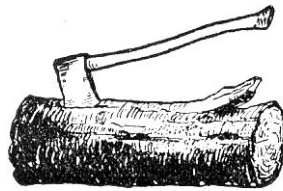


HOW TO RUN A PACK

by
“GILCRAFT”



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It is assumed that the reader has read and has available a copy of *The Wolf Cub's Handbook*.



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Scouting relies on the selfless service of its adult volunteers.

Editor's Note:

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

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HOW TO RUN A PACK

GENERAL PRINCIPLES

This book is intended for the novice; for the man or woman who in a weak moment has consented to run a Wolf Cub Pack and is now rushing round in circles to find out how on earth to begin.

It is no small matter to be confronted on your first night with a dozen or more expectant faces, particularly when you know that their owners are sizing you up, not maliciously, but remarkably accurately. It is as well to have something good to offer them because small boys have no time for a show that isn't up to scratch. If you would hold them you *must* put on a good show. You must inspire them through your own enthusiasm and lead them by your personality.

Well, of course, the first thing to be done before ever you contact the boys is to get a thorough knowledge of Cubbing and what it sets out to do. You need to capture the spirit of Cubbing so that you will create the right atmosphere in your contact with the boys.

The first step, let it be strongly recommended, is to read, more, study *The Wolf Cub's Handbook*. There you have the whole thing from the Cub's point of view and all you have to do is to put it over. That is where one may need help and where this book hopes to be useful.

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

Happiness is the key word of successful Scouting and it should be our first aim to have happiness in our Pack. Boys are naturally happy creatures so it should not be a difficult standard to maintain. Happiness is a virtue given in larger shares to some than others, and is a very necessary quality whatever our walk of life, and therefore we must ourselves be happy if we wish to have a happy Pack. Boys like to laugh a lot — laugh with them, enter into the spirit of their games and try and feel some of the zest for life which they have in such abundance.

Linked closely with happiness is kindness, or shall we call it brotherliness. Here again we have a good foundation to work on because the small boy is ready always to be friendly and if approached the right way will show his kinder side. Perhaps, in truth, we must say too that small boys can be cruel and if left to themselves will sometimes behave abominably, usually to those who are odd in any way and cannot stand up for themselves. But if kindness is taught by example and by a straight talk where necessary, the cruel side will disappear and the fundamental kindness grow. A boy is ashamed to be dubbed a bully and if he is told in private that "Johnnie" is not quite so tough as the rest of them and can't do as much as they can, and therefore they must help him because they are stronger, etc., etc., they will respond and will go out of their way to help the duffer. I have heard it said by a small boy in all sincerity and kindness of heart, "Don't make fun of him — he can't do it right because he was born without many brains!" Not very complimentary perhaps, but a logical statement of fact which was accepted in the spirit in which it was meant. Of course where a thing like sneaking is concerned, the boys themselves are often the best ones to deal with it; in fact the wise Akela (the Cubmaster) will leave as much as possible of the chastisement for things of that sort to the boys, because they have such a happy knack of making the punishment fit the crime. The scorn of his friends goes home to the culprit far more forcibly than any amount of "pi-jaw" from an adult.

And so our aim must be to develop kindness in the boys, willingness to do a job, readiness to lend a hand, and a good-natured acceptance of other people's deficiencies. In Scouting we are out to develop the boys' character along the best possible lines, and that we commence in Cubbing. If we can lay a good foundation for the training of the right sort of character, we shall be doing an excellent job of work. The Founder, Lord Baden-Powell of Gilwell, saw this necessity so clearly, and his whole plan of Cubbing and Scouting is to that end, to develop the boy's character and to make him into a good, useful citizen with a healthy outlook on life. All this will be seen so clearly on reading *The Wolf Cub's Handbook*. The activities set out therein — the Law, Promise, the Tests to be passed, and of course the Games to be played — all these are designed to widen the boy's outlook. They help him to be unselfish, thoughtful for others, dependent on himself for his happiness, and train him to *think*, and to enjoy as much of his life as is humanly possible.

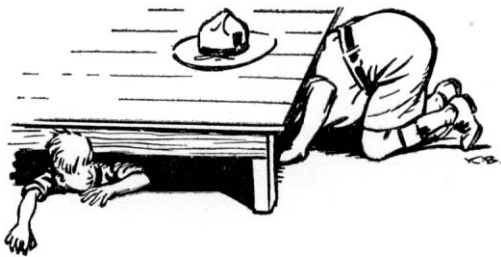
DISCIPLINE.

It need hardly be mentioned that good discipline is an essential part of 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 of course 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. We have only to think back to our own schooldays to remember old so-and-so whom we thought awfully feeble — what a time they had and not a thing did we learn from them. And usually it was somebody who couldn't laugh with us, who couldn't take a joke, and who either remained consistently passive or else said, "Don't" eternally. Boys love a joke, they want lots of fun; the more they laugh the better, but they must never for one minute become out of hand.

One reason for unruliness is insufficient occupation. Children need to be occupied — the old saying "Satan finds work for idle hands to do" strikes us as Victorian perhaps, but it is still absolutely true today. 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.

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. A particular case which illustrates this was when a young and very keen Akela took over a flourishing Pack, knowing nothing at all about Cubs. How she longed to be a success! With what enthusiasm she set out



every Monday evening and with what misery she crawled home at night! How those Cubs did play her up and how she hated it! She just couldn't manage them. The trouble came from one or two boys who tried to be out of every game so that they could "lark about." They spent the time jumping over some old chairs which were piled at one end of the Den, or worse, crawling under a low platform and shouting out comments from there. Nothing the young Akela could say would have any effect and it

wasn't long before the rest of the Pack became thoroughly demoralised. Akela was quite convinced that she was no good, and in desperation begged the District Commissioner to find somebody to take her place. He, however, knew her well; he had appointed her and was convinced that he had not chosen wrongly, so he decided to come himself and run a meeting for her to show her where she was going

wrong. He came — but oh, her relief, he was no better! The Akela treasures to this day a mental picture of the large, extended back view of that dear but rather portly D.C., as he sprawled hind-end uppermost after the Cubs under the platform.

The boys were just too old, that was the trouble, and Akela much too gentle. The outcome of it all was that the boys were dispatched to the Troop where they did well, and the rest of the Pack (now consisting of younger boys and with Akela grown somewhat wiser) soon became a first-rate concern and flourishes to this day.

Much can be done towards maintaining discipline in a Pack through the example of the Old Wolves. Small boys miss nothing, so Akela and her assistants must observe all rules which the boys are expected to obey. 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. Of course, no Old Wolf should contradict another in front of the boys, or question their instructions, or criticise each other to the boys. All the Old Wolves must hang together as one and never say anything to, or in front of the boys, which would cause them to doubt in any way the infallibility of their leaders. Akela has to be something of a paragon, at least on Pack night, so if the boys do make you into something of an idol, for their sake never show your feet if they should be made of clay!

An enormous amount of 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 these pastimes. Team games, for instance, are most helpful, provided that great 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. Boys, being growing things, have masses of energy, which is what gets them into trouble more often than not, and the wise Akela will provide plenty of outlet for it. So give the boys a chance to let off steam to their fullest extent, and see that the programme provides plenty of change and activity, and opportunity for getting rid of this superfluous energy.

Of course, the boys must like their Old Wolves, or at any rate respect them, though with boys of Cub age, perhaps they are one and the same thing. So here again let us emphasise the necessity for laughing with the Cubs, for having such fun together that there is no time for trouble. Make a boy laugh and enjoy being with you, and he will follow wherever you lead.

The Cub Law, which is — “The Cub gives in to the Old Wolf. The Cub does not give in to himself,” certainly gives a wonderful basis upon which to build good discipline; but, of course, one must have some control over the Pack before trying to teach the Law, otherwise the boys would not listen. One must be able to hold their attention before trying to expound to them. It's no good going to the first Pack meeting and expecting the boys to take in the Law straight away and act upon it — you have to be able to handle them first. So I do not consider it of *first* importance where discipline is concerned, at least from Akela's point of view, although when you do have the opportunity to teach the Cub the Law and get him to understand what it means, then you have a fine chance of impressing the boy with the necessity for his obedience to the Old Wolf.

Therefore, to sum up — if Akela has difficulty in managing the Pack she must stop and ask herself, “What is the cause of the trouble ?



Are the boys too old?

Is she not giving them enough to stimulate their interest ?

Are they repressed with insufficient opportunity for getting rid of superfluous energy?

Does she give too many orders, or not make herself clear and concise ?

Do the Old Wolves work together as one?

Does she let the boys be cheeky, or threaten wild threats which she can't carry out ?

Or does she lose her temper? (That, by the way, is the last thing Akela must ever do and the first thing a boy must learn not to do.)

One last word — never tell the Cub he is a naughty boy.

SIZE OF PACK: ASSISTANTS.

It is very important for the new Akela to start small, particularly if she has not had much experience of handling boys. For a few weeks it is best to keep the number down to twelve. This is a tidy little number to manage and it gives one a chance to get to know the boys individually. Akela should be able to get them well launched so that when more are admitted they will come to a Pack which is in full swing with the right atmosphere and a high standard all there.

Boys under eight should not be admitted — it is unwise, however hard they plead — they are not old enough to appreciate the meaning of the Law or Promise: far better to wait until they are ready. But on the other hand, don't take boys of eleven! Those dangers have already been pointed out. The boy of eleven is past Cubbing; it is Scouting for him. No, the best ages for starting a Pack are the eights, nines and perhaps a ten or two if they've recently had a birthday.

A new Pack does need an Assistant as well as Akela, even though it is so small. It is so important to start well right from the beginning. The boys simply must enjoy the first meeting — “Jolly good” must be their comment, and then perhaps the following Saturday Akela will take them out if only for a picnic and a game or two. Little boys soon forget and a week is quite a long time when you're nine. Of course if they could bring a potato and roast it in the ashes of a fire (lit by Akela or Baloo), then their joy would be complete!

So start small, Akela, start young, and get the thing going right from the word “go.”

Every Akela should if possible have at least one responsible Assistant who generally takes the name of Baloo or Bagheera or another of the Jungle names. If Akela is a woman it is most advisable to have a male Assistant (or vice versa) as there is so much in the Cub programme which needs actual demonstration and can be more appropriately put over by a man. Leap-frog and somersault are two examples.

Very often a Scout from the Troop acts as an Assistant and this is an admirable combination. If the Scout cannot spare the time to come regularly to the Pack meetings he can perhaps be prevailed upon to act as a Cub Instructor which is a valuable asset to any Pack. He can be responsible for some definite instruction in star-work with part of the Pack, such as semaphore, knotting, or the more active pastimes mentioned above.

The value of a Cub Instructor, apart from his actual instructing, is that he is a boy himself and therefore much nearer to the Cubs than an adult would be. He'll bustle them into line for a game if they're a bit slow, or put down “any mucking about” before it's really noticed. He can be responsible for odd jobs like seeing that the Den is tidy after the meeting, and make himself useful in a thousand ways. If he's the right type he will be found to be indispensable.

The ideal for a Pack of any size would be to have at least two Old Wolves, i.e. Akela and Baloo and a Cub Instructor, in which case the Old Wolves could both be women.

The “handling” of Assistants, if it may be so called, requires tact and imagination on the part of Akela. An Assistant who is expected merely to turn up to meeting after meeting without being given anything to do will soon become very bored, and rightly so. Any trouble between Akela and her Assistants usually arises from the fact that Akela has not used the ideas of her Old Wolves in compiling the programme, nor sought their advice in the running of the Pack. The Assistants should be made to feel that they are a definite part of the show; they should have responsibilities and be given scope for their ideas — subject always of course to Akela’s approval.

The programmes, which should be planned in advance, should be compiled with the help of the Old Wolves. See that you have a part where they take over, either for games or star-work, or a yarn. Find out what your Assistant is good at and let that be his special job. It may be Handwork, or Nature Study, or Music, but whatever it may be, hand that subject over to him so that he does share in the work of the Pack. Ask him for his ideas and incorporate them whenever possible, and get to know your Assistant. It is as important for an Akela to know her Assistants as it is for her to know each Cub.

Sometimes a Cubmaster is rather afraid of losing caste if she lets her Assistant run a game, or take any active part in the proceedings. That of course is nonsense. Akela is always Akela; her very position makes her the figurehead, and if she cannot keep the respect of the Cubs because her Assistant runs a game, then she was never worth it in the first place. The whole test of how well a Pack is run is whether it can carry on without a hitch when Akela is detained or unavoidably absent.

It has already been stated that for discipline’s sake the Old Wolves must hang together as one. They must always bear each other out in front of the boys and back each other up at all times. Akela should never interfere when she has handed the Pack over to an Assistant, but if there is anything to criticise it can be done privately afterwards, and it can be pointed out why it went wrong, and what would have been the better method.

So use your Assistants; plan the programme with them and give them some responsibility in the Pack or from time to time let them take complete charge of a meeting.

PARENT VISITING.

To many a new Akela this is the most arduous and noble of her tasks, because it does not “come at all easy” to be able to contact strangers, announce her identity, and then chat. But it must be done for the good of the Pack, so make up your mind to start straight away and you’ll be surprised how good you get at it in a very little while. Some of the Cubs usually live fairly near to each other if not next door, so you can “do” several mothers on the same day. Go armed with all the tact you possess and be prepared to drink copious draughts of tea varying in colour from pale antler to nigger brown! On the whole you will find that making the conversation is not your worry as mothers are remarkably happy to chat about their children. With an occasional “yes” or “no” and a nod or a grin you can learn much about the boys which may be useful to you. The homes will differ enormously, in the furnishings as well as in their atmosphere, and it 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.

Apart from finding out more about the boys you will be able to tell the mothers what this Cubbing business is. The Cubs have probably gone home with the most amazingly 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 infested? It’s not painful, is it?”

You will find on the whole that parents are anxious to help in any way they can once they understand what it is all about, so do use them as much as possible. Later on, when you have parties, you can get the mothers to make cakes, and you will be amazed at the trouble they take and the variety they produce! They do turn up trumps and they do like to be asked to help.

On your first visit to the parents you can explain about the Uniform — how much is necessary, what you expect them to pay for it, and make arrangements about weekly installments if the Pack is a poorish one. 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 their end, it will be an enormous help to you at your end.

Altogether, Akela will find that she has made many new friends when she has come to know the parents and will realise how well worth while the initial effort was.

GAMES.

It must be borne in mind constantly that the Cub is only a little boy, still rather a slave to his likes and dislikes, not yet very considerate towards his neighbour, somewhat selfish, and with remarkably little sense of responsibility. These are all healthy signs and show that he is a normal animal on whom we can work with every hope of success. Our most useful means to this end will be games of every sort imaginable: noisy games, quiet games, team games, games on star-work, and games of skill. They are the sugar coating which wraps up the pill, as he is learning so much and being trained without knowing it, while thoroughly enjoying every minute of the time. And the more he enjoys himself, the keener he will be, and the keener he is the more he will absorb and remember. This does not mean that he must only play. He must work too in small doses, but play is a great essential in the life of a small boy. The good derived from games in the Pack is immeasurable — they are the very finest form of character training.

1. TEAM GAMES.

Here the boy learns to play not for himself but for his side. He is an individual no longer, but one of a group, yet his small share is of paramount importance and therefore he must do his very best. He himself will gain no glory for his effort, but his side will if it wins, and that must be his aim. Thus he learns to be unselfish, to play for the good of a side and not to think only of himself.

2. NOISY GAMES.

These are active and are for the purpose of letting off steam and trying to work off some of that superfluous energy of which there seems to be so much. Here the Cub will romp and laugh and make a row. Let him make a noise as loud as he likes, provided that he is quiet when necessary. Noise is important to a boy; it's all part of the fun of being young and irresponsible. The more he laughs the better, so let him rip!

3. QUIET GAMES.

These are of a very different type. They are to promote self-control. Control over that body which is so clumsy and apt to overbalance or make a noise at the wrong time. It is hard for a small boy to sit quite still for any length of time, but it is very good for him to try, and the sooner he does learn to control his body the better for him, because he is controlling his mind at the same time. And what a boon to us is self-control, and how we could all do with so much more of it!

4. SENSE-TRAINING GAMES.

These again are usually quiet games where the Cub has to listen hard and keep very still, or has to use his fingers instead of his eyes. We have five senses most of us, why not develop them to their fullest extent? Little do we know when one may go; then the call on the others will be all the greater.

The Redskins are an obvious example of a race who depended for their existence upon their ability to train and use their senses. Games which introduce the qualities of the Redskin, the hunter, and the explorer will appeal to Cubs provided that such games are sandwiched between more active pursuits.

5. GAMES OF ELIMINATION.

There's some doubt as to the value of these games which necessitate falling out, thereby causing the greater number of the Cubs to be hanging about with nothing much to do. They are on the other hand competitive, and boys like competition and in small doses it is good for them. A game where several boys are out each time, so making it very short, can always be replayed in the hope that the winner last time will be out earlier and somebody else be the winner. If the same boy always wins, and yet the game is a good one, he could be asked to watch or to help judge the second time in order to give somebody else a chance.

The danger is with this type of game that the boys who are out will "muck about" and either make such a row that it spoils the game or else provide a counter-attraction so that the boys in your game try to be out in order to join theirs! Personally I do not think that this danger need arise. If Akela is wise she will see that the boys who are out have somewhere to sit, and that they will watch the game in progress and make some sort of acclamation for the winner at the end. Never let boys who are out of a game romp about and be a nuisance. This is where a second Old Wolf can be so useful by his or her example. Sitting and discussing the game or cheering as the case may be, the Cubs will do the same. It is excellent training for the Cubs, but don't do too much of it as it is unfortunately so often the same boys who are out first.

6. GAMES ON STAR-WORK.

These games are important to the Cub because he is now putting into practice what he has been learning in his lair. After all he will not very often be called upon to semaphore a message outside the Cub Den, neither does it matter to the rest of the community whether he can tie a bowline or know the Patron Saints of the British Isles. We teach him these things not so much for their individual value as to widen his interests and let him feel that he is learning something which he may be called upon to use at any time. He begins to feel reliable and of use, and thus he gains confidence in himself.

These games provide an actual practice in star-work and are a continual test of his ability to absorb and retain knowledge. He must be making a continual effort to remember, and that in itself is of great value.

GENERAL HINTS ON TAKING GAMES.

First and foremost make quite certain that you yourself know the game that you are about to put over and that you are thoroughly conversant with the rules. It's not much good getting the Cubs all worked up and excited, and then saying, "Oh no, that's wrong," and having to go back and start again. They won't think much of that. Sometimes it may be necessary to change a game a little after you have seen it in practice, but that is reasonable, the other is not.

Make the games simple to start with. That is, with a new Pack choose fairly simple games that the Cubs can learn quickly and play well. But avoid such games as “Nuts in May”; those are dispensed with when boys grow their new top teeth! They have come to Cubs to learn new and different things from those they do at school, and remember, there’s an awful lot in a name. If you can introduce in the title of your game a bit of warlike sound, or something that savours of adventure or peril, then you have won certainly half of the battle before you started.

Another most important point is always to be absolutely fair in all games and to insist on fair play amongst the Cubs. Boys are very quick to see if you are lax about these things and you will go a mighty flop in their estimation if you ever cheat, however mildly. It means that you have to keep very wide awake and notice what is going on all the time. Don’t let any obvious cheating pass, and if you make a rule you should abide by it. Don’t ever let a Cub argue with you as to whether he is out or not — arguing with the Ref. just isn’t done.

While paying careful attention to detail, one has always to give the boys as much help as possible. For instance, in team games have a definite starting-line, chalk will do, which each Cub can toe in turn, and see that they toe it. If in a relay race a team wins by a boy starting too soon (i.e. before the last man touched him) that team is quietly but firmly disqualified and the team which was second is the winner. Explain kindly and jokingly if you like that if the boys are half-way to the winning-post of course they can win; we could all play at that game only it would be a different one. They will see reason and will probably only have to be disqualified once to make them remember. It is their eagerness and enthusiasm which makes them cheat — it is not cheating really, so they just have to be reminded about it now and then.

Always in team games give the preference to the best finish, i.e. the straightest line which is standing the best. “Straight line wins,” becomes a Pack slogan in time and it makes for smartness and keeps the boys up to scratch.

When explaining a game always insist on absolute silence, no questions until you have finished. It is a good plan to let the Cubs sit when you have any explaining to do, they will listen far better. The explanations should be simple and brief and give as few rules as possible to begin with because the boys are usually so anxious to get on with the game that they can’t take in complicated explanations. It is quite a good idea to try a game out with them first if it is at all difficult, thus snags can be pointed out and overcome and don’t be afraid to demonstrate any part of a game if you think it would help, because the boys love it and are far keener if they see just how a thing should be done.

It has already been stated, but it cannot be over-emphasised, that in the noisy games the Cubs should make as much noise as they like, either laughing, or cheering, or egging people on. Never “shush” them, it is an awful mistake at any time; but after they have played their game and made their noise see that you are able to command their attention just as soon as you want it. I have known of District Commissioners who, when visiting a Pack in order to see how things are shaping, will play a rampageous game of some kind and get the Pack thoroughly uproarious and completely “haywire,” then they just step back and leave Akela to restore order if she can! This is an awful ordeal for the nervous Cubmaster I feel, but the Commissioner is then able to judge whether the Pack is running along the right lines, or whether it is rather ragged and unruly. But just as with noisy games we have lots of noise, so with quiet games we must have peace. A Cub will sometimes think it’s funny to squeak or make some silly noise just when everybody is quiet. Squash him firmly; he is only a nuisance and has got quite the wrong idea.

