy of the *Jungle Stories*, is an inexhaustible mine of adventure that will capture your boys and give them just the thrills they want. The jungle is a wonderful world in which they can exercise their imagination and develop their own characters. It provides a picture they can all understand of a society governed by law and order. In it the good are honoured; evil is represented by Shere Khan and Tabagui, who are hated and defeated.

Some Cubmasters say that the jungle no longer appeals to their Cubs. This may be so in a few cases, but if you show your boys the real, virile jungle of Kipling, you may be sure of success whatever the boys' circumstances. But it is essential that you do it with enthusiasm and conviction, and not merely give it lip-service. It is also essential to keep the jungle as Kipling portrayed it – wild, dangerous, and adventurous, calling for courage and endurance.

### HOW TO DEVELOP JUNGLE ATMOSPHERE

#### (1) Read the Jungle Books

Let yourself be captured anew by their poetry, their mystery, and also by their strength and virility. It is not a matter of nice, quiet games for nice, quiet boys; it is a struggle for life, just as Mowgli had to fight his way in a jungle that was often hostile – against such enemies as Shere Khan, against hunger and cold. We have to think in terms of the rough-and-tumble games of Mowgli and his brother wolves, who could bite hard even in play, for “this was the hour of pride and power, talon and tusk and claw”.

Start with “Mowgli’s Brothers”, the first story in *The Jungle Book*. There you will learn how Mowgli got his name; you will find that Akela was the great, gray lone wolf, Leader of the Seeonee Pack; Baloo was the gruff, brown, old bear who taught the young wolves the Law of the Jungle; Bagheera, the black panther, was a skilful hunter; Raksha was Mowgli’s wolf-mother. You will find that on occasion the pack came together, assembling in a circle and howling to Akela, who was in the centre of the circle on a Council Rock. You will learn that young wolves are born blind, live and grow up in lairs, and do give in to the Old Wolves – for the Law of the Jungle is hard but just.

Then, tell the story of “Mowgli’s Brothers” to your boys and watch their eyes light up. Go on to explain how they, as Cubs, assemble in a circle and give greeting to Akela, their Cubmaster, who is in the center of the circle. How they, as New Chums, are blind and after a short period they are invested and finally, with the presentation of their First and Second Stars, they have their “eyes opened”.

#### (2) Use Jungle Homes and Terms

Thus, the Cubmaster is known as Akela, and the Cubs are expected to use that special name, and not Charlie or Mr. Shore or Mrs. Smith or Miss or Sir. The Assistant Cubmasters are known as Baloo, Bagheera, Raksha, Kaa, etc. The Sixers become Red Fang, Sixer of the Red Six, Brown Tip, White Claw, Tawny Fur, etc.

During inspection, hands are paws, hair is fur, teeth are fangs, uniform is the hide, and fingernails are claws.

The meeting place is the Den, each Six has a special corner or section called a Lair.



**(3) Use Stage Props to Develop Atmosphere**

*Jungle animal outlines* are sold in sets of nine by the Stores Department. They can be coloured by the Cubs or mounted on plywood and cut out or just pinned to the walls of your Den as decorations. They show the Cubs what Mowgli and the Jungle animals really look like.

*The Totem Pole* tells the history of your Pack. It may have a brass nail for each Cub invested and ribbons for badges passed, etc. Be sure you have a stand of some sort to go with it. It is used during the Grand Howl by being placed in the centre of the Parade Circle to the right of Akela.

*Lairs* can be made of screens covered with cotton sheeting, sacking, or light building board. Jungle animals and scenes can be printed or painted on the screens. These lairs or caves have great appeal to small boys. They are used by the Cubs who assemble in them before the meeting starts, and to plan skits, songs, etc.

A *Council Rock* is used by Akela to stand on when the Pack is giving him the Grand Howl. It could be made from a butter box covered with a tiger-skin made of sacking. Be sure to tell the Cubs the exciting yarn of "Tiger! Tiger!" concerning the death and skinning of the bullying tiger, Shere Khan.

*The Indoor Campfire* provides a wonderful setting for the story-hour and helps end the meeting on a quiet note. It could be an elaborate log cabin or tee-pee style made of small tree branches with a red light bulb in the middle, or just simply one or two candles set in a coffee can. Both will provide the startling reality of an outdoor setting.

*The Moon.* We have mentioned this under the section on equipment but want to point out that the use of a moon is one of the most effective contributions towards developing Jungle Atmosphere. Used alone or with the campfire it adds greatly to the story-telling period, especially if the story is from the *Jungle Books*.

#### (4) The Grand Howl

The Grand Howl is distinct to Cubbing. It is the controlled, eager greeting of the boys to their Leader used at the beginning and end of Pack meetings. It is an expression of welcome and of delight, of unity and of good discipline. We said in our opening chapter that boys like to make noise, and the Grand Howl is a safety valve by which they can satisfy that basic feeling.

The details are outlined in *The Wolf Cub's Handbook* and in *Tenderpad to Second Star*. There is a recording available on how to do the Grand Howl. Ask your local Headquarters if they have a copy.

#### (5) Jungle Games, Dances or Plays

After you have told the Pack of some of the exploits of Mowgli and made them familiar with some of the better-known inhabitants of the jungle, the Cubs will be ready to take part in a Jungle Dance or Play. It is nothing more than acting out scenes from the *Jungle Books*. They are dances in the sense of war-dances. The Dances, if properly introduced, are enjoyed by the Cubs and help to develop Jungle Atmosphere. Start with the Dances as outlined in *The Wolf Cub's Handbook* and then go on to make up your own.

But a word of warning – if Jungle Dances are new to your Pack don't expect the older boy to enjoy or even to readily accept them. Concentrate on the younger boys who will thoroughly enjoy them and, as they grow older, will continue to accept them as part of their Cub life.



**(6) The Use of Games**

Here are some examples of games that can be used to keep the jungle in the minds of your Cubs.

*Jungle Names* – Pack in relay formation at one end of Den or field. A set of cards for each Six bearing pictures of seven of the jungle animals is placed at the other end of the Den or field. In front of the Sixers is another set of cards bearing the names of the seven animals. On the signal to go, each Cub in turn picks up a name card, runs and places it with the appropriate picture at the other end of the Den or field.

*The Red Dogs* – The Cubs are scattered all over the Den or field. Each has a tail of some sort loosely attached to the back of his belt. One Cub acts as Mowgli. On the signal to go, Mowgli rushes around the wildly scampering Cubs to try to get as many tails as he can within a specified period. It is wise to set a boundary for this game.

*Mowgli and the Bandarlog*. Sixes, representing the Bandarlog, are at one end of the Den or field. The smallest boy in each Six, representing Mowgli, is asleep at the other end of the Den or field. On the signal to go, the Bandarlog, whooping madly, rush up to their Mowgli and, grasping him by the arms and legs, rush him back to the starting point.

**(7) Jungle Openings and Closings**

Through translating parts of the *Jungle Books* into action, some Scouters have developed Jungle Openings and Closings and have found that they help to set the right atmosphere for their opening and closing Grand Howls.

Here is a sample of each. Adapt them to suit your own ideas.

(a) *Jungle Opening*

Cubs in lairs. Room in moonlight.

Akela: "Look well, O Wolves, look well."

Cubs: Howl likes wolves.

Baloo: "Now this is the Law of the Jungle,

As old and as true as the sky.

And the Wolf that shall keep it may prosper,

But the Wolf that shall break it must die."

Cubs: "The Cub gives into the Old Wolf,

The Cub does not give into himself."

Cubs crawl from lairs in line behind Sixer.

"We are the (colour) wolves."

Parade Circle is formed. The Totem is placed in center.

Akela: "As the dawn was breaking the Wolf-Pack yelled,"

Cubs: (Softly) "Once, twice, and again!"

Akela: "Feet in the Jungle that leave no mark!"

Cubs: (Softly) "No mark!"

Akela: "Eyes that can see in the dark!"

Cubs: (Softly) "The dark!" (mysteriously).

Akela: "Tongue – give tongue to it!

Hark! O Hark."

*The Grand Howl.*



(b) *Jungle Closing*

Cubs in lairs. Room in moonlight.

Baloo: "This is the hour of pride and power,  
Talon and tush and claw.  
Oh, hear the call – Good Hunting all,  
That keep the Jungle Law!"

"Pack – Pack – Pack" (slowly and drawn out).

Cubs crawl out from Lairs, Sixers leading, Six in single file. Form Parade Circle.

Baloo: "Because of his age and his cunning,  
Because of his gripe and his paw,  
In all that the Law leaveth open,  
The word of the Head Wolf is Law."

Pack: "The Cub gives into the Old Wolf,  
The Cub does not give into himself."

Akela: "As the dawn was breaking the Wolf-Pack yelled,"

Cubs: (Softly) "Once, twice and again!"

Akela: "Feet in the Jungle that leave no mark!"

Cubs: (Softly) "No mark!"

Akela: "Eyes that can see in the dark!"

Cubs: (Softly) "The dark!" (mysteriously).

Akela: "Tongue, – give tongue to it!  
Hark! O Hark!"

*The Grand Howl.*

Akela: "There is none like to me!  
Says the Cub in the pride of his earliest kill;  
But the Jungle is large and the Cub he is small.  
Let him think and be still."

Cubs remove caps, and bow heads.

Pack prayer.

Akela: Holding up one hand:  
"Wood and Water, Wind and Tree,  
Wisdom, Strength, and Courtesy,  
Jungle-Favour, go with thee!"



Good Hunting, Pack.  
Cubs return salute, and say: "Good night, Akela."

**(8) Play-Acting**

Closely allied to Jungle Dances and Jungle Openings and Closings are plays such as the following based on the story of "Mowgli's Brothers". It would be an interesting item for a Parent's Night or Display.

*Acceptance of Mowgli at the Council Rock*

Akela: "Ye know the Law... ye know the Law! Look well, O'Wolves!"

Wolves: "Look ... Look well, O Wolves!"

Mowgli pushed into centre where he sits laughing and playing.

Akela: "Look well!"

Shere Khan: "The Cub is mine. Give him to me. What have the Free People to do with a man's Cub?"

Akela: "Look well O Wolves! What have the Free People to do with the orders of any save the Free People? Look well!"



Baloo: "The man's Cub ... The man's Cub? ... I speak for the man's Cub. I have no gift of words, but I speak the truth. Let him run with the Pack, and be entered with the others. I myself will teach him."

Akela: "We need yet another. Baloo has spoken, and he is our teacher for the young Cubs. Who speaks besides Baloo?"

Bagheera: "O Akela and ye, the Free People, I have no right in your assembly; but the Law of the Jungle says that if there is a doubt which is not a killing matter in regard to a new Cub, the life of that Cub may be bought at a price. And the Law does not say who may or may not pay that price. Am I right?"

The Pack: "The Cub can be bought for a price. It is the Law."

Bagheera: "To Baloo's word I will add one bull, and a fat one, newly-killed, not half a mile from here, if ye will accept the man's Cub according to the Law."

The Pack: "Let him run with the Pack. Let him be accepted."

Akela: "Look well, look well, O Wolves!"



### A Word of Caution

The Jungle is *not* the whole of Cubbing.

It is not some sacrosanct rite which must be performed meeting after meeting. It is not the *objective* of Cubbing. It is only one method even if the chief one of many possible methods. It is a frame-work to help you create an esprit de corps, and to give you a favourable atmosphere for developing the right qualities in each of the boys in your care.

There are other stories about wolves, such as Jack London's *White Fang* and *The Call of the Wild*, both recommended by B.-P. in *The Wolf Cub's Handbook*. You must make the widest possible appeal to the boys' imaginative powers.

There are also other backgrounds to use on odd occasions – the circus – Treasure Island – Space Night, etc. These help to develop your imagination and also the imagination of your Cubs. See the Section on Special Pack Meetings.

Finally – don't overdo the use of Jungle Atmosphere. It must not spoil the brevity and simplicity of Cub ceremonies. The use of Jungle Atmosphere may tend to overshadow the essential part of the Ceremony, i.e., the making or re-affirming of the Promise.

We are using Jungle Atmosphere to help train Cubs, and not using Cubs to be actors in a Jungle Atmosphere. The proper balance must be maintained.

## CHAPTER 5



### *Programme Planning*

#### SECTION "A"

#### GENERAL

Planning is as essential to success in Scouting as it is in every other area of life. Planning gives purpose and direction to your efforts. Planning ensures vitality and progress. Planning helps in programme development leading to adequate programming, and therefore to good character-building Scouting. The basic appeal of Scouting is proved. Imaginative, intelligent planning brings it to the boy. Your general objective in programme planning must be to make your programmes so full of fun, adventure, romance and interest that the boys will clamour to belong.

The problem is to create and maintain interest. Certain general rules will help to overcome that problem. They are summed up as follows:

- 1) *Action*, is better than *inaction*.
- 2) *Participation* is better than *looking on*.
- 3) *Outdoors* is more fun than *indoors*.
- 4) *Unusual* is more exciting than the *usual*.
- 5) *Surprising* is more interesting than *expected*.
- 6) *Mysterious* is more appealing than *obvious*.

## **CONDENSED PROGRAMME TIPS**

### **Plan Your Work –Work Your Plan**

Planning – Use Sixers’ Council – Assistants – Instructors.  
Plan three months in outline.  
Plan one month in detail.  
Put plan on paper.  
Have a job for all – let them know – check.  
Complete change every so often.  
Fun is important.

### **Get Sixty Minutes Out of Every Hour**

See that opening and closing ceremonies don’t drag.  
Start right on time, i.e., Grand Howl at 6:30 sharp if you meet at 6:30.  
Attendance and dues to Sixers as Cubs arrive.  
Inspection – short, snappy, thorough.  
Use games to keep Cubs in Lairs – (see Lair games – Chapter 8).  
No lagging between programme items – Assistants must keep on their toes.  
How long does it take for Pack to get into circle?  
How long does it take for Pack to become quiet?  
How long before last Cub leaves Den?  
Set a time for above and then beat your time down.  
Don’t overplay games — 5 minutes is long enough.

### **Atmosphere: – Distinctive – Unusual – Thrilling**

(See Chapter 4)

Terminology – Akela (not Sir) – paws, claws, etc.  
Jungle opening and closing – Jungle dances.  
Props – moon, totem, lair curtains, campfire – (See Chapter 2).  
Stories from the *Jungle Books* and *The Wolf Cub’s Handbook*.

### **Discipline: – Happy, but firm and just**

(See Chapter 3)

Based on Promise and Law – applies at all times.  
Speak in a low, firm voice.  
Keep programme moving.  
Uniform and dues give a sense of belonging.  
Waiting list develops keenness.  
Atmosphere – unusual, clean, punctual.  
Call of “Pack” means freeze.  
Games well controlled – rules well explained.

### **Instruction – important part of programme – 10 to 15 minutes** (See Chapter 6)

- Progress for all – requires short- and long-term planning.
- Progress chart – Cubs put up own stars.
- Work slips – Use parents for shoe-shine, tidiness, model, fire lighting, telephone, etc.
- Use games stunts, quizzes to teach, pass, re-pass, requirements.
- National Anthem at end of each meeting.
- Clothes folded in Lairs, not jumbled on stage.
- Encourage Cubs to 'phone when absent.
- Lair games – match-stick writing on Law, etc.
- Notice boards – pictures of jungle animals, boxers skipping, cartoons, etc.
- Instruction – 5% talk, 10% demonstration, 85% practical work.

### **Games – average five minutes**

- Use for passing and reviewing requirements.
- Good start and proper finish – discipline.
- Don't overplay favourite games.
- Points for all Sixes i.e., last Six gains at least one point.
- Variety of games important.
- Elimination games – Cub to somersault or headstand and rejoin game.
- Use imagination – One type of relay, many ways to play: run, hop, skip, blind-folded, arms in sling, lights out – carrying a ball, etc.

### **Surprise items – five minutes of every other Pack Meeting**

- Stunt by Old Wolves – a song? – a dance? – a yell?
- Presentations – Service Stars – Happy Birthday – candy – cake.
- Observation stunt.
- Fire Drill – Demonstration by Scouts – Accident – Lights out during game.

### **Special Items**

- See Section "E" on Special Pack Meetings.
- Campfire – songs, games, skits, stories – (See Chapter 8).
- Play-acting – Good Turn – Words – Expressions – acting slips – (See Chapter 9).
- Handicrafts – Card for Mother's Day, present for Father, etc. – (See Chapter 10).
- Scoutmaster and Patrol Leader visit and yarn on Jamboree.
- Visit of Chaplain – yarn on Duty to God.
- Film Show – Canadian and World Jamborees – a taste of what Cubs are in training for.

### **Outdoors – Simple Ideas**

- See Section "C" on outdoor meetings.
- 25% of meetings outdoors – Saturday – Use Assistants and parents.
- Send out Six or Cub to report back by public telephone.
- Good Turn – shovel walk.
- Wool trail on snow.
- Games – King of the Castle.
- Build biggest snowman, snowball or snowhouse, either as Cub, Six, or Pack.

### **Summer Holiday Programme**

- See outline programme. Section C,
- Story reading and telling, Tuesday mornings by Mothers at boys' homes.
- Handicraft – gardening, Saturday mornings by Fathers at boys' homes.
- Learn-to-swim campaign, at cottages and camps taught by parents.

Expeditions. Assistant Cubmasters or parents on Saturdays:

- a) splash party at lake or river,
- b) train trip to historic spot,
- c) Museum visits,
- d) Library – story telling.



### DETAILED PROGRAMME TIPS

#### Every plan must have an objective

A progressive target over a period of several years will serve as a guide in working toward progress for each boy. This target must be challenging to be interesting but must at the same time be realistic in terms of the ability of the group to achieve. It may be to reach a certain percentage of First or Second Stars in the Pack, or complete a specified number of Rambles during the year.

In the overall planning of meetings, work towards progressively covering the basic requirements. Only small amounts can be offered at weekly meetings. However, with a two- or three-year period in mind, programmes can be planned to cover the long term objective.

#### Consider each individual

Remember that each boy is an individual. In preparing a target plan, review the progress made by each member of the Pack. Consider his ability and potential progress. Discuss objectives with him if possible. The sum total of the objectives set for each individual will provide the target for the entire Pack.

#### Use your Assistants

Programme details should be planned *with* and *for* your Assistants. More good leaders are lost through being asked to assist and then being given no real task or responsibility. Capable men and women must be made to feel that they are filling a need and making a vital contribution in giving their services. Do not saddle Assistants with routine record-keeping or

mechanical procedures alone. Periodically rotate jobs to be done so that Assistant Leaders have the opportunity to grow and develop on the job. Assistant Cubmasters are Cub-masters-in-training.

### **What Do the Cubs Think?**

Encourage the Cubs to talk things over in the Pack Meetings. Cub activities and programmes must appeal to the boys, so if the ideas come from the boys themselves you can be sure that the programme will interest them. Use your Sixers through the *Sixers' Council* meetings.

### **Plan in Advance**

Detailed meeting plans should be made *in advance* for a suggested three-months' period. They must be flexible, and the Leader should expect to make alterations and changes as the time for actual meeting arrives. However, much time and effort can be saved if rough outlines of meeting programmes including instruction and games can be drawn up for a period in advance. Also, it is important that all Old Wolves and Instructors know what they are going to do at any particular meeting. If, for example, an Old Wolf is asked to lead a series of sense-training games, then he should know of this well in advance.

The programmes must be flexible to allow for peculiar conditions such as weather, and unusual occurrences such as a circus or fair coming to town. It is no time for quiet games if the weather is cold and the heating plant is not working, nor is it time for rough active games on a hot, sticky June evening.

### **Change activities fairly often**

Each programme should contain plenty of *variety* – changes from noisy to quiet games, mental to physical activities, work to play, romance to handicrafts, etc. And each programme should vary from the previous one, so that the Cubs never know exactly what is going to happen next.

### **Active to Quiet**

Start your meeting on an active level, with strenuous physical games providing an opportunity for the boys to work off surplus energy. As the meeting progresses, active games should be scheduled after periods of physical inactivity e.g., have an active game after an instructional session or talk. The meeting should end on a quiet note, with quiet games, or an inspirational yarn. This is quite important with Cubs as they are more likely to go quietly home if they are not physically stimulated or emotionally aroused toward the end of the Pack Meeting.

### **Outside Help**

Bring in outsiders to help you in your work. Instructors who would not be available as year-round leaders can often be secured to present their hobby, trade, or interest to meetings for a two- or three-week period. Group Committee members, members of sponsoring bodies, specialized associations such as the Fish and Game Club, etc., are fruitful sources of help.

### **Not All Games**

Meetings are not made up entirely or chiefly of games. While there is definite training value in games, there must be periods of direct instructional work. The Cubs themselves, particularly the older boys, enjoy most a meeting of games and work in which latter they are making and showing progress.

### Review Your Plan

Is every part of the Wolf Cub programme being used? Or are some parts overstressed and others ignored? Is every Cub in the Pack making progress? Are the programmes fast-moving and diversified? How is the Pack Inter-Six Competition going over? Are the parents in touch with Pack activities? Are the Pack records up-to-date? Is Duty to God given due emphasis in the Pack programme? Are Good Turns part of the regular Cub and Pack activities?

### SECTION “B”

#### INDOOR MEETINGS AND ACTIVITIES

In Section “A” it has been said that the outdoors is more fun and more appealing to Cubs. It must be recognized that, in view of climatic conditions, many of our activities must take place indoors with, it is hoped, periodic trips out-of-doors.

This section will cover in detail a suggested programme for an indoor Pack Meeting. Use it as a guide and not as a rigid timetable. Keep your programmes flexible at all times and experiment with your own ideas.

#### A SUGGESTED PROGRAMME FOR A PACK MEETING

<i>Time</i>	<i>Activity</i>	<i>Leader</i>
(1) 6:20	– Assembly and Preliminaries. Boys arrive, go to Lairs. Sixers mark attendance, collect and hand in dues. Check tidiness of each Cub. Duty Six carries out its tasks	All
(2) 6:30	– Parade Circle, Grand Howl, Salute the Flag General and Special Inspection	Akela Baloo
(3) 6:40	– Steam-off Games: Bear Chase Come with me	Akela Cub Instructor
(4) 6:50	– Instruction Period	All
(5) 7:05	– Games on Star work: Knots Exercise	Baloo Cub Instructor
(6) 7:15	– Special Item – Jungle Dance, Skit, Outdoor stunt, Play, Story, etc.	Old Wolf
(7) 7:30	– Six Competition Games: Chicken run Spot the colours	Raksha Akela
(8) 7:40	– Campfire, Story Songs Game Announcements, The National Anthem Cub Silence or Prayers	Raksha Baloo Cub Instructor Akela Akela
(9) 8:00	– Grand Howl “Good Night, Good Hunting, Go straight home”	

### Detail Notes

(1) An Old Wolf should be quick to check undue horseplay and noise among the first arrivals. As Cubs arrive they go to their Six Corners where the Sixers take charge.

*Attendance* – Give credit for attendance when absence is due to a good cause and an Old Wolf has been notified. Encourage the Cubs to ‘phone a Pack Scouter, or their Sixer when they are unable to attend.

*Dues* – The collection of individual Cub fees is to be encouraged. Sound arguments favour weekly fees. Since it is always desirable that the Cubs earn the money, the average boy can more readily earn and more easily remember the small weekly fee, whereas the larger monthly or yearly fee is harder to save and easier to forget. The regular weekly payment is of distinct “business” value to the small Cub.



*Duty Six* – This is usually passed around from month to month. The Duty Six is responsible for placing the table and chairs for the Old Wolves, bringing out the Council Rock, Moon, Totem Pole, Competition score board and the Progress wall chart. After the meeting, the Duty Six puts the equipment away and generally tidies up. The Sixer of the Duty Six may lead the Grand Howl.

Meanwhile, the Old Wolves have been looking over the programme, setting out the necessary equipment, taking in, and recording the fees, and, in general, getting ready for the Pack Meeting.

(2) Exactly at 6:30 an Old Wolf calls “Pack, Pack, Pack!” Responding with a single drawn-out cry “P-a-c-k!”, the Cubs run and form the Parade Circle around the Cub-master, the Duty Sixer leads the Grand Howl, the Pack face and salute the Flag.

*General Inspection* – This means a general looking over of each Six and the approval of its general tidiness and smartness of appearance – uniform, hair, shoes, etc. – considered against a possible perfect score of 10 points. Baloo does the General Inspection the Cub Instructor recording at the Competition Score Board. As Baloo approaches each Six the Sixer calls “Red Six, Alert!” Baloo looks over the Red Six, from front and rear, and calls out the points to be awarded, as “Red Six, 8 points”, etc., and the Cub Instructor marks up 8 points for the Red Six.

*Special Inspection* – This concerns the cleanliness and tidiness of such personal detail as hands, neck, ears, teeth, hair, clothes, neckerchief and footwear. The actual subject is not revealed in advance. Since points are involved it doesn’t take the Six very long to come to a high standard of cleanliness.

(3) *Steam-off Games* – These are used to permit the Cubs to let off excess spirits and energy and to put them in a receptive mood for the instruction period to follow. The details of the two games mentioned are in Chapter 7.

(4) *Instruction Period* – In our example program two of the Sixes received instruction by the Sixers under the supervision of Raksha, in another Six by Baloo and in the fourth Six by a Cub Instructor. Akela supervised.

It is not necessary, however, to instruct by Sixes, and, in many cases, Akela may instruct the New Chums, Baloo and a Cub Instructor may instruct the Cubs working on First Star, while Raksha will be working with the Two Star Cubs.

(5) *Games on Star Work* – These are used to instill and review the details of some of the items the Cubs were taught during the instruction period.

(6) *Special Item* – This could be an outdoor stunt, a Jungle Dance, a handicraft session, or a boxing match. In other words, include a surprise or novelty item by the Old Wolves.



(7) *Six Competition Games* – These are to develop the keenness of the Cubs and could incidentally be used to review sections of their Cub work. The details of the two games mentioned are in Chapter 7.

(8) *Closing Ceremonies* – For the campfire the Duty Six brings out the artificial campfire (see Chapter 2), and the Pack sits cross-legged in a close circle. Several lively songs (Chapter 9) are sung, a game or stunt or two are played, and then the Cubs settle down for the evening's story.



At the end of the story Akela, followed by the Cubs, rises. Announcements are made, and the National Anthem is sung. Then follow prayers ( or Cub Silence ) , the Grand Howl (whispered perhaps) and “Good Night, Good Hunting” and “Go straight home”.

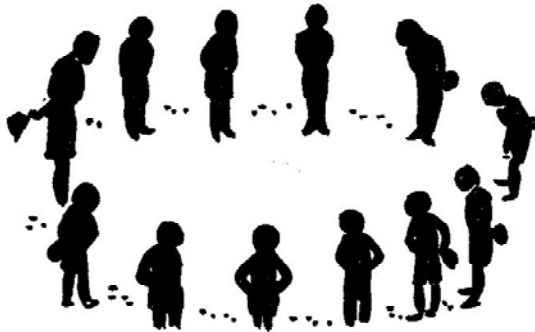
*Cub Silence* – This is a brief period of personal silent prayer, eyes closed, during which the thoughts of the Cubs are directed by Akela, and they are asked to think of something for which they have reason to be thankful to God. For Packs comprising boys of mixed church connections Cub Silence is used as the prayer period.

*Pack Prayers* – For Packs comprising Cubs of one denomination, and especially if the Group is sponsored by that denomination, prayers as approved or suggested by the Chaplain or Clergyman concerned will be used.

(9) The Duty Six clears away the campfire and places the Totem Pole in Parade Circle. The Pack gives the final Grand Howl which may be whispered to fit into the quiet mood carried over from the story.

Some Packs then go on to Pack prayers before dismissal.

It is not necessary to have a formal lowering of the flag. It can be taken down by a Cub Instructor after the Pack Meeting.



## SOME OTHER SUGGESTIONS FOR INDOOR MEETINGS

### Variety

With any programme be sure that the same games and Star requirements have not been used over and over again. In this way, definite progress can be made and a wide field of activities covered.

**Special Pack Meetings**

Under Section "E" are included a number of themes and programme outlines for Special Pack Meetings.

**A Games Night**

Choose a variety of games for fun, physical development, sense training, and Star work. (See Chapter 7 for ideas.) The evening could conclude with a well told story.

**A Work Night**

Spend plenty of time on Star work such as signalling (include the New Chums here), knots, first aid, etc. Tell a story illustrating the use of signalling. Use a few instructional games, and include quizzes in your programme. (See Chapter 6.)

**Play-Acting and Charades Night**

Use the various suggestions on play-acting in Chapter 9 including, possibly, dressing up. This could be a most enjoyable evening.

**A Jungle Night**

This could include a story from the *Jungle Book*, games camouflaged by jungle atmosphere such as a banderlog relay, freezing, deer stalking, a jungle dance or two; and ropes become vines and are tied not to poles but trees, etc. (See Chapter 4 for ideas.)

**A Handicraft Night**

This requires some planning and preparation. Make posters and individual or composite models, draw flags, make some simple gifts for parents. Have a variety of ready-made models and all the necessary equipment on hand. (See Chapter 10 for more ideas.)



## SECTION "C"

### OUTDOOR MEETINGS AND ACTIVITIES

Although this section is devoted to Outdoor Meetings and Activities, it is hoped that many of the suggestions and ideas will be used as outdoor parts of your regular indoor meetings. Some of the wide games described, for example, can be played in the school yard just as well as in the park or countryside. Many of the Star requirements – signalling, compass, exercises – and such activities as the Jungle Dances can and should be carried on outdoors. The Nature-lore requirements, bird and tree identification, star-gazing or rock-collecting can best be done outdoors.

Apart from the material benefits of Cub outdoor activities an entire group of spiritual values are present. A love of wide spaces and nature, appreciation of the beauties of natural things, an interest in the life of birds and animals, are developed. All this leads to understanding and kindness and finally, through all, a growing comprehension of the wisdom and love of the Creator.

#### SOME THINGS TO WATCH

Outdoor programmes tend to run much more slowly than indoor programmes, so allow more time for fewer items, but plan the items carefully.

Watch for over-exertion on the part of the Cubs. Out-of-doors they tend to run themselves ragged. If necessary, arrange for at least return transportation to starting point.

Be sure the Cubs are properly dressed for outdoor activities. Gloves or mitts and well-fitting footwear are as essential on a January outing as is protective clothing against sunburn for a July outing.

Swimming should be permitted only in water that is positively safe as regards depth, currents, and cleanliness; only when there is ample adult supervision and only with the consent of parents.

#### Outing Discipline

Throughout the ramble or picnic, discipline is secured, as at Pack meetings, by a definitely planned programme of games and other activities. Packs should not be permitted to go on an outing without a Scouter.

#### Safety Reminders

Always take a first aid kit on the ramble. One of the rules, re-stated for each outing, should be that all cuts and scratches are brought to the attention of a Scouter for first aid

treatment at once. The treatment may be rendered by one of the Second Star Cubs, under supervision.

### **OUTING OBJECTIVES**

Although any kind of an outing is fun, the Cubs will receive more enjoyment if the outing has some specific objective or purpose. Following are a few suggestions:

#### **First Spring Ramble**

The first spring outing can be an outstanding event. It can be made a general Nature Observation Ramble with some special attention to the awakening life of the trees after the long winter's sleep. Cocoons may be looked for, and if found taken home and put in fruit jars for observation of their opening to free a beautiful moth or butterfly.



#### **A Collectors' Outing**

Before starting, each Cub is given a specific project, – the collecting of tree or bush leaves, cones, flowers, coloured stones, etc. Pack Scouters should have a good nature book to help them answer the expected questions.

#### **Observers' Outing**

Trees may be the subject chosen and ten or twelve varieties may be sought during the course of the ramble. The characteristics of each are pointed out – shape, bark, leaf, approximate age. An old stump showing the annular rings provides a fascinating point of interest. The next ramble may be given to flowers, with occasional questions on the trees seen on the previous outing. A Kim's game of flowers, leaves, twigs, curious stones, etc., makes a rest period interesting.

Still another ramble may be given over chiefly to looking for birds and small wild animals. When a bird song is heard, have the Cubs search quietly about, listening, stopping frequently to stand and observe until they discover the singer. Have them halt several times and remain motionless, listening to identify as many different sounds as possible, – the wind in the trees, the ripple of water, the snap of a twig in the bush, the distant barking of a farm dog, the crowing of a rooster, the faint whistle of a train.

#### **Toymaker Outing**

The Cubs are instructed to keep a sharp lookout for odd-shaped twigs, fungi, cones, etc., which they bring to the Scouters as discovered. Later on in the day the various odds and ends can be distributed to the Cubs, and they can make a novelty item for the Toymaker Badge. Of course, glue, pieces of wire, and string will have to be taken along.

#### **Athletic Outing**

The Examiner is brought along, and the Cubs are turned over to him. The entire requirements need not all be taken at one time. A good plan is to alternate the requirements with games and nature-lore activities.

### **Teampayer Outings**

If there is a sufficient number of Cubs and the outings are held regularly, an extra feature of each week's trip can be the playing of softball, football, volleyball, soccer, basketball, or some other suitable team game. At the close of the summer the Cubs who qualified can be presented with their Teampayer Badge.

### **Making Fires**

Cub will enjoy making a fire to heat their beans or wieners. They should learn to make a small fire, like the Indians, using only small dry branches; they should observe that wet or green wood and leaves make smoke, and so betray their presence as well as getting in their eyes. Before leaving the site, every sign of fire must be carefully extinguished. A few words on conservation, fire prevention and forest preservation can be inserted at this time quite effectively.

### **Picnics and Rambles**

These are not major affairs, and do not call for elaborate planning. They can take place on an afternoon and be very simple in programme content. Sandwich lunches may be carried by individual Cubs. A leisurely walk, direct or from a bus line, to a convenient park or piece of woodland followed by a few games, perhaps a nature treasure hunt, the picnic meal, a little campfire or sing-song, a story and the trip home, possibly by a different route is all that is necessary.

Cubs always seem to be hungry, again, at the end of the picnic so it is suggested that one of the Scouters have a supply of cookies to hand out on request. It is also a good idea to have a bag of candy along to provide a special unexpected treat for the Cubs.

## **A HOLIDAY PROGRAMME FOR THE PACK**

Associated with picnics and rambles is the subject of Pack activities during the summer holiday months. For Cubs unable to get away from town or city, this weekly Pack excursion, however modest, can be invaluable.

Discussion of the matter at a meeting of District Cub-masters, Group Committee members, and possibly Ladies' Auxiliary, will usually solve the problem. One plan is the formation of composite neighbourhood Packs under leaders available from week to week, and a programme of picnics, rambles, and industrial tours. Committeemen can direct the latter.

Here is the report of a Pack that ran such a Holiday Programme.

### **THE PLAN AND THE RESULTS**

A mimeographed letter outlining a five-point programme was sent to the Parents asking them to pin up the programme in their Cub son's bedroom.

The five points were as follows:

#### **1. A Learn-To-Swim Campaign**

This was a personal project for all Cubs to tackle, whether at camp, cottage, or public pool. The requirements for the Swimmer Badge were listed for the information of parents.

*Results* – Some of the Cubs did learn to swim on their own with the assistance of their parents.

#### **2. Story-Telling – Reading Sessions**

Four mothers kindly agreed to have the Cubs visit their homes on one of four Tuesday mornings to tell or read stories to them. Books were lent to the mothers and stories recommended for reading. Cookies and soft drinks were served.

*Results* – The story sessions were quite popular and successful. Because of the family holiday periods, there usually were different Cubs at each session. Refreshments were greatly appreciated.

### 3. Rambles

Three were planned – using the Group Committee and parents to supply transportation and assistants,

a) A Saturday morning tour of the National Museum, Parliament Buildings, and War Museum.

b) A Splash Party consisting of an all-day picnic outing to a private beach. Exploring the ruins of an Old Mill and swimming were drawing cards for this ramble.

c) A train trip to an old town about 30 miles away. Exploring historic sites, picnic lunch, swimming and games were planned features for this outing.

*Results* – The train trip was the most successful event. A special guest was a smart, alert Sea Scout who as a Cub Instructor came on the trip and was most useful on the programme. A welcome at the station and entertainment were provided by a few smartly uniformed local Scouts.

### 4. Exhibition

*Parents* were encouraged to take along an extra boy if they planned to visit the annual Exhibition.

*Results* – There were no reports on whether or not other Cubs were invited to go along to the Exhibition. Possibly a telephone committee of one or two parents could have developed it more successfully.

### 5. Sixers' and Seconds' week-end

This was a special treat for the older Cubs to start off the Fall season in good style.

*Results* – The week-end was cancelled due to the inability of the Old Wolves to get away for the specified time. This was unfortunate as it would have been a grand opportunity to get to know each other better in preparation for the coming season.

Generally, the results were considered satisfactory enough to carry the plan over and repeat it for the next summer.



### OUTDOOR (WIDE) GAMES

The following consist chiefly of games on a large scale; games which take up a lot of time and space and are held out-of-doors. They are known as “wide games”. One or more will provide the programme for a good outdoor session, especially on an afternoon, with sandwiches and possibly a yarn thrown in to complete the programme.

These games teach the Cubs much in the way of sportsmanship and self-control, and the freedom of it all presents a golden opportunity for Pack Scouters to observe the Cubs and to get to know them really well. Cubs become much more communicative on these occasions and often show qualities and interests which they have kept hidden.

#### Explorers

A party of explorers set out with an Old Wolf in charge. They leave reports as they go so that, should they never return, their tracks may be followed up by future parties. At twenty yards from the starting place they bury or hide a paper saying “We are proceeding due south” (or in whatever direction they are proceeding). Fifty or a hundred yards farther on, according to the nature of the country, they hide another dispatch, again giving the compass direction in which they are proceeding. They do this every fifty or hundred yards. The whereabouts of the message must be clearly indicated by a chalk mark or a strip of rag tied to a branch, or a freshly peeled bit of stick in the ground. A quarter of an hour afterwards the second party starts.

The search party easily finds the first message. After that the only means of following up is by reading and following the compass directions. At the end of a set distance the explorers reach their destination and sit down and tell stories about Canadian and other explorers until their friends catch them up. No noise must be made, as it may give the show away, and enable the second party to find them without having to read the compass directions. (Note: An Old Wolf or Cub Instructor must accompany each party. In each case, the Cubs should decide upon the compass direction, and it should be verified by the Old Wolf in charge, with a compass, before being written down or followed.) The Pack may need to be given instruction on reading compass directions before playing this game.

#### Spoon

A large paper basket or box is placed at one end of the field. The Cubs fall-in at the other. One Cub stands halfway between them. He holds a wooden spoon in his hand. At a given signal he runs and hits one of the Cubs with it, and then dashes away towards the basket, the second Cub chasing after him. He puts the spoon into the basket and runs for the gap in the ranks at the other end. The Cub who was hit takes the spoon from the basket, and tries to get back and fill the gap first. Whichever succeeds in doing so takes the spoon and goes into the middle, the game proceeding as before.

#### Sardines

One Cub is chosen from the Pack. He is a sardine and he has to go and find a hiding place, which is his tin. When he is safely in the tin, all the rest of the Pack go to look for him. When a Cub finds the “sardine”, he doesn’t say a word or make a sound but creeps into the tin with him. The rest of the Pack do the same, as each one discovers the hiding place, until all the “sardines” are in the tin. The last one in has his nose blacked, with a burnt cork, for taking such a long time to find the hiding place.

#### Letting in the Jungle

The story “Letting in the Jungle” (from the *Jungle Book*) is told or read to the Pack, which then divides into halves. One party, with scarves on their heads, represents Buldeo and

the villagers with Messua; the other represents Mowgli and the Seeonee Pack and wears scarves or ropes as tails looped through their belts.

A certain tree or other base is agreed upon by both sides as representing the English garrison town of Khaniwara. Both parties move off in different directions until a Pack Scouter blows a whistle. Buldeo and the villagers then stop and the stopping-place represents the Village. Messua lies bound in her house. They leave guards, and then spread out between their camp and Khaniwara and lie in ambush.

Mowgli and the Pack have also stopped. On hearing two blasts from Akela's whistle, they set out to find Messua. Any Wolf spotting the village must get in touch with Mowgli since he alone can rescue her. If Mowgli succeeds in tapping or touching Messua, without being touched himself by a villager, he is allowed, unmolested, to take Messua fifty steps outside the camp. Before doing so he yells the Pack call so that all may know that the hunt is up. Mowgli and the Wolves then endeavour to escort Messua to Khaniwara. Buldeo and the villagers try to prevent them. In ensuing fights any Cub losing his tail or his scarf to an enemy is accounted dead.

### **Whistling Hares and Hounds**

Two Cubs are chosen to be Hares. They are provided with a Scout whistle and given two minutes' start. As the Hounds start the Pack Scouter gives one long whistle blast. This is the signal for the Hares to start whistling. They must whistle every sixty seconds. They can judge this roughly by counting their paces, going at a jog trot, and whistling every 150 paces. Or they may be directed to whistle every 100 yards, if they are fairly good at judging distance. The ground must afford plenty of cover, and the Hares should go by a roundabout route, doubling on their tracks. If they get tired they may lie in ambush, and need not whistle so long as they are not moving. The Hounds may possibly run past them, but will know by the silence that the Hares are still. The objective of the Hares is a given spot, half a mile away, then to return to their home, without being caught. (The spot must not be known to the Hounds.) If the Hares are caught, a long whistle blast is given, and all return home when two fresh Hares will be sent out. The Hares should have some distinguishing mark such as their scarves worn on their heads. There should be some trophy for them to fetch from the place they are making for as a token that they have really been there.

### **Come Along**

All the Cubs but one, form a circle about thirty feet across. The players turn to the right, with arms stretched to shoulder level. The player out runs round the circle; after a short distance he gets hold of an arm and says, "Come along!" This player falls in behind him, and both run round the circle. The second player then grabs someone and says, "Come along!" The one caught falls in behind No. 2. Continue until about six or eight are running. Then the first runner shouts, "Home", and all must try to get a place in the circle. The one left out is the next runner.

