

How to Run Wolf Cubs

A Complete Programme of Instruction and
Recreation covering all the
Badges in detail

by
JOHN LEWIS

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Scout Camp," etc.

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How to Run Wolf Cubs

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.

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**OTHER BOOKS
BY
REV. JOHN LEWIS, B.SC.**

How to Run a Patrol.
How to Run a Scout Camp.
A Boy Scout Troop and How to
Run It.
Wolf Cub Star Tests and How to
Pass Them.
The Log of the Pioneers.

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**CHAPTER I.
INTRODUCTION.**

You must remember when reading this book that this is a practical handbook telling you the *Why* and the *How* of Cub work. It explains the methods and principles of your work as well as how to do it.

This book is not meant to take the place of the "Wolf Cub's Handbook," and for that very reason whatever material is given in the Chief's book I have deliberately omitted from mine. The two books should be used together.

Finally, wherever some handy text book is available explaining some special subject fully and carefully I have referred the reader to this book and omitted any detailed treatment here. On the other hand, where such information is difficult to obtain and yet can be given briefly I have included it.

In fact every Cubmaster should have a small library of a dozen or so books: –

The Handbook	A Handicrafts Book
A Book of Games	A Song Book
A Book of Stories	A Book of Dances.

This is the book which tells you how to use them, how to plan your work and find your material. It is written from experience and I recommend only what I have tried and proved.

You will see what I mean when you have read the book and you will be able to draw up your own list of books from the many mentioned, but so vitally important do I regard it to have your tools and material before setting to work that I want to recommend you to get *at once* the following books (or their equivalents). You can't make bricks without straw. DO IT NOW!

"The Wolf Cubs' Handbook." (Pearson.)

"Cubbing," by Vera Barclay.

"Wolf Cub Games." (Boy Scouts' Headquarters.)

"Wolf Cub Song Book." ‘

"Potted Stories," by Vera Barclay. (Brown.)

"Paper Model Making" by Shaw. (Sunday School Union.)

"English Country Dances" (for Children), by Kidson. (Curwen.)

"The Book of the School Concert" Nos. II. and III. (Evans Bros.)

With the exception of the Handbook, any of these books might be replaced by many others, all mentioned in succeeding chapters, but I do want to press you to immediate and decisive action in the securing of necessary material. The correct procedure is first your material, then your careful planning and then the actual Cub meeting.

**CHAPTER II.
HOW TO DRAW UP YOUR PROGRAMME.**

Success in running Wolf Cubs depends on the *careful planning* of weekly meetings to include instruction and recreation in the right proportion and with variety of interest; it also depends on *sound methods of instruction* and *practical knowledge* of how to keep boys amused by games, stories, songs and dances.

It is a crime to go down to the club-room with a vague idea of finding out what to do when you get there. The work should be planned for months ahead and the Cubber should have a perfectly clear notion of every detail of the evening's work. This is the secret of success. Plan fully, write down your programme in a notebook, see that every assistant knows exactly what to do, have your music ready, your story prepared, your games in mind. The boys will appreciate preparation of this sort, attendance will be regular, there will be plenty of enthusiasm.

The most frequent fault next to inadequate preparation is an "all work and no play" policy. Wolf Cubs must be amused as well as instructed, their interest cannot be maintained in anything merely because it is going to prove useful in the distant future. Hence it is not enough for Cubmasters to be told *what* to teach: they must know *how* to teach it in an interesting manner. Half the secret is the sandwiching of instruction and recreation, the other half is the actual method of instructing.

The Mixed Programme of Work and Play.

Let us see how a properly varied programme may be arranged. The best plan will be to begin the evening with musical games or musical drill, then will come instruction and finally round games and a story.

This programme would hold for three months, when a complete break is needed. This could be provided by spending a month in preparation for a small entertainment. Then another three months' programme might be drawn up with new classes and games and drill. In the summer there would be a third complete change of programme including outdoor work and camping.

The Art of Leaving Out.

The success of a programme depends very largely on your being bold enough to leave out. For each period of three months you will concentrate on a few things and leave the rest undone. The ordinary routine work for the First and Second Star will *not* fill up your programme from January to December; be quite ready to drop it completely for half the year.

The Musical Drill.

Various examples of this will be given later. It is much better than military drill which only reminds boys of school and is quite out of keeping with Cub ideals.

Instruction Classes.

For one period of two or three months this will include Star work. But usually these will be classes for the various badges conducted by special instructors or the pack officers.

It is wise to allow a wide choice of occupation; this is effected by having several classes running simultaneously. This also makes it possible to keep the classes quite small. Classes may be held in –

Meccano Paper Modelling

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Drawing Knitting
Plasticine Weaving.

It is not difficult to persuade people to come and take half a dozen evenings in one of these subjects. As a rule no boy will maintain his keenness for more than six weeks in a class, so that the instruction should not last longer – the examination should be held at the last class and the badge awarded at once. The children will then change their classes and work through a new subject for another six weeks.

Games and Story.

No programme is complete without these. Stories may be either told or read; in a later chapter a list of suitable stories will be given. Games really do need thinking out and arranging, the wise Cubmaster will be constantly on the lookout for new ones.

The Summer Programme.

The classes will be in the open air where possible and will be for the observer's, athlete's and other outdoor badges. Outdoor games will be played and musical drill dropped. Yarns will be reserved for the camp fire.

Special Stunts.

Have no hesitation in putting on one side all elaborate programmes when it comes to a few weeks' work for a special event such as a display, Camp will be one of the most important events of the year and will need several weeks' special training. After this the Cubmaster will deserve a month's holiday.

A YEAR'S PROGRAMME.

<i>October to Dec.</i>	First Star Course and Signalling. Weaver, Artist and Woodworker's Classes. <i>N.B.</i> —Only one subject need be chosen and no Cub will tackle more than one subject. But classes should be small, and hence with a large pack and many instructors all three classes <i>might</i> be run. Games, Songs and Dances (first collection).
<i>January.</i>	Cancel all Routine Work. Prepare for Concert.
<i>Feb. to April.</i>	Second Star Course and Signalling. First Aider, House Orderly and Collector's Badges. Games, Songs and Dances (a different collection from the first).
<i>May to July.</i>	Outdoor Badges, Observer, Guide and Signaller. Outdoor Games. (Songs and Stories off.)
<i>August.</i>	Camp and Camp Fire Sing-Songs.

**CHAPTER III.
A MONTH'S FIRST STAR WORK.**

ONE month's hard work for the First Star is about enough at a time, even if this doesn't get everyone through it will be found better to wait for a month or two before again resuming First Star work.

Instruction will not last for more than half-an-hour an evening and will be preceded by some form of drill, musical drill for preference, and will be followed by games and a story. The whole evening's programme will last about an hour and a half.

Each item of the First Star course will first of all be explained by the Cubmaster to the whole pack in as interesting a manner as possible. Anecdotes illustrating the use and meaning of each subject will be told and an element of humour should liven things up. The pack will then divide up into groups of about three for practice under instructors. Instructors may be Scouts or Sixers or grown up assistants.

Every means should be adopted to make this instruction practical and interesting, it must never be allowed to flag in interest and become a dull routine. Humour, competition, ingenious methods of testing games should all be used to keep up a brisk, keen, vigorous half-hour of work. Cubmasters must cudgel their brains to get this and must plan everything in advance. It is the secret of successful work.

The Tests – with Hints on Instruction.

(a) Must know the composition of the Union Jack and the right way to fly it.

In this test, as in most it makes instruction easier if one teaches more than is actually required. One begins by a merry yarn with the flag as "object," the Cubs seated around. Who was St. George? If anyone knows, so much the better. At any rate it will be necessary to amplify what the Cubs tell one. Mention the figure of St. George on a sovereign or a £1 note and don't be above an obvious sort of joke. It is a good plan to keep a notebook in which to jot down odds and ends of interest bearing on each test. A good picture postcard of some well-known picture or sculpture may be found and stuck in, a quaint legend of the saint may turn up. All we really know of St. George is that he was a Roman cavalry soldier who was killed for becoming a Christian, but the legend has its value as the poet Spenser found; his story of the Red Cross Knight is a fascinating yarn for Cubs.

St. Patrick everyone knows about, but St. Andrew, contrary to the firm conviction of most people, was not a Scotsman, but one of the Twelve Apostles.

The Cubs will like to draw the three separate flags and the Union Jack with coloured chalks. They should do so, either at home or at the meeting. Finally, some small flagstaff should be erected either out of doors or in the club-room, temporarily, and the Cubs be allowed to hoist the flag. If you know how to roll it and break it, so much the better. Tell a few yarns about upside down flags and how many of them there were on Armistice Day even on important buildings. Everyone knows that a flag upside down is a signal of distress.