Occasionally a boy will crop up who does not want to join in the games. He may be new and shy, or he may be wanting to get attention, or perhaps he is not 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, so that he doesn’t feel too much out of it, 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 give him in charge of another Cub; tell him to look after the new chap until he gets used to it — the boys will quite understand, only watch that they don’t get the idea that he is pansy or

soft. “We all have to be new sometime, but it soon wears off,” is the line to take. Then the kind of boy who through sheer awkwardness or love of attention, is a more difficult problem. We all, if we are honest, like some sort of attention; it is very flattering. We do like to be noticed and told how jolly good we are. Now perhaps this lad comes from a family of several brothers and sisters and is not particularly good at anything; he is not outstanding and therefore he is not noticed. He is hungry for attention, and the only way he can get it is by being different whenever possible. So 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. Give him jobs to do whenever possible and praise him where you can.

And so to conclude, let your games be numerous, lighthearted, and above all well-organised. So much of your success or failure as a Cubmaster hinges upon how you run your games.

THE DIFFICULT BOY.

One often comes up against one boy who is outstandingly difficult, and one thinks, “How easy the Pack would be to manage if it were not for so-and-so.” But do not let him get you down and do not give him up without a jolly hard struggle. So often these “difficult” boys turn out to be made of the very best material, and it is only due to some unfortunate handling somewhere that they are as they are.

The first thing to ascertain about your “problem child” is what sort of a home he has come from. That will nearly always give you a line to go on. Perhaps Mother and Father do not get on and the home atmosphere is all wrong. Perhaps he is an unwanted child, and knows it. Maybe he has a delicate brother or sister on whom all the affection is lavished and he is in need of love and attention, which is quite a common circumstance. Or perhaps he is just a very strong character and an individualist.

In nine cases out of ten a boy is difficult because he wishes to stand out, to attract notice. He can’t get it by being outstandingly good at anything, so he’ll jolly well be outstandingly bad, which is much easier anyway. It is a form of inferiority complex and so we must do all in our power to win him over, to let him feel that he is a jolly good fellow. We will give him little jobs and responsibilities, find out anything there is in him and bring it out; talk to him, show him that we are interested in him, and ignore him when he’s showing off. We must give him all the encouragement and praise we can, and this goes for all boys. A few words of praise will go much farther than all the scoldings and hard words, however much they may relieve our own feelings.

So take trouble with the difficult boy — use patience, persistence, and perseverance. Work on him all you can; he is worth it because he is the boy who is going to benefit most from contact with Cubbing.

PLANNING THE PROGRAMME.

I am going to make a very obvious statement, but it is so all important that I feel sure I shall be forgiven for doing so. Every programme for every meeting should be well prepared beforehand. It is fatal to have any awful gaps or pauses when Akela says “What shall we do next?” Ten to one in the heat of the moment no ideas will come, or else all the Cubs will have suggestions and each demand something different. The result is almost bound to be chaos and dissatisfaction, and much valuable time will be lost. No, the programmes must be well planned: Akela must know which games are going to be played and what work is going to be done. The Cubs must be kept busy for every minute of their time, and Akela must be right up to concert pitch with everything at her finger-tips. To achieve this means hard thinking and planning beforehand on the part of all the Old Wolves.

Let us not forget either the equipment. Before setting off for the Pack meeting one should check over the necessary equipment for that evening. It is such an anti-climax if you work the Cubs up to a fever of excitement over something only to say, “Oh dear, what a pity, we shall have to do it another time because

I've forgotten to bring the so-and-so." You would thoroughly deserve the reproachful look if in their disappointment they thought fit to give you one.

So many people when they see a well-run show or a party going off without a hitch, think that you just have to get a crowd of people together and the thing will run itself, but that is of course a misapprehension. A party of any sort that has gone off without a hitch has probably meant much scratching of somebody's head for some long time beforehand. And so it must be with the Old Wolves if they wish to succeed. They should sit down together and pool their ideas to achieve the best possible results. It is a good idea, in order to have continuity of work and progress, to plan several meetings at one sitting, and it does save time in the long run.

The programme should be planned to make the meetings lively and interesting to a small boy, with plenty of change and as much of the unexpected as can be slipped in. The Cub is only a little boy and has not the concentration nor stickability of the Scout. Of course we are out to try and develop or start these qualities in him, and so we will see that he does the job in hand well and to the finish, but we will give him a job fitting to his size and ability, and one that will not tie him down for too long at a stretch.

An element of competition between the various Sixes will act as a great stimulant to progress. But never let a competition run for very long neither let it attempt to include everything, in fact make competitions serve Cubbing and not the reverse.

The star-work which we will incorporate in our programmes is admirably planned for boys of Cub age. We can afford to take it quite slowly in order to do it well, and it does give the boy the feeling that he is learning something and making progress. Some boys will be able to do the tests much more easily than others, and that is where Akela's ingenuity will be needed, to see that the job is within the boy's reach and yet not so simple that he becomes bored with it; to encourage him and fill him with pride in his work and confidence in his ability, but always to move him on just a little farther. Do not forget to give praise where it is due. A few words of encouragement do go such a long way, and if Cubs feel they have done something rather good you will see them positively swelling with pride.

The general plan for a Cub meeting is to begin with the Howl and Inspection, then a game for letting off steam; star-work, a game on star-work, then perhaps another lively game, a quieter one, then a yarn, and in many Packs the meetings end with a short prayer before the last Grand Howl which is an excellent custom, provided that the prayers are suitably chosen for small boys and that in open Packs attendance is voluntary. There is a very good book of prayers which can be obtained at the Scout Shop. The pamphlet *Scouting, Religion and the Churches* should also be studied. This is quite a good pattern to work to, but do not overdo it; do not let it become the order in which things happen at every single meeting for every week of the year. It is so easy to get into a rut and so much easier to drift along in the same comfortable old way than to make any changes. Anything new requires effort and we don't always feel like making an effort, but we must — we have to be wide awake or we shall lose our boys. Never be afraid to do something quite different, something thoroughly unorthodox. This maybe one of the exceptions to the rule of planning ahead, but if you suddenly get a tremendously bright idea, act on it by all means. Perhaps there is a Fair on in the next village. If the Cubs are not there already — take them; never mind about the meeting or anything else, this is a chance that only happens once now and again so make the most of it.

We cannot, however, depend entirely on Fairs and such like for our variations, so it is a good thing to plan every now and then a Special Pack Evening where you can do something quite different from usual. You may perhaps have told the Cubs the week before to come this time dressed as Redskins, and you will take them out on a terrific manhunt incorporating all sorts of activities such as tree-climbing and river-fording, etc., according to the locality in which you are Cubbing. Or perhaps you would like an all-games evening, or for a change you might get hold of somebody quite different to run the Pack meeting. Another idea — perhaps you are fortunate enough to know somebody with a Cinematograph, the Cubs would love him for a change. These are a few suggestions, but the idea is the same, to keep the thing alive by introducing a little variety now and again.

So much for planning — we must think ahead, know what we want to do, and do it. One last word — always start and end the meetings punctually. We cannot expect punctuality in children if we are slack about it ourselves.

THE JUNGLE.

When the Founder, Lord Baden-Powell, thought of starting a Movement for the Scouts' younger brothers he turned to Kipling's Jungle Book 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 Scouting to avoid spoiling it for the youngsters, 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 and 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 atmosphere is a wonderful foundation on which to build the Pack and can be an enormous help to attaining that friendly team spirit we are after and to the developing of all that is best in small boys. The life of Mowgli is a perfect analogy for Cubbing. He is the small boy learning so much from the Old Wolves whose wisdom and kindness are apparent in every line. He is superior to the stupid Banderlog and the wicked Shere Khan, and his desire to overcome evil and be fitted for the Pack are an inspiration to any boy.

And how shall we capture this atmosphere so that it shall permeate our Pack? First by becoming so familiar with the characters in the Jungle Book that we are almost on speaking terms with them. Then we shall tell the stories to the Cubs so that they feel they really know Kaa, Baloo, Bagheera, and the others. Use your own imagination and they will use theirs. Have pictures of animals in the Den and make it all as real and as exciting as possible.

Having heard many of the exploits of Mowgli and become familiar with those who inhabit the Jungle, the Pack is now ready to take part in the Jungle Dances, which are animated scenes from the Jungle Book. Perhaps it is rather unfortunate that they are called Dances; it is sometimes apt to put the boys off. It should be explained when introducing them that they are Plays, or Dances in the sense of a War-dance and not the Tango or Rhumba, as may at first be imagined. The Dances, if put over well from the beginning, are a great source of enjoyment to the Cubs and they do help to stimulate the Jungle atmosphere. But one word of warning — do not introduce them to the boy of eleven as he will never succumb if he has not grown up with them. Start them in the Pack when it is small and young.

While we are on the subject of the Jungle we must discuss the importance of the Out of Doors in Cubbing. Every intelligent adult realises the value of fresh air from a health point of view, but today, when small boys spend so much of their spare time being entertained in the Cinema, it is even more necessary to get them into the open whenever possible and to train them to like being out of doors. And not only is it necessary from a health point of view. Our job in Scouting is to train boys to be able to amuse themselves, to think for themselves, and not to depend entirely on the artificial for their amusement. We want to develop in them the joy of living — the desire to live and not just to exist. We in Cubbing only sow the seeds of this desire, but let us at least be good gardeners and sow well.

We can start the boys off by having the Pack meeting out of doors whenever possible. "Possible" here, of course, varies according to one's locality. But even if the Pack is in the heart of London, some part of the programme can be arranged for outside. We know of an Akela who ran a foreign evacuee Pack in the very middle of London and getting those boys out was indeed a problem — they had never walked for walking's sake in their lives. So to get them out Akela gave each Cub a potato and told them to collect all the matches they could find along the way and stick them in their potato to make a hedgehog. The enthusiasm was terrific, so were the results.

As well as the meeting, or part of it, being out of doors, a Saturday afternoon outing here and there is desirable and will be expected of Akela. Later on in the book, programmes will be found for such afternoons — stalking games on a large scale, or a fishing expedition, or some sort of glorified picnic — anything quite simple will suffice provided it gets the boys out and that they have a good time.

Under the heading of out of doors comes Camping for Cubs. What heated blood and apoplexy this subject has caused! Some say, "Why deny the Cubs the fun of camping?" Others, "Let them wait till they can do it thoroughly and enjoy it to its full as Scouts." The writer, if a personal opinion may be permitted, is of the latter persuasion. Cubs want to go to camp and are most enthusiastic about it, but when all is said and done there is so little of Camping that they can really do, or indeed are permitted to do by Regulations, that it becomes rather a farce. Far better to take them out for a day now and again and let them build a fire and play at Camping if they like; but keep the real thing, the joy of sleeping under canvas and living with a crowd of boys, in store for them until they are ready for it as Scouts. In any case don't try and take a new Pack to camp, and make sure that you are an experienced camper yourself before you attempt a Cub camp.

It will have been seen by now that to lay aside only one evening a week for Cubbing is not sufficient. Akela must be prepared to give up some Saturdays and at least one of the other evenings in the week besides Pack night, either for special Cub activities or for one of the various Council Meetings. To the new Akela, however, let it be hastily recommended that she shall not go to the other extreme and make Cubbing her only interest — it is an easy habit to slip into, but it only makes for a very one-track-minded and dull Akela. It is so important to keep up your other interests in order not to become stale.

MEETINGS OTHER THAN PACK NIGHT.

The odd meetings which will have to be attended now and again are:

1. THE CUB ROCK COUNCIL.

This is a meeting of the Old Wolves of the district in order to discuss coming events such as a joint Sports Day, or the entertaining of a poor Pack, or arrangements for Badge tests, etc., etc. Akela should attend these meetings in order to be *au fait* with all that is going on in her District.

2. THE GROUP COUNCIL.

Another body which meets periodically is the Group Council and it is very necessary for Akela and her Assistants to attend these meetings, because here are discussed events directly concerned with the Pack, Troop, or Crew, *i.e.* the Group, and Akela's voice where the Pack is concerned may on occasion have need to be lifted up! And by the way, the wise Akela will make a point of being on good terms with the Group Scoutmaster.

Another evening in addition to that on which the Pack meets should be set aside for Cubs. This is not necessary every week, but should happen quite often, when Akela has the Sixers and perhaps Seconds to herself. Then a new game, if a bit complicated, can be tried out so that when it comes to Pack night there are some people who already know how to play. Or perhaps Akela wishes to instruct her Sixers in part of the star-work so that they can help their Six on Pack night; or again maybe a Bazaar looms ahead to which the Pack is contributing in the way of handwork, this is the time to do the finishing off as so much more can be achieved with a few boys than with the whole Pack.

These little informal meetings help one to get to know the boys better, and they give the Sixers the feeling of being a little bit privileged owing to the position they hold.

STORY-TELLING.

What a treat to a small boy is a good yarn, and what a joy to the teller to behold his upturned face as he takes in every word, his wide eyes shining as he sees most wonderful people in even more wonderful places. He sees himself playing the role of your hero and is there, no matter where, doing those same deeds, being brave, dashing, daring, knowing no fear, and overcoming all difficulties by his wisdom and skill. He is a hero, he lives in the story, and it will live with him till long after the last “good-nights” are over. It is a wonderful gift this of the small boy, his being able to transform his surroundings into anything from a desert island to a railway yard and to be everybody from a king to a lumber-jack. It is developing in him from the earliest age and is apparent when as a very small boy he scuffles about being a bus or an aeroplane. He isn’t *playing* at being a bus, he *is* one. He is temporarily oblivious of his surroundings because he has created others in their place.

Now this gift of imagination needs feeding and fostering, otherwise it will go to waste. It is a child’s right to be told stories; they are as necessary to him as sunshine is to flowers. After all, we plan for his body; it is fed with nourishing foods; we give it exercise and games; will we then let his mind starve for the want of a story?

No Akela, however efficient, is worthy of the name unless she is willing to give the boys their fair share of yarns. They are part and parcel of her training, and no programme is complete without a story in some shape or form.

Now how do we begin? To some people the telling of a story presents no difficulty; it is a gift handed down to them through the ages, for story-telling is surely one of the oldest and earliest forms of entertainment. Some of us, however, have not this inherent ability, but we can all, even the most diffident of us, master the art by practice and by experience and sheer hard work.

The first step to successful story-telling lies in the choice of material. We must consider the age and mentality of our boys and choose accordingly. Boys of eight to ten are past the “Three Little Pigs” stage. Entrancing as they may have found it at six, and though they still want adventure and romance, they need something more real to them than the wolf who “huffed and puffed.” On the other hand, ghost stories are considered “taboo” as they can cause harm to a highly-strung child, and it is never worth the risk of frightening anybody.

The field of stories to choose from is wide, and material can be taken from all manner of sources and adapted accordingly. A little imagination on Akela’s part will result in as long a list as she likes to make.

Having chosen a story the next step is to make yourself thoroughly familiar with it and all its points. You cannot tell a story unless you know what you want to say and how you want to say it. You must tell it to yourself over and over again, choosing the words which will best bring out the picture. You must colour it, give it light and shade, size and shape, for by your words and intonation you can create the atmosphere of your story. Get right inside it, and take part in it yourself, and make it live. If the sea is there — feel the wind in your hair and taste the salt on your lips; if it’s the Jungle you are in, sense the stillness all around

you and the watching eyes which follow you through the dusk. As to your characters, make them real, give them life and personality; see them yourself and paint them in words which will make your audience see. Thus will you create the pictures in the child's mind so vividly that he can always have them with him to re-create at will.

A story has many uses from the adult point of view, and frequently one can be chosen that points an appropriate moral, but don't make the mistake of wearying the boy with dull old morals — the story is primarily for his enjoyment, and if it is sufficiently well told, its point will be self-evident.

When you are ready to tell your yarn at the Pack meeting settle the boys down comfortably and get comfortable yourself. Let it be just an informal cosy feeling, the lovely anticipation of something which all are going to enjoy. You may be terrified at first, but you must act your part and there is no doubt that the boys will be delighted. If at first you feel absolutely hopeless about telling the story, you can always read it to them until you gain more confidence, provided always that it is suitably written for youngsters and that you have read it a few times yourself in order to be able to get just the right intonation in the right places. But do try your hand at telling the stories and not always reading them, because there is something so much more personal about a story which comes straight out of you and not via a printed book.

That is all there is to say here about story-telling. It really is worth while taking trouble to acquire the art, because it will stand you in good stead so long as you have any dealings with children.

MISCELLANEOUS.

Here are a few useful hints with regard to equipment needed when starting a Pack. It is always wise to keep a record of everything which may be of importance concerning the Pack — one never knows when the information may be needed, and if it is to hand much time and bother may be saved.

- (a) You must have a **Register** of some kind wherein you can keep the boys' names, addresses, ages, and date of entering the Pack.
- (b) You must have a **Register of attendance**. This can be kept either by Akela or by the Sixers themselves, in which case they would each need a book.
- (c) As the boys get on and begin to pass tests, their record again should be carefully kept in order to avoid muddles or arguments. **Wall Charts** of varying kinds may be used so that the boys can see for themselves how they are progressing. They do understand so much better how they are getting on and what there is still to do if they can actually see it for themselves.
- (d) It is most important to keep a very careful account of all money to do with the Pack. There will be subs coming in, and the proceeds from any other activities such as sales of work, shows, whist-drives, etc. Also the money paid on uniform by each Cub should be noted down at the time of paying.

For all the above, charts and registers can be bought at I. H.Q., and it is well worth paying a visit there before you start the Pack.

The Cub uniform (see Frontispiece) consists of green cap, a scarf whose colour varies according to your particular Group, a jersey of khaki, green, grey or navy; and such sundries as woggle, garter-tabs, belt, etc. Few Cubs can afford to buy the whole uniform at one go, and it is quite in order for them to wear the cap and scarf with their ordinary shirts until they are able to get the rest.

THE SIX SYSTEM.

By a Six we do actually mean six boys, and the Pack is divided into groups of that number for convenience sake. Any large number of people becomes less cumbersome when divided up, and in this case it also provides opportunity for a little healthy competition, and also for the playing off of one six against another, and gives scope for a little responsibility among the boys.

Each Six has a leader who is called a Sixer, and who wears two yellow bands on his left arm. He is a boy chosen for his qualities as a leader. He is usually one of the elder boys and must, of course, be liked by the majority of the Pack. His duties are very slight, his main job, so far as he is concerned, being to help Akela whenever possible. He will get his Six into line for a game, and check any “mucking about.” He will take the subs for his Six, and help a little in star-work with the youngest boys, and in fact make himself generally useful. It is good for a boy to feel that he is being depended on by an adult, but do not hold him up as a model of good behaviour, or give him too much responsibility — just recognise him as a smart fellow whom you could not possibly do without.

Each Sixer has a Second who wears one band and takes his place when he is absent.

The Sixes are distinguished by colours — brown, tawny, black, etc., and the boys wear a corresponding triangular patch on the left arm. They also have a corner of the Den to themselves which is called a Lair. This is each Six’s own special little bit of ground, and the Cubs should be encouraged to make it as personal as they can. Let them decorate them with pictures of animals, trees, or birds, or of people if they like, and if possible screen their corner off to make it absolutely private. Encourage the boys to look after their Lair and to keep it tidy, and while the privacy of each corner will be scrupulously recognised, visits can be arranged when anybody has brought something new to hang up. The existence of lairs helps in creating and maintaining the Jungle atmosphere, and just to save the thing from becoming stale, perhaps a small prize could be given now and again for the best kept or most interesting Lair.

HOW AKELA CAN LEARN.

There are so many ways in which Akela can extend her knowledge of Cubbing and Scouting that at first glance it almost seems there is no time to do it all, but the really keen Akela will somehow find time.

VISITING OTHER PACKS.

This is a most valuable way of learning. New games and new ideas are gathered from visits, but be ready to contribute something to the programme of the Pack you are visiting.

READING.

Especially the Scouter and the Scout.
Books of games and yarns.

THE DISTRICT COMMISSIONER AND THE ASSISTANT DISTRICT COMMISSIONER FOR WOLF CUBS.

These people are there to help you by giving advice from their experience and, too, by arranging a few activities for all the Packs in the District.

TRAINING COURSES.

You should try and attend a Preliminary Course as soon as you can. You will be able to find out about these from your District Commissioner, and such courses provide the best possible introduction to your *Wood Badge Training*, which is great fun and an opportunity for you to take part in Cubbing as the Cub sees and knows it. Watch the *Scouter* for particulars of Courses and talk to your District Commissioner about it.

But never expect to become “trained.” Never think you know all about Cubbing; be ready and willing to go on learning, always receptive to new ideas and always trying to make your Pack the best Pack that ever was.

PROGRAMMES

The programmes set out are not so much for you to copy exactly, but to show you the sort of programmes that are successful. They lead the Cub gently but progressively on through the fun of games and the Jungle to the various tests. You should work out your own programmes to suit your Cubs and the conditions under which you have to work.

First Meeting

The main thing to do at this first meeting is to get to know the boys and to see that they enjoy themselves, which should not be difficult. As the boys arrive, take down their names and particulars if you have not already done so, and if you can memorise their names it will help you, and make the boys feel more at home.

GAME. Stones.

Start off with a simple, jolly game, such as this, which will get everybody moving about and well mixed up. Explain first how to play, remembering to see that the boys are quiet while you are talking.

Choose two likely looking boys to be wizards, having the power of turning people to stone. Their job is to chase the rest, and anybody they touch must squat until released by one of their own side (the rest), when they may escape. The aim of the two witches is to get everybody squatting in a given time limit. At the end of two or three minutes, stop the game and count how many stones there are at that time. Choose another two witches and repeat. The winning couple are those who had the most stones at the time of counting. There will probably not be time for everybody to have a turn at being a witch, but their chance will come another time. Make sure that your assistants join in, and play yourself — that makes it much more fun.

INSTRUCTION.

Now that the Cubs have let off a certain amount of steam let them sit and tell them the story of Mowgli as in *The Wolf Cub's Handbook*, pp. 13-15, so that they will have an idea of what we mean by a Wolf Cub Pack. Explain what is meant by Baloo, Bagheera, etc., and teach them the pronunciation. Enlarge on the story and encourage the Cubs to give you their views and ideas.