### **Guarding the Tree**

Three Cubs guard a tree, which should stand in the midst of bushes that give good cover. On the lower branches of the tree are hung a number of garter tabs (or pieces of rag). The object of the attackers is to obtain these. A ring about twenty yards from the tree is marked out. The attacking Cubs scatter beyond this ring. The three guards stand under the tree and keep a sharp lookout. If they can spot an attacker as he creeps up outside the circle they call his name. He must then stand up and go to a given place before starting out again. If, however, an attacker manages to get inside the circle he can stand up and run for the tree to try and get a garter. He can only be stopped by being touched by a defender. If he is touched he must retire to a given spot before having another try. If he succeeds he keeps the garter tab as a trophy, and goes out once more to the starting point and creeps up again. The Cub with the most garter tabs wins.



### **Lost in the Jungle**

Many pieces of paper, each with the name of a jungle animal written on it, are needed. If there are not enough names, the animals may be duplicated.

A Pack Scouter hides the bits of paper over a certain area where the boundaries are carefully defined and explained.

The Pack Scouter tells the Cubs that a lot of the jungle animals have lost their memories, and are wandering about in the jungle. The Cubs must find them within five minutes! At the Scouter's call the Pack returns, and one by one the Cubs describe the animal they have found without saying its name. The other Pack must guess which animal is being described.

This is a good way of learning about the jungle animals. Self-control is needed since the Cubs usually want to tell each other the name of the animal right away.

### **Kick the Can**

Choose a spot where there are plenty of bushes all around. In the centre of the field mark out a circle about two feet across, and put an old tin can inside. One Cub is Guardian of the Tin. The Cubs all stand round the circle, and one of them kicks the tin out. Everybody then runs and hides, except the Guardian, who puts the tin back in the circle. Then the Guardian goes to look for the Cubs, and whenever he sees one he calls his name, and they both race for the tin. If the Guardian reaches it first and kicks it, the Cub is a prisoner, but if the Cub reaches it first and kicks it, then he may go and hide again.

The prisoners stand near the circle, and when the Guardian isn't looking, call "Rescue". Anybody who is hiding may run out, and try, unseen by the Guardian, to kick the tin, rescue one prisoner, and then they both run and hide again. Prisoners must remember the order in which they were caught, and be rescued in that order. Only the Guardian may replace the tin after a kick, and no kick counts unless the tin is in the circle. The Guardian must go and look for those in hiding, and not stand near the tin all the time.

### **Rotten Egg**

For this game you will need a rubber ball or a tennis ball which can be easily caught. The Cubs gather round and each is given a name, either a jungle name, or the names of animals, insects, etc. When all have a name, including the Scouter, the ball is thrown high in the air, at the same time one of the names is called out, and the bearer of that name must catch the ball. When the ball is thrown everyone runs away as far as possible. Immediately the Cub who is called catches or picks up the ball he calls "Stop", and everyone halts at once. The Cub may now take three steps towards any player and try to hit him with the ball. The latter may dodge the throw by moving his body, but may not move his feet. If he is hit, he is a "rotten egg", and it is his turn to throw the ball up. If he is missed, the ball is returned to the thrower, all gather round, the ball is thrown up, and another name is called, and so on.

### **Tournaments**

This good, old rough-and-tumble game should be played on the grass. All the big Cubs are horses, each chooses a small Cub to ride on his back as a knight. They line up. Two lines are formed about twenty yards apart, each knight about three yards from those on either side of him. At a given signal, the pairs trot out into the field, and the knights grapple. Every horse and rider that falls must retire from the tournament. The victor is the knight who remains on his horse. Knights may not hit but only grapple. Horses may not fight as they must give all their attention to keeping their knights on their backs and themselves steady.



### **What's the Time, Father Bear?**

One Cub is fierce, old Father Bear who crouches in his den, pretending to be friendly but really ready to pounce on anyone who comes near enough. The rest of the Pack go to their "home" which is some distance away. The game begins by the Cubs advancing in a body and asking, "What's the time, Father Bear?" then standing still to await the answer. Father Bear says something like, "Half-past one", so the Cubs advance again, asking the same question, and Father Bear replies with another time. The game continues in this way until Father Bear thinks the Cubs are near enough, when he answers their question with, "Dinner time" (or any of the meal times), whereupon the Cubs turn and run for "home" with Father Bear chasing them. Anyone he catches remains with him in his den and becomes another Bear to help him catch the others.

The game goes on until only one Cub is left. He becomes Father Bear and the game starts over again, if time permits.

### **Wizards**

Any number can play this game. One Cub is a Wizard and catches any Cub he can. These two hold hands and chase the rest. When a third is caught, he too joins on, and so on until a long line are chasing the two remaining Cubs. The one who remains uncaught wins. Should the time whistle blow, the Wizard will have won if there are more boys in the line than are still free. Boundaries should be set for this game as otherwise it becomes almost impossible for those joined together to catch the free Cubs.



### **Treasure Hunts**

For excitement, adventure and loads of fun, plan a treasure hunt. Maps, puzzling clues and the mere idea of hunting for a "treasure" appeals to boys. The experiences and adventures of the hunt often prove more exciting than the actual finding of the treasure.

*Some Hints* – Use simple clues containing information and material that will be familiar to the Cubs.

Read the first clue aloud so that all may start simultaneously, and everyone gets the correct information.

Use inexpensive prizes such as candy or fruit. If possible, have something for everyone. Don't plant the prize too near the start of the hunt.

It may be necessary for a Leader or a Cub Instructor to go along with each Six to help interpret clues. What may seem clear to the Leader may stump the Cubs, but help only as a last resort.

Near the middle of the hunt use more difficult clues to slow down the group so that stragglers may catch up and not be too far behind at the goal.

Make sure that directions are clear before the hunt begins. If possible have typewritten directions available for distribution.

Make sure that hunters will complete the hunt within a reasonable time. It is wise to set a time limit on the game.

*Clues* – Instructions could be written as simple and clear-cut directions, as interesting rhymes and jingles, in semaphore code, in Indian trail signs, or made on a crude but accurately drawn, pirates' map. Trails should be tested to make sure that clues are not misleading and that they are neither too easy nor too difficult. Much of the fun of a treasure hunt comes from the ingeniousness with which the clues for finding the treasure are presented and are to be found.

*Treasure* – The treasure may be simply a small box of candy, nuts, or marshmallows. Often a mad grab is made for the discovered treasure, and a rough-and-tumble ensues. Every precaution should be taken to avoid any such happening. This is easily done by substituting for the real treasure a small note or ticket informing the group where to obtain the real prize.

### Treasure Hunt Themes

*Backyard Treasure Hunt* – If the hunt must be confined to a backyard, place numerous articles on tree branches, windowsills, fence posts, in the grass or behind shutters. Provide each Cub with a pencil and a list of the hidden items with instructions that when the location of an object is discovered its whereabouts is to be noted on the list. Secrecy should be the rule throughout; no Cub, on making a find, should tell the others. The player who has located the greatest number of items at the end of the allotted time is awarded the prize.

*Pirate Hunt* – One of the most appropriate themes, especially for hunts at the beach, is a pirate treasure hunt. Use nautical and piratical terms in the clues, such as “starboard” and “heave away”, “pieces of eight”, “dead men’s chests” and “Captain Blood”. Of course the treasure is buried in a chest. If hunters are divided into pirate crews, given black eye-patches and cardboard knives, and are taught a sea chantey, the game is more exciting and realistic.

*Story Book Hunt* – Write the treasure-hunt clues about story-book characters. Each clue may lead to a different character who is represented by a picture of a person in appropriate costume.

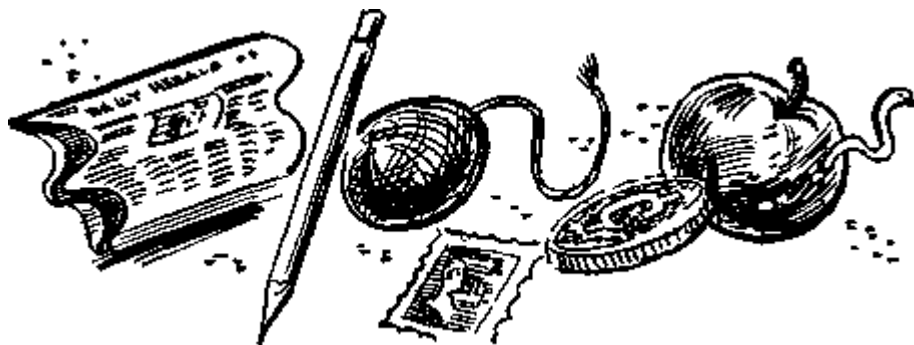
*Flashlight Hunt* – A treasure hunt at night is particularly exciting. Use flashlights to find the way from clue to clue.

*Lollypop Scramble* – Insert cellophane wrapped sticks into the ground over the playing field. Place them, if possible, in an area where the grass is just high enough so that they can only be seen when one is close to them. The search begins when the signal is given.

*Scavenger Hunt* – A scavenger hunt involves collecting a specified list of objects within a certain limited time. It is simple to plan, virtually runs itself, and is sure to be a success. The lists are prepared beforehand. The articles do not need to be planted and there are no clues given as to where they may be found. It is up to the hunters to beg, borrow or buy the list of objects and to make all arrangements about returning them if necessary. Sixes must leave and return together at the end of the allotted time (not more than a half-hour) regardless of the fact that they may not have found every object on the list. Rules may allow members of a Six to separate in the Hunt if they wish to. However, it is usually more fun if the Six stays together.

*The Lists* – The objects in the list, which should be given to the Sixes, will determine the success of the hunt. Leave out all objects the obtaining of which might lead to the accusation of theft or trespassing. The number used will be determined by the length of time allowed for the hunt and the rareness of the objects. The more local color that can be given to the hunt the more it will be enjoyed. Here are a number of objects which have been used on successful hunts: an egg-

shaped pebble, twig letter X, picture of the Queen (a stamped coin), something alive (an insect), strawberry, Reader's Digest, clean handkerchief, etc.



## OTHER OUTDOOR ACTIVITIES

### Things to Build and Make

Huts, shelters, tents, teepees, and lairs. – Twig alphabet mounted. – Model boat ponds and boats. – Bowling “alley” and tenpins. – Kites and model aeroplanes. – Bird houses, bird baths, and bird feeding stations. – Garden furniture. – Sundial in backyard.

### Things to Do

Explore nature. – Jungle Dances. – Pin Hunt. – Athlete Day. – Play-Acting. – Scavenger Hunt. – Wide Games. – Splash Party. – Tree Climbing. – Treasure Hunt. – Field Day. – Trolley, bus, or train ride. – Observe and record birds seen. – Industrial visits with Dads. – Visit Scout Camp. – Clean lawns and walks. – Use field glasses. – Father and Son hike. – Pack or Group Wiener, Corn, or Marshmallow Roast. – Pack, Group, or Family picnic. – Kite and model airplane flying contest. – Collect and mount leaves, flowers, insects, etc. – Gardener, Guide, Observer, Swimmer Badge work. – Model Boat sailing and racing. – Visit green houses, historic spots, zoo, museum, airport, harbour, parks, fire-station, etc. – Visit a farm, or if a rural Pack, visit the city.

### Things to Do in Winter

Collect toys for Toy Shop. – Have a tracking contest. – Sledding, skiing, skating party. – Barrel-stave skiing contest.  
– Build snowhouse, snowman, snow animals, igloo. – Toboggan Party. – Sleigh Drive. – Snowball Fights. – Carol singing.



## SECTION “D”

### EXPLORING NATURE

Exploring nature is an exciting, adventurous journey into the world of plants and animals, rocks and minerals, the weather and the sky. Expeditions and explorations disclose the interesting and important things about blades of grass, spider webs, hawks, paving stones, eroded hillsides, flight of birds, and the majesty of the night sky. With “watch living things live” as a password to nature, eyes are opened wider on field trips, gardens are planted and experiments made with seeds and seedlings; trees are adopted and caterpillars, polly-wogs, pet dogs, or any one of a thousand other living things are watched day by day. Nature adventures reach out to include games, music, play-acting, and the fun and skill of making things – bird houses, feeding stations, plaster casts, designs from nature, use of visual aids, etc.

This section follows naturally on “Outdoor Meetings and Activities” for the two subjects are closely related. How to make greater use of nature activities in your regular Pack work will be outlined.



Your job is to provide the opportunity and to interfere as little as possible. Books, libraries, museums, experts, etc., are available with reference materials and advice. You need not have a deep knowledge of the subject but you do need a genuine interest and sense of wonder to inspire and give the example to your boys. Get the Cubs out to do active exploring, encourage them to ask questions, to wonder at the beauty, colour and movement of nature, to wonder at the part they themselves play in nature, and perhaps to further realize God through nature.

### HOW TO GO ABOUT THE JOB

#### **Do the discovering in the field as much as possible**

Natural objects in their natural setting are the ideal materials for observation. In order of their value in nature programmes, here are some ways of “discovering” nature:

- a) going outdoors to find natural objects in their natural setting, whether they be plants, animals, rocks, or stars;
- b) bringing living animals and plants from their natural setting or raising them in an environment built for them;
- c) handling stuffed animal specimens or examining pressed flowers;
- d) looking at pictures of birds, animals, rocks, and stars;
- e) just talking about them.

#### **Base the programme on doing things rather than on hearing things**

Let field trips and in-town excursions be the heart of the programme. Add to them nature museums, nature trails, collections, check lists, gardening, nature handicraft, games and all other “doing” activities.

#### **Observe everything**

Have the Cubs use all their senses in discovering what is interesting and important about each thing they see. Use not only sight and hearing but also the neglected senses of taste, touch, and smell.

**Take full advantage of what the moment or season brings**

Thus, if starting on a bird walk and the Cubs find an ant hill or a gopher at work, stop to watch.



**Ask questions**

Asking intelligent questions to which the Cubs can discover the answers is a good way to arouse interest. A list made out in advance of the things which might be found or which are being sought for on a ramble will keep everyone on the alert to make a discovery. "There are five kinds of spider webs. How many can you find? Insects have six legs. Is a spider an insect? Find one and see."

**Be selective**

The world of nature is far too comprehensive to try to absorb all of it at once, so limit the field of interests. This can be done by selecting and exploring a specific area such as a beach, marsh or lake. It can also be done by emphasizing certain themes such as trees, birds or insect collecting.

**Where to go**

Hills, mountains, and woods provide contact with trees, flowers, and ferns. On meadows, fields and roadsides will be found many insects for collecting or observing.

At streams, lakes and ponds have the Cubs lie on their stomachs and watch the water life.

In marshes look for bird and animal life. How are cattails used? If grasses or reeds suitable for weaving mats are found, collect some to take home.

Examine the sand on beaches. How was it made? Why are the pebbles round?

Every city boy should visit farms and dairies, for it will be as novel an experience to him as a visit to the zoo.



**THEMES FOR RAMBLING**

**Star-gazing parties**

Select a moonless night and find an open meadow or hill. The Cubs lies on their backs on groundsheets and explore the sky. Find the Milky Way, the first magnitude stars, the major constellations, and the North Star. Use a focusing flashlight turned to its narrowest beam of light to "lay your finger on the stars" in pointing out the constellations. Tell the myths of the major constellations. Keep the group small and do not stay too late or try to teach too many constellations at once.

### **Nurseries, greenhouses**

Trips to nurseries and greenhouses, garden sections of department stores, florists, and famous public and private gardens will tell would-be gardeners much about the how, why, what and where of gardening,

### **Stores**

Just down the street will be found any number of stores. If properly approached the proprietors will be glad to show the Cubs their stock and answer questions. At the fruit and vegetable store Cubs will find what parts and kinds of plants they eat; at the shoe store, which animal hides are used in shoes and how they are prepared, and at the jewellers, what the various precious stones look like, where they are found, and how they are cut. Look in a drug store window and see how much can be learned about medicines — their plant, animal and mineral sources.



### **Neighbourhoods**

Factories, foundries, mills, canneries and bakeries of all kinds will show how man makes use of natural products.

### **Museums**

Go to the museum armed with several questions to be answered, questions which have arisen in the nature activities. If the Cubs are eager to track down a certain rock, or to discover the colour of the eggs of a robin whose nest they found, or to find out whether the bat which flew past on the return from a hike has fur or feathers, the trip becomes more exciting than if the Cubs wander aimlessly through rooms and rooms of cases.

### **Zoos**

If there's a Zoo, it is one of the first places to go, for here the animals are alive and moving and are far more valuable and interesting than their stuffed brothers in the museum or those pictured in books.

### **Botanical gardens**

Having explored the trees and other plants in camp, park or playground, the Cubs will find many other kinds to study in the botanical gardens.

### **Pet Shows**

Many communities have periodic shows which would make interesting visits for the Cubs. Find out if there is a dog show (there will be unusual breeds), a cat show, a horse show, flower show or hobby show, and when they will be held. Perhaps the District could have its own pet show.



### STORIES TO READ AND TELL

Reading or telling stories can play an important part in the nature program. Keep a supply on hand; and for emergency use on a rainy day at camp, at an indoor campfire, in the story hour or as the group rests on a hike, read or tell several of them. It is not necessary to depend on fiction for interest and glamour. In nature, truth is often stranger than fiction, so select authentic unsentimental stories. Indian and pioneering stories and the myths of the stars have a place as well as any animal stories. Let the Cubs tell of their nature experiences occasionally at story-telling time. Allow them to pantomime or play-act the Indian legend of the Big Bear or the English story of the Big Dipper.

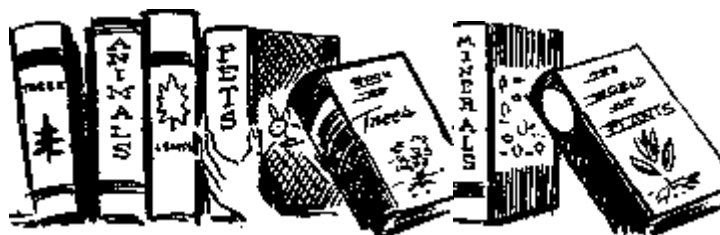
### NATURE GAMES

#### Roadside Cribbage

Each Cub picks up ten small stones which he carries in his hand or pocket. As the Pack hikes along, the leader points out some nature object. Everyone tries to identify it in his mind. Then a volunteer is called upon to identify the object. When the correct name is determined, all those identifying it correctly in their minds may drop a stone. The one who has dropped all his stones first wins.

#### Number One Man

This game may be played if the group does not exceed fifteen in number, and if it is convenient to hike single file. The leader heads the file and points to some plant or other object, turning to the first in line and asking its name or something about it. If the first Cub answers correctly he retains his place as Number One Man, if not he must go to the end of the line. Number Two is then given a chance to answer if he fails he goes to the end, and so on. The object is to be Number One Man as long as possible.



#### Touch Recognition

This can be played either indoors or out. Collect a variety of objects such as various seeds, leaves, fruit, feathers, shells, vegetables or soils. Blindfold one or more Cubs and give each of them thirty seconds to feel each object and write it down or give the answer.

#### Game of Smell

Let each Six select its best "smeller". Blindfold and allow each "smeller" to smell, but not touch, common objects with distinct odors, such as mint, wintergreen, balsam, pennyroyal, onion, skunk cabbage, parsnip, sassafras, spice bush, kelp, moist earth and so on. Indoors, use



cultivated fruits and vegetables – tomatoes, apples, and oranges, such flowers as the rose and freesia, and spices from the pantry shelf.

### **Game of Taste**

Like the games of touch and smell, this game must be played only with objects which are known to be absolutely safe. If there is the slightest doubt do not use this game, or use it only with store or garden products such as rhubarb, sugar, salt, clove, cinnamon, radish, peach and cabbage. The Cubs are blindfolded and then taste the various substances. If the shape will help give away the answer – as with radishes, for example – serve only a small slice.

### **Sounds**

While resting on a ramble, ask each Cub to write down every sound he hears during three minutes. The list will vary considerably, and it will be fun to see who has the sharpest ears. You may hear the rustle of leaves in the wind, the chirping of a cricket, several bird songs, a snapping twig, the breathing of the group and many other sounds.

### **Scavenger Hunt**

Make a list of objects to be brought in – specific rocks, leaves, insects, seeds, four-leaf clover and so on, and let the Sixes, each with a list and a bag, see how many of the objects they can find within a certain time. The Six with the largest number wins. Be careful not to include on the list things that should not be picked. As a variation, ask for twenty-six objects, each beginning with a different letter of the alphabet.

### **Trailing**

Let some one in the group go off cross-country in the woods, walking carelessly, scuffing leaves, bending twigs, and leaving footprints. After ten or fifteen minutes let the Pack try to track the trail maker, following the slight clues he has left. The trail maker has a watch and sits down after fifteen minutes. The first to find him is “it” next time the game is played.

### **Good Turn**

Set aside fifteen minutes on a ramble for a good turn. Each Cub is to do a good turn in the area in that time and report on it or show it to the group. Clearing the trail of dangerous stones, burying trash or debris left by picnickers, removing a branch fallen on a plant all constitute good turns. Watch the Cubs lest in their zeal the good turn does more harm than good.

### **Constellation Contest**

Divide the Pack into two sections. Let each select a Cub to make the first constellation. Then announce the name of a constellation familiar to the Cubs. It is to be made on the ground, using pieces of paper or pebbles for stars. The team whose representative makes the most nearly correct pattern wins a point. Another Cub from each team is then chosen to do the second constellation.

### **Nature Alphabet**

Divide the Pack into five groups (fewer if the number of players is small). Give group number 1 the first five letters in the alphabet, group 2 the next five and so on. Each group is to go out and find something in nature that will represent each letter which it has, and then bring them back. For instance an apple for A, buttercup for B, rock for R, toad for T. Some of the letters will be extremely hard to find, or as hard to bring back. In half an hour, the group returns and arranges the nature alphabet in order.

This game is fascinating and is indeed a reward for the keen observers. If a longer time for this game is desired, have them see how many different things can be found to represent each letter.

### Nature Collections

Send Sixes (or pairs) out to study and collect specimens about some particular aspect of nature, but keep it simple, e.g., trees, ferns, birds, butterflies. Keep away from things such as grasses, fungi, etc., of interest to adults but not to many boys. If possible make sure that one Six has the fun of collecting insects and, above all, exploring a pond.



### SOME THINGS TO DO

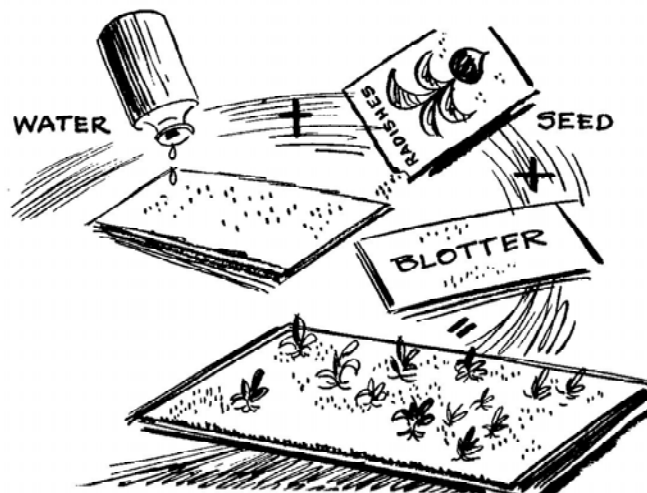
#### Preserving Autumn Leaves

Melt some paraffin in the top of a double boiler. Turn off the heat, but leave the top pan with the paraffin over the hot water. Pick up the leaves by the stem and, one at a time, dip them into the melted paraffin. Be sure every part of both upper and lower surfaces are covered with paraffin. Hold the leaf over pan for a minute to allow any excess to drop off and let the paraffin coating harden. Then place the leaf on a sheet of wax paper.

If care is taken not to rub off the paraffin, these leaves will retain their colour for a long time. Use small strips of scotch tape to mount them in a scrapbook or on cardboard, and cover with cellophane, or mount between two pieces of cellophane. They are very decorative.

#### An Experiment with Seeds

Take some radish seeds and place on a blotter in a saucer. Wet the blotter and cover the saucer with a piece of glass. In a few days will be seen the young radish plants start from the seeds.

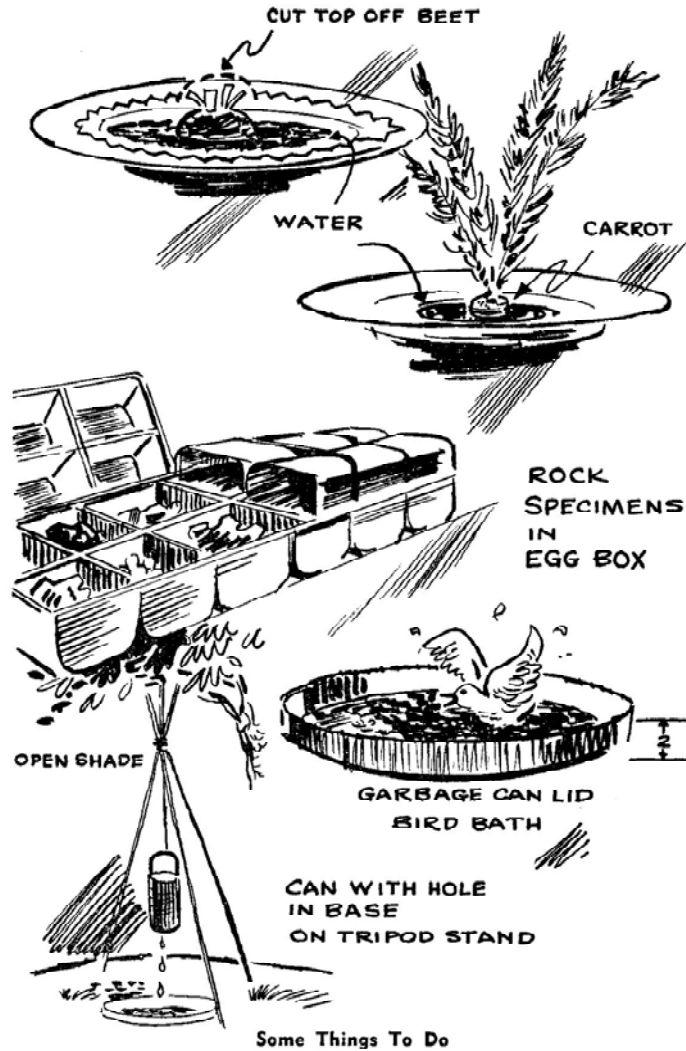


### Carrot Plants

First take off the wilted leaves from the top. Cut off about 2 inches from the large end of the carrot. Set the carrot, top side up, in a shallow bowl or dish. Place pebbles or small stones around the carrot to hold it in place. In a short time feathery new leaves will grow out of the top. Keep the pebbles moist.

### Beet Plants

Beets are planted like carrot dish plants. Cut off about an inch of the top part of the beets, retaining the leaves. Trim the leaves. Plant the beet in pebbles, stones, sand or soil and keep well moistened. The leaves will be mottled green and purple.



### An Egg Box Specimen Case

For a small collection, an egg box of pressed cardboard makes an excellent receptacle. A key showing the position of each rock can be pasted on the cover.

### A Bird Bath

A very good way to attract birds to the yard is to provide a shallow pool where they can drink and bathe. The lid of a garbage can makes an ideal drinking and bathing pool. A large clay saucer such as is used under very large flower pots is also good, or a shallow granite pan will

do. Since birds of the back yard are splashers, not swimmers, the water should not be more than about two inches deep.

The sound of dripping water is very attractive to birds. Build a tripod by tying three sticks together at the top. From the center hang a tin can with a small nail hole in the bottom. The can is filled with water which drips out slowly and falls into the bird bath.

Put the pool in the sun or open shade where it can be easily seen.

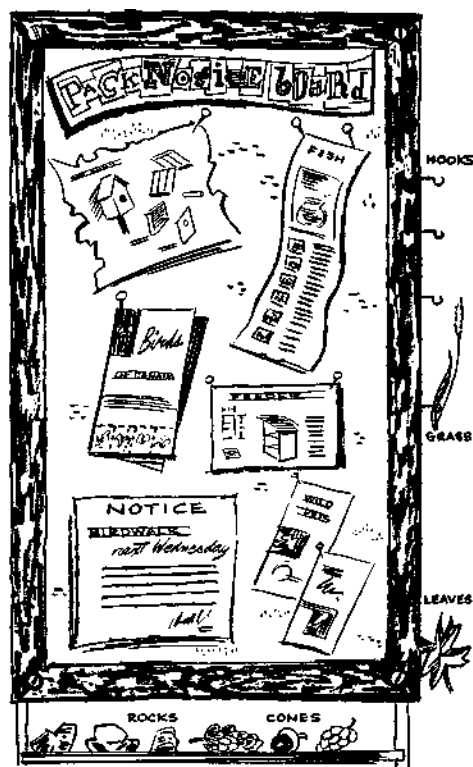
### USE THE BULLETIN BOARD

The bulletin board whether in camp or at the Pack Den is a good place to post your notices, as everyone, sooner or later, pauses here to glean the latest news. It is not difficult to make a group bulletin-board conscious. Post colorful, illustrated, interesting items, change them often, and refer to them in the announcements, and soon everyone will be pausing to read of the latest discovery, activity, or plan that is posted.

#### What to Advertise

Pictures from magazines, seed catalogues, ten-cent-store booklets, newspapers and periodicals, illustrating some seasonal or local nature fact or story should be posted.

Drawings, photographs or prints made by the Cubs, original stories and reports on discoveries also have a place there.



**SHELF AT BOTTOM**

“Come and See” or “Have you Noticed?” notices announcing exciting things to see and where to go to see them – at camp it could be to the museum to see the pollywogs’ new legs, or in town, to the corner of such-and-such streets to see the lindens in blossom. Here, too, seasonal nature events may be announced. “Have you noticed which trees will be the first

to blossom?” “Robins should be back soon. Keep an eye out for them.” “Note well the tree silhouettes now that the leaves are off. How many types?”

Hang nature objects on the board; it shouldn't be all paper work. Put a shelf at the bottom for rocks or shells. Hooks at the top or sides will allow “finds” to be hung on strings, and a small bottle or a test tube hung by the neck and filled with water will allow a living flower, fern or grass to be displayed.

Here are a number of interesting facts, questions and answers on nature subjects. Type them on cards and post one or more cards on the bulletin board. Change the cards frequently.

*Why are bulls particularly excited by the color red?* – They aren't. Bulls are color-blind.

*Is it true that an elephant never forgets?* – Well, not really, of course. What is true is that elephants have much longer memories than most animals. They remember, in particular, any injury done to them. If an elephant has been done harm by a man then sees him again years later, the big beast may blaze up in renewal of hatred.

*Can a toad give you warts?* – Toads give off a slightly irritating substance which discourages predatory animals from eating them, but the substance cannot cause a wart.

*Are snakes slimy?* – No. Snakes, one of the most fastidious kind of animals, are as dry and inoffensive to the touch as a smooth-bark tree.

*How many stars can we see?* – We are able to see about 3,000 stars with the naked eye, though not all of these are visible at the same time.

*What makes the stars twinkle?* – We see the stars through atmosphere which is why they seem to twinkle. Actually, they shine with a clear, steady light.

*Does anybody live on the Moon?* – We know definitely that there can be no life on the moon, for the moon is without air and water. What appears to be a face on the moon are the mountains, craters and vast plains we know exist on its surface.

*What is the busiest animal?* – The beaver is considered the busiest of all animals. He is constantly in action, building, storing food and, sometimes, playing.

*Can any bird fly backwards?* – The humming bird can not only fly backwards but can also remain stationary in mid air.

*What is a Piranha?* – The Piranha is a man-eating fish though only 4 inches in length. Their teeth are as sharp as razor blades.

*Do dragonflies sting?* – Dragonflies do not have stingers and so cannot sting.

*How much light does a firefly give off?* – The “cold light” given off by the firefly is 10 times as great as an electric light.

*How many bees would it take to produce one pound of honey?* – More than 1,000 bees must work an entire lifetime to produce one pound of honey.

*What is Lightning?* – Lightning is the electrical discharge from the sky passing between two clouds, or between clouds and the earth.

*What is Thunder?* – Thunder is the sound caused by the disturbance of the lightning, an electrical discharge between two clouds, or between clouds and the earth.

*How much of an iceberg is below water?* – Icebergs are nine-tenths below water and it may take many years to form one.

*What Shape is a Snow/lake?* – Snowflakes are all different, there are no two shapes alike.

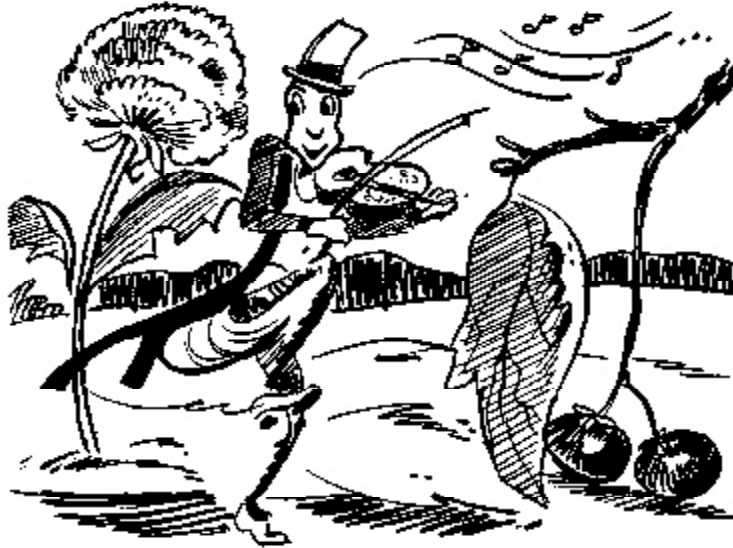
*How can we tell the age of a tree?* – As each tree grows older by the year it also grows bigger by adding a layer of wood around its trunk. By counting these layers of wood when the tree is cut down, we can guess its approximate age.

*How does the witch-hazel plant seed itself?* – The witch-hazel plant shoots its seeds into the air like bullets from a cannon. It blooms only in winter.

*What is a Hornet?* – A hornet is the largest and the nastiest member of the social wasp family. It has a powerful sting and kills off hundreds of harmful insects and bugs daily. It is especially fond of horse flies. Its appetite is so great that its daily diet consists of many times its own weight in dead insects.

*How much can an Elephant carry?* – The answer: It can carry 1,200 pounds or pull 50 men. It can also pick up a tree and a needle with its trunk.

*How does the Grasshopper make music?* – The grasshopper is a fiddler. He uses his stiff wings as a fiddle and his hind legs as bows.



### **SOME FURTHER SUGGESTIONS**

Suggest to the Cubs that, after dark, they explore their gardens or backyards with flashlights and report any discoveries at the next Pack Meeting.

Encourage the use of pocket magnifying glasses and field glasses.

Have the Cubs work for the Observer Badge.

Use parents to guide and advise their sons who are working for the Gardner Badge.

Encourage the collecting of natural and unusual objects for the Collector Badge. Examples are soils, sands, weeds, tree barks and leaves, insects, feathers, coloured stones, shells, Indian relics, etc.

Build bird houses, bird baths, bird feeding stations – their real value comes when they are put to use.

Do nature handicrafts – pine cone ornaments, foot or animal print casting, leaf spatter prints, willow whistles, natural wood napkin rings, shellcraft.

Plant trees and have each Cub adopt and be responsible for one tree.

Check shrubbery in the neighbourhood as to type, rate of growth, etc.

Encourage Dads to take their sons fishing.

What about berry picking as a Pack or family project?

Use films, slides and visual aids available from government agencies, conservation authorities and fish and game clubs.

Invite veterinarians, miners, engineers, fishermen, librarians, florists, jewellers, furriers, pet-shop owners, etc., to the Pack meetings and rambles.

## SECTION "E"

### SPECIAL PACK MEETINGS

As a treat for the Cubs and to provide a change of pace for the Scouters, it is suggested that Special Pack Meetings be run occasionally.

These meetings can take place at any time but usually fall on such special days as Hallowe'en, Christmas, the fifth meeting of the month and so on.

In most cases the theme is developed in order to camouflage regular Pack activities, not to get away from such activities. Such meetings also provide the opportunity to develop the imagination of Cubs and Scouters; and to make full use of handicrafts (costumes), story-telling, and playacting.

Here are some Special Pack Meetings in detail and some suggestions from which to develop any such meetings.

### TREASURE ISLAND

#### General Notes

- 1) Read *Treasure Island* to get the proper atmosphere.
- 2) Encourage Sixers and other Cubs to read the story and submit ideas.



- 3) Talk about programme weeks ahead of time.
- 4) Make up stencils for tattooing – anchor – jolly Roger, crossed cutlasses, etc.
- 5) Have mothers make up “jolly Roger” flag for each Six.
- 6) Have a father make up a treasure chest out of a cardboard or wooden carton.
- 7) Post clippings of pirates, costumes, etc., on bulletin board.
- 8) Programme requires one adult for each Six plus one extra.
- 9) Display articles of pirate clothing – bandana, mask, Spanish boots, jeans, striped jersey, mustache, earrings, vest, buckles, pistols, cutlasses, etc.
- 10) Arrange for costume display a week ahead.
- 11) Make up Treasure Map on brown paper using India Ink. See illustrated copy of *Treasure Island* for details.
- 12) Have a good supply of newspaper, kleenex tissues, paper towels, etc., on hand.
- 13) Have a running commentary to connect up programme items.
- 14) Keep the programme moving.

### Dramatis Personæ and Terminology

Akela – Long John Silver.

Baloo – Squire Trelawney.

Bagheera – Captain Smollett.

Cub Instructor – Jim Hawkins.

Dave and Grey Six – Dusty Dave and Grey Greasers.

Wally and Red Six – One Eyed Wally and Red Rascals.

Chas. and Yellow Six – Two Toed Chuck and Golden Galoots.

Pieces of Eight – Toffee candy and nuts wrapped in silver paper along with pennies.

Grog and hard tack – hot chocolate, soft drinks, cakes and oatmeal cookies.

### Programme

Assembly – Raise jolly Roger, costumes, make-up, tattooing (newspapers, greasepaint, Stencils, red ink).

Parade of costumes.

Steam-Off Game: Clear the Deck (see games).

Game: Tug O' War (long rope).

Game: \* Man Overboard (knot ropes and bandages) rescue, bowline.

Handicraft: Make up newspaper hats.

Work: Boarding Spanish Ship – walking plank – (2X4s and trestles) – Treasure Chest.

Game: \* Sword and Hat fight (paper hats and cardboard cutlasses).

Work: Walk the Deck – Book balancing – pay a forfeit if books are dropped.

Game: Sleeping Pirate.

Play-Acting: Each gang a part of story – Arrival of Old Ben Gunn; Digging for Treasure; Mutiny.

Fun Game: Grog and Hardtack – knock out weevils?

Quiet Game: \* Treasure Map – how many trees?

Sing-Song: Row, Row, Row; Poor Old Man; Rolling Home; Drunken Sailor; etc.

Story: Part of *Treasure Island*.

Finale: Loyalty – Royal Pardon; Salute to Flag; National Anthem; Good Night – Sail right home.

(\* “Pieces of eight” for winners.)

### Games

Relate the games to the story of *Treasure Island*. For example, it is possible that seamen had a Tug-of-War while on their long sea journey; they did lose a man overboard; they had to know how to read a compass and to steer the ship; they did storm the fort as played in “Sword and Hat Fight” and there was a mutiny.

*Clear the Deck* – The Den becomes a ship. On call, Pack runs to place designated, e.g., “Amidships” is centre of the Den; “Bow” is front; “Stern” is rear; “Starboard” is right side; “Port” is left side; “Clear the Decks”, all Cubs get their feet off the ground; “Scrub the Decks”, “Boom coming over”, all duck; “Boom” all fall fiat, etc.





*Man Overboard* – Relay. Sixer out in front – every Cub with a rope. On “Go”, all tie ropes together and throw end to Sixer who, in the meantime, has tied a bowline round his waist; he ties his rope to the line and is rescued and given artificial respiration. (If a granny knot is used and the line comes apart, the Sixer is lost.)

*Compass Corners* – Each Six with a compass – have to cover certain area using compass directions.

*Get the Map* – Sketch a rough map on a large sheet of fairly heavy paper. On “Go”, each “Gang” attempts to get the map or the largest piece or as many pieces of it as they can. After “Go”, Scouter allows 15 seconds during which one “Gang” may take map or pieces from another “Gang”.

*Sword and Hat Fight* – Each Pirate wears a paper hat and carries a cardboard sword. Half the pirates are on shore and half on landing. Pirate “kill” each other by knocking his hat off with sword.

*Grog and Hard Tack* – Relay. Soft drinks and six hard cookies to each Gang. On “Go”, each Pirate in turn runs up, taps his cookie three times to knock out Weevils, eats it, has a swig of grog and returns to tag No. 2.

*Treasure Map* – Each “Gang” is given a map showing such markings as trees or groves, and within an allotted time, have to count them and report.



*Sleeping Pirate* – Circle. One Cub as Pirate in centre blindfolded and squatting; noisy can of pebbles, bell, etc., between knees; armed with flashlight or water pistol. Selected Cub stalks up to try to steal treasure. Three shots are allowed the Pirate.

### HOW ABOUT A CHRISTMAS PARTY?

Here are some ideas to stimulate the imagination.

1) Have each Cub bring in a small amount of money. The Old Wolf purchases a supply of inexpensive gifts, wraps them gaily and has them presented by Santa Claus (Group Committee man or a Dad) at the Christmas Party.

2) Borrow the record album of Dickens’ Christmas Carol. Play it for the Sixers at a Sixers’ Council. If they like it they won’t mind hearing it again at the Christmas Party. If they don’t like it, better not use it in the programme.

