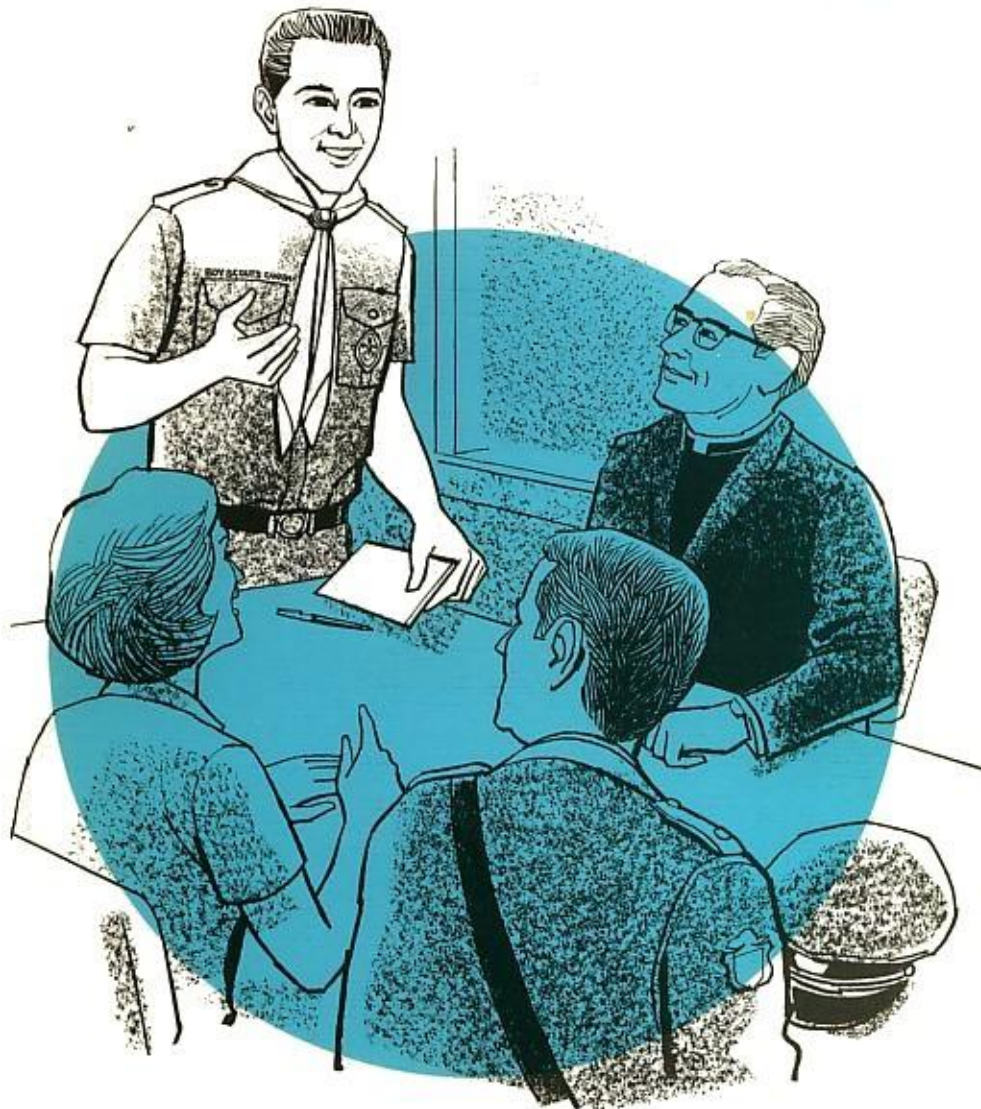


PACK OPERATIONS



A guide for leaders
Pack Scouters Series No: 2

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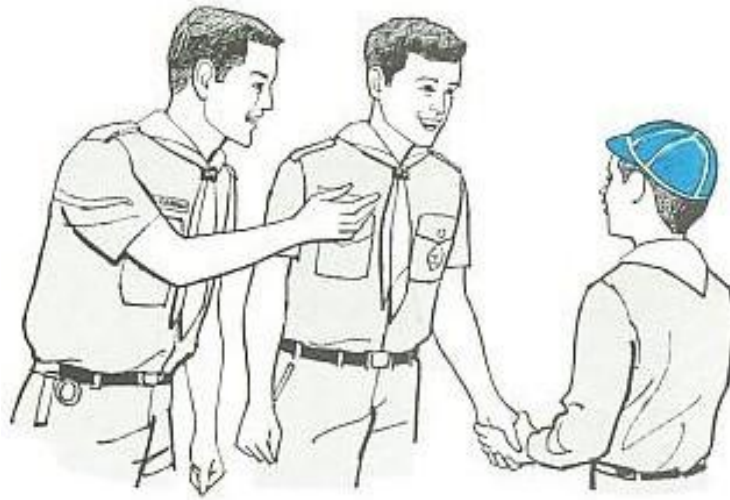
Editor's Note:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or use expressions 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.

If you find them offensive, we ask you to please delete this file from your system.

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PACK OPERATIONS



A guide for leaders
Pack Scouters Series No: 2

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INTRODUCTION

For convenience, this book is divided into two parts, organization and operations.

A. ORGANIZATION

This part covers the administrative and structural aspects of Cubbing and includes:

1. The place of the pack in the group and district. This outlines some functions of the group council, group committee, ladies auxiliary, the sponsor and the district council.
2. The organization and function of structured groups such as the pack and sixes and the more important but less structured informal peer groups.
3. Details regarding meeting time, place and equipment.
4. The importance of records and finances.
5. Some guidelines in starting a new pack, reviving a lapsed pack or taking over an existing pack.

B. OPERATIONS

In this part, we are concerned with the more dynamic aspects of Cubbing such as:

1. **Leadership** — the role of adults as Scouters making up what may be called the First Team, and parents and community personnel who form what may be called the Second Team. In addition, there are some comments on the use of young activity leaders and boy leaders.
2. **Planning** — some suggestions are offered for leaders on how to do a more effective job. These include the services provided by the group, council and community, plus some books, films and a list of resource material, ideas on planning, evaluation and measurement of progress. These latter points will help Scouters, committeemen and others to gauge the overall effectiveness of the program. In addition, there are a number of practical hints for both new and experienced leaders on dealing with Cub-age boys.
3. **Use of Outsiders** — how to make more effective use of parents and how to find and make full use of community resources and personnel.
4. **Discipline** — a positive approach to ways of handling this aspect of the program.

Finally, there is a list of resource material and three appendices consisting of a “Parent Talent Survey” form, a guide to community recreation resources and a questionnaire to assist Scouters and others to rate their effectiveness as leaders.

FOREWORD

This is one of a series of books designed for Scouters working with Wolf Cubs. The complete series consists of:

- Cubbing.
- Pack Operations.
- Program Building.
- Creative Activities for Wolf Cubs.
- Outdoor Activities for Wolf Cubs.
- Star and Badge Activities for Wolf Cubs.

The titles show that the total Wolf Cub program has been covered from the basic book on *Cubbing*, through general ideas on pack operations and programming and on to specialized activities, such as acting, games, music, stores, crafts, outdoor activities, and star and badge work.

We are grateful to Scouters and others who have provided ideas, suggestions and other valuable information for inclusion in these books.

The program activities and, as a result, the book series are under constant review in order to keep them up-to-date. Comments and suggestions on the books or about Cubbing in general will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, National Headquarters, Boy Scouts of Canada, Ottawa.

SECTION 1

A. ORGANIZATION

1. THE PACK IN THE GROUP AND DISTRICT

“You are now a Wolf Cub and one of the world-wide brotherhood of Scouts.” These are the words that every Cub hears at his Investiture (see ceremonies in *Program Building*).

The boy thus becomes not only a Cub in the pack; not only a member of the group, or the district, or the province or even the country; but a member of the largest Movement for boys in the world.

Scouters of the pack are also Scouters of the group and should be concerned with the activities of other sections and know, understand and co-operate with other section Scouters.

The Group Council

The group council is a meeting of all the Scouters of a group with one of them, or a member of the group committee, acting as chairman.

The meetings are usually informal (over a cup of coffee at a local restaurant for example). Items for discussion and action may include the advancement of Cubs to Scouts; sharing equipment; financial assistance from the group committee; details of group affairs such as father and son banquets; group picnics, recruitment practices, etc.

The Group Committee

Group committees consist of five or more adults elected or appointed annually by the governing body of the sponsoring institution, in consultation with the Scouters. In community groups, the group committee is elected annually at a meeting of parents and friends of the group. If possible, fathers of the boys connected with the group should be included.

The duties of the group committee will be found in the current edition of *Policy, Organization and Rules* for Canada.

Scouters are usually invited to attend meetings of the group committee and should be prepared to give a report on the activities of their section.

The Ladies Auxiliary

Mothers of boys, wives of Scouter and group committeemen, and other interested ladies often form an auxiliary to the group committee.

Ladies auxiliaries have made a valuable contribution to the success of Scouting over the years and can help parents to understand and appreciate the program.

Auxiliaries Can:

- Provide refreshments on various pack occasions such as Hallowe'en, parents' night, sleigh rides, the annual banquet, etc.
- Assist in coaching, making costumes and helping with make-up at entertainments.
- Make signalling flags, neckerchiefs and first-aid bandages. Launder and repair outgrown uniforms for boys of limited means or for handicapped groups.
- Instruct in cooking tests and badges.
- Remember sick Cubs with cards, fruit, reading material.
- Visit camp on visitors' day.
- Help with cooking at camp.
- Visit mothers of new boys in the pack and invite them to auxiliary meetings.