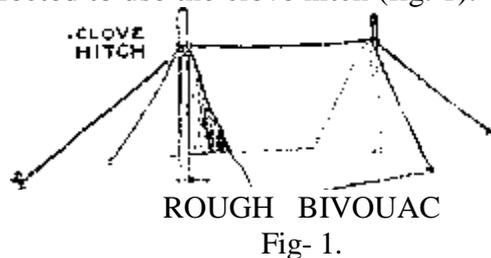
(b) Be able to tie the following knots and know the uses: – Reef knot, sheet bend, clove hitch and bowline.

These knots are so very easy that any Cub ought to learn them with ease. One should therefore expect fair speed in every case. The sheet bend is used for fastening a

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thin rope to a thicker one, and when learning, ropes of different sizes should be used. It is also used, as its name shows, for bending a rope onto a sheet (of canvas); it may be practised on the end of a scarf. The clove hitch may be tied in two separate ways, both should be known. The first method is to make two loops and slip over the top of the pole, it is used in fixing the middle of a clothes line over the top of a prop. The other way is to use the end of the rope, crossing the end over the standing end, round the pole and through itself.

The bowline should be made in a rope and large enough to go round a boy's waist. After a week or two these knots should be done with ropes of different sizes and in as many practical ways as possible; there should be a parcel tying competition, and a rough bivouac can be erected to use the clove hitch (fig. 1).



(c) Turn a somersault; leap-frog over another boy the same size; bowl a hoop or hop round a figure of eight course. Throw a ball, first with the right hand, then with the left, so that a boy 10 yards away catches it four times out of six. With either or both hands, catch a ball thrown to him from 10 yards distance four times out of six.

The boy who can't play leap-frog or bowl a hoop or turn a somersault won't as a rule be a Wolf Cub. Ball catching needs practice, out of doors preferably, especially throwing with the left hand. Note that Cubs are not required to catch with one hand.

(d) Skip with both feet together thirty times. It must be done backward on the toes with the knees slightly bent all the time; the Cub must turn the rope himself. Carry on head, walking upright for 10 yards, three books 8 by 5 inches (the size of the "Wolf Cub Handbook") which should be placed flat across the head.

Examiners are not allowed to accept any other exercises than those described in the "Wolf Cub Handbook." The best exercises for small boys are to be found in "My System for Children," by Muller; the Chief Scout thoroughly recommends them by the way.

(e) Know how and why he should keep his hands and feet clean, his nails clean and cut, and his teeth clean; and why breathe through his nose.

The Cubmaster should not treat this test as a routine business. He should take the opportunity of giving the Cubs some wholesome advice on health. Let the Cubs squat in a circle and the Cubmaster, in the form of a yarn as full of incident and humour as possible, explain the need for cleanliness, the exact meaning of decay in teeth and why it takes place and so on. Let him add to this yarn a few words on fresh air, the importance of sleeping with the window open and the value of exercise in maintaining a good circulation and strengthening muscles and heart.

(f) Be able to tell the time by the clock.

(g) Have at least 3 months' service as a Wolf Cub.

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I am sure that stars should be awarded to Cubs as soon as ever they pass them. There is no reason why the First Star should not be *awarded* on the fourth evening of the month's instruction. Nothing is more discouraging than first of all a wearisome three months of the same old First Star grind and then a long wait for badges at the end.

A PROGRAMME.

6 p.m.	Fall in – musical drill – exercises and semaphore – subscriptions and roll call.
6.15	Cubmaster's yarn on the evening's work.
6.25	Cubs in groups under instructors.
6.50	Fall in – Cubmaster asks for one or two "samples" from the ranks – a knot from one boy – a question for another. Games – two at least.
7.10	Yarn. Fall in – notices – dismiss.

CHAPTER IV. A MONTH'S SECOND STAR WORK.

BUT don't on any account let this follow immediately on the month's First Star course; if you do the enthusiasm of the Cubs will fall off, the instruction getting monotonous. No, sandwich in between the two courses a couple of months' badge instruction. Badges cannot be awarded until the Second Star is gained, but the work can be done and the test passed in advance, the badge being held back until the Second Star is won.

(a) *Signalling Instruction.* – This is one of the few subjects which in the initial stages at least can be taught to the whole pack at once. Signalling in nine cases out of ten is one of the most boring subjects, it needs very careful teaching. No subject demands more skill on the part of the instructor. A bored class is not learning. Keep up keenness and Cubs will learn quickly, once lose interest and they will never learn at all. As soon as possible get pairs of Cubs to try signalling across a field – in each pair one acting as reader or writer the other as sender or receiver. If it is impossible to get out let them signal across the hall or club room. Obviously your Cubs will soon be at several stages of proficiency. This demands grouping. Three groups are usually enough –

1. Those who are not sure of the alphabet.
2. Those who are supposed to know it, but are still slow and uncertain especially on "opposites."
3. Those who can read slowly but with fair accuracy.

Each group needs an instructor.

The best method for each group will now be described, the method for group 1 being also that used for the whole pack when they commence the subject.

Group 1. After extending the pack, the instructor stands where he can be seen by every Cub, on a chair if necessary, and turning his back goes through the first circle twice, the Cubs then imitate him. He then faces the pack and in future does not lead them in this

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way. First he calls for each letter in order, and after repeating the circle a few times asks any of the first seven letters, dodging. He then goes straight on to reading. Still facing the pack he goes straight through the circle calling out the letters, the Cubs joining in. After repeating he gives any letter and the pack calls out what it is, then individual boys are asked, the pack being told to put up their hands if they think him wrong. Finally a Cub may be called out and given a card with letters on it, he faces the pack and makes them one by one, the boys replying as before. Still keeping to the first circle begin at once to practise with small words, quite a number of words are possible:

CAD CABBAGE CAB AGE DACK ADD, etc.

First get the boys to send these, then send them and get the boys to read.

Proceed in a similar manner with the second and remaining circles and then combine the two circles for dodging and simple word practice.

Throughout the instruction keep cheerful and don't be like a schoolmaster or a drill sergeant.

Group 2. Begin your practice with the difficult letters, *working on exactly the same principle* as explained above. JSWQMVTKYHZ are the tricky ones. Get the Cubs first to send and then to read, dodging, of course, and going through your own list (not mine necessarily) many times. Then go on to words bringing in these letters. The final practice will be with "opposites." All beginners get mixed up with W and O, B and M, V and K, J and P, etc. Hence practise these specially, sandwiching them with easier letters but getting a frequent repetition of the doubtful letters. Thus (for S and M)–

MISS SWAMP
FAME WASP
SHIP SAME

Group 3. As soon as the Cubs are sure of every letter make a point of getting outdoors into a field, recreation ground or park, if you possibly can. Place your pairs of boys sufficiently far apart to be out of earshot and then let your reader read to the sender, letter by letter, some simple message. At the end of every word he says "group" and at the end of the message A R (which is sent). Messages may be made up beforehand and written on pieces of paper or may be chosen from any printed matter handy. The reader stands just behind the sender and should use the correct names for the letters A=ac, B=beer, etc.

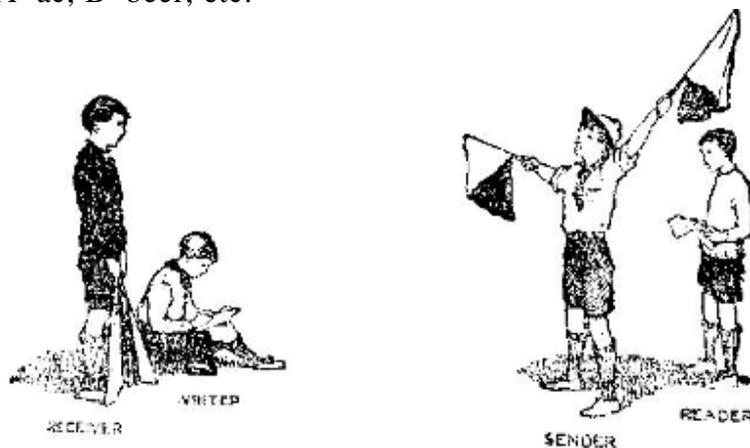


Fig. 2.

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At the receiving station the writer sits on the ground in front of the receiver and writes down the letters from dictation, the receiver calling out "group" to mark the completion of a word and acknowledging its receipt by a flick of his flag. On receiving the message correctly he sends R.

(It will be noted that this instruction goes beyond the Second Star requirements which are covered by Group 2, and includes full instruction for the Cub Signaller's Badge.)