Show them how to make the Pack Circle (omitting the Howl), *Wolf Cub's Handbook*, pp. 21 — 22. Practise it a few times, sending the Cubs to scatter round the room, then calling, "Pack, Pack, Pack," and getting them to run smartly to position. Just tell them that Cubs have a salute amongst themselves, and the Old Wolves should show them how to make it smartly.

GAME. In the Pond, on the Bank.

A large chalk circle is drawn on the floor to represent a pond, and the Cubs range themselves round the outside, i.e. on the Bank. At the command, "In the pond," they must jump over the line into the "pond," and when you say "On the bank," they must jump back to their former position. This is repeated several times, quite quickly, and then a false command is slipped in, either "On the pond" or "In the bank," in which case nobody may move and anybody who does is out. The game continues until only one Cub is left, who is, of course, the winner.

As several boys are usually out at once, this game does not take up much time and can stand being played a second or even third time.

An alternative to boys being out is to give them all three lives at the start of the game, and instead of being out they lose a life.

STAR-WORK. Knotting.

The Cubs will like to go away feeling that they have learned something special; something that their pals who are not Cubs do not necessarily know, and so now is the time to teach them the correct way to tie a knot. The reef is easily learnt, so start with that, giving each boy a piece of cord to himself. Of course any boy can tie a knot, who can't, but what knots some of them are, they take up heaps of string and either take ages to undo or else come undone when you don't want them to! Now here is a very easy knot which will never come undone by itself and is most awfully useful . . . thus, you can interest the boys and embroider the demonstration with yarns of the dire circumstances attendant on parcels or some such having been tied with a granny by someone who had never been a Cub. There are still a few people who take a Cub and say, "Reef knot, left over right, right over left" and leave it at that. It may be all right up to a point, but it is deadly dull for the small boy.

If your Cubs pick the tying of a reef knot up quickly, you can see who can tie it while you count ten. Then try tying it behind backs, or with eyes shut, or lying down, etc., just to make it as interesting and as much fun as possible.

GAME. Whack 'em!

Now the boys will be ready for another game, so introduce them to this, which will, I am sure, soon become a great favourite.

Form a circle; all bend inwards, hands behind back. One boy falls out, holding a knotted scarf or a boxing glove on a short piece of cord. He runs round outside the ring, and quietly places the scarf in the hands of one of the Cubs, and retires as quickly as possible to his own place.

The Cub holding the scarf tries to whack his right-hand neighbour before the latter can get away and run round the circle back to his place. The pursuer gets in as many vigorous whacks as he can before the pursued reaches safety, and then proceeds himself to place the scarf in the hands of another Cub. The game proceeds as above.

This game can be played for as long or short a time as Akela thinks fit, but of course she will stop before the boys tire of it.

YARN.

Now call the boys into the Pack Circle and have a word about personal smartness, telling them that at the next meeting they will be inspected, i.e. hands, nails, knees, and teeth, so you will expect a very smart crowd of boys to turn up next week. Mention subs too, and stress the importance of paying regularly, explaining where, at any rate, some of their money will go — things like cord and chalk, both of which they have used tonight. They might think you just pocket it if you don't tell them what you do with it!

Now the boys can go off, and an individual "Good-night" from the Old Wolves to each boy will let them feel that you're interested in them and that it's all very nice.

You have had a chance to observe the boys and to mark down those you think might be suitable for Sixers. Discuss this with your Assistants, but do not make any definite appointments until you know the boys better. You can choose a boy to act as a Sixer each week for a bit.

Second Meeting

The Cubs may or may not have remembered all your instructions of last week with regard to assembling in the circle, so tell them beforehand that you will see who are the ones with good memories, then call "Pack, Pack, Pack," and see what happens. If they remember pretty well, carry straight on. Explain about Sixes and lairs and nominate Sixers for that evening and let them choose their Sixes by picking up in turns. Give each Six a colour for that evening and a place for their lair.

The next thing to practise will be forming up in files behind the Sixer. This is an important thing to get smart to start with, because it is used so often in games. You could put the Sixers in different positions, and on the word "Go" the Cubs would run and form up smartly behind them, the straightest line winning. Repeat just a few times till it is very slick and smart.

INSPECTION.

Send the boys to their lairs for this. For inspection the Cubs stand side by side at ease until you arrive at their lair, when the Sixer calls his Six to attention with the words, "Reds, alert" (or whatever his colour may be). You then salute the Sixer (and when he is invested he will salute you) and look at his hands, nails, teeth, knees, etc., etc., and then at those of his Six, taking it sufficiently seriously to impress the Cubs and to achieve a high standard. Cubs often have holes in their socks but that is not really their own fault — things of that sort must be left to Akela's discretion, to deal with as she thinks best.

It is only fair to have Inspection as near the beginning of the meeting as possible, because if they do start off from home with clean hands, they will not stay that way for long!

GAME. Hop It.

Pick up sides. The two sides, each under its captain, stand some six yards apart. One Cub is sent out from either side, hopping on one foot, his hands clasped tightly behind his back. The object of each is to cause the other to put both feet to the ground, or to unclasp his hands. The hoppers may change feet as they like, provided both feet never touch the ground at the same time. When a boy is conquered he joins his conqueror's side. The game is won by the side which has the most players on it when the whistle blows.

After this game, send the Cubs off to their lairs and call up the Sixers and issue them with sufficient cord for their Six, so that they can all practise the reef knot for a minute or two. Old Wolves can mix with the Sixes and give help if necessary.

RELAY. Reef-knots.

Sixes file up behind Sixers and sit down. One piece of cord for each Six is placed on the floor some distance ahead, and Akela stands farther off still. On the word “Go” the first Cub from each Six runs to the cord, ties a reef-knot, runs with it to Akela, the first correct knot to reach her winning a point. The Cubs untie the knot, replace the cord, and sit at the back of their team. The game is repeated until each Cub has had a turn, then the score is announced and the winning Six suitably applauded. The Sixers can keep the score, but an Old Wolf needs to keep it too, in case of accidents.

INSTRUCTION. Cub Law.

This is Akela’s special job. She and she alone should teach the Law and the Promise.

It is very important to get the spirit of the Law home to the boys right from the start, because on it hangs so much of the character of your Pack. It is usual to explain it only to one or two boys at a time, but when starting a Pack with all new and young boys, it can be taught to them all together. Let them gather round and sit down comfortably and tell them that they are going to learn what every Cub has always learned ever since Cubs were started.

Explain to them what a law is, and how laws are made to keep people happy. This is their Law:

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

You will have to explain what it all means. For the first part you can give them examples of animals with their young — cats with their kittens, the wolves in the jungle with their cubs — soldiers, sailors, etc., all having to be subservient to somebody who is in authority for their own good and so that things run more smoothly. And that’s just how it is in the Pack, etc., etc. Explain that “Old Wolf” means anybody in authority — Mother, Father, Teacher, etc., and the real Cub is one who is obedient to rules whether there is anyone to watch him or not.

The second part of the Law — “The Cub does not give in to himself,” means how we stick a thing out when we should so like to give in. It may be a dull job we have to do, and we’d probably much rather be doing something else, but because we are Cubs we will stick to it till it’s done. Then there is that voice inside us which so often gets us to do things which we know are wrong, perhaps to cheat at school or to do something mean or that we know we should be ashamed of. We will not give in weakly but will say “No” and whisper to ourselves: “The Cub does not give in to himself.” And so on. Draw the boys out and get them to give their ideas about it all, and you will soon see if they have gathered what you have been talking about. Let them repeat the Law after you so that they get to know it by heart.

Now after all this time of inaction the Cubs will be ready for a lively game, so let them play “Shere Khan and Mowgli.”

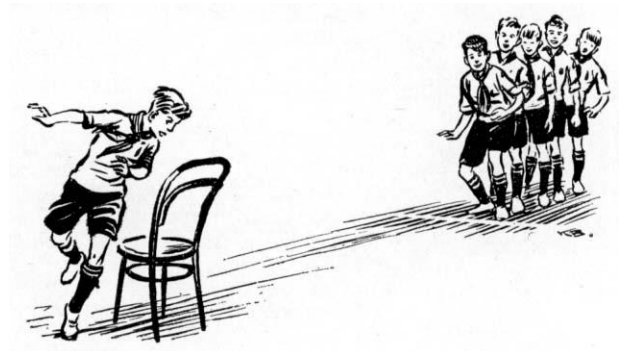
GAME. Shere Khan and Mowgli.

Father Wolf, Mother Wolf, and all the little Wolves form a string one behind the other with Mowgli, the smallest, as last in the string. Each catches hold of the waist of the one in front of him.

Then comes along Mr. Shere Khan, the tiger. He wants to catch Mowgli — but whenever he tries to get him Father Wolf puts himself in the way to stop him, and all the string of Wolves clinging to each other try to keep Mowgli safe behind them. Mowgli has a neckerchief hanging like a tail behind him from under his jersey, and if Shere Khan can get his tail within three minutes he wins the game, otherwise the Wolves win.

RELAY. Roundabout.

Sixes form up in files with the Sixers toeing the line. An obstacle, such as a chair or cap, for the Cubs to go round is placed some distance away. At a given signal the first Cub from each file runs round his mark, then back and touches the next man, who repeats until all have had a turn. Each Cub on returning to his Six goes to the back of his file so that the Six to win is the first one standing best and in the correct order.



GAME. Kim's Game.

For this you will need about ten objects with which the Cub is familiar — penknife, cork, cap, etc., and also a pencil and paper for each Six. Place the collection where the Cubs can gather round and quietly memorise them for about two minutes. Then cover up or take away the articles and dispatch the Cubs to their lairs, where they must write as many of the objects as they can remember. This can be done either individually or as a united effort from each Six, the Sixer doing the writing. The latter is perhaps the better method to adopt for the first time. Let the Sixers change papers and correct each others, while the objects are again displayed. This is an exceptionally useful game for training the Cubs in concentration and memory work, besides being good fun.

N.B. — Give out any notices if you have any and send the boys off home.

Third Meeting

Appoint different Sixers for tonight.

Inspection. Take subs.

GAME. Poison.

An Indian club, block of wood, or something similar is set up, and a circle of Cubs, holding hands, is formed round it. They try by pulling to get one of their number to knock it down. Each Cub who does so falls out, until only one is left, as victor. The object in the middle should be one which will fall over easily, and be high enough to be difficult to jump over. The circle should move round and round the object, first in one direction, then in another.

This is a game to be played more than once if it hasn't taken too long, for the sake of those who were out first.

STAR-WORK. Knotting.

Now we will learn another knot to be used when the reef would not work. It is called the sheet-bend, and is used for tying two ropes together when one is much thicker than the other. If we used a reef knot in this case it would not hold (demonstrate), so we have to use this special knot which is a very easy one. It is also the best knot to use for tying a rope on to a loop.

When teaching the Cubs the sheet-bend, try and have varying thicknesses of rope, but if this is not possible cord of different colours should be used, or even a length of cord and a bit of string. This knot will probably be just a little more difficult for the Cub to learn than the reef, but you can get the quick ones to help those who are slower, then give them a bit of competition as you did when you learnt the reef.

GAME. Scavengers.

If the weather permits, send the Cubs collecting things from the wayside, telling them that you are going to see who has the sharpest eyes and the quickest feet. Give each Six a list of articles to be collected, such as a bus-ticket, matchbox, fir cone, acorn, and so on, about ten or twelve fairly easy articles and offer a small prize for the first Six back with completed list. If the Den is in a country district you will be able to use more appropriate articles, such as a piece of straw, horse's hair, wild flower, etc. This will give the boys a good run and a breath of fresh air, and after they are all back and have told you about it, they will be ready to settle down for the next part of the programme. The small prize you offered might be something like a couple of toffies per head of the Six, and, if you had enough to go round, one each for the rest would not come amiss!

INSTRUCTION. The Cub Promise.

This again, like the Law, is Akela's own job and she must make sure that the Cubs have a good understanding of what they are going to promise, and of the necessity for keeping a promise when it is made. A promise is not like any old chance remark we may make, it is something all on its own and a very solemn thing, therefore we should only make a promise which we know we can carry out, but once it's made we will do all we can to live up to it.

We will do our best — that means try as hard as we *possibly* can; we will never give in however difficult a task may seem, and we will not be satisfied until we have made a jolly good job of it. Our best must always be “jolly good.”

“*Our Duty to God.*” By “duty” we mean something that must be done, because it is either a law which has been written down or one which has grown up because it is the right thing to do. We do our duty to people because we respect them or love them. That is why we would never do anything to hurt our Mother or Father, because we love them, and it is our duty to obey them and to be kind to them.

God is just like a father and is always looking after us, seeing all that we do and knowing all that we think. He understands when we are unhappy, and is happy when we are glad. He loves us to enjoy ourselves and laugh a lot, and He likes us to tell Him our troubles and to ask for His help. So our Duty to God is to try and please Him, and never to do anything which would make Him sad. If we think of Him often during the day just to say “Thank you” for something nice that has happened, or to ask His help over something difficult, we shall never get far away from Him, and then we shall remember our Duty to Him all the time.

Our Duty to the King means that we have to obey his laws because he is the head of the country and of the British Empire. It is like an enormous Pack, and he is the Akela. Laws are made in a country to help it to run smoothly and well so that the people will be happy and the country strong. It is just the same as in a

game of football — if people do not obey the rules, the game is bad and everybody quarrels, and it is time to go home before you have had a decent game. The rules are there to keep people happy, so we will obey them. We will always show our respect for the King by standing to attention when the National Anthem is played, and by speaking of him respectfully.

We have learnt the *Law of the Wolf Cub Pack* and we all have a jolly good idea of what it means, so we will do our very best to live up to it. If every now and then we quietly make our fingers into the salute just down by our side, it will remind us of our two Laws and help us to keep our Promise.

To do a good turn to somebody every day. This means at least one good turn, and often there is a job we could do to help somebody though we don't always look very hard because we would rather run off and play. We think that if we pretend we haven't noticed we shall be much happier having a bit more time for play, but that is not so. We have a nasty, sneaky feeling inside all the time which takes all the fun out of our games, and however hard we play or however loudly we laugh there is a little voice that keeps seeming to say, "You are a cad, you might have stayed."

But if, on the other hand, we do not think of ourselves but try to make people happy by doing them a kindness, it gives us the most lovely feeling inside and makes us feel about twice our size. We feel full of beans and everything seems fun, and we do not have to shout loudly — the happiness just comes out of us all by itself.

There are so many little good turns that we can do, and every Cub will be able to think of at least one for himself. So now we will just say the Promise again and think what each bit means.

GAME.

Now a lively game is needed and it would be a good idea to let the Cubs choose one from those which they have already learnt.

Fourth Meeting

Inspection and Subs.

SIGNS.

We will not have a game right away today, but instead will try and institute signs which will speak for us. The Red Indians have a whole language in signs where by just the movement of hand or arm they can convey a whole sentence. Let us see if we can make some up. Akela will give the sign and the Cubs interpret it.

1. Arms extended in front at shoulder level with palms inwards means — Teams in files behind Sixers.
2. Arms crossed — Sit down.
3. Hands half-way between shoulder and side — Squat.
4. Arms out to sides at shoulder level — Run into a circle round Akela.

These four will be sufficient to start with so we will practise them, slowly at first, then getting a little quicker. Then it could be made into a game rather like musical bumps — the last Cub into position each time loses a life.

RELAY. Hopping.

Cubs in files (use sign).

No. 1 hops to chalk circle, jumps in it ten times, then hops back and touches No. 2. Repeat.

Note. Remember to notice proper starting and a good finish.

GAME. Ball-throwing.

If it is possible to have this out of doors so much the better. First demonstrate the correct ways to catch and have a turn or two at it all round, then show the correct way to throw. Distribute several balls if possible among the Cubs and let them divide up and practise for a while.

GAME. Cocoa-nut Shies.

The Cubs line up along one side of the ground, and are termed “cocoa-nuts.” The Cubmaster starts about ten feet from the line with a soft ball, and throws it gently at first, but gradually increasing the force of the throw. The Cubs must stop the ball and “hold” it. They may use both hands. Any Cub who misses the ball gets one point against him. The Cubmaster should throw to hit the Cub on the chest, and may throw at any Cub in the line, not consecutively from No. 1 onwards, but mixing up the throws so that all the Cubs must be on the alert.

There is the “boss” of the cocoa-nut shie (a Cub) whose duty is to field the ball should a “cocoa-nut” fail to hold it. Another Cub may act as his assistant, and keep the score; the thrower gets a point for every “cocoa-nut” he knocks on the chest, the owner of the nuts a point for every time the ball is caught by one of his nuts.

GAME. Crusts and Crumbs.

Pack divides in half and each side lines up face to face, having their respective “homes” behind them at either end of the Den. One side is Crusts, the other Crumbs.

If Akela calls “Crusts” the Crusts must turn and run to base pursued by the Crumbs. Any Crust caught before he is home is out. If “Crumbs” are called, they run away and the Crusts chase them. If “Crumpets” are called, however, nobody may move — anybody who does is out.

The game is much more exciting if the Cubmaster rolls the R’s well — Crrrrr-usts, Crrrrr-umbs, Crrrrr-umpets — so that nobody knows which is coming.

Note. One word of warning; look out for snags against which Cubs could hurt themselves seriously because they absolutely fling themselves home and are often pushed violently by the pursuer.

Yarn.

The Test of the Zulu Boy (*Wolf Cub’s Handbook*, p. 16) would be a particularly good yarn at this stage, especially if Akela could pad it a little and perhaps make it the story of a Zulu boy in particular.

N.B. — If you are satisfied by now that the boys you have are keen and you consider that they know and understand what is meant by the Law and the Promise, it would be wise to invest them at the next meeting. Never mind if they cannot buy the uniform yet — it would be most unlikely that they could — a cap is all that is essential for their Investiture. If the scarf and woggle could be managed as well, the Cubs

would be delighted and feel very smartly dressed. For the Investiture Ceremony see *The Wolf Cub's Handbook*, p. 60.

This will be an occasion on which to invite the parents, and a fine opportunity for meeting them and getting them interested in the Pack. If they are there when the boy is making his Promise they will be so much better able to understand what we are trying to do; they will be able to help him and will become far more interested in the boy's activities as a Cub. So either tell the boys to ask their parents to come along, or else go and see them yourself and invite them. It would be a good plan to have them about half-way through the Pack meeting so that you have things well under way by the time they arrive, but even so the wise Akela will be prepared for one or two to turn up at the beginning with the Cubs — they always do!

Fifth Meeting

If any parents turn up with the boys, settle them down and carry on with the meeting as usual, but explain to them what is going on.

Inspection.

(By now you should be getting quite good results.)

A good way to obtain smartness in falling in is as follows: The Cubmaster runs to any part of the room and claps his hands. The whole Pack dashes to him, and falls in, in line; the Sixer exactly in front of the Cubmaster, the rest on his right. The moment they are all in line the Cubmaster runs off to a different place in the room; but the Pack may not move till he claps.

When he does so, the performance is repeated. The whole thing must be done at the double, the Pack being scarcely in line before the Cubmaster has clapped again, in a different position. This may be made into a test by placing someone as a time-keeper and seeing how many times the Pack can fall in in one minute. One-half of the Pack should be pitted against the other.

This is a good game to play in the early life of the Pack and every now and then throughout the year as it encourages speed and smartness in falling in, and is good fun at the same time. Another game would be advisable as parents are probably arriving, and one that the boys are already familiar with would be easier than explanations at this stage, so choose — *Hop It*. (See Second Meeting.)

Now a good team game on knotting will amuse the parents and give the boys a chance to show that they have already learnt something very useful.

GAME. Bringing Home the Elephant.

Cubs line up in files (use sign), each boy having a piece of cord. At the other end of the Den, as far away as possible, are chairs, one for each Six, and tied to each chair is a cord. (Cubs have not yet learnt clove hitch.) At word "Go" first Cub from each team runs to the chair (Elephant) and joins his cord to the one already there; as soon as he has finished he calls for the next man, who runs and joins his cord on, and so on until the last man has finished. Then he says "Right" and all rush back dragging the Elephant after them. Six first standing at the Alert behind their Elephant are the winners.

The mothers have probably all arrived by now, so let them watch something like book-balancing which, while being spectacular, is fairly easy to do well. Have a few Cubs at a time just walking erect with a book on their heads — give everybody a turn. If there are some who seem to have found it easy, make them try sitting on a chair and getting up, or kneeling down, still with the book well balanced. Make a list of those who do it well as it helps towards their first Star.

Parents always love to see their children acting, so let the Cubs do either a Charade or Nursery Rhyme or Historical Scene or anything Akela fancies, but as this is the first time they have done anything of the sort, help them a bit and don't let them take too long preparing.

THE INVESTITURE.

Now, at the close of the meeting, is the time for the Investiture. It is, of course, Akela's job to Invest the Cubs and it should be performed only by her.

Having arranged your parents as you want them, call the Cubs to the Pack Circle and proceed with the Investiture. Keep the ceremony as simple as possible so that the Cubs cannot fail to understand what they are doing, and be as natural as possible yourself so that they will not be nervous. In any case it is wiser to let them repeat the lines of the Law and Promise after you. Invest each boy individually and try to make each one feel that it is something very important he is doing.

They are now entitled to make the Grand Howl, so tell them what it is, and show them how to do it. Now a smart salute and off they go.

If any parents wish to chat, do not hustle them away, as it is a grand opportunity to get to know them. Rather encourage them to stay, if circumstances permit, so that they can talk a while with you and each other, and go away feeling that they have enjoyed themselves and made some friends.

Sixth Meeting

This is the first meeting as real Cubs, so you can start with the Howl tonight. Choose your Sixers if you have not already decided on permanent ones. Make sure that the Cubs do the Howl as you want them to, and do not be afraid to make them practise once or twice if they have not got it quite right, on the principle they are the founders of your Pack and therefore they must start well.