- Suggest to mothers of new Cubs that they can be of help by:
 - Encouraging their sons to attend meetings regularly, on time and in uniform.
 - Helping their boys' progress in star and badge work and be present at meetings when badges are presented.
 - Occasionally entertaining their son's Cub friends and perhaps his six.
- Help raise funds for pack projects, camp fees or equipment. Funds may be raised through: home cooking sales, candy sales (incidental to displays and entertainments), bazaars, rummage sales, garden parties, lectures, concerts, etc. Check the provisions of *Policy, Organization and Rules* for Canada regarding money-raising projects.

The Sponsor

Every Scout group must be sponsored. Sponsors will ordinarily be established institutions, such as a church or other religious body, school, men's club, boys' club, Women's Institute, hospital or home for the handicapped, Canadian Legion, lodge, etc., where officials wish to use the program for their boys.

Occasionally, a group may be sponsored without institutional backing. This happens in rural communities, villages, small towns or neighbourhoods in a city where no one organization has enough boys to form a group. In this case a community group may be formed and sponsored by a number of parents or other interested citizens organized for the purpose. It should include representatives of the religious, educational, civic and business life of the community.

The sponsor undertakes to provide a suitable meeting place, adequate facilities, supervision, leadership and opportunities for a healthy *Scout* life for the boys under its care.

In order to carry out these obligations, the sponsor appoints a group committee from among the influential, active members of the institution or community, including parents of prospective Cubs and men and women especially interested in boys' work.

Thus the sponsor lends its name and prestige to the group and lays down the general operating policy. The group committee carries out the policy and reports to the sponsor on the activities of the group.

The District

Most packs are situated in urban and suburban areas which usually are organized into districts in the charge of district commissioners. The district commissioners may have assistants who are responsible for the development of the Wolf Cub program and are available to assist pack Scouters in the district. In larger districts, pack Scouters may have periodic meetings to exchange ideas on program, new games, songs, etc. Such gatherings provide an opportunity to increase one's knowledge of Cubbing and share ideas with fellow Scouters.



2. GROUPINGS: PACK, SIX AND PEER

Pack

Generally, the pack operates as a large unit, consisting of eighteen to thirty-six boys, under the leadership of a Cubmaster with one assistant for every twelve boys. Thus, in a pack of thirty-six Cubs, the Cubmaster should have three assistant Cubmasters. This large grouping serves a useful purpose, especially for the younger Cubs who like to “lose themselves in a crowd”.

Sixes

For the purposes of games and other activities and as an aid to flexible control, the pack is divided into groups of boys called sixes. Each six is in the charge of a boy called a sixer who is usually appointed by the Cubmaster. The sixer, in consultation with the Cubmaster, chooses a Cub to act as his assistant, who is called a second. The sixes are known by their colours, such as red six, brown six, grey six, etc., and the Cubs in each six wear a shoulder patch of the appropriate colour.

Careful thought should be given to the selection of sixers and seconds. As many Cubs as possible should be given the opportunity to develop their innate qualities of leadership. Sixers and seconds should be appointed for definite, but limited, periods of time. It may even be possible for the Cubs in the six to elect their own sixer and he, in turn, will choose his second. If this happened at three month intervals, it would mean that most Cubs in a regular size pack would have an opportunity of being a sixer or second.

Sixers and seconds check the Cubs prior to inspection; mark attendance and dues in the *Pocket Record Book*; take charge of games; teach star and badge requirements; share with the other sixers and seconds the privilege of leading the Grand Howl and being responsible for the totem pole, if used; and any other activities that they are reasonably capable of handling.

The Sixer's Council

The members of the sixer's council include sixers, seconds and Scouters. The meetings give prestige to the sixers and seconds and help them to appreciate the importance and responsibilities of their position. The council provides Scouters with an opportunity to know their older boys and to help their progress, through special and personal instruction.

Sixers' council meetings should be held about once a month, at the conclusion of regular pack meetings or on a separate evening at the home of one of the leaders or one of the boys upon the invitation of the parents. This latter practice helps parents understand and appreciate the value of Cubbing. A much appreciated feature of these home meetings is refreshments.

Sixers' council meetings are entirely informal. Appeal to the boys' sense of mystery and romance by stipulating that the proceedings be kept secret. Meetings may be opened and closed with an appropriate prayer, introduced by one of the boys.

The meeting may cover in general terms, matters such as: how to instruct and get boys interested in star and badge work; problems of six discipline; individual boy attendance problems; future meetings in which sixers and seconds have a part; discussion of games and demonstration of new games; discussion of present, past and future programs; plans for picnics, rambles, camp, parents' night, concerts, lawn social and pack display; continuance of pack and individual good turns; service to sponsoring body, such as messengers during preparation of ladies auxiliary supper and delivery of church notices; remembering sick Cubs, at home or hospital and so on.

With guidance, these boys can and should develop and exercise their judgement in matters concerning the pack. Their opinion on such matters may be of great help in coming to a decision.

Peer Groups

The third and in many respect the most important group in Cubbing is the “peer” group. This is the (natural) normal grouping of two, three, four or more boys of roughly the same age, schooling and interests, who gang together for short or long periods of time.

This need for grouping with peers emerges at about age eight and becomes much stronger as the boys move towards the teens. At the younger ages it consists mainly of “twosomes” and “threesomes” which change quite rapidly as interests of members change.

Consideration should be given to using the strengths and energy generated by these peer groups and that, within reason, they should take priority over the six structure. The project aspects of the star and badge schemes provide one idea on how to make effective use of the emerging peer groups.

Traditionally, adults have looked upon this normal and universal development with some suspicion. This is generally based on misunderstanding the motives of the youngsters who, as they grow and mature, tend to swing away from adult-codes and concepts to peer-codes and concepts. From the security of the peer group, youngsters can and do challenge the authority of adults. The more successful an individual is in this, the more acceptable he will be to his peers.

Scouters should be aware of the potential problems of discipline and control involved in this situation, particularly as it affects the older Cubs. It is important that such youngsters be given chances to take responsibility, to lead, to offer suggestions in running the program and to be given special attention as befits their age.



3. MEETING PLACE, TIME AND EQUIPMENT

Place

A suitable meeting place consists of a spacious, well lighted, ventilated and properly heated room, with a good floor that is free of pillars to permit running games. Many packs carry on in quarters short of this ideal by making necessary adjustments to their programs. Imagination and ingenuity should be used in decorating and developing atmosphere in a meeting hall. In any case, keep it fresh, clean, well aired and well lighted.

There should be a very definite understanding with the group committee and the sponsoring body concerning the day and hours of the meeting. The agreement should provide for either exclusive right to the period and place, or sufficient advance notice regarding changes. There should also be an understanding with respect to the heating, caretaker's service, the placing and storing of chairs, the use of screwhooks or nails for the hanging of pictures and training aids, if used, and the use of a storage room.

Time

Some packs meet in the afternoon after school or on Saturdays, but most meet on a week-day evening, from 6:00 or 6:30 to 7:45 or 8:00 o'clock. Be regular as to time, place and period as it is necessary with boys of this age and only fair to parents. Sixty to ninety minutes actual program time has become established as a suitable length for a Cub pack meeting. Preliminaries and tidying-up after the meeting may add half an hour for the Scouters.

Often, where the pack is part of a Scout group, it meets on the same night as the troop, which takes over the hall at eight o'clock. This makes for co-operation between the pack and troop Scouters; Scouts to act as instructors are readily available; the coming and going association of Cubs and Scouts is of value in accustoming the Cubs to the idea of becoming Scouts; a single meeting night for pack and troop limits the demands on the caretaker, and in winter conserves heat; and it may secure permanent and exclusive use of the evening to the group.

The Caretaker

Scouters and the group committee chairman should meet with the chairman of the property committee and the caretaker, concerning the latter's duties with respect to pack meetings. As a step towards a good understanding the Cubs may offer to tidy up after each meeting and if needed, prepare the room for another organization by placing chairs, under the caretaker's direction. Help of this kind and an occasional expression of appreciation of the caretaker's work, plus a gift at Christmas, usually assures smooth co-operation. Some caretakers often assist with the program.

Pack Equipment

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

- **A Flag.** — With stand.
- **Indoor Flagpole.** — For flying the flag at meetings. A tree flagpole of the maximum height permissible adds a natural touch. The pack could hunt for this on a special Saturday hike. A metal pole may be purchased from the Scout distributor.
- **Six Curtains.** — These may be improvised of old bedsheeting, bedspreads, tablecloths, window portieres, denim, burlap, or factory cotton. They can be put up as slide curtains on wire secured to screwhooks across meeting place corners. Later, perhaps with the help of the ladies auxiliary or Cub mothers the material can be dyed in six colours. These colourful curtains add to the appearance of the pack meetings and give each six some privacy.



- ***Six Decorations.*** — Plaques could be made, representing the proficiency badges, out of 10” x 12” cardboard, plywood or hardwood. Paint them in the colours of the badges with a badge design on each. On the back paste typed requirements for passing the badge. The plaques are hung on the walls at a height and in such a way as to permit the Cubs to reach and turn them over readily.
- ***A Totem Pole and Stand.*** — The natural interest of the boy in a more or less grotesque totem pole was recognized by Baden-Powell and the pack totem adopted as an addition to pack gear. B.-P. stated that every pack, after the ancient practice of the American Indians, should own a family totem, for “all Cubs belong to one large family, with brother Cubs in many lands”. He added, “and our crest is the wolf’s head.” Hence, the totem is capped by a wolf’s head. Usually this is a conventional plywood head. A number of packs possess totems capped with a real wolf head which is stuffed. A plywood type head can usually be made by an older Cub with his father’s assistance, and makes a worthwhile project.
- ***A Games Box.*** — An old valise or box containing miscellaneous games material such as tennis balls, balloons, chalk, camera reels, thread spools, writing paper and pencils, old sacks, candles, etc., serves the purpose.
- ***A Dress-Up Box.*** — An old valise containing discarded clothing and other articles for skits, plays and charades.
- ***First-Aid Box.*** — Containing adhesive bandages, large arm slings, paper towels, disinfectant, soap and other materials for first aid practices.
- ***Ropes for Knotting, Skipping and Games.*** — Sash cord is the best for this purpose. The Scouts might whip them as a good turn and for practice.