(b) *The 8 points of the compass.* – This is best taught by chalking the floor and by playing a sort of general post game. I find smart Cubs quite keen to learn 16 points, just as any Scout worth his salt wants to learn the 32.

Begin by a yarn on the discovery of the compass and the difficulties of navigation before that discovery, say something about its use in exploring, in finding one's way over a misty moor or through a wood at night.

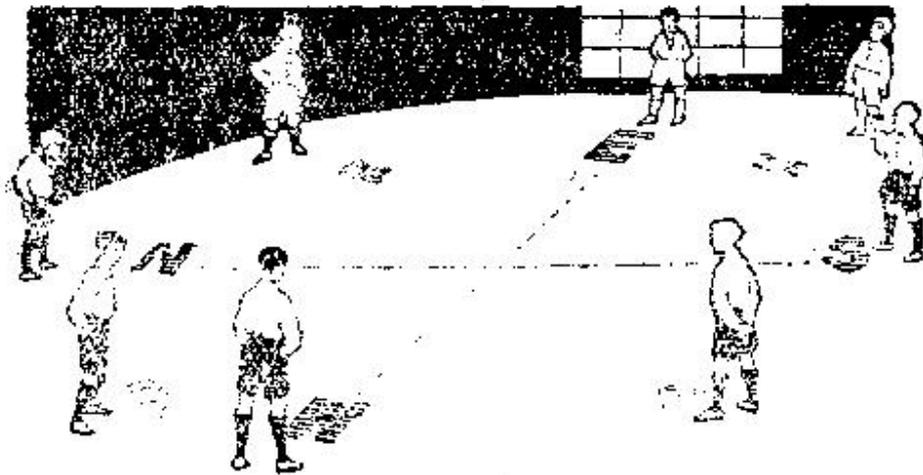


Fig. 3

Then draw the 4 chief points on the floor, make sure everyone knows them, insert the remaining four, pointing out the obvious fact that the point between N. and W. is N.W., and so on. Next stand the Cubs round the room on the 8 points of the compass; (if there are 16 Cubs put two at each point) and call out "N.E. and S." The boys at these points run across the circle and change places; the game may be livened up by putting an odd man in the middle, blindfolded, to catch the runners.

On the second evening when this comes up for instruction, after drawing the N. and S., E. and W. lines, let each Cub place a staff on the floor in the direction called out by the Cubmaster, if he is wrong the Cub may one by one try to put him right; finally rub out the chalk mark and let the Cubs point with a stick in any direction indicated. At all costs practise this out of doors, one does not learn the points of the compass in order to steer a course about the clubroom.

The third evening will be devoted to teaching the remaining 8 points. Carefully explain that they all begin with one of the 4 chief points N., S., E., and W., and that the other 4 points N.E., N.W., S.E., S.W. come second to show on which side of the chief point the direction lies. The same game can be played. Cubs can also chalk the compass on the floor, each boy putting in one direction, or draw it on paper.

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The fourth evening sees the application of this test. Knowing the points of the compass is useless unless applied to pointing out and discovering directions, yet I have met many Cubs who have never seen a compass. Place a compass on the floor, point out the fact that the needle is always N. and S. and that the compass itself can be turned round without disturbing the needle, then show the boys how to turn the compass until the needle is over the arrow W. of N. The card is now correct and the Cubs can point out directions.

It is worth noting that in using a compass to give a direction one should face the object and hold the compass in front, turning the compass round on the palm of the hand until set.

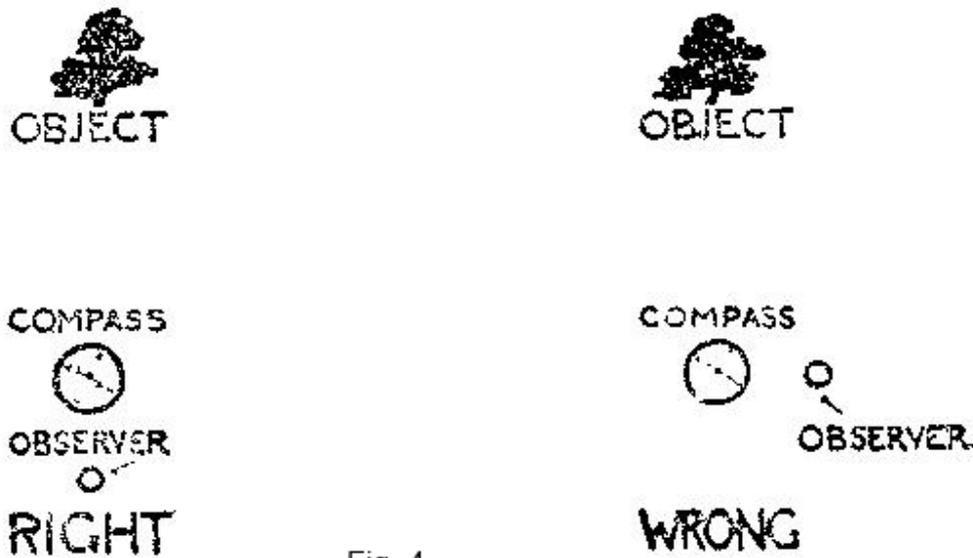


Fig. 4

To walk in a given compass direction don't attempt to walk with one's eye on the compass. Fix an object some way off in the right direction and keep the eye on th.it.

(In some compasses the card itself moves. The true north is about 16° east of north, very nearly one of your 16 points.)

(c) *Recite the first and third verses of "God Save the King."*

(d) *Have sixpence in the savings bank.*

(e) *Produce a model. (See Chapter V. Badge Classes.)*

(f) *Clean a pair of boots; lay and light a fire and fold his clothes neatly; be able to run a message, etc.*

The first part of this test should be passed at home. A little card with the requirements could be duplicated and taken round to the Cub's mother, who would return it signed. This is a good chance of having a few moments' chat and getting to know a little of the Cub's home.

(g) *Physical exercises.*

(h) *Cut finger, etc.* – This is really a very useful test. Clean rags or strips of calico should be used and every Cub practise tying up cut fingers. There should be a yarn on blood poisoning and festering cuts, and it should be clearly explained that a cut doesn't fester by chance or by itself but almost invariably because dirt has been allowed to get in.

(i) *Six months' service.*

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For both Star tests a card should be prepared for each Cub and each test initialed on being passed; these cards can be handed to the outside examiner when the Cubs have completed their tests. He will question Cubs and Scoutmaster as to what has been done and put a few simple tests to the boys, asking one to do his exercises, another to send a word in semaphore, a third to tie up a cut. He will soon see whether the boys know their work and can then sign the badge certificate.

Cub – Jim Beattie.			
First Star.		Second Star.	
Union Jack		Semaphore	Housework
Knots		Compass	Message
Somersault		“King”	Exercises
Exercises		Bank	First Aid
Cleanliness		Model	Service
Service			<i>Passed</i>
			Examiner.

This badge is apt to delay Cubs very considerably because there are so many little tests. The card system will help matters, but so will the planning of the month or two’s work which covers the course. If a definite time is allotted to each test and the easy tests taken one by one in between meetings the test will soon be passed.

Note that signalling and exercises are started with the First Star work and form part of the preliminary drill at this stage. Compass takes four weeks and signalling four weeks, the latter having reached the second stage and being transferred from the drill period to a special instruction period.

Model making if not done at home is a subject in the first badge course in between the two courses on Star tests.

Cut finger takes one evening.

The housework test will be explained on the first evening and the cards taken round that week. The message test and “God Save the King” can be taken at odd moments, care being taken to explain to the boys what is required and arrange with little groups when they are to practise and when they will be examined.

SECOND STAR PROGRAMME.

6 p.m.	Drill and Exercises (Roll Call, etc.).
6.15	Compass Instruction.
6.30	Signalling.
6.45	Games.
7	<i>1st Week</i> , Explain and Set Housework;
	<i>2nd Week</i> , Set “God Save the King;”
	<i>3rd Week</i> , Explain and Set Message;
	<i>4th Week</i> , Practise Cut Finger, Bandage, etc.
7.15	Story

**CHAPTER V.
ROUND GAMES FOR CUBS.**

EVERY Cubmaster should have a growing repertoire of games. It is no good leaving this sort of thing to chance. If you do you will find that your choice is reduced to three or four games which the boys will quickly tire of. At the critical moment you won't be able to think of anything or the one or two necessary things for the game will be unobtainable. Keep a notebook with a list of games and constantly add to it. Look it up before your meeting, decide what is to be played, collect the string or chalk or paper or whatever it is that you are going to need and then you are ready.