Inspection and Subs.

(It would be a good idea to see how many boys had thought of putting their names in their caps. Encourage this — it will be found to be very useful.)

GAME. The Old Church Clock.

The Sixes line up as for a team race, and each Six is numbered one to six. They face one end of the room, and opposite each line a chair is placed. Akela calls "The old church clock strikes one" (or any number she chooses), and the boy bearing that number in each Six runs out, up the room, round the chair, and back to his place. A point goes to the Six whose man is first home.

Only when the actual words "The old church clock strikes ____" must they run. Akela may call all sorts of other things, such as "The clock strikes ____" or "The old clock strikes ____" Any boy who runs for these words loses a point for his Six. Sometimes Akela will call "The old church clock strikes twelve." Then, each boy takes the hand of the boy behind, and the whole line rushes round the chair and back. The first Six home, without breaking the line, wins the point.

GAME. Hares and Hounds.

This game is played out of doors and will provide an unexpected variation from the games the boys have played so far. Send three or four Cubs (Hares) out with an Assistant, if possible, to lay a straightforward trail of chalk arrows, which the rest of the Pack (Hounds) will follow up as fast as they can in order to catch the Hares. Give the Hares about three minutes' start, then let the rest of the Pack follow. If no Assistant is available, Akela should have some idea of the route the Hares will take in case of accidents, and should also emphasise the need for care when crossing roads, etc., because Cubs in a body are apt to be much less careful than when going singly, and they are Akela's responsibility during Pack hours.

If the Hares are caught, or if the trail is short and there is time, let some other boys lay a trail (with different coloured chalk if possible); it is always a Cub's ambition to be a Hare.

This game will take up most of the evening, but there will be time for a good yarn. Akela can select part of the Jungle Book. They should get to know it as soon as possible. Later on the Cubs will be learning the Jungle Dances and they must have a good knowledge of the stories first.

The Grand Howl.

Seventh Meeting

The Grand Howl. Inspection. Subs.

GAME. O'Grady.

Cubs fall in as for drill. Akela gives orders, but, unless the order is prefixed by the words "O'Grady says," it must not be obeyed. A Cub who moves at any order not thus prefixed falls out, and this continues until all Cubs are out or until the time limit has expired. It is a good thing to let each Sixer in turn give the orders.

STAR-WORK. Flag.

Cubs are always very thrilled by a flag, so if Akela can produce a real Union Jack (or "Union Flag" as it should rightly be called) for this programme, she will have no difficulty in holding their interest. Explain what it is, how it has always been revered and to what ends soldiers and sailors have gone to keep the flag flying in time of battle and stress, many even losing their lives defending it from the enemy. It is used as a sign of rejoicing, or flown at half-mast as a sign of mourning. There are so many stories one can tell to thrill them, real or unreal, and they will love it. Explain the make-up and the right way to fly it (*Wolf Cub's Handbook*, p. 65) and teach them which flags are which. To do this you will need to have the three separate flags painted on large-size pieces of paper (though the real flags would of course be best of all), so that they can see just how it all works. If you have a real flag let the boys touch it and hold it, and give them turns at running it up and down, if that is possible. When you think they are reasonably certain of the flags, test them by this game.

GAME. Flag Game.

For this a set of the various crosses that compose the Union Flag are required and can be easily made by the Cubmaster from cardboard and red and blue ink.

The pieces are jumbled up. Each Six in turn makes up the Union Flag from them, being carefully timed by the Cubmaster. The Six taking the fewest number of seconds wins, provided the flag is quite correct

(the broad white line at the top, etc.). In making the pieces of the Union Flag the proportions must be correct.

Now the Cubs will be ready for an active game and here is one which they can enjoy.

GAME. Thunder and Lightning.

The Cubs run round the Den (to music if possible) and when the music stops a number is called and the Cubs must immediately cluster into groups of that number. Anybody left over is out, and if a group has too many people they are all out, so any hangers-on must be thrown off. The music continues, or if no music, the remaining Cubs run round again and another number is called — so on till only two are left.

To vary this game whistle blasts can be used instead of calling out, and this is very useful when there is no music available.

DRESSING UP.

The Cubs will probably be rather bad at this to start with, but they do like it when they know how to set about it, so give them a bit of help if they need it.

Each Six has a few newspapers and some string and they have to go to their lairs and dress up a Cub or perhaps two, to represent any animal found in the Jungle. Give them about ten minutes for this, then have a parade of all the animals and choose the best. Don't forget the applause.

Yarn.

If there is time tell the story of St. George and the Dragon. Some of the boys may know it, or one of the versions, but the story is a good one, and, well-told, the Cubs will enjoy listening to it many times.

The Grand Howl.

SIXERS' COUNCIL.

You have probably chosen permanent Sixers by now so hold a Sixers' Council, which should be a very informal affair, differing from the Scout Court of Honour in that where a Patrol Leader has a certain standing and a considerable amount of responsibility, the Sixer has practically none. His job is to help the smaller Cubs when necessary and to keep his Six in good order on Pack night.

The meeting need not last many minutes and there will not be a great deal to discuss. Tell the Sixers what is expected of them and how you are going to find them useful and so on, and keep it all quite informal and friendly.

Later on, when the Sixers have more experience, you can talk over future plans and problems with them.

Eighth Meeting

We are going to tackle some of the more active parts of the First Star today, such as hopping, leap-frog, somersaults and ball-throwing, and if possible we shall go out to a field or park or playground. First have the Howl and Inspection in the Den and tell the boys what they are going to do.

Remember when you arrive at your destination that this is where your male Cubmaster comes into his own. He will demonstrate to the Cubs just how to turn a somersault neatly, and the best way to start and finish; how to land on his feet lightly after a leap-frog, and all the other little points which help the Cub to perform these activities smartly and easily. Akela can help, of course, with encouragement and can note any boy who is sufficiently expert to pass the test. Do not be disappointed if nobody can do any of the test sufficiently well the first time, small boys are usually very clumsy, and there is plenty of time for them to practise. To help them to improve is what we are setting out to do, and it is by the effort they make to overcome their difficulties that we shall judge them every bit as much as by the results they produce.

If it is at all possible to take the boys out for an outing be sure on the way to use the opportunity of reminding them about the Highway Code. You cannot be too strict about their behaviour near traffic, nor can you din into them too much the part they have to play in “Keeping Death off the Road.” There will not be space to refer to this again, but use every opportunity throughout your Pack activities to instill into your Cubs road sense and intelligent behaviour with regard to traffic.

GAME. Pedestrian Crossing.

A space is marked out across the room or playground to represent the crossing. Akela, who is the traffic lights, stands with a flag in each hand, one green, one red. Balloons would do or even coloured handkerchiefs if you have no flags. While the green sign is held aloft the Cubs run round the room and over the crossing — anybody caught on the crossing when the flags change is out.

RELAY. Flags.

Here is a game on the flags which the boys have already learnt, so before playing it, it would be a good thing to run over the points, such as the names of the flags, the countries to which they belong, patron saints, and emblems.

Give the sign for the teams in Indian File (keep them up to scratch; see that they “jump to it” and waste no time when you give the sign for any formation). The boys are numbered 1 to 6, and in front of each team are three flags, English, Scots, and Irish. Akela says something to do with one of the flags, such as “Thistle,” or “St. Andrew,” or “Scotland,” and then calls a number, and the Cubs bearing that number run to their pile, choose the flag and race with it to Akela, the first correct one there scoring a point. If a Cub should bring a wrong flag, show him which it should have been, and remember to impress it on him by calling that number and that flag later in the game.

If in all team games of this kind you pause before saying the number, it keeps the boys keyed up and makes it more exciting for them.

GAME. Battering Ram.

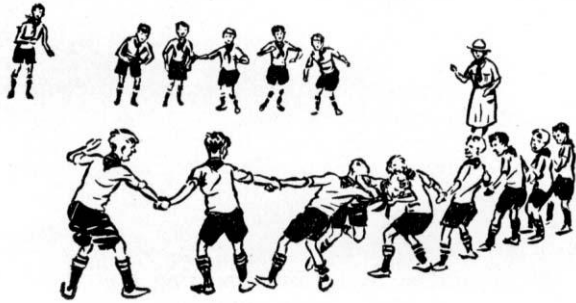
Here is a good rousing game which boys love, and which, once they’ve learnt it, they will ask for over and over again. There is a song attached to a tune which they will mostly know — “British Grenadiers” — so let them sing as lustily as they like, which will be pretty lustily. The words themselves explain the story of the game:

“They greet us with a cheery smile,
They greet us with a frown,
But we will take a Battering Ram
And their walls shall tumble down.”

Let the Cubs repeat the words a couple of times before showing them how to play.

How to Run a Pack by Gilcraft

The Pack is divided into two sides facing each other and a goodish distance apart. The boys join hands, each side thus representing a strongly fortified city wall. The Cubs sing the war-song (above), one side



marking time the other side moving up to them and back to their place as they sing. At the end of the song the side which has been moving chooses a man as a Battering Ram, and he has to run and jump on the arms of his opponents at whichever spot he thinks he is most likely to break through. If he does succeed in breaking through the two boys who let go hands go over with him to his side, but if he is unsuccessful he must be the prisoner and remain on that side. Nobody else may assist in any way, and

the Cubs must hold hands all the time. The “Ram” should not be given too long to break through — just about while “ten” is counted slowly. Now the song is repeated, but with the other side moving, and they send a Battering Ram this time. We leave it to Akela to decide how long this game shall go on.

Here is an occasion when the Pack has been really rowdy — voices yelling, feet stamping, and general excitement all round: if you can now have silence when you call “Pack” you can feel very satisfied with the progress so far.

The Grand Howl.

Ninth Meeting

After the Howl and Inspection let the Cubs choose which game they would like to start off with, as they now have quite a few to choose from. A little point arises here — if a Cub has a birthday on Pack night, let him choose a game or make him “It” in your game; little things of that sort are so important to a small boy.

EXERCISES.

Physical exercises of the right kind are very necessary to growing children, and if they are well put over the boys will enjoy them thoroughly and put all the effort they can into them.

The exercises suggested by Lord Baden-Powell which are to be found in *The Wolf Cub's Handbook*, pp. 145-147, would make an excellent beginning, and a few words about the exercises, explaining how they help us to grow straight and tall and give us good sound muscles instead of flabby fat, will help the boy to understand what he is going to do and why. Be very careful not to let any boy strain himself in any way, far better to keep the exercises simple and straightforward, well within the grasp of every boy. Never show a Cub up or laugh at him if he does an exercise badly or looks funny, because he will hate that, and many bad complications can result from his being made fun of in this way. No, rather praise a boy whenever possible and give encouragement all the time.

GAME. Clear the Decks.

The Cubs will be ready for something quite wild now, so let them play this for a few minutes.

Method. Cubs romp all over the room. At a short blast from the Cubmaster's whistle everyone must get off the floor on to furniture, etc. The last off the floor has his name called out.

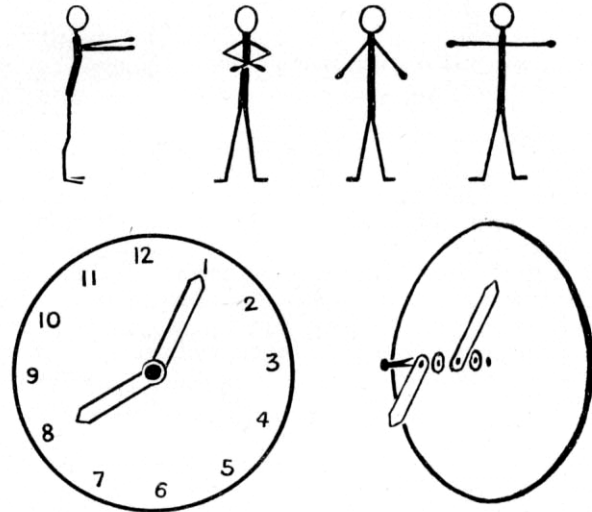
RELAY. Tie the Scarf.

This is another quick game, but it can be played through more than once if desired.

Cubs are divided into two files, each leader holding a scarf folded lengthwise. Akela stands in front with arms akimbo. Nos. 1 must run up and each tie scarf on Akela's arm then run back and touch No. 2 who dashes up and undoes it, then he runs back with it to No. 3 who repeats as No. 1, etc. Reef-knots (or later on clove-hitches) only allowed. Team finished first and standing best wins.

HANDWORK.

It has been universally recognised that Handwork is of tremendous value in the life of a child, because it teaches him so many things — patience, concentration, care, control, and it is also an outlet for his imagination and his creative instincts. The Pack can do much in this line and although at first the results may be a bit peculiar, in time many good models can be and have been turned out by Cubs. Do not be over anxious for a perfect model though, but one into which real thought and effort have gone.



For this work matchboxes have an infinite variety of uses, also matches, corks, cardboard, etc., and if you can get round a builder to give you an old sample wallpaper book, you will find that it can work wonders.

For this first attempt with the Pack it might be quite a good idea to choose something simple — cardboard clocks for instance, which are fairly quickly made and which could become part of the Pack furniture. If Akela could have a model already made as an illustration it would help the boys enormously.

For the clocks you will need cardboard, scissors, coloured chalk, and paper clips — the kind with two prongs that open out at the back. The clocks could be made jointly by the Six, or perhaps every three

boys could make one between them, the best ones being kept for use in the Den. The illustration shows how the clocks are made and the Old Wolves will be there to give help and advice, particularly with the tricky bits like fixing on the hands. This is where Akela has to use her tact in order to see that each boy has something to do, either making spare hands, or colouring them, so that they are all kept busy all the time. Pay attention to the clearing up, and of course display all the finished articles for all to admire.

The Grand Howl.

Tenth Meeting

The Grand Howl. Inspection. Subs.

Make the Inspection a little different today by letting the Sixers take it and inspect another Six. They will probably be extraordinarily strict !

GAME. Breezes.

One Cub is chosen for the Dragon and has his home in one corner of the room. The other Cubs are the breezes and move gently about all over the room. No Cub may stand quite still.

When Akela calls “Breezes blow north,” all Cubs rush to the north and touch the wall. The Dragon tries to catch as many as he can, and any Cub who is caught joins the Dragon and tries to catch the others when the next compass direction is called.

GAME. Poacher.

This is an exciting game which Cubs love and is useful because each Cub can have a turn at being “It.”

All the Cubs except one form a large circle, the one being the Poacher who stays outside. One of the Cubs in the circle is quietly chosen to be the Farmer. The Poacher, not knowing who has been chosen, enters the circle and picks up an “Apple” and has to go out by the same hole as he entered. The Farmer’s job is to catch the Poacher, but he may only do so when the latter has picked up the Apple. The Poacher has to be very wary and the Farmer must try not to give himself away by grinning or getting ready too soon. If the Poacher gets away he has another chance; if he’s caught he can choose someone else to be a Poacher.

STAR-WORK.

Tell the Cubs you are going to see how smart they are about remembering things — you are going to see who can still do the knots and who knows all about the Flag. Give them about ten minutes in their lairs with rope and flags to practise this over. The Sixers must make themselves useful here and set those who know it to help those who are not so sure.

GAME. Quiz.

This can be a test of the star-work just practised and a list should be kept of those who are sure of it.

Let the Cubs sit in a circle with the Cubmaster standing in the centre. He closes his eyes and slowly turns, round, then, still with eyes shut, points at a Cub and asks a question such as: “What is St. George’s flag like?” or “What knot would you use on a parcel ?” (The knot must be tied by the Cub.) If it takes too long to see whether everybody knows everything, you can at the end of the game get all the Cubs to tie a reef, etc., so that they can definitely pass if they know it.

After all this sitting still the boys will be ready for something more active.

GAME. Thunder and Lightning.

Play through just once. (See Meeting No. 7.)

GAME. Snatch the Hat.

For this game, divide the Pack into two lines facing each other, six or more paces apart. Number from opposite ends. Some object (preferably the Cubmaster’s hat) is placed in the exact centre between the two ranks. The Cubmaster calls out a number. The two Cubs answering to that number each start out, with a view to picking up the hat and getting back to their own line with it. But once the player has the hat in his hand or is touching it, he can be “tagged” by his opponent, when the hat must be replaced in the centre and both players return to their ranks. If, however, one player can pick up the hat and get back to his own

line, he has scored a point for the side. Players should not rush out and blindly seize the hat. They should dart out, keeping an eye on each other, and by feints or other forms of strategy, steal the hat from under the nose of the enemy and spring back to their line. Score should be kept by the Cubmaster.

Yarn.

The Grand Howl.

Eleventh Meeting

For a change tonight after the Grand Howl and Inspection begin with a very quiet game. There are a variety of stalking games. Here is one:

GAME. Mowgli and Bagheera.

Not more than six or twelve Cubs should take part in this game (which is merely the old game I See You, Go Back, renamed to give atmosphere). One Cub (preferably a Sixer) takes the place of Bagheera the Black Panther, who proposes to give Mowgli a little stalking practice. Bagheera stands with his face to the wall, while the Mowgli Cubs arrange themselves in a row with their backs against the wall at the opposite side of the room. As the starter cries "Go" the Mowgli Cubs begin to move up to Bagheera, taking long strides on tip-toe, as quickly as possible, a few steps at a time, their object being to get near enough to touch him on the back without being caught in the act of actually moving. Between each few steps Mowgli "freezes" which, as Bagheera has taught him, is the best way of becoming invisible in the Jungle. Bagheera turns round for a moment as often as he likes, and if he catches sight of any Cub actually on the move, he points to him, crying "Mowgli, I saw you move, go back." The Cub has then to go back to the wall and begin all over again.

The game goes on until Mowgli succeeds in touching Bagheera. A new Bagheera is then chosen.

RELAY. Monkeys.

The Sixes line up as for a team race. Each Cub in turn must balance his cap lightly on his head upside down, and caper to the end of the room on all fours, like a monkey. The first Six to finish and squat with caps all in place, wins. Points are lost for caps dropped on the way.

RELAY. Message.

Also out of doors. This is to see if the Cubs can carry a message in their heads and deliver it correctly. We never know when we may suddenly be called upon to take some terribly urgent message to a doctor or perhaps the police, and it will be most important that we remember it and repeat every word exactly as it was given to us. If we have practised this at Cubs of course we shall have no difficulty in remembering it and may be the cause of saving somebody's life or catching a burglar, and so on.

Spread the Cubs out in groups (one from each Six) at different points along a route, circular if possible. No. 1 from each Six stays with the Cubmaster who gives them a verbal message, which they must remember and run and convey it to their man at the first point (not in the hearing of anyone else of

course). This man in his turn runs to next point and delivers the message and so on until the last man who runs back to the Cubmaster. The first correct message to arrive wins the game for that Six.

We have had three active games so far, so let us have a quieter one.

GAME. Up Jenkins.

The players sit at a long table, half on each side. A sixpence is given to one side or the other. The players on the side holding the coin must all keep their hands under the table. The coin is secretly put into the hand of one player. When that side declares itself to be ready the captain of the other side calls out "Up Jenkins."

All hands are put on the table, knuckles upwards. The captain then tells each boy in turn whom he believes not to hold the coin to take off one or other, or both, of his hands. If he succeeds in clearing the table of all empty hands and leaving only the fist containing the coin, his side has scored a point and receives the coin; the game then proceeds as before, only that the captain is on the other side. Should the captain remove a hand containing the coin, he has lost the game for his side and the other side scores one. If the side holding the coin wins, they keep the coin and the game proceeds as before. A new captain is chosen for every game.

There are several elaborations of this game which should be introduced gradually, when the Cubs have learnt it in the simpler form.

At the command "Up Jenkins !" all fists are raised at arms' length and kept there, while the players listen for the next order. The captain can give one of the following orders:

1. "Crash 'ems." The hands are brought down with a crash, open palms to the table. The noise will probably cover the metallic sound of the coin, but care is needed to stop it flying out as the crash comes. The hands are kept still (palm to the table) until the captain has ordered them off, as before.
2. "Crawl 'ems." The fists are lowered to the table, and then slowly opened, the fingers seeming to crawl out, until the palms are flat on the table. (Those not holding the coin should act well to draw off attention from the unfortunate player who is trying to keep his coin from chinking. The coin may be held in any way — between the fingers, or the thumb and palm, if desired.)
3. "Dance 'ems." The fists are lowered to the table, and opened, the finger-tips resting on the table and dancing (a variant of this is "Crab Pots," in which the fingers are stationary.)
4. "Picture frames." The fists are kept up at arms' length, and turned knuckles outward. The hands are then slowly opened, only the back being shown to the, other side. The captain proceeds to pick them off, while in that position. (Other commands can be invented.)

A good rule to introduce among sharp Cubs, when the game has been played for a while, is to say that others, besides the "captain," may give orders, but that should a single one of these orders be obeyed the game is lost to the side which is careless enough to take orders from one who is not "captain." This demands that every Cub be very wide-awake and self-controlled. A little good acting on the part of a pretending "captain" may catch out even the sharpest.

DANCE.

Now we are going to attempt the first Jungle Dance. We need not worry about it because we have everything in our favour — lots of imagination on the part of the boys, young Cubs all enthusiastic and all growing up in the atmosphere of the Jungle.

The Dance of Bagheera is a good one to begin with because it is fairly simple, but quite good fun. It can be found in *The Wolf Cub's Handbook*, p. 36. Before teaching it to the Cubs, run over the points of the story with them, then tell them that they are all going to act it. Give them an actual demonstration — or let your Assistant if he's better at it — so that you enter right into the spirit of it and bring the thing to life. Then take the boys through it bit by bit quite slowly but not over laboriously, and then once more for the last time straight through, doing it with them all the time.

The Grand Howl.