The flags, totem pole, first aid material, books and charts may be provided by the group committee or the ladies auxiliary.

4. RECORDS AND FINANCE

Records

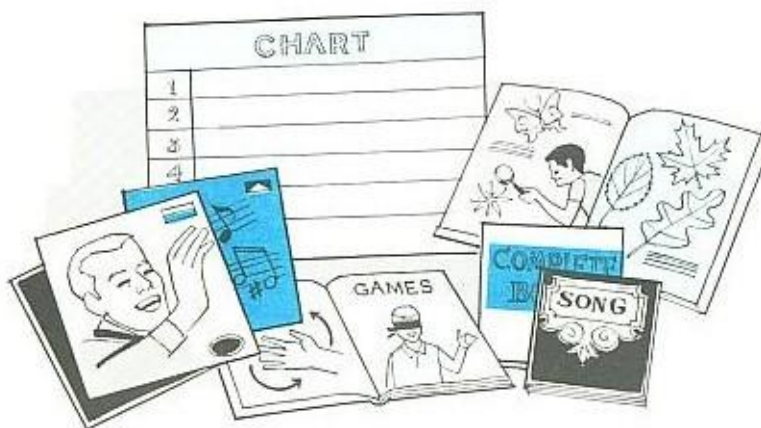
Record keeping is required of any well-run organization. A record of enrolments, addresses, ages, attendance, dues paid, requirements completed, etc., is necessary. The details provide a picture of each Cub’s progress. For the boy, it provides a full record if he has to leave the community or pack.

Complete records are especially necessary for new leaders taking over old packs. Records may include:

- ***Pack Record Book.*** — Such books can be improvised or leaders may use the standard, specially designed *Pack Annual* or *Leader’s Pocket Record Book*. Each provides a ready reference of each Cub, with pages for programs, games, competition scores and other information.
- ***Sixer’s Pocket Record Book.*** — This booklet is used by the sixer for keeping track of six attendance and fees, with the guidance of one of the leaders.
- ***Star and Badge Chart.*** — This chart is a visual record, showing individual Cub work and provides a means of maintaining interest in star and badge work. When permanently displayed the chart attracts the attention and interest of parents and others and is good publicity for the pack.
- ***Pack Log Book.*** — A *Pack Log Book* covers the history of the pack. This includes snapshots and sketches made on outings, typed or handwritten accounts of picnics, rambles and camps,

newspaper clippings about pack displays and entertainments, printed or mimeo programs of special events, etc.

- **Scouter's Private Notebooks.** — Some Scouters use and develop their own personal notebooks, such as *Book of Games*, *Book of Bright Ideas* (items jotted down on scraps of paper wherever and whenever they occur and later entered in the book); *Book of Stories* and *Book of Personalities* (a personal and private record of each Cub).



Finances

Responsibilities and sometimes unexpected problems are involved in pack finances and related matters and Scouters should carefully follow the sections of *Policy, Organization and Rules* dealing with this matter.

Under the supervision of the group, Cubs may assist in the raising of funds for group purposes, provided that sealed containers are used and reasonable value is given. Any method of raising money must be approved by the National Council through the usual district and provincial channels.

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

If you have any doubts concerning finances, check the current issue of *Policy, Organization and Rules* for Canada. This provides that funds raised or allotted to the section should be administered by the section.

5. STARTING OUT

General Points

In starting out a completely new pack, reviving a pack that has lapsed or taking over an existing pack which is losing its leader, these points need to be considered:

- The backing and active support of a group committee.
- Enough assistance to keep the pack going, which means at least one assistant, plus one extra assistant for every twelve boys.

- A size of pack that can be reasonably handled, considering available leadership and meeting facilities.

Starting a New Pack

Start with six to eight boys. Instruct them carefully in the Tenderpad requirements. Make the meetings interesting, active and fun. In a week or two invest these boys. Appoint temporary sixers and seconds and bring in another group of six to eight boys. Within a month or two a pack of eighteen to twenty-four boys, all versed in Cubbing, will be well established.

Reviving a Lapsed Pack

With the group committee review the pack records and accounts, if any. Arrange for equipment, books, etc., to be purchased or replaced and a meeting night to be set.

Ask the group committee to phone or send a postcard to former Cubs to attend a “reunion party”. Provide games and refreshments, introduce the new leaders and outline in general terms the plans for the future of the pack.

Judicious questioning will discover how the pack had been previously run; competitions were scored; what were the favourite games; fees paid; etc. It may be necessary to rearrange sixes and possibly appoint new sixers and seconds.



Taking Over an Existing Pack

Some of the suggestions shown under the preceding three points will also apply in this situation.

If possible, visit the pack while it is still being run by its former leader and be introduced to the boys by that Scouter.

A good story or game told or played by *you* will appeal to the Cubs and help to gain their confidence.

During the visit you will have the opportunity to see the retiring leader in action and to see how the pack is being run. Follow the same pattern for a while and only gradually make any changes in routine, program, etc.

As some boys tend to form an allegiance to a particular leader, you may expect to lose a few boys when there is a change in leadership. Don't worry about it.

Check that the records are in order and up-to-date.

Older Cubs may wish to go on to the Scout troop. In this way they will enter a new area of Scouting and the move will provide the opportunity to rearrange the sixes, elect new sixers and seconds, etc. Suggest a Saturday afternoon hike, or if possible, a week-end camp for the older Cubs with the

Scoutmaster and patrol leaders. The association and taste of the joys of outdoor Scouting should clinch matters.

Keep the parents in mind. Either the new leader can be introduced at a parents' meeting or a postcard regarding the change can be sent to all parents by the group committee. Leaders should arrange to visit the parents as soon as possible.

Carefully plan the initial program. No matter what type of pack you are able to lead, be sure programs are planned, active and diversified. In this way you will hold the boys and develop their interest and enthusiasm.

However, keep your program flexible; be prepared to change items or discard them completely if you sense that they are not appealing to the Cubs. Ask for their opinions and welcome their ideas.

SECTION 2

B. OPERATIONS

1. THE FIRST TEAM — SCOUTERS AND OTHER LEADERS

Leadership

Leadership is now seen as a function of the situation. It is assumed by the person(s) who helps the group move towards its goals. A person who is a leader in one situation (or group) may not be the leader in another. Someone set in authority over others is not necessarily the leader.

What are some of the qualities in people that make for effective leadership? A well known social scientist recently outlined some qualities at a leadership workshop:

- Leaders must be warm, friendly people with a deep human service motivation and a love of mankind. Generally, effective leaders are people who find greater satisfaction in giving than getting.
- Effective leaders are responsible, reliable people, capable of responding to the needs of others.
- Intelligence is important. Leaders are willing to accept training for their leadership roles and are willing to learn from experiences.
- Effective leaders know how to work with others. Teamwork skills are essential today because every organization must work in teams to best accomplish their goal.
- Effective leaders are people who approach their jobs with conviction about the purposes of the organization. This deep feeling of conviction sustains them through trying times.
- People who work with others must be able to see the designs of the future and must strive diligently and intelligently to enlarge the horizons of others.

How Can We Apply This to Cubbing?

Let's look at the pack. Effective work with boys depends very largely on what happens in the *pack itself*. It is not the kind of activity that is going on by what the members learn while they are taking part in the activity that really matters.

PACK OPERATIONS

It is a good pack when:

- Cubs *propose, plan, carry out* and *evaluate* their program experiences with the guidance of the leaders and in accordance with their capabilities and age level.
- Members of the pack accept each other for what they are (with their own strengths and limitations) and this becomes evident in the concern which they show for each other while they are participating in the program.
- The boys co-operate with a wide range of participation and with every member participating to the extent of his ability.
- There is a good relationship between boys and leaders and when they boys feel their leaders are important to the good life of the pack.
- There is a “we” spirit and good morale in the pack. The pack becomes aware of other groups within the Movement and within the community and establishes wholesome relationships with them.
- The pack becomes aware of what is happening around them in the wider community and undertakes constructive community service.



What are some characteristics of leadership that help provide good experiences in the pack?

Leaders do good work when:

- They formulate objectives for each boy and for the pack; when they know what they want to have happen; and when they know what should happen in a *Scout* setting.
- They develop an effective working relationship with each other and with the boys. Through this relationship leaders stimulate, guide and influence the group without dominating it.
- They develop and use their leadership skills in helping boys do things for themselves in accordance with their readiness and ability. Leadership skills include the ability to encourage participation, the ability to help the pack move into action and make decisions and the ability to handle problems that may arise between members of the pack (conflicts, etc.) with understanding and consistency.
- They understand something about the way in which Cubs grow and develop and seek to further this understanding.
- They have a good working knowledge of program materials and know how and when to use them and for what purposes.

- They utilize leadership resources at their disposal (both adult and boy) to provide a broad leadership experience for as many members as possible. They recognize the difference between leadership (their own) and leadership development (the encouragement of good leadership in others around them).
- They make full use of their own particular skills (in proportion and at the right time and place) and take full advantage of other appropriate resources in the community (individuals, groups, materials and organizations).
- They enjoy their leadership and devote sufficient time and thought to it to secure real satisfaction from the work.

These factors contribute to a good experience both for boys and boy and adult leaders. They will be found in varying degrees in each one of us. A quick review of them as they apply individually may be helpful in sharpening up our performance, as we all DO OUR BEST to make our leadership effective. The level we are at NOW is important. Perhaps more important is a desire to become more aware and to be more competent, because of the greater impact we will make on those with whom we work.