My own list is, I know, a very inadequate one, but it may supply a few new ones to some, and remind others of games which have not yet been tried.

I. – BALL GAMES.

Three balls are necessary.

(a) A small india rubber ball, tennis ball size, with plenty of bounce.

(b) Two or three large balls of about 6 or 8 inches diameter. These may be of cloth or may be small footballs.

© A fives ball. A kid-covered hardish ball.

Handball Games.

1. *All run.* – A square is drawn on the ground and all gather within including one who holds the ball. The latter throws the ball into the air, whereupon all of the other players run in any direction as far as they can. The thrower remains in his place, catches the ball and cries "hold." All stop dead. The thrower aims at any one of them and if he succeeds in hitting him they change places.

2. *Cap ball.* – A row of caps is set against the wall. The players stand about 10 feet off and one throws the ball into one of the caps. As soon as he succeeds in getting the ball into one of the caps the owner seizes the ball and without crossing the 10-foot line throws the ball at any of the others who run off. The one hit becomes thrower.

3. *Ball tag.* – The players are posted at certain homes, trees, corners, pillars, etc., and beckon to each other to change places. As they run from one place to another the thrower tries to hit them with the ball.

4. *Catch ball.* – Standing in a circle and tossing the ball rapidly from player to player but not in regular order. As a variation two circles may toss the ball round five times. The circle getting round first wins.

5. *Pail cricket.* – A pail turned upside down is the wicket; a line is drawn from 10 to 20 feet away beyond which the throwers line up. The batsman stands by the pail and hits only with his hand. The throwers throw at the pail in turn, taking the batsman's place if they hit it or if they catch the ball after he hits it. A wicket keeper should be appointed.

Fives Bait Games.

1. *Puddocks.* – Is a kind of single wicket cricket played with ordinary wickets, a club for a bat (held in one hand) and a fives ball. The pitch is about 10

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yards, all bowling is underhand (full pitchers). This is the most popular game at the Public Schools Summer Camps.

2. *Rounders.* – (This may also be played with a soft ball).

Large Ball Games.

1. *Pass ball.* – The Cubs are arranged in rival teams and pass the ball down the line over their heads and backwards, when it reaches the end boy he runs to the front and starts it again. The winning team is the one whose first boy is back in his place again first.

2. *Zig-zag.* – The two rival teams stand in two ranks with about 5 feet between and about 2 feet between the players. The players of one team alternate with the players of the opposing team in each rank. The first player in each rank holds a ball which is passed across to No. 2. and in this way *zig-zag* down the line.

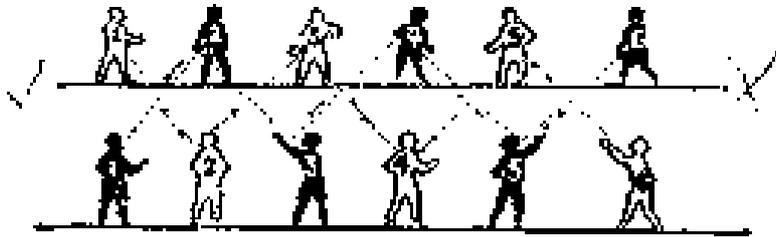


Fig. 5.

The ball on reaching No. 6 proceeds back in the same way. First back wins.

3. *Dodge ball.* – Form two parties, one makes a circle, the other stands within, scattered. The object of the game is for the circle men to hit the centre men with a basketball, the centre men dodging to evade this. Anyone hit joins the ring.

A *different form* is to toss the ball across and for two in the centre to try to interrupt it. If caught or knocked to the floor the last player in the circle who touched the ball changes with the centre player.

4. *Corner ball.* – The four corners are goals, half the room or ground is occupied by one team, half by the other. But the goal keepers in each half are of the opposite team. Each team tries to throw the ball over their opponents to their goal keeper.



Fig. 6.

5. *Captain ball.* – This is an admirable outdoor game. Get a pail of whitewash and mark out the ground in circles from 2 to 4 feet in diameter.

The men are so arranged that half each team is within and half without the circles. For every man in a circle there is a guard of the opposite side, outside the circle. There are also two men in the centre who can run anywhere.

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The object is for the captain to catch the ball from either of his own side in the two circles nearest him. He cannot receive a ball from any of his fielders. It is a foul to touch another man, snatch the ball from his hands or hold the ball more than 3 seconds. The ball is put into play in the centre. An umpire is necessary.

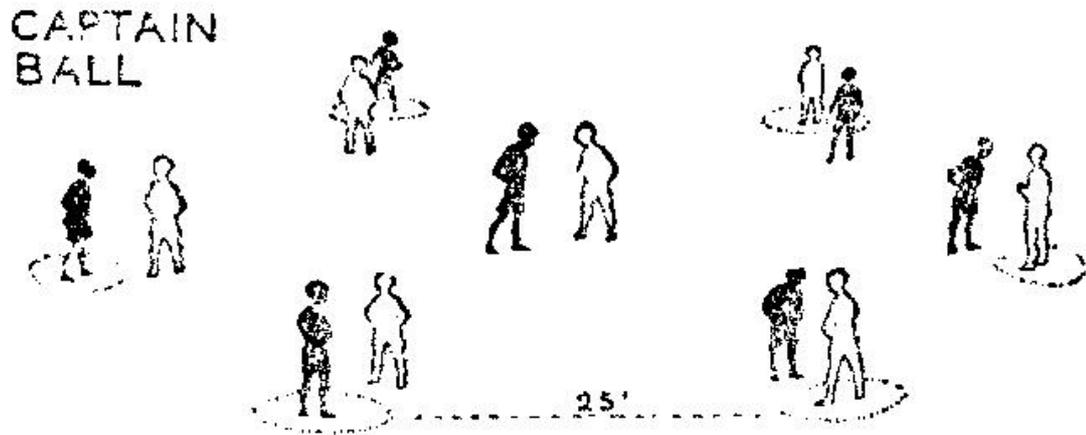


Fig. 7.

II- MISCELLANEOUS GAMES.

Twos and Threes.

Bullfight. – (“Scouting Games,” by B. P.); boys stand in two lines, in the centre is placed a cap. A boy from each opposite corner approaches and endeavours to snatch the cap and get back to his place without being caught.

Musical arms. – A line of boys stick out alternate arms; the others walk round the line as in musical chairs and grab an arm when the music stops.

Balloon ball. – Stretch a string across the room and keep a balloon in the air tossing it from side to side. The side which lets the ball touch the ground loses a point.

Numerous other games will be found in the “Wolf Cub Handbook,” “Scouting Games,” “Wolf Cub Games,” “Games for Scouts” (MacKenzie), and “Indoor Games” (Collins). It is as well to have some standard book on games in your library. I recommend “Games Worth Playing,” by MacCuaig (Longmans).

**CHAPTER VI.
MUSICAL DRILL AND EXERCISES.**

WHEN I realised that “drill” is taught in all elementary schools and that it is regarded by the children as a dull stupid business, that it is part of the school routine and carried out by teachers more or less imbued with the “drill sergeant” spirit, I dropped it at once.

I am not going to explain the objections to military drill, suffice it to say that the Chief Scout regards it as opposed to the spirit of scouting. It is perhaps enough to say that it never appeals to boys in the way that the real Cub training does, gripping their interest and enthusiasm. It is possible to get perfect drill and yet to have done nothing to develop the boy’s mind and character.

Let drill be replaced by musical games, exercises and dances. These grip the interest, train the sense for rhythm and provide good physical exercise, they also develop imagination and self-control. Dancing in particular involves a delicate control of the muscles by the mind that is good for both.

The programme that I am about to give is really a substitute for the form of physical exercises as well. It may be laid down as a principle that *no exercise that fails to make you puff is any good*. Good exercise should demand muscular effort, should involve many muscles at once as well as certain muscles in particular, should quicken the action of the heart and lungs and therefore the circulation. It should therefore be clear that *exercises* should be as nearly as possible natural activity. The ideal exercise is a sport, a game, just rushing and tumbling and climbing and wrestling around. That’s how the strong boy developed his muscles, not through exercises. Among weakly children who don’t get much tree climbing and racing about and wrestling the system of exercises devised by Lieut. Muller and cordially recommended by the Chief will be found useful. This is an approximation to the much better training given by ordinary boyish ragging and rushing.

But exercises may serve another purpose. They may improve on nature. They may do this firstly by *developing natural sports* until they are done more thoroughly and carefully. Boxing, wrestling, athletics, football and swimming are typical examples. They will be dealt with in Chapter IX. as “Sports.”