[Ed. Note: Jungle Dances can also be found in a separate file at The Dump
<http://www.thedump.scoutscan.com/>]

Twelfth Meeting

The Grand Howl. Inspection. Subs.

GAME. French and English.

This can be played indoors if necessary, but it is best played in a field or a large playground.

The Cubs are divided into sides. A large territory is defined as the battlefield, and divided into two equal parts. (A footpath may serve as the dividing line, or a line be marked with whitening or a long piece of tape pegged down.) Some thirty yards behind the line, on either side, are placed about a dozen objects — caps or bean bags or sticks, which are looked upon as a store of ammunition. A guard is placed in front of this, and must remain at least three paces in front unless actually chasing. The rest of the Cubs scatter over the ground, some being detailed by their captain to defend, others to attack. At a given signal both sides attack simultaneously. The object of the attackers is to get all the ammunition belonging to the other side over on their own. They may be taken prisoners by being touched once they are on enemy territory, unless they have succeeded in picking up one of the objects, when they are safe to retire to their own ground with it. Not more than one object may be taken at a time. Prisoners are placed behind the ammunition store belonging to the side which has captured them. They may be released by one of their own side touching them. The released prisoner and his rescuer must then return to their own territory, before setting out again on the attack, and must return hand in hand, otherwise they are liable to be taken prisoner again. The winners are those who succeed in capturing all the enemy's ammunition, or who have most ammunition when the whistle blows.

GAME. Clocks.

The Cubs are formed up into teams, and in front of each is the clock which they have made. Akela calls: "Five minutes to seven," and the first Cubs in each Six run out and put the hands of their clock to the time and run back to the Six. The first back having made correct time wins a point for the Six. No. a runs next when Akela has called another time.

GAME. Cock Fighting.

Two Cubs squat, knees up to chin, arms clasped round knees. A short stick is placed beneath the knees and over the arms. Hopping in this position they try and knock each other down, or make each other loosen their hold. Three rounds should be allowed.

SKIPPING.

Some Cubs find this very difficult and seem as though they will never learn to skip, so it might be as well to introduce it to them now so that they can begin practising at home.

Have the Cubs in teams with one rope per team. Each Cub in turn must come out and skip backwards ten times before handing the rope to the next man.

Yarn.

The Grand Howl.

N.B. — You could hold a Sixers' meeting again this week — they will probably have a few suggestions to make. You could perhaps discuss lairs and things they might bring to help make them. Next week you could revise all the star-work so far tackled, and ten minutes or so spent in helping these boys on will enable them to help their Six next week. This is only a suggestion — if Akela has any other and more exciting ideas she should by all means put them into practice.

Thirteenth Meeting

The Grand Howl. Inspection. Subs.

GAME. Jumping Crackers.

For this game you will need a football or a large rubber ball. The Pack divides into two sides, one making a large circle so that the Cubs can just touch each other with arms outstretched, while the other side crowds together in the centre. The object of the game is for the outside ring to get the centre people out in the shortest possible time by hitting them with the ball below the knee. The inside Cubs have to jump or run out of the way of the ball, but they may not go outside the circle, nor may the ball be thrown at them from nearer than the circle. The quicker the ball is thrown and snatched up and thrown again, the better the game goes, because the inside people have less time to think and become worn out! When all the "jumping crackers are out, the sides change places and the game is repeated. The side to "explode" the jumping crackers in the shortest time is the winner.

GAME. Under the Arches.

The Cubs stand in two lines, facing each other, at least six yards apart, each foot touching that of his neighbour on either side. One side starts, by rolling a ball along the ground and trying to get it through the arch formed by the legs of a Cub in the opposite line. If it goes through that Cub is out, and must go behind the line to field wide balls. The game goes on until one side is out.

The only rules are that the ball must be rolled and not thrown, and that it must only be stopped by the hands.

STAR-WORK.

Let the Cubs practise in their lairs so far as is possible any of the star-work which they have done and are not yet sure about. Some may still need knotting, others the flag, some can learn the time, while others could go to somebody for skipping or book-balancing. The Cubs are probably at rather different stages now, some knowing nearly all the work done so far, while others have still lots to learn, and this is where Akela's ingenuity and resourcefulness can be given full play. Everybody must be kept busy and interested all the time, but with the Sixers to help in their small way and with the other Old Wolves to help it should not be too difficult.

MIXED BAG

The Cubs will be ready for some action after all this hard work, but we won't change the subject completely. Let us give them a team game introducing all the star-work they have had so far. We will leave the details of this game to Akela.

They will enjoy showing how well they can do things as they should now be able to, and will feel that they are really getting on. Now we will have a game of a different type.

GAME. How Green you Are!

For this game two players are sent out of the room, and while they have gone the remainder think of some task to give them.

They may decide that they are to move a chair from one side of the room to the other, or lift a chart from its place and hang it somewhere else, or play the piano, or anything they can think of. Then the two players are called in, and they have to guess what they are to do. They must move round the room doing everything they can think of, until they hit on the right one. In the meantime the other players sing "How Green you Are" to the tune of "Auld Lang Syne," singing loudly when the players are getting near, and softly when they are wrong. When the two players have guessed what they are to do, two more go out of the room.

GAME. Silent Pirate.

This is a great favourite with the Cubs even though it means their sitting quite still for several minutes on end.

One Cub is blindfolded and sits in the middle of the Den guarding a "Treasure," while the others all sit as far away as space will allow. Akela points to one Cub who must creep to the Pirate and try to steal the treasure. If the Pirate hears the thief coming he points at him, or where he thinks the sound is coming from, and if he is right the thief is killed and goes back and another Cub is signalled to try his luck, but if the Pirate is wrong and does not point right at the approaching Cub, that boy may continue creeping to the treasure. Any thief picking up the treasure becomes the Pirate. It is a good plan to let the Cubs all change places while each new Pirate is being blindfolded.

JUNGLE DANCE.

It would be wise to do the Dance of Bagheera again, even more realistically this time, and then, if time permits, run through a new one, Tabaqui (*Wolf Cub's Handbook*, p. 31). Don't forget to give them a synopsis of the story first, even though they have heard it as a yarn.

The Grand Howl.

Fourteenth Meeting

The Grand Howl. Inspection. Subs.

GAME. Fall In. (See Meeting No. 5.)

The Cubs have played this before, but now they have become much more alert, haven't they!

WALKING THE PLANK.

This is part of the Second Star Test, but that does not prevent us from incorporating it in our programme at this stage. It is very good fun and helps the boys in bodily control and concentration.

If you have balancing benches in your Den, so much the better, if not, try to borrow some planks and rig something up — not too high because it's better to have a good position and no wobbling to start with — the height can come later. Help the nervous ones till they gain confidence — and they soon will — and make the confident ones do more difficult things like going backwards or kneeling down half-way, etc.

Once the boys learn to balance easily they can attempt much more difficult things, and Akela can look out for places out of doors which would be fun to use, such as a pipe across a stream (if it's not deep), or felled trees, but not, as has been done, the tops of bridges over railway lines.

GAME. In the Pond, On the Bank. (See Meeting No. 1.)

GAME. Scram.

Show the boys something, such as a horse chestnut leaf. Tell them what it is, let them have a good look at it, then say, "The first Cub to find one and get back with it wins a prize." Let them all scamper out, and have a toffee or something of the sort for the first one back.

A sudden change like this does help to keep our Pack alive, and a small prize is sometimes a good substitute for points.

GAME. Stockings.

A large stocking (it had better be one without holes!) containing a lot of assorted articles — a penny, a halfpenny, a rubber ring, a matchbox, a pencil, and so on, is provided for each Six. The Cubs standing in

file are numbered. Then Akela, who has a list of the things in the stockings, calls the name of an article and a number, and the Cubs with that number run to their stockings and feel for the article and bring it back to their Six. All the stockings contain similar articles. The first Six to finish complete with all its goods wins the game.

Pow-wow.

This is not a yarn, but more of a discussion between the Old Wolves and the boys, with Akela giving out some information and then drawing from the boys their views and suggestions. In this case we will use cleanliness for our Pow-wow, and if we read first what the Founder has to say (*The Wolf Cub's Handbook*, pp. 102-104) we shall know how to explain these fundamentals of personal hygiene to the boy. He will be very interested in these things — the little hairs in his nose and the work they do (because he's almost sure to have noticed them there already), the germs which settle on his food if he doesn't wash them off, and the decay that will eat away his teeth if he doesn't clean them. You can make those germs become real enemies — in fact you may even tell of an instance when they have been seen. Don't forget to let the boys talk too, because it all helps to impress these things on their memory.

The Grand Howl.

Fifteenth Meeting

The Grand Howl. Inspection.

Give special attention to teeth tonight after last week's Pow-wow!

GAME. Old Man Kangaroo.

One Cub has his legs tied together with a scarf. He hops like a kangaroo, and chases the rest of the Pack. When a Cub is caught his legs are tied together, and he hops about catching the others. When all the Pack except one have become kangaroos, the game ends, and that Cub is the winner.

RELAY. Healthy Cub.

The Sixes line up for a team race, with the exception of the Sixers, who stand opposite their Sixes at the other end of the room. At the word "Go" the first Cub in each Six runs to his Sixer and pretends to clean his teeth, wash his hands, cut his nails, take a deep breath through his nose, and then run back. He must give his teeth ten rubs with the brush, and his hands ten rubs. When he gets back the second Cub does the same, and so on down the row. The Six to finish and squat first wins.

STAR-WORK.

Semaphore. (It is assumed that Akela has agreed with the S.M. that the Pack uses this code and that you have studied the 11th Bite, *The Wolf Cub's Handbook*, which contains much helpful advice, both Semaphore and Morse Codes as well as some games.)

Signalling is frequently a stumbling-block in the progress to Second Star, and so, although there is plenty of time ahead, we may as well get started now and take it slowly but surely.

Semaphore is best done out of doors, but in these early stages that is not so important. Before making a start explain what semaphore is, and why it is important, and how useful it is to know this type of language. And of course — though this really goes without saying — whoever is teaching it must know it well himself.

Do not attempt to teach too much at first, rather let the Cubs know a little — say the first circle — thoroughly. When these few letters have been mastered, words can be made, signalled, and read so that orders can be carried out.

GAME. Pop Goes the Weasel.

Cubs form into small circles of three, holding hands, with a weasel in the centre of each. An odd weasel occupies the centre of the room. All dance round, singing the rhyme. At the word “pop !” all the weasels pop out and form a ring in the centre with the odd weasel, and dance round once to the tune. At “pop” all weasels pop back into their holes (the small circles) and the one who fails to find a hole becomes the old weasel. The weasels then change places with one of the Cubs forming the small circles, and the game continues.

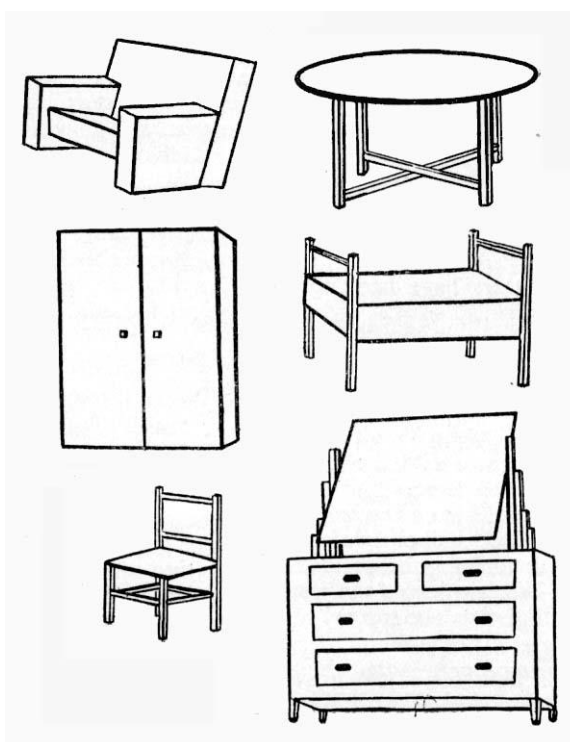
N.B. — We can devote the rest of the meeting to Handwork which will give us about forty minutes or more, so we shall be able to get a fair amount done if we settle to it quickly. The suggestion here is that the boys make miniature furniture with match-boxes and paper. If you can produce some finished articles it will help them with theirs.

Necessary materials would be — Match-boxes, thin cardboard, brown paper or wallpaper or coloured paper, scissors, paste (the non-running variety preferably) and some cork or small beads to use for handles.

The first thing to do is to let the boys decide which particular bit of furniture they wish to make, then let them come and collect how many match-boxes they will need. Give each Six some scissors and paste and so on, so that the boys can get on as quickly as possible. They will probably need a lot of help and advice, particularly in regard to the order in which they stick things, and where measurements are concerned.

Here are a few articles which the boys might make.

If the articles are not finished, either let them be finished at home, or name and keep them till another time.



Sixteenth Meeting

The Grand Howl. Inspection. Subs.

GAME. Tom Says, Tim Says.

Here's a game which came to us from South Africa. Cubs line up with plenty of space between the lines. The umpire says, "Tim says touch red," and at once all the Cubs must rush and touch some object coloured red which is in sight. Tim may also say "Touch white," or "green," or "wood," or anything that occurs to him. Occasionally the umpire says, "Tom says touch blue," and then every Cub must stand quite still and not move. Any Cub moving when Tom gives the order loses a point. Any Cub moving to touch an object when he could touch one by standing still, such as his green cap, and so on, also loses a point.

At the end of the game lost points are counted and the Cub who has lost fewest points is the winner.

If the game is played out of doors, and Cubs have to run a long way, the Cub to arrive back last after a run also loses a point.

STAR-WORK.

Last week we made a start with signal messages and fired the boys' imaginations. Do not forget the importance of keeping them keen on this — some will be quick to learn, others rather slow. Don't mind this, but keep up interest by using little games and competitions. Try to fit one in at least every other meeting although it may not be in these programmes. Some Packs make very speedy progress whilst others have to move slowly. Whatever you do — do move by learning at least a letter a week. Not a bad motto.

Here are two signalling games

Signal Trees.

Allot a letter out of the first circle to four or five trees. When Akela signals this letter all Cubs run to touch tree indicated and back to place.

Dumb Message.

Akela signals a word from the first circle which when read has to be whispered to Bagheera, or written down if you are single-handed that evening.

Game. Hop It. (See Meeting No. 2.)

GAME. Message Carrying.

The Cubs already realise from earlier activities how they might at any time be called upon to take an important message to somebody, and a great deal may depend on the accuracy of their memory, so here is another message-carrying game with additional obstacles and lots to remember.

It would be a help if you could have spotters at certain places on the route to keep an eye on things and give assistance if necessary.

Plan out a fairly simple route, one which most of the Cubs will know, and which all can easily find, which entails passing various landmarks such as a pillar-box, a churchyard, a clock, and any other places your district possesses. All the Cubs have to do is to notice and remember various things about these objects, such as the time by the clock, the time of the next collection, etc., etc., but also give them a message which they must carry in their heads all the time. Make it a fairly straightforward one because there is rather a lot to remember.

The game will be much more exciting if you tell them a yarn beforehand about the hazardous country through which they have to go, overcoming the enemy forces on the way. The pillar-box can be a sniper who must be knocked out, the clock a machine-gun, etc., and only by remembering the details are they overpowered, etc. Akela's imagination can be given full play here to make it all as much fun as possible. It will be less confusing for all concerned if the boys are split up and started off at different places, some to complete the route from the beginning, others to work backwards, and some from the middle. The first back with correct answers and the message correctly delivered is the winner.

GAME. The Tree Game.

For this game the Pack is divided into two, with one odd man out. One lot of Cubs are the trees, and they must understand that a tree cannot move. They stand with legs wide apart, and with arms folded, in two rows facing each other. Behind each tree is lurking a savage on the look-out for unwary travellers. The savages kneel down and grasp a tree trunk with one hand. Their heads may poke out a little between the gap in the trunk (the Cub's legs). One hand is free. The odd man out is the traveller, and he has to pass down the avenue of trees and savages and try to get to the other end without being touched by a savage. The savages may only stretch out their free hands, and must not move so that the tree is pushed from its place. The number of times the traveller is touched on his journey is the score against him. Choose another traveller each time, and let the first one take his place as a savage or tree.

GAME. Musical Mat.

Just play this through once to get everybody moving for a minute or two. The Cubs run round the room (to music if possible) and they must each in turn pass over a mat or similar object on the floor. Anybody caught on it or touching it when the music stops (or whistle blows) is out.

Yarn.

The Grand Howl.

Seventeenth Meeting

The Grand Howl. Inspection. Subs.

Let Baloo take the Inspection today for a change; he may find something different to look for.

GAME. Telephones.

Sixes sitting in files (see that they are still smart about getting into position) numbered 1 to 6. Akela calls a number, such as Barnet 4623. All Cubs with each of those numbers must jump up, run round post, run back, and sit down. Six all sitting first wins the point. Should a number such as Whitehall 1212 be called, those numbers must run twice over. Don't forget to say who wins and let the others applaud at the end.

GAME. In the Pond, On the Bank. (See First Meeting.)

STAR-WORK.

It is some time since the Pack did any knotting. They are sure of their two First Star knots, so let us introduce them to the clove-hitch. Polish up the reef and sheet-bend if they should be hazy, and remember to keep the thing alive by having competitions. Knots can be tied behind backs, above heads, with eyes shut, or lying down, etc. It would be wise to divide the Pack so that half can work at Semaphore while the others are knotting, and then to change over.

TEAM RACE. Stepping Stones.

Each Six will need two sheets of paper large enough for a Cub to place his foot on without touching the floor on either side. The Sixes line up and the sheets of paper are placed at the head of each Six. The Sixer stands at the side of his Six, and the second boy in the team places his feet on the paper. He then lifts his left foot, balancing on one leg, while the Sixer moves the piece of paper, which was under his foot, one pace ahead. He places his foot back on the paper, and lifts the right foot, while that piece of paper is moved. In this way he moves right down the room. The Sixer then runs back with the paper, and the next boy has a turn, and so on until all have finished. Any boy putting his foot on the ground instead of on the paper, or overbalancing while standing on one leg, loses a point for his Six. The Six to finish first without losing a point is the winner.

GAME. Poison. (See Third Meeting.)

GAME. Dumb Crambo.

This leads up to acting unprepared plays. The Cubs are divided into two sides — one party goes out, while the party inside decides on a word, say, “fat.” They then send a messenger to tell the outside people that the word they have thought of rhymes with “hat.” The outside party then take every rhyming word they can think of, and going in act it in dumb show — for instance, a rat hunt — boys with sticks, others representing dogs. As soon as the inside party recognise what word the actors are acting, they hiss, if it is the wrong one. The actors then retire, and think of another word rhyming with hat; for instance, “bat,”

when they would come in and act a cricket match. When, at last, they stuff themselves with cushions, or anything else available, and come in representing “fat,” the inside party clap, and then go out themselves and wait to be given a rhyming word.

The Grand Howl.

Eighteenth Meeting

It has already been mentioned in this book under the heading of “Programmes” how necessary it is to have an evening when the Pack does something quite different from usual. We are so anxious not to get into a rut, or to let the boys become stale, and one way to avoid this is to have every now and then what we call a Special Pack Evening, which is a complete change and acts like a tonic on everyone concerned.

Here is an example of a Programme which has been tried out and has been found to work excellently as a Special Pack Meeting. It is quite simple, but it is jolly and quite easy to put over.

Going Up to London

The Cubs were preparing for their usual Pack Meeting when Akela called them into the circle and announced that they were all going on an imaginary journey to London. What a hullabaloo there was for a moment. But at the call of “Pack!” they all settled down to make preparations for the journey.

Had they any money for their tickets? Yes, everyone had some, either in a pocket or clutched tightly in their hand.

Akela said that of course they would need some sandwiches, so she gave everyone a packet (two squares of paper each, all the same size) and every Cub took a rope with him in case he needed it.

Then they were ready to start, so the Old Wolf led them along one side of the Pack Room and they emerged from between the barriers (two chairs) into the station. Here they gave up their money, and Akela took the tickets and off they started. (Game. The Train Journey, on the lines of “Follow the Leader,” crouching to go through tunnels, stopping at stations, etc.) Finally they found themselves in a circle, standing still. They had arrived in London. But what a noise the traffic made — especially the cars, and Akela asked the Cubs if they knew the different kinds of cars which went whizzing by. (Game. Naming the Cars. Cubs standing up. Each one chose, silently, the make of car which he wanted to represent, then Akela pointed to one who said his initial letter. The others called out the car and, if they guessed right, he sat down. This went on till all were squatting.) “Now,” said Akela, “we will go by bus to the Zoo.” (Going by bus — running once round the room.) But when they got there, the animals were all hidden by the trees or were in their dens and caves, so the Cubs had a good hunt for them. (Game. The Zoo Hunt. Names of animals, written on slips of paper, hidden about the room.) Cubs have sharp eyes and the animals were soon discovered, and as it was then lunch time Akela suggested that they should sit down and eat their sandwiches. (Game. The Vanishing Sandwich. At a given signal the Cubs took their papers, turned the four corners neatly into the centre and repeated this twice with each sandwich. Akela had previously folded the paper so that it showed the marks of a cross. This made it easier to hold in the corners accurately.)

“And now what shall we do with the crumbs?” she asked.

Give ‘em to the birds,” several cried. So they gave them to the Waste Paper bird who happened to be looking on, and he devoured the lot.

“You have tidied up very well,” said Akela, “and, as some of you may still be hungry, here is a biscuit for each of you.” (Shouts of joy!)

And then as they were all thirsty they had a drink of “pop.” (Game. Pop. In circle. Each in turn “popped” his cheek with one finger. Anyone who popped out of turn was termed a broken bottle.)

Next they went by Underground (hopping round the room, half on the right foot, half on the left) to have a look at the Houses of Parliament, and they all stood and peered up at Big Ben, and one after the other they ran to Akela to tell her the right time. (Game. Spectacles. Four chairs upside down on the floor represented the spectacles. .