Activity Leaders

There is an urgent need in Cubbing to have and make full use of young, vital leaders who are endowed with energy and an open, flexible and adaptable approach. Young people of the middle and late teens are natural leaders for ages eight to ten and under the supervision of an adult can do great work with these boys. These young people, whom we call activity leaders, are well able to reach and communicate with the boys in your care.

This age group has proved itself in many areas of recreative activities, especially as camp counsellors and playground supervisors.

Activity leadership in Cubbing provides opportunities for young people:

- To assist adults in worthwhile programs and to see how their assistance is helping young boys to grow.
- To see the role and problems of adult leaders and gain a greater appreciation of their work.
- To develop leadership ability.
- To develop the ability to work with others, to plan ahead and to organize their work.



Activity leaders can:

- Act as advisers to groups of Cubs working on projects.
- Lead in games and in turn, show Cubs how to play and lead.
- Lead songs and in turn, show Cubs how to lead songs.
- Tell stories and in turn, show Cubs who to tell stories.
- Lead in physical activities.
- Lead in sports; manage the Cub hockey/baseball team.
- Lead in crafts, encouraging Cubs to take an active interest.
- Provide ideas for program.

Through their leadership, activity leaders provide ideas, techniques and encouragement to help Cubs take the lead themselves.

Boy Leaders

Older Cubs such as sixers and seconds have a special need to feel a sense of recognition; of really belonging to a worthwhile outfit; and of participating through leading games, songs, projects, etc.

When these needs are recognized by leaders and satisfied or even partially satisfied older boys tend to stay with the program.

Too often adults tend to do things themselves in their anxiety to get them completed. This sort of approach does little for the developing of boy's innate leadership capacities. Some adults feel that boys of this age haven't such capacities. Careful observation of any group of children in a schoolyard or playground setting will show many examples of boy leadership.

Sixers and seconds should be given opportunities to make worthwhile contribution to pack programming. In addition, the ranks of sixer and second should be shared by as many boys as possible. The introduction of such a progressive step needs to be carefully handled. It should be discussed with current sixers and seconds and brought in at an opportune time, such as the beginning of the season or the beginning of the year. It may be best to confine it to three months for any one appointment or election. Outgoing sixers and seconds should not feel that they are being demoted but rather that they are sharing the honours of belonging to a progressive pack.

Leaders should be on the watch for opportunities to allow as many boys as possible to share in a leadership role. As we have said elsewhere, Cubbing offers boys the opportunity to work and play with others, to develop responsibility and to increase skills which includes the skills of leadership.

2. SOME SUGGESTIONS ON HOW TO DO A MORE EFFECTIVE JOB

General Ideas

Develop and use a small library containing:

- ***Pack Scouters Series*** — available from council offices.
- ***Policy, Organization and Rules*** for Canada — rules on how to play the game of Scouting for boys. Available from council offices.
- ***A Games Book*** — games will form the bulk of your program. See Supply Service's catalogue.
- ***The Way to the Stars*** — the boys' book of requirements, which also contains many ideas relating to the program. Available from council offices.
- ***A Story Book*** — all boys love to hear and tell stories. See Supply Service's catalogue.

- Other books as listed in the bibliography.

Visit and observe other packs in action. Encourage other Scouters to visit your pack and exchange ideas and games.

Check your council office for names and telephone numbers of district staff personnel. Invite these people to visit you. Welcome comments and suggestions on your work.

Continue with training. Ask the district Scouter or council office for details.

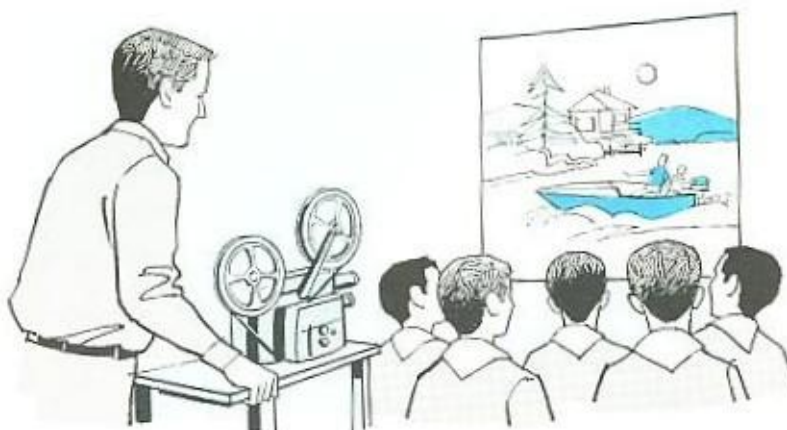
Use training aids such as *The Scout Leader*, which is the “idea magazine” for Scouters in Canada, and *Canadian Boy* for program ideas, etc. Samples are available at council offices.

Make more effective use of publications and pamphlets available from council offices.

Use films, especially those mentioned in *Cubbing* and *Star and Badge Activities for Wolf Cubs*.

Use your assistants by providing every opportunity for them to gain experience and increase their skills. Assistant Cubmasters are full partners in the operation of a progressive pack. Their talents and capabilities should be put to the best use and they should be capable of taking over the operation of the pack in the *presence* of the Cubmaster as well as in his *absence*.

Recruit both male and female leaders. Experience has shown that it is a good practice to have both male and female leaders in a pack. Each offers a unique approach to the boys in their care.



Planning and Evaluation

When we think of a leader's job, we are apt to think of his performance with the group. When we say, “Mr. Brown is doing a wonderful job with that group of Cubs” we tend to think of the actual program he is conducting.

The direction of program activities is a leader's job, but it is rather like the visible third of the iceberg, it is a part we can see. The larger part is beneath the surface; it is not apparent to the casual observer but without it the activity would collapse. This larger part is what happens “before” and “after” a group activity.

What happens “before” is called *planning*. It consists of deciding and checking details such as time, place and date of an event or an activity. It includes studying a group, its needs, its interest, its background and its environment. It covers studying program possibilities, their values, their suitability, their adaptability and their demands. It means selecting the best activity to fit the need and then making necessary arrangements to cover all possible contingencies and emergencies.

What happens “after” is called *evaluation*. Evaluation is discussing with your co-workers and with members of the group and thinking about it yourself and deciding where the program succeeded and where it failed and how it can be improved. Evaluation is an important step in planning future meetings.

When you are evaluating what has been done, you will take many things into consideration and look at the program from many viewpoints:

- (i) Did it satisfy the participants? Remember that a group of Cubs is formed from a number of individuals, each with different needs and interest even though they are taking part in the same activity.
- (ii) Did it achieve the purposes the leaders had in mind?
- (iii) Did it further the objectives of the program?

Careful planning results in good programs. Thorough evaluation results in better programs.

Ways to Measure Progress

The Boys' Point of View:

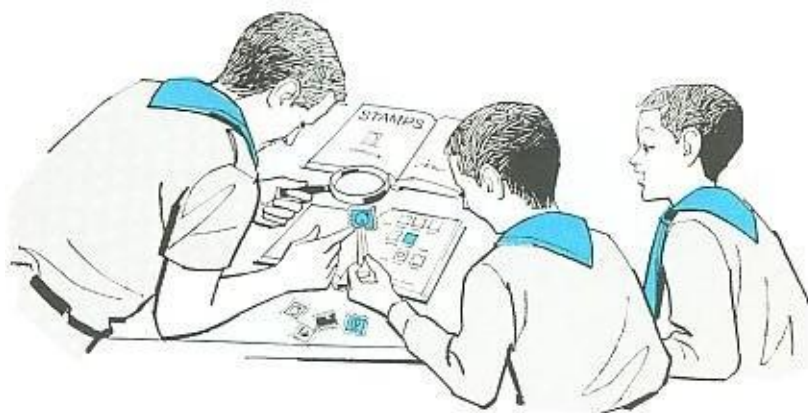
- (i) Do the Cubs have a good time at the meetings? Did all of them take part in the activities? Does each get to do something he enjoys? Is time allowed for free play to let boys do things they know and enjoy? Do they look forward to and try to attend every meeting?
- (ii) Do the Cubs feel they are accomplishing something? Are they learning more about the things they like to do? Do you bring in new ideas and interests they need and enjoy? Is there continuity from one meeting to another? Is each encouraged to do his best and to finish projects? Are they given a chance to talk about their likes and dislikes?
- (iii) Do the Cubs have a real share in planning and managing their own affairs? Is there freedom of choice? Do the leaders listen to their ideas and use them in planning activities? Are all of them encouraged to offer suggestions? Are projects (using friends) planned and developed? Are the boys given responsibility for doing things in and out of the pack?
- (iv) Does being a Cub help satisfy the boys' desire to be useful and important to other people? Is the promise an active thing to your boys? Are they encouraged to assist at home and in the community? Have you secured the co-operation of the parents in this important area? Do pack activities help the boys to gain a better idea of community activities, facilities and their proper use? Does the pack contribute to the World Brotherhood Fund?

The Leaders' Point of View:

- (i) Do you enjoy the pack? Do you take part in the activities and have a good time at the meeting? Do you like being with the Cubs?
 - (ii) Do you think of the Cubs only as a group or do you see each one as an individual? Do you know the Cubs well enough to understand them in relation to their family backgrounds?
 - (iii) Do you respect the Cubs' ideas and do they know it? Do you accept their reaction to and ideas for program activities, even when their idea of fun isn't the same as yours?
 - (iv) Does each Cub feel free and is he encouraged to talk to you?
 - (v) Are you friendly to all the boys or is it hard for you not to show partiality?
 - (vi) Have you been successful in choosing persons to work with you and to assist with the committee?
 - (vii) What new interests or hobbies have you acquired due to your work in Cubbing? What new friendships have you made? Do your friends think being a leader sounds interesting and worthwhile?
-

The Home and Community's Point of View:

- (i) What do the parents think of Cubbing? Do the Cubs have an opportunity to do at home the things they learn at meetings? Do the parents attend pack events they are invited to? Do some of them help with the program?
- (ii) Is the group committee and sponsor enthusiastic about the pack and its activities? Are they aware of the progress the Cubs make? Do they help interpret the program to the parents and the community? Does it help to talk over your plans and problems with them?
- (iii) Is the local council kept informed about the pack and the program?
- (iv) What is the attitude of the school, the church and the community toward Cubbing?
- (v) Do librarians, museum directors, businessmen, shopkeepers, city officials and others welcome visits from the pack or from small groups of Cubs?