3) Tell the story of the First Christmas and the Three Wise Men.

4) Have the Cubs act out their favourite Christmas carol or story or both. Read and act out the poem “Twas the Night Before Christmas”.

5) Be sure to have a tree even if it is only a table model. When lighted it creates a wonderful atmosphere for singing carols and telling stories.

6) Before the party, have the Cubs make up the ornaments (candy cups, popcorn string, stars, etc.) and then they can decorate the tree and hall and also take their items home for their own trees.

7) If room permits, have the Cubs bring along their younger brothers or sisters to the party. If the Pack has room for additional boys then have each Cub invite a friend to the party. He will want to come back.



8) Hold a combined meeting with another Pack to share expenses and make greater use of Scouters.

9) Be sure to have plenty of candy. Finish up with light refreshments. Remind the Cubs that Christmas is a period of giving and encourage the boys to give more than they receive. For example:

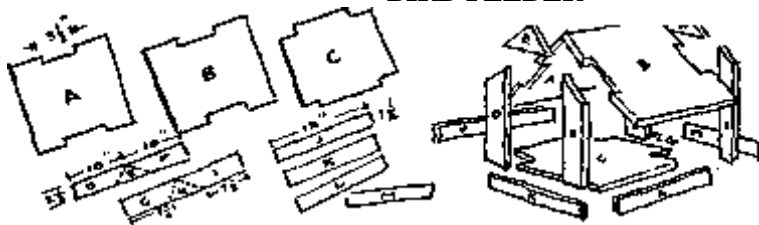
1. Have the Cubs make simple little gifts for their Mothers and Dads. Make a knitting box for Mother out of an old ice cream carton and a tie rack for Dad out of scrap wood. Also they could make simple wreaths and table decorations for their homes using pine cones, branches, green and red ribbon, etc.

2. Give joy to other people by carol singing. Attempt to hold it indoors so that the Cubs may be smartly uniformed. The concourse of a public building such as a railroad station is a good spot. Practise the carols beforehand. A musical instrument will help. Keep the programme short. Use carol sheets, if necessary. Old folks' homes and children's homes are other good spots in which a smart, alert, happy group of carol singers will bring much happiness.

3. Birds must eat, so encourage the Cubs to make and use a bird-feeding platform which could simply be a board screwed to a windowsill. Suet, grain and bread crumbs are welcomed by the birds.

4. Tell the Pack of the *Scout Brotherhood Fund*, and encourage them to participate by bringing part of their Christmas money to be deposited in a special container under the Christmas tree.

#### BIRD FEEDER



5. After Christmas, collect and make up a scrapbook of Christmas cards to be delivered by Sixes or Cubs to the children's ward of the hospital or to a children's home. These will provide many pleasant hours for the sick children.

6. The same thing can be done by having the Cubs bring in their older and extra toys to be made up into parcels for presentation to a local children's hospital or home.

7. A visit and presentation of a variety show for an old folks' home is an excellent idea. Nothing spectacular but a few simple skits, well rehearsed, the singing of popular songs and, of course, carols in which the old folks can join, a rhythm band if possible and perhaps the giving of inexpensive gifts such as playing cards to the inmates.

8. Shovel off the snow from the church steps and from the walks of the homes of old people.

Finally, Pack Scouters should take the Pack out on one or more Rambles during the holiday period. Send a Cub Instructor along to build and keep a roaring fire going so that the Cubs may roast a wiener or two and have a chance to warm up. Play active games and do active things to keep the Cubs moving. Have a supply of candy for use as "iron rations".

### Christmas Games

*Trim the Tree* – Divide the Pack into two groups, line them up in relay formation. Attach two large sheets of paper to opposite wall, give each Cub a crayon of a different colour. On signal, first Cub runs up to his paper and outlines a Christmas tree. Next Cub runs up and draws in a stand, Other Cubs in turn draw in an ornament or light. First team to finish trimming its tree wins.

*Jigsaw* – Cut up a supply of old Christmas cards into jigsaw pieces. Divide Pack into teams of two Cubs each. Give each team a jigsaw card in an envelope. First team to assemble its card correctly wins. Then let teams exchange cards and try again.

*Searching for Santa* – Get a small toy Santa Claus and partially hide it somewhere in the hall. At the opportune time, announce that Santa has been hidden in the hall and the Pack are to find him. The fun of the game is this – when a Cub finds Santa, he should not give away the location but keep on looking and in a minute or so be seated and watch the others look. The last two or three Cubs will provide much entertainment.

*Newspaper Christmas Tree* – Give each Cub a sheet of newspaper. Explain that when the lights go out, they must tear out the form of a Christmas Tree from the paper. Put the lights out for two minutes. Have each Six present best “tree” and then pick the winner from that group.

*Nutcracker Sweet* – Each Six selects a Cub to represent it. Each Cub is given a hammer and five brazil nuts, almonds, or other nuts to crack. The first Cub to crack and eat his five nuts wins a prize. The prize could be another nut. Variation use peanuts, to be shelled by hand.

*Reindeer Butting* – Sixes line up for relay. Each Rudolph butts orange to goal line with his head, then runs back with the orange and gives it to next Reindeer who does the same.

*Stuck-up Relay* – Sixes line up for relay. Each Cub runs to a table where he must chew and swallow a piece of taffy, caramel, or other sticky candy. Then he runs back to touch off next Cub.



### AN INDIAN NIGHT

Assembly and dress up.

Each Cub makes his own headdress.

Each Brave picks a name, and each Six becomes a tribe. (Crows – Crees – Blackfoot – Iroquois – Mowhawks – Mohicans – Sioux – etc.)

*Game “How”* – All in circle. Leader walks around – touches one brave on shoulder – they race around circle and on meeting – stop – put up right hand in Indian salute – say “How” – and race back to vacant spot in circle. Last one there is new Leader.

*Feather Blow* – Tribes in Relay formation. A feather for each tribe. On “Go”, first Brave blows feather over a set distance and brings it back to number two who repeats the procedure.

*Challenges – Indian leg and arm wrestling* – Tribes in two lines facing each other and squatting. Any Brave may challenge a Brave in the other line to come forward and wrestle with him.

*Cock Fight* – Tribes in two lines – each Brave numbered from right to left, with big Braves on right. Big Chief calls out number and two Braves come forward, each hopping on right

foot and holding left foot in right hand behind his back. Each attempts to knock the other Brave off balance.



*Play Act – Massacre of Lachine* (or other local Indian story) – Using whole Pack. Half as settlers, half as Indians.

*Relay – Javelin Throw* – Toothpick to each Brave. Each in turn tosses toothpick to target. Tribe with the most toothpicks on or over target wins.

*Indian War Dance* – The local library or museum will be of help for this.

*Stalking Game* – Lights out – all in circle – Leader in center blindfolded with headdress in front of him. On signal one Brave at a time attempt to creep up and take away headdress without being swatted with rolled-paper swatter held by Leader.

*Council Fire – Peace Pipe*

*Songs* – This is how the Great Red Indian, Tammany, Ten Little Indians, Bunda.

*Stunt* – African warriors victory chant, Yarn on Indian Lore – Taps.

Cub Silence.

Equipment Required: blankets, hatchet, peace pipe, tom tom, feathers, sticky paper, toothpicks, construction paper, crayons and paint.



## OLYMPIC NIGHT FOR FUN

An attractive feature to the Cubs is the fact that they do not know the nature of the competition until they are brought to the starting line, and consequently are at the peak of excited speculation. There are any number of events depending on the available time.

*Shot Put* – Toeing the line at one end of the room each Cub has two turns at throwing a bean bag into a circle at the other end.

*Hammer Throw* – A ball of wool on a string thrown after circling above the head, for distance.

*Foot Race* – Cubs directed to sit down in a row, feet extended. Feet measured, largest foot wins.

*Long-distance Race* – The distance across of a Cub grin, measured with a tape.

*Thirty-inch Dash* – Cubs given a thirty inch length of string, told to grip one end in their teeth and at the word “Go” start chewing. First string chewed wins.

*Mile Race* – Six stands in single file. First Cub on the word “Go” may wander off the line. When he thinks forty seconds have elapsed, he returns and the next Cub starts, and so on. The remainder must stand in line at ease. Points to be kept for each Six. The Six closest to four minutes wins highest total and so on down to the lowest.



*Booby Hatch* – A section of the floor is designated a Booby Hatch and will be occupied by each Six in turn. While in there, there will be no noise or movement. Breathing is permitted, of course, and there is to be one point off for each mishap.

*Sack Race* – Each Cub is given a paper bag, and, at “Go”, blows it up until it can be burst with the hand. First “pop” wins.

*Hurdle Race* – Lining up at one end of the room Cubs run to the other, crawl back to a hurdle (two chalk lines one yard apart), and with their noses push a peanut from the first line across the second.

*Peanut Race* – Each Cub is given a peanut and a toothpick. With the toothpick he knocks the peanut to the other end of the room. A broken toothpick disqualifies.

*Putting 16-pound Shot* – “Putting” a blown-up paper bag.

*Handkerchief Throw* – A handkerchief laid flat on the palm of the hand and thrown.

*Tug-of-War* – A peanut tied in the middle of a string, and the ends held in the teeth of contestants in pairs. The winner is the first to reach the peanut, and a point is given to each winner.

*Crab Race* – Crab crawl on hands and feet, back down, face up.

*Relay Race* – Sixes, with hands on shoulders, race to end of room and back, a break of the hold disqualifying.



### “A TRIP THROUGH SPACE”

Credit for the idea of this special Pack meeting really goes to a Sixer who made a space helmet from directions given in a magazine.

The space helmet was made from cardboard cartons and odds and ends of wire, bottle tops, and anything else that appealed to the imagination of the would-be space traveller. He then

brought it to a Pack meeting to show Akela his handiwork. Recognizing the boy's interest in space travel, Akela planned this special Pack meeting.

The general essentials for the helmets to be judged "spaceworthy" were that they must have a covered window of cellophane, oxygen tanks of cardboard rolls found in wax paper cartons, and air hose (old ropes) running from the tanks into the helmet. The rest was up to the imagination, the more vivid the better.

Instruction was given at a Pack meeting prior to the party. A model helmet gave the Cubs the idea, and they went to work with a will. Each Cub brought a carton plus any materials with which to embellish his helmet. The helmets weren't finished at this meeting, but they were done well enough to prove that the boys had the right idea. The helmets were taken home and completed there.

Then came the Space Night, and the guests that arrived would turn any science-fiction fan green with envy. They were welcomed by those veteran space travellers the Leaders, suitably clad for such an adventure. Inspection (prizes for the best costumes) was to see that Space Helmets were properly adjusted, plus roll call (to make certain the crew was ready), dues (to cover expenses of the trip) and finally suitable "adventures". Each passenger was given a length of rope (for knot-tying) which he looped through his belt Akela became the Pilot, and boys imitated motors on the ship, and took off into space. A version of "Snatch the Hat" called "Capture the Planet" was played. "Place the ring around Saturn", "Rocket Ship Race", "Sleeping Space Man", "Space Chase", and a "Treasure Hunt" made up the programme.

### Games for Space Night

*Capture the Planet* – Two teams, one on each side of the room, face each other. In the centre, a number of balloons with the name of a planet painted on each one. The Cubs are numbered. When the Leader calls a planet and then a number, each Cub runs out and tried to capture the planet for his side. If the planet "blows up" the Cub is "killed" and out of the game.

*Place the Ring Around Saturn* – Pack in relay formation. A short distance in front of each team a balloon is placed. Each Six is equipped with a hoop. At "Go", each Cub has his chance to attempt to put the ring around Saturn by trying to throw the hoop over the balloon.

*Rocket Ship Race* – A conical paper cup with a hole cut in the point is threaded on a piece of string tied between two chairs. Each Six is in relay formation, with this equipment placed in front of each Six. At "Go" the first boy, with hands behind his back, runs to the rocket ship, and blows the "ship" up the string. When the end is reached, the Cub grasps the "ship" and pulls it back to the start, touches off the next Cub, and so on down the line until each has had a turn. First team finished wins.

N.B. – Have a competition to clean up, too. At first whistle Sixer runs up, unties the string and removes cup. Suddenly whistle blows, he stops immediately, runs back, touches off next boy who runs up and takes over where Sixer left off. This continues until all the strings is wound up and the chairs put away.

*Sleeping Space Man* – Just a version of Sleeping Pirate, played in a darkened room, with the Space Man equipped with a "ray" gun, at other times known as a "Flashlight".

*Space Chase* – Played as Fox and Rabbit, but the "trees" in Fox and Rabbit are planets, the Foxes and Rabbits being Space Ships.

*Treasure Hunt* – Each Six is given a coded message. They go outside and follow a trail to a certain planet where they find the treasure. Each Six travels to a different Planet.

## A STAMPEDE NIGHT

*To Lairs (To Bunkhouses):*

“Tote out your gear”; “Git ready to ride herd”.

7:30 *Opening (The Round-Up):*

“Yip, Yip, Yip”; “Gather ‘round the corral”; Cub Prayer; *Grand Howl*, Announcements.

7:35 *Attendance and Dues:*

“Call your handle, partner”; “Lay down your chips”

*Inspection (Checking Gear):*

Points for cowboy range gear.

7:40 *Steam-Off (Wild Rodeo):*

“Bulldogging” game (see games).

7:50 *Growl (Quiet Palaver):*

About range savvy and gear (see suggestions).

7:55 *Instruction (Larnin’ Time):* Refresher on Clove Hitch.

8:00 *Games:*

“Riding Herd”, or “Roundin’ up Strays”, or “Steer Chasing” (see explanation);

“Cowboys and Rustlers” (see explanation).

8:15 *Clean-Up (Chores):*

“Tote away your gear”; “Clean out bunkhouses”.

Cowboy songs, Home on the Range.

Guitar accompanists (Volunteers); Mule Train.

Cowboy Story (any good Western);

Tumbling Tumbleweed.

8:30 *Closing (The Last Round-Up):*

“Yip, Yip, Yip”; “Gather ‘round the corral”;

Announcements; Grand Howl;

“Good night, Good Hunting, Hightail it home”.

### Games for Stampede Night

*Bulldogging* – Divide the Pack into two teams of equal numbers. Cubs of one team are Cowboys. Each cowboy is given a length of rope. Cubs of the other team are Steers (and have a rope tail). Each team is numbered from 1 upwards *secretly* – teams are *not* to know their opposite numbers. On “Go” the Steers run, jump and act frisky, shouting their numbers loudly. Cowboys must locate their opposite numbers and tie them up – Bowline around waist, Clove Hitch on arm, or Reef Knot on legs. Steers may frisk until touched then must sit down quietly to be tied. Cowboy raises his arm. If a time limit is set, the team tying the most Steers *wins*. If time limit is not set, the first four Cowboys tying a knot and raising their arm win in their order. Incorrect knots are disqualified. Steers become Cowboys for the second game.

*Roundin’ Up The Strays* – Cardboard pie-plate, stiff cardboard, or book for each Six. Sixes in relay formation. The leading Cub of each Six is ready with board in his hand and a paper Steer (square of paper) on the start line. On “Go” the leading Buckeroos fan the Steer along the floor with the board to finish line or wall. The paper Steer must *not* be hit with the board. At the finish line the Cub picks up his Steer and runs back with the board and Steer to the next Cub. The game continues for each Cub in Six relay style. First Six seated, arms folded, wins.

*Cowboys and Rustlers* – Half of the Cubs form a circle by touching hands. They are Sleeping Cowboys and close their eyes. The other half are Rustlers and each has a rope. Broomhandle Steers are placed inside the circle. On “Go” Rustlers try to sneak past the Sleeping Cowboys. To rustle a Steer, Rustlers must gain the circle untouched, tie a Clove Hitch around a Steer and drag the Steer past Sleeping Cowboys without being touched. Rustlers must

drop and lie dead if touched (shot) by Cowboy. If a time limit is set, Rustlers tying most Steers win. If no time limit is set, first four rustled Steers win. Cowboys become Rustlers for the second game.

### Range Savvy for Stampede Night

#### *Cowboy Outfit or Gear*

*Sombrero* – Wide brimmed hat to keep sun, wind, and rain out of eyes.

*Bandana* – Used to keep dust out of nose and throat while riding herd.

*Flannel Shirt* – To absorb perspiration while doing chores and riding.

*Vest* – To keep the back warm yet allow free arm movement.

*Chaps* – To keep mesquite and sage brush from tearing dungarees.

*High-heeled Boots* – To facilitate riding the stirrups straight-legged.

*Spurs* – To urge horse after cattle and punish wild broncos.



*Rope or lariat* – To rope horse or steer, tie pack, lug wood, and rig a rope corral.

*Western Stock Saddle* – Made deep for all-day comfort; saddlehorn or pommel. Used to take shock of rope when throwing a steer,

*Branding Iron* – To mark cattle for ownership, usually at calf age.

### More Range Savvy and Cowboy Lings

Hogleg – Shooting' Iron

Palaver –To Talk

Hightail it – Hurry

Drygulch – Ambush

Run a blazer – Cheat

Pronto – at once

Cowpuncher – Cowboy

Bunk House

Mesquite

Chuck-wagon

Stagecoach

Chores

Longhorns

Chow

### Cattle Brands

Barbeque

Circle-U

Rocking-H

Double-H

Tumbling-H

Lazy-H





**“UP THE CUBBING LADDER”**

This is the title of a well-known pamphlet which describes a combined demonstration-entertainment that is most suitable for a Parents’ Night. Copies of this highly-recommended pamphlet are available from your local Headquarters.

**OTHER SUGGESTIONS**

*Robin Hood and His Merry Men* – Use Scott’s *Ivanhoe* for reference matter and programme ideas. Archery using paper darts; stealing gold – use variation of Sleeping Pirate game; feasting – use buns and lemonade, etc.

*Pioneer and Historical Nights* – Bring to life some of the local history. Incidents in Canadian history are all good themes. Some examples – Laura Secord, Order of Good Cheer, Massacre at Lachine, Red River Rebellion, ‘49 Gold Rush, Hudson’s Bay Company, etc.

*Robinson Crusoe* – Read and have the Cubs read the book for ideas. Some ideas are: have the shipwreck; make shelters; trail man Friday by following paper foot prints; make a boat, have a trip to the wreck using compass; floating the floatsam ashore using knots; looking for food (plant and tree identification), etc.

*Indian Night* – Can be very well done in a camp setting. Ideas for costumes, props, songs, yarns are easy to find through local museum or library.

*Games Night* – All sorts of games to have fun as well as to review work.

*Movie Night* – Get a father to run the projector, and there are many sources from which to borrow the equipment and films. A very popular feature of “movie nights” has been the showing of films of Canadian and World Jamborees. These give the Cubs a wonderful thrill and show them what they have to look forward to when they go up to Scouts.

## CHAPTER 6



### *The Way to the Stars*

#### **GENERAL NOTES**

Every Cub should have a copy of *Tenderpad to Second Star* in order to have full details of the requirements needed to earn his First and Second Stars. Akela should also have a copy of *The Wolf Cub's Handbook* in which the Founder offers many practical suggestions.

Generally speaking, it is Akela's privilege and responsibility to look after the New Chums. The Cubs working for their First and Second Stars are under the charge of one or more Assistant Old Wolves who may have the help of Cub Instructors and Sixers.

Every Cub, to be a happy Cub, must make steady progress. Parents can and should help their sons at home and Akela should make and maintain close contact with them.

Avoid dividing Star requirements into water-tight compartments. Cubs can and should be learning parts of the Second Star work before gaining the First Star. For example, a New Chum can be learning his knots. In any case even the New Chum, through games, should get an early introduction to such Star work as signalling, compass, knots, etc.

Cubs have short memories, so constant revision is necessary through games, competitions, expeditions, quizzes, and play-acting Use the play-way of teaching and reviewing Cub work.

#### **Passing**

Be informal in your approach. For example, after a knotting relay, a Cub can be told he has passed his First Star knots. It is better that way than warning him that he is to be examined next week. One Akela ran a Special Pack Meeting, "Touring the World". The passport was God Save the Queen. Before entering each country, one member of each Six had to repeat or sing the Anthem. Baloo was standing conveniently by to record all the good efforts, and the successful Cubs were delighted to have their record cards signed and dated at the following meeting.

During regular meetings, you could send a Cub off to look at the clock and report back with the time. This is far better than seating him in a corner and testing him on the twirled hands of a watch. Leave something at home and send a Cub back with a message, or have him use the local pay 'phone to call home. If Cubs are going to be away, they could 'phone in to say so to an Old Wolf. Knotting tests could be passed as Old Wolves observed particular Cubs in games or other activities.

It is most important to recognize and record each requirement as it is passed.

Each Cub has to be passed on his own individual merits. There should not be a rigidly enforced standard for all to reach. The purpose of Cubbing is to help the development of each boy. Therefore the requirements should present as much of a challenge to the bright boy as they do to the not-so-bright boy.

It is wise to have a general progress plan for the whole Pack and detailed plans to suit each Cub.

Finally, have the First Star as a signpost on the road to the Second Star and not as a goal in itself – or even a halting place. The Second Star must be considered as normal standard for the majority of Cubs and not the sign of the exceptional boy. With careful planning any Akela can make sure that all Cubs going up to the Scout Troop are Second Star Cubs.

## **TENDERPAD WORK**

### **Starting the Tender pad**

His first appearance as a New Chum at a Pack meeting is a great event for the small boy. It probably marks the realization of months of waiting and anticipation; of envious talks with slightly older boys, already Cubs, and listening to the tales of the wonderful times they have at Cub meetings

For these reasons you should make it a point to meet the newcomer personally, and extend a cordial welcome. The boy's name must be taken, and a few questions asked concerning his day school and Sunday school teachers, etc. Then he may be assigned temporarily to a Six, as an onlooker.

If the lad has been brought by a Cub friend, place him in the same Six for the time being. Introduce him to the Sixer as a New Chum, and the Sixer in turn, if necessary makes him known to the other members of the Six.



It should be explained that the new boy, being yet only a visitor, cannot take part in the Grand Howl or other ceremonies, or competitions for which Six Competition points are awarded. He may be included in non-competitive mass games.

At the end of the meeting the boy is given an application form to take home to his parents.

### **First Steps in Training**

Because of the difficulty of finding an undisturbed opportunity to chat with the new boy during meetings, some leaders have the lads go to their homes for the necessary quiet talks. Writes one Akela: "Our practice is to have the boys visit Akela for a special pow-wow once a week until they are invested. It is so much easier to become really acquainted away from the Pack. The pow-wow always includes the story of *Mowgli's Brothers*, going over the Investiture and everything that happens in connection with it."

Where such a mid-week pow-wow is not feasible, set a time for taking the new boy aside during Pack meetings, possibly during instruction periods, or just before or after the meeting. For the first talk, put the boy at his ease by telling the story of Mowgli, and explain the Grand Howl and the meaning of *Dyb* and *Dob*, the Circle formation and the names Akela, Baloo, and Bagheera. Later chats will cover the Law and Promise, and the Investiture.

For these chats you will find the necessary information in *Tenderpad to Second Star*.

### **The Law and Promise**

Finally talk with the boy about the Cub Law and Promise.

### *The Law*

The Cub gives in to the Old Wolf.  
The Cub does not give in to himself.

### *The Promise*

I promise to do my best,  
To do my duty to God, and the Queen,  
To keep the Law of the Wolf Cub Pack, and  
To do a good turn to somebody every day.

It takes two to make a promise, because a promise is an assurance made to someone that something will be performed faithfully. A promise is not a mere pronouncement; it is a personal thing – the words of one who, from his heart, desires another to trust him. Therefore don't accept a mere memorizing and repeating of the Cub Law and Promise as sufficient qualification for the Investiture of a small boy as a Wolf Cub. To do so almost certainly will leave the lad with a superficial impression of the meaning and importance of the obligation and lose to him the very basis of the Cub training. Akela alone has the duty, and privilege, of teaching the boy the Law and Promise, and not only makes sure that the boy understands them but also establishes a mutual understanding between himself and the lad.

Here are three good methods of teaching the Law and Promise: (1) A quiet talk, with illustrating stories; (2) Demonstration through play-acting, with the New Chum himself taking part; (3) A short yarn followed by the Cubs play-acting the yarn.

Because of its great primary importance, Akela's talk with the new Cub should not take place during some spare and perhaps hurried moment, in a corner of the meeting place, with the Pack meanwhile playing a lively and distracting game. Nor, on the other hand, should the talk be given with the rest of the Pack listening in. A quiet period and a quiet place must be found.

Again, the difference in small boys will be a factor. Some will be shy, almost fearful. In all cases Akela's first thought is to place the lad at his ease and win his complete confidence. One leader uses a small bag of candy from which both he and the new Cub extract a piece from time to time as they chat.

### **(1) A SAMPLE TALK**

*The Cub gives in to the Old Wolf:* In the Jungle each pack of wolves is headed by an old wolf, who knows all the tricks of hunting. So every cub always obeys him – and always at once. The old wolf tells the cub to do something, and the cub does it immediately. He doesn't say, wait a minute, or, it's somebody else's turn. He jumps to it and does it instantly.

Even when the old wolf is out of sight, the cub still obeys his orders, because it is the business of every wolf in the pack to play the game.

Well, it's just like that in our Wolf Cub Pack. The Cub must obey Akela, the Old Wolf – me – and Baloo, Bagheera, and his Sixer.

And then, at home. When a new Cub says he gives in to the Old Wolf, that means he promises also to obey his father and mother, whether they are beside him or not to see him do a thing.

The smallest Cub in our Pack can always be trusted at all times to do his best to carry out what he knows his mother or father, his teacher at school, or Akela wants him to do.

Then the next part of the Law, –

*The Cub does not give in to himself.* When the wolf cub in the jungle is hunting a rabbit, for meat for himself or for his pack, he may find he is getting tired, and wants to give up and stop, but if he is the right sort of a cub, he will not give in to himself. He will stick to it, and keep on chasing the rabbit until he catches it.

So in our Pack. A Cub may be given a job to do, such as learning to skip, or learning to swim. He may find it difficult or tiring. But he does not give in to himself; he sticks to it and has another try, and in the end he succeeds. That's what not giving in to yourself means.

Do you know there is another boy inside you? A lazy boy, who sometimes doesn't want to do the things he is told? Or who, when he is told to do one thing, wants to do something else? Well, when you do things like that it means you are giving in to yourself.

Now, do you think you understand? Can you tell me some other way a Cub cannot give in to himself?

The next thing you must know about if you are going to be a Wolf Cub, is the Cub promise. Like the Scouts, a boy has to make a promise before he is really a Cub. The Cub promise is:

I promise to do my best,  
To do my duty to God, and the Queen,  
To keep the Law of the Wolf Cub Pack, and  
To do a good turn to somebody every day.

That's the Cub promise. You know, don't you, that a promise is a very important thing. When a Wolf Cub promises to do a thing, he makes sure he is going to do his very best to keep that promise. And when he grows up to be a man he will do the same.

So a Cub promises to do his best, first, to do his –

### **Duty to God**

A Cub always tries to do what he knows to be the right thing, and the kind of thing God wants him to do; always to tell the truth; never to take things that don't belong to him; to be kind to others, especially younger children; and to do his Good Turn to somebody every day.

He does his very best to carry out all his religious duties at church and Sunday school, where we learn about our duties, and are reminded of them if we happen to forget sometimes. He never forgets to say his prayers, and to thank God for the good times he has.

Next there is your duty –

### **To the Queen**

I have told you how all the wolves of a pack obey the old wolf, so it is in the Commonwealth. The people of Canada and the rest of the Commonwealth are like a very big Pack, and Her Majesty the Queen is something like Akela. She represents all the laws we must obey if the Commonwealth is to go along well, and not be broken up by its enemies.

The next promise is –

### **To Keep the Law of the Pack**

Well, every game – football, lacrosse, hockey, baseball – every game has its rules, or it couldn't be played, could it? One of the most important things to learn is to obey the rules. So a Cub always tries his best to play the game, and keep the Law of the Pack.

Next there is the promise to do –

### **A Good Turn Every Day**

You know, don't you, that the happiest people in the world are those who do nice things for others whenever they see an opportunity? And they are the most useful people, too. Boys who learn to think of other people when they are young are the most useful and the happiest when they grow up.



I wonder if you could tell me where we should start doing our good turns? That's right, at home. It wouldn't be common sense, would it, to do kind things for the lady next door, and not do something for your own mother, your father, or your brothers and sisters. No, you always begin your good turns at home.

And good turns don't need to be big things, but can sometimes be just little things like running upstairs to get something your mother wants. You can do her a good turn by tidying up your room, by washing or wiping the dishes without her having to ask, or by other simple things like that.

There is one other thing. It's not part of the Law and Promise, but it is part of being a real Cub. That is the Cub Grin — when you're asked to do something, perhaps at first you don't want to do. However, you grin, and do it. When a Cub is hurt a bit when he's playing a game, or any time, he just grins and bears it.



## (2) PLAY-ACTING

Use the small boy's love of make-believe and acting as a means of teaching and reviewing the Cub Law and Promise. Some Scouters declare play-acting to be of great help in such instruction. Acting-out presents images in a form that the Cub, thinking naturally in mind pictures, most readily grasps.

If not done too often, Cub will be most enthusiastic about putting on a play with a particular idea such as to show what is meant by giving in to the Old Wolf or Doing a Good Turn. A New Chum should certainly be allowed to take part, and this will help him to understand his Tenderpad work more clearly.

## Life of Baden-Powell

As time goes on, it is of increasing importance that Old Wolves keep the life of B.-P. before their Cubs. There is a short chapter on B.-P. in *Tenderpad to Second Star*, but it is not really

enough. There are a number of grand books available and the Old Wolves should take every opportunity to make use of them, as not only stories but games and playacting can be developed from reading the books.

### Your Example

In regard to the Law and Promise, your own example is important. A Cub will know whether or not you yourself are trying to live up to the Promise you are asking him to make. A boy is not likely to take the Promise too seriously if he finds you don't take it seriously.



### STAR WORK

Most of the progressive work of the Wolf Cub Pack centres round the First and Second Star requirements. These have been chosen with great care to capture the interest and to help with the all-round training of the boy.

### Use Yarns, Games, and Competitions

A great deal of ground can be covered through yarns, games, and competitions; compass direction by exciting "treasure hunts"; knotting as a means of Cub "escape from shipwreck" or "tying a difficult bundle"; semaphore as a code in which to exchange communications with Akela. This is the true Cubbing method.

Don't be content with the bare minimum but make the requirements the starting points for all kinds of stunts. Develop the somersaults into cartwheels, and tumbling tricks into simple acrobatics. Have lots of games, yarns, and acting using the knots. Spend whole afternoons in following a trail and compass-direction stunts. Have a model test which will include a Six Lair in the woods, or a cooperative effort like a cardboard village.

Caution: Care should be taken that the work is not treated so seriously as to kill the happy family spirit of the meetings. The quiet instruction periods should never last more than *ten to fifteen* minutes.

### Akela Launches The Subjects

There should be no need for Akela to deal in detail with many subjects; in most cases he can open the subject in some way to catch the Cubs' interest. For the Flag requirement, stories of the Saints can be told and a set of emblem cards shown; for knotting, some yarns. In both cases the supervision of the first efforts of the learners may be left to the Sixers. Then, at the end of the allotted time, the Pack is called together for games utilizing the work done, skipping and hopping relays, etc.

### Instruction Corners

One Cubmaster offered this suggestion: Name corners of your hall for training on particular subjects (a corner being any convenient place). On coming to an instruction period of a meeting, the Cubs scatter to the special corners, for skipping, for time-telling, for knotting, etc. Each corner could be in charge of a Cub Instructor or Old Wolf.

### Difficult Things First

Start the boys on the more difficult requirements first rather than the easier requirements such as hopping, time-telling, book-balancing and somersaulting. These are so simple that boys can complete them in short order with the result that when they come to the harder tasks, knotting, signalling, and skipping, they are compelled to stay on the subject week after week, and lose interest. Because the easier tasks have been completed there is nothing simple remaining to provide as a substitute.

### The Canadian Ensign and the Union Flag



The Canadian Red Ensign is the red flag with the Union Flag at the top corner near the hoist, and the shield of the Coat-of-Arms of Canada in the Fly.

It was authorized by Order-in-Council in 1945 to be flown on “Federal Government buildings within and without Canada and to remove any doubt as to the propriety of flying the Canadian Red Ensign whenever place or occasion make it desirable to fly a distinctive Canadian Flag”.

The shield of the Coat-of-Arms in the fly shows the emblems of the principal races making up the population of Canada: – the three lions for England; the lion rampant for Scotland; the harp for Ireland and the fleur-de-lis for France. Below appears a sprig of maple, emblematic of Canada.

The details of the make-up of the Union Flag are in *Tenderpad to Second Star*.

Introduce this requirement by telling the stories of the Patron Saints. A little of the history of the Flags will be of interest, but avoid too much detail.

The small flag folders, available from the Stores Department, with the three crosses on separate sheets, together with the original Flag and the present Union Flag, will be most helpful in illustrating how the Union Flag is made up. You could have the boy make a flag folder as part of the work.

When explaining the proper way to fly the Union Flag it is best to use an actual flag, and point out the wrong way as well as the right way, so that the boy can see clearly where the difference lies.

Display the flag in your Den and have the Cubs turn about to salute it after the opening Grand Howl.

Some Packs keep a supply of blue and red pencils in their Pack boxes, and every so often have a session to find which Cub can draw the neatest set of flags.

### Game: “Union Flag Relay”

Here is a game that will help the Cubs to remember this requirement.

Four chairs or other suitable markers are placed at the end of the room, and are called England, Scotland, Ireland, and Sham. Akela calls the name of a familiar article, such as



rose, bulldog, oatmeal, shamrock, etc., and the first boy in each Six runs down the hall, touching whichever chair he thinks is the appropriate one. The first Cub to touch the correct chair earns a point for his Six. The game continues until each boy in the Six has had a turn, and the Six with the highest score naturally is the winner. As a catch, Akela may call Union Flag, when the boys must touch all chairs except that called Sham.

### **“O Canada”, And “God Save The Queen”**

The National Song and the National Anthem may be sung regularly in some schools, but Akela will discover that some of the boys voice words that sound correct when sung with a group, but which are actually meaningless or humorous. In many cases the boys do not understand the meaning of the correct words.

Explain that an Anthem is a prayer set to music. The Cub will enjoy instruction in this test much more if something of the history, composition, tune, etc., of the Song and Anthem are studied.

Go over the words very carefully, explaining the meaning of any difficult or unusual words or phrases. Then ask the Cub to repeat the words, line by line, after you.

There are several versions of *O Canada*, and we have printed the most acceptable one in *Tenderpad to Second Star*.

*God Save The Queen!* Emphasis should be placed upon the fact that it is only in the first two lines that “Queen” is preceded by the word “our”. In all other instances the proper expression is, “God Save the Queen”. Frequently the anthem is incorrectly concluded with the phrase, “God Save *our* Queen”.

Have the required verses typewritten on slips of paper or cards which can be given to the boys to memorize. Several carbon copies can be made simultaneously, and a dozen or so sheets or cards should last a season.

During the week the Cub will have his slip or card to study and when he comes to the following meeting he should know both verses fairly well. It should only be necessary for Akela to correct the few mistakes he is likely to make, or to prompt him if he forgets a line. In finishing up, Akela may say a word or two about standing at the alert whenever the Song or Anthem is played, sung, or recited.

### **Knotting**

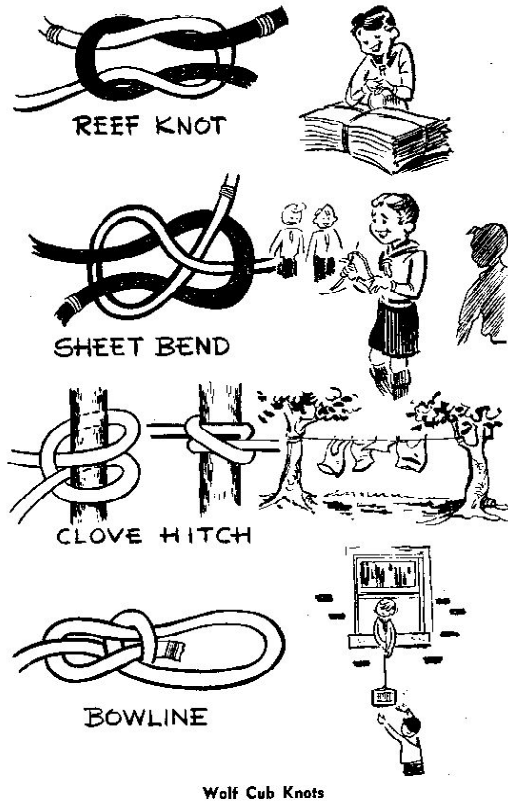
One of the requirements a Cub finds most useful after he goes up to the Troop is knotting, and for that reason special emphasis should be given this part of the Star requirements.

Naturally, the essential piece of equipment for instructing is the rope. Window sashcord is ideal for knotting as it is quite pliable and the ends will not fray easily. A turn or two of adhesive tape around each end will satisfactorily take the place of whipping. It is impossible to tie a knot in a few inches of rope, and Cubs will have difficulty handling extremely long rope – a length of six feet is about right and will also serve as a skipping rope.

Packs that have a Cub Instructor may well use him to do a proper whipping job on all the ropes.

When a boy gets to the knotting stage, it is best to demonstrate the knots to him and explain their various uses. Don’t give him a knotting rope and a book and tell him to go to it, for it is very hard for a young boy to learn how to tie a knot from looking at an illustration.

Although both of the First Star knots can be tied with one piece of rope, the reef should be tied with two ropes as well as with one, to impress upon the boy that it may be used to tie together two ropes of the same thickness. For a similar reason it is well to have the sheet bend tied with two ropes of different diameters.



The uses are most important. Have them demonstrated.

The bowline is used for making a loop that cannot slip. Its name originated from the fact that sailors frequently used this knot when mooring a ship.

The clove-hitch is used for securing a rope to a spar or pole when the pull is steady. It is fine for putting up a temporary clothes line.

The reef is a knot for tying together two ropes of equal thickness. Because it lies flat, it is also used to finish off parcels and bandages. It will stand up to equal strain on both ropes.

The sheet bend is a knot for tying together two ropes. It is also used for tying a rope to a loop and capable of standing an unequal strain.

Akela and Old Wolves must be prepared to demonstrate knots left-handed as well as right-handed as you are bound to have some left-handed Cubs.

The Cub may be interested to know that there are over 4,000 knots, and he is asked to know only four, but they are good ones.

Do show the proper way to untie as well as to tie the knots.

Use knotting games and competitions as often as possible in your programme. Stories of the origin of knots and their names (bowline, clove-hitch), will be of interest to your Cubs.

### The Somersault

This is a requirement that requires little coaching; in most cases, all Akela has to do is smarten it up. Often the Cub is inclined to scramble up and start walking away before he is really on his feet. At the finish of the roll he should be standing at the Alert, and should pause for a few seconds before walking off.

The proper way to turn over is to place the back of the head on the floor, or an old mattress or cushion, and then simply roll forward. For the first few times the boy probably will not be able to roll and stand up in one smooth, continuous motion, but a little practice will bring this about.

Be sure to use your Cub Instructor or Sixers to demonstrate this and other such activities.

### **Leap-Frog**

Here again there is little to do except in respect to smartness. The boy should leap in a smooth graceful manner, land with his feet together, pause briefly, then take a step forward. Stepping forward is essential if the boy following is to have sufficient space to leap, yet it is sometimes difficult to train the boy to do this.

Be sure to match the boys according to size in instruction work.

Leap-Frog lends itself easily to demonstration by games. Leap-Frog Relay is an example. The first boy in each Six steps forward and bends down; the second boy goes over him, steps forward and bends down; then the third boy starts, and so on until a fixed distance has been covered.

### **Hopping**

Hopping is intended to teach the boy a sense of balance – to make him graceful and light on his feet. It should be done on the toes, not on the flat of the foot. B.-P. said you should “hop like a bird and not like an elephant”.

A hopping relay will add interest to this requirement. The boys may be asked to hop a marked course, changing from the right foot to the left foot at the turning point,

### **Ball-Throwing**

Ball throwing may prove somewhat difficult for some boys, but practice is all that is required.

#### *A Game in Ball Throwing*

The first player runs to the far end of the floor, throws the ball to the second boy in his Six, and then sits down. When the second player has caught the ball, he runs to the far end, throws to the third boy, and sits down behind the first player. And so on until the complete Six is sitting down. Each player must catch the ball before he can run. Should he miss, it must be thrown to him again and again until he does catch it.

As a variation, the boys may be shifted back to their original places by repeating the game, but the second time the ball must be thrown with the left hand instead of with the right.



### **Balancing**

Balancing is not difficult, but to be asked simply to walk a fixed distance with something balanced on his head, and be passed because he does it without losing it, will cause the boy to feel that it is of little importance.

It can be made interesting by a talk on the benefits of correct posture, illustrated by right and wrong examples found in health magazines. Pictures of stately Eastern women carrying water jugs on their heads will help demonstrate how erect walking builds upright bodies.

Without an explanation, the boy may regard balancing merely as a game of skill, and he may go through various acrobatics to pace out the distance.

### Body Exercises

These body exercises are well illustrated in both *The Wolf Cub's Handbook* and *Tenderpad to Second Star*. Emphasize the point that merely knowing the exercises means very little, it is the steady use of them day by day which will help to build sound bodies and strong muscles. As a check, "Have you done your body exercises today?" might be used as a special inspection, with an extra point for each Cub who has done so.

### Cleanliness

Although elementary, this is intended to create an interest in personal hygiene. The Founder has covered this part of the Star work very thoroughly in *The Wolf Cub's Handbook*.

To arouse a keen interest in the subject, Akela might ask a doctor to give the boys a short, simple talk on the subject; a dentist may be requested to speak briefly on the care of the teeth and to demonstrate the correct method of brushing them.