Akela stood behind these with her watch in her hand. Cubs in two lines one behind each other. At the word “Go” the two first Cubs crawled through the spectacles, looked at the watch and whispered the time. Those who were correct lined up on Akela’s right hand — mistakes on the left. Mistakes, who were termed “out of focus,” were later taken to the oculist and carefully tested.)

Off they went again by Underground to Madame Tussaud’s, and there the Cubs played a trick on the Old Wolf. While she was paying the entrance money and had her back to them they ran about and got amongst the waxworks. When she turned round no one moved and she had ever such a job to find some of them. (Game. Trades. Cubs represented painters, postmen, carpenters, etc., and Akela guessed what each one was meant to be, afterwards calling them back to life.)

Finally they went by bus to the Monument and Akela told them a bit about it. (Followed by Game. Going Up the Monument. Cubs in a row, in the street, behind a chalk line. Another line drawn parallel several feet away with steps leading up to it at one end. At the word “Go” the first Cub dashed up the steps and up the other side of the far line. He was then at the top, but on looking back saw that the younger Cubs could not go so fast. He therefore ran back, took the second Cub across and up and stood still. The second Cub ran back and fetched the third, and so on. The time taken for the Cubs to go up the Monument was noted; then the game was repeated to try to break their own record.)

And then they had to catch the train, so they went by Underground again to the station. When the Cubs reached it they had a walk round the shops close by as they all wanted to take presents home, and they sat down in the station and had a look at what they had bought. (Game. Gifts from London. Akela pointed to a Cub and said: “I am taking my mother (or father, baby brother, etc) something beginning with A (or any other letter).” If the Cub replied before Akela counted five he sat outside the circle; if not he had another chance.)

Afterwards they tied up their parcels carefully (caps tied round with ropes — reef knot), then they got into the train, and on the way back Akela told them a story about something that once happened in London. Here is another opportunity for Akela’s ingenuity.

Finally they arrived home and were back in the country once more after an eventful journey.

Nineteenth Meeting

The Grand Howl. Inspection. Subs.

GAME. Try and invent a game yourself, but talk it over at the Sixers’ Council before you play it.

STAR-WORK. Compass.

This is most easily taught to the Cubs by marking the chalk directions on the floor and then letting them stand at the different points, just to get them well acquainted with the names and relative positions. Then the chalk can be rubbed out and positions taken up from a given point as North. If a yarn is introduced where knowledge of the compass saved an explorer or somebody of the sort from absolute disaster, it will have more appeal to the Cubs.

GAME ON COMPASS.

(This can be played with part of the Pack if more convenient, while the rest are polishing up other star-work such as skipping or ball-throwing.)

Issue the Cubs with cards on which a compass direction is printed, with the exception of North, which you keep yourself. Run and take up a position somewhere in the Den, then the Cubs look at their own cards and run to their respective points, finding their places from you as North. See who can be in position first. Now run to a different place and repeat. After a few times shuffle the cards and re-issue them. Repeat.

RELAY. Book Balancing.

The Cubs are lined up in Sixes as for team games with one book per Six. The first boy has to walk, balancing the book on his head, round the post and back to the next boy, who takes the book off and puts it on his own head and repeats. Any Cub dropping a book on the way to the post must return to the line and start again, but if he drops it between the post and the line, i.e. on the return journey, he goes back to the post and starts from there.

GAME. Battering Ram. (See Eighth Meeting.)

GAME. Silent Artist.

This is a jolly game for the Sixes to play in their lairs. Each Six has a large sheet of drawing paper and a pencil.

Akela has a list of familiar articles which could be drawn without too much difficulty, such as table, toothbrush, sponge, pipe, ice-cream cornet, etc. One Cub from each Six runs to Akela who tells them quietly the first article on the list, whereupon they each run to their lair and begin to draw — in absolute silence, while the rest of the Six guesses what it is he's drawing. They must keep on guessing until they get it right, and the artist may not speak but must only shake his head. He has to keep on drawing things which will make it more obvious until they get it right. The minute a Cub guesses correctly the artist says "Right" and that Cub runs to Akela to find the next article to be drawn. The Six to complete the list first wins.

Short Yarn.

The Grand Howl.

Twentieth Meeting

The Grand Howl.

Before going any further tonight, see who has a really good memory by giving the Cubs a group of numbers to remember, such as your phone number, and then at the end of the meeting, when they have had plenty of time to forget it, ask them who still knows it.

Continue with Inspection and Subs.

TRACKING.

Cubs love tracking and never seem to tire of it. Let the hares have coloured chalk, and if a Scouter or Troop Leader could go with them he can show them how to hide a note, and to lay a false trail.

GAME. Kim's Game. (See Second Meeting.)

GAME. Push Him Off.

A steady form and two short pieces of broomstick are required for this. The Cubs stand on the form facing each other. They raise their sticks, grasping them with a hand at each end, so that the centre of one is thrust against the centre of the other. At the word they begin to push, the object of each being to push the other off the form without losing his own balance. No other means save pushing with the stick against the opponent's stick is allowed.

(If a plank is used, get a Cub at either end to hold it steady.)

GAME. The Air Mail.

The Sixes line up in teams, and each Cub is given a paper aeroplane, the colour of his Six. You can make these planes before the game starts. Each Cub is part of a fleet of air-mail planes and must help to deliver the mail to various parts of the world. In the centre of the room are several heaps of cards, one heap for each Six, and the cards are the same colour as the planes. Each card is marked with a compass point. North is pointed out, and then the fleet starts. No. 1 pilot in each Six rushes out, takes a letter from his own pile of mail, and delivers it to the correct compass point, after which he runs back to his line. As soon as No. 1 has picked up his letter and left with it, No. 2 runs out. Pilots do not wait until the one in front has returned to his line, so that there is a continuous stream of planes running round the room.

When all the letters have been delivered, Akela inspects the piles at the compass points. If any are wrong, the colour tells her which Six has a member who doesn't know his compass, and points are lost by the Six for every wrongly delivered card.

RELAY. Dressing.

Cubs each choose a bit of floor to themselves and place in front of them their cap, scarf, jersey, shoes, and socks. On the word "Go," all start to dress, and the first to finish and to be the tidiest wins.

GAME. King Caesar.

Mark out two bases at the extreme ends of the room. All the players except one go into one of these bases, leaving the other empty. This one player is King Caesar, and he stands in the middle of the room. The other players, when the game starts, have to leave their base and make their way across the room to the opposite one. The King tries to catch as many players as possible. He must catch a player, tap him on the head, and say, "I crown thee King." The player who is caught then also becomes a King and helps to catch. Meanwhile the other players are making their way backwards and forwards between the two bases, but no player may leave a base at which he has arrived until the opposite one is quite empty. Any player who puts both feet outside his base must go on, and is not allowed to step back. The Kings may move about the room, but are not allowed to go into the bases. When all the players are crowned the game is ended.

See who can remember the number given at the beginning of the meeting.

The Grand Howl.

Twenty-first Meeting

The Grand Howl. Inspection. Subs.

Let the Sixers take the Inspection tonight for a change.

GAME. Telephones. (See Seventeenth Meeting.)

Start with a team game tonight; one with plenty of movement which the Cubs have already learnt.

Now straight into another quick game to get them all moving about.

GAME. Thunder and Lightning. (See Seventh Meeting.)

GAME. In the Pond, On the Bank. (See First Meeting.)

Now lets settle them down a bit.

STAR-WORK.

The Cubs have let off plenty of spirits, but will have plenty left for some smart energetic Semaphore. Many will now be able to signal and read little words as they have been so interested that they have been practising outside Pack meetings. Try the game Semaphore Shops. Whenever signalling try to remember, and get the Cubs to remember, these maxims use the special names for each letter (Scouts call them phonetics); make good angles and adopt correct positions; practise reading rather more than sending, as former is found more difficult; and lastly keep it exciting and interesting. Why not leave secret orders in code in the Pack Den one day?

GAME. Semaphore Shops.

For this game each Six chooses a shop. One Six can be a grocer, another a fishmonger, and so on. They each go to their Six corners and set out their shops with the things they have to sell.

Akela signals what things she requires from the shop, and then counts ten. If the shopkeeper can reach Akela with the right article before she has finished counting, he is paid with a golden coin, cut from cardboard. The Six which has collected the most "Money" at the end of the game wins. The Cubs in the Six must take it in turns to answer Akela's signals.

If you like you can play the game in another way. Each Six has the same kind of shop, and the shop which sends its things the quickest when the signal is made gets paid for the goods.

GAME. Clocks.

Just in case anybody is not yet sure of telling the time and has forgotten to learn it, wake them up with this.

The Cubs are formed up into two teams, and in front of each is a large clock face chalked on the floor. The first Cub in each Six holds a pair of clock hands, one long for the minute hand, and one short for the hour hand. These can be cut from stiff card. Akela calls "Ten minutes to Six," and the two first Cubs in each Six run out and put their hands on the clock face, so that they make the correct time. Then they run back and give the clock hands to the next men, who run out and make the time as Akela calls. The first Cub to make the correct time and get back to his Six scores the point for his team.

GAME. Catching the Stick.

Circle, facing inwards. A Cub stands in the centre supporting a short broomstick upright on the floor by resting the palm of his hand on the top of it. He then suddenly removes his hand from the stick, calling on a Cub in the circle by name, as he does so. This Cub must try to catch it before it falls to the ground. If he succeeds he goes into the centre to support the stick, and the game proceeds as before. If he fails, the middle boy again lets go of the stick calling on another Cub. (The stick must not be held, but merely balanced in an upright position by the palm of the hand being pressed upon the top of it.)

Yarn.

The Grand Howl.

N.B. — All the work for the First Star has now been covered except for the jobs to be done at home, such as shoe cleaning and tidiness, which Akela can ask the Mothers about, and the National Anthem, which is a case of the boy learning the two verses by heart. Some of your Cubs must now be ready for their First Star, and if so it could be given to them next week with a little ceremony at the end of the meeting. They deserve a bit of a pat on the back, because to have covered all the ground and passed the tests is quite an effort for a boy of Cub age.

Twenty-second Meeting

The Grand Howl. Inspection. Subs.

GAME. Musical Mat. (See Sixteenth Meeting.)

This can be played through twice if the boys want it because the same boy seldom wins twice running as there is quite a lot of chance about it.

EXERCISES

It is a long time since we had any exercises. If yours is a Pack where the boys attend Church Parades, you could for a change get them to do a bit of marching. Let me hasten to add lest I be misunderstood that this does not mean “forming threes” or anything of that sort, neither are we anxious to marshal Cubs about, nor do anything which might be termed “military,” but let them at least learn to carry themselves well, and if you have a piano, or even if you have not, they can learn to walk in time and keep together and hold their shoulders up. There will be many occasions when as Scouts they will have to march in public, and if they have at least learnt to walk well and keep in time as Cubs, many of the Scoutmasters who care how smart their boys look will breathe a sigh of thankfulness.

Introduce other exercises for stretching and bending and so on, keeping them simple and getting a good smart finish, and, if possible, get the advice of an expert as to suitable exercises.

STAR-WORK. Knotting.

There are two more knots which Cubs learn, one of which is the bowline. It is a fairly difficult knot, but it lends itself to all manner of exciting tales as its chief virtue is supposed to be that it will not slip and can be used in the form of a noose for lifting anything heavy. It could be used to haul shipwrecked people up a cliff or to let somebody down out of a burning building. When putting it into practice, however, it is safer to use something like a box (which could be a keg of rum) rather than the boys — otherwise they might try letting each other out of windows at the end of a bit of string!

You could play a game where you have a fire in a hospital (the top of a table) where staff (Cubs) and patients are asleep. The fire spreads and the “nurses” have to tear the sheets hastily into strips to form a rope and tie the pieces together (their cord, tied with reef knots) in order to lower the patients (chairs) to safety. Just as the last one is landed the Firemen arrive and hold a blanket (a circle marked on the floor) which the nurses and doctors leap into one by one.

GAME. Catching the Fox.

All the Cubs are foxes, except one who is the hunter. The hunter stands in the middle of the room while the foxes are all quietly in the Dens at one end of the room. At the word “Go” all the foxes try to reach the wood on the other side of the room, while the hunter tries to touch as many as possible while they rush past. All those touched become “hounds” and must now help the hunter. Another signal is given and foxes run again, while the hounds and hunter go after them. When a hound touches a fox he must hold him until the hunter gets there to tap him, and the fox is then dead. Each hound may catch only one fox at a time, and the fox may struggle and try to get free if he can before the hunter arrives. The game continues until all the foxes are dead.

WALKING THE PLANK.

Rig up a plank about 3 feet 6 inches from the ground and let the boys walk along it slowly without wobbling. See if anyone can stop half-way and kneel on one knee, etc. Any boys who can walk easily, holding their heads well up, can pass this as part of their Second Star work.

JUNGLE DANCE.

By now your boys are quite familiar with the jungle folk, so they will know all about Kaa: his slow movement and his habit of eating one good meal then having a good long sleep.

Show them the Dance of Kaa (*Wolf Cub's Handbook*, pp. 48-50) and teach it to them bit by bit. See that they get the “snakey” movement; try and get them to feel that they are a snake and that they’re really in the jungle, slithering softly, slowly, through the grass.

If the boys do the jungle dances well you could include them in the programme when you next ask the mothers to come to an Open Evening.

The boys who have completed their First Star tests are to receive the Stars tonight. Take their caps from them at a convenient moment during the meeting and fix in the Stars for them. Then when the Pack assembles for the Grand Howl you can return the cap to each boy, placing it on his head with a few words about his eyes being nearly open, like a little cub that is just beginning to learn its way about in the jungle. He is born blind, like a kitten, and only as he grows do they open. Our eyes are open all the time, but we are like the cubs because we have to learn our way about things just as they do, and so on. Give them three cheers from the rest of the Pack and send them all off home.

Twenty-third Meeting

The Grand Howl. Inspection. Subs. There will be the Stars to look at now, to see if they’re kept shining.

GAME.

Try that new game again that you invented for the Nineteenth Meeting — or perhaps you’ve thought of another.

GAME. King Caesar. (*See Twentieth Meeting.*)

FIRST AID.

Start off with quite a simple bit of first aid, such as tying up a cut finger. Emphasise necessity for cleansing it and for stopping any bad bleeding by digital pressure on the cut. Have plenty of bandages for the Cubs to use and let them practise on each other. You will probably take this session with only a few of the boys, the others working at Semaphore and so on.

GAME. Battering Ram. (*See Eighth Meeting.*)

GAME. Flip.

The Cubs line up in two lines, facing each other, about ten yards apart. Line A holds hands up on a level with shoulders, palms down. Line B sends a Cub over to A. Beginning at one end of the line, he runs quickly along, tapping the backs of the hands in front of him. Suddenly he flips one up and darts back to his own line, the Cub he has flipped running after him. If caught, B returns to A. Each line sends a man in turn, and the line with most men left wins.

GAME. Kim's Game. (*See Second Meeting.*)

JUNGLE DANCE.

Let the Cubs do the Hunger Dance of Kaa and then the Dance of Bagheera if there is time.

Yarn.

The Grand Howl.

Twenty-fourth Meeting

The Grand Howl. Inspection. Subs.

GAME. Crusts and Crumbs. (*See Fourth Meeting.*)

GAME. Fetch the Stick.

In this game you want a bucket or large tin and a stick. The Cubs line up in a straight line, and number off. One Cub with the stick stands in the centre in front of the line. The bucket is placed about ten yards away. The Cub with the stick calls a number, races to the bucket, places the stick upright against it, and returns to the gap in the line. The Cub whose number was called has by this time run out. He must race after the Caller, grab the stick, and try to touch the Caller with it before he gets back to the line. If the stick falls, the Caller must replace it in position before he grabs it. If the Caller is not caught he stays in the line, and the other Cub takes his place. If he is caught he must be Caller again.

STAR-WORK.

By now your Pack has probably reached the stage when the boys all do different star-work, some continuing Semaphore, some learning the compass or time, and so on, and therefore Akela must arrange the groups as she thinks best, allotting various subjects to her Assistants and letting the Sixers help in their small way. Remember how short Cubs' memories are, and the great need there is for revision presented in an exciting way.

GAMES ON STAR-WORK.

Divide the Pack in two and let one-half play a Semaphore game with one Old Wolf, while the others play a Compass game. The two following are given as examples that could be played at the same time without interrupting each other.

1. *Compass. Changing the Winds.*

Chalk a ring on the Den floor, mark on this ring the eight points of the compass by means of chalk spots. Do not put down the name of each point, but just make a spot where each point comes. Station a Cub on each point and give him the name of one of the points, starting from North and going through the whole eight points in rotation, one for each boy. Blindfold another boy, and place him in the centre of the ring. When the order is given for the “North wind to change to South,” the two boys on these points change over, and the blindfolded boy in the centre tries to catch one of them.

If he succeeds, the boy caught is blindfolded, and stands in the centre. If no one is caught, then two other points change places, and so on for as long as is desired. The important thing to remember is that when two points have changed places they have also changed names. Thus North will be South and South will be North and so on. This is a more interesting way of learning the points of the compass than just chanting them over from a book!

2. *Semaphore. Know your Name.*

This game brings in signalling reading, and calls for alertness and concentration. The Cubs squat in horseshoe formation, facing the instructor. Before commencing the game, each boy calls out his name and surname, the instructor then signals (in any way) a letter, and, within a given time limit, all boys whose name or surname contains that letter, must stand up or raise a hand. Any boy mistaking a letter, or forgetting to stand up at the right moment, or standing up at the wrong moment, loses a life. Three lives lost means “out,” or “execution”.

A Variation. Make a member of each Six, alternately, take charge of the game for small periods of time. If he fails to detect faults committed by those in the horseshoe, his side loses a point.

GAME. *Animals hunt Nuts.*

Now a jolly noisy game is needed and here is one where the boys can let themselves go, making animal-noises. You will need lots of small nuts, or beads, or any other small objects of that kind. You will have had to choose an opportune moment, say when the Cubs were playing the last two games when you could place the “nuts” anywhere around the Den; on the floor, on a chair, under a table, on little ledges, etc., etc. Now each Six is given the name of an animal such as cow, dog, cat, whose noises the boys know. They can pick their animals out of a hat if you like to do it that way. Having chosen their animal they now go and hunt for the nuts, but only the boy in charge of each Six may pick them up, the others, when they find them, stand by them and make the noise of the animal as loudly as possible until their leader comes, then they dash off and find some more. The team with the most wins, of course. It’s terribly noisy as you can imagine and the boys will all have sore throats afterwards, but it’s worth it.

GAME. *Black Peter.*

One boy is chosen to be Black Peter and he takes up his position in the centre of the Den or playground. The rest of the Cubs go to one of the extreme ends of the ground and stand facing him. They then call out

in chorus “Who’s afraid of Black Peter? “and he (the boy in the middle) replies with one of their names, whereupon that boy has to try and run to the other end of the ground without being caught by Black Peter. If he is caught he must join hands with Black Peter and the game begins again with another name being called, but this time both boys are catching and they must hold hands all the time as no Cub can be caught while the chain is broken. If they do catch any boys they join on, and so the game continues until only one boy is left to be called. He becomes Black Peter and the game starts from the beginning again.

If, however, the boy who is running across reaches the other end without being caught, he immediately holds up his hand as a signal and all the rest of the players run to his end, dodging Black Peter if they can. Any who are touched must join hands with Black Peter and help him to catch.

The Grand Howl.

Twenty-fifth Meeting

The Pack has been going for some time now and a good bit of ground has been covered, so let’s have a good overhaul in the shape of a Special Pack Evening. The following one, “Obstacle Race,” is very good fun and quite different from anything the boys have done so far. It may appear just a little difficult to organise at first sight, but if the Old Wolves get together beforehand and work it out, it should not be too bad. It will be a noisy evening, but don’t let that bother you.

OBSTACLE RACE

Only three of the Pack had the First Star, and the other thirteen were at various stages — able to remember some things one week, and some another. It was decided, therefore, to have a special Star Revision week in the form of an Obstacle Race.

Nothing was said, but before the Pack Meeting, numbered cards were pinned to the walls, each card giving various instructions or asking awkward questions. After the Grand Howl, collecting of subscriptions and inspection, each Cub was given a card indicating his number, underneath which was a list of numbers showing the order in which he was to tackle the various “obstacles.” We had as many obstacles as Cubs. No. 1 started at the card-obstacle No. 1, and worked straight through to No. 16. No. 2 started at obstacle No. 2, working through to No. 16, and doing No. 1 last. Similarly No. 3 started at No. 3, continued to No. 16, and then lastly did Nos. 1 and 2. In this way no two Cubs were doing the same obstacle at the same time, since there was a time limit of three minutes for the overcoming of each.

Here is a list of “obstacles” recently used, with some of the answers indicated in brackets.

1. The string is not long enough to tie up the parcel. Tie the two short pieces together, and then do up the parcel. [Reef knot.]
2. Skip thirty-five backwards.
3. I have collected some large logs for the camp fire. Tie a rope round them, using the correct knot, so that I can drag them back to camp. [Bowline.]
(*ed note: Timber Hitch would be more appropriate*)
4. Balance three books; go down the room and back.

5. Write down the five health rules.
6. I want to tie two pieces of rope together; they are not of the same thickness. [Sheetbend.]
7. Hop round the figure 8 marked on the floor.
8. Draw the cross belonging to England; write its name underneath.
9. Repeat to Akela the Cub Law, and say what it means.
10. Say exactly what time it is.
11. Draw the cross specially belonging to Scotland and name it.
12. Make a barrier by tying a rope to two chairs. [Clove hitch.]
13. Write down the Cub Promise.
14. Is there any special way to hoist a flag? How?
15. Draw the cross belonging to Ireland, and name it.
16. Learn the message: "Boat drifting towards the weir. Bring poles.' Go down footpath."
Take the message and run to the north. On reaching the fourth lamp, turn round and run back. Deliver to Akela.