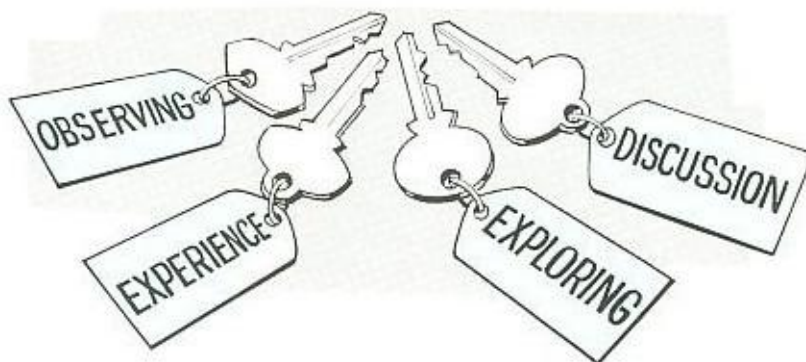
Some Practical Hints on Working with Boys

Keep Alive the Desire to Learn

One of the most common characteristics of early childhood is curiosity and zest for finding out things. Cubbing can and should help to reinforce this trait by encouraging an active desire to know and to learn.

There appears to be *four* principles which will help this process:

- Arouse curiosity. The boys should have the feeling that there is something beyond what they have learned. The serial story which ends an instalment at the most exciting point so as to bring readers back panting for more is an example of this technique.
- Give the boys a sense of confidence, in a belief that they are improving. We all learn best when we have a feeling of success. It takes much skill on the part of the leader to get this result from most boys in the pack, but all should feel that they are moving ahead.
- Be the master of the subject and in control of the situation at all times. Leaders provide a model which the boys tend to recreate, often unconsciously. Thus, the best possible leader available should be used to putting over subjects. When the leader is strong, confident, aware and can approach a subject with authority and depth, results are bound to be good.
- Use the technique of discovery. Boys should be encouraged to ask questions and to find answers. When a boy has learned to read the whole treasury of knowledge is in his hands, but it is not only in the reading of books that knowledge is found. *Observation, experiment, exploration and discovery* are the key words that the wise leader should have in mind in seeking ways to encourage boys to learn.



The purpose of discovery teaching or learning is to help learners to get a firm grasp of the subject and also to help them to become autonomous and self-propelled thinkers. In discovery learning, the learner himself is the *key* figure in the process by which he is encouraged or required to put things together. The effects of being one's own discoverer are very powerful.

Discovery in this sense does not refer solely to finding new things previously unknown to mankind, but rather refers to those forms of obtaining knowledge for one's own mind. For example, how might a subject such as making a crystal radio set be taught by discovery? The leader simply throws out some clues, perhaps starting with a question such as, "Can we make a simple radio to pick up 'such and such' a program?" Additional help and urging will be necessary and some equipment may be provided or made available. However, just the presentation of the "problem" may get the boys to suggest where equipment may be available.

This method of teaching requires patience and skill in devising and asking the right questions, presenting the appropriate clues, providing the proper equipment, etc., but the approach appears to be worth the effort.

Some of the gains of discovery learning include:

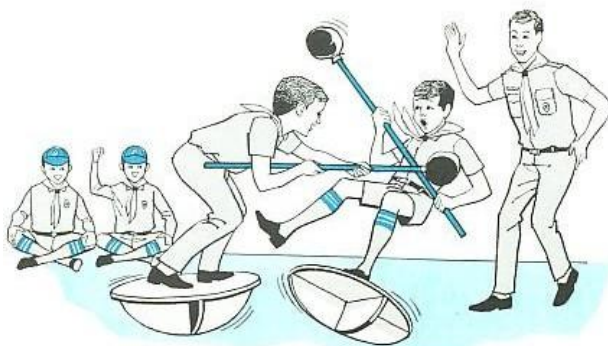
- Learners develop by learning to learn. They learn strategies which they can apply to new problems they encounter.
- The motivation in a challenge offered, frequently provides the persistence necessary to complete the job.
- Learners are free of the control of environmental rewards since discovering something is self-rewarding, whereas "learning about something" often requires stars or badges as inducements.
- Learners tend to remember what they have learned because they are required to organize their own approach to fit the elements of a situation into some kind of logical structure.

The techniques of discovery are key ways in which boys are encouraged to retain their sense of curiosity and zest for learning. Techniques include asking questions and finding their answers, observing, experimenting, exploring, etc.

An imaginative leader will work these techniques into Cubbing and thus help the boys to grow through giving them a sense of competence, accomplishment and a belief that they are improving. As we have said before, boys learn best when they have a feeling of success.

Some Further Specific Hints:

- Vary the activities in your meetings, scheduling each for a short period then changing to something else, e.g., have an active game after a quiet period. Use action songs so that boys are not required to sit still for long periods.
- Be warm, friendly and cheerful in your contacts with boys. They will imitate your general outlook on the world. Smile when you speak to Cubs to show that you like them. Use humour. Boys like a joke and the joke may be you, so be prepared to laugh with your boys.
- Be fair, firm and consistent in dealing with boys. Listen carefully to their points of view on questions of discipline and other matters. Consider carefully what is the right thing to do and then stick to it. Criticize in private and praise openly, but do not overdo either.
- Be enthusiastic about Cubbing. Boys catch enthusiasm quickly. Be sincere in your beliefs in the value of the program and the boys will adopt your sincere outlook.
- Let the boys know that you expect them to do their best.
- Be prepared. See that a full program of work and fun and of things to do is ready beforehand and is suitable to the needs and wishes of the boys. Keep it flexible.
- Set a good example in dress as well as in manners.
- Show appreciation, expectation, enthusiasm, understanding and trust.
- Keep in mind the following normal tendencies of Cubs: interest and attention spans are short; memory is keen if interested; emerging from make-believe to a realistic period; emotions are strong; self-control is weak; tend to fight, tease, bully and discourteous; usually noisy and active.
- Cubs are normally noisy and sometimes difficult to control, but they will respond to and understand a clear, well-defined line between rowdy noise and happy and cheerful play. Define that line clearly.
- Allow your imagination full scope. Provide scenery, games and activities that satisfy boys' instincts and appeal to the adventure and romance of their nature.
- Aim to know each boy. Watch them during games where they often display their true natures. Visit them at home. Take time to talk to the quiet shy ones who usually go unnoticed.
- Use reasonable boldness in program planning. Safety first as applied to pack program activities can be overdone and could lead to monotony and the eventual loss of boys.
- Cub meetings are fun. Keep Cubbing as a game. Its serious side should only be sensed by Cubs. Have fun yourself, enjoy the boys and the program and you will find your hours with Cubs among the happiest of your life.



3. THE SECOND TEAM — PARENTS AND COMMUNITY PERSONNEL

A second team capable of providing effective leadership in an active well-organized pack should be drawn and organized from parents and skilled personnel in the community.

What Have the Parents to Offer?

Conduct a survey to discover the hidden talents of the parents. Adapt the questionnaire Appendix 'A' to suit your situation and conditions.

What Does Cubbing Do for Youngsters?

The following comments were adapted from an article written by a father, who is also a teacher.

"As we look back over the past several years, we can answer from first-hand observation the question, 'What does Cubbing do for youngsters?' What does being part of an organized group with adult guidance do for boys? In our case, we have evidence to back up the following observations.

"First, Cubbing has given these boys a lot of fun and enjoyment. Singing, hiking, playing games, yelling and, of course, eating, are happy activities. Happy boys are usually healthy boys.

"Second, Cubbing has enabled these boys to learn many new skills. They have learned how to do things and how to take care of themselves. They have become skilful with some of the tools of a technological age.

"Third, Cubbing has given these boys a chance to live, dramatize and capture a sense of history. What is particularly recalled is the excellent portrayal of the story of part of our history. No better education in history could possibly be provided. How proud they were the night they presented their play to the pack! We were proud too.

"Fourth, these boys have learned some of the fundamental elements of teamwork as they have had to share with one another. Self-discipline and self-control make it possible for everybody to have a better time. They have learned that team play is more fun than disorganized individual play. These are vital lessons.

"Fifth, new experiences were provided as the Cubs had a chance to explore governmental and industrial establishments. These were adventures in community education.

"Sixth, these boys have learned something about how to take responsibility for their appearance, for their conduct and for their own achievement. These things are important. When such habits and patterns are set early in life, the boys continue to behave responsibly.

"These are but a few of the things that can be recalled as having happened to the boys we knew as Cubs."

Ideas on Securing Parental Support and Interest

- Contact the parents by visiting the home, if at all possible. If not, arrange to meet with them through special group meetings such as father and son banquets, open house, pack picnics, concerts, etc.
- When a boy comes to join the pack, have him accompanied by one or both parents. Encourage the parents to stay for the meeting.
- Encourage the mothers to become members of the ladies auxiliary.
- Ask the fathers to form a transportation committee for taking the boys to rallies, camps, inter-group visits, etc.
- Make full use of pamphlets such as *A Word to Parents on Cubbing* and *We are Partners in Cubbing*, which are available from your council headquarters.