If the Cubmaster has access to a microscope, he will find it very useful when telling Cubs about the danger of germs, as it is difficult for a young boy to grasp fully the significance of things invisible.

Special Inspection, with its points for clean teeth, brushed hair, clean fingernails, etc., provides a valuable follow-up in the establishing of good health practices.

### *A Game On Cleanliness – Germs*

One boy is a Cub, one is Cleanliness, one is Dirt, and all the others are Germs. A good-sized circle is marked on the floor, inside of which is Cleanliness. The Cub captures a Germ by tagging him, and places him in the circle, where he is kept in check by Cleanliness. The captured Germ may be freed by Dirt tagging him, but if Dirt is tagged by Cleanliness he also is captured, leaving the Cub to round up the other Germs. Dirt can be tagged only by Cleanliness, but Cleanliness is not permitted to go outside the circle.

### *A Story On Fitness*

Our bodies are wonderful things – far more complicated than the most super sports car. And just as a car needs gasoline to go, so our bodies run on blood. Now you know what happens if dirty gasoline gets in the tank. The engine stops, and the car won't go. It is the same with the blood in our bodies. We clean it by filling it up with oxygen in our lungs. That is why we should always breathe in fresh air through our noses and keep our windows open at night.



### Telling Time

Like so many of the simpler requirements, Time Telling is easily passed by most boys of Cub age, but apart from having the boy tell the hour correctly half a dozen times, the Cubmaster may be inclined to give it little attention.

The Cub should learn something from everything he tries, and Akela can give much interesting information to the boy if he will look up something on the history of time recording, such as found in any standard book of reference.

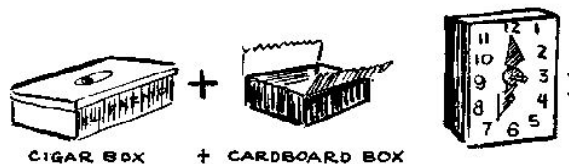
The boy may be told how time was first reckoned by the action of the sun and the moon, divided into days, nights, and months, and how the day was later sub-divided into hours. Probably the first

timepiece was a stick planted in the earth, with the shadows cast by the sun marked off on the ground. This led to the sun dial, then came the water glass, the sand glass, and the time taper, until eventually the clock as we know it was invented. Diagrams and pictures will be of interest to the boy.

### *Use An Alarm Clock*

To save wear and tear on Akela's watch, use an alarm clock. A satisfactory clock may be constructed from a cigar box, some cardboard, a little glue, a piece of wire and some paint. Akela might suggest to some Second Star Cub that he make such a clock as part of his Toymaker badge work.

For practice in telling time one Pack has developed a set of clocks that only go when pushed, i.e., old clocks with the works removed.



### **Growing Things**

This is best done at home. *Tenderpad to Second Star* will give the Cub instructions on how to proceed. What is needed from Akela is encouragement, and a friendly "how is the bulb, or acorn, coming along?" during inspection. The purpose of this requirement is to arouse in the Cub a curiosity about nature. But it is intended only as a beginning, and the wise Akela will follow up with more interesting things on Pack Rambles. Boys of Wolf Cub age are naturally curious, and when an interest in nature is inculcated at an early age, a love of the outdoors is a natural result.

Remember you can't rush nature. Start early on this requirement.

See the Chapter on *Exploring Nature* for more details.

### **Cleaning Shoes**

Little needs to be said regarding shoe polishing, and the value of pride in appearance involved. Inspection will be the place to check on this requirement.

### *Game – "Shine 'Em Up" Relay*

The equipment is a tin of polish and a brush for each Six. Tin and brush are placed at one end of the room, and the Sixes lined up at the other. Cubs in turn run, polish shoes, return and hand brush to the next. Points awarded first for shine, then for speed.

Naturally those boys whose shoes were cleaned before they came to the meeting will have the least shining to do, and be through the quickest. When the relay has been run off a few times during several weeks, Akela will discover that practically all are polishing their shoes regularly, to avoid being caught with a tough shining job next time the game is played.

### **Folding Clothes**

In addition to the excellent yarn under this heading in *The Wolf Cub's Handbook*, Six Competition points may be awarded at Pack meetings, particularly during the fall and winter, for the tidy folding of overcoats, windbreakers, raincoats, etc.

### **Tidiness**

In a day of careless summer picnickers who habitually scatter and leave lunch-basket debris in parks and on roadside and waterside spots, the tidiness of good campers needs to be

stressed. Thus, as regards the tidy Pack Den, Akela will be making periodic surprise inspections of Six Lairs, and awarding Six Competition points as conditions warrant, each individual Cub being credited with a portion of the credit or the responsibility.

It is not Akela's job nor the job of the other Old Wolves to clean up the Den after a Pack meeting. That is a job for the Cubs, and by constant practice they will soon acquire the habit of leaving not only the Pack Den but their rooms at home in tidy condition.

### **Thriftiness**

A natural follow-up to cleaning shoes, folding clothes and being tidy at and away from home, is the subject of thriftiness.

A good approach to this subject of thrift (in its widest sense) is to ask such a question as "Did you know there are animals that save things and put them aside for a rainy day? That is, for some future time when they may need them."

The answers will quite likely include squirrels and beavers, and that the former buries nuts, and the latter stocks the water near its lodge with short lengths of poplar and birch for food during the winter. Bees may also be mentioned.

Tell your hoys that thrift means being careful and not wasting anything such as electric lights, water, food. It means saving some of your pocket money, looking after clothes and shoes – mending and brushing them, and fixing up things around home before they go to pieces.

A distinction must be made between jobs and good turns. No Cub accepts payment for doing a good turn. Example: A job may be described as a regular bit of work, like shovelling snow, cutting a lawn, weeding a garden regularly, or delivering newspapers; in smaller communities it may be driving a neighbour's cow to and from pasture, looking after a flock of chickens, etc. What is a good turn? It is a kind act done to someone else in order to make him or her happy and done with no thought of being repaid in a material sense.

### **Highway Code (Pedestrians)**

As Highway Codes differ in the various Provinces, the Cubmaster should obtain a copy from his own Provincial Department of Highways. The most practical way of teaching the Code is to see that it is always practised when the Cubs are together on the street or in the country. Watch the newspapers and occasionally tell a story of some person who has been injured because he did not obey the traffic rules. Or post the picture or story on your notice board.

In some centres Cubs have the opportunity to serve on School Traffic Patrols, where they have a chance to help others, particularly small children, and to understand and obey traffic rules. Such Cubs should be given credit for their efforts.

### **Highway Code (Cyclists)**

The older Cub may own or have the use of a bicycle. He must therefore know the Highway Code as it applies to cyclists. He should also know how to look after his bicycle, how to keep the tires inflated, the moving parts well oiled and the bicycle clean, and under cover in bad weather. This involves thrift as well as the Highway Code.



Ask Policemen to Help with Instruction  
on Highway Code and Bicycle Safety

#### *A Dramatic Safety Lesson For Cubs*

A dramatic safety-first warning for the boys of his Pack was staged by one Cubmaster. This followed shortly after the death of a small boy who had dashed across the road in front of a truck.

Writing a letter urging safety at all times, Akela dropped in at the police station on his way to the Cub meeting, and asked that the letter be delivered in the middle of the meeting by a motorcycle officer.

“It worked perfectly. The weather being warm and clear, we were holding our meeting outside behind the Church House, and just in the middle of an exciting game the officer came striding up the driveway. The Cubs froze in their positions, wide-eyed, and perhaps a little frightened. When the officer inquired in a deep voice for the Pack leader, one of the Cubs timidly pointed to me. The officer played his part nobly. I opened the letter and read it to the boys as they crowded round, and then the officer gave a short talk himself. The Cubs were profoundly impressed, and I think it will be a long time before they forget.”

*Tenderpad to Second Star* lists a number of things the Cub must do in order to complete the Highway Code requirements.

#### **Semaphore**

Although the requirements permit either Morse or Semaphore, the latter is more commonly used in Cubbing. Semaphore is easier to master, and its use in the Pack (rather than Morse) leaves something new and interesting for the boy when he goes up to Scouts. However, this can be decided by the Group Council.

#### *Instruction*

Instruction is best given to Cubs in small groups as it is easier to watch and correct individual faults in this way.

As soon as a few letters are learned, use these to make words, simple messages, or verbal directions to go and do something such as (Verbal) Go and touch a (signalled) HAT. (Verbal) Run to the table and write down the word (signalled) BEE. (Verbal) Take a step to the front and make a noise like a (signalled) CAT. (Verbal) Run to Baloo and ask him if he likes (signalled) CABBAGE.

### *The "Circles"*

The Circle System, i.e., groups of letters made successively in naturally-following arm movements, is the standard system of teaching semaphore.

Start with hand signalling only, no flags. The correct technique of flag signalling adds a distracting detail for boys and instructor when the mind should be solely on correct letter position. Withhold the use of flags until alphabet and good position have been mastered.

### *Teaching Reminders, Hand Signalling*

Have hands fully open, to face the receiver. And, when called for, arm fully extended above the head (not down in front of the face).

Be strict on arm positions.

Press the point that no signalled message is of value unless it can be seen clearly and read easily.

Develop an erect but easy standing posture, feet slightly apart, facing the receiver squarely.

Always face the group when teaching. This accustoms them to the reverse positions as between sending and reading.

Encourage Cubs to practise in pairs between meetings.

When Sixers have mastered the alphabet, give them occasional directions in semaphore, with competition points for the first Six to carry out the signalled order.

Use semaphore relay games. (See games.) Post notices in match-stick semaphore figures.

### *With Flags*

The standard semaphore flag is 18 inches square, the stick 36 inches long. For Cubs the stick should be shorter, ending at the elbow when the stick is correctly held, i.e., grasped close to the flag with the first finger lying along the stick.

When standard semaphore flags cannot be purchased, the boys will be able to make very satisfactory flags of medium weight cotton or other similar weight cloth. For visibility against dark or light background, they should be either white with a transversal blue band, blue with a white band, or divided diagonally, half blue and half white.

Flags should be held at the full extent of the arm, first finger lying straight along the stick, except when holding the flag above the head. For this position a slight bend of the arm is permissible, in order that the flag may be held perpendicular above the centre of the head.

The flags must be held exactly at right angles to the receiver, slanted neither forward nor rearward (which loses surface visibility to the receiver).

When making T, O, and W, distinctly separate the flags.

When making such letters as I and X turn slightly on the hips, but keep the eyes straight to the front.

When double letters occur, as in WILL, separate them by whipping the flags smartly in to the body.

There is no easy road to signalling; a Cub must stick to it and practise hard.

Use simple words and commands as soon as possible. Make use of signalling cards.

Get outdoors as often as possible when teaching or reviewing semaphore.



### *Game, "Do Things"*

Cubs scattered over hall or field. The Old Wolf or Cub Instructor some distance away signals certain things that Cubs must do. Suggestions – "sit", "hop", "jump", "beg", "talk", "yell", "squat", "kneel", etc. Later, as the Cubs become proficient, send command as "Come to me", "Find a stone", "Climb a tree".

### **The Compass**

The use of a real compass adds interest, and further interest will be stimulated by explaining how and why it works. Its history can be told. How the Chinese are credited with its invention, about 2600 B.C. How the Emperor of China, while pursuing an enemy after a battle, was suddenly halted by a heavy fog, and how he attached a compass to his chariot and was thus able to keep the right direction and so overtake and defeat his foe.

How also, in the 6th century a man named Flavis Gioja improved the first simple compass and in honour of Charles of Anjou, King of Naples, used the King's crest, the fleur-de-lis for the compass pointer, although some authorities claim the pointer originally was a decorated Cross. (For further details see the Children's Book of Knowledge, Wonders of the World, the Encyclopedia Britannica, etc.)

Use a real compass and let Cubs handle it. Encourage them to make compass cards at home. Have a number of compasses in your Pack box.

The drawing of a compass will help fix the points in the boy's mind. In preference to a blackboard, use chalk on the floor, so that the North does actually point North. Continue the teaching out of doors, in as practical a manner as possible. Ask directions, and let the Cub think the answers out for himself, using an actual compass, and explaining it.

Games during regular Pack meeting programmes will help, and should be repeated periodically as a reminder of the subject.

Get Cubs to think in compass directions rather than left and right. Ask them questions – "Which way does your bedroom face?" "In what direction do you face in school?" "In what directions do you walk going home?"

Explain that left and right may change but compass directions remain the same.

Do your Cubs know that the four Cardinal Points, i.e., North, East, West, and South spell the word NEWS? A newspaper is something that brings information from the four points of the Compass.

### **Model**

The requirements for this test are so broad and general that no matter what his natural interest and abilities, every Wolf Cub should be able to produce something. As a matter of fact it is surprising what excellent work can be done by boys of Cub age. Akela therefore should not be too easily satisfied with the quality of the articles produced.

Materials for a wide variety of model making can be found at little or no expense. Models can be fashioned of clay mixed with a little water; sand; papier mache (torn up newspaper soaked in glue-water); match boxes, candy and other cardboard boxes; odds and ends of carpenter's trimmings; pieces of coloured glass, broken toys, bits of glue, stumps of coloured glass; pictures from magazines. All such items may be accumulated and kept on an assigned shelf of the Pack store room, or in a suitable asbestos powder box.

The first effort of the boys may be quite primitive, but they soon will be making models of farms with fenced field, fruit trees, farmyards with cattle, miniature villages, individual houses with miniature furniture.

### *A Model Display*

To build up interest hold a Model Display. There may be two classes of entries, one for boys who have completed the Second Star model, one for those who have not. Each class may be

subdivided to provide for models or different types made from various materials. If desired, simple prizes such as lollypops may be awarded – red for first place, green for second and yellow for third. Points also may be awarded for the Six Competition.

After judging, the work of the Cubs who have not previously qualified may be considered for the model requirement.

### *Sketching*

Most Cubs have a certain amount of talent for drawing, and all enjoy it if taught in the right way. Nothing like drawing classes should be attempted, and no very high standard of technique should be expected from the average Cub. Where there is a special talent it may be encouraged and trained apart from regular meetings.

The beginnings should be very simple – such things as match-stick figures, the use of curves, straight lines and geometrical figures in drawing common objects, and the drawing of bold outlines.

Instructions may be given by means of picture-making games and picture-illustrated yarns. Akela may relate some recent incident in the Pack life, and everyone may picture it in match-stick figures. Then Akela has to draw his version on the blackboard, and the best of the Cubs' efforts is picked out and applauded. There could be many versions of this game to produce some wonderful caricatures of Pack celebrities.

The flags of different nations make an easy and interesting drawing lesson, done with coloured pencils or chalk or paint, then so far as feasible, flowers in their natural shades. Drawings of trees, animals and birds have obvious added value.

Some further ideas: Make a wooden box with hinged or sliding lid; make a stool or low table; make a model village with homes, church, shops, people (made with pipe cleaners or wire covered with cloth); make a jig-saw puzzle.

### **Lay and Light a Fire**

In communities where wood and coal are used for kitchen cooking, questioning will be sufficient to reveal a Cub's knowledge of the local procedure in starting a fire. Where artificial or natural gas is used, the safe way of lighting should be demonstrated with a small burner if a gas stove is not available. Where an electric stove is used for cooking, stress the importance of all heating elements being turned off after use, and particularly whenever the entire family is leaving home for a time.

On rambles and outings, take every opportunity to point out to the Cubs the procedure in building and putting out fires. Emphasize the danger and financial loss of grass and forest fires. Possibly a Forest Ranger or Game Warden could be invited to talk to the Cubs on this matter.

### **Message**

This important requirement is intended to help develop qualities which will be of value in the Cub's later life, including dependability in carrying out the oral instructions of employers. The first point of instruction is to impress the boy with the necessity of thoroughly understanding an oral message, even though this may make several repetitions necessary. Next he should be taught to put all other matters out of his mind until his message is delivered.

Begin the training by giving practice messages to Cubs to take to Baloo and Bagheera at Pack meetings, and in programmes include frequent message carrying games. (See *Games*.)

### **Public Telephones**

Next to the United States, Canada has the largest number of telephones per capita in the world. Every Cub should know how to use a telephone correctly, not only of the type used in his own home, but also the public coin-box variety.



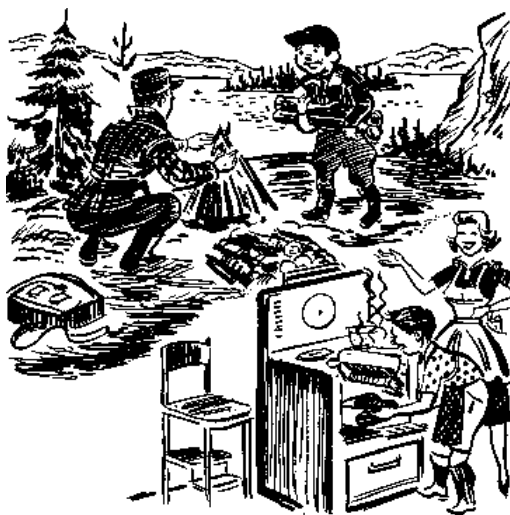
Parents instructing in Star Work

The local telephone company will be glad to provide expert instruction. In an emergency, when the number is not known, Cubs could be taught to dial “operator” for help.

Where there are no telephones the Cub should be taught where the nearest fire or police headquarters is located and how to obtain an ambulance if necessary.

This requirement could well be used with message carrying.

Encourage your Cubs to ‘phone you if and when they are going to be late or absent from a meeting.



### Skipping

Some Cubs have great difficulty with skipping. The Founder doubtless had in mind the instilling of perseverance when he included it in the requirements, and for this reason Akela should see that it is passed in accordance with the regulations.

The rope used should be sufficiently heavy to turn easily, and of good length. (To find correct length-hold, have the Cub place a foot on the centre of the rope, then hold arms out straight, the hands level with the shoulders.)

Skipping is largely a matter of rhythm, and is best taught in that way. Time is most important at first. Polish and finish will come later, when the Cub has learned to keep the rope going.

He must first understand the rhythm and then know when to jump. When practising alone, he invariably tries at first to jump at the moment when he throws up his arms, coming down just as the rope reaches the ground. The result is obviously disastrous and continues to be so in spite of all his efforts.

Here are a few suggestions. They will not, of course, be suitable in every case, but may help in most.

Let the Cub watch while a good skipper demonstrates rather slowly, Akela calling out "One and two, one and two", in time with the skipping. This should help the Cub to grasp the idea of rhythm.



Next, let the beginner hold one end of the rope for the demonstrator, and call out "One and two" as before.

Place the beginner in the centre and let him jump without the rope, Akela counting as before. Emphasize the beat, "One and two". Then try with the rope.

When the Cub is able to skip fairly well with others turning the rope, let him have a rope and try by himself. At this stage plenty of encouragement is needed. The Cub should be urged to practise in spare moments at home.

Encourage the Cubs to wear gym shoes as boots are not only noisy, but tiring. The danger to avoid is that of overtiring the boy.

A Cub should be encouraged to acquire finish, – that is, light skipping, upright and easy carriage, elbows partly bent and loose wrists.

### *Psychology In Skipping Backwards*

To illustrate the success of the positive as against the negative in Cub Training a Scouter tells this story: A certain Cub came to him and declared that he had tried and tried but could not learn to skip backwards. "Now, I'm sure that you can jump backwards over the rope once", said the leader, and placed the rope on the floor behind him, and the rope ends in his hands. The boy easily jumped backwards over the rope. "Now, throw it over your head and jump over it again. There, you can do it. And if you can do it once, you can do it four times, and if you can do it four times you can do it eight times. Now, do it four times," Without difficulty the Cub jumped backwards, or skipped, four times. He was continuing when the leader stopped him.

"No, that's all! Now, you can skip backwards four times can't you?"

"Yes."

“And you can go on and skip eight times, can’t you?” “Yes”, and he did so.

### **Balance**

This is a test in balance aimed to develop physical control and confidence. It is best taught by stages beginning at chair height, and in the form of a game. An example: A plank of the required dimensions is placed across two chairs, – “a fallen tree which is the only means of crossing a deep gorge”. Sixes are lined up at one end of the room, and each Cub must walk the plank, touch the opposite wall and return over the plank. If a boy loses his balance and jumps off, he is lost, and must return immediately to touch off the next runner of his Six. Competition points may be awarded Sixes in order of finishing, less any points off for “casualties”.

A suggestion is to have the more nervous Cub look ahead at some stationary object and not at his feet.

### **Cuts, Burns, Scratches**

The simplicity of these requirements will be noted, – the teaching of a Cub how and why he should deal with three common small-boy accidents, a cut finger, a burn or scald, and scratches. Akela will find good material for explaining the dangers of infection in the Fifteenth Bite of the Handbook.

It will be noted that the Founder adds a word on Shock, and the advice that: “When someone is hurt, you must remember to fetch or send somebody for a grown-up person as soon as possible; and you must do this even if you think you can deal with the injury yourself.” And, “Until the grown-up arrives, keep the patient warm and quiet, and prevent other people from crowding around him”.

Emphasize to your Cubs the importance of summoning adult help in the event of an accident.

Practical instruction will include the actual or simulated use of the simple first aid materials involved – roller bandages, band-aid, disinfectant, burn ointment, etc. After several demonstrations and practice sessions, short first-aid problems may occasionally be included in the programme.

One Cub (by arrangement) may suddenly cry that he has cut himself, whereupon Akela halts the meeting and directs one of the boy’s neighbours to fix him up. The other Cubs may be invited to watch how Billy does it, and to offer comments and criticisms—after the job has been done.

Imagination is necessary here. Use red ink or mercurio-chrome for blood; iodine to represent a burn; have a supply of bandages and band-aids on hand.

Cubs must be encouraged to be clean and orderly and above all thoughtful for their patient.

Review frequently through games.

### **Observation**

Observe means watch, look out for, and learn.

The purpose of this requirement is to arouse the Cub’s interest in nature. Once the Cub can recognize a robin, a sparrow and other common birds, he will want to broaden his knowledge and Akela will encourage him to keep his eyes open on Pack rambles to see just how many birds he can name.

In most parts of Canada there are so many kinds of trees that most Cubs will want to do more than the requirements. Probably on his own lot at home the Cub will find enough trees to cover this requirement, and it is a good thing to know the trees in his own immediate area before he attempts to name unfamiliar varieties.

For his three other natural things, the Cub might like to deal with wild flowers, weeds, rocks, or star constellations. Akela should keep in mind that the Cub has a choice and Akela should do no more than offer suggestions.

Remember we are trying to *interest the Cub* in nature, not merely to instruct him.

Other natural things are caterpillars, worms, slugs, seaweed, clouds, snowflakes, butterflies, beetles, toadstools. There is no end to it as long as it is of interest to the boy.

The Chapter "Exploring Nature" will help you with this requirement.

### Reading

The main idea behind the reading requirement is to get the boy to read good books. This is a cooperative matter between the parents, Old Wolves, school teacher, and librarian, if any. The parents in particular have a most important role. You will have to arrange for the Cubs to tell their stories and, if at all possible, let them do it at the Pack meetings. You will be most surprised at the wide range of interesting tales that will be told, and of the interest that will be shown by the other Cubs. Chapter 8, *The World of Books* will give you some idea of the importance of this requirement.

### Service

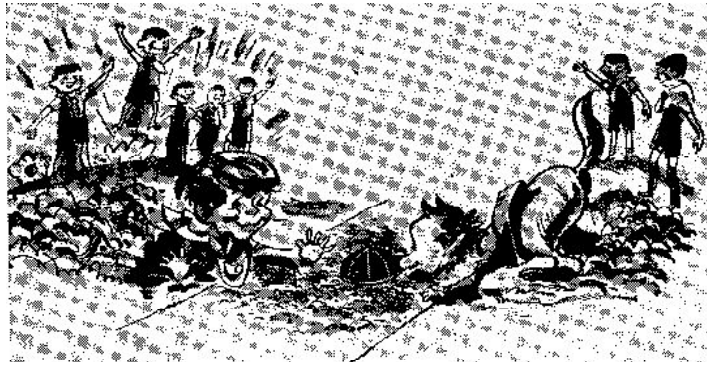
Akela should not take this to mean that a boy must be in the Pack three months for his First Star service and one year for his Second Star service. The word, satisfactory, is included for a very real purpose. Is the Cub regular in attendance? Does he wear his uniform? Does he pay his Pack dues? Does he really try to make some advancement? If the answer to these four questions is "Yes", we would say the qualification "satisfactory" has been properly met.

As the boy grows older he must show a growing appreciation of the Cub Law and Promise before being awarded his Star.

When a boy has completed all the requirements for his Second Star, he should be given full recognition for his efforts by having the Star awarded to him. See *Investiture of a Two Star Cub*, Chapter 11.



## CHAPTER 7



### **Games**

It is in play that youngsters are most demonstrative, revealing their true, spontaneous, and unaffected nature. In Cub training, games are one of our most valuable aids. Cubs who are enjoying themselves, are far easier to control and, when the time comes, more willing to work. Through games the Cub is being trained without knowing it and, at the same time, is thoroughly enjoying himself. The more he enjoys himself, the keener he will be and the more he will absorb and remember. Games are the very finest form of character training, and through them we develop good nature, esprit-de-corps, sportsmanship, perseverance, discipline and unselfishness.

### **Hints on Games**

1. Know the rules of the game and have the necessary equipment on hand.
2. Explain rules simply, briefly, and in proper order and, at the same time, have a Six demonstrate the actions.
3. Insist on silence and attention while a game is being explained and demonstrated.
4. Ask for questions after you explain and demonstrate the game.
5. Let boys make as much noise (laughing, cheering, egging people on) as they want while playing the game.
6. There is a lot in a name – it should savour of adventure, peril, Indians, etc.
7. If possible, weave a story around your game.
8. Don't overplay favourite games.
9. Try out new games at the Sixers' Council.
10. Insist on rules being followed. Deal kindly but firmly with "cheating", but remember it may be due to small boy eagerness and enthusiasm.
11. When numbers have to be evened up, have one or two Cubs double their share rather than drop Cubs.
12. Stop the game if it is going poorly, explain mistake, and begin again.
13. Stop the game when interest is at its peak.
14. Be fair-minded and impartial in scoring.
15. Do away with a whistle when indoors.
16. Use a variety of games in every programme.

### **Use Your Imagination**

Use imagination in playing your games. A slight change or twist make an old game even more appealing to your Pack. For example, here are some simple variations on a straight relay game.

1. Have Cubs run the course backwards instead of forwards.
2. Have Cubs run the course blindfolded.

3. Have Cubs run the course wearing a large arm sling.
4. Have Cubs run the course carrying an object such as a chair or a couple of coats.

### Equipment

Games involving expensive or cumbersome equipment are not to be encouraged. Possibly the exception to this rule is a large rubber soccer or volley ball which is a very good piece of games equipment for a Pack. The equipment should be stored in a games box (an old valise) or bag where it can be kept clean and in good order. Equipment could include paper and pencils, spools, reels, tennis or rubber balls, chalk, blindfolds, candles, pins, rope, compasses or compass cards, signalling flags, blocks, etc.

### Health and Hygiene

As many of your games will involve physical activity, it is important that, if meeting indoors, your hall is clean and well aired. Also it may help during the more strenuous games if the Cubs are permitted to discard their jerseys as well as their caps and neckerchiefs.

In wet seasons, it is advisable if the boys could have a change of footwear or at least leave off their wet shoes or overshoes at the door. The caretaker will bless you for this.

Cubs will naturally get dirty playing a game, and they should have an opportunity for cleaning up before leaving for home. Even on a hike this should be encouraged.

Old Wolves should watch and avoid such situations as having a small boy compete with or carry a big boy.

### Your Own Games Book

The games in this book, in *The Wolf Cub's Handbook*, and in the books listed in the catalogue will provide you with the variety you need.

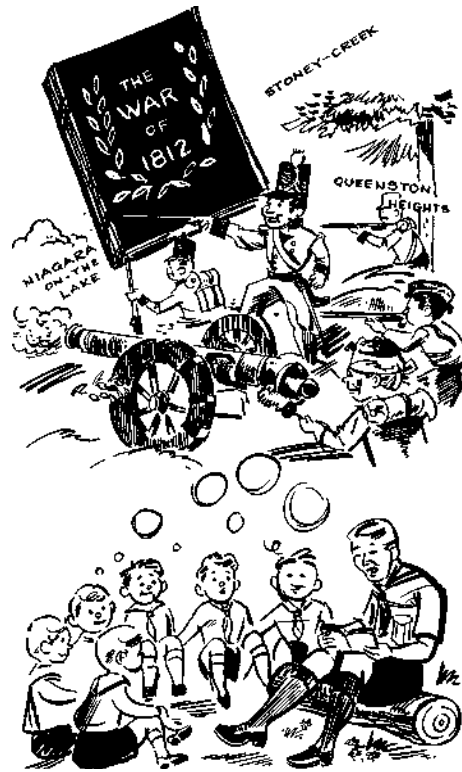
Many Scouters have developed their own special games book. Using a large loose-leaf folder, they stick in games cut out of *The Scout Leader* or jot down games observed in other Packs. It is important to add a note or two of the details of the game as well as the name. Add also the number of times played, reaction of the boys, etc. After some years your games book will be one of your treasured possessions.

Some Scouters use card systems on which they type, paste or write a game on each card and add details about equipment, dates played, etc. The advantage of this system is that it is easier to go through your cards, pull out the required games, and put the cards in your shirt pocket for future reference.

### Boys Who Don't Want to Play

Occasionally a boy may not want to join in the games. He may be new and shy, or he may be wanting to get attention, or he may not be sufficiently fit. If for any reason a boy is unable to join in rough games, give him a job to do like keeping the score, and see that the programme includes the kind of games in which he is able to join. The shy boy will soon get over his fear if you put him under the charge of another Cub asking him to look after the new boy until he gets used to it. The awkward boy or the boy who lacks attention is a more difficult problem. We all like attention as it is very flattering. Now perhaps this lad comes from a large family where he is not outstanding and, therefore, is not noticed. He is hungry for attention, and the only way he can get it is by being different whenever possible. We must understand this, get him to join in, and perhaps make him "it". Give him the attention he wants, but give it in the right way by giving him jobs to do whenever possible and praising him where you can.





First The Story, Then a Game

### **An All-Games Evening**

As a special treat and to review all your Star Work, or just to have a complete change of programme, you may wish to have an all-games evening. Take a few games yourself and let your assistants run the programme using a variety of quiet, active, fun and other games. You, as Akela, sit back and watch your boys play. It will be a most rewarding experience.

### **Types of Games**

These games are typed for convenience only. It is quite possible that a Relay Game may also be an Instructional Game and vice versa.

### **Steam-off, Circle, or Pack Games**

These are the very active games used to let off steam and cut down the excess energy of the Cubs. Here the boy will romp, laugh, and make a row. Let him make as much noise as he likes so long as he is quiet when necessary. Noise is important to the boy, and it is all part of the fun of being young and irresponsible. The more he laughs the better, so let him go! Steam-off games are a great aid to discipline and good order, and should be devised so that all Cubs may take part. Examples:

#### *Get the Map*

Each Six is in its Lair. The Old Wolf puts a large sheet of newsprint in the middle of the den or field. Tell Cubs to get it. The Six which gets and keeps the largest piece or greatest number of pieces *in 30 seconds* is the winner. Play for a short period only.

#### *Man the Boat*

The den becomes a ship – centre is “amidship”; front end “bow”; far end “stern”; right side “Starboard”; left side “port”. Cubs run to whatever part of ship is called out. To add variety there are other commands such as “Man the Boats” and the Cubs must get off the

floor; “Scrub the Decks” and the Cubs do so; “Bomb”, and they fall flat; “Boom coming over”, and they duck; “Machine Guns”, and they get on one knee and shoot away. Keep it moving, and play for only a short period.

### *Whackem*

Pack in circle. Cubs have eyes closed, hands behind backs. Cubmaster slips knotted scarf or roll of paper to boy who beats his righthand neighbour around circle. The quicker the beaten one runs around to his place, the better for him. Player then slips scarf to another boy and repeats.

### *“Oo are you a’ shovin’?”*

A small chalk circle about 2’ in diameter is drawn on floor in centre of room. On *Go*, all endeavour to get their feet into the circle. Any amount of shoving and pushing is allowed. After 30 seconds, call *Pack*, and everybody “freezes”. Each foot or part of foot in circle scores a point for Six.

### *Scalp Him*

Each boy wears a paper hat and carries a swatter. On “go” he attempts to knock hats off other Cubs with his swatter. Winner is last boy left with hat on.

## **Team Games**

Here the boy has to forget that he is an individual but one of a group, a team, and he has a small part to play for his side. He himself will gain not glory for his effort, but his side will if it wins, and that is his aim. Thus he learns to be unselfish. These games combine physical with mental alertness, and should be used fairly extensively.

### *Hit the Deck*

Pack in two lines numbered from opposite ends. Piece of newspaper is placed in centre of floor, and number called. They must come to centre, clasp hands, and try to pull each other on to the paper. When one *hits the deck* he is out and point is counted for opposite side.

### *Blockade*

Pack in two teams at each end of hall or field. Cubs join hands. Each team has a chance to challenge one Cub from the other team to try to run the blockade, i.e., run and break through the barrier formed by the Cubs holding hands. If he breaks through, he returns to his team – if not he becomes a member of opposing team.

### *Magic Carpet*

Pack in two teams, one at each end of Den. Potato sack placed in centre. Team has to get sack to their own side. Very rough, and should be played for short period only.

### *Sides*

Pack in two lines facing each other. First boy asks one opposite a question on Cubbing, or out of the Jungle Book, or chosen subject. If the opponent cannot answer the question, the other side gets point, if the question is answered the point goes to that side.

## **Quiet Games**

It is hard for a small boy to sit quite still for any length of time, but it is a very good thing for him to try to control his body. The sooner he does learn the better for him because he is controlling his mind at the same time. Therefore, these games promote self control over

the body which can be so clumsy and apt to over-balance or make a noise at the wrong time. These games are played at campfires, rest period at camp, after a strenuous activity, etc.

### *Stalking the Deer*

Pack in Indian file following Akela. Akela is a deer being stalked by wolves. Every time Akela turns around the Cubs must freeze. Failure to freeze loses a point.

### *Tell the time*

Pack in circle. Old Wolf (with watch) asks them to sit down when they think 30 seconds have passed. Pick out first Cub down, Cub closest to actual time, and last Cub down. Repeat once or twice and possibly double the time limit.

### *Imaginary Hide and Seek*

All seated in a circle. One is the hider, and he imagines himself hidden somewhere in the room. Others try to guess, and first right becomes the hider.

## **Sense-Training Games**

These are usually quiet games during which we aim to develop all the five senses, although possibly with small boys we need not worry too much about taste. Games which introduce the qualities of the Indian, the hunter, and the explorer will appeal to Cubs, provided such games are sandwiched between more active pursuits.

### *Who is it?*

Blindfold one Cub. Have others scatter and squeal. Blindfolded Cub must find somebody and tell who he is by feeling his features, if right the other Cub is "it".

### *Hidden Stamp*

It is announced that a postage stamp is worn by one player, where it can be seen. Each player who spots where it is, goes and sits down quietly.

### *Find the Scouter*

All boys are blindfolded with their scarves. Leader moves around room rattling a tin, or something similar, at frequent intervals. Boys try to locate him by the sound.

### *Spot the Colours*

Sixes in relay formation. Out in front of each Six is a pile of cards of different colours. At end of hall for each Six is a box containing a similar set of cards. At "Go", Cubs in turn run to pile of cards, take top card, run on to box, find a card of similar colour, run back to rear of Six, and next Cub runs. First Six to match all colours correctly wins.

### *The Lost Cub*

All Cubs seated in straight line. Player chosen carefully inspects line, then leaves room. One boy is taken from line, hidden, and line closes up. Player comes in and tries to say who is lost.

## **Instructional Games**

These games are important to the Cub because he is putting into practice what he has been learning. A good deal of our training, and all our revision of Star work, should be done through these games. It is possible to produce an almost endless variety of games that will cover Star work in an effective manner.

### *Acting Semaphore*

Pack in Sixes. Akela semaphores simple words which the Cubs must act (each Cub individually), e.g. laugh, die, tennis, etc.

### *Ay! Ay! Cap'n*

Pack in two teams. Each Cub is given a letter of the alphabet. When Akela signals a letter the Cub having that letter runs to Akela, salutes smartly and says "Ay! Ay! Cap'n." Any Cub who says it incorrectly or makes any other mistakes, receives the Cat-o'-nine-tails, i.e., a tap on the back with a rolled-up newspaper.

### *Parcel Tying*

Various parcels of different shapes should be given to a Six together with paper and string. To tie properly, take time, and count accuracy.

### *Weathercock*

Give compass directions to different walls of the hall. Leader says "wind blows north", all must face north, etc. If he says "whirlwind", all spin quickly on the right heel. Interest depends very largely on the rapidity and variety with which the leader calls the points of the compass.

### **Inter-Six or Relay Games**

To develop enthusiasm and keenness is the great value of these games; and they can be use also in the revision of Star work. Don't overdo them, though, and make Cubbing too competitive. When numbers are uneven, it is better, in a simple relay, for one or more Cubs of the smaller Sixes to run twice so that all the Cubs in the larger Sixes may take part.

### *First Star Relay*

- One runs up and skips backwards 5 times.
- Two hops up on right foot, back on left.
- Three runs up and bends over – while
- Four runs up and leapfrogs number 3.
- Five runs up and ties reef knot.
- Six runs up and throws ball to number 1 who returns it.

### *Poison Snake Relay*

Each Six has a snake (rope) in front of it. On "Go" Sixer kicks snake up to end of room. Second runs up and kicks it back and so on.

### *Librarian Race*

A book is placed at end of room for each Six. Each boy will run to book, open it at a stated page, and return.

### *Message Relay*

In Sixes, strung out along floor. Akela gives each boy the same message quietly. They whisper it to second, last boy repeats message aloud when all are finished.

### **Elimination Games**

In games of this sort it is better to have the eliminated Cubs pay a forfeit such as doing a somersault or headstand and then return to the game. As an alternative, they may cross an arm or put a hand on their heads each time they make a mistake. It is the poor player who needs the exercise and practice of these games.

### *Akela Says*

Cubs scattered over hall or field. They follow only those commands preceded by the words “Akela Says”. On a mistake, the Cub concerned reports to another Old Wolf to pay a forfeit, such as doing a headstand or turning a somersault, then he returns to the game.

### *Arrows*

Pack is in a circle as Old Wolf asks questions of each Cub in turn on Star work and Cubbing in general. If a Cub fails to answer the first question put to him, he folds one arm, as if it were in a sling. If he fails to answer the second, he folds his other arm. When he fails the third time, he kneels and at the fourth he lies down and is “dead”.

Variation. Award a candy to those Cubs who answer the questions correctly.

### **Six or Lair Games**

These games can be played in the Six Lairs as the Pack is assembling, or while other Sixes are being inspected.

### *Match-Stick Writing*

Give each Six a message written in match-stick semaphore and telling them to do something, i.e., lie down, sing a song, tie ropes, etc.

### *Tearing Snake*

Pack in Sixes. Each Cub receives a piece of newspaper from which he has to tear the form of a snake. The longest snake wins. Time limit: three minutes.

### *Newspaper Game*

Each Six has one complete newspaper divided amongst the Six. The Old Wolf calls out name of an advertisement or describes a picture. The first Cub to tear out and hand the correct part of the newspaper to the Old Wolf gains a point for his Six. (Of course, each Six must have the same edition of newspaper.)

### *Artists*

Sixes in Lairs with a paper and pencil for each Cub. On “Go”, Sixers report to Old Wolf who gives them subject for their picture. It could be simple like “house, cart, boat”, or complicated like “Swimming, knitting, golfing”. The artists return to Six. Without saying a word they draw a sketch. The next Cub runs up for his subject when the Six, identifies the subject drawn by the Sixer.

### **Nature and Observation Games**

These games can be played as an outdoor item or during an indoor meeting or as part of a regular Pack ramble. There are other suggestions listed under *Outdoor Pack Meetings* and *Exploring Nature*.

### *Leaf Race*

Leaves of different trees given each boy. First boy to duplicate gets two candies, others who duplicate get one. Have a time limit.

### *Akela Stalking*

In a well-wooded part, Cubmaster stands on a certain spot where all can see him. At whistle signal, all Cubs run and hide, at second whistle Cubs start to stalk Akela. Any Cub seen by Akela has to stand up, then go and start over again. When a Cub touches Akela without having been seen, he gives a yell, and all rush to “eat up” Akela. Set a time limit. Boy who touches or is nearest Akela at the end, wins.

*Tracking Objects*

On a Saturday afternoon ramble, the first to find various things gets a candy. A yellow, blue or pink flower, first maple, oak, or birch tree, a white cow or black hen, or motor car not made in Canada. Use your own ideas.

**Wide or Field Games**

These games are more involved than the last type and require more time. We have given details as well as examples under the section on *Outdoor Pack Meetings*.

**CHAPTER 8**



***The World of Books***

**STORY TELLING**

The beginnings of literature were the stories told by the ancient chieftains, medicine men, wise men and troubadours. By the campfire, in the halls of ancient castles and the courts of kings and rulers the story teller was found. He could fire imagination and kindle emotion, he could sway his hearers, moving them to sadness or gladness, or fanning their hatred into a flame of fury.

At all ages of the world and for many peoples of all ages the story was and is an instrument of many strings. Here is an area where the leader can bring a distinctive service and a powerful force into action.

Telling stories to Cubs is not only a form of entertainment, it is also a natural way of teaching them many things including the inculcation, through story-example, of good habits and good principles. It also serves to satisfy the Cubs' natural hero-worship tendencies.

B.-P. said, "Upon the way people act in the story he (the Cub) is forming his judgment of the world's ways, of men's motives, of cause and effect". Therefore, it is important that you use good stories – for you may never know when one of your listeners may take a story and build his future on it.