They may also add new features not found at all in natural exercise retaining the essential elements of speed, effort (I might almost say violence), and the use of many muscles at once which go to make up real exercise. These new features are –

1. Exact and delicate control of the muscles by the mind.
2. Self-control in working in harmony with others and with music.
3. The addition of grace and beauty to movement.
4. The association of movement with musical feeling and rhythm.

This is obtained in the various forms of musical drill and dance. Musical drill begins with the simple musical march and run and goes on to the elaborate Dalcroze Eurhythmics. Few Cubs will get as far as that, but we can all get as far as Morris dancing. Three things are wanted for this work –

1. A book of instruction.
2. An instrument.
3. A performer.

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Every pack should have the use of a piano. A fiddle is almost as good and need not be accompanied. As a last resort a drum or tom-tom will do.

INSTRUCTIONS AND BOOKS.

I will give what hints I can with regard to these, starting with the simplest forms.

1. *Simple Musical Drill*,
“Medburn Musical Drill.” (Curwen.)
“Swedish Drill Teacher.” (Curwen.)
2. *Wolf Cub Jungle Dances*. (“The Wolf Cub Handbook.”)
3. *Musical Games and Dances*.
“Swedish Recreative Exercises.”
(McDougall’s Educational Co., 8 Farringdon Avenue, E.C.)
“Old English Singing Games.” (Curwen.)
4. *Morris Dances and Country Dances*.
“Morris Book” (2 vols.), Cecil Sharp (Novello).
“Morris Tunes,” Cecil Sharp (Novello).
Write to Curwen, Berners St., for catalogue of country dances.
5. *Rhythmic Games and Exercises*.
“Graded Games and Rhythmic Exercises,” Newton (Curwen).
6. *Dalcroze Eurhythmies*.

N.B. – The English Folk Dance Society, 7 Sicilian House, Sicilian Avenue, Southampton Row, London, will be delighted to give full information and will provide instructors.

CHAPTER VII. WEAVER, ARTIST, AND WOODWORKER.

A Two Months’ Badge Course.

As already explained, the place for this course will *be after* a month’s Star work, not in conjunction with it. Drop the Star work, find instructors and divide up the boys into three small classes. The division may be according to preference or sixes. The Artist’s Class may be fairly large, four is enough for one instructor in woodwork, not more than six in weaving.

1. Weaver. – *Material, bass and cane*, from Educational Supply Association, High Holborn, or any similar firm, any schoolmaster or mistress will give you names.

Wool and knitting needles, a ball of string, netting sticks, obtainable at wool, crochet and fancy needlework shops. Canvas for cross-stitch, embroidery silk or coloured wool, needles.

Almost anyone can teach knitting and cross-stitch. Basket weaving is more difficult and netting harder still. If at all possible get a trained elementary teacher (infants) or a kindergartner to show you how or to take the class. The Cubmaster or a friend can learn in an hour or two all that is required.

Books.

“Weldon’s Practical Netting.” No. 221, Vol. 19.

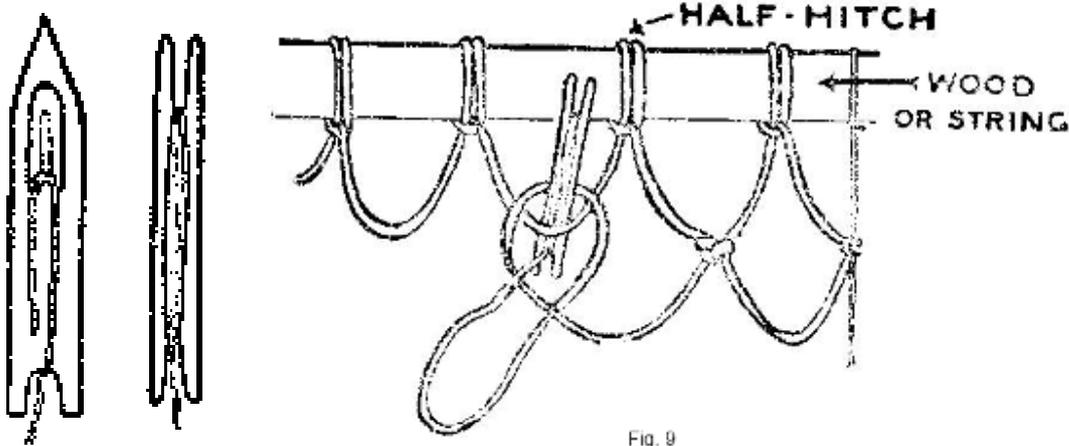
“Art Crafts for Beginners,” Sanford (Hutchinson) gives the simplest and clearest instructions in Basket Work.

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“Useful Cane Work,” Jacot (Cos, 99 New Oxford Street, London).

PRACTICAL INSTRUCTIONS.

Netting. – *Wind* a length of string on to a netting needle or any piece of thin wood and hold this in the right hand. Take the end and make it fast round something opposite to you or make a large loop and slip your foot into it, in the end make a small foundation loop. Take a thin flat ruler (the size of your mesh) in the left hand. Hold the ruler in your left hand lengthways between the thumb and first finger, under the string and close up to the knot of the loop. Take the netting needle and its string and pass it on down the palm of the left hand and thence round the second and third fingers, then up behind the ruler and *on* the first finger and retain it there by pressure of thumb. Now carry the thread loosely towards the right and in a loop behind the ruler and hand and then through the loop that encircles the third and second fingers, between ruler and first finger into foundation loop, and lastly over the portion of the working thread that hangs loosely downwards (from



Fig

Fig. 9
This illustration shows another and simpler method.

thumb to needle). Now still retain the mesh in just the same position as you have it while you draw the needle through and gradually tighten up in the form of a loop under the little finger. Let go the first loop held in position under the thumb, then the loop that embraces the third and second fingers and finally, to complete the stitch, be careful to draw the thread tightly round the ruler by help of the loop still upon the little finger and when it is as close as possible, release the loop from the little finger and draw the knot up tightly. Repeat until your row of loops is as wide as you wish. Slip off the ruler, turn the work over so that the thread hangs again at the left hand side. Place the ruler close to the lower edge of the row of loops, pass the string round the fingers and work another line of stitches, taking up in succession every loop of the last row.

(Anyone who can learn to net from this description is a bit of a genius.)

Note that a simple piece of netting will suffice for the test; it is not required that the whole of an elaborate string bag shall be made.

This is a very difficult subject and only a few keen, persistent Cubs will master it. The diagram shows a simpler method of netting.

Basket weaving. – The simplest weaving is the most tedious, it is the sewing of raffia or bass on to cane to make first a flat mat and then a basket if required. To make

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a fair sized basket, say 6 inches in diameter and 3 inches deep, will take you six evenings or more, whereas a cane basket can be done in one evening.

A coiled bass basket. – Hold a length of cane in the left hand, draw it through the fingers of the right, shaping the end into a round coil. Hold the cane and the small end of the raffia in the left hand and wind the raffia round the point of the cane. Form the end of the cane round into the smallest possible coil and sew firmly through the centre, binding entirely around the first coil. Hold the commenced coil in the left hand and wrap the raffia from you and around the cane once, then over the cane again and down through the centre of the coil (fig. 10). This gives a long stitch, while wrapping the cane gives a short one. Continue until the bottom is completed and then gradually turn up the edges by shortening and tightening.

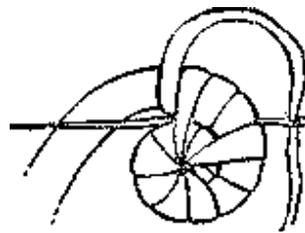


Fig. 10.

A small cane basket. – Take 16 pieces of cane 16 inches long for *spokes* and five long pieces for *weavers*. Soak your cane two or three hours at least before starting. Separate the spokes into groups of four each, Mark the centres and lay the first group on the table in a vertical position. Across the centre of this group place the second group horizontally. Place the third group diagonally across these, having the upper ends at the right of the vertical spokes. The fourth group is laid diagonally with the upper ends at the left of the vertical spokes. A weaver is started by laying the end over the group to the left of the vertical group, just above the centre, then bring it under the vertical group, over the next, then under and so on until it reaches the vertical group again (fig. 11). This weave is repeated three or four times; then the spokes are separated into twos and the weaver is brought over the pair at the left of the upper vertical group, and so on, over and under, until it comes round again, when it is necessary to pass under two groups of spokes and then continue weaving over and under alternate spokes (fig. 11). At the beginning of each new row the weaver passes under two groups of spokes; always under the last of the two under which it went before and the group at the right of it. Weave the bottom until it is 4 inches in diameter; turn the spokes gradually up and weave one inch; then turn the spokes in sharply and draw them in with three rows of weaving. Now weave four rows, going over and under the same spokes, making an ornamental band. Then weave three rows of over and under weaving, followed by four rows without changing the weave. Continue to draw the side in with four rows of over and under weaving, and then bind off. To finish off, each group is brought under the first group at the right and over the next and inside the basket.