At the end of a very enjoyable evening — No. 16 being the most exciting in the estimation of the Cubs — Akela had a good idea how much each Cub knew and where he required help.

The Grand Howl.

Twenty-sixth Meeting

The Grand Howl. Inspection. Subs.

GAME. Twos and Threes.

The Cubs, with the exception of two, form a large circle, consisting of couples. The Cubs in each couple stand one behind the other facing towards the centre of the circle. Each couple must be at least two paces from those on either side — more if possible. The two Cubs who are not part of this circle come into the centre. One runs away, and the other tries to catch him. He may run anywhere within, or close outside, the circle, and dodge round the couples. If he wants to stop, he can run and stand in front of any of the couples. The back one of the two Cubs in the couple must immediately run away, being chased by the Cub in pursuit. If this Cub manages to touch him, the order is immediately reversed, the chaser becomes the chased and can now himself seek safety in the way described.

GAME. Hop It. (See Second Meeting.)

TRACKING.

We know how to follow a trail by looking for signs left behind, and our eyes are getting very sharp because we are learning to use them. What about our noses? We all have a sense of smell, let's see if it can lead the way for us. The hares, instead of laying a trail with chalk or sticks, can use onion, smearing it on posts and fences on the way at about nose-level, and the hounds can follow like real hounds do, by sniffing!

GAME. *Thunder and Lightning. (See Seventh Meeting.)*

GAME. *Acting a Story.*

Each Six decides to act a little story, but it must not be a story you know. It must be one that you make up as you go along. This is how it is done.

The Red Six decide on their story. The Sixer is the father of a family and he decides to take all his children to the sea for the day. First of all, they get into the train to the seaside. When they arrive they all run down to the beach, where they dig in the sand and bathe in the sea. Then they have dinner on the beach, and after that go for a row in a boat. Next comes tea, and then the family comes home by train and goes to bed.

All this is acted in dumb show without a word being said, and then the other Sixes must guess what story they acted, and what they were doing all the time. The Six whose story is guessed quickly are the winners, because their acting must have been best.

Short Yarn.

The Grand Howl.

Twenty-seventh Meeting

The Grand Howl. Inspection. Subs.

GAME. *Whack 'Em. (See First Meeting.)*

RELAY. *Change.*

Cubs in Indian file behind their Sixers, and in front of each team are two chalk circles about two yards apart. In one of these is a milk bottle upside down. The first boy from each team runs to his bottle and transfers it to the other circle, still standing it upside down. He runs back falling in at the rear of the file. No. 2 runs out and changes the bottle back to first circle and so on. Team to finish first and stand straight in correct order wins.

STAR-WORK.

Let the Cubs make some apparatus for the Pack tonight.

They could make coloured cardboard flags of the three countries, just little ones about 3 inches by 2 inches. Perhaps somebody could draw a shamrock and thistle or so on and they could be coloured. Others could make cards each bearing a compass direction neatly chalked. Some of the results could be kept for Pack use and some could decorate the various lairs. If there are a sufficient number of cards finished (and they should not take many minutes) play a team game with them all.

GAME. Flag Pool.

Sixes in files, and before each is a pile of cards — flags, emblems, etc., representing the three countries. Akela calls “Scotland,” and the first Cub from each team must run to his pool and bring anything to do with that country, the first correct one to arrive winning a point. No. 1 goes to the back of the team and the game continues with another country. If, however, somewhere like “China” is called, i.e. a country not included in the Union Flag, all the Six must run to the end of the Den and back.

GAME. Foot in the Ring.

The Pack form an arm-length circle and then drop hands. A three-foot circle is chalked on the floor in the centre. On the whistle the boys rush to the centre and endeavour to get and keep at least one foot in the ring, standing. After one minute the “freeze” whistle is blown and the feet in the ring are counted, by Sixes. Repeat this three times with two-minute rests. Give competition points to Sixes in order of total “feet.”

GAME. Submarines.

This game resembles Naval Raid, but instead of a door two chairs are used, placed with the backs facing each other, forty inches apart. Between these stand two blindfolded Cubs holding hands, and holding on to the backs of the chairs. The German submarines must pass under the clasped hands of the Cubs or between their legs. The Cubs representing the submarine catchers may only let go of each other in order to hold a submarine, and must not let go of the chairs. At the end of the time limit if the number of ships *through* exceeds the number of prisoners, the Germans have won: if vice versa, the British.

Just by way of a change let’s give the boys a Camp Fire tonight. Let them gather round and sing a few songs. Just have one or two quite simple ones, preferably those with actions like “John Brown’s Baby.”

Yarn.

The Grand Howl.

Twenty-eighth Meeting

The Grand Howl. Inspection. Subs.

Start with a team game tonight, and here is one which calls for patience and skill.

GAME. Hop Ball.

Sixes in files, each having a tennis ball. A chalk circle is marked on the floor about three yards away from each. The first Cub has to hop on one foot and at the same time kick his ball gently into the circle. He

may pick it up when it is in the circle and run with it to No. 2, taking his place at the back of the team. Game continues and first team back in the right order wins.

GAME. Snatch.

Cubs stand in one big circle in their Sixes (as for the Howl) and in the centre is a “treasure” which can be a cap or a scarf rolled up. The Cubs are numbered from the Sixer and should be arranged as evenly as possible. That is to say that if No. 5 in one Six is a very little chap, the Nos. 5 in the other Sixes must be the smallest too, as they have to compete with each other for the treasure. Akela calls, say, “No. 3” and all Cubs bearing that number must race round the outside of the circle and back through their own hole into the centre and grab the treasure. The first to snatch it up wins a point for the Six. The treasure is replaced and the game continues.



This game needs careful umpiring as it is often a very close finish.

STAR-WORK.

It is a long time since the Pack did any leap-frog, skipping, and somersaults, so ten minutes spent in these activities would be a good idea.

GAME. Arrows.

The Cubs sit in a circle on the floor. The Cubmaster stands in the centre and with eyes shut turns slowly round, then points at somebody and asks a question. If the Cub fails to answer he folds one arm as in a sling; at the second failure he folds both; at a third he kneels; at a fourth he lies on his front and is dead. Any Cub who has not been wounded by a single arrow at the end of the game is the winner and is applauded.

This game needs to go quickly otherwise it becomes boring.

GAME. O’Grady Says. (See Seventh Meeting.)

Introduce all sorts of things besides exercises, such as putting caps back to front, sitting on the next boy, or anything crazy to make it fun.

GAME. Jumbled Animals.

For this game the Cubs will need paper and pencil.

Akela has already made lots of cards bearing jumbled names of animals and these are numbered and pinned around the walls of the Den where the Cubs can read them. They have to decipher them and write the correct answer down on their list. Have about twenty names, with plenty of easy ones such as Cat, Dog, Fox.

POW-WOW.

Have a Nature Talk with the Cubs, partly to lead them gently in the direction of the ninth requirement for the Second Star. Perhaps you could get them to make at home a Nature Calendar which they could bring to show you, and the best ones could be hung in their lairs. It could include things like: "When I saw the first Lambs" or "When I first heard the Cuckoo," and a space for the boys' initials and the date. It is not really wise to make this into a competition between the Sixes because there is no check on when anybody did first hear a cuckoo, and if it's a case of beating one's neighbour to it, the cuckoo may be heard at the most outlandish times.

But if you want to get some real enthusiasm from the boys, talk about live stock. Leaves and flowers are all very well, but to a small boy there's nothing like a caterpillar or a beetle. They will tell you of pets they have had and their funny little ways, and you will no doubt learn much that no book would ever tell you. We want to open their eyes to the things around them and at this early stage this is the way to do it. They can keep caterpillars, ladybirds, frog spawn, fish, beetles, newts, and heaps more things which they will no doubt mention. Of course, having once shown your interest in these things you will have to be prepared to admire their "friends" which they will no doubt bring you next week. These may be a grizzly collection of fat slugs and slimy frog spawn, but you will have to say, "How lovely" and hope that you won't be asked to touch! And if you are given a present of half a dozen fat garden snails (as I was once — with the assurance that they were trained for racing), well, accept them in the spirit in which they are given and produce a smile befitting the occasion!

Twenty-ninth Meeting

The Grand Howl. Inspection. Subs.

GAME. Shere Khan and the Gidurlog.

The home of the Gidurlog (Jackal people) is clearly defined at one end of the playground. At the other end is a circle of about ten feet in diameter. In this circle crouches the tiger, grunting and growling over his feast of deer meat. The Jackals run out of their Den and form a circle round Shere Khan, hoping to get a scrap. Every now and then Shere Khan gets tired of the Gidurlog and rises. The moment he rises they all run for their Den (but they must not run till he gets up). If Shere Khan catches a Jackal, he takes him back to the circle, telling him that if he will help to keep off the rest of the Gidurlog he can have the scraps. Shere Khan and the Jackal then crouch together in the circle, and grunt and growl over their meal. When they get up the Jackals rush away, as before. If they catch any, these join them in the circle, and the game proceeds till all the Gidurlog are in the circle, but one, who is the winner.

GAME. Crusts and Crumbs. (See Fourth Meeting.)

GAME. Seeing Fingers.

For this game each Sixer will need a pencil and paper. The Cubs are in their lairs and one Cub from each Six comes up and stands facing the rest with his hands behind his back. Akela has an object such as a key, or match, etc., which each boy in turn feels, trying to guess what it is. When all have felt it the boys run to their Sixer and tell him what they thought. The next boy from each Six comes up and another object is given and so on.

GAME ON STAR-WORK. Germs.

The Pack divides into two teams, and they line up, facing each other, one on either side of the room. These are Cubs. Now choose four boys and send them into the middle. They are Germs.

If you are caught by No. 1 Germ, you must pretend to brush your teeth hard, or he'll go for your teeth and make them ache; No. 2 Germ, you must breathe heavily through your nose, or he'll do for your lungs; No. 3 Germ, you must pretend to wash your hands well, or he'll go inside you next time you have your tea; No. 4 Germ, you must pretend to wash all over, just to show everyone that you know you must be clean.

Now when you have got all that, Akela will say, "Ready, change!" and the Cubs from the sides of the room must rush across the opposite side. Anyone caught by a Germ on his way there must clean his teeth, breathe through his nose, or do whatever he has been told to do, before he is allowed to go on. Meanwhile the Germ counts ten. If the Germ gets to the end of his ten before the poor Cub remembers what it is he has to do, that Cub must lose a life. After three lives are lost, he is "dead." At the end the number of "dead" are counted, to see which side has won.

Don't let the Germs win.

Ball-throwing Relay.

Sixes in Indian file. First boy from each comes out and stands facing his Six about two yards away. He has a ball and on word "Go" he throws it to No. 2 who catches it, throws it back, and squats out of the way. No. 1 throws to No. 3, who repeats, and so on till all have had a turn, when No. 1 runs and stands in front of his Six holding the ball above his head.

GAME. Pioneers and Indians.

Half the Cubs form a circle, standing just sufficiently far apart to enable them to stretch their arms to the sides without touching each other. They are the Pioneers. The other Cubs are the Indians. In the centre of the circle made by the Pioneers are about twenty small scraps of paper. The Pioneers have to keep their eyes shut tight and the Indians creep into the circle and get the paper, only one piece per head at a time. If the Pioneers hear anything they move their arms, and if they touch an Indian he is dead and must sit quietly watching. A time limit is given, and at the end the pieces collected by the Indians are counted. The sides change over, the treasure is returned to the centre, the same time limit is given, and the game continues, the side having collected the most winning.

JUNGLE DANCE.

The dance of Shere Khan's Death (*Wolf Cub's Handbook*, pp. 56 - 58) is a very exciting one to do, so the Cubs could learn it now, then they will have quite a repertoire.

Yarn if time.

The Grand Howl.

Thirtieth Meeting

The Grand Howl. Inspection. Subs.

GAME. Breezes. (See Tenth Meeting.)

STAR-WORK.

Let the Cubs divide up and work at various jobs for about fifteen minutes.

GAME. Stones. (See First Meeting.)

GAME. Kim's Game. (See Second Meeting.)

GAME ON STAR-WORK. Fishing.

Each Cub is provided with a fishing-rod made from a piece of stick, a length of cotton, and a bent pin. Inside a circle of cardboard in the middle of the room are scattered the fish. Each fish is a small piece of cardboard with a tiny loop of cotton through the corner. On the card is written an instruction, such as "tie a reef knot," "name the three crosses in the Union Jack," "signal A.F.O.," and so on.

The Cubs all stand round and fish. As soon as one hooks a fish, he reads the card, runs to Akela and does what he is instructed. Then he runs to his Six corner. The first Six to hook their fish and obey their instructions correctly win the game. To avoid a Cub getting something he does not know, there can be three ponds — Tenderpad, First Star, and Second Star ponds.

GAME. My Grandmother Bought a Horse.

Here's a game that will give lots of fun. The players all sit round in a circle on chairs. The first player says, "My grandmother bought a horse," and then starts to move up and down on his chair to imitate someone riding on horseback. The second player passes the sentence on and does the same actions until the message has been all round the circle and every player is moving up and down in his seat.

First player then says, "My grandmother bought a bicycle," and pedals with his feet, still keeping up the horseback riding at the same time. This, too, goes all round. Next grandmother buys a boat, and arms are moved to indicate rowing. Then she meets a friend and nods her head to her, and so all the players are riding horseback, bicycle, rowing, and nodding their heads. Then the first player shouts, "My grandmother died," and all the players slide to the floor with a dying groan.

GAME. Telephoning.

The Cubs already know how much might depend on their remembering a message and the importance of delivering it correctly, but how many of them can use a telephone, not just the one at home but a public one which they might need to use in all sorts of emergencies? Fire their imagination with various emergencies that might occur and get them to make suggestions. Discuss the methods for using a public 'phone and explain that they do not all work the same way, so it is important to read the instructions

before lifting the receiver. Explain about emergency calls — Fire, Ambulance, etc. Do they know where ‘phone boxes are round about?

After all this talking and enthusing, the boys now see themselves as heroes in a drama saving somebody’s life by their prompt action, so there is only one thing you can do and that is to take them to a ‘phone box and let them have a go. (Need we say not all the Pack at once!) Perhaps each Six could go in turn with one of the Old Wolves while the others play a game. You would, of course, have needed to plan for the co-operation of a parent or friend at the other end of the ‘phone.

‘Phoning messages can be worked into a wide game and, while being good training in self-reliance for the children, it also helps to make the whole thing more realistic.



OUT OF DOORS

The following programmes consist chiefly of games on a large scale; that is to say games which take up a lot of time and space — “wide games” the Scouts call them — and are therefore best reserved for Saturday afternoon outings. Of course, as we have stressed already, we will hold as many of our Cub meetings as possible out of doors, particularly in the summer-time, but these programmes are extra to the ordinary meetings, and though they can often be substituted in fine weather for the usual programme, they are on the whole intended for that bit of extra each week which we are going to give the boys.

Although these games consist chiefly of stalking, and hunting, and such like, and may seem to have very little value academically, they do nevertheless teach the boys much in the way of sportsmanship and self-control, and the freedom of it all presents a golden opportunity for the Cubmaster to observe the boys and to get to know them really well. They become so much more communicative on these occasions and often show qualities and interests which they have kept hidden until now.

So take them out about once a week in the summer and give them a jolly good time.

Ten Specimen Programmes For Outings.

I

Explorers.

A party of explorers sets out (an Old Wolf in charge). They decide to 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 on, according to the nature of the country, they hide another dispatch, again giving the compass direction in which they are proceeding. This they do 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.

They easily find the first message. After that their only means of following up is by reading and following the compass directions. At the end of a mile (or half a mile) the explorers reach their destination and sit down and tell stories about Livingstone or other explorers until their friends catch them up. No noise must be made, as it may give the show away as to the whereabouts and enable the second party to find them without having to read the compass directions. (Note: An Old Wolf or Instructor should accompany each party. The Cubs should be encouraged to decide on the compass direction in each case, which should be verified by the Old Wolf with a compass, before being written down, or followed up.) The Pack should be given, before starting, an instruction on judging compass direction.

This game can take up as much time as the Old Wolf wishes, according to the length of the journey, and the destination could be a suitable place for tea, in which case — fall to. Cubs always want to eat their sandwiches whatever time it is, but details of that kind must be left to Akela to sort out. However, here is another short game which could be played whichever side of tea it suits you best.

Spoon.

A large paper basket is placed at one end of the playground. The Cubs fall in at the other. One Cub stands half-way between. 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 Cub dashing 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. (For a basket you could use a haversack or a Scout hat inverted.)

Sardines.

One Cub is chosen from the Pack. He is a sardine, and he has to go and find a nice 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 boy 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 can have his nose blacked for taking such a long time to find the hiding-place.

II

The game which we are presenting this afternoon will need careful explanation, or rather the story connected with it will. Maybe your Cubs already know the story, in which case you will only have to jog their memory. Anyway, here is the game, which is grand fun, particularly if played in a spot where there is cover in the way of bushes or long grass.

Letting in the Jungle.

The story "Letting in the Jungle" (from the Jungle Book) is read to the Pack, which then divides into two halves. One party with scarves on their heads represents Buldeo and the villagers with Messua; the other represents Mowgli and the Seeonee Pack wearing scarves as tails.

A certain tree or other base is agreed upon by both sides as representing Khaniwara where the English are. Both parties move off in different directions until Akela blows a whistle. Buldeo and the villagers

then stop; 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 scarf to an enemy is counted as dead.

This game, when played two or three times, will take us up to tea, so sit around, and have a picnic with a bit of sandwich swapping if you like.

The rest of the day can be spent playing Whistling Hares and Hounds. Cubs love hares and hounds in any shape or form, but with a chance to blow a whistle into the bargain they are just beside themselves with joy.

Whistling Hares and Hounds.

Two boys are Hares. They are provided with a Scout whistle and given two minutes’ start. As the Hounds start the Cubmaster 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 very roundabout route, doubling on their own 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 object of the Hares is to get to a given spot, half a mile away, and back again 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 for a fresh couple of Hares to be sent out. The Hares should have some distinguishing mark, such as their scarves worn on their heads, etc. 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.

III

Every now and then the Cubs could play an “organised” game, by which we mean one such as *Cricket* or *Rounders*.

On the whole, although they probably think they would like cricket, rounders is much more enjoyable for very small boys because they all have a chance to do something, and it is an easier game than cricket to play well. I do not wish to speak slightly of cricket, far from it, and if you feel that your boys could all have a jolly afternoon at cricket, play it by all means and challenge another Pack to a game when you’re good enough, but for those who feel differently, here is rounders.

Now there are numerous versions of this game and many varying rules, but this is the generally accepted method of play.

The game consists of two teams of officially nine players aside, but a few more or less make no odds, provided that you have at least six aside. One team bats, the other fields. The diagram shows the full-sized pitch, but this is rather too big for Cubs as it takes a very good hit to enable the batsman to make a

How to Run a Pack by Gilcraft

rounder; therefore, it is far better to have a smaller pitch so that each side can make a good score. The bases can be cricket stumps or sticks, or even caps placed on the ground if necessary. A softish ball such as a tennis ball is best for Cubs and a broadish bat, either a very light cricket bat or a piece of wood shaped so that it can be easily grasped, is better than the official stick.

The fielders take up their place, one at each post or base, one to bowl, one as back-stop, and the rest in the field.

The batsmen take up their stand well to the left of the batting base, except for the one whose turn it is to bat.

The batsman is allowed only one ball, and he must run whether he hits it or not. The ball must be thrown underarm and must be not lower than the knee nor higher than the shoulder, otherwise it is a “no-ball,” and three no-balls in succession give half a rounder to the batting side.

A rounder is scored when a batsman, after hitting the ball, completes the circuit without a stop. If he does this without hitting the ball it is only half a rounder. Only one rounder may be scored from each ball. If a player is obliged to stop at a post for safety's sake he must hold on to it, otherwise he is counted as having left, and he would be obliged to go on to the next post. No two runners may be at one post at the same time, nor may one player pass another. If two batsmen do land at the same post, the one who was there first is obliged to go on to the next post.

A batsman is out if:

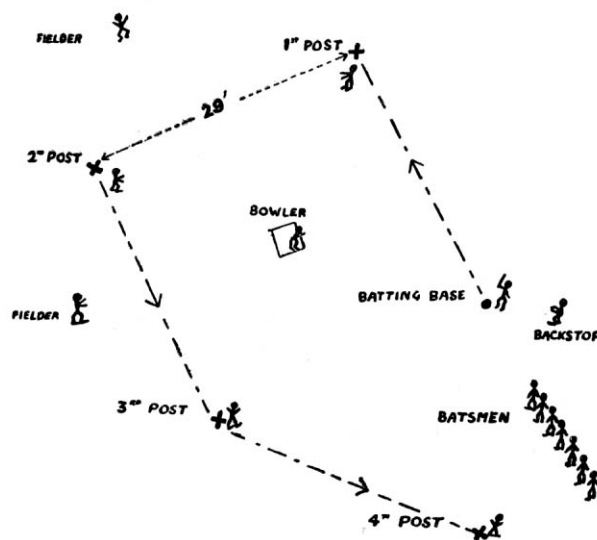
- The ball is caught off his bat (except in the case of a no-ball).
- He runs on the inside of a base. (The players must always run to the right of the post.)
- A fielder at the post to which he is running touches it with the ball before he can get there.
- A fielder touches him with the ball between bases. (In both (c) and (d) the fielder must have the ball in his hand; it does not count if it is thrown.)

Note. The ball is still in play when a player is put out, so that two or more players may be put out, if opportunity arises, before the ball is returned to the bowler. For instance, suppose a player is at No. 3 base and the batsman sends a catch, the fielder can catch the ball and stump the fourth post before the player at No. 3 reaches it — thus both players would be out for the same ball.