**Who is to tell the Story?**

All the Old Wolves should take part in this grand adventure. And, as it is valuable experience for the Cubs to meet a variety of personalities, invite the Chaplain, other Scouters, Instructors and Commissioner to do their part. With a little determination and tact, you may even entice the Scoutmaster to yarn to the Pack. He can tell the Cubs of the World Jamboree which he may have attended, or of the time one of his Scouts fell into a grease pit at the last Troop Camp.

Finally, the Cubs themselves can tell stories and it is good experience and training for them.

### How to choose the Story

The story should be simple, direct and virile with a strong dramatic plot to appeal to boys. Each incident should create a picture in the Cub's mind. Here are qualities that Cubs like in stories:

1. Action – something happening, excitement, danger, adventure, conflict, combat and odds!
2. The generous, the brave, the fair in action – the heroic and the noble qualities befitting a hero.
3. Animals, courageous loyal pets, the conflict of wild animals, and animal habits.
4. Mechanical things – machines, airplanes and strange inventions. These have an almost universal appeal.
5. Travel and strange peoples and here is a rich field of fact and adventure.
6. Indian and pioneer life as these not only are inherently interesting but have historic and patriotic values.
7. Humour and fun, but they like serious stories too.

### How to prepare the Story

1. Select a story that appeals to you. In this way, it is easier to put it over to the Cubs.
2. Read it over for general plot, getting clearly in mind the general scheme and atmosphere.
3. Read again, noting characters, places, plot and situations that appeal to you.
4. Make brief notes on a card or in your story book.
5. Read again to review the above points.
6. "Live the story" as you learn about it.
7. Know exactly how to begin the story.
8. Tell the story to yourself, aloud if possible.
9. Tell the story to your family, the Sixers or a group of children to gain their reaction.
10. Know exactly how to end the story.

### How to tell the Story

1. Be sure that you and your audience are comfortable.
2. Arouse interest by an attention-getting opening sentence or phrase.
3. Gradually create the atmosphere of the story.
4. "Live the story" with your audience. In other words, forget yourself.
5. Hold closely to the original prepared plan. Don't digress, or you will be lost.
6. Speak clearly, naturally and rather slowly, using good, simple language.
7. Use gestures if you are able to.
8. Talk directly to any inattentive boys to win back their interest.
9. Make good use of suspense, i.e., have the occasional pause, but just pause long enough to make listeners curious.
10. When finished, stop talking.

### Where to look for the Story

The public librarian can refer you to all sorts of good books.

Use personal experiences.

Read, read, read articles in magazines and newspapers, books and pamphlets, *The Wolf Cub's Handbook*, *The Scout Leader* and so on.

Use the *Jungle Books* and particularly the Mowgli stories for they form the background of Cubbing. The longer stories can easily be told in serial form. Then go on to the other Jungle Book stories which exemplify character such as:

The White Seal

Rikki Tikki Tavi  
The Miracle of Purun Bhagat  
Toomai of the Elephants



The Cubs may like to hear some Jungle Songs and Maxims such as:

The Law of the Jungle  
Night Song of the Jungle  
Hunting Song of the Seonee Pack  
Morning Song in the Jungle

To emphasize the Cub's "Duty to God" there are Bible Stories.

Joseph and his Coat of Many Colours  
David and Goliath  
Israelites Passing Through the Red Sea  
The Fall of the Walls of Jericho  
The Good Samaritan  
The Good Shepherd and the Lost Sheep  
The Prodigal Son

And then there are:

Stories from Uncle Remus, by Harris  
Stories of the Saints  
Wild Animals I Have Known, by Seton  
Stories of Robin Hood  
Knights of the Round Table  
Kingsley's "Heroes"  
Treasure Island

Nature stories and the story books listed in the Stores Catalogue.



## SOME MORE IDEAS

### Experience

Vincent Van Gogh, the Dutch painter, said "By painting, one becomes a painter". The same is true regarding storytelling. The more experience we get the better will be our storytelling.

Practice brings ease, enjoyment and skill.



### **Let Cubs tell Yarns**

Let the Cubs tell yarns. Try the game where someone begins a tale, but as soon as he uses the word “and”, his neighbour must take over and carry on the story.

### **Try out your Story**

Tell your story at a Sixers’ Council or before a small group of boys. If it appeals to them it will almost certainly appeal to the other Cubs. The fact that the Sixers know the story doesn’t really matter as all children like twice-told tales.

### **Story scrap book**

When you learn the value of story-telling in the Pack, you may want to start your own book of stories. It could contain heading outlines of yarns plus clippings from newspapers, magazines and other sources on nature lore, examples of public service, stories of heroism, etc.

### **Reading**

Some stories may be read, but, generally, stories which are told are better remembered. However, reading is a valuable substitute for telling stories. B.-P. said, “Reading aloud is better than nothing”.

### **Yarn Time**

Yarns at the end of a Pack Meeting have increased interest if they follow a quiet song, completely unannounced and, preferably, are told by someone who hasn’t been running the programme. The quiet voice filling the slight pause at the end of the song, holds the attention of the Cubs right at the start.

### **By the Light of the Moon**

A jungle yarn told in the light of the moon has an extra thrill. Get the Group electrician to fit an electric light bulb into a ventilated wood box which has a large circle cut from the lid and is covered with yellow parchment. The box should be fastened fairly high on the wall of the Den so that the “moonlight” shines down on the Rock Circle.

### **Round Story**

A very popular sort of story is one started by the Leader who takes a fast moving story to some critical point and then quickly points to his successor who must begin to carry it on at once, and so on. Try this on your outings, during the rest period, or while waiting for your transportation.

### **Serial Stories**

Don’t drag them out too long. The Mowgli Stories are good for this type. And they may help the slack Cub in his attendance at meetings.

### **The Life of B.-P.**

A series of anecdotes from the life of B.-P. make good short yarns to end Pack Meetings, and the more of these we keep alive the better Scouts the Cubs will be\*

Source material, *The Wolf that Never Sleeps* by Margaret de Beaumont, is obtainable from the Girl Guides Association and *B.-P.’s Life in Pictures*, *The Baden-Powell Story* and *The Adventures of Baden-Powell* are all obtainable from your local Scout distributor.

### True Stories

Boys like true stories. The daily newspaper can provide many brief yarns, e.g., a river rescue, the bravery of a boy who saved his sister from a fire, the presence of mind of another in putting out a fire in his home, the press accounts of the award of George Medals, etc. Tales of the bravery of dogs and the sagacity of horses and cats also appear frequently.

### Twice-Told Tales

As Cubs appreciate twice-told tales, it is better to learn a few stories really well before trying to learn many stories.

### Additional Activities

Capitalize on any activities suggested by the story (songs, poems, crafts, plays, etc.). For example, after telling the story of *Tiger, Tiger* from the *Jungle Book*, go on to do the jungle play of the Death of Shere Khan.

### Add Play-Acting

Let the Cubs act out parts of a well-known story in pantomime while it is being told. The storming of the fort by the mutineers in *Treasure Island* can be acted out.



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### READING

Closely allied to story telling is the art of reading. “The pen is mightier than the sword” is an old but true saying for, used in the right way, the pen is surely a mighty weapon. Think of the thousands upon thousands of books that have come to us as a result of man’s ability to put his thoughts on paper. Thoughts that have enabled those who come after to learn so many things of past and present times, and, in turn, will enable those who come after us to learn things of our times. Think of the books. Books full of wonderful stories, stories of adventure and romance that have brought many wonderful, thrilling, and exciting moments to their readers. With these thoughts consider how you can introduce your Cubs to the world of books.

Our Founder, Lord Baden-Powell, was an ardent reader and, in his great wisdom, said to Scouters, ‘if you can hand on something of the love of books to your Scouts, you will be giving them friends which will never fail them’.

In Cubbing, you are dealing with boys who have more leisure and certainly greater curiosity than any later age, boys who are at their most impressionable age and boys who are at the most avid reading age. If, at this period of a boy’s life, you can develop or reinforce an interest in books, then you will be doing untold good for that boy.

### **Your Part**

This is a cooperative venture that you share with parents, teachers and librarians, and Pack Scouters play an important part.

For example, through your stories you can stimulate an interest in reading, especially if you have the story book at hand and let the boys handle it and look over the illustrations. Give plenty of praise for those Cubs who tell stories to the Pack. Have Special Pack meetings with a *Treasure Island* or *Robin Hood* theme and again tie in your activities to a book. Give books as Christmas or birthday presents, or as prizes for periodic competitions.

### **Use the Parents**

Tell parents of the wealth of good boys' books on the market and send them book lists and book marks listing some titles. Suggest that they surround their sons with good books, that they read or tell stories to their sons and vice versa, and encourage them to buy books as presents. Finally, show them that it is possible, and sometimes necessary, to guide their sons into good reading.

### **What about the Librarian?**

Have parents, your Assistants or members of the Group Committee take small groups of Cubs to the library. Arrange beforehand with the Librarian to meet them, tell a story and give them a tour of the building. Prompt Cubs to ask questions about books or things they would like to know.

Ask the Librarian to come to the Pack and tell a story or give a handicraft demonstration, or just yarn about books and show some well illustrated samples.

Book lists, story hour and special displays can all be used to develop the boys' interest in the Library. Encourage them to become active members.

Use the librarian to pass the Cubs in their Reading requirements.

Convince the Cubs that the Librarian is one of the best friends a boy can have for information and advice in choosing good reading material. If there is not a public library nearby, write to the Provincial Librarian at your Provincial capital, Provincial Department of Education. They operate Travelling Library Services for remote areas and will be glad to help you.

### **Further Ideas to encourage Reading**

*Why Read?* – If children are to learn to read well and to love to read, they must have many books that they can treasure and call their own and share at times with others. They need books of fun and fancy which they can read in quiet moments, for sheer enjoyment. They need, too, books of fact that tell them about themselves, about other people, places, things and ideas so that they learn through reading, while learning to read, and come to know that reading is not only for fun but also for finding out.

*Special Pack Meeting* – Books such as *Treasure Island*, *Robin Hood* and *Robinson Crusoe* can be easily adapted for Special Pack Meetings. Encourage the Cubs to read the books and thereby contribute ideas and real spirit to the programme.

*Play-Acting* – To develop the imagination of your boys, have them act out portions of the stories they have read or told. This is especially good for legends and folk stories.

*Masquerade* – Have the Cubs come to the meeting dressed as book characters and give a book prize for the best costume.

*Use your notice board* – Post questions for Cubs to answer or to find the answer. Examples: Where does the reef knot come from? Why does a dog turn around and around before settling down? What makes thunder? How did the elephant get its trunk? Who were the Red Dogs? Who was Long John Silver?

Post, on your notice board, a list of books or brightly colored bookmarks, or both. Have a quiz during a quiet minute of your meeting to see how many Cubs know or have read any of the books.

*First-Aid for Books* – Plan a demonstration of first-aid for books at your Pack meeting. The librarian may be of help. Have a supply of mystik tape, bond paper, scissors and photographic paste or Bind-Art plastic adhesive. Get each Cub to bring in a cherished but well-worn book to repair. The books could then be turned over to a children's home.

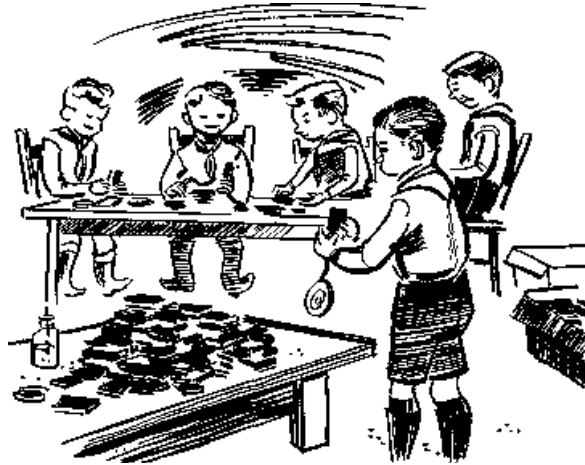
*Good Turns* – Can your Pack be of help to your local librarian through moving books to a new library? Could they collect books for a children's home or hospital?

*Skits* – Prime a number of boys to act out a portion of a favourite book. Let them complete their little skit and then have the other members of the Pack guess the title of the book.

*Quiz* – Make up a quiz based on one or more books and ask each Six in turn a question on the quiz. Sample questions: "What was the name of the boy in Treasure Island?", "Who helped Tom Sawyer to whitewash his fence?", "What did Mowgli do that made the monkeys kidnap him?" and so on.

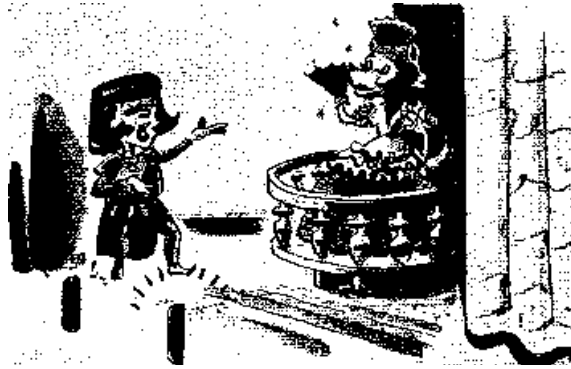
### Finally

Remember that the boy who becomes familiar with books, who learns how to use and enjoy them and to profit from his reading will carry this ability into his adult life.



Teach Boys to Repair Books

## CHAPTER 9



### *Play-Acting and Music in Cubbing*

#### **PLAY-ACTING**

Our Founder, Lord Baden-Powell, said of play-acting – “I need scarcely try to count up the various points of development which underlie play-acting, such as self-expression, concentration, voice development, imagination, pathos, humor, poise, discipline, historical and moral instruction, loss of self-consciousness, and so on. Charades and impromptu plays are just as good in their way as more highly designed and rehearsed shows.”

The purpose of play-acting in a Pack is to stimulate imagination, encourage observation and improve memory. The acting must be recreation and be enjoyed by both the actors and the audience. Through play-acting, the city Cub becomes an Indian Chief, the poor Cub a rich and handsome prince, and the shy or backward Cub suddenly finds that people are actually looking at him and listening to what he has to say.

Play-acting is closely allied to other play-way activities such as yarns which provide a source of plays, and handicrafts which provide props to be used in plays and acting games.

#### **How to go about it**

As always, begin with simple things. If play-acting is new to the Pack don't be discouraged by early failures.

One way to introduce play-acting to the Pack is through acting games.

#### **Acting Games**

*Animal Acting* – Pack spread over floor, to act things called out by a Pack Scouter. Suggestions:

*Animals* – Horse – walking, trotting, galloping. Rabbits – bunny jump. Kangaroos – jumping. Tortoise – slow moving. Lions, dogs, etc. – running on hands and feet with proper calls. Sheep – walking behind each other with a bleat. Cows – ruminating (chewing their cud).

*Birds* – Ducks – flat waddle. Stork – standing on one leg. Sparrows – flit about. Ostrich – head in sand.

*Trades* – Each Six in turn choose a trade, then stand in the centre of a circle or in front of a straight line, and demonstrate the trade silently. Others to guess the trade. A candy or some small award might be given for correct answers.

*Variation* – As above but when the trade is guessed, Cubs must run to the wall, chased by others who try to tag the actors. Work out a suitable method of scoring.

*Traffic Games* – One Six act different characters – old ladies, blindmen, children, etc., who are crossing a busy street.

One Six are doing good turns, helping people across street. Remainder of the Pack are traffic of various kinds – tramcars, trucks, automobiles, fire brigades, peanut venders etc., who are going along the street each way- The good turn Six pilot various people across the street. A very good game, but it must be played seriously.

*Statues* – Give the Pack a subject such as gardening, playing baseball, and so on. Each Cub turns himself into a statue of someone doing an act of the subject chosen. The best statue can have next choice of subject.

*Your Greatest Joy* – All Cubs are seated. Each in turn stands out and acts the thing he likes best. Others to guess. Licking ice-cream cones should be barred.

*Dumb Crambo.* – One Six is sent away while the others choose a word, like “pair”. The first Six is called back and told that they must act out, without speaking, words to rhyme with “chair”. They do this until they get the right word. They will probably imitate such words as bear, hair, hare, mare, stair, stare, dare, until they get to “pair”. Then, time permitting, another Six is sent away.

*Who Am I* – A Six or a Cub is told to act like any well-known person in the Group (Akela, Scoutmaster, etc.), in the community, in history, etc. The others try to identify the person.

Then go on to simple charades.

### Charades

Each Six is given a word of two or three syllables and must act out each syllable and the entire word without speaking while the others try to discover what word has been chosen, i.e., snow ball, football, house top, bookcase. Variation – act out advertising slogans, song titles, nursery rhymes, book titles, etc.

### Other Suggestions

*Acting Slips* – Slips of paper handed out to Cubs call for such acts as, father shaving, mother frying an egg, etc. The Cub stands and does the act. Others guess what is being done.

*Acting Proverbs* – There’s many a slip “twixt the cup and lip”. Lady making tea, pours out cup, phone rings, long conversation. Tramp peeps in, enters, drinks tea, pours out cups ‘till teapot is empty. Slips out when policeman appears behind him, lady faints.

*Famous Episodes* – Nelson and his telescope. King Alfred and the cakes. The apple falling on Newton’s head.

*Stories* – Acts from the *Jungle Books*, from the stories you tell the Cubs, from stories they themselves read.

*Good Turns* – These provide a sure source for playacting items.

*Dramatizations* – Parts of well-known stories during the story-telling hour; well-known fairy tales or nursery rhymes; unusual events which have happened; the actions in a song or singing game.

*Pantomimes* – Falling asleep in a movie. A woman seeing a mouse. A boy taking castor oil. Sitting on a pin. Stepping under a cold shower. Driving a car. Being held up by a thief. Eating a favorite meal. A Cub meets his teacher while playing hookey.

*Forfeits* – Play an imaginary instrument while the group hums a suitable tune. Yawn until you make another person yawn. Act like a chicken without a head. Sing your favourite Radio or TV Commercial. Recite a nursery rhyme. Show how you would enter the room if you were a burglar. Stage an imaginary cat fight. Give a solo wrestling match. Snore five ways. Imitate a person posing for a photograph. Imitate Paderewski playing the piano. Imitate a traffic cop at a busy corner. Imitate a small boy stung by a bee. Imitate a cat drinking milk from a saucer. Imitate a rider after his first horseback lesson. Imitate a person who has taken a drink of vinegar, thinking it was apple juice.



Dress-Up Box

### Miscellaneous Ideas

A ship strikes a rock – rescue the passengers. A house is on fire – save the baby. Be pirates, capture a ship, make the crew walk the plank.

A man is sick in Alaska, 500 miles from a town; it is winter. A messenger comes to town by dog-team for help. Doctor and supplies fly to Alaska, and bring sick man to town.

A steamer is sailing through the fog and strikes a rock. Passengers and crew are rescued by life-boats.

As a Parents' Night feature, Cubs who were supposed to be in an adjoining room, in uniform, preparing for a formal parade, suddenly rushed in garbed as tramps. They proceeded to put on amusing stunts such as scrambled first aid work, all to music by a hobo harmonica quartette. Suddenly, at a secret signal they ceased their activities and rushed from the room as abruptly as they had entered. In a few moments they made their formal entry in uniform and, as though nothing had happened, carried out the evening's programme.

Don't forget *Special Pack Meetings* which we have covered in chapter 5. They add to the enjoyment and interest of the Cubs and provide a welcome change for the Old Wolves.

*Jungle Plays* – Start with the simple ones outlined in *The Wolf Cub's Handbook*, go on to the more advanced ones, and then develop your own.

*Annual Show or Display* – It is usually wise to have a number of short, snappy items for the Pack or Group rather than attempt a long play. Such plays require rehearsals, more elaborate costumes, more time, and depend on a few key actors. On the other hand, a series of short, snappy skits, charades, songs, etc., retain the two elements of a good Cub show, simplicity and naturalness.

Finally, some general points on play-acting:

- 1) Have the item take place on a stage or in the middle of the floor so that the audience can see and understand what is going on.
- 2) Have the Cubs speak clearly and distinctly.
- 3) Acts by Sixes as a whole are preferable, but encourage individual items.
- 4) Have the Sixers introduce their Six items.
- 5) Discourage rough, rowdy items.
- 6) It is wise to set a time limit – such as three minutes for all to prepare, and one minute for each Six act.

- 7) Give constructive suggestions, look for good points, and be generous in your praise.
- 8) Be firm about the attention given by the audience.
- 9) Pack equipment could have a dress-up box containing old hats, shawls, skirts, bandannas, coats, etc.
- 10) Let Cubs use available props such as chairs, stools, etc.



### MUSIC IN CUBBING

#### The Sing-Song

The sing-song may be part of the campfire, but it should also take place at any time in which you and the Cubs have a few minutes to spare. If you can encourage the Cubs to sing spontaneously, say, while waiting for a bus to take them on a ramble, then you have a sing-song. The more formal type of sing-song such as you have around a campfire will be dealt with in this chapter.

#### The Song

A sing-song should start with a song known to the Cubs, and one they like to sing. It should also finish with a song they know. Plan the programme in advance and thus avoid any arguments or blank spots such as occur if you ask for selections. If using song sheets, aim to dispense with them as soon as possible for they are distracting.

#### Available Songs

Some songs suitable for Cubs are listed. There is a very wide choice of song books and song sheets on the market. On your programme, consider variety in length of song, type, and rhythm.

#### Accompanist

It is not essential to have a piano or pianist, but it often helps. An accordion, mouth-organ, mandolin, banjo, etc., can help brighten a sing-song but the main thing is the Leader. If you do have an accompanist, place him so that he can see the Leader. Be sure that he is a versatile person.

#### The Song Leader

The success of the sing-song depends on the Leader. If he is well prepared, knows the songs, can sing reasonably well, is cheerful and enthusiastic, and can pass his cheerfulness and enthusiasm over to the Cubs, then a good sing-song is assured.

#### Songs To Use

*Action Songs* to add physical activity to the sing-song: John Brown's Baby; One Finger, One Thumb; Chester; My Hat It Has Three Corners; Under the Spreading Chestnut Tree; Three Wood Pigeons.

*Novelty and Nonsense Songs* as an outlet for the boys' love of fun, and to show the lighter side of music: Nursery Rhymes; One Man Went to Mow; The Keeper; Old Mac-Donald Had



a Farm; I've Got Sixpence; Q.M.'s Stores; We Are the Redmen: A Capital Ship; She'll Be Coming 'round the Mountain: Clementine.

*Folk Songs* to give a knowledge of other people and places and to help develop the idea of the World-Wide Brotherhood: Land of the Silver Birch; This Old Man; Waltzing Matilda; Alouette; Zum Gali Gali; Funiculi, Funiculi: Billy Boy; O No, John; A la Claire Fontaine; Auld Lang Syne.

*Sacred and Serious Songs* for special events such as Parents' Night, Christmas and Easter, and to create a desire for greater musical knowledge: Taps; Upward Trail; Sing Your Way Home; Abide With Me; Jacob's Ladder; Brahms' Lullaby; O Canada; God Save the Queen; Land of Hope and Glory; Green Grow the Rushes-o; Carols.



*Sea Chanteys* — Shenandoah; Call All Hands; Blow the Man Down.

*Rounds* — London's Burning; Little Tommy Tinker; Row Your Boat; Lovely Evening.

### Presentation

Have the Pack comfortably seated, away from disturbing influences. Place the accompanist, if any, so that he can see the Leader.

The first song should be known to all with a good tune, words, and rhythm. Announce it clearly. Give a good chord on the piano or solid note by voice. *Never* let the boys start by themselves without proper pitch.

Lead the song with enthusiasm and a good strong rhythm. If the song is short, sing it again without stopping. Immediately following the opening song, announce the second, sound the chord or starting note and proceed.

Remember that it is better to have a good *short* sing-song than a tiresome long one. Never overwork a song.

It is good practice to introduce one novelty or other song easy to learn. The Pack would like to learn something new, but about 90% of the sing-song must be well-known songs.

If the new song has a chorus, teach it first and give the Cubs a sense of achievement.

Use the rote system of teaching new songs, i.e., tell words, sing them, repeat words slowly, sing chorus and first verse together.

It is also a help if the new song can be taught at a Sixers' Council before bringing it before the Pack.

If a song lends itself to Pantomime (such as Clementine), occasionally have the Cubs carry out the actions.

In action songs such as Ach Von der Musica, let the boys use actions that are expressive and highly descriptive, only stopping short of whacking their neighbours in the eye.

Discourage any signs of shouting, but use tact as this is usually one way for Cubs to release pent-up emotions.

The last song should be well known and of good words and rhythm. It should be a satisfying, solid song like "Good Night, Ladies", "God Save the Queen", "Taps", "Softly Falls the Light of Day".

If you are going to have a sing-song make it worthwhile.

### A Rhythm Bond

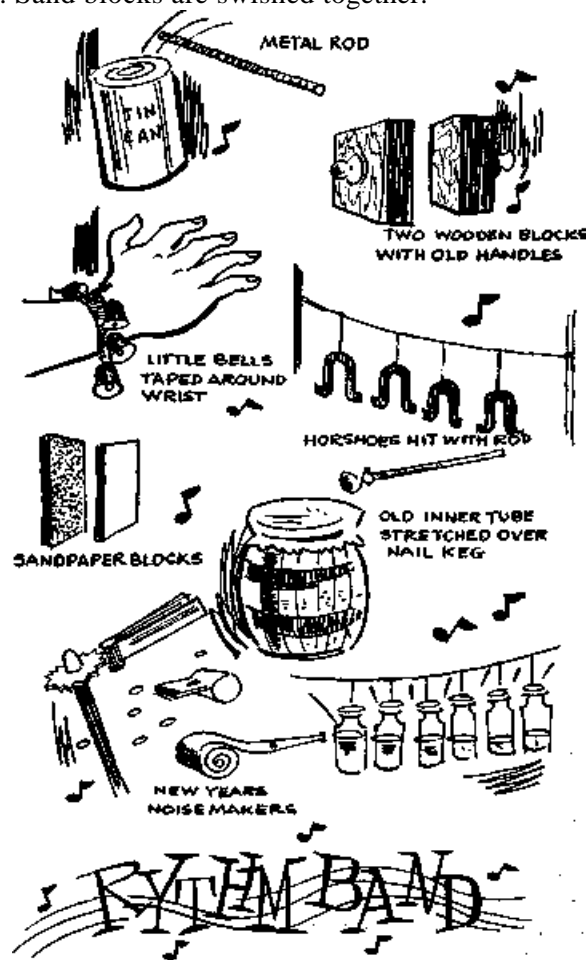
In *The Wolf Cub's Handbook*, Lord Baden-Powell has recommended that Packs develop a Wolf Cubs' Band. And he goes on to describe how to make some of the necessary instruments. The Cubs will enjoy this activity.

Rhythm bands are fun by themselves or as an accompaniment to singing. Given a couple of wooden blocks to clap, a tin can to beat, or a piece of metal rod to chime, the Cubs and even the Old Wolves will be fascinated by the effects produced. A good rousing tune is almost sure to produce a parade. Equipment can and should be of the simplest form. The Cubs themselves can easily make many of the instruments, and thereby tie in handicrafts with this project. Thus you have crafts with a practical purpose or music with a mechanical side. Here are a few simple suggestions:

Sew or fasten a few small bells – the Christmas wrapping variety – to twelve inches of tape for tying around wrists.

Cut old broomsticks into twelve inch lengths to be used as tapping sticks.

Cut scrap hardwood into blocks about two inches wide and four or five inches long. These may be used in two ways; for clapping together or as sand blocks. Glue or tack sandpaper on one face of each block. Sand blocks are swished together.



Old railroad spikes or bars of metal hanging on a string or selected horseshoes make good triangles or chimes if struck with a large nail.

Pieces of rubber inner tube stretched across the open end of large tin cans make good drums or tom-toms. Narrow strips of the inner tube cut crossways may be used as rubber bands to hold the "head" on the drum. Nail kegs and small boxes also serve as drums.

A tambourine may be made from metal roofing nail discs (about one inch in diameter) loosely fastened in pairs on a stick with small nails. The cupped sides of the disc should face each other for the best tinkling effect.

Many of the popular noise-makers used for New Year's and other celebrations are excellent for special effects.

Glass bottles and jugs are often used. They may be tuned by adding water until the proper note is heard when struck with a hard stick.

This is a fascinating experiment for a Cub with a good musical ear and may lead to an orchestra of different kinds of bottles, tumblers, and jugs.

Pots, pans, mixing bowls, old bells, and rattles, all offer interesting possibilities as instruments. Especially good are the lids of pots used as cymbals.

The band simply keeps time to the music by beating drums, ringing bells or tapping sticks in the same way as one would clap one's hands or tap one's feet to a good rhythm. Phonograph records, a piano, or a good song will serve as the basis.

Conducting is developed by perseverance and careful study. Give distinct beats in time with the music. In a short while the conductor will be able to work out rhythmic patterns quite pleasing to the ear. Strict discipline through concentrated interest and attention is most essential.

### **Campfires**

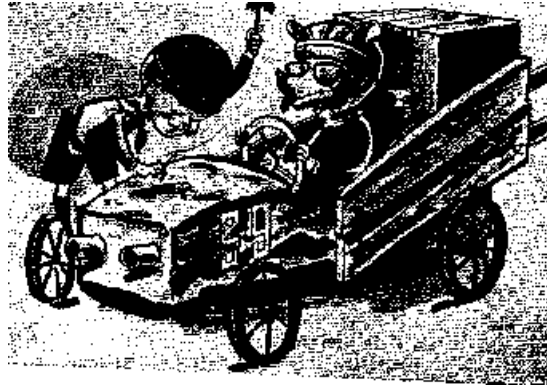
This was one of B.-P.'s methods of teaching and is well illustrated throughout "Scouting for Boys" where the chapters are known as Yarns. With a programme of songs, stunts, skits and stories you can give the Cubs an enjoyable and rewarding experience.

The programme should be rather informal, happy, and short. Possibly 15 to 20 minutes is long enough.

Have fairly quiet activities prior to the campfire. Some Packs close their formal meetings and then have their camp-fire. By turning off all the lights and using the light from one or more candles in a can, you can have a realistic setting. Or possibly your Group Committee might make an artificial fire with sticks arranged log-cabin style and surrounding a red light bulb.

The programme should consist of a good mixture of songs as listed above, a selection from the rhythm band, possibly a skit or two, a campfire game, and then the highlight is a yarn. As a finale, conclude with Taps or prayers and "Good Night, Good Hunting, Go Straight Home".

## CHAPTER 10



### *Handicrafts*

Cubs like to make things. Through handicrafts the aim is to satisfy that creative feeling and help them to develop imagination, self-expression, patience, care, neatness, constructiveness, co-ordination and co-operation. Through handicrafts a Cub may discover a hobby that will give him much pleasure as a boy and later may lead him to his life's work.

#### **TIME AND PLACE**

Usually, handicraft is developed as a between or after meetings activity, and the Pack carries it on in various places and circumstances. Much will depend on the Pack, the Den, and the Old Wolves concerned.

#### **Regular Pack Meetings**

Introduce simple items such as masks, paper cups, paper boats and planes, etc. The older Cubs may work on a composite model for the Toymaker badge. All the Cubs could do sketching or drawing as a game or activity (e.g., draw the flags of the Union Flag). It is best to leave "messy" items such as papier mache for special meetings as such items are awkward to store and much time is lost in cleaning up. Possibly ten to twenty minutes is long enough for handicrafts at a regular meeting.

#### **Special Pack Meetings**

Once or twice a year, devote a whole evening to handicrafts. Plan it carefully and have a variety of things to do so that the Cubs may have plenty of choice.

#### **At your home**

Some Pack Scouters have had a few of the Cubs at their homes on a Saturday morning. This was to give special time for the handicraft badges.

#### **At the boys' homes**

This is an opportunity that is often overlooked. Fathers in particular have found and will find great pleasure in working with their sons. Through this approach you enlist the aid of the parents and possibly the more talented of them may visit the Pack to tell a yarn to the Cubs.

#### **HOW TO GO ABOUT IT?**

Ideally, your job will be to provide a variety of materials and tools, a lot of encouragement, and some ideas, and then to leave the choice of materials and objects up to the Cubs and let them experiment.

Materials may be secured from many sources – spools from drapery departments and sewing centres; cartons, bags, cigar boxes, and large wooden boxes from neighbourhood stores; mill ends from lumber dealers; cans of all sorts from homes and restaurants; clay from nearby clay beds; bottle caps from soda fountains; and pine cones from camp; corks, pins, buttons, chalk, crayons, paints, scissors, etc.

Instructors – enlist your friends, neighbours, and the parents of the Cubs. Is there a model railroad club in your area? Ask an official of the club to visit the Pack. Have talented people come down not so much to instruct as to interest the Cubs through yarns and demonstrations.

Encourage the Cubs to make simple but practical items that can be completed in one period, if possible, and that can be used for gifts. In this way it gives double enjoyment to the Cubs.

Remember that it is the experience that counts, not the product; and be prepared to give plenty of praise even for the most unearthly creation, if it took effort to produce.

Encourage the Cubs to earn the handicraft badges.

Tie in the other aspects of Cubbing with handicrafts. For example, if planning to make Jungle props such as masks, lair curtains, animals either painted or modelled, tell the Jungle story first, do the Jungle plays, and then the handicrafts. If you are having a Special Pack Meeting based on *Treasure Island*, tell the story, encourage the Cubs to read it, have Sixes act out portions, and then get the Cubs to suggest the props and how to make them. Go on to make pirate pistols and costumes, a treasure chest out of a cardboard carton, Jolly Roger flags, etc.

If at all possible, give the Cubs an opportunity to do messy items such as spatter printing, papier mache work, finger painting, poster making, etc.

Suggestions for teaching – use demonstrations, finished models, sketches and explanations. Make the models yourself so that you will be prepared to assist the Cubs at the difficult parts, but don't help the boys too much. Let them work out their own problems. Give a warning signal for clean-up time and be sure that there is a thorough clean-up by the Cubs. Encourage them to work on their unfinished models at home.

### WHAT CAN BE DONE

*Drawing and Painting*, with chalk, crayon, pencils and water colour, or temper paints. Let the Cubs use creative ideas related to their own experience. Use games and competitions such as "Draw a sketch showing what you liked doing best last summer". Get a quick sketch artist to visit the Pack and give a few hints to capture the Cubs' interest. Go on to spatter printing and encourage the Cubs to do this at home. (It may be wise to warn the parents first.)

When modelling with clay, sawdust, or wax the only tools required are fingers. The clay may be had at a local clay pit, and washed of other soil it will serve the purpose. Suggest animals, fruits, humans, furniture, Indians, etc. Get the Cubs to use original ideas.

*Pottery*, using clay. Insist on practical objects, but again let the Cubs use their imaginations about shape, form and colour.

Where the clay cannot be permanently finished by firing it may be shellacked and painted with poster paint.

*Weaving and braiding* using yarn, cord, string, rags, reeds, grass, old nylon hose, etc. Encourage useful objects, but let the Cubs develop their own ideas about colour and design.

*Woodwork* of all kinds – simple games, puzzles, bird houses, kites, airplanes, boats, doll's furniture, scooters, toys, etc. Encourage the making of articles for the home such as knickknack shelves, window boxes, shoe scrapers, book-ends, lamps, door stops, etc.

*Plaster* casting of natural objects or of the models made in clay.

*Papier mache* work – articles for the home such as ash trays, masks, ornaments, puppets. How to make this inexpensive craft material is described elsewhere.

*Metal Work* for the older Cubs could include ash trays and bowls hammered out of pewter, copper, aluminum and tin. Tin-can craft is an inexpensive and satisfying hobby.

*Corn husks* may be used to make doormats, hearth and whisk brooms, baskets and table mats. After being dyed the desired colour, they are folded in strips and sewed together end to end as in braided woollen rugs for blankets, hats or doormats. The husks tied in bunches and attached to a wooden handle make satisfactory brooms for the den.

*Christmas ornaments* made from coloured paper, coloured paper strips, aluminum foil wrapped around walnuts, painted or gilded pine cones, and tin cans cut into various shapes.

Other crafts of interest to Cubs are leather work, printing (stick, potato, spatter, or block), basketry, candle dipping, kite making, posters, puppetry, and lantern making.

### WHAT HAS BEEN DONE

Soap carving, wooden lawn figures, doll's beds made for a small sister.

Door stops made of small jars filled with sand and covered with coloured pictures from magazines.

Checkerboards made of beaverboard or masonite and checkers cut from an old broom handle, sanded and painted. Instead discarded bottle caps painted red and black may be used.

Flower pots from coffee cans, clothes pegs, and bright paint.

Composite model of a Cub camp. Each week the Pack Scouter can make a list of things suggested by the Cubs, and, when the items are brought in, the best ones are chosen and placed in the model.



A “Peep-Hole” Theatre of a cardboard box with a peephole in one end. It shows an Indian village complete with wigwams, a fire with a pot on a tripod, Indian braves, squaws and papooses, and the whole scene is lighted by a candle.

For the home – curtain tie-backs, bird houses, garden ornaments, kitchen memo-pad holders, tie racks and door stops.

A B C box – 26 medium-size spools were collected, painted in bright colours, and a letter of the alphabet pasted or printed on each spool. The spools were then collected into a brightly painted cigar box and used as gifts for younger brothers and sisters.

You name it? – drift wood was collected from beaches and either rubbed and varnished or painted to resemble animals, insects and flowers, and these were used as unique center pieces or candle holders. Roots of cedar trees can also be used, and made into weird shapes and grotesque heads for den decorations.

Toy Shops are usually operated by a District, and Cubs have collected, repaired, and distributed toys to crippled children's homes and hospitals. Cubs can collect Christmas cards and make up scrap book, and can do some repair work at home.



### **SUGGESTIONS FOR A PACK HOBBY SHOW**

Any toy or model can be submitted. The only stipulations are that whatever is submitted must be entirely the Cub's own work, and must be of reasonable size so as not to take up too much space.

Model aeroplanes, boats, engines, little wagons, doll's houses, miniature campfires, carved totem poles, miniature furniture, novelty dolls made from yarn, string of peanuts, etc., are all good entries.

Drawings, painting, plasticine or clay images and models, stamp collections, postcard collections, match cover collections, etc., knitting, weaving, raffia work, birch-bark models like canoes, teepees, dishes, and items carved from wood or soap.

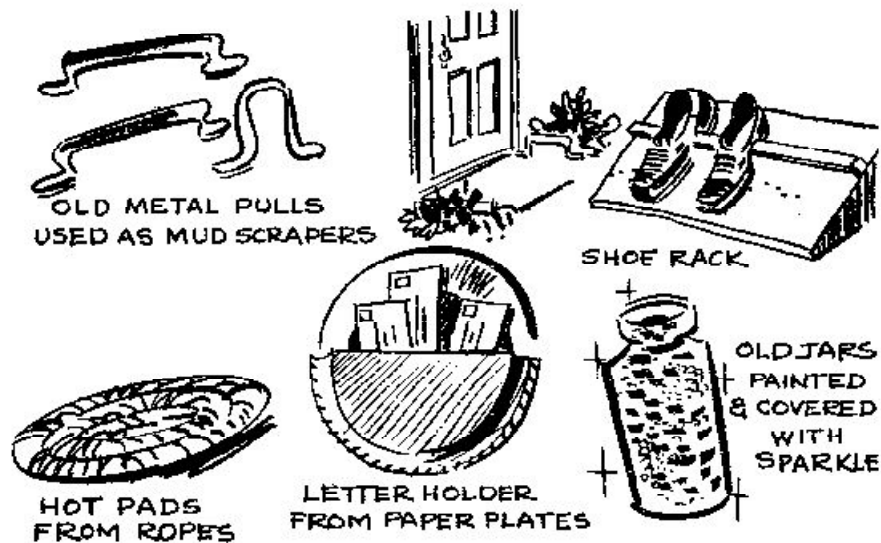
### **OTHER SUGGESTIONS**

#### **Home Gadgets**

How to make life easier for mother – by making mud scrapers, broom holders, shoe racks, tie racks, cupboard shelves, hot pads, letter holders, etc.

#### **Home Inspection**

Every Cub to check his own home and yard with his Dad, list jobs to be done and, with the help of Dad, tackle some of the jobs. Jobs may include screens to repair, windows to putty, hinges to tighten, paint to touch-up, etc.



### PUZZLES

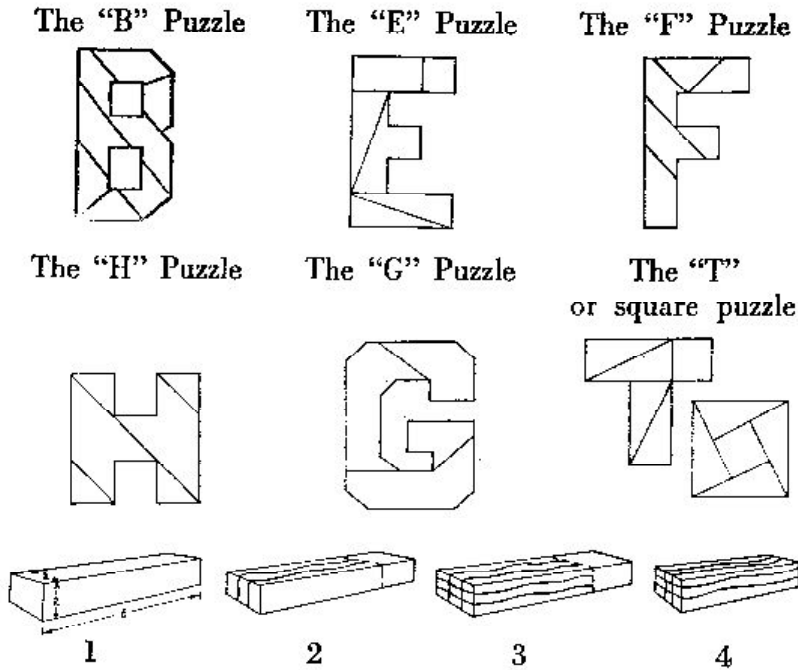
Puzzles are as old as history. They provide manual and mental activity for the Cubs, and are most useful as Lair games during Inspection or for a quiet period in the programme.