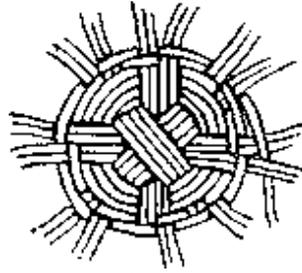


Fig. 11.

This weaver's course will take at least eight weeks and is a difficult course. In some packs only this class will run, perhaps, in three sections. In other packs the artist's and woodworker's class may run concurrently *with a different set of boys*.

2. Artist. – If instruction for this badge is attempted it should be as little like school drawing lessons as possible. Another rule is to avoid copying other drawings. Finally encourage drawing from memory.

The subjects should be (1) Objects; (2) Scenes; (3) Figures; (4) Incidents.

(1) *Objects* should *not* be dull things or models but scouting equipment and things in the club room.

They should be drawn in simple outline *with no detail*, but great attention should be given to showing texture, choosing objects that differ in this respect; first of all a straightforward view and afterwards in the simplest perspective (fig. 12).

There is no objection to colouring in with chalks or paints. Everything should afterwards be drawn from memory.

A RATION BAG FILLED



Fig. 12.

(2) It is a horrible mistake to spend the whole of one lesson drawing objects. After ten minutes change to scenes, incidents or figures. By *scenes* I mean houses, trees, hills, ships, streets; anything in which human action is not the central interest.



COCOANUT & APPLE
OBJECTS CHOSEN
FOR TEXTURE

Fig. 13.

It will be best to let the boys make wild shots from memory and then correct them according to suggestions by the instructor. If anything is very obviously wrong tell the

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boy to notice how it goes during the week and correct it next time. This will apply to drawings of houses, trams, horses, carts, ships.

Note that no detail must be attempted. The lines must be the fewest possible to give the correct shape, construction and characteristics. No shading at all is necessary.

(3) *Figures*.—Figure drawing for Cubs! Yes, if the important principle is once grasped that it is salient lines and not detail that counts.

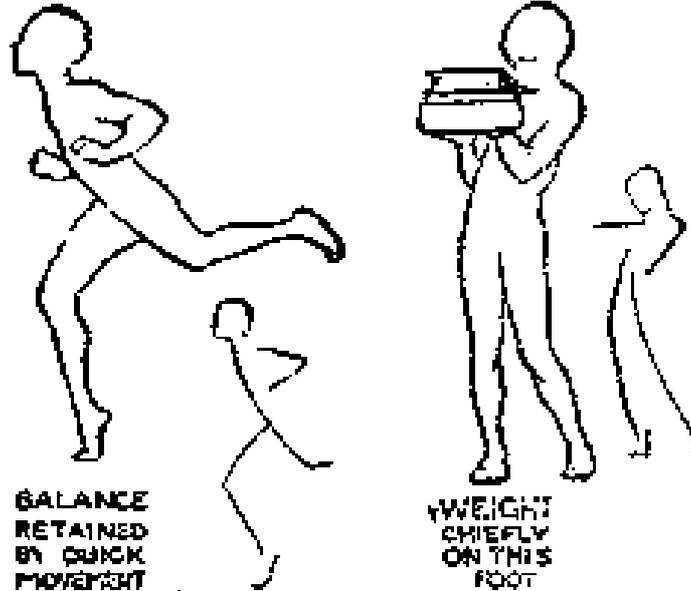


Fig. 14

Fig. 15

The essential in a figure is not the outline even, it is –

(1) The balance and movement; (2) The curves of the human figure.

Now both these can be better attained by a few careful and thoughtful lines than by a mass of *fussy* copying of details or mass.

In figure drawing note the curves of the upright figure in profile – the set of the head on the neck; the curves of the arms, legs and shoulders.

Then notice how these curves arrange themselves in movement.

Figure drawing for Cubs should rest content with single line mannikins. Don't go on to dress or to careful drawings of hands, feet or faces. Hats may be drawn.

(4) *Incidents*. – By this I mean such subjects as “Scouts pulling a trek cart,” “Soldiers storming a fort,” “Men rowing a boat.” Allow great freedom. Colour if you like. The success will depend on the care taken in the previous exercises,

Final Hints.

1) Begin by observation. Allow no drawing at all for a few minutes. Tell the Cubs to *look*, to notice the shape, the proportions, the curves, the construction, the curves and directions of the salient lines. Then begin to draw.

2) Rigorously ban weak, fuzzy, hesitating lines. Lines must be few, firm and decisive.

3) The instructor will only draw to give an idea of how the Cub is to set about it. If it is on the blackboard, rub out again as soon as the point is clear. Don't allow copying from the blackboard or from any other drawing.

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Modelling in plasticine. – A few dolls, toys, china or wooden figures, teddy bears, etc., are invaluable here. Let the modelling begin, with objects having but few projecting parts, so that a simple shape with projections only in relief will do.

A competent instructor will be able to give practical hints in the manipulation of the plasticine which cannot be put on paper.

MODELLING IN PLASTICINE



Fig. 16.

Meccano. – Working in meccano is good discipline if every model is *finished* and if the parts are all neatly put away. Copies are quite satisfactory but original work should be attempted.

Sand tray and play country. – Besides plasticine and meccano there are many other modelling methods, most of which come in the following scheme. A shallow wooden tray about 2' x 1' is filled with fine sand (very slightly damp), the accessories are toy soldiers, Noah's Ark animals, twigs, wooden blocks, cardboard houses, railways, cotton reels, dominoes, odds and ends including stones.

The sand tray forms the ground; in it one can model hills, rivers, gardens, woods, caves and" mountains; then various scenes are built up exemplifying life on a cannibal island or in a scout camp or depicting some mysterious city or land. Plasticine models of ferocious beasts may be made or animal ornaments may be used.

The technique of such imaginative modelling is too obvious for comment and yet too elaborate for any details to be given here. That sounds contradictory. Imagination and ingenuity will suggest all sorts of things.

I recommend some valuable books.

1. "Wings and the Child," by Evelyn Nesbit. (Hodder & Stoughton.)
2. "The Magic City," by Evelyn Nisbet.
3. "Floor Games," H. G. Wells.
4. "The Play Way" (Chapter. VI.) Caldwell Cook. (Heinemann.)
5. "Paper Model Making," Annie Shaw. (Sunday School Union.)
6. "The Jolly Book of Boxcraft" Beard. (Harrap.)

3. *Woodworker.* – The tools required will be hammer, pincers, saw, screwdriver, square, half-inch chisel, bradawl, oil-stone, plane and mallet. Cheap toy sets should not be bought, but small sizes can always be obtained.

A small metal plane is the best for boys, as it is easier to handle than a jack-plane – a smoothing plane would do. No special carpenter's bench is absolutely necessary, but a bench stop must be made by putting a couple of screws into the work-table.

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Fig. 17

To sharpen a chisel hold it as shown (fig. 17), move firmly and quickly forward and move lightly back, keeping the hands so steady that the bevel remains flat and doesn't curve (fig. 18). Finally turn over and rub the Bat of the chisel on the stone. Any oil may be used. I use sardine oil.

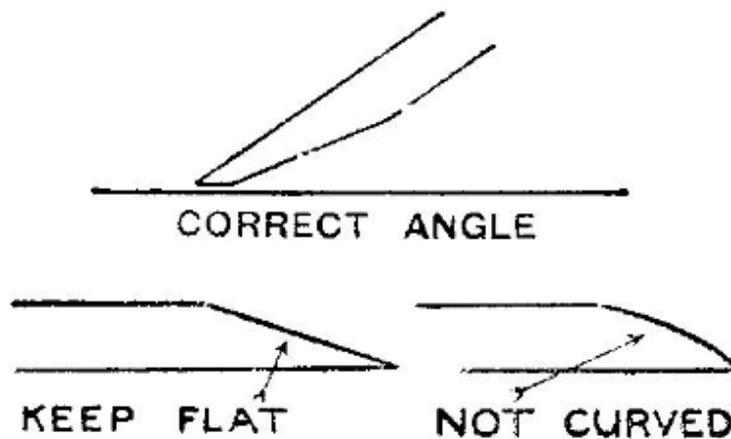
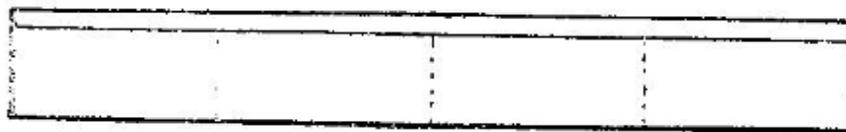


Fig. 18.