- Invite the parents to witness ceremonies in which their son is to play a key role.
- Use and encourage parents to act as instructors and examiners.
- Encourage parents to help with Cub work at home.
- Let parents know by telephone or letter of progress being made by their son.
- Use parents for camp jobs such as transportation, cook, nurse, handicraft person.
- Have parents run your summer holiday program, i.e., storytelling, picnics, industrial visits, handicrafts, gardening, swim parties, etc. (See *Program Building* of this series).

Parental co-operation is essential and makes Cub work more rewarding and successful.

Some Suggested Father and Son Activities

Have a dad take his son, alone or with one or more friends, and —

- Demonstrate the use of a compass.
- Show him how to build a fire out-of-doors.
- Visit a local swimming pool and teach him how to swim.
- Attend a sports event and point out examples of good sportsmanship.
- Visit a place of work whether it is an office or factory, milk-run or chemistry laboratory.
- Visit a harbour, airport, fortress, farm, creamery or biscuit factory.
- Visit a doctor together to receive an annual physical check-up. The same can be done for a dentist.
- Visit and meet the police chief/fire chief at the local police and fire stations.
- Visit the library and look over sections of mutual interest (fiction, do-it-yourself projects, etc.).
- Go to church and explain the service to him.
- Go fishing or hunting.
- Inspect the house to find and remove fire hazards.
- Do wood-work projects (toys and gifts) together.
- Plan a family outing.



Draw on Community Resources and Personnel

Draw on community resources. It is a sign of maturity and wisdom to seek the advice of others. Generous help is usually at hand for the planners, the organizers and the leaders of programs such as Cubbing.

Many Canadian cities and towns have an established recreations authority and provide leadership training opportunities and consultation with professional recreation personnel.

Universities, public libraries, museums, art galleries and other cultural institutions provide assistance through their specialist staffs and resources.

Night courses offer a wide variety of activities and present excellent opportunities for leadership training.

Provincial governments provide recreation services, including specialists who cater particularly to the needs of small communities. Library and visual aid services are available as well as training courses and visits of professional staff members.

The Federal Department of Health and Welfare maintains consultant services in fitness, recreation, family camping, etc.

For almost every activity in the play program there is a national or regional association in existence. Such organizations are a source of valuable information and assistance. Their names and addresses can usually be found in the *Canadian Almanac and Directory*.

Some Community Resources

Libraries Provide:

- Story hours for younger Cubs.
- Language classes for parents and children.
- Lectures on understanding children and other subjects for adults and leaders.
- Films on a variety of subjects.
- Leadership training in some cases.

Associations Provide:

- Access to professional people who have formed their members into associations working on the national, provincial and local levels. Some of these professional groups, such as foresters, appear willing and able to provide skilled advice and guidance to boys and the community in their field of work. Some individuals may become Scouters and some associations may even be willing to sponsor groups. *Check the yellow pages of the telephone directory for a list of associations.*

Governments Provide:

- In many cases, highly skilled and specialized staffs for specific jobs in the community. Community Programs Branch people have invaluable contacts in the areas they serve. Many municipalities have recreation committees and full time recreation staffs.

Schools Provide:

- Evening courses in crafts, human relations, understanding youth.
- Physical facilities.
- Personnel for special occasions.

Churches Provide:

- Physical facilities.
- Personnel skilled in human relations, conference planning, etc.

Service Clubs Provide:

- Enthusiasm and staff for “one-shot” projects, e.g. building a hall.
- Personnel for special occasions, i.e., speaker to boys.

Shopping Centres Provide:

- Open spaces for activities on holidays.
- Some facilities for special events such as banquets.
- Bowling alleys in many cases.
- Branch libraries in some cases.



Community Personnel Include:

- Hobbyists such as “do-it-yourself” fans, collectors, fishermen, gardeners, hunters, music and art instructors.
- Sportsmen such as baseball, softball, football and hockey players, track men, swimmers.
- Married women trained in nursing, music and who are good at cooking, planning parties and picnics.
- Skilled and professional help such as carpenters, mechanics, radiomen, teachers, artists, photographers, doctors, librarians, etc.
- Individuals with outstanding interests.
- Recreational and club workers in other organizations (usually for specialist jobs).
- University students for short-term help.

A Guide to Community Recreation Resources

Appendix 'C' is a guide to locating the potential resources and skilled personnel available in most communities.

Scouters could work with one or more members of the group committee (perhaps the chairman and training man) to enlarge on the guide by adding names, locations of facilities and other such details. These may be found with the help of voters' lists, city directories, yellow pages of telephone directories, newspaper men (especially those concerned with community, youth and family activities), municipal officials, recreation directors, maps of the community, etc.

The end result should be a resource document, of use to groups and councils, which lists:

- a) Names of skilled, resource people of the community.
- b) Facilities available for a wide range of activities to satisfy many interests.
- c) Present and potential sponsors.
- d) Training opportunities for both boys and adults.
- e) Ideas for program activities.

4. WHAT IS DISCIPLINE?

The word "discipline" comes from the same source as "disciple" or "follower of the master's teaching". It is based on the idea of learning something from a teacher or leader whose example one wants to copy or follow. The best kind of discipline arises from the respect and understanding one human being has for another. It is a co-operative and voluntary act, not something imposed from above.

True discipline can make for long range improvement in the overall life of the pack as well as induce behavioural changes in the Cubs. True discipline takes place over a period of time and goes through a number of phases. It is a process of achieving self-control because of personal wishes to do so. It arises from a dynamic ever-changing social relationship between persons who subscribe voluntarily to common goals and standards. Self-control can be taught and learned. It is not something magical.

Good Discipline Is Brought About By:

- Example of leaders that the boys want to follow.
- Leader's ability to guide the boys into satisfying group activities.
- Leader's ability to show that co-operation produces more satisfaction than running wild.
- Leaders having a knowledge of the values which are typical and acceptable to the boys concerned.
- Leader's ability to convince boys that rules apply to everyone impartially and consistently. Rules should be discussed and agreed upon in advance by everyone concerned with discussion of possible consequences for specific kinds of misbehaviour.
- Leaders having the ability to continue to like and accept boys with problems, without condoning their behavioural problems.

How to Bring About Good Discipline

- By means of leader's personality, enthusiasm, skill and tact.
- By setting rules that are few in number, easily understood and capable of being enforced.
- By being certain of all facts and extenuating circumstances before taking disciplinary action.
- By enforcing a previous known and accepted circumstance.

- By putting the punishment up to the boy, not mechanically fitting it to the offence.
- By depriving the boy of something that is important to him, something that really counts rather than imposing a conventional punishment.
- By helping the boy to understand why his “problem” behaviour brought about an uncomfortable situation.
- By bringing serious discipline problems to the attention of the parents.

Discipline in the Pack

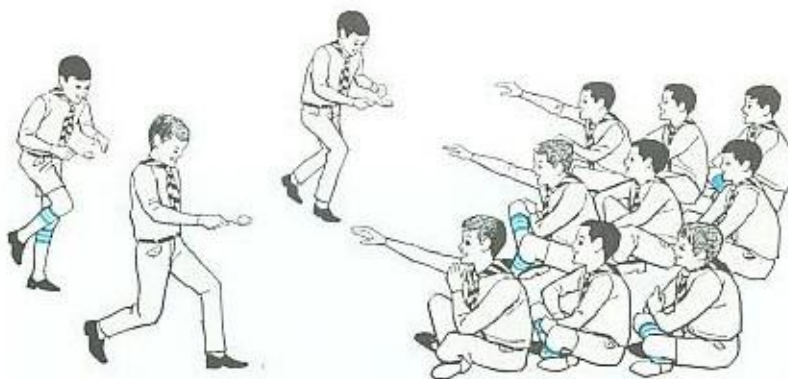
Good discipline is an essential feature in the successful operation of a happy pack. Without it the pack goes to pieces, the boys become bored, work stands still, leaders become frustrated and everybody is miserable.

True discipline is that which comes from within and which is not visible as such. It does not mean the shouting of orders or the use of any sort of regimentation. It is not attained by the blowing of whistles, the raising of voices, nor by threats and punishment. Discipline 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, laughter and joking on your part there is good, solid sense. Boys respect those who can control them. Boys love a joke and they want lots of fun. The more they laugh the better, but they must always be under control.

Having fun will bind Cubs closer together. If you have trouble with the dour boy, the unsportsmanlike boy, or the mischievous boy, one way of enlisting support is to get him to forget everything else in occasional fun, fun so absorbing that the whole of his nature seems dissolved in his and your laughter.

Baden-Powell said, “When it is necessary to give order, the secret for obtaining obedience is to know exactly what you want done and to express it simply and very clearly. If you add to the order an explanation of the reason for it, it will be carried out with greater willingness and much greater intelligence. If you add to the order and explanation a smile, you will get it carried out with enthusiasm, for, remember, a smile will carry twice as far as a snarl.”

Maintain discipline by developing a well-planned series of meetings of closely linked boy-appealing activities. Keep a sense of humour and have understanding and patience with irrepressible small-boy energy. Most problems of discipline have their simple and natural source in the spilling over of the restless, surplus energy of healthy young boys.



The example of the leaders is most important. Leaders must observe the rules which boys are asked to follow. If boys are expected to remove rubbers and overshoes, leaders must give the lead. If the boiler-

room or kitchen is out-of-bounds to the boys, then (unless exceptional circumstances crop up) they are out of bounds to the leaders. 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. Disagreements should be cleared up after the meeting, when the boys have gone home. Leaders must work as a team.

Careful explanation and emphasis of the importance of the promise helps to maintain discipline. Akela should impress upon each recruit that the promise, particular obedience to the leader, is a very serious matter. Also that “giving in” does not mean obedience to Akela only, but to whomever has a right to ask the Cub to do things: in the pack, the leaders; at home, his parents; at school, his teachers; in a game, the umpire.