With a little care the puzzles will last a long time. Keep them in strong manila envelopes or in cardboard boxes of the appropriate sizes.

#### **Puzzles can be made from Cardboard, Masonite or Plywood**

Letters – make the letters *big* – at least ten inches high; cut the whole letter out first, then into pieces as close to the proportions indicated as possible; use a different colour for each puzzle or mark each piece of the puzzle by the letter of which it forms a part; mark each envelope or box with the number of pieces it contains.





- 1) Get a block 2X2X6 inches.
- 2) Cut two wavy lines to dotted line.
- 3) Turn block over – cut two more wavy lines.
- 4) Cut off last 2 inches – dust off sawdust.
- 5) Try to put puzzle together again.

### Jigsaw Puzzles

These can be easily made by pasting attractive coloured pictures or covers from magazines onto stiff cardboard and then cutting into shapes. The puzzles can then be put into good size envelopes and sent to a children's hospital.

### SPATTER PRINTING

Spatter printing is a lot of fun, and after a little practice, with a model as a guide, any Cub can make some fine birthday and Christmas cards of his own. If working with only two or three Cubs, a cheap perfume atomizer can be used with better results, as a fine spray is better looking.

Equipment: an old toothbrush; scissors; a four-inch-square piece of wire window screen; some heavy paper for stencils; better paper for your final prints; and some thin water colours (show card paint, tempera, or even school paints) or ink. The colour should be thinned out considerably.

From the heavy paper cut out a star or pine tree or other simple design, and lay it down on a sheet of practice paper. Holding the screen about four inches away from and directly over the cutout design, dip the tooth brush into the desired colour. Shake brush almost empty of paint, and then scrub the brush over the screen, spattering tiny drops of colour around and on the cut-out. Remove the cut-out from the paper very carefully to prevent smearing, and a white star surrounded by a hazy halo of colour will appear. With combinations of star, moon, birds in the sky, and trees, houses, animals on the ground, and a corresponding combination of colours, a nice-looking spatter print can be formed and duplicated as many times as wanted.

After spattering just the star cut-out, next try the “frame” design that the star was cut from and two altogether different results take shape. A spattered border around the print will do wonders toward making a more finished project.

### **PAPIER MACHE FOR MODELLING**

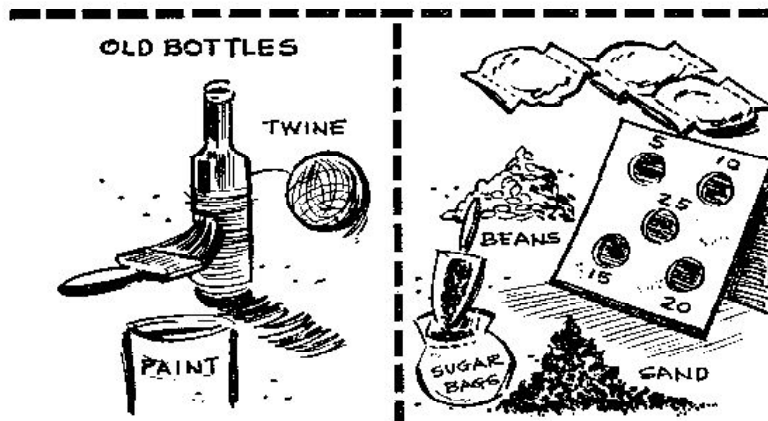
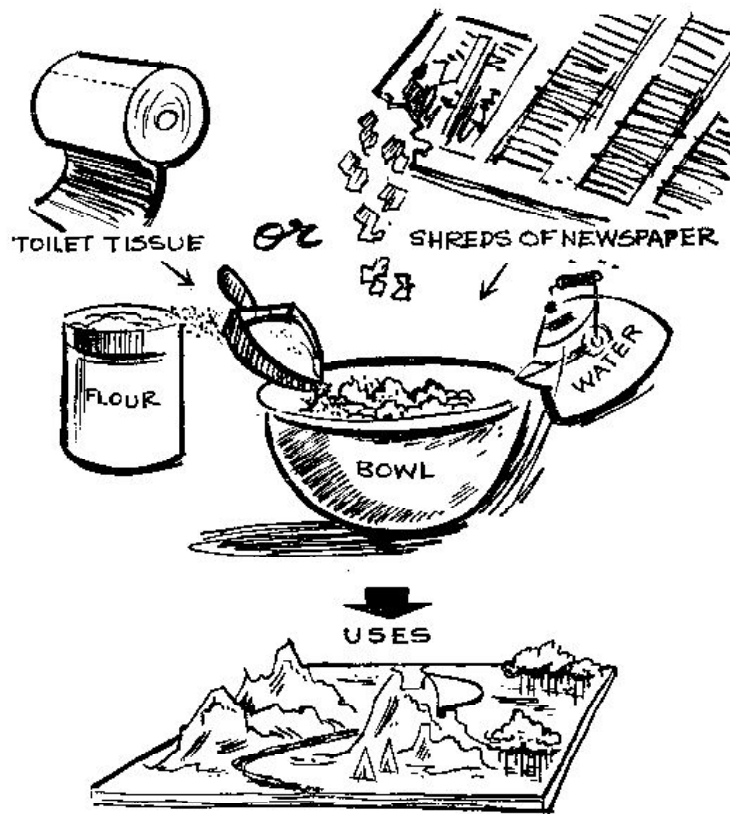
Papier mache is a valuable and inexpensive modelling material. It can be worked as easily as clay or plasticine and is lighter in weight, less costly, and hardens naturally into forms which merely require painting.

#### **Materials**

Mixing bowl, roll of toilet paper (or newspaper squares) white flour and cold water.

#### **Procedure**

1. Tear the paper into the bowl. The bits should be as small as postage stamps. Prepare a good quantity because it will take up much less space when it is wet.
2. Sprinkle the paper generously with white flour and mix thoroughly.
3. Add cold water gradually, working the mixture into a soft dough with the fingers.
4. If it gets too sticky, add more paper and flour.
5. Carefully eliminate all lumps with the fingers.
6. Any unused mache may be kept for a day to two by wrapping it in a damp cloth.



### PAPER DECORATED BOTTLES AND CANS

Handsome containers for a variety of purposes can be fashioned from discarded glass or metal containers by trimming them with cut-outs from magazines, bits of wallpaper, and coloured paper.

1. Cut out coloured parts of magazine illustrations or advertisements. Trim them into various shapes and sizes to suit your fancy.
2. Select jam jars, bottles, and tin cans.
3. Use paste or glue to fasten the paper shapes in a design on the container.
4. Edges may be outlined in india ink or a dark paint.
5. When paste has dried, coat the work with shellac or clear varnish.

### THINGS TO DO WITH ODDS AND ENDS

Here is a list of discarded materials which may be found anywhere. Treated with imagination and care such materials can be transformed into useful articles.

#### Cloth

Binder twine: Braid and sew together for mats, purses, and rugs.

Clean burlap and sugar sacks: Use for wall hangings, air curtains, and rugs. Use scraps for bean bags.

Felt hats: Use for crafts, jewellery, protective pads on wood, metal and clay objects.

Oilcloth: Use back for doing messy jobs. Use in making toys, cushions and book covers.

String: Use for bookbinding, kites, and jewellery.

#### Glass

Bottles: Use for containers and craft work. Fill with various quantities of water to make a musical scale.

Jars: Use for brush, paste, paint, powder containers and vases. Decorate with string.

Mirrors: Use in playhouse and model room activities or for water effects in sand tables.

#### Leather

Chamois skin: Use for crafts in Indian unit, and for gloves or purses.

Purses: Cut apart and use in making billfolds or in bookbinding.

#### Materials from Nature

Beet and Berry juice: Use for staining and dyeing.

Feathers: Use in costume design and for Indian headdress and ornaments.

Ferns, flowers, and leaves: Use in making blue prints and splatter prints.

Native clay: Refine and use for modelling. Pine Cones: Use for Christmas decoration. Potatoes: Use in block printing.

Seeds: Use to make animals, dolls, jewellery and decorations.

Straw, rushes, raffia, reeds and grass: Use for weaving and braiding.

Twigs: Use in the construction of cabins, wigwams, toys, and trees for sand-table projects. Dip into paint, and use for Christmas decorations.

Vegetables: Use as molds for papier-mache decorations.

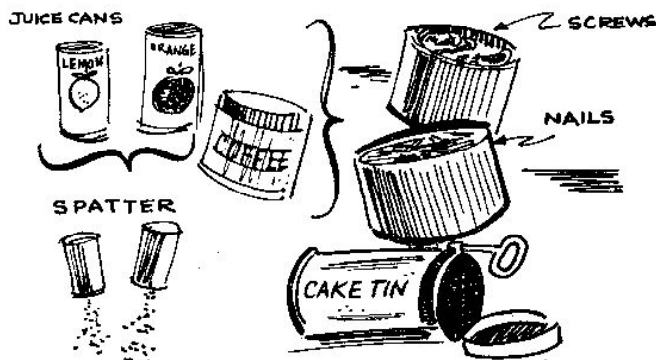
#### Metal

Clean tin cans: Make into decorative containers, water wheels, games and lanterns.

Coffee cans: Use as containers and for craft projects.

Screening: Use for spatter work.

Tinplates and trays: Useful as palettes for paint.



### **Odds and Ends**

Bricks: Cover and use for bookends and doorstops.

Bottle corks: Use as floats and balances for toys, block printing.

Excelsior: Use as stuffing for footstools, pillows, toys and puppets.

Flower pots: Paint and decorate for potted plants.

Horseshoe: Use with a spike nail for triangle in rhythm band.

Inner tubes: Use to make drums and hinges.

Linoleum: Cut out design, paint, and glue safety pin to back side for jewellery. Use for block printing and protection pads.

Paper clips: Unbend and use to hang Christmas ornaments.

Toothbrushes: Use for pasting, stencilling, and spatter work.

Sponges: Use for shrubbery and trees in sand-table activities and for cut-out figures and toys.

Wall paper paste: Add tempera and water for finger paint.

### **Paper**

Bags: Make into masks for special Pack Meetings.

Cardboard boxes, all sizes: Use in construction work and for pieces of cardboard. Model villages, houses, waste baskets, and notice boards.

Cellophane: Use to make slides, windows in model rooms, flowers and decorations.

Crepe paper: Use to make costumes, flowers, decorations, raffia, figures, and animals.

Doilies: Use to make snow-flakes, lace-like trimming for greeting cards.

Magazines and catalogues: Use to find illustrations and reference materials.

Masonite: Toys, houses, puzzles.

Newspapers: Indispensable for protection of floors and clothes. Use for making papier mache, modelling material, figures, animals, hats.

Round oatmeal boxes: Use in making drums, tom-toms, knitting boxes and wastebaskets.

Wallpaper: Use in home furnishings, and for drawing and painting.

Waxpaper: Use under wet clay and freshly painted objects to prevent sticking.

### **Wood**

Apple and tomato boxes: Use in making furniture, bird feeding stations, bird houses.

Broom handles: Checkers, wheels, funnels for toy boats, totem poles, block printing.

Blocks and scraps: Boats, puzzles, toys.

Chalk boxes: Make into birdhouses, flowerholders and containers for library cards, rulers, brushes and paints.

Cheese boxes: Use in making miniature furniture, toys, looms for weaving, containers for library cards, rulers, brushes and paints.

Cigar boxes: Use in making toys, weaving, letter boxes, toy instruments of the orchestra, containers for materials.

Clothes pins: Use to make games, dolls, fence posts, and napkin holders.

Laths: Use in construction work.

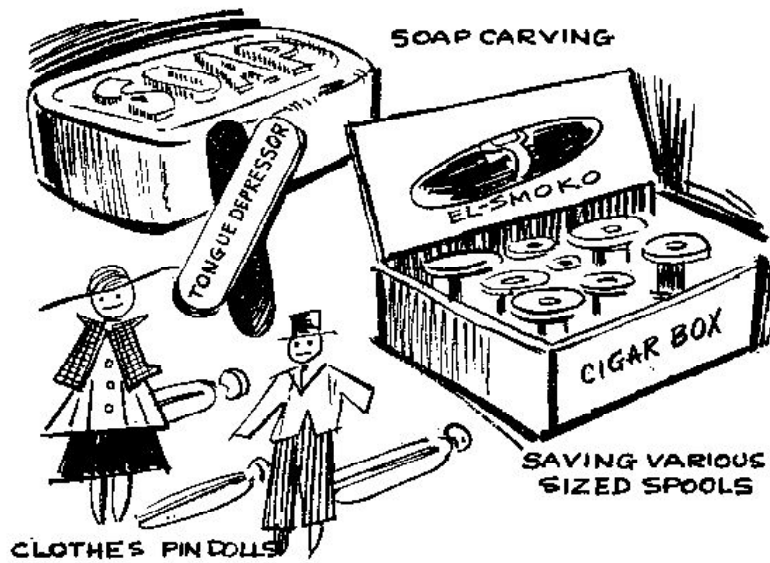
Orange crates: Use wood for construction work, bookcases, filing cases, storage shelves, playhouses, furniture. Use to build trains and wagons. Make puppet stage or moving-picture box.

Paddles from mustard jars, wooden spoons, and sucker sticks: Use to stir paint, for toys and model furniture construction, and as modelling tools.

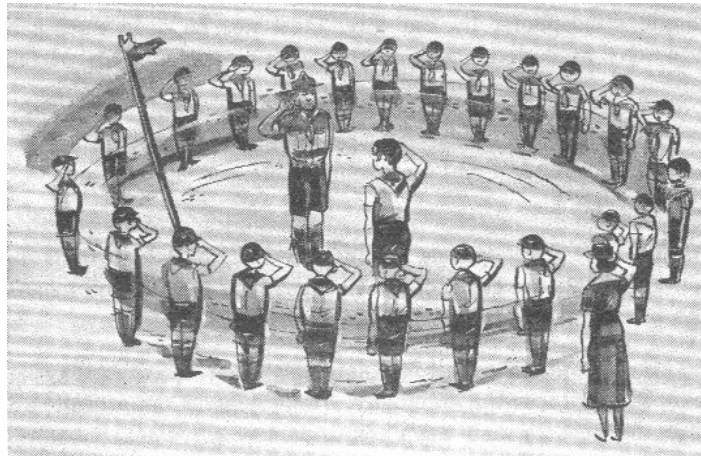
Small kegs: Make into drums, chairs, use as containers for equipment.

Tongue depressors: Use for modelling and soap carving.

Wooden spools, all sizes: Use in wood carving, toy making; use as bubble blowers, wheels, and pulleys, puppets, woggles, block printing.



## CHAPTER 11



### *Wolf Cub Ceremonies*

#### **GENERAL POINTS**

The four major ceremonies of the Wolf Cub Pack are The Investiture of a Tenderpad Cub, The Investiture of a Two Star Cub, The Investiture of a Sixer, and The Going Up Ceremony. There is also the Grand Howl, which forms part of the major ceremonies, various Presentation Ceremonies and the Flag-Saluting Ceremony.

Cub ceremonies play an important part in the life of both the Pack and the individual Cub concerned. For the Pack they create a pattern of progress, and for the Cub they mark recognition of work that he has completed and encourage him to greater efforts.

Plan all ceremonies carefully so that those taking part will know what is expected of them. Review the details each time before conducting any ceremony.

Timing and atmosphere are important. Planning of the previous and following programme needs special thought and preparation so that the right atmosphere may be developed. Jungle atmosphere, by the way, must not be used during a ceremony as it detracts from the more important part of the ceremony.

Generally speaking, all ceremonies should be short, simple, sincere, and end on a happy note.

Variations of the major ceremonies are acceptable provided the main outline is followed and any added frills do not complicate the ceremony. Usually, over-elaboration means loss of interest on the part of the Cubs.

If the Cub so wishes, parents and other relatives may be invited to witness the ceremony. It is a good opportunity to have the parents visit the Pack and meet the Pack Scouters. Take a minute or two to welcome them and to explain the importance of the ceremony.

Whenever possible, conduct the ceremonies in an outdoor setting.

The Pack Flag and the National Flag are not used in the major ceremonies of the Wolf Cub Pack.

### THE GRAND HOWL

The Grand Howl is included in this chapter as it is used for the opening and closing of Pack Meetings and forms an essential part of the four major ceremonies.

To an outsider it may not mean anything, but to the experienced Old Wolf it provides an opportunity for the Cubs to let off steam and to express, in a controlled manner, their loyalty to Akela, their joy at being so alive, their thankfulness for being Cubs, or their recognition of an award to another Cub.

The Grand Howl is used specifically as – A salute to Akela and an expression of personal loyalty, A reminder of the Cub Promise, and A greeting or tribute to a Pack friend or visitor.

If taught in the right way, every Cub will take it most seriously and enter into it with his whole heart – and lungs.

There is a very good recording available from your Provincial or Canadian Headquarters on the Grand Howl procedure. The reverse side of the recording carries a message from Baden-Powell to parents.

### Procedure

An Old Wolf calls “Pack”, and the Cubs “freeze”. Akela or an Old Wolf calls loudly, “Pack-Pack-Pack” and the Cubs respond by yelling a drawn-out “Pack”, and run into a Rock Circle around Akela, who is in the centre of the circle.

By joining hands and taking two or more paces outwards, the Cubs form the Parade Circle. See Figure One.

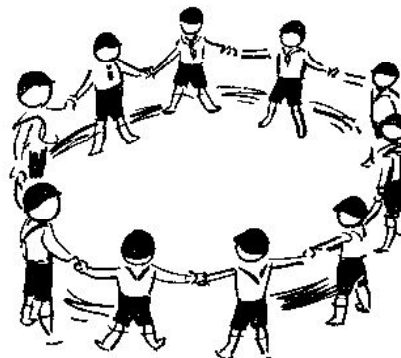


Figure One

If a Totem Pole is to be used its base should be attached. The Sixer who is to lead the Howl brings it in and stands it at Akela's right-hand side.

Akela, facing the Sixer who is to lead the Howl, nods his head, and the Sixer raises his hands over his head and brings them right down,

(Note – The Sixer remains in his place in the Circle of Cubs and does not step inside the circle.)

The Cubs, taking their lead from the Sixer, then go into the squat position – on their toes, knees wide apart, their two hands with each index and second finger close together and touching the ground, with shoulders back and chins up.

All together, they howl, making each word (but *best*) a long yowl: “Ah-kay-la” (three distinct syllables with equal emphasis on each syllable) “We-e-e-ll do-o-o-o-o o-u-r- *best*”.

“*Best*” is sharp, loud, short, and all together, and as it is shouted all the Cubs spring to the alert with the two fingers of each hand pointing upwards at each side of their forehead, to look like a Wolf's two ears.

Then they keep the two hands up while the leading Cub slowly, loudly, and in a commanding tone, calls to the Pack: “Dyb, Dyb, Dyb, Dyb” (*Do Your Best*). There are four “Dybs” and they are pronounced more like “Dib” rather than “Deeb”.

After the fourth “Dyb”, Akela salutes at which every Cub drops bis left hand smartly to his side and, changing the right hand to the salute with two fingers up but now spread out to make the salute, squeals “We-e-e-1” and barks out “Dob, Dob, Dob, Dob” (*Do Our Best*).

After the fourth “Dob” all drop the right hand to their sides and remain at the “Alert” for further instructions.

The Assistants and Instructors are in a line outside the Circle. They do not salute but remain at the alert during the Grand Howl. New Chums stand fast in the circle.

### THE INVESTITURE OF A TENDERPAD CUB

This most important of all Cub ceremonies, while made as impressive as possible should be kept simple, in order that the small candidate can understand and enter into it thoroughly. Generally he will be nervous and forget his part, and Akela should say the Promise with him.

The ceremony is best held at the beginning of a regular meeting, immediately following the opening Grand Howl. There are several reasons for this. The Pack will be ready, mentally and physically, for a few minutes of quiet attention, they will still be neat and tidy, and the New Chum will be less likely to suffer from stage fright than after a longer interval of anticipation. Also, there is definite value to the new Tenderpad in the thrilling realization that he is now, at last, a full-fledged Cub, and entitled at once to take part in all Pack meeting activities.

The number of boys invested on one occasion should not exceed two and must not exceed four. No average Pack can maintain the necessary silence for a longer period; and the break-out of a spell of suppressed giggling, started by the irrepressible contortions of some high-strung Cub, may completely spoil the effect of the ceremony. It is safer to invest only one boy at a meeting. This practice also adds to the importance of the occasion for the boy invested.

If there are a number of boys to be invested, have two ceremonies at any one meeting. If the meeting is outdoors, the ceremonies will not appear to be too repetitious.

In the case where more than two boys are to be invested, they are all called to the centre of the circle and stand in a line, two paces in front of Akela. Each boy in turn takes a pace forward and is invested by Akela. When each boy has made his Promise and received his Tenderpad Badge, the presentation of neckerchief and cap and the rest of the ceremony can be performed jointly.

It is Akela's privilege to invest the boy as a Cub. And Akela should emphasize the point that it is during this ceremony that the boy is made a member of the World-wide Brotherhood of Scouts.

In order to retain the simplicity of the ceremony, present such miscellaneous items as the Provincial and Group badges and the Six patch at some other time.



For his Investiture, the boy should have his full uniform. With the presentation of his Tenderpad badge and Group neckerchief, his uniform will be complete. Needless to say, Akela and the other Old Wolves will set the example by being in full uniform.

If it is required to put on an Investiture ceremony at a Parents' Night or Cub Show, have a demonstration, using a Cub who has already been invested.

### Procedure

The Pack is called to the Parade Circle. (Figure One.)

The Cubmaster gives a short yarn on the significance of the ceremony and its special importance to the boy to be invested.



Figure Two

The New Chum is called into the Parade Circle. His cap, group neckerchief and badges are readily available, being held by an Assistant just outside the circle. (Figure Two.)

Cubmaster: "Do you know the Law and Promise of the Wolf Cub Pack, the Grand Howl, and the Salute?"

Recruit: "Yes, Akela, I do." Cubmaster: "What is the Law?"

Recruit: "The Cub gives in to the Old Wolf. The Cub does not give in to himself."

Cubmaster: "Are you ready to make the solemn Promise of the Wolf Cubs?"

Recruit: "Yes, Akela, I am."

The Pack is called to the Alert and salute during the making of the Promise.

Cubmaster: "Repeat after me – (Cub repeats line for line)

"I promise to do my best,

To do my duty to God, (pause here)

And the Queen,

To keep the Law of the Wolf Cub Pack,

And to do a good turn to somebody every day."

Cubmaster: "I trust you to do your best to keep this Promise. You are now a Wolf Cub and one of the Worldwide Brotherhood of Scouts."

He then pins on the Tenderpad badge, hands the new Cub the metal buttonhole badge, and gives him a firm left-hand shake.

The Group neckerchief is then placed on the boy to make him an official member of the Pack. This may be done by an Assistant. In some Packs it is the custom for New Chums to wear a white neckerchief. In such cases the white neckerchief is replaced by the Group neckerchief.

The Cub Cap is handed to the Cub and he puts it on. The Cubmaster and Cub then salute each other. The Cub turns about and salutes the Pack. He pauses for a moment at the "Alert", while the Pack salute in return to welcome him to their ranks.

The Cub then joins his Six.

The ceremony ends with the Grand Howl, in which the new Tenderpad is now able to join for the first time.

### THE INVESTITURE OF A TWO STAR CUB

The aim is to have every Cub complete the requirements for his Second Star before he goes up to Scouts.

Because of the time and effort required to reach this stage of proficiency, the Cub or Cubs concerned should be given special credit for their work. Make this a worthwhile and happy ceremony.

A Pack Scouter should collect the caps and attach the Stars before the actual ceremony.

#### Procedure

The Pack is formed in Parade Circle as for the Investiture of a Tenderpad, but the Cubs who have earned their Second Stars are together, bareheaded, inside the circle. (Figure Three.) Their caps, with the two stars *attached*, are with Akela.

Akela gives a short yarn to point out to the Pack how these Cubs have successfully completed the requirements for becoming full Wolf Cubs. The yarn told by the Founder on page 125 of *The Wolf Cub's Handbook* is suitable.



Figure Three

If the Pack possesses a Totem Pole it is now brought into the circle by an Assistant Cubmaster.

The Pack gives the Grand Howl. The Two Star Cubs join in even though they are inside the circle.

The Cubmaster says:

“Will you repeat your Promise as a Cub?”

The Pack comes to the Alert and salutes.

Each Cub, in turn, repeats the Promise, phrase for phrase after Akela. Akela hands each his cap and gives him a firm left-hand shake.

When all have repeated the Promise the Cubmaster asks, “Will you do your best?”

The Cubs reply: “We’ll – dob-dob-dob-dob.” If one Cub only he says, “I will do my best.”

The Cubmaster answer, “Then good hunting to you!” and waves them away.

The invested Cubs run back to their own Sixes, shake hands with them, and take their place in the Circle.

### THE INVESTITURE OF A SIXER

The formal investiture of a Sixer in the presence of the Pack is of definite value as it adds importance to the rank, and helps to fix a sense of responsibility in the Cub.

In most cases he is already a Second. He should also be a Two Star Cub. Of necessity these rules would be modified in a new Pack.

The ceremony is best held at the end of the meeting about a month after the Sixer's appointment, when he has proved his worth.

#### Procedure

The ceremony is divided into four parts:

1. A *short* yarn by Akela, addressed particularly to the new Sixer and the Cubs of his Six.

2. The repeating, after Akela, of the Sixer's Promise:

“I promise to do my best.

To help the Old Wolves of the Pack, and the Cubs of my Six;

And to give the (colour) Six as good a lead as I can.”

3. Giving the Sixer formal charge of the Six by presenting him with his stripes.
4. Formal acceptance of the Sixer by the Cubs of his Six through each of them welcoming him with a handshake.

The ceremony will conclude with the Grand Howl, led by the new Sixer.

### THE GOING-UP CEREMONY

It is a wonderful feeling for a Wolf Cub to “Go Up” to the Scout Troop. He has left behind him in the Jungle, his coat of fur, his own lair, and his Wolf Cub brothers. To the Cub, the land of make-believe is no more, as he is now to take his place with the older Scout brothers. Overnight Hikes, Camping and Camporees, Jamborees, and Rallies are now in the present, not in the distant future. More practical training is within his grasp, companionship and loyalty with and for his brothers.

The welcoming role of the Scoutmaster, Patrol Leaders and Scouts of the Troop in the Going-Up Ceremony is of utmost importance. The Cub going up must be made to feel welcome and at home.

Preparations for the Going-Up Ceremony must be carefully made at a Group Council Meeting. The Scoutmaster and Patrol Leaders should be known to the Cubs. Occasional visits to yarn and play a game with the Cubs will help to introduce the Scoutmaster and Patrol Leaders to the Pack. Arrange with the Scoutmaster that the Cubs who will be going up be invited to take part in Troop and hikes with the Patrol that they will be joining. Invite the Patrol Leaders to the Pack to run a portion of the programme. Also, Pack Scouters and the older Cubs should be encouraged to visit the Troop and join in their activities, and perhaps have a game or two that the Cubs know.

The Group Council will decide whether it is best for the Pack to visit the Troop or for the Troop or a Patrol to visit the Pack. Occasionally, several Cubs will be going up to different Troops at one time. An effective arrangement in this case is the assembling of a Composite Troop of the Patrols into which the Cubs will be going. If possible the ceremony should be held outdoors and an effort made to make it a happy affair giving an opportunity for the Cubs and Scouts to have an evening or day of good fun and refreshments together.

Send the Cubs up when they are ready. This is not always possible, but, in any event, avoid holding one mass ceremony a year. The drawback of this latter practice is that a number of Cubs are kept in the Pack long after they should be, and their keenness to become Scouts is dulled.

Prior to or following the ceremony be sure that a copy of the boy’s record of progress in the Pack is given to the Scoutmaster.

Some Groups have developed the fine custom of having the Group Committee or Group Council present a copy of *Scouting for Boys* to the Cubs who have gone up.

### Procedure

The Pack forms a Parade Circle at one end of the den or field, and the Troop forms a horseshoe a short distance away with the open end of the horseshoe facing the Pack. (Figure Four.)

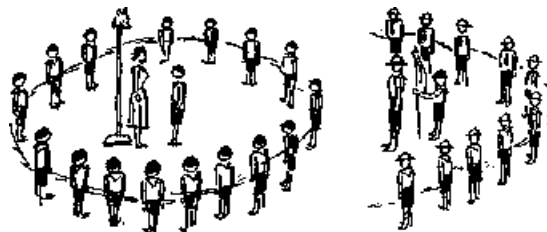


Figure Four

Akela is in the center of the circle, and the other Old Wolves are on the far outside of the circle away from the Scout Troop.

The Scoutmaster is in the opening of the horseshoe with the other Troop Scouters in a line alongside the horseshoe.

Akela gives a few brief comments on the progress made by the Cubs who are going up and expresses great pleasure that they are going on with their Scouting.

Sorrowful or sentimental thoughts that the Pack is losing some of its best boys are quite out of place. This is the time to express gratitude that the Cubs who were always in training to become Scouts will now be able to take that important step.

The Pack does the Grand Howl. The Cubs who are going up fall out in front of Akela who wishes them Good Hunting in the name of the Pack.

The Cubs then repeat their Promise after Akela.

The Cubs walk back to shake the hands of the Cubs in their Sixes and the other Old Wolves returning to the center of the circle.

The Pack gives them three cheers and then squats.

The Cubmaster and the Cubs go to the opening of the Troop horseshoe where the boys are formally presented to the Scoutmaster. The Scoutmaster welcomes the Cubs to the Troop and introduce them to his Assistants and the Cubs Patrol Leaders. (It has already been decided by the Cubs concerned and the Court of Honour as to which Patrols the boys will join.)

The Patrol Leaders take the Cubs to their Patrol who welcome the Cubs.

The Ceremony closes with the Troop yell or three cheers for the new recruits.

### **SCOUT INVESTITURE FOLLOWING GOING-UP**

This is to be encouraged in order to avoid the lost feeling many Cubs have before being made a full member of the Troop.

The necessary arrangements should be made well in advance at a Group Council meeting. The Patrol Leader or Second will visit the Pack and instruct the Cub who is going up in his Tenderfoot requirements. The Scoutmaster will arrange a time and place for the Cub to pass his requirements.

When the time comes for the Going-Up Ceremony to take place the Cub will bring along his Scout hat and shirt.

After the Cub has gone up to the Troop, the Pack will withdraw, the Cub will change into his Scout shirt, and will be invested as a Scout by his Scoutmaster.

### **PRESENTATION CEREMONIES**

#### **First Stars**

The Pack is formed in a Parade Circle. Those Cubs who are to receive their First Star are called out. It is explained that they have now one eye open and that the First Star is only a signpost on the way to their Second Star. The Cubs are handed their caps (with stars attached) to put on. The other Cubs give a Cub cheer.

This is the opportunity to make use of such distinguished visitors as the Scoutmaster or District Scouter to make the presentation.

#### **Service Stars**

Keep close watch on your record book and try to make presentation of Service Stars as a programme surprise item. Be sure that the Cub's service has been satisfactory.

#### **Badges**

The Pack is formed in a Parade Circle. A short, simple introduction to the presentation is given. Each Cub is called out individually to receive his badge. After the ceremony the other Cubs give a Cub cheer.

In your comments, encourage the Cubs to try for and earn the Service badges such as First Aider, Guide and House Orderly. When completed, give the Cubs special recognition for effort.

Don't keep the boys waiting for their badges by holding them for a Parents' night or other such event. Present the badges as soon as you receive them and, at the special event, call the boys out and show the visitors the badge or badges already sewn to the jerseys.

### Leaping Wolf Badge

When a Two Star Cub has gone up to the Troop and has been invested as a Scout, he is entitled to wear the Leaping Wolf Badge. The presentation is usually made by the Cubmaster who has trained the Cub. The presentation takes place immediately following the Cub's investiture as a Scout.

### FLAG CEREMONY IN THE PACK

Breaking and saluting the flag, with the emphasis on saluting, is part of the ceremonial in the Cub Pack.

It serves the purpose of bringing Duty to the Queen more realistically to the Cubs and is also a useful supplement to the First Star requirement on the Union Flag.

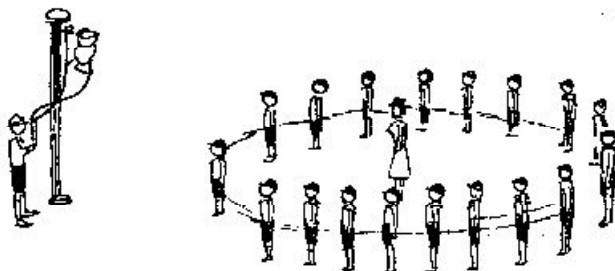
### Procedure

Either the Union Flag or the Canadian Ensign is prepared by an Old Wolf or a Cub Instructor.

After the Pack has completed the Grand Howl, Akela says "Face the Flag". It is broken by an Assistant or a Cub Instructor, and Akela leads the Pack in saluting by saying, "Pack, Salute". Akela will then say, "Inward face", which is followed by directed Cub Silence or prayers to conclude the opening ceremony.

At the end of the meeting the Pack will again do the Grand Howl, then "Face the Flag" while it is being lowered by an Assistant or a Cub Instructor. There will be no saluting. "Inward face" is followed by Cub Silence or prayers.

If it is customary for the Flag to be permanently displayed in the Pack Den, then breaking the flag at the opening and lowering it at the closing of the meeting will not be necessary.



## CHAPTER 12



### *Duty to God in the Wolf Cub Pack*

To do his duty to God is the first and most important part of the Promise for the Cub, the Scout and the Scouter. It must be considered a regular part of the Pack programme and not something that may crop up once a year at church parade time.

The Founder said to Cubs – “To do your duty God means never to forget God, but to remember Him in everything that you do. If you never forget Him you will never do anything wrong. You are taught to say grace before dinner, and to return thanks to God after it. Well, I think that you ought to do the same after everything that you have enjoyed, whether it is your dinner, or a good game or a jolly day. God has given you the pleasure, so you ought to thank him for it.”

#### **THE PACK SCOUTER’S EXAMPLE**

It must be realized that the Pack Scouter’s personal character and example is the most important matter affecting the religious development of the Cubs in the Pack. Cubs will *do as we do* far more than they will *do as we say*.

The boy is a master in the art of not listening to talk. His whole instinct is towards something more active and interesting. He may appear to listen for several minutes together, with his mind a total blank or away off, and yet, when a question “rings a bell” in his subconscious mind he comes back unerringly, in time, to give a more or less adequate answer.

For this reason the Cub should be encouraged to do some of the talking and from the very beginning be made to realize that duty to God is an active part of Cubbing.

On our part we must learn to talk sparingly and be constantly careful of our actions. We must be prepared to accept, as adults, the implications of the Scout Law and Promise. We must be positive in our attitude to our own religion for our outlook will affect the Cubs. We must do those things that we expect the Cubs to do.

#### **THE PARENTS**

The co-operation of the parents must be sought. It is essential that you know the home background and religious denomination of the family in order to encourage and guide Cubs to

carry out their duty. In many cases in Canada, Scouters were instrumental in bringing the parents of a Cub back to the church through their explanation and example of duty to God.

### **THE CUBS**

With many Cubs it is necessary to start with a simple explanation as to who God is and why and how they do their duty to God.

When the Cubs ask “Who is God?”, they might be told, “Someone who is good and kind and likes us to be good and kind too, someone who takes care of us”. They want to know, “why do we do our duty to God?” And the simple yet complete answer is, “We do our duty to God because He made us, because He loves us and looks after us and needs our help”. Cubs will accept such a statement without elaboration even if it is new to them, for most boys have a natural tendency towards religion, are eager for faith and ready to be loyal to any lead.

Then Cubs will want to know, “How do we do our duty to God?”. Here are four ways we can tell and show them.

1) By going to our own churches and places of worship and Sunday Schools. Here we learn more about God and his laws, and there join in public worship with the other members of our family.

2) By enjoying and putting to the best possible use all the gifts that God has given us. The Cubs should be made to realize how fortunate or, better still, how blessed we are with the great variety of God’s gifts, our eyesight to see his works, legs and the power to run, jump and climb, fingers and how they can feel as well as make so many things. The Cubs must be taken out of doors as much as possible. Let them feel and sense God through the study of nature and the resulting appreciation of all her wonders and beauty. By bringing the Cubs into close touch with the plants, the animals, the rocks, the birds, the mystery of the sea and the heavens and the fascination of the colouring and the scent and the modelling of the scenery, their eyes will be opened to the wonders of God’s creation and the eventual acceptance of a divine controlling power.

3) By helping other people through putting to good use the gifts that He has given them. The Good Turn, which starts at home, then in the neighbourhood, then as a Six and occasionally as a Pack. Encourage the Cubs particularly to seek opportunities for Good Turns to the sick and the aged, to families who are in distress and to children who are handicapped. Encourage the Cubs to earn the Service badges so that they may render skilled assistance to persons in need. The habit of service, and the idea that the Good Turn is done for the love of God, to please Him, and because He told us to love and serve other people are qualities to be developed.

4) By remembering to thank Him not only by saying grace before and after meals but also saying “thank you” for a good day or a good game and all the innumerable things for which we ought to thank God.

Personal prayers are by far the best, and Cubs should be encouraged to pray. Possibly a Cub or Pack prayer could be typed on cards distributed to the Cubs. It should be simple and short. It will encourage the Cubs if they are told and know that the Old Wolves say their prayers regularly and as naturally as they brush their teeth. The programme should include Pack prayers at either the beginning or the end of the meeting. The Cubs should be quiet, at ease, caps off, eyes closed. This attitude should be developed and expected for Cubs are small boys talking to their Maker.

In Packs of mixed denominations possibly a directed Cub Silence would be better than prayers. This is a period of personal, silent prayer. It is most important that the Cubs’ thoughts be given some direction by the Pack Scouter saying beforehand, “Now this is our time to pray and we will remember to thank God that Ronny is recovering from his accident”, or “Thank God for the great time we had on last Saturday’s hike”, and so on.

**THE CLOSED GROUP**

This is the Group, usually church-sponsored, that restricts its membership to Cubs who are members of the church or institution.

It is relatively easy to put over duty to God to Cubs in such a Pack. More than likely, the clergyman concerned is usually the Chaplain of the Group and, as such, is responsible for the Cubs' religious training. The Chaplain will be welcome to visit the Pack, lead the prayer, and talk to the Cubs about their duty to God.

**THE OPEN GROUP**

This is the Group that may be sponsored by a church or institution and yet does not restrict its membership to boys of that church or institution. It is the right and privilege, however, of this Group to add whatever religious content to its programme that the Group Committee, Scouters and Chaplain may decide.

In such a case, Cubs of other faiths must be permitted to withdraw during prayers and under no circumstances, whatsoever, must they be expected to attend religious observances other than those of their own church.

It is up to the Pack Scouters to encourage these Cubs to do their duty to God according to their own convictions.

**THE COMMUNITY GROUP**

This is the largest group of all. In the vast rural areas, it is not always possible for a rural church to sponsor a Group so the community brings boys of all faiths together in a Community Group.

If at all possible, the clergymen of the community concerned should be on the Group Committee. Then the Scouter may consult with each in turn and arrange for the Cubs of each faith to go to their own clergyman for instruction on their duty to God.

Here again, the Pack Scouter must know what is expected of each Cub and encourage him to carry out his religious duties. The Association's Religious Policy (Policy, Organization and Rules, Rules 11, 12, 13) should be made clear to all the clergymen.

**STORY-TELLING – PLAY-ACTING MAKING THINGS**

Although these activities have been covered in detail in other chapters, their great potential value in reminding the Cubs of their duty to God is again stressed.

**Story-Telling**

Tell stories of the Saints, emphasizing their human qualities. Start with St. George, St. Andrew and St. Patrick. Tell Bible stories, but avoid the same stories that the Cubs have recently heard in school or Sunday School. Encourage the Cubs to tell their favorite Bible stories. For Christian Cubs, stories of the boyhood of Jesus are well liked, and it is appealing to Cubs to realize that Jesus was a boy just like themselves in many ways. That he became a carpenter like his father, which is a positive, natural happening that a Cub can picture and understand.

**Play-Acting**

If the story was a good one, the Cub is reluctant to let it end when it does, so why not dramatise it. First discuss the story to bring out the key points and then let the Cubs act it as Sixes. The Cubs will have a wonderful time acting such stories as St. George and the Dragon or the landing of St. Patrick in Ireland on the night of the big Druid festival. In this way, not only are the stories doubly enjoyed, but the key details become fixed in the minds of the Cubs.



Don't forget the stories of great Christian men of today such as Doctor Albert Schweitzer and of earlier Canadian times such as the Canadian Martyrs. Here is a list of Bible stories suitable for Cub acting.

Jacob's Ladder	Walls of Jericho
David and Goliath	Samson
Joseph and his brothers	The Good Samaritan
The Sower	The Prodigal Son

### **Making Things**

Making things – such as a corporate model for the stable of Bethlehem at Christmas or the garden of the Resurrection at Easter. The Cub can also design and make his own cards for Christmas, Easter, birthdays, or Mother's Day.

Making things always makes a boy happy; if he is making something to the glory of God – whether it is a greeting card, a bird house or nesting station, or a toy for a sick child – he should be doubly happy. When creating some one thing, however trivial, there is always room for a thought of the Creator of all things.



### **GENERAL POINTS**

#### **The Promise**

When the Promise is being made there should always be a pause after the phrase, To do my duty to God – thus, this part of the Promise is made to stand out in the mind of the Cub so that he is left in no doubt as to where his first duty lies.