The class will begin by planing up and sawing off five pieces of wood to make a box for nails and screws.

A small piece of wood about 3 feet long, 4 inches wide and $\frac{1}{2}$ inch thick will do. Place on the bench and plane up both sides. Take the square and rule a line across, 9 inches from each end and 18 inches from each end. Cut up into four pieces and nail together with 1 inch oval brads.



NAILBOX

Fig. 19.

Measure, cut and plane pieces for the bottom and one division. Nail this on. This is simple enough but it will take you one evening. The second evening you will begin a

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small bookcase. Cut and plane two pieces 12" X 6"; one piece 18½" X 6", one piece 19" X 6". Take the first two and with the square draw a line on each 3 inches from the bottom, measure the exact thickness of the piece 18½ inches long and rule two more lines to show that thickness; this is for the housing to show its depth mark ¼ inch oft on each side. Cut very carefully along the lines to the depth of exactly ¼ inch. Then with mallet and chisel complete the grooves. This shelf is now ready. The second is to be mortised. Eight inches from the first shelf again rule two parallel lines on both sides giving the thickness of the shelf, but this time rule two short lines across, 2 inches from each side. With the mallet and chisel as shown (fig. 20) commence to cut out the mortise; when halfway through turn over and begin from the other side. In mortising make several cuts in a row before removing any wood. Finish with chisel reversed.

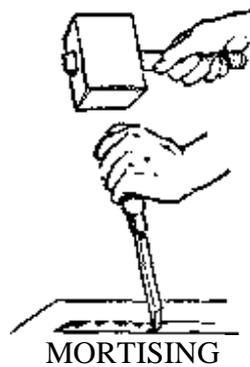


Fig. 20.

To make the tenon take the 19-inch piece and rule lines right round ½ inch from each end. Measure 2 inches from each side and mark off. Cut this out carefully with the saw. It should exactly fit in the mortise. This may now be glued or nailed together.

On the last evening a small addition may be made to bring in the halved joint. Take two pieces about 12"x2"x½". Place the one across the other and mark off on each, cut to exactly half the thickness, marking first of all to show exactly how deep to cut. Now draw a line right round as shown (fig.21), and keeping the chisel flat and tapping gently with the mallet cut out the joint. Glue and screw. Then place across the back of the bookcase, mark the corners to be cut off and the place where the two arms cross the back, make two saw cuts here and carefully chisel out, fit, glue and screw the pieces on. This will take about three evenings.

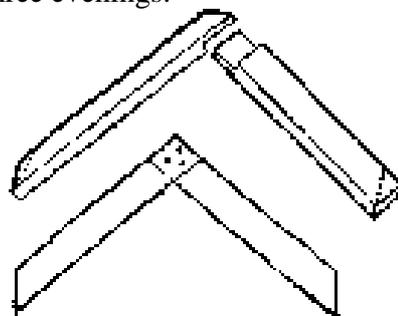


Fig. 21.

The uses of woods have to be known: –

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Pine is used for pews, cupboards, doors. It is hard and resinous.

Yellow deal for all common objects. It is soft.

White deal is a little harder and is used for table tops.

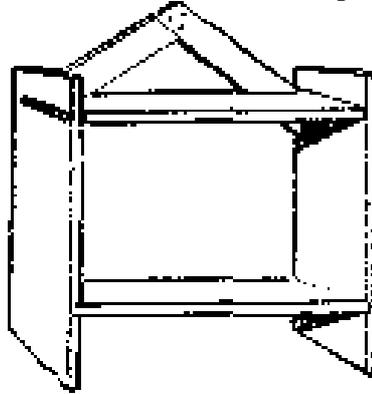


Fig. 22.

Bass or whitewood is very soft and easily worked. It stains and polishes to make good imitation mahogany.

Ash is very tough. Used by wheelwrights. Oars, ladders, cart shafts.

Oak, strong and durable. Hulls of ships, furniture, casks.

Elm is the least liable to split. It lasts in water. Boat keels, wheel spokes.

Mahogany, hard, close grained, polishes well. Furniture.

Walnut for gun stocks.

Teak, hard and strong, does not warp. Window sills, tables for chemistry, etc.

Birch is tough. Carriage builders.

Instructions in Chip Carving and Fretwork may be obtained from "Hobbies."

CHAPTER VIII. A TWO MONTH'S BADGE COURSE.

House Orderly, Collector, First Aider, Guide.

THE first two hardly need special classes though with headquarters in a house or with suitable rooms something in that line may be done. A few household articles like brushes, brasso, blacking, etc., will be needed, and *you must plan beforehand* so that you have your material and you know what each Cub is going to do. In my own pack six Cubs met in a room in a house and our work was arranged as follows.

The Cubs worked in pairs and we thus had three different things going at once – on the succeeding weeks they changed their subject. Thus in three weeks they had done everything. The three groups or subjects were —

1. Cleaning the grate, fire lighting and window cleaning.
2. Making tea and porridge (if eggs are too expensive), washing up.
3. Cleaning boots, knives and brass.

The Cubs thoroughly enjoyed this and would work for twenty minutes or half an hour with zest.

Such a class would not, of course, monopolise the evening, it would simply take its place in the programme, other sixes would be engaged in other work, say basket-

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making. You may find some kind helper who will take four or six Cubs away to her house for the last half-hour of the evening's meeting and put them through this instruction in her kitchen.

Collector. – There will be fashions in this badge. One day the rage will be for cigarette pictures, another day for military badges. If one or two bright Cubs set examples and the Cubmaster makes suggestions Cubs will respond quickly. Keep on agitating for collections for some weeks until you get it, put it down on your programme, talk about it, bring sample collections and so get the Cubs on the move.

Cigarette pictures should include at least two good, complete, instructive sets, and must be mounted and where necessary described by a short title. Military badges should be mounted on a sheet of cardboard. All collections should be brought to the meeting and good ones should be commended and passed round for inspection. The collection, if it tends itself to such treatment, may be made the subject of a short instructive yarn. This will need a little preparation, but with the actual collection for all to see and handle during the talk it is a chance not to be missed and greatly increases the value of the badge for the boys.

First Aider. – Don't on any account make this a proper first aid course, it is to be kept as simple and elementary as possible.

1. Bandaging the hand, etc. Emphasise the imperative need for keeping the cut covered as long as the skin is broken and of getting out and keeping out all dirt Germs are bound to enter an open cut, they *may* do no harm, they *may* cause serious blood-poisoning. Cleanliness is more important than *antiseptics*, cleanliness is *aseptic*. This is as important for a graze as for a cut.

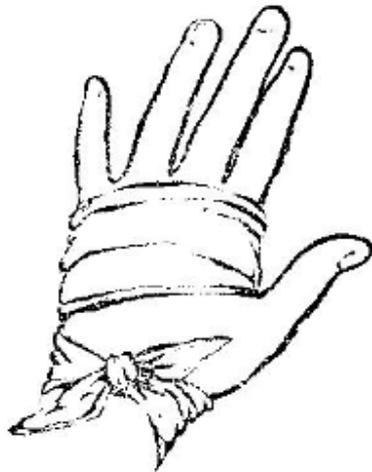


Fig. 23.

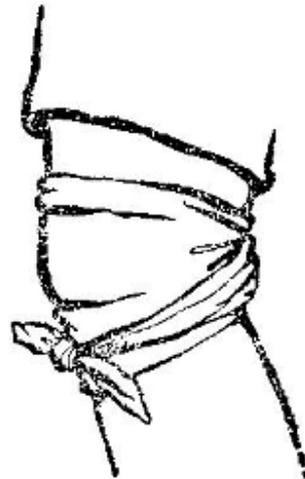


Fig. 24.

After washing the cut well in warm water and removing dirt (even if it hurts) bandage with a clean strip of cotton or linen or a clean handkerchief. A small pad of clean folded cotton may be placed on the wound.

A cut on the knee is treated with a pad and the triangular knee bandage.

The common head bandage is learnt in order to tie up a cut head, not to pass a test, therefore use a pad and see that the bandage holds the pad firmly on to the wound. A cut that can be covered by a simple bandage passing round the head should be treated in that way and not by the triangular head bandage.



Fig. 25.