The last man left in the batting side has a choice of three balls. He can run on whichever he chooses, but he must run on the third. If he gets a rounder he has a choice of three again, and so on.

If at any time during the game there is no batsman at the batting base (i.e. supposing there were three men left and they were all at various posts) the ball may be bounced by any fielder in the batting base, and if this can be achieved before a batsman passes the last post the side is out. This is called a “Bounce Out.”

That has covered all the most important points. There are usually two innings, and of course, the side having the greatest number of rounders wins.



The most important positions, and therefore ones which require the best and liveliest players, are

- (a) Back-stop. He has not only to get on to the ball quickly but to decide the most strategic place to send it.
- (b) First post. In a good game any batsman who misses the ball should be run out at first post; if he gets farther it's due to bad fielding on the part of either the back-stop or first post.

It will be found that with practice Cubs play very well and become very keen, because it is a game well within the scope of their ability.

IV

Flag Raiding.

A heath with bushes and trees is the best place for playing this game. The Cubs are divided into two parties. Some definite line such as a path or ditch or road forms the boundary line between their respective territories, and a point on this is chosen as the *centre point* of the boundary. At the distance of 100 paces from this point, each party plants its flag. The flag pole must be planted in the ground, but may be placed in any position desired, i.e. either in the open or where there is cover. Cubs may be posted to guard the flag, but they must not stand nearer than twenty-five paces from the flag unless an enemy Cub gets within this area, when the guards may follow him. The captain of the side then places his men and arranges the various stratagems by which the enemy flag may be approached. The Cubs belonging to each side are differentiated by one side wearing their scarves on their heads. Each has a piece of wool loosely fastened round his arm above the elbow. To take him prisoner this must be broken. When about five minutes have been given for preparations the Cubmaster blows his whistle and the raid commences. Any Cub found on enemy territory may be taken prisoner. His wool having been broken he is led to the guardhouse. This guardhouse belonging to each side is a spot, such as a tree, mound, fallen tree trunk, etc., in each territory fifteen paces from the centre point. The prisoner must stay here, touching the tree trunk (or whatever else is decided on), and can be rescued by any member of his own side who can reach the spot and touch him without being caught. The prisoner cannot be released unless he is touching the tree. Once the rescuer has touched the prisoner both may return to their own territory in safety. A fresh piece of wool should be fastened to the prisoner's arm, obtainable from the umpire, who should be somewhere near the centre point of the boundary. Only one prisoner may be rescued at a time.

Should a Cub succeed in getting the flag he should run for his own territory. If he can get over the boundary line his side has won. The umpire should blow his whistle, and the game terminate. Should he be caught before he can cross the line he must at once relinquish the flag, which is planted on the spot at which it was rescued, and the Cub is put in the guardhouse. The game continues until the flag is carried across the line. At the end of a given time (say three-quarters of an hour) if neither side has succeeded in capturing the flag of the other, the umpire blows his whistle, and the side holding most prisoners is declared to have won.

After all this excitement everybody will be ready for tea, particularly the Old Wolves!

Quite a different type of game to wind up with after tea would be *Come Along*.

All but one form a circle about three feet across. The players turn to the right, with right 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.

V

You will need to choose for your destination today a place with plenty of cover, suitable for stalking. The first game is *Guarding the Tree*.

Three Cubs guard a tree, which should stand in the midst of undergrowth which gives good cover, such as bracken, gorse, etc. 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 Cubs scatter beyond this ring. The three guards stand under the tree and keep a sharp look out. 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 most garter tabs wins.

There will be time for another game today before they fall on that tea, so stave them off a bit longer and play *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.

Akela hides the bits of paper over a certain area. If played out of doors the boundaries should be carefully defined and explained.

Akela 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 Akela’s call the Pack returns, and one by one the Cubs describe the animal they have found, without saying its name. The rest must guess which animal is intended.

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.

Tea.

Now play another stalking game *Pulling Shere Khan’s Tail* since you are in a place with plenty of cover. Pretend that you are Shere Khan and the rest of the Cubs are the wolves. You stand or crouch in a fairly dense part of your ground — i.e. right down in long grass, or amongst scrubby bushes, and the Cubs take up their positions all round you about twenty yards away. They have to crawl or slither towards you as silently as possible, and see who can get near enough to pull off your tail (which is your scarf hanging from your belt). Shere Khan may only stay on his own bit of ground, but may turn round, either standing or on all fours, whichever seems most appropriate to your bit of country. He sniffs the air a lot, getting wind of the wolves, but he has to see them and recognise them, calling them by names, before they have to return to the base to start again. A Cub may disguise or camouflage himself in order not to be recognised. It is wiser for an Old Wolf to be Shere Khan, otherwise there is apt to be some argument as to whether “Johnny” was really seen, and heads stick up in all directions to see what’s going on, whereupon Shere Khan takes advantage of the situation and calls them all by name, causing much indignation and

raising of voices. But if an Old Wolf runs the game by taking the part of Shere Khan there is no fuss nor need for argument and the game goes with a swing.

VI

Kick Tin.

Try to choose a spot where there are plenty of bushes all round. In the centre of your field mark out a circle about two feet across, and put an old tin inside. Ask Akela to be “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 then run out, and try, unseen by the Guardian, to kick the tin, and then 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.

The game ends when all the Cubs are prisoners, or when they are so hungry they can’t wait any longer for tea.

If you are not able to meet in a place where there are bushes and trees to hide you, you can play the game by marking out circles a good distance from the tin. Each Cub stands in his circle, and when the Guardian’s back is turned, tries to rush to the tin. If the Guardian sees him, he calls his name and tries to race him to the tin.

You can either go back to this game after tea or else play *Bad Egg*.

For this game you will need a ball, a rubber one or a tennis ball, which can be easily caught. The Cubs gather round and you give each a name — either a Jungle name if you can think of sufficient easy ones, or the name of an animal, insect, month, etc., etc. When all have a name, including yourself, you throw the ball high in the air, at the same time calling one of the names, and the bearer of that name must catch the ball. The minute you threw the ball everybody had to run away as far as possible, but immediately the Cub who was called catches it or picks it up he calls “Stop” and everyone stops dead. He may now take three steps towards anybody and hit him with the ball. This last may dodge it by moving his body, but he may not move his feet. If he is hit, he is a bad egg, and it is his turn to throw the ball up; if he is missed, the thrower must have the ball again. All gather round,, the ball is thrown up, and another name called, and so on.

VII

A *Treasure Hunt* is always the greatest of treats for Cubs; the very name spells excitement, and it matters not where the way lies, it is bound to be one grand adventure. It is a form of entertainment which does mean a lot of thinking on somebody’s part, as the game consists of a series of clues which lead eventually to a hidden “treasure” — something in the sweet line is usually most acceptable.

How to Run a Pack by Gilcraft

Now the type of clues you will need will differ so much according to your locality; you may be limited to a series of streets or public park, or you may be fortunate enough to have the run of fields, but in any case you can make the game exciting. But it does mean that after making up the clues you have to go over the ground yourself hiding them in the appropriate places, which does all mean quite a lot of work.

The game will go more smoothly if the Cubs are divided into groups of three or even pairs if there are not many boys, and you need as many copies or more of each clue as you have groups.

The main thing to impress upon the Cubs before they start off is that if they find a clue, they should look around to see if they are observed — otherwise if they make a grab for it they give the game away and everybody rushes to the spot and gets the clue too. So they have to be surreptitious about it, and take it away and read it secretly.

Suppose the boys are all rival bands of Pirates out to find Black Robert's buried gold; the first clue which you will hand each group, suitably illuminated with skull and crossbones, could be something like:

“At ye roots of ye olde gnarled Oak will you a clue finde.”

There had better be two or three “gnarled Oaks” to make it more difficult, but there probably will be.

Other clues could be in verse such as

“The five-barred gate you'll have to mount
And then ten railings you must count.”

That will give them a choice of railings at either end of the gate, and the clues can be tied on and fairly well hidden I have always found it best to tie the little bundles of clues through one corner, so that each group just pulls one off and gets away quickly.

When making up the clues it is best not to be too cryptic as Cubs do not as a rule see through anything very subtle, in fact, however blatant the clues you will probably have to lend some assistance here and there, particularly the first time.

You will need about eight of these clues for an afternoon's Hunt, and they need not necessarily be spread out over miles of country — just one field or one park would do, or even the bit of ground round the Den and a little way up the road, would be sufficient for an hour's entertainment.

Another type of Treasure Hunt, and perhaps a little easier to organise as a first time, would be the collecting variety. Each pair is given an identical list of about ten objects, which they have to collect one at a time and in a given order, bringing them to an Old Wolf each time and having them crossed off on their list. To avoid confusion, the first pair could begin at No. 1 and work through to No. 10, the second pair begin at No. 2 and work to No. 10, ending up at No. 1, and so on.

The game would go something like this: Each pair would receive a list such as —

- (1) oak leaf,
- (2) stone from the path,
- (3) drop of water from the pond,
- (4) leaf from the hedge,
- (5) piece of red wool from fence (put there by you),

and so on, and you would tell each pair at which number they would have to start. On the word "Go" they all rush off in different directions and bring things back to be marked, working steadily through their list. Now for the actual treasure part of this game you could do one of two things: either have one buried prize for the owners of the first complete list to find, or else have as many prizes as you have groups, and as each party completes its list, hand it the final clue which leads them to their treasure. I think perhaps the latter would be more enjoyable, particularly if the Cubs are rather little. They need not know to start with that there isn't exactly any competition about it; they can dash around at top speed just the same in order to be the first to find their treasure. The final clue, given on receipt of each completed list of objects, could be something in the nature of sealed orders — an envelope bearing directional instructions such as "Stand facing the broken gate, follow the hedge on the right till you come to the second Oak, crawl through the gap by the Oak, take six paces forward and search for the treasure which is under one of the gorse bushes!" Or on the other hand, you might like the envelope to contain a simple map, with X marking the spot. These would have to be clearly drawn, with the way to be taken rather obviously emphasised, and of course in either case the directions would have to be different for each party.

These are only ideas for the Old Wolves to work on, and it is well worth getting together and making up a few Treasure Hunts — they are grand fun and guarantee a jolly afternoon both for the Cubs and the people running them.

VIII

A good game of the stalking variety which lends itself well to a Saturday afternoon outing is *Sentry Go*, played like this:

The Pack is divided into two teams. All the players in one team wear red wool round their arms, while the others wear blue. One Red Cub is given a place from which he can easily see all round. He has to walk up and down a certain beat, about ten yards long. On his chest, slung round his neck, he wears a card about twelve inches square, with a design on it. The design must be very simple, say a square, or a cross, or a circle. Every time he completes his beat he changes the card for another with a different sign on it. The Blue Cubs have to crawl near enough to see the design without being seen by the sentry.

On another beat a Blue Cub is also walking with a card, while the rest of the Red Cubs have to try to get near him. The Cubs who are watching must carry a paper and pencil, and when they can make out a design, the leader writes it down.

While this is happening, some of the Cubs are sent out to try to capture the enemy Cubs who are spying on the sentry. If they can get a piece of wool, they have captured the Cub, and he is out of the game.

At the end of the game, the umpire reads the reports, and counts up the captured men. Every design correctly drawn counts a point to that side, while every man captured loses a point. Akela will decide which Cubs are to scout for designs, and which are to try to capture the enemy.

After this it will be time for tea, and then you could play a good old rough-and-tumble game, such as Tournaments.

This game should be played on grass. All the big Cubs are horses and each chooses a small boy as knight. They range up in two lines about twenty yards apart, each knight at least three yards from those on either side of him. At a given signal the horses trot out into the field and the knights grapple. Every horse and rider that falls must fall out. The victor is the knight who remains on his horse. Knights may not hit, but

only grapple. Horses may not fight, they should give all their attention to keeping their knights on their backs and themselves steady.

(Note. Care should be taken that only big strong boys are horses, and small, light boys knights.)


You will not want to play this game for long as it is quite strenuous for Cubs, so after a bout or two you could play *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 out on anyone who comes near enough. The rest of the Pack go to their "home" which is some forty yards 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 other meal times), whereupon the Cubs turn and bolt for home with Father Bear dashing after them. Anybody he catches remains with him in his Den and becomes another Bear to help him catch.

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

IX

Quite a good game to play on the way to wherever you are making for tea is *Redskins and Palefaces*.

A party of Cubs representing squatters sets out across the prairie. They are expecting a party of their friends to follow in a few days. They leave tracks for them: —> pointing along the road they are to follow, either drawn on the ground or chalked on trees, etc.; X against roads and paths they are not to follow; while every few hundred yards they leave a letter, the place being indicated by the sign . The letter should report their progress, or anything of interest that has been met with. About a quarter of an hour after the departure of the squatters, a party of Redskins (the remainder of the Pack) cross their trail. These are wearing war paint and feathers. They decide to follow the Palefaces and steal their horses and anything they can get. They follow up the trail and find the letters. At the end of about a mile the squatters, having lost their way, halt and send back a scout to reconnoitre. He goes carefully in case of enemies and discovers the Indians on the track of the squatters. Concealing himself carefully he hurries back and warns his friends, who promptly themselves wait in ambush. They see the Indians drawing near and prepare to defend themselves. They wait until the Indians come as near as possible, keeping themselves carefully concealed, and then they dash out and commence the attack, which consists in the Indians scalping the squatters (by snatching their caps), and the squatters tearing off the Indians' feathers. The Indians should have their own war cry, and the squatters a shout of their own which both utter as loud as possible during the fight. Anyone scalped must instantly give forth a piercing death squeal as loud as he can, and fall down dead. The same with the Indians. At the end of three minutes the Cubmaster blows his whistle, and the corpses are counted. The party with least dead wins.

After tea, when the Cubs have had a bit of a scramble and done exploring, that is if the ground is new to them, they could have a game of Rounders or Cricket, or take up their same sides as before and play another stalking game such as *Spot the Enemy*.

Two parties start out reconnoitring, both at the same time, and both making for the same place, but from two spots each half a mile from the place which they desire to reach. The object of each party is to be the first to get to the place; but they must keep themselves concealed, for should the enemy spot them they will be attacked. Each party, therefore, has to spot the enemy, while keeping itself concealed and advancing as quickly as possible towards the place. Should one member of the party see the enemy he

must quietly give the alarm for all to lie flat, and then report their position to the officer in charge. If the officer can spot the enemy himself he blows his whistle, when everyone shouts — which annihilates the enemy. Should one party succeed in getting into the place it lies there in ambush and waits for the enemy, when it acts as described above. (The members of the respective parties keep together all the time, and do not extend.)

X

French and English. (See Twelfth Meeting.) This is a good old diehard where boys are concerned.

How long this game takes to play varies rather from time to time, but if it should be over quickly you could either play it again with different sides or else, which would probably be better, play another war-like game called A.S.C.

This game somewhat resembles dispatch running, but appeals to Cubs much more. The Pack is divided into two parties. One is the German Army, and scattered over a tract of ground. The other represents a British A.S.C. column. Each member of this party is distinguished by wearing his scarf on his head. He hides somewhere on his person a paper bearing the words “high explosive 20,” “bully beef 5,” “jam 2,” “biscuits 2,” “mail bag 15,” “rum 10,” “cigarettes 10,” “bombs 10,” and so on, as the fertile imagination of the Cubs may suggest. The more valuable munitions of war are entrusted to the best Cubs.

Five minutes after the Germans have set out, the British Commissariat starts trying to carry the munitions through enemy country to a “Division” that has been cut off at a given place (and consisting of the Cubmaster). Every A.S.C. man who gets through hands his paper to the C.M., the number on it scoring for his side. He stays with the “Division” and rests or practises signalling, or helps to fortify the position or does anything else he likes provided he stays on the spot. Meanwhile any Hun who can catch an A.S.C. man may search him while he counts sixty. If he fails to find his paper, he lets him go, and may not follow until he has counted one hundred. If he finds the paper, he disarms the A.S.C. man by taking his scarf and keeps the paper, to be given up to his Captain at the end of the game, when the numbers on all the captured papers will be counted. At a given time the whistle is blown and all come in to a common rendezvous where the score is counted, the side with the highest number of points winning. (Papers not got through to the Cubmaster count nothing to either side.)

After tea a different type of game will be called for, so you could play *Wizards*.

Any number can play this game. One boy 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 two Cubs. The one who remains alone uncaught wins. Should the time whistle blow, the Wizard will have won if it is composed of more boys than those still free, or vice versa.

This game does really need a boundary of some sort, otherwise it is almost impossible for those joined together to catch the free people: it is an ideal game for a playground and indeed quite good anywhere, provided that you decide upon boundaries beforehand.

One last game which is fun for out of doors is *Whistle and I Will Find You*.

This game is best played with not more than eight or ten Cubs. Four are blindfolded and wait at the “base” until the rest have scattered and taken up positions about one hundred yards away. When ready they whistle, and continue to do so at intervals. There is no need for them to whistle all together, first one and then another is best. The object of each blindfolded Cub is to follow the sound of, and touch each whistler in turn; the first Cub to find them all wins.

Most of the fun of the game lies in the thrill of groping about in *absolute* silence save for the whistling, and an occasional warning from the umpire when he sees someone heading for a pond! Besides being a very popular game with Cubs, it is good for self-control and sense of direction.

A few other ideas for out of doors besides these various stalking and tracking games.

What about an afternoon's fishing? Not the rod and line variety, but with a jam-jar and net. This would probably be most profitable in frog-spawn time so that the Cubs could keep you informed during the following weeks as to the various stages of the frogs' development. Then there are newts and stickle-backs and all manner of things which the Cubs will probably know all about already. One word about a fishing expedition — don't take the whole Pack at once if you're single-handed, six boys would be plenty to watch round a pond.

Another day you could take the Pack somewhere where they could light a few fires and cook a potato each, and perhaps boil some water and make their tea. This would give them a terrific thrill and it doesn't matter a bit if the potatoes are hard and the tea like stew; they've had a thoroughly good afternoon and feel delighted with themselves. If they have learnt for all time to make certain that the fire is absolutely out when they leave it, and to hide the traces of it, you have indeed done well.

Well, we could go on a long while suggesting this and that as a means of entertaining and developing the small boy, but no doubt you, Akela, are just brimful of ideas, so hurry up and put them into practice.

PROFICIENCY BADGES

The first edition of this book did not include anything on Proficiency Badges, but it seems an excellent idea to have a few words about them because they are part and parcel of any well-run Pack. The very fact that they were not included in the first place tends I think to show how they have been overlooked in the past. They have probably been regarded by Akelas as something which an outstanding boy might get in a Pack which has all manner of advantages theirs does not possess and they have probably let it go at that.

Maybe there is another reason for the lack of proficiency badges to be seen on Cub jerseys; perhaps at some time they were too easily gained and the jerseys were plastered with badges and the faces of the wearers were smug in consequence; I do not know, but I do know that used with discretion and intelligence they are an excellent thing and a great help to the Akela who wishes to broaden her Cub's outlook. Working for a badge encourages a boy to learn more about the things which interest him; they bring to his notice subjects he might otherwise have passed by; they call for no small amount of effort and "stickability" on his part; they are in fact a little reward for a job well done.

Somebody has said somewhere that "the badges can be regarded as the goods in a shop window. The Cub can choose which he will have and then make payment, not in money but in time and effort." I particularly like the part "not in money." He cannot get it just by handing out cash or by asking for it; nor is it laid on for him by "They" as so many things are now. No, he must earn it if he wants it, and by his own effort and nobody else's, and therein lies its value. If a boy can learn at Cub age that a thing that is worth having is worth working for, and that you cannot have worth while things without working for them, then he has learnt at that early age a truth which some people never learn.

Another point in the shop window simile is the question of choice. The Cub should be allowed to choose for himself the badge he will work for, and not be told to do the one Akela knows he can do quickest. Let him choose and he will be far more interested, and even if he finds that he has made a mistake it doesn't matter, he will choose more wisely next time. Of course, as always, Akela must use discretion.

Some boys more than others may need a little help or guidance, but do leave it to them as much as possible, and encourage them to have sufficient confidence to make the choice themselves.

The Badge Tests are well thought out. They are designed to be within the reach of a boy of Cub age while calling at the same time for effort and concentration on his part. But, as usual in all Cub tests, the Examiner should take into account the amount of effort the boy has put into the work. I am almost afraid when I write that lest I be misunderstood. It does not mean that provided a boy has tried he can have a Badge regardless of the result he has produced; there must of course be an intelligent result in accordance with his age and ability, as well as plenty of effort. After all, boys do not like things to be too easy for them, they would much prefer to have something which they know they'll have to struggle for — it puts them on their mettle, makes them feel they'll jolly well do it, even if they burst, and anyway, it is so much more worth while when they've done it. This tendency to tackle a tough job is there in every boy — we haven't even to plant it in him, it is there already for us, we only have to bring it out and give it every encouragement.

One recent addition to the Cub Badges which will I think be most helpful in encouraging a boy to work for Badge Tests is the Leaping Wolf. This he is allowed to wear when he has gained his Second Star and two Proficiency Badges. The different thing about it is that he is allowed to wear it in the Troop until he has passed his Second Class Test, whereas his other badges he must leave behind with his Cub jersey. I feel sure that a boy who had started off in the Troop with that evidence of his achievement would never be satisfied until he had reached a similarly high standard in Scouting.

To sum up — encourage your boys to go in for Badge Tests; beware of mere ostentation and badge grabbing; rather encourage the boys to do two or three tests really well, and so let them get the full advantage out of the Cub Programme.

BOOKS TO READ

Wolf Cub's Handbook.

Scouting for Boys.

Special Pack Meetings.

Letters to a Wolf Cub.

Wolf Cubs.

Camping for Cubs.

Gilcraft's Book of Cub Games.

Scouting, Religion and the Churches.