The promise usually covers most situations. A quiet reminder to a wayward Cub of what he has promised will often bring him into line. However, do not make reminders of the promise so commonplace that it loses its meaning and effect.

Some Methods of Maintaining Discipline

Games

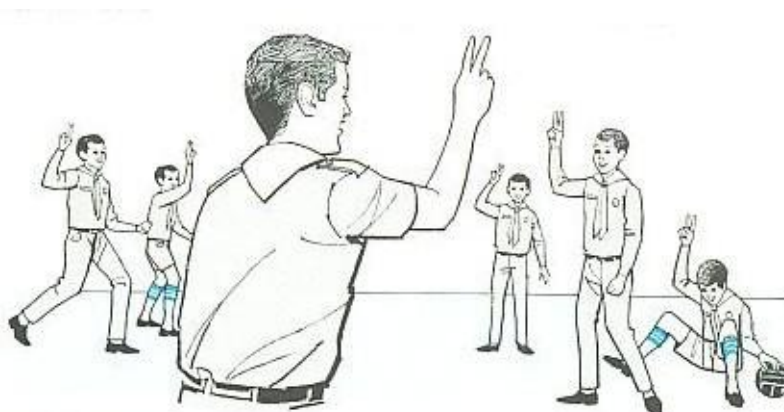
Games help in maintaining discipline. All games require control of some sort, either mental or physical, on the boy's part, and provided he makes sufficient effort, much benefit can be derived from playing games. Team games, for instance, are most helpful if attention is paid to detail, e.g. accurate starting, good finishing and no bits being left out. All these things help Cubs to get a hold on themselves.

Inter-Six Competition

Wisely handled, the monthly competition can be an effective aid to discipline. During meetings, points can be awarded to the six which is first in its place for games or which is the first to quieten down.

A “Freeze” Signal

This is a good way to develop pack response to an order, while regarded by the boys as a stunt. Perhaps twice, and not any more than three times during the meeting, Akela using a particular call or sign at which every Cub, wherever he is and without regard to what he is doing, instantly “freezes”, that is, he becomes immovable. The strange positions in which the boys are caught provide a fun feature.



A Silent Signal

The occasional use of a silent signal can be effective in securing pack control. Stepping upon a square of tin, or a chalked circle or square or putting a hand up in the air, is a signal for the Cubs to freeze immediately they notice it.

An Active Program

Insufficient occupation is one reason for unruliness. Keep the boys busy and they will be more easy to handle. Fill every minute of their time and you will have little difficulty in managing them provided that they are always interested in what is being offered.

Some General Points

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

- What is the cause of the trouble?
- Am I to blame? Was my treatment of the individual wrong?
- Is the boy out-of-sorts? Did he miss his supper? Was he kept in at school? Is his father out of work or ill?
- Is the boy too old for the pack?
- Is the program of interest to him?
- Are there enough games and activities to permit him to let off excess steam?
- Are there too many orders for him to follow? Are the orders clear and concise?
- Do the Scouters work together?
- Did I lose my temper? (This, by the way, is the last thing a Scouter must ever do, and the first thing a Cub must learn not to do.)

Substitute a better occupation for an inferior occupation that will absorb the attention of the boys concerned and gradually lead them to forget and abandon the old one.

No hard and fast rules can be set to cope with problems of individual Cubs. Each case must be judged on its own merits. It is not wise to punish or admonish a boy before the whole pack. Very often he is trying to draw attention to himself. Be patient. Expulsion of a boy from the pack should be a last resort and only if the behaviour is detrimental to the whole pack.

Some Specific Problems

A Cub Losing Interest

If a boy begins to show lack of interest, give him immediate attention: have a talk with him; visit his parents; put him into another six with a friend; get an intelligent sixer to befriend him and renew his interest. If the boy drops out, look into the case thoroughly to discover the reason. Correct it if possible.

The Cruel Boy

Many boys of Cub age go through a stage in which they tend to act cruelly to animals and to smaller children. Usually the stage does not last too long. The occasional boy may show a continuing tendency and a practice of bullying smaller boys. Antidotes are strenuous games in which good sportsmanship is noted and commented upon. Acting and stories are other means used to encourage good habits.

Older Boys

Sometimes the reason for boys acting up is because they have outgrown the pack program and may be better off in the troop. By the time they are eleven some of their friends may already be in Scouts and they would like to be with them. Discuss the possibilities with the boys concerned.

Irregular Attendance

There may be a few Cubs who miss meetings without explanation even when you have interviewed their parents and emphasized the value of regular attendance. Make your meeting so attractive that the Cubs will not want to miss one. Talk to the boy, then visit his home to talk to his parents.

Restlessness

Inspection must be kept thorough but brief. On instruction it is better to have two ten-minute periods rather than one twenty-minute period. In any case instruction should not exceed fifteen minutes. Restlessness is usually due to the Cub's excess energy seeking release. Have a proper balance of active and quiet activities. Let sixers inspect other sixes.

Talking During Prayers

Where prayers are used, keep them brief and simple. Explain the meaning of prayer to the boys. Let boys lead in prayer after suitable explanation. Have the chaplain come and talk to the boys and arrange for him to have a personal chat with the boy who talks during prayers.

"Cheating" at Games

Be sure that rules are thoroughly explained to the Cubs and that they understand them. Let them ask questions. "Cheating" is often due to over-excitement caused by the eagerness of the boy to participate fully in an exciting game.

Room for One More!

Every boy eligible and interested should have the opportunity to become a Cub. However, the size of a pack will depend on the available leadership and accommodation. Sooner or later every Cubmaster faces pressure to take more boys than he can effectively handle. The group committee must back up the Scouters in their wish to keep the pack to a size that can best benefit from Cubbing.

If the necessary new leaders are available and the additional meeting hour arrangements possible, the answer may be to form a second pack.

Self-Disciplined Boys

Aim to have your boys develop and use self-discipline; to learn to control themselves and others even in the absence of an adult. This is not developed under autocratic leadership which demands an automatic response or under free rein leadership which requires little response but it is developed under democratic leadership which involves shared responses.

After a generation or so of child-centred society, the note of authority is again being taken over by adults. Adults may now say "I am in charge here and responsible for you. Take part if you wish but you must obey." But the adult must not abuse this authority by being autocratic or by interfering in the boys' private world or in situations outside the leader's control. Show the boys that this is a kind of responsible discipline which, in turn, will assist them to make responsible decisions, to become responsible persons, to get jobs done, to know why they are being done, to take charge of situations when they arise, to keep themselves in control, to grow with responsibility.

Some rules are needed but these should be few in number. Be fair and you will be respected. Essential rules should encourage boys toward maturity and away from infancy. Boys appreciate and respect fair limits.

RESOURCE MATERIAL

Booklets:

The Volunteer in Recreations, Fitness and Recreation Division Department of National Health and Welfare, Ottawa, 48 pp.

“Effective leadership is essential to the success of any recreation program, regardless of its nature or scope.” This booklet emphasizes the important role of the volunteer in recreation and talks about the need for Canadians, young and old, to make the most effective use of their “off-the-job”, “out-of-school”, “away-from-housekeeping” leisure time.

Policy, Organization and Rules for Canada, Boy Scouts of Canada, Ottawa.

Pamphlets from Boy Scouts of Canada:

We Are Partners in Cubbing

A Word to Parents on Cubbing

Scout Group Sponsors

Here's How for the Group Committee

Recruitment of Volunteers



APPENDIX 'A'

PARENT TALENT SURVEY FORM

Sponsor _____

Pack _____

Date _____

Dear Parents:

Welcome to our Cub family. Cubbing is a program for parents as well as boys. We have a fine group of parents who have indicated willingness to help according to their abilities. We invite you to add your talents and interests so that we may develop the best possible program for your son and his friends.

In making this survey the committee wishes to uncover ways you can enjoy giving assistance. Please answer the following as completely as possible.

Name _____ Home phone _____

Address _____ Business phone _____

1. What are your hobbies? _____

2. What are your sports? _____

3. What aspects of your job, business, or profession would be of interest to Cubs? _____

4. Are you willing to assist:

a) On the committee ☐

b) As a leader/instructor ☐

5. What youth groups have you belonged to? _____

6. What youth leadership positions have you held? _____

PACK OPERATIONS

7. Experience in Scouting _____ YM/YWCA _____

Guiding _____

8. Please check categories you may be willing to help with.

Carpentry projects	<input type="checkbox"/>	Typing	<input type="checkbox"/>	Music/Songs	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	Drawing/Art	<input type="checkbox"/>	Recordings	<input type="checkbox"/>
Games	<input type="checkbox"/>	Radio/Electricity	<input type="checkbox"/>	Outdoor activities	<input type="checkbox"/>
Nature	<input type="checkbox"/>	Dramatics/Skits	<input type="checkbox"/>	Crafts	<input type="checkbox"/>
Sports	<input type="checkbox"/>	Cooking/Banquets	<input type="checkbox"/>	Transportation	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>

Please return this form to _____

Your co-operation and help will be appreciated.

On behalf of the Committee

APPENDIX 'B'

HOW DO YOU RATE AS AN EFFECTIVE LEADER?

(An effective leader is one who helps the group achieve its goal.)