#### **Results**

We may not see the results of our work, but if the seed we planted has found good ground and taken root, it will appear in the good thoughts and good actions of the men who, as boys, were Cubs under our Leadership.

#### **The Scouts' Own**

One of the most effective ways of linking religious training and Cub training is by the holding of regular Scouts' Owns on Sunday, during the week, on an outing, and always on Sunday at camp.

It is not difficult if viewed simply as a Special Pack Meeting with the Cubs seated in the circle as usual.

The programme could comprise a hymn; the reading of a selected Bible story, questions and brief discussion of the subject, a hymn, an appropriate story from another source, a final hymn, and the repeating in unison of a Cub prayer or the Lord's Prayer.

It must be pointed out that the Scouts' Own is supplementary to and not a substitution for normal religious observances and that attendance is voluntary.

### **Church Parades**

These do not necessarily have to be held outside, but may consist of the Cubs, Scouts and Rovers assembling in the church basement prior to parading upstairs to a service.

Such a parade must be cleared with the Commissioner, and again, it must be understood that attendance is purely voluntary.

### **The Pack's Contribution**

The Cubs may render many useful services to other church groups, especially women's organizations, by acting as messengers at bazaars, teas and suppers, and by delivering parcels from church affairs or delivering flowers to the sick for the Flower Committee. They may even make a small contribution to the church funds as part payment for use of the hall.

### **Scouting and the Church**

Scouting is not, in the ordinary sense, an organization. Rather, it is a movement with a framework of certain principles common to practically all denominations and religions, which any group is encouraged to fill out with its own distinctive tenets and religious practices.

The steady growth of Scouting as a church activity in Canada has continued until today the majority of Scout Groups are Church Sponsored.

### **Scouting's Value to the Church**

Scouting is a virile programme with a forward look, and has behind it many years of successful experience. New ideas are being collected constantly, collated and passed on to leaders through official magazines and other publications, and by a progressive training system. These ideas include suggestions and examples of effective contributions of Scouting Sections to church life and activities.

Here are three ways in which Scouting is of value to the church:

- 1) It provides a programme for the Church to attract, and hold boys of the community.
- 2) It interprets religion to the Cubs in concrete terms of doing and helps to dispel a perhaps prevalent attitude that to be religious is, somehow to be lacking in manliness.
- 3) It provides an opportunity for men of the Church to serve as members of the Group Committee and through leadership give guidance to the Cubs in the Pack.

### **What Scouting Asks of the Church**

Scouting asks the Church for its appointment of an active Group Committee and blessing upon Scouting's effort to help boys along the path of practical Christian citizenship. For indoor accommodation for at least one meeting a week for each section of the Scout Group: a reasonable amount of freedom to pursue Scout methods of training; and the formation of a Ladies' Auxiliary. Of the clergyman it asks fairly frequent, if brief, visits to the various sections of the group on meeting nights, and discussion with Group leaders regarding religious observances during the Summer camp. The clergyman will find that acting as Group Chaplain is helpful and valuable in establishing a common meeting ground for himself and the boys of his church.

## CHAPTER 13



### *Proficiency Badges*

“The object of the Proficiency Badges”, says the Founder in *The Wolf Cub’s Handbook*, “is to help remedy defects and to develop character and physical health. Badges are activities which individual Cubs can take up in order that they may progress further along the Cub path; they should be encouraged to take them up with a view to self-development *but not at the expense of their ordinary (Star) work with the Pack.*”

And then the Founder outlines some excellent ways by which the Cubs can earn the badges.

The following points and suggestions are in addition to what the Founder has said in the Handbook.

#### **STANDARDS**

1. Except for the more remote areas of Canada, a Cub should go to an independent examiner to pass a badge.
2. The examiner must know and should adhere to the requirements for the particular badge.
3. Let the examiner know the type of boy (i.e. shy, rough, slow, bright, etc.) he is to examine for a badge.
4. Give the Cub an informal test or check before sending him to the examiner.
5. Effort is more important than proficiency.
6. Exceptions to number five are the Service Badges: First Aider, Guide and House Orderly. The Cub must really know the work in order to render good service.
7. A Cub must put time and effort into his work. He will never value a badge which was easily gained.

#### **GENERAL POINTS**

1. For details of the badge requirements, refer to the latest edition of *Policy, Organization and Rules for Canada*.
2. Use games, stories, stunts, play-acting, handicrafts and competitions to assist the Cubs in their badge work.
3. Do expect and encourage much more individual work to be done at home.
4. Let the Cub make his own choice of badges. “Interest is the growing end of the mind.”
5. Working for a badge encourages a Cub to learn more about the things that interest him.
6. The Pack or Group should have access to a library containing books on nature-lore, drawing, collecting, etc. which they may use with pride.

7. Camp provides a golden opportunity to let House Orderies tidy up, cook or prepare meals; Collectors collect; Observers observe and Artists draw. Even Tenderpads can practise for badges they hope to earn.

8. Emphasize the Observer and Guide badges. The subjects are basic to the whole scheme of Scouting.

9. Discourage Cubs from going after all the badges as that tends to defeat the purpose of the badge system.



### THE ARTIST BADGE

Here again is an opportunity to invite talented parents and friends to visit the Pack and give a few pointers on sketching, drawing and modelling.

The Pack's equipment should include a stock of coloured newsprint pencils and crayons and paper of all sorts (kraft – wall – duplicating). In this way the Cubs will have an opportunity to draw and colour the Union Flag, to make simple greeting cards, do match-stick figure drawing, make posters of various kinds, and so on.

Try to present this badge in an informal way out-of-doors if at all possible. For example, on outings, let the Cubs experiment with sand modelling making villages, ships, forts, etc. Encourage original ideas.

At camp, have a competition for the best picture or set of pictures by a Cub or Six. Supply pencils, paper, brushes and paints. Encourage Cubs to draw landscapes and camp scenes, Also at camp have them model jungle animals using natural clay.

Rarely are natural artists found in Packs. Effort should be required and recognized in all Cub badge work. A boy to whom drawing is a natural talent should not be permitted to pass the badge with work that might be considered excellent if done by another boy, but which does not represent his own best effort. Conversely, if another Cub who probably never will be able to paint even a fence, tries repeatedly spending tedious hours with pencil and brush, his perseverance should be recognized.

### Interesting the Unartistic

For the unartistic boy, the Pack Scouter will find it worthwhile to discover whether he has some other special interest or hobby, then set him to work drawing or painting related pictures.

For instance, a Cub who is keenly interested in railroad engines and trains may do very poor work if required to draw flowers and houses, but may turn out good work if it is suggested he draw pictures of locomotives and railway stations.

An ardent stamp collector might consider it a waste of time if asked to devote his spare moments to drawing birds and landscapes, but let the Pack Scouter suggest that he copy a few stamp designs, and the results can be surprising.

### Drawing books help

There are a number of inexpensive drawing books available which will prove very helpful guides to the Cubs practising for the Artist badge. These books demonstrate by means of a series of pictures the progressive steps necessary to create a drawing. By carefully following the directions, sketching in each line in turn as indicated, almost anyone can learn to make satisfactory reproductions.

### The "Squares" System

A simple way of duplicating pictures is by the use of squared paper. First of all squares are ruled lightly on the original and on the drawing paper. Then, by carefully duplicating the lines contained within each corresponding square, the complete picture can be copied. When completed the necessary lines can be gone over with India ink, and the guide lines erased.

### An Annual Exhibition

An Annual Art Work Exhibition is a good means of stimulating Pack interest in drawing. Entries may be divided into two classes, one for Cubs with the Artist badge and one for Cubs without the badge. This enables every Cub in the Pack to participate.

Each class may be further divided to provide for such subdivisions as Landscapes, Scale Drawings, Flowers, Animals, Birds, etc.

Coloured stars, such as are used on the Progress Chart, may be affixed to the best entries in each section.

Finally, whether their entries are prize-winners or not, providing their work is satisfactory and meets the requirements, the examiner may award the Artist badge to the eligible Cubs.

### A STORY

Benjamin West, the great artist, was born in a remote part of Pennsylvania. There was no one to help or encourage him in his early desire to paint. But someone did tell him what paint brushes were like, and he made himself some with hairs brushed from the family cat.



### THE ATHLETE BADGE

How about a field day? A Pack Olympics?

Every member of the Pack takes part whether or not he is ready for the badge. Those Cubs who do not have both eyes open will enjoy a sporting contest in the fresh air, while the Second Star Cubs will be able to gain the badge providing their performance comes up to the required standards.

### Each Event Two Classes

There should be two classes in each event, one for Cubs of eight and nine years of age, and one for Cubs of ten and eleven. Naturally, those Cubs trying for the badge will have to enter all the events necessary to qualify, but the other Cubs may prefer to enter only those for which they feel themselves qualified.

### Junior and Senior Alternately

So as to prevent any of the Cubs becoming restless and bored from long intervals of waiting, run junior and senior events alternately.

### Mix Easy and Harder Events

To keep the Cubs as active as possible and still not tire them, have the easier items alternated with the more difficult. The following programme carries out this idea.

- Event No. 1 — Junior Sprint
- “ No. 2 — Senior Sprint
- “ No. 3 — Junior Ball Throwing

- “ No. 4 — Senior Ball Throwing
- “ No. 5 — Junior Broad Jump
- “ No. 6 — Senior Broad Jump
- “ No. 7 — Junior Rope Climb
- “ No. 8 — Senior Rope Climb
- “ No. 9 — Junior High Jump
- “ No. 10 — Senior High Jump
- “ No. 11 — Junior Head Stand
- “ No. 12 — Senior Head Stand
- “ No. 13 — Junior Cartwheel
- “ No. 14 — Senior Cartwheel

### **Judging Hints**

The ball throwing item may be judged on the basis of accuracy and style. Do not make distance the basis of judging as a Cub might throw his arm out or otherwise strain himself.

In judging the rope – or pole – climbing event, start the Cubs at a mark a few yards from the rope or pole and record the time taken to cover the distance to the rope or pole, climb the required height and return to the starting point.

The head stand may be judged on the basis of a combination of time in the air and style; and the cartwheel may be judged for style or number of turns executed in a certain time limit, or a combination of both.

A few extra events of a simple nature should be included to round out the afternoon.

### **Trouble with Certain Tests**

It should not be difficult for any normal Cub to meet the requirements of the Athlete badge with the possible exception of the cartwheel and head-stand tests, which may require considerable practice.

If a Cub has trouble with a particular test, about the only assistance you can be to him is to show him (either personally or by having one of the other boys do so) the proper method of performing the feat or movement and encouraging the Cub to practise it until it has been mastered.

For instance, if a Cub is having difficulty with the high jump, you can determine whether a front, a right or a left approach comes most natural to the Cub. Have the proper method of jumping demonstrated for him and see that he practises faithfully, beginning with the rope or bar at a comparatively low mark and gradually increasing the height until the required standard has been attained. This method can be applied to the other requirements.

### **Guard Against Overtaxing**

Cubs should not be called upon to perform an athletic feat which requires a greater degree of stamina than they possess. The whole purpose of the badge is to instil in the Cub the desire for physical fitness, not to create a circus strong man or a track star.

## **SOME GAMES**

### **Baloo Race**

Old Baloo who taught the Cubs their Law could climb trees. Send an older Cub or Cub Instructor to climb a tree or trees, and place written words of the Law on the branches. Send the Pack out to retrieve the words and see who can put the Law together first. Cubs enjoy climbing trees and this game will develop their climbing skill.

### Obstacle Race

A Cub Instructor or a Pack Scouter, leads Cubs over, under, around, through all sort of obstacles, does headstands, cartwheels, climbing, etc.

### A STORY

#### The Athlete's Control Over His Body

"I met in Durham... Colonel Waring, a remarkably young looking man who, as a trooper in the Matabele Rebellion, was on patrol with B.-P. It was pitch black and they each had their right hand on the shoulder of the person in front. Suddenly B.-P. disappeared without a sound. He had dropped over the edge of a ditch over six feet deep, but such was his control that he landed as lightly as a feather and never said a word." {Chief Scout's "Outlook" in the *The Scouter*.}



### THE COLLECTOR BADGE

A boy is a natural collector and this is usually the first badge a Cub earns. Let him follow his own interests and make his own collection.

Real effort must be required. The value of this badge is in the fact that the making of a *satisfactory* collection requires a degree of carefulness and patience rather high for a boy of Cub age.

Expect only the best. Use the approach, "You have done this section very well indeed but this other part can be improved, can't it? You know that you can do better."

Have a quiz. Not only must the Cub collect, but he is expected to know something of his collection. Therefore question him on the collection as it is inspected before sending him to the examiner.

### COLLECTION SUBJECTS

Tie in nature-lore, observation, Observer badge, and the out-of-doors by encouraging the Cubs to collect leaves, twigs, flowers, seeds, sands, rocks, woods, sea-shells, feathers, etc.

#### Blue prints

Make lively nature collections by blue-printing them. Paper can be purchased from a blue print firm. Make frames from 6X9 inch glass fastened to cardboard with adhesive tape. The Cubs collect leaves and flowers, and on a sunny day make their prints. The specimens are placed on the blue-print paper which is then put between the glass and cardboard, and rushed to be exposed to the sun for 3 to 4 minutes. Remove the paper, wash it in cold water, and a wonderful snow-white reproduction of the specimen on a bright blue background is revealed.

#### Flowers

A collection of pressed, wax-dipped flowers can be made and mounted with transparent tape.

#### Twigs

The Cub who is interested in trees can build up an interesting collection of short lengths of small twigs. Bevel one end in order to expose the grain, and fasten the twigs to cardboard or light wood by means of small nails or wire. The twigs may also be given a coating of varnish.

### **Sand**

A collection of different varieties of sands is very attractive. The various colours, shades and granulations may be segregated in individual vials or bottles, and labelled with the name of the locality in which they were found.

### **Postcards**

Suitably mounted and assembled by countries, localities, or subjects, postcards provide an attractive and inexpensive collection.

### **Postage Stamps**

Philately is a most popular hobby. Stamps should be mounted with special stamp hinges, by countries and chronologically. An inexpensive start can be made with premium stamp packets given by manufacturers of breakfast cereals and other packaged foods or purchased from variety stores.

### **Snapshots**

Although expensive, photography is a most interesting hobby. Developing and printing need not necessarily be carried out by the Cub himself, but he should know the fundamentals. The snapshots should be neatly mounted in a suitable album and properly titled.

### **Scrapbooks**

Every Cub, no matter what his interests or circumstances, can earn the Collector badge by keeping a scrap book. The collection may comprise newspaper clippings of Cub and Scout activities, press pictures of various sports such as baseball, hockey and football, aeroplanes and famous pilots, ships, dogs, farm animals and farm scenes. There is no end to the categories.

Other articles include magazine covers, cartoons, travel labels, soft drink and milk bottle caps, match boxes, coins, trade marks, post marks, model airplanes, buttons and army crests.

Keep up the interest by forming a Collectors' Club where the Cubs have a chance to swap duplicates and discuss their collections. Possibly they could put on a display or exhibition at the Parents' Night.

### **A GAME**

Send the Pack out either as individuals or as Sixes to collect as complete an alphabet of things as possible – A for acorn; B for beech leaf; C for corn cob; D for dog, etc.



### **THE CYCLIST BADGE**

The greatest number of accidents involving cyclists happen to boys of Cub and early Scout age, and in many cases the accidents are due to the negligence of the cyclist.

The aim of this badge is to develop road courtesy including thoughtfulness for others, especially pedestrians.

Many of the Cubs may come to meetings on bicycles. Have the bicycles inspected, and check for rear and front lights, good brakes, carrier, etc.

Have a policeman attend your Pack meeting to explain the reason for bicycle safety and perhaps show the Cubs a film on the subject.



Tell the Cubs that they, as cyclists, are in training as motorists, and as such must take care of their bicycles and keep them in good condition just as their Dads must do with their cars.

### A STUNT

#### V.I.P.

A Cub Instructor, or an Old Wolf is a V.I.P. visiting the Pack. He is given a mounted escort of uniformed Cubs on bicycles. The escort (2-4 Cubs) precedes the V.I.P. over a set course and the V.I.P. has a chance to observe boys in action and comment on their safety knowledge or lack of it.

### A STORY

A small boy with a new bike was showing what he could do on it while his mother stood at the gate and watched him. He shot up to the top of the road and on the return journey had his hands off the handlebars. "Look, Mum, no hands!" he called out. "Oh, do be careful", replied his mother, "you'll hurt yourself." Up the road he went again. When his mother saw him next his feet were swinging loose in the air. "Look, Mum, no feet!" he called. Mother repeated her warning. Off he went, this time he did not come back so quickly. The front wheel was buckled and as he pushed the bike along he said slowly and with difficulty, "Look, Mum, no teeth!"



### THE FIRST AIDER BADGE

Always keep in mind that this badge is intended to arouse interest in first aid – not to develop ambulance men.

It should be indelibly impressed upon the mind of every Cub that in case of an accident he will do most good by summoning adult assistance and calling the nearest doctor.

Because improper treatment may have serious consequences, the Cub should be instructed never to attempt anything but the treatments comprising the First Aider requirements. However, he should be so thoroughly acquainted with the simple Cub requirements so that he will be proficient and fully qualified to render really valuable assistance in minor accidents.

### The Cub First Aid Subjects

The treatment for grazes, nose bleed, frost bite, choking, and the proper action to take when a person's clothing is afire should be emphasized. The first three are likely to come within the scope of a Cub's experience while at play, and the last two require immediate action to prevent a fatality.

### Realistic Instruction

Impress upon the Cub that the first move in first aid is to sit or lay the patient down and make him as comfortable as possible. Usually a Cub, when practising first aid keeps the patient standing and asks him to hold his arm or leg in a certain position, or even to assist in the application of the bandage. The Cub should be made to feel that his patient is really injured and must be treated as if he actually were unable to make the task easier for the first aider.

When giving first aid instruction make it as realistic as possible. Use real bandages, antiseptics, clean water, etc. By practising the treatment exactly as it would be given in the case of accident, the Cub will be able to do a good job should he ever face a real emergency.

### **First Aid Play-Acting**

A good way to put first aid instruction over is with the help of play-acting. For instance, Robin Hood and Little John are fighting with the quarter staff, resulting in a skinned knuckle for Robin Hood, necessitating first aid treatment by Friar Tuck. A nose-bleed is caused by boxing and is treated by one of the seconds. An old lady falls and twists her ankle while crossing the street. An alert Wolf Cub goes to her assistance. Similar sketches can easily be devised which gives the First Aiders practice, and gives the other Cubs a chance to demonstrate their prowess as actors.

### **Give Practical Experience**

There are occasional minor accidents which occur from time to time during Cub meetings. When such occur the Pack Scouter should pick out one of the First Aiders and say "Johnny, you have your First Aider badge. Take Bobby and fix up his skinned knee". This will keep the older Cubs interested and on their toes. For those Cubs coming along it will add incentive to qualify, so that they may be called upon to render first aid.

### **A STUNT**

Rather than lose "lives" in wide games or being eliminated in indoor games, set up a First Aid Station where Cubs dropping out can report. An Old Wolf is in charge with one or more Cubs working for their badge as his assistants. The Cub reports to the station, collects a slip at the door telling his trouble (wound, graze, frost-bite, burn, scald, etc.) and is treated, cured and returned to the game.



### **THE GARDENER BADGE**

Gardening will develop an interest in plant and insect life; it may bring in handicraft and the use of tools; and as a home-centered badge it brings parents into the boy's Cub life.

The Cubs may be interested in hearing the story of one of the Seven Wonders of the world, e.g., the Hanging Gardens of Babylon.

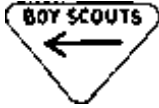
Have one or more parents who are interested in gardening do a good turn for the Pack by looking after this badge work. It could well become a regular section of the Pack's holiday programme.

Is there any waste ground around the neighbourhood where the Pack could make a garden and develop a beauty spot in the area?

For city Packs, gardening brings in handicrafts through the making, painting and taking care of window boxes which can be made out of discarded crates. Also through making lawn ornaments, rock garden decorations, simple fences, and a place for storing the tools.

The really keen Cub may want to make up a scrap book with the beautiful pictures from seed catalogues. This may be a way to arouse the interest of other Cubs in gardening.

Why not have a bulb – or seed – growing competition? Give out the bulbs or seeds at the beginning of the season and have a panel of parents judge them at the end of the season. Then, possibly, the plants could be presented to the local old people's home.



### THE GUIDE BADGE

Here is another subject that is basic to all of Scouting.

Tell the story, or have the Scoutmaster tell the story, of how, many years ago, an English Scout acted as a guide to an American publisher in a London fog. As a result of that service, Scouting was brought to the United States and has flourished until today there are some three million members in that country alone.

On outings, send the Pack off as Sixes to locate the closest doctor, 'phone, hydrant, post box, etc. It may be wise to send an Old Wolf or a Cub Instructor along with each Six.

### “Get Lost, Akela”

Have a Cub take charge of the return arrangements when the Pack is on an outing. He must know the route home, bus fare, transfers, etc. Be sure you know the way, too.

This is an outdoor badge so get the Cubs out even for short periods before, during or after regular winter meetings. Learn by doing not by hearing, and keep the knowledge up-to-date.

### A STORY

#### The First Telephone Message

This was sent by Alexander Graham Bell, the inventor, to his sister who was in the next room. “Come here, I want you” he said. She asked her brother, “Why didn’t you send a more impressive message as it was the first ever sent over your new invention?” “It was an impressive message”, he told her, “and it will be the one most often sent. People will want the Fire Department, the doctor, a friend – what can be more impressive and important than “I want you”?”



### THE HOMECRAFT BADGE

This is a home-centered badge by which the co-operation and interest of the Cub’s mother can be gained.

Encourage the Cub to look after his own uniform and especially his neckerchief. Pride in his Pack can be developed through this practice.

Point out that soldiers, sailors and explorers have to look after their own clothes and equipment and keep them in top condition.

If the boy chooses basketry, encourage him to use the finished article as a gift.



### THE HOUSE ORDERLY BADGE

This is another home-centered badge which provides an opportunity for the Pack Scouter to visit the boy’s home and meet the parents.

The requirements are fairly straight-forward and the average Cub should not have any difficulty with them.

However, he should continue to do his chores at home and also look after the den and surroundings.

When at camp he should make his own bed and look after his own belongings.



### THE OBSERVER BADGE

Observation is one of the basic subjects for all Scouting, and Old Wolves, realizing this should encourage the Cubs to work towards attaining this badge.

### SOME SUGGESTIONS

Have and use books, charts, pictures of birds, animals, rocks, trees, flowers, weeds, etc.

Read or tell the story of Kipling's *Kim* to the Pack. It is condensed in *Scouting for Boys* and possibly the Scoutmaster may be invited to a Pack meeting and tell the story to the Cubs.

On outings, use compass directions such as "Go North" or "Turn South" rather than say "Go right" or "Turn back". Use compass directions to lead to a treasure or to the assembly point.

Teach the Cubs to look up and learn the constellations of the sky as part of their badge work.

Give Sixes a list of outdoor things to find in a certain time and see which can produce the best collections.

Arrange with local storekeepers to put certain items out of place in their window displays. Example – a bag of candy or tin of food in with clothing. Send Cubs out in Sixes or pairs to spot the errors.

Plant false items such as elm leaves, beech nuts, etc. on a maple tree, and send Cubs off to spot the errors.

Each Six can adopt a tree in their neighbourhood. Let them choose their own and keep a log of its progress. Dates can then be compared as to the time when buds appear, leaves open, flowers blossom and fruit ripens. A competition may be developed for the best log.

Encourage those Cubs who have pets (birds, dogs, cats) to observe them and report on their activities and habits.

Tie in handicraft through having the Cubs make bird houses or feeding stations or both. This will provide them with an opportunity to observe birds all year round.

### GAMES

#### Outdoor Observation

During regular meetings, send Sixes out to observe and record as many items, beginning with a chosen letter, and in a set area, as they can see. Allow 5 to 10 minutes. If the last Six back loses points the Cubs will not stray too far.

#### Window Spot

The first Cub is to describe a certain store on a certain street; second Cub does the next store, and so on. Then go on to describe contents of windows. Pack Scouters must be on their toes for this job.

#### Mining

For each Six, string off a 4X4 ft. square of land. Sixer has pencil and paper. Then in a set time each Six must list all the natural items in that square on the ground, below the ground and above it, e.g., tree branch, birds flying by, etc. Then the Pack collects at each "mine" in turn, while the Sixer in charge of that area reels off his items.

### Wrecked

The Pack is wrecked on a desert island and must find their own food, shelter and other necessities. Each Six sets out to make a collection of articles to represent what they think they will need. For example, straw for bedding, wood for fire, something to carry water in, sharp stone for an axe or knife, etc. Pack Scouter may have to drop a few hints to aid the Cubs.



### THE SWIMMER BADGE

Canada is bounded by two oceans, has a great number of lakes, streams, rivers and pools and yet a high proportion of Cubs can't swim. Check the percentage of Cubs in the Pack who can't swim and then see what you can do to raise the percentage of those who can swim.

Many districts have swim clubs that do grand work. They make use of community, private and organizational pools. Some plan a Gala night to conclude their activities and give public recognition to those Cubs who learned how to swim.

Camp is a golden opportunity. If a non-swimmer learns to swim at camp, then for him Camp has been a success.

For your summer programme, have a "Learn to Swim" campaign and encourage the Cubs, whether at camp, city pool or family cottage, to learn to swim.

### A STORY

"Two frogs went out for a walk one day and they came to a big bowl of cream. While looking into it they both fell in. One said "This is a new kind of water to me. How can a fellow swim in stuff like this? It is no use trying." So he sank to the bottom and was drowned through having no pluck. But the other was a more manly frog, and he struggled to swim, using his legs and arms as hard as he could to keep himself afloat; and whenever he felt he was sinking he struggled harder than ever and never gave up hope. At last, just as he was getting so tired that he thought he must give it up, a curious thing happened. By his hard work with his arms and legs he had churned up the cream so much that he suddenly found himself standing all safe-on a pat of butter!" (from *Scouting for Boys*).

### ANOTHER STORY

Not long ago three boys, Ken, Teddy and Chris, were playing on a raft afloat in the middle of a reservoir where they were having a wonderful time. Suddenly, the raft overbalanced and all three were in the water. Well, that was fun, too, in a way – or it would have been except that two of them couldn't swim! Ken managed to get to the bank as he could swim just a little, but the other two were helpless.

On the bank was a Cub, David Howard. Fully clothed he dashed into the water, swam out to the boys and brought them to shore. The Chief Scout awarded David the Gilt Cross. He was only nine at the time, but he could *swim!* (*The Scout*).



### THE TEAM PLAYER BADGE

The object of the Team Player badge is to encourage the Cub to enter into competitive team sports and to play them in a sportsmanlike manner. The whole spirit underlying the badge is most admirably expressed in the famous lines of Grantland Rice:

“And when the Great Scorer comes  
To mark against your name,  
He’ll ask not if you won or lost,  
But how you played the game.”

Since this is the required qualification for the badge, the Pack Scouter or the Examiner should have observed the Cub during team games over a period of time. In some districts where there are school sports, and where good sportsmanship requirements are understood, the signatures of the Cub’s teacher and team captain are accepted.

It is up to the Old Wolves to encourage team spirit and possibly arrange for informal games of hockey, baseball, etc. with other Packs. However, don’t get involved in district leagues.

Get the Dads out to coach the Cubs and referee the games. Let the Cubs organize their own teams.

A town Pack may challenge an out-of-town Pack to a game and later the compliment could be returned. With possibly a train, bus or car ride involved, a good outdoor game, a picnic lunch and a shag-song, this type of event could amount to a most worthwhile Special Pack Meeting.



### THE TOYMAKER BADGE

This is also a home-centered badge, but in this case the co-operation of the Cub’s father is solicited.

It is a great help if the Cubs can be shown completed models of assorted objects. Museums, hobby shows, local antique stores are some sources where you may find these models.

See chapter 10 on *Handicrafts* for toymaking suggestions.

On outings, have the Cubs collect pine cones, tree roots, driftwood, etc., and take them home to make novelties and toys.

At camp, provide a few tools, nails, glue, etc., and assorted material. Have a competition for the best or most useful article.

Encourage the Cubs to donate their completed toys or models to hospitals, crippled children, etc.

Possibly one of the boys’ fathers could be asked to come down to the meeting and demonstrate how to use simple hand tools.

## CHAPTER 14



### *The Pack in the Group*

“You are now a Wolf Cub and one of the Worldwide Brotherhood of Scouts.” These are the words that every Cub hears at the end of his Investiture.

The Cub must understand that he is not only a Cub in the Pack; not only a member of the Group, or the District, or the Province, or even of the country; but he is a member of the largest boys’ Movement in the world. Scouts catch on to this more rapidly than Cubs for they have an opportunity to attend Jamborees, international camporees, etc. But it is important that Pack Scouters understand and accept this principle. It is not right to run a Pack as an isolated insulated section – however good a job may be done.

Scouters of the Pack are also Scouters of the Group and should be concerned with the activities of the Scout Troop and to a lesser extent of the Rover Crew. They should know, understand and cooperate with the other Group Scouters for they are working with the same precious material, boys, and in many cases, with the same group of boys passing on from Cubs to Scouts to Rovers.

#### **The Group Council**

The Group Council is a meeting of all the Scouters of a Group with one of them acting as chairman or, better still, having a member of the Group Committee act as chairman. Being concerned with the training of the boy, the Council is a very vital part of the Movement.

The meetings may be informal (over a cup of coffee at a local restaurant) or formal with minutes, etc. Items for discussion and action may include Going-Up of Cubs to Scouts or the Advancement of Scouts to Rovers; assuring that games and activities of each section are different; use of equipment; financial assistance from the Group Committee; details of Group affairs such as Father and Son Banquets, Group picnics; etc.

It is through the Group Council that the Scouters can be of mutual assistance: you can pass on your observations regarding the personal traits of Cubs going up to the Troop; the Troop can supply Scouts to act as Cub Instructors for the Pack; the Rovers can devise a set of practices to help with sense training in the Pack or Troop, and so on.

In all deliberations, “What is best for the boy?” must be kept in mind.

#### **The Group Committee**

The importance of a well-organized Scout Group Committee to the permanent success of the Group has been well established in Canada. In districts where Committees have been consistently

active, membership figures invariably have gone up, the training of leaders has increased, and, generally, Cub and Scout activities have advanced or been maintained at a good standard.

### **Group Committee Make-Up**

A Group Committee consists of five or more adults, appointed annually by the governing body of the institution sponsoring the group, in consultation with the Group Scouters. In Community Groups the Group Committee is elected annually at a meeting of parents of Cubs, Scouts and Rovers, and friends of the Group. The members of the Committee must be willing to subscribe to the Scout Promise and Law. If possible they should be fathers of the boys connected with the Group.

### **Duties**

The more important duties of the Group Committee may be summed up as follows:

1. To find and appoint Scouters, Instructors, and Examiners. To assist the Scouters in every way to take training.
2. To develop a complete Group (Pack, Troop and Crew) unless special conditions (such as a hospital Group) make this impossible. To encourage friendly interest and cooperation between sections of the Group.
3. To give emphasis to the religious aspect of Scouting and to see that such emphasis is carried out on the boys' level.
4. To arrange for a meeting place at a set time for each section of the Group. To supply the necessary equipment so that the Group can carry out its full training programme.

The chairman of the Group Committee will usually invite the Scouters to attend the meetings. It is not necessary for all Scouters to attend, however, those that do should be prepared to give a short, complete report on the activities of their section.

The Group Committee is concerned with the welfare and continuing development of the Group as a whole, not as three separate distinct sections.

### **The Ladies' Auxiliary**

One of the helpful adjuncts to a Boy Scout Group is a Ladies' Auxiliary composed of mothers of the boys, wives of Scouters and Group Committeemen, and other interested ladies.

The special services rendered by Ladies' Auxiliary have made a valuable contribution to the success of many Cub Packs, Scout Troops and Rover Crews, and incidentally have brought to parents an understanding and appreciation of Cub, Scout and Rover training which has helped and encouraged Scouters.

It is suggested that office in the auxiliary be confined to mothers of boys active in the Group.

### **Programme**

An effort should be made to have something related to Scouting on each agenda. This could take the form of a talk by one of the Scouters on some phase of Scouting or by a member of the Group Committee, or by the Chaplain on the religious aspects of Scouting, or it might be a film on some phase of Scouting technique, or of the international scope of Scouting as illustrated by World Jamborees.

### **Some Things Auxiliaries Can Do**

Provide refreshments on various Pack occasions such as Hallowe'en, parents' night, sleigh rides, the annual banquet, etc.

Help prepare for entertainments by assisting in coaching, making costumes, helping with make-up.



Help raise funds for Group Flags, Pack Totem Pole, camp equipment, a library of Scouting books.

Make signalling flags, Group neckerchiefs, first aid bandages.

Launder and repair outgrown uniforms for boys of limited means, or for hospital Groups.

Instruct Cubs in their cooking tests.

See that sick Cubs are looked after, and remembered with flowers, fruit, reading material, etc.

Occasionally look in on Pack meetings on arrangement with Akela.

Help Scouters to prepare menus for camp.

If possible visit the summer Cub camp and Pack holiday on visitors' day.

Help with cooking at Cub camps.

Visit mothers of new boys in the Pack and invite them to Auxiliary meetings.

Suggest to mothers of new Cubs that they can be of help by:

Encourage their sons to attend meetings regularly, on time, and in proper and neat uniforms.

Interested themselves in their boys' progress in Star and proficiency badge work, and be present at meetings when badges are presented.

Following Scouting news in the local newspapers.

Occasionally entertaining her son's Cub friends, perhaps his Six.

### **Fund Raising Hints**

Useful means of raising funds are: home cooking sales, candy sales (incidental to Cub or Scout displays and entertainments), bazaars, rummage sales, garden parties, lectures, concerts, etc. In connection with any money-raising project the provisions of Policy, Organisation and Rules for Canada must be observed.

### **The Sponsoring Body**

A prime requisite in establishing a Boy Scout Group is to see that it is satisfactorily sponsored. Such sponsorship will ordinarily be by an established institution – church, school, men's club, boys' club, Women's Institute, hospital or home for handicapped. Canadian Legion, lodge, etc. – Officials of these bodies may wish to use the Scout programme in its scheme of boys' work when their members are willing to take upon themselves the sponsorship of the Group and to pledge themselves to its support.

Occasionally, where no institution is available, a Group may be sponsored without institutional backing. This may occur in rural communities, villages, small towns, or neighbourhoods in a city where no one church or social centre has enough boys to form a satisfactory Scout Group. In this case a Community Group is formed, sponsored by a group of parents or other interested citizens organized for the purpose, including representatives of the religious, educational, civic and business life of the community.

It is vital that the Sponsoring Body or group of responsible citizens take a lively interest in the general activity and progress of the Group, always bearing in mind that the programme is Scouting for *Boys*.

### **Common Responsibilities**

The Sponsoring Body or group of citizens, in accepting a Charter for its Scout Group, undertakes to provide a suitable meeting place, adequate facilities, supervision, leadership, and opportunities for a healthy Scout life for the boys under its care. This permanent foundation is essential for a successful Scout Group.

In order to carry out the obligations it assumes in accepting a Group charter, the sponsoring body appoints a Group Committee from among the influential, active members of the institution or group, preferably fathers of prospective Cubs and Scouts or of men especially interested in boys.

Thus the Sponsoring Body and its Group Committee may be considered as a Good-will firm interested in the development of Scouting. The Sponsoring Body is the silent partner which

lends its name and prestige and lays down the general policy. The Group Committee is the active partner carrying out the policy in detail and reports to the Sponsoring Body.

### **The District**

If the Pack is situated in an urban area of some size it will probably be part of a Scout District which is in charge of a Scouter called the District Commissioner. He may have an Assistant who is responsible for the development of the Wolf Cub programme and he in turn may have one or more District Cubmasters. These Scouters are there to assist Pack Scouters, so feel free to call on them. In the larger District it is probable that the Pack Scouters will have a periodic get-together to exchange ideas on programmes, new games, songs, etc. Through such gatherings you will have a grand opportunity to increase your own knowledge of Cubbing and to help fellow Scouters.

## CHAPTER 15



### *Camping for Cubs*

#### **Why Cub Camping?**

Let us consider Jimmy who is a typical Cub. Jimmy doesn't have to be sold on the idea of camping with the Pack. From the moment the idea is first mentioned, Jimmy will look forward to the thrill of living outdoors, the fun and excitement of the swimming and the games. He revels in the romance of the hikes to new and unexplored country and the songs and stunts around the campfire. In short, Jimmy will look forward to camp as a happy and wonderful adventure.

How about Jimmy's parents? Their first concern is that Jimmy will have a happy, healthy holiday in the open air and, in the process, make a start towards learning to live and take care of himself outdoors. Secondly, they wish Jimmy to have the experience of being away from home – perhaps for the first time in his life – and of having to get along with a group of boys his own age for twenty-four hours a day.

Pack Scouters can look forward to the opportunities which camp affords in developing a "happy family" spirit in the Pack, for coaching Jimmy in those Cub activities which are so hard to work into the regular Pack program. More important, though, is the unique opportunity that camping presents for the study of the Cubs as individuals, "In camp you will learn more about the Cubs, in a few days, than in many months of ordinary meetings".

The above quotation from *The Wolf Cub's Handbook* just about sums up the purpose of Cub Camping.

#### **Planning and Organization**

More so than many other Cubbing activities, a successful camp requires a great amount of careful thought, planning and detailed organizing well ahead of the camping season. The importance of proper planning can not be over-emphasized. Remember you are making yourself responsible for the safety, comfort and health of the Cubs. You must not let the Cubs suffer by reason of your inexperience. Learn how things ought to be done, plan everything beforehand, arrange every detail, leave nothing to chance, and as far as humanly possible provide against accident or emergency.

Special regulations for Cub Camping will be found in *Policy, Organization and Rules*, and these must be followed carefully. *The Wolf Cub's Handbook* covers many of the important points you should know in order to run a good Cub camp.

### **It Is Not An Easy Task**

No one can claim that Cub camping is easy or that a Cub camp can be a success without a great deal of preparation, imagination and plain hard work on the part of those responsible.

The results which can be achieved are well worth the effort required and Pack Scouters should keep camping in mind as one of the most worthwhile activities the Pack can engage in, when and if local conditions permit.

“Local conditions” is one of the points which will crop up continually in planning for camp, injecting itself into discussions on tents vs. huts, sites, swimming, cooking, and so on. Probably one of the most significant tests of the abilities of Scouters is the success with which they are able to take advantage of local conditions – to make conditions work with them and not against them. The fact remains that any Pack, when planning a camp, cannot help but have those plans influenced by such factors as the availability of equipment and campsites. Other specifically local problems are finances, locations, and safe swimming areas, and the fact that, in many parts of Canada, the family summer cottage is an established institution.

### **Leadership**

The first requirement for a good Cub camp is an adequate staff of adult leaders. Excluding Akela, have one Scouter or adult for every six Cubs. In any case even the smallest camp must have at least two adult leaders.

Never take Cubs to camp without assistance. It may be possible to run a camp in some fashion single-handed if everything goes well, but the success and happiness of the camp are bound to suffer, and if anything goes seriously wrong the leader may be placed in an impossible position.

Another necessary condition is that Akela and preferably one or two of the other Scouters must have had previous experience of camping with Cubs. The completion of the Wood Badge Course by all Scouters would be of great help to them in running a Cub camp.

Quite as important as the number of Scouters at camp is the effectiveness with which they are used. The operation of the camp should be divided into sections and one person must be completely responsible for each. The planning and organizing of a good camp will, indeed, involve so much work that Akela will be well advised to line up his camp staff well ahead of time so that the work may be shared.

One popular plan is as follows:

1. Camp Routine.
2. Daily Activities.
3. Catering, Cooking and Stores.

One of the principal advantages of this sharing-the-work system, is that the Pack Scouter will have the time to study the Cubs as individuals.

Those in charge of Routine and Activities should normally be Scouters, but the cook need not be. In a large camp, and if the budget will stand it, a professional cook may be engaged.

Perhaps the Ladies' Auxiliary can arrange for one or two mothers to handle this end of things.

In the case of a camp fairly close to home, arrange to bring in two Cub Mothers per day, from 10 a.m. to 7 p.m. Transportation of the mothers to and from camp would be handled by the Camp Committee. In this case, of course, one of the Pack Scouters will have to take over the stores tent.

While camp is in the planning stage, the help and backing of an enthusiastic Group Committee is invaluable. As a matter of fact, if the camp is to be worth while, the Pack Scouter must have strong and active support, and the Group Committee is the logical place to get it. The District Commissioner and his staff will also be of great help.

### **Cub Instructors**

A few carefully selected Cub Instructors to act as Service Scouts can make a real contribution to the success and happiness of the camp. If possible, get some of your former Cubs; you will know what to expect of them, and they will be familiar with your way of doing things.

Be sure, in any case, to choose Scouts who will set an example of good camping and cheerful cooperation. Cubs notice such things very quickly, and it is not too difficult to find Scouts with a sufficient sense of responsibility to appreciate it.

At camp, the Cub Instructors should have their own corner of the site, and can be organized as a small Scout Patrol with the Patrol Leader being responsible for any jobs assigned to the Scouts as a unit.

Outside of their hours of duty, the Scouts should be encouraged to carry on with activities which will advance their general Scouting progress. Pack Scouters should discuss this with the Scoutmaster when making arrangements for the Instructors.

It is a good idea to impress on the Scouts that, when helping with a particular Six, they should be tactful enough to help and advise the Sixer, not to ride roughshod over him.