1. Am I clear about my goals as a leader and the goals of those I lead?
2. As a leader, do I like to “run the show” or do I attempt to act as a guide for others?
3. Do I have a desperate personal NEED to be a leader and have a position of prestige and authority?
4. Do I struggle to keep the leadership of a group or am I willing to share it to the point of “losing” it?
5. Do I really “listen” to other people when they are speaking, or am I waiting for the opportunity to say my piece?
6. Do I willingly accept the advice of others?
7. Do I feel my leadership threatened by experts and specialists?
8. Do I encourage free expression of ideas and feelings from my colleagues and Cubs?
9. In my leadership, do I feel *I* have the answer to most problems and attempt to lead others to accept *my* answers?
10. When I am criticized or found to be wrong, do I honestly admit my failings or do I attempt to cover up by making excuses?
11. Can I accept others JUST AS THEY ARE, or do I judge them according to a set of standards that suit ME?
12. Do I have real trust and confidence in the group that I lead?
13. Do I appreciate and understand the thinking of today’s youth?
14. Am I flexible about new approaches and ideas regarding Scouting?
15. Am I looking for a “canned” program that I can make boys “fit” or do I help boys to adapt to the available program to best suit their needs?
16. Am I really sensitive to the needs and thoughts of the group(s) with whom I work?
17. Am I willing to study and take further leadership training to help better understand myself as a leader and to understand those whom I work with and lead?
18. Do I plan all meetings alone without asking for comment from my colleagues and boy leaders?
19. Do I consider the boys or do I plan meetings purely for my own convenience?
20. Am I making the most effective use of the skills and talents of my colleagues, the parents of the boys and skilled individuals in the community?
21. Where I am weak in some of these things, do I resolve to do my best to correct them?

APPENDIX 'C'

GUIDE TO AN INVENTORY OF COMMUNITY RECREATION RESOURCES

Note: This guide provides a skeleton inventory of the potential resources available in most communities. Scouters should work with their group committee and officials of the district council and add names and details to develop an invaluable program resource inventory.

A. COMMUNITY LEADERS

1. *Administrative*

Committee Chairmen — i.e. Recreation, Parks Board, School Board, Library Board, Community Centre Board.

Municipal Officials
Neighbourhood Leaders
Organization Executives
School Authorities
Team Managers
Others

2. *Instructors*

Art and Crafts
Athletics
Dramatics
Executive Skills

Leadership Techniques
Music
Skating/Skiing
Others

3. *Coaches*

Baseball
Hockey
Rugby
Soccer

Softball
Track and Field
Others

4. *Youth Leaders*

Camp Counsellors
Day Camp Leaders
Guide and Brownie Leaders
4-H Club Leaders

Leaders of Handicapped
Playground Leaders
Others

B. COMMUNITY RESOURCES

1. *Open Spaces — Passive Activities*

Botanical Gardens
Camping Parks
County Parks
Conservation Areas
Major Parks

Nature Trails
Neighbourhood Parks
Parkettes
Provincial Parks
Zoological Gardens

2. *Open Spaces — Active Activities*

Baseball Diamonds
Fair Grounds
Natural Ice Rinks
Playgrounds
Rugby Field

Soccer Field
Softball Diamonds
Swimming Areas
Track and Field
Others

3. *Outdoor Facilities*

Artificial Ice Rinks
Band Shells
Bowling Greens
Marinas

Outdoor Theatres
Sports Stadiums
Tennis Courts
Others

4. *Indoor Facilities*

Art Centres
Artificial Ice Arena
Auditorium
Gymnasium
Halls

Meeting Rooms
Museums
Swimming Pools
Others

5. *Private and Commercial*

Boat Docks
Bowling Alleys
Curling Rinks
Golf Courses

Ski-Tows
Tennis Courts
Theatres
Others

C. COMMUNITY INTERESTS

1. *Social*

a) *Lodges*

Eastern Star
Masonic
Moose
Oddfellows

Orange Lodge
Rebeccas
Others

b) *National Societies*

American
Asiatic
Baltic States
Belgium
British
French
German
Irish

Italian
Latin American
Netherlands
Polish
Scottish
Ukrainian
Others

c) *Other Clubs*

Advertising and Sales
B'nai B'rith
Burns Club
Canadian Club
Empire Club

English Speaking Union
Knights of Columbus
Senior Citizens
Others

d) *Service Clubs*

Civitan
Kinsmen
Kiwanis
Lions
Optimists

Philos
Progress
Rotary
Y's Men
Others

e) *Societies and Associations*

Boards of Trade
Chambers of Commerce
Junior Chambers of Commerce

Red Cross
Others

f) *Union Locals and Associations*

Industrial
Professional Associations

Trade Unions
Others

g) *Veteran's Associations*

Air Force Associations
Army, Navy and Air Force Associations
British Imperials

Canadian Legion
Navy League
Others

h) *Women's Clubs*

Business and Professional Women
Canadian Legion Women's Auxiliary
Council of Women
I.O.D.E.
Kinnettes
Lionettes
Opti-Mrs.

Pilot Club
Rotary-Anns
Soroptimist Club
University Women's Club
Women's Institutes
Others

2. *Creative and Intellectual*

a) *Arts and Crafts*

Adult Craft Groups
Art Gallery Associations
Art Groups
Camera Clubs
Ceramics Clubs
Film Councils
Hobby Groups

Leathercraft Guilds
Metalwork Guilds
Quilting Groups
Weaving Guilds
Woodcarving Guilds
Others

b) i. Church Groups

Choirs
Men's Clubs
Missionary Societies
Sewing Circles

Women's Auxiliary
Youth Groups
Others

ii. Churches

Anglican
Baptist
Christian Reformed
Christian Science
Eastern Orthodox
Evangelical
Greek Orthodox
Gospel Church
Hebrew Synagogue
Jehovah's Witness
Latter-Day Saints
Lutheran

Mennonite
Pentecostal
Presbyterian
Reformed Church
Roman Catholic
Salvation Army
Seventh Day Adventist
Society of Friends
Ukrainian Catholic
Unitarian
United
Others

c) Community Groups

Home and School Associations
Home and School Councils

Parent-Teacher Associations
Others

Y.M.C.A.

Boy's Groups
Camp Program
Foreman's Club
Hi-Y

Phalanx
Phy-So
Youth Dances
Others

d) Literary Groups

Book Review Clubs
Citizens Forums
Creative Thinking Groups
Great Book Groups

Libraries
Press Club
Others

e) Music, Drama

Boy Scout Bands
Choral Music Societies
Community Orchestras
Concert Bands
Folk Dancing Clubs
High School Orchestras
Junior Bands

Little Theatre Groups
Music Appreciation Groups
Puppetry Guilds
Symphony Orchestras
Square Dancing Clubs
Town Bands
Others

f) *Special Interest Groups*

Aquarium Clubs
Boys Clubs
Chess Clubs
Conservation Associations
Garden Clubs
Horticultural Societies
Historical Societies
Model Aircraft Clubs

Model Railroad Clubs
Nature Clubs
Science Associations
Stamp Clubs
Teen Towns
United Nations Associations
Others

3. *Courses — Classes*

a) *Art and Craft Classes*

Aluminium Etching Classes
Art Metalcraft Classes
Ceramic Classes
Children's Craft Classes
Felt Craft Classes
Leathercraft Classes

Oil Painting Classes
Photography Classes
Sketching Classes
Textile Painting Classes
Water Colour Painting Classes
Others

b) *Dramatics, Music Classes*

Acting
Choral Music
Directing
Instrumental Music

Make-up
Stage Craft
Others

c) *Home Improvement Classes*

Home Building Classes
Refinishing Furniture Classes
Upholstering Classes

Woodworking Classes
Others

d) *Language Classes*

English and Citizenship (Newcomers)
French Language Classes
Foreign Language Classes
Public Speaking Classes

Reading Improvement Classes
Short Story Writing Classes
Others

e) *Sports Classes*

Skiing Lessons
Swimming Lessons

Tennis Lessons
Others

f) *Special Interest Classes*

Blue Print Reading Classes
Drafting Classes
Executive Classes
Leadership Training Classes

Parent Education Classes
Psychology Classes
Sociology Classes
Others

4. *Sports*

a) *Armed Service Units*

Air Cadet Corp
Army Cadet Corp
Militia Unit
Reserve Squadrons (Navy)

Reserve Squadrons (R.C.A.F.)
Sea Cadet Corp
Others

b) *Gym Groups*

Gymnastics Clubs
Judo Clubs

Men's Keep Fit Clubs
Others

c) *Individual Sports*

Archery Clubs
Aquatic Clubs
Badminton Clubs
Boxing Clubs
Diving Clubs
Family Skating Clubs
Fishing Clubs
Rod and Gun Clubs

Roller Skating Clubs
Skiing Clubs
Snowshoe Clubs
Speed Skating Clubs
Track and Field Clubs
Wrestling Clubs
Others

d) *Leagues and Private Clubs*

Bowling Leagues
Curling Club — Juniors
Figure Skating Clubs
Golf Clubs
Golf Clubs — Juniors

Skeet Shooting Clubs
Table Tennis Clubs
Tennis Clubs — Seniors
Tennis Clubs — Juniors
Others

e) *Team Sports*

Baseball Clubs
Baseball (Minor Organization)
Basketball Clubs
Basketball (Minor Organization)
Football Clubs
Football Clubs (Minor)
Hockey Clubs — Adult
Hockey Clubs — Juniors

Hockey (Minor Organization)
Soccer Clubs
Soccer (Minor Organization)
Softball Clubs
Softball (Minor Organization)
Volleyball Clubs
Others

5. Special Events

a) Competitions

Regattas
Soap Box Derby

Others

b) Entertainment

Band Concerts
Community Concert Series
Dramatic Presentations
Lecture Series

Movies
Musical Concerts
Others

c) Fairs and Exhibitions

Agricultural Fairs
Aquatic Events
Art Shows
Commencement Exercises

Ice Skating Carnivals
Trade Fairs
Others

d) Parades and Celebrations

Community Banquets
Military Parades
Special Celebrations

Special Meetings
Others

e) Sports Events

Baseball Games
Boxing Matches
Curling Bonspiels
Football Games
Golf Tournaments

Hockey Games
Soccer Games
Softball Games
Wrestling Matches
Others