### **Scout vs. Cub Camp**

A Scout camp is a "School of the Woods". The Scout goes camping to learn the art of caring for himself in the outdoors, and to practise camp cooking, pioneering, and woodcraft. A Cub camp has no such purpose and its whole outlook and programme are very different. Its elementary lessons in campcraft and camp housekeeping are quite incidental to its primary purpose of giving to each Cub a happy and healthy holiday.

This does not mean that the lessons Jimmy learns at camp will be of no use to him later on in the Troop, nor does it follow that Cub camping will take the edge off Jimmy's enthusiasm for future Scout camping. On the contrary Cub camping can form as fine a foundation for real Scout camping as Cubbing does for any other Scout activity.

One very important aspect of the entirely different natures of Scout and Cub camping is the axiom that they can't be mixed. In other words, no combined camps. They just don't work out, and the inevitable result is the destruction of the value of both camps. Neither the Cubs nor the Scouts gain the benefits they would when camping as separate sections.

### **Whom to take? – For How Long?**

Don't think of taking the whole Pack unless perhaps for a very short camp such as an overnight picnic.

Cubs whose medical backgrounds indicate that they will require a lot of special attention should not attend camp. Discuss doubtful cases with the Pack's medical advisor.

The longer the camp, the more skill and experience the Scouters will need to have. So unless you are exceptionally well experienced, don't plan on a camp of more than four or five days. For a Pack's first camp, a long week end is ample,

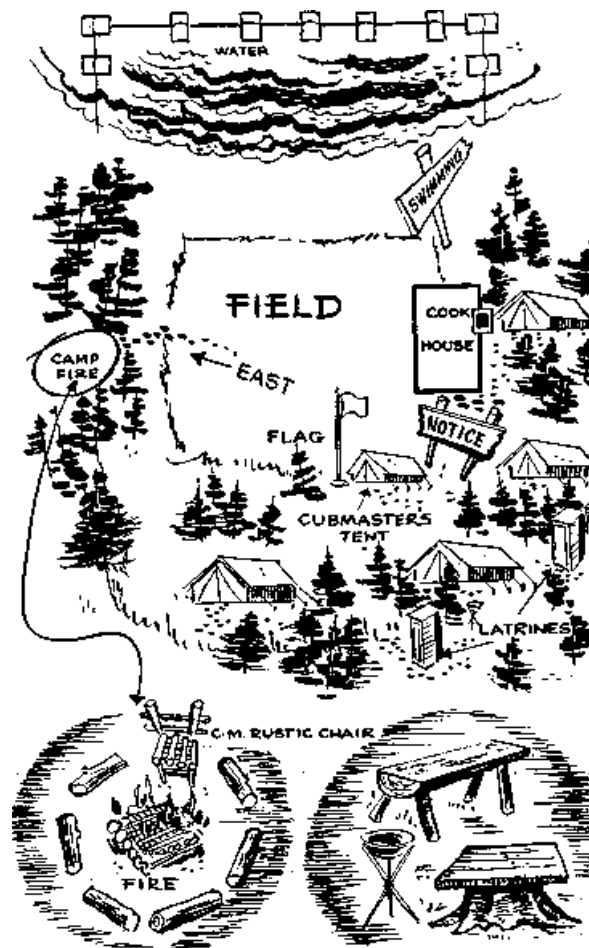
### Types of Camps

One of the factors which has contributed to the development of Cub camping has been the growing tendency of District and Provincial Councils to assist Groups in their camping programmes. This tendency has by no means been confined to the larger cities. Different districts have gone about it in different ways.

Some have gone to the length of organizing District Camps which any Cub may attend as an individual, with the consent of his Cubmaster. A better variation of this is the camp where all arrangements are made by the district, including site, meals, sleeping quarters, etc., but where Packs attend camp, under the supervision of their own leaders who are responsible for the Cubs and for the programme.

Another type is one where the district provides the campsite, sleeping quarters, a kitchen and perhaps a camp warden, but the individual Packs arrange transportation, cooking and catering in addition to the programme.

Of course many excellent camps are organized in their entirety by individual Groups, with the Cub camp either preceding or following the regular Troop camp and using the same equipment. The capital cost of the equipment for a good camp is far beyond the financial resources of a Cub Pack, and where camping is carried on by an individual Group, strong support from a very active Group Committee is required.



Model Campsite

### **Campsite And Equipment**

Choosing a campsite is not usually a Pack Scouter's problem since most Packs camp either on a Group, District or Provincial campsite. In general, a site for a good Scout camp is also suitable for Cubs, with the proviso that special consideration be given the questions of accessibility, convenience, and wet weather shelter.

A good-size permanent building or a marquee is a necessity for daytime use in wet weather.

In general, huts are much better for sleeping purposes for Cubs. However, the Cubs will get a much bigger thrill from sleeping in tents. A practical advantage is that tents can be easily moved around. For example, on any given site the best layout of sleeping quarters for a Scout camp is seldom the best for the Cub camp which may precede or follow it. With tents, this point represents no problem at all. Then again, moving the tents between camps helps to give the grass a rest.

A wall tent complete with a fly and a wooden floor providing at least a 2-inch air space between the floor and ground are best for Cub camping. The wooden floor is less comfortable for sleeping than a ground sheet on top of bare earth would be, but Cubs just can't seem to stay on individual ground sheets as they roll around too much. Some parents – and even some Scouters – have strange ideas as to what constitutes an adequate ground sheet.

Large ground sheets covering a whole tent floor can seldom be relied upon. Cubs seem to have hobnails in their shoes.

### **CAMP GADGETS**

Folding camp cots are recommended by some, but are expensive and take up far too much room. Ticks (palliassees) are inexpensive and quite satisfactory, and may be considered a necessity. Be sure that Cubs don't overstuff them with straw.

Give careful consideration to the location of tents, kitchen, dining shelter, etc. The staff should visit the site some time before camp and make a sketch plan showing the layout decided upon, ready to be handed to the advance party.

For sleeping tents (if they are to be used) pick a site facing South or East, on fairly high ground, but not right at the top of a hill. The site itself should be quite open and backed up by trees. Don't pitch tents in the bush otherwise much time will be spent in the treatment of colds.

On the lee side of camp – not too close as the prevailing winds frequently fail to prevail – pitch the dining shelters and kitchen, washing places and latrines. Also choose locations for the flagstaff and council fire.

### **Keep Friends Together**

A Cub camp is organized in "Sixes", each Six in its own hut or tent. The actual number in the Six will depend on the size of hut or tent. Five, or at the most, six in a 10'X12' tent are plenty and possibly eight to twelve Cubs in a hut with double-tiered bunks.

Try not to crowd the Cubs. Overcrowding leads to disturbed sleep and aggravates ventilation problem. Cubs with plenty of room are less likely to mislay their gear by day or to kick it out into the night.

In selecting Cubs for each hut or tent, try to keep friends together as much as possible. They won't get into mischief any more that way than separately, and a happier camp will result.

### **Health And Hygiene**

A most important consideration in planning a camp is the health of the Cubs. The Pack Scouter's responsibility in this matter is tremendous. Parents have a right to expect that every precaution will be taken to ensure that Jimmy will return from camp happier and healthier than

when he left home. The good name of Scouting should not suffer in the eyes of parents and the public through carelessness or lack of foresight.

Pack Scouter's bear a responsibility, too, to the Cubs' own futures in the Scout Movement. As Cub Leaders, one job is that of laying foundations. These foundations tend to be lasting ones, whether good or bad; however little we teach our Cubs of camping, that little must be beyond reproach. Slovenly camping habits, acquired as a Cub, are difficult to break later.

Neither is there any excuse for an unhygienic camp on the grounds of lack of knowledge. Of all subjects, camp health and hygiene is the one most thoroughly covered in Scouting requirements.

Cleanliness is the most important factor in camp hygiene, and once again the Pack Scouter's example is half the battle. The other half is the provision of proper facilities. Because Jimmy doesn't wash his neck at camp, don't jump to the conclusion that he doesn't do so at home. There is a great contrast between the convenience of his bathroom at home and the primitive nature of the washing arrangements at camp. So, naturally, he takes a little coaxing. Again, Jimmy has probably been regaled with stories to the effect that at camp, soap is stuff you wash dishes with.

Keep in mind the story of Philip who arrived in camp on Sunday. On Wednesday he called home and asked his mother if she could come out and visit him.

"Are you homesick to see me?" she asked.

"No", He explained, "but I've run out of spending money."

"Didn't you find that fifty cents I put in your pack?" asked his mother.

"No, where'd you put it? – I've been through everything", replied Philip.

"In your plastic soap dish under the soap", replied the mother.

However, if proper washing arrangements are provided, with plenty of water, wash basins, sheltered if at all possible, with a place for each Cub to keep his toilet articles (not in his kitbag!) and proper clothes lines, there will be little difficulty in bringing Jimmy home scrubbed and shining.

A relatively civilized type of latrine is best for a Cub camp, properly shielded and ventilated, kept scrupulously clean, disinfected, and deodorized. Each latrine must be inspected carefully each day, not for purposes of competition but to ensure that sanitary conditions exist. If the main latrines are some distance away, wet latrines should be provided for night use, within twenty-five yards of the sleeping quarters, and properly marked with a lantern. There must be enough latrines to serve 10% of the campers at one time.

Grease pits for the kitchen and washing places are a necessary part of the sanitary arrangements, and an incinerator is most useful. Each tent or hut should have its own receptacle for waste paper, orange peels, etc. Tidiness around the site is important, and Pack Scouters must do their part, by providing the receptacles and setting the example.

Fresh air is another important point. This is no problem in the daytime, but at night a compromise between ventilation and mosquitoes may have to be arranged.

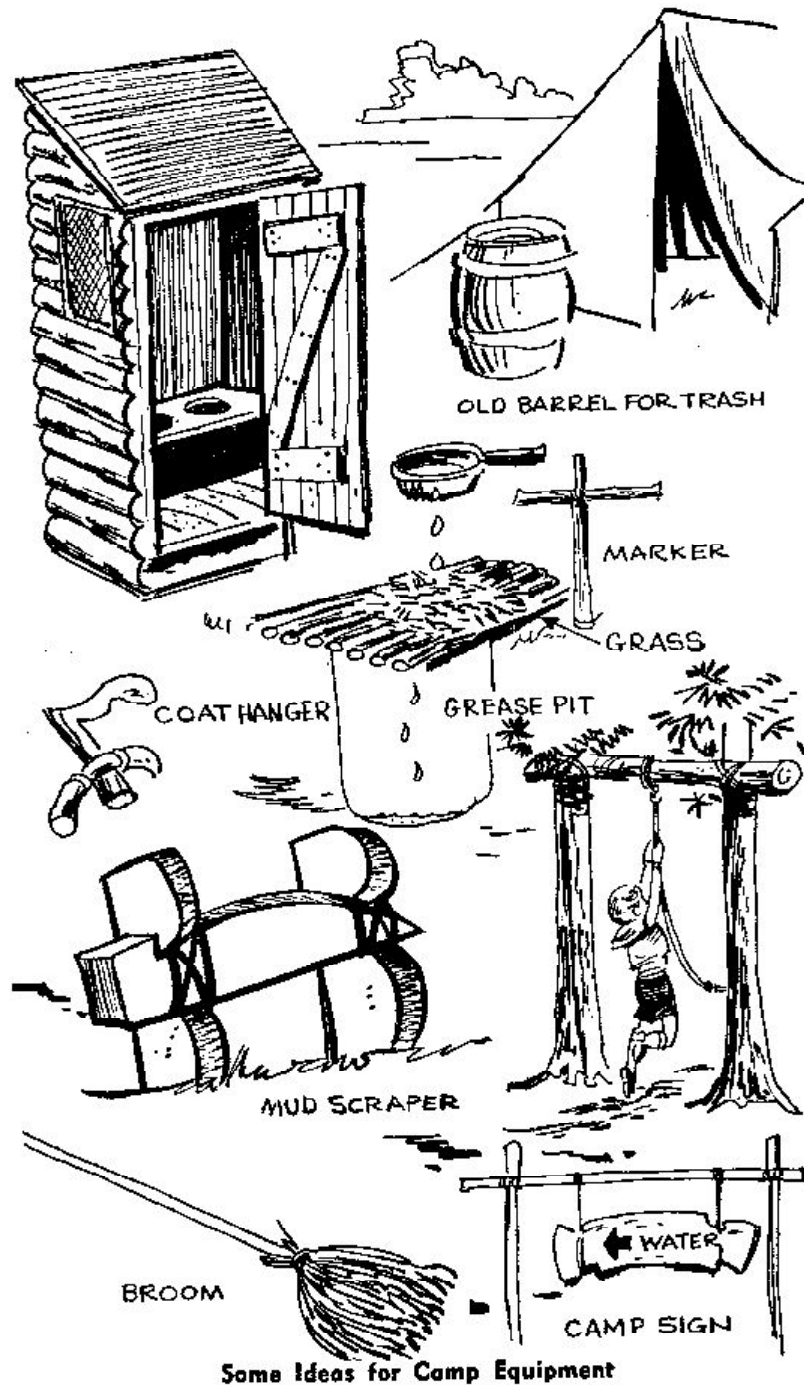
One last point – water. The supply of safe drinking water must be ample and convenient and must be certified by the public health authorities.

### **Medical Attention and First Aid**

A medical examination of each camper, either by the Pack's own physician or by the Cub's family doctor, must be given a few days before camp. Arranging for this is another job for the Group Committee. Arrangements must also be made for medical attention at camp in case of illness or accident beyond the capabilities of the camp staff.

One of the Scouters must be thoroughly familiar with First Aid and must be provided with a complete First Aid Kit, and a special hospital tent with a cot, a table and chairs. He will have many things to treat which are beyond the bounds of ordinary First Aid and will have the responsibility of keeping tab on the health of each Cub.

A few Cubs will invariably make themselves sick, either by eating too much or too quickly. When Jimmy has got rid of his dinner and has had a few of hours sleep, he will be as good as new – and he may even have learned a little lesson in self-control.



The Cubs must report all cuts, etc. no matter how trivial, to the hospital tent. This may have some unexpected results. Johnny will report so many imaginary hurts, that he will get to be a nuisance. As this is probably just incipient homesickness, put on a band aid and he will go away happy and comforted since all he really wanted was the attention. Jimmy, on the other hand, will wait till his throat is so sore that he can't eat before he will admit that anything is wrong. In both



cases the first aid man has a wonderful chance to show each small Cub that he is regarded as an individual – that Camp is not just a big impersonal machine.

Socks sometimes present a bit of a problem. If Jimmy wears them, particularly first thing in the morning when the grass is covered with dew, he is apt to get the sniffles. If he doesn't, you may have to contend with chafed heels. Ankle socks, changed frequently, are as good a solution as any. Incidentally, Cubs at camp unless urged to, never change their socks.

If there is any poison ivy on the campsite, make sure to teach each Cub to recognize it when he sees it. Encourage them to watch for it on rambles and warn the others.

Airing of blankets or sleeping bags is a point of real importance. On sunny days they should be aired immediately after breakfast and weather permitting, should stay out till three or four o'clock depending on the sunshine in the afternoon. Put up plenty of clothes lines. Express cord is cheap, and bedding can't be aired on the ground.

### **Food and Cooking**

Well-cooked meals are essential for a good camp. Menus must be carefully planned and must provide for meals which are varied and appetizing as well as balanced and nutritious.

Meals are one of the few camp activities which must be kept right on schedule. The Cubs will not require much coaxing to come to meals promptly, but at times it will be a bit of a struggle to keep the morning or afternoon programme finished on schedule. It is usually found best to have the day's big meal at noon time rather than in the evening, even in cases where Cubs are accustomed to the reverse at home.

In estimating quantities, remember that Cubs develop huge appetites at camp.

One or two items of food require special mention. A reliable source of pasteurized milk is essential – one quart per Cub per day. Delivery of fresh, clean meat and vegetables must be arranged for. If the camp is some distance from the nearest town, the milkman can sometimes be prevailed upon to pick up and deliver your daily order of groceries.

Milk will be the principal beverage at camp. On hot days fruit drinks (such as lemonade) will be welcomed, and on cold mornings a cup of hot cocoa. Few think it wise to give tea or coffee to Cubs at camp.

It is most important that the kitchen be properly equipped, both for cooking and for the storage of food. Details will vary with the size, location, and period of the camp but must, in any case, be figured out by the Staff in advance.

For a small camp, and with the cook familiar with outdoor camp cooking, an open fire will probably be used. In the case of a larger camp, or where the cooks are not Scouters, it becomes necessary to establish a cooking shelter or screened kitchen with a table, a proper stove and an ice refrigerator.

Adequate shelter of some kind must be provided for the dining area. If a suitable building is available, so much the better. If not, a tarpaulin can be rigged over each table.

### **The Activities Programme**

At a camp of two – or three – days' duration the normal camp routine will be found so engrossing and will take up so much of the Cub's time, that there will be little need for many specially planned activities. However, at a longer camp, as the Cubs gain more experience a more elaborate programme will be necessary to keep everybody busy and happy.

Keep in mind the importance of dividing the running of the camp among the available Scouters and other adults. If the Pack Scouter is to keep his sense of proportion and an objective viewpoint, he must be able to sit back occasionally and dismiss the camp and its Cubs from his mind, at least for a few minutes.

	MON	TUES	WED	THURS	FRI	SAT	SUN
WATERFRONT	Steve	Bill	Ross	Belle	Tom		
COOK	Jim	Bob	Roy	John			
PROGRAMME	Mike	Rose	Tom	John			
CLEANLINESS	Bob	Amy	Bob				
ALL INFORMATION							

## THE PACK AT CAMP

### Arrival

The spirit of the camp should be firmly established during the first few hours after the arrival. Everything will be new and thrilling and the Cubs will be in a receptive mood. This is your opportunity to call a council circle and explain what needs to be done to get the camp organized. Point out, too, that if everyone in camp is to have the best possible time a few absolutely essential rules must be obeyed without question. The Cubs should be reminded of the importance of the Cub Grin, and the cheerful attitude of willing and happy co-operation that goes with it.

### Rules

The Rules and Regulations at a proper Cub camp are kept to a minimum. There is nothing to be gained by a whole host of petty restrictions. The Promise and Law will cover all or most situations.

This does not mean that camp can or should be run without order or discipline. But the discipline to be aimed at is the Cub variety, i.e., cheerful and enthusiastic obedience. Discipline will follow almost automatically if camp routines are carried through punctually and without fuss or bother, and the program is efficiently organized to eliminate periods when Jimmy has nothing to do but sit around and get into mischief. A careful daily inspection of Cubs, kits and campsite, has an excellent disciplinary effect on Jimmy's frame of mind.

### Cub Camp Chores

The stressing of the importance of setting a "Happy Family" atmosphere, does not advocate a lazy camp. If the camp is to be of any value to the Cubs, they must take on a definite share of the camp housekeeping and must learn enough of camp routine to form a foundation for Scout camping which follows. The camp spirit will gain, not lose, and Jimmy will be more contented, if he feels that he is contributing his share towards the success of the camp. B.-P.'s rule that "the camp must be a busy one – not a school for aimless loafing", applies to Cub camp quite as much as to Scout camp.

The Cubs cannot cook but they can help, and should. Thus they begin to appreciate just how much work is required to prepare meals at camp, and how much care and effort is needed to maintain a high standard of cleanliness.

Gathering wood may become a chore, so make it into a game and have them make a stretcher to carry the wood. Other jobs for the Cubs can be arranged with the cook, but one very common one is dishwashing. This can either be done by each Six in turn, or each Cub can do his own.

### SUGGESTED DAILY SCHEDULE

- 7:30 a.m. — Get up. Wash and clean up,
- 8:00 a.m. — Breakfast.
- 8:45 a.m. — Routine tent or hut jobs. Prepare for inspection.

9:30 a.m. — Flag Break. Inspection of Cubs, their kits, and sleeping sites.  
10:15 a.m.—Morning activities.  
11:30 a.m. — Morning swim.  
12:30 a.m. — Dinner and sing-song.  
1:15 p.m. — Rest hour.  
2:15 p.m. — Afternoon activities.  
4:00 p.m. — Afternoon swim.  
                    Games or Free Time.  
6:00 p.m. — Supper.  
                    Free Time. Canteen.  
                    Prepare for evening programme.  
7:15 p.m. — Games.  
8:00p.m. — Evening activities.  
9:00 p.m. — Off to bed.  
9:30 p.m. — Lights out.  
                    Silence.

The programme and schedule should be kept flexible and at times may be scrapped entirely in favour of some fascinating adventure the Cubs have dreamed up on the spur of the moment. The only exceptions to this are the meals which must be punctual.

### **MORNING PROGRAMME**

The first morning in camp, the Cubs will be awake and ready to go at an unearthly hour. Usually from then on, none of them will protest at staying in bed until 7:30 a.m.

#### **Inspection**

After breakfast, give the Cubs plenty of time to tidy up their sleeping sites and get ready for inspection. Blankets or sleeping bags must be out airing weather permitting, towels and toilet articles hung up neatly in the proper places, and the rest of the Cub's kit neatly laid out on his ground sheet. All rubbish must be disposed of, tents (if used) brailed and swept out.

The inspection must be thorough but carried out briskly and efficiently. Long-drawn-out inspections can be very tiresome for the Cubs waiting their turn.

#### **Flag Break and Prayers**

This is usually the only time of day when uniforms are worn. Keep the prayers simple and in small-boy language. Allow time for the Cubs to change before going on to morning activities.

#### **Morning Activities**

These may be team games, wide games, badge work, handicraft or any other such worthwhile activity.

#### **Swimming**

In seeking a campsite, you may as well recognize the fact that both Jimmy and his parents have come to regard the teaching of swimming as one of the essential features of camp life. Therefore, a prime requisite of the site must be a safe bathing beach.

Swimming is probably the one activity to which Jimmy has looked forward. You will have noticed that the suggested daily schedule calls for a swim both before lunch and before supper. If the weather turns cold it may be necessary to shorten the swims.

In the water, have one Scouter with the non-swimmers and plan to have every Cub able to swim by the end of camp.

Safety in the water is of paramount importance and is secured by sensible planning and vigilant supervision. A picket of at least two good swimmers (Scouters or Service Scouts) must be on duty at all time when the Cubs are in the water. Read and follow the rules in *Policy, Organization and Rules*. If a boat is available, station the picket in it, just outside the line of floats making the boundary of the swimming area. Use the "Buddy" system.

The non-swimmers among the Cubs won't require much urging to be cautious, but when Jimmy decides that he has become an expert, he will have to be watched more closely to keep him out of dangerous water. There must be reason in all things, however. Don't expect Cubs who know how to swim to be contented to play around in water not much over their knees, or in a roped-off area about ten feet square.

Boating, as an activity for Cubs, should be considered only in a well-established camp.



*Use the "Buddy" System*

### AFTERNOON PROGRAMME

#### **Rest Hour**

The Rest Hour is most important. Camp is a more active place than the average small Cub realizes, and unless he really rests during this hour he will be cranky after supper. Books during Rest Hour have their place. If he wishes, Jimmy can choose Rest Hour to write his letter home, or he can lie and listen to a story told by one of the Pack Scouters.

#### **Expeditions**

A fair proportion of your afternoon programme should take you out of camp, on rambles, exploring the countryside and visiting interesting places in the neighbourhood. Perhaps some of

the trips can be made by boat. Don't overlook the possibility of occasionally making a real afternoon of it by taking along your lunch, picnic fashion.

It is difficult to give many concrete suggestions as so much depends on the actual location of the camp. It is up to the individual Pack Scouter to explore the possibilities of the countryside, then to put his imagination to work. B.-P. said, "The most important qualification of a good leader is a lively imagination." If your imagination is having an off day, don't forget that imagination, like some other qualities is 10% inspiration, and 90% perspiration.

Here is a list of ideas and themes that could be used in your afternoon and evening programmes.

Scavenger, Pin or Treasure Hunt	
Athlete Badge Day	Field Day
Indian Day	Pirate Day
Nature Ramble	Olympic Day
Water Sports Day	Boat Ride
Fishing	Wide games
Explorer's Day	Circus Day

### **Bed Making**

Late in the afternoon the Cubs bring in their bedding which has been airing in the sun all day. Beds are made and then rolled up until bedtime.

For the first few days at camp, bedmaking (if using blankets) will require a considerable amount of supervision. Jimmy is inclined to have so many fixed ideas of his own as to the proper way to make a bed, and has to be shown why they aren't practical. Then again, the system shown in Handbooks is not as simple as it looks when Jimmy sets out to make up a bed with three blankets of varying shapes and sizes. Blanket pins, too, are awkward gadgets for Cubs' small fingers.

### **Free Time**

Cubs need supervision, but it is an excellent thing to allow them some free time during the day. It is a mistake to feel that they must be organized all the time. Let them develop and play their own games, or just kick a ball around with one or two particular friends. Be ready with a programme, but don't wear yourself out unnecessarily.

## **EVENING PROGRAMME**

### **Canteen**

A Camp institution which must be planned for is the canteen. Supplies must be ordered and some plan of rationing worked out. Most Scouters feel that one chocolate bar or its equivalent per day, is the most each Cub should be permitted to buy. The canteen should also carry stamps and postcards, if the camp is far enough away from home that the Cubs need to write letters.

### **Camp Games**

A good supply of the equipment required for such organized games as softball, volleyball, dodgeball, croquet and horseshoes, as well as for a selection of wide games will be needed. Make sure that every Cub actually takes part in some games and doesn't just stand around and watch. Tumbling should be included, too, and can be very worthwhile if well taught.

The equipment should be kept accessible at a central spot. Thus the Cubs will be able to keep busy during any gaps in the programme, or can use it during their free time.

The games indulged in at camp should be of a "field" nature. By that is meant games which cannot normally be played indoors. The ordinary indoor relay races and so on should be

excluded from any camp programme. Volleyball, soccer, modified basketball, hide and seek (the real, virile outdoor kind with a good deal of running and some hard tackling, not the parlour variety), and many others of a similar kind, are all useful, capable of much variety and need little organization or control. Beware of the “organized game” which is so highly organized that it has ceased to be a game!

See Chapter 5 for suggestions on Wide Games.

### Evening Activities

Some of the items mentioned for the afternoon could also be done in the evening. Don't forget Amateur hours, Playacting, Jungle Dances, the Scouters' Show, etc.

### Campfire

The Campfire is the climax of Jimmy's day, sending him off to bed with his heart overflowing with happiness and contentment. The fire itself is an important item; be sure it is properly laid and ceremoniously lit. Then Akela formally opens the campfire programme consisting of songs, simple skits, and stunts in which every Cub can join. A short yarn from Akela or one of the other Old Wolves, together with a prayer and a verse of a vesper hymn, and the campfire is brought to a close.

If the weather is warm and dry, and there is a sufficient supply of extra blankets, have the Cubs come to campfire already dressed in their pyjamas, and wrapped up, Indian fashion, in an extra blanket. This all adds to the proper campfire atmosphere. It also has the practical advantage that the Cubs can get into their pyjamas while it is still daylight, and into their beds in the shortest possible time after campfire. It is very necessary, though, to make sure that Cubs clad in pyjamas keep away from wet grass, and, of course, do not sit on the ground.

### Good Night

After the Cubs have climbed into their bed, the Staff should visit each hut or tent to make sure that everyone is settled down for the night. The boys are then given five more minutes to chat, before the final Silence Signal.

Some of the Cubs will sleep restlessly during the first couple of nights at camp, and one of the Scouters should take a turn around the camp once or twice through the night to make sure that no one is out of his bedroll, or even right out of the hut or tent. Rain pattering on the roof will cause some boys to be restless and to roll around.



## SPECIAL ACTIVITIES

### Housekeeping Ideas

One of the marks of a good camp is the orderly way in which the Cubs keep their gear. Things which are needed frequently should not be stowed away in the bottom of a kit bag, but hung up in the tent or kept handy in some similar way. Uniforms will be worn only once

a day, for flag break and inspection, and need not be kept on by the Cub at all. Each Cub is given a large shopping bag with his name on it and stores his uniform for the rest of the day with an Old Wolf.

Be alert for new wrinkles and ideas to simplify and streamline the work of the camp. Remember B.-P.'s text that says, "Only a tenderfoot roughs it at camp." There is no special virtue in doing things the hard way.

For example, a Parade Circle must be formed many times each day, and the Pack frequently wastes valuable time before the circle is the right size, or sufficiently round. If the circle is laid out carefully just once, using a rope (and a peg in the centre), a small rock can be spotted at the correct location for each Cub, with a larger rock for the Sixers. For the rest of the camp, the circle can be formed in a minimum of time, without argument or jostling. Each Cub has merely to run to his own rock.

### **The Wet Day In Camp**

Be prepared for the wet day in camp. A complete change of programme may be necessary. The Cubs will probably be quite willing to sleep in, and camp rouse can be half an hour later. Bed rolls are folded neatly instead of being put out to air. Inspection and flagbreak may be curtailed or omitted altogether.

On wet days the permanent building or large marquee provided will come into its own. Now is the time to arrange dressing up, stories, and handicrafts. Impromptu sketches on suggested themes can be put on, collections of leaves, and other scrap-book items assembled. Six logs may be written. Dumb Crambo, Charades and other simple play-acting games will be popular. Have a games day. Write that letter home. What about a pop-corn roast?

If clothes can be dried, a walk in the rain will do no harm. Or, if it is not too cold, organize a run around the camp in bathing suits, followed by a brisk rub-down, and a hot drink or meal. On a wet evening, an indoor campfire by lantern light can be great fun.

### **Sunday In Camp**

Sunday in camp must be treated as a Sunday. If the Pack consists of boys of one denomination, the Pack can attend church, if one is near. Alternatively a short Scouts' Own could be held during the morning. Sunday afternoon will often prove convenient for Visitor's Day, or it can be devoted to quieter activities such as nature expeditions, etc.

Serve a special dessert such as ice cream for dinner. Sing spirituals at the campfire, if you hold one.

### **Handicrafts**

Reserve a definite place in your programme for handicraft activities. Many leaders look upon handicrafts merely as a useful way of filling in time on wet days. A little reflection will show that they have a wider usefulness. A steady course of such strenuous activities as hikes, games and swimming will soon result in overtired Cubs. Handicrafts offer a valuable opportunity for a "change of pace".

See Chapter 10 for suggested activities.

### **Nature Lore**

Camp is a wonderful place to go in for Nature Lore. At most campsites, there is plenty of Nature, not merely available for study, but thrusting itself upon your notice. Perhaps you can recall camps where, between whippoorwills and loons, getting to sleep at night presented quite a problem.

In almost any part of the country, if he should wake up early Jimmy can lie in his bed and listen to the songs of dozens of the daytime birds. On hikes, he can keep his eyes open for new varieties of tree, and collect their leaves to add to his scrapbook.

An opportunity is afforded for another type of Nature activity when your Cub Instructors come back from a voyage of exploration to announce that they have discovered a “desert island”, just overflowing with blueberries or wild raspberries.

See Chapter 5 for programme notes.

### **Badge Work**

As Cub Camp is primarily an enjoyable holiday, little time need be devoted to badge work as such. However, many of the camp’s regular activities, indulged in for their own sake, such as nature lore, swimming and tumbling will quite incidentally help with star and proficiency badge work. Leave indoor work for the winter season.

See Chapter 13 for suggestions.

### **Visitors’ Day**

One of the highlights of the camp should be Visitors\* Day, when Jimmy’s mother and dad come to camp to visit him and see how he is making out. Plan something definite in the way of a programme, finishing up, perhaps, with a special campfire. Don’t confine the invitation to the parents only but invite the whole family and have them bring a picnic lunch. Jimmy’s young brother and sister will enjoy it.

### **Letters Home**

If the camp is some distance from home, be sure to remind parents to send along a letter or postcard, and make sure that Jimmy writes home regularly, too. One amusing sidelight on this matter of letters from home is the fact that few Cubs can read their own parents’ handwriting, and Pack Scouters will have to “translate” most of the Cubs’ letters for them. Not that Pack Scouters will consider this a chore. On the contrary, it is one of those little things which help so much to foster the proper atmosphere of trust and affection.

### **Closing Up**

Get the packing done in good time. One of the Pack Scouters should personally inspect the site to make sure that it is in good order and that Jimmy has not left any of his gear. Cubs, in their excitement, can lose some amazing things, — raincoats, blankets, belts, etc.

As for the Cubs themselves, bring them home:

1. Feeling that their camp has been an adventurous holiday;
2. With their eyes shining;
3. Wishing for more;
4. Clean;
5. Rested.

## **THREE LAST POINTS**

### **Good and Bad Camps**

Reports of a good camp (or of a bad one) spread amazingly, and one of the principal benefits of a really good camp is the marvellous advertisement it is for the Pack and for Scouting generally. Parents whose boys have been to a real Cub camp are first call prospects when you are looking for Group Committeemen, or adult help in some other activity.

“Good” camping has been stressed. For Cub camping is emphatically an activity which must be done well or not at all. A poorly planned or irresponsibly run camp can spoil a Cub’s future in the Scout Movement. In addition, the adverse reports that will circulate may reflect on the status of Scouting in the community for years.



### Homesickness

Homesickness is very much overrated as a camp problem. Every Cub feels a little lonely from time to time, but he won't let it bother him seriously if the camp spirit is healthy and the following points are observed:

- a) He is kept busy;
- b) He gets sufficient rest;
- c) He is satisfied with the meals.

Once in a while, a boy will succumb to a real attack of homesickness. In extreme cases, it may even be necessary to send him home. For some unexplained reason, he is usually an older boy.

### Enuresis

With the increasing number of younger Cubs who will be going to camp, Pack Scouters must be prepared to accept an equally increasing number of boys who suffer from enuresis or bed-wetting.

Camp is neither the time nor the place to worry too much about the cause or cure for this ailment. However, there are a number of preventive measures that can be followed.

- 1) Check with the parents or doctor to see if the Cub suffers from enuresis. If so, arrange for the Cub to be given a rubber sheet. This can be done in an unobtrusive way by the First Aid Scouter.
- 2) After supper, reduce or cut out the consumption of liquids by the boy.
- 3) Encourage the boy to go to the latrine before retiring.
- 4) In special cases, arrange to get the boy up late in the evening.
- 5) Keep your evening programmes relaxing rather than exciting.

Such boys are usually quite sensitive about their problem. The older Cubs will follow the Scouter's example if the problem is handled in a matter-of-fact manner.



## CHAPTER 16



### *Miscellany*

The chapter consists of a collection of miscellaneous ideas from many sources. They are included in the *Handbook* for each idea has merit.

#### **FROM THE DIRECTOR OF THE INTERNATIONAL BUREAU**

##### **Tinker, Tailor, Soldier, Sailor**

“How many of your immediate neighbours are in Scouting? What about the chap next door? Across the street? What skills or crafts have they which would interest boys? Are they potential Badge examiners, Group Committeemen? Could they do your Scout tasks better than you yourself? Take another look at your neighbour, Scouter!”

##### **No one is too busy**

“It is probably true that most of the men we would like to have join us as Scouters have never been asked! Think it over.

“No one is too busy, too big, or too important for Scout leadership. I know an Admiral who runs a Troop... a General who is a Commissioner... a motor-car company president who is an active Group Committee man. The other types of men you need may never have been invited to lend a hand.”

##### **Investment in the Future**

“Has the Mayor of your city or town, or the Premier of your province, done anything for Scouting recently? Has he been asked? He could publicly thank the Scouters for the splendid job they are doing for the boys who will one day elect future Mayors and Premiers.”

##### **Parents**

“Throughout the world there are more than seven million boys in Scouting. This presupposes there are very roughly fourteen million parents. Here is a great mass of men and women who can help the Movement if encouraged to do so. It is up to Scouters everywhere to find and, if necessary, to make opportunities for our best friends to help us solve our problems of leadership, organization, and finance.”

##### **Anti-Social?**

“We all know the kind of Scoutmaster who will have nothing to do with the Wolf Cub Pack from which his Scouts come. I have even met one Scoutmaster who had never met the

Cubmaster, even socially. Surely this is foolish. Here is a chance for the Group Committee to do something useful.”

### **V.I.P.S**

“It is worthwhile to have a Scout telephone or call upon any very important person who happens to be visiting in your country or city in order to offer any small services and to welcome the V.I.P. This small Good Turn may frequently yield unexpected results!”

### **Film Nights**

“Many film libraries distribute films of interest to Scouts. Some of the large business organizations, and most governments, have film services. Embassies and foreign information services can frequently help you find the films for your Scout Film Night. Ask the parents to come along and make a gala evening of it.”

“This is not a new idea to many, but to some people I have met on my travels it is. Let us hear more of this activity, but at the same time do not fool yourself that viewing is better than doing. We are still an outdoor movement!”

## **FROM THE CAMP CHIEF OF GILWELL PARK**

### **Loyalty**

One of the questions that District Commissioners have to answer when making recommendation for the award of the Wood Badge is:

“Is the A.C.M. cooperative and loyal to the C.M.?” Many and varied are the answers, but perhaps most conclusive of any was this one: “Very. I think she means to marry him.”

### **Part Two Courses**

At the end of a Wood Badge Course notebook the candidate had written: “I have made about twenty-five new friends and have learnt that up to now I have only been playing with Cubbing. My eyes are well and truly opened, and I have found a new enthusiasm, a real joy in the work. The Wood Badge to me meant many happy and useful years.”

“This is the kind of statement that makes me feel that some of our work does bear immediate fruit.”

### **Some Comments**

Several comments from a South African correspondent which appeal to me, and I hope they will appeal to you:

“On meeting a Wolf Cub who was covered in bandages, his explanation proved to be: “Sir, I made an atomic bomb, and it went off.”

Perhaps there is case for stiffening the Cub programme a little.

“Some Cubs were shown a film on the life of Frank Whittle, the inventor of the jet engine. A comment from one young Cub was: “*That* plane must have come out of the Ark.”

### **Report of a Training Course held in a new housing area**

“David Wright, who has a Group in a new housing area, made a house-to-house visit to find out if anyone had been in the Guides or Scouts and was interested in the formation of new Groups. These were invited to attend this course. We gathered about twenty.”

### **Value to a Scot**

One of the nicest compliments I have ever had at Gilwell came from a Scot. At the end of a Training Course he announced fervently, “I want you to know that it has been worth every penny of the expense.”

## FROM MANY OTHER SOURCES

### “Out of the mouths of babes”

A conversation overheard between two Cubs: “Why do you come to Cubs, anyway?”  
“Because I needn’t.” “What do you mean, because you needn’t?”

“Well, I have to go to school and Dad makes me go to Sunday School, but nobody says I must go to Cubs, so I go to Cubs because I needn’t... see?”

Next time you are asked to explain just what a voluntary Movement is I think this can well be your answer.

### Compensation to a Scouter

“In this wise and sophisticated old world of adulthood, you don’t find the happy enthusiasm, the genuine sincerity, the wide-eyed innocence that you find in these little boys. It’s refreshing.

I never walk down the street without some child speaking to me with a big wide grin. This kind of respect and admiration makes your heart glow.

It’s a wonderful feeling to know that you’re doing something worth while, to see the results of your work showing up in the lives of boys.”

### “Litter-ary” Gem

In California, Cub Scouts took just two minutes to strike a blow for a cleaner, better outdoors. Scene I: Picnickers arrived, ate heartily, scattered their litter from here to breakfast, and departed. Scene II: A den of Cub Scouts swooped in, cleaned up the litter before you could say “Do your best”, and vanished. Scene III: A long Cub Scout entered, carrying a big sign... “Don’t Be a Litter-bug”.

### A Pack Fire Prevention Night

Being Fire Prevention Week, the Pack were all firemen, the Sixers captains of their respective Six “fire stations”, and Akela the Fire Chief. All good firemen enjoyed the game of *keeping Nosey from hindering* the fire station which was fighting the fire, then dashed back to their own stations for inspection. As all fire fighters must know how to tie knots, this was practised. The Assistant Fire Chief spoke of ways to prevent fires.

### To keep Track of Cubs in a Crowd

The problem of looking after the Cubs in a great crowd is one requiring thought and planning. A practical idea used in the Old Country at big Scout Jamborees is to tie the whole Pack on a long rope, with a leader at either end. Try it some time.

### Treasure Chests

Each Six owns a Treasure Chest, and during a period of each meeting the treasures are displayed in the Six lairs. They include various collections, carving, shells, flags, and other miscellaneous small-boy accumulations.

### Contact with Cub Parents

Pack Scouters should not overlook the ties between parents and Cubs. Parents should bring the New Chum to the Pack so as to meet the Pack Scouters.

A Parents’ Night should be held at least once a year.

An occasional form letter to parents indicating how their sons are getting along will be appreciated, and helps to maintain parental interest.

Some leaders make a practice of taking snapshots of occasional Cub activities during outings, parades, etc., and selling prints to the Cubs at cost, as a method of interesting parents.

### **A Pack Bank**

A Pack Bank with a card credit system of entering small weekly deposits, has been used successfully for camp fee funds and for the purchase of items of uniform.

### **Pack Notices**

“When I have an important notice for the Pack, such as a special meeting, I always give each boy a note, and very often send a typewritten letter to their parents. The boys enjoy carrying a typed letter”, writes an experienced Pack Scouter.

### **Remembering the Sick Cub**

When a Cub became ill and shut in with scarlet fever, the Pack got a large box and in it put smaller boxes, wrapped up, each containing a “wise Cub saying or a joke”. The sick Cub had more fun opening the many little parcels than if he had received only one large present, and it cost less.

### **Keep Your Progress Chart Clean**

Progress Charts get “messy” after a while, Because of boys leaving, etc. Charts can be kept fresh and up-to-date by framing the chart under a sheet of glass or celluloid. Slips with the names of the boys are pasted on the glass, along with stars as badges are earned and requirements passed. When necessary to remove a name or a star, scrape it off with a razor blade.

### **A Bowling Party**

An Ontario Pack arranges for a Sixers’ Bowling Party each year in appreciation of the efforts of Sixers and Cub Instructors during the year. It could also be used as a treat for the Six leading the competition.