The large arm sling is used for supporting an injured limb. It should be used for bad cuts in order to keep the hand up, rested and out of use. Place one end of the bandage over the shoulder of the injured limb, the rest of the bandage close against the body, point to elbow, then bring the other end up over the arm and across the opposite shoulder and tie.

Sprains. – A slight sprain you should try to walk off, but for a bad one lace up the boot or bandage tightly and pour plenty of cold water over the limb. On reaching home use hot water and finally elevate the limb, bandage firmly and rest it.

Bleeding of the Nose. – Lie on the back with a handkerchief dipped in cold water held over the top of the nose under the forehead, a wet sponge or a cold key to the back of the neck. Loosen collar.

Burns. – To extinguish burning clothing throw the person down flat and roll up tightly in the first thing handy, an overcoat, a carpet, a table cloth, a blanket.

A slight burn in which the skin is not broken is treated by applying oil or soap or by running tepid water over. If the skin is broken do not apply oil but a piece of lint dipped in boracic lotion—keep this wet by frequent renewal. If the skin is broken the real danger is exactly the same as for a cut or graze, namely, blood poisoning through the entrance of germs, *that is why air must be excluded.*



Fig. 26.

Grit in the Eye. – Fold a soft piece of paper thus and moisten the end, lift the eyelid and catch the grit in the fold. (Fig. 26.)

Choking. – Slap vigorously on the back, hold open the mouth, and pass a finger down the throat as far as possible and try to hook the obstruction back into the mouth.

Sunstroke. – This is usually *heat* stroke and has more to do with a hot, close atmosphere than the direct rays of the sun. Any headache, giddiness or semi-

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unconsciousness brought on by heat may be treated in the same way. Loosen clothing at the throat, secure a current of fresh air, lie down flat, bathe the head with cold water. Remove at once, of course, to a cool and shady place.

Guide. – As the drawing of careful maps is beyond Cubs it is much better to know by paying special visits than by consulting maps. Therefore make a list of places to visit and go round one Saturday.

Practice telling the way clearly and distinctly. The Cubmaster could call out boys and ask them typical questions.

Distance judging. Find out the following distances in your locality, let the Cubs learn them, work out two similar sets from the map and test the Cubs.

2 miles	1 mile	½ mile
¼ mile	200 yards	100 yards.

For example: – From the Prince of Orange to Chalk Village is 1 mile, from the Town Hall to the Clock Tower is ½ mile, Parrock St. is ¼ mile long, etc., etc.

Then having found out that Pelham Rd. is a mile long and so is the distance from Windmill Hill to the Canal, and so on, ask the Cubs to guess these distances and see if they are right.

The Cubmaster should carefully write down *all the information* required for this badge, including notes on the history of the town, then divide the matter up to cover four instructions and two outings.

1st Week	2nd Week	3rd Week	4th Week
Neighbouring towns.	Asking the way.	Important places in town.	History and Revision.
Distances.	Short Cuts.		

May I again throw out a serious warning? The fact that in this chapter I have given four badge courses must not lead you to attempt to give all this matter to your pack in a few months. If you take *one* subject and make it the only instruction given for six weeks you will do well. If during the whole year you only cover one of the subjects in this chapter you may still be on perfectly correct lines. Finally, don't on any account try to teach more than six Cubs at once. If you want to instruct twelve Cubs you *must* have two classes, which may or may not be working at the same subject.

CHAPTER IX. ENTERTAINMENTS AND CONCERTS.

As the winter programme goes on the wise Cubmaster will break the routine programme for a concert or display. This will help to maintain interest and to give a filip to the year's work. The Cubs will go back to the next period of badge work with renewed energy and enthusiasm and with a sense of freshness. If you neglect this break half way through the winter programme your meetings will get stale, attendance will fall off and the pure delight of successful Cub work will disappear.

About a month should be given to this work, four practices and the actual event. *Of course* let everything else go during this period.

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Be careful in planning the entertainment to aim at the maximum effect with the least amount of work. In your weekly training in badge work it is not appearances you are thinking about but efficiency and educational success; in a *display* it is the amusement of your audience which you must bear in mind. A display may involve months of work and reveal wonders to an expert commissioner and yet be a spectacular failure. A successful entertainment depends on ingenuity and bright ideas, often the amount of actual skill and work may be little.

A very excellent little volume of stunts has just been prepared by Headquarters and I thoroughly recommend it.

Another most admirable standby is "The Book of the School Concert," a collection of songs, dialogues, playlets, dances and recitations with hints and full instructions.

A good all round programme will include: –

Two or three good songs sung by all.

A humorous dialogue.

A dance.

A bright display of Cub work.

Cubs at play.

1. *Songs.* – Don't attempt these unless you sing every week and the songs are sung by *all*, with good tone, clear enunciation and great spirit.

2. "*Our Black Brothers*," (Book of School Concert, Vol. III.) is a good specimen.

3. *A Simple Morris Dance or Folk Dance.* – Pick the most suitable from the weekly musical games and dances. Make no mistake. If properly taught boys love dances. "Cochin China," from Scandinavian Dances, is the sort of thing I mean.

4. *Knot Tying* using clean white rope. Two boys hold a scout staff between them and three Cubs stand behind. At the word of command the Cubs do the clove hitch, two half hitches, etc. It is advisable to learn up a few extra knots for this display, such as the rolling hitch and bowline, which Cubs do not usually learn.

5. *Signalling.* – Send a short five word message across the hall to a boy at the other side. Receive a reply chalking up the letters on the blackboard. Five minutes is the maximum time for a *turn* of this description.

6. *Cubs at Play.* – Blindfold boxing, leap-frog, somersaults, or some simple novel game. A good item is a simple gymnastic display by a couple of light, agile Cubs on a stout scout pole held by two Scouts.

An Outdoor Display. – Will leave out the song and play perhaps and include more games and dancing. A fiddle is the proper thing to accompany an outdoor dance, not a piano.

The play will be replaced by a humorous incident such as "Doing Their Best for Mrs. Jenkins," or some improvised stunt showing a group of rowdy incompetent boys and then as contrast the smart disciplined Cubs.

A display will conclude with the Grand Howl.

Parents' Socials. – A good way of opening the autumn session is to invite all the parents to a social evening. A hotch potch programme can be arranged and coffee and biscuits carried round by the more reliable Cubs. Here is the programme of such a social –

How to Run Wolf Cubs

1. Parents arrive and are welcomed by officers and committee.
2. Pack sing a song.
3. A round game in which everybody joins.
4. A dance in which everybody joins.
5. Cubs do a special turn.
6. Solo.
7. Refreshments and a short talk about the work of the pack.
9. Dance.

Does this seem a little difficult and unusual? I can assure you that it is perfectly easy and immensely popular.

CHAPTER X. AN OUTDOOR BADGE COURSE.

Observer, Guide, Signaller,

As soon as possible get out of doors. If you can secure the use of a football field for your week evening work do so; write to the secretary of the club. Or find the owner of a piece of waste building land and secure that. Why not use the parks and recreation grounds more? The weekly programme must be altered when the light evenings and warmer weather come. The doctors tell us that half the value of exercise is lost if it is carried out in a stuffy atmosphere; get out of doors!

Outdoor work needs careful planning, you must be ready for rainy days. The instructors who helped you with modelling and weaving will probably need a holiday, so get hold of fresh helpers for the observer's and signaller's badges. Scouts are more help here than during the winter.

These three badges work in very nicely together. On fine days the Cubs in parties of three or four under Scouts or helpers can go leaf and flower collecting. All can meet at some field and after a jolly game or two home you go. After a week or two of this, walk out quickly to your field, *noticing flowers and leaves as you go*, then do your signalling (*see* Chapter II.), follow with games and then home. On a damp day practise jumping (*see* Chapter X.), go over all the points for the guide's badge and if it is only damp send out little exploring parties. Finish up with games (Guide's Course Chap. VII., Signaller's Chap. III.)

Observer.

Trees. – The best book is Gale & Polden's "Woodcraft" (6d.) While a collection is not insisted on for the test there is no reason why the older Cubs should not make a collection of leaves. It will do for their collector's badge too.

Flowers. – "Wild Flowers and How to Name Them at a Glance" (1s. cloth) gives all the flowers you will want to know. "Name this Flower," by Bonnier (Dent), is the best book for tracking flowers down. Step's "Wayside and Woodland Blossoms" is very well known.

There are fifteen kinds of edible fungi and very few poisonous ones, but it doesn't do to take risks. The poisonous fungi have gills which are white or yellow, a ring in the stalk, a cup at the base, and white spores.

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You can find the colour of the spores by placing a broken off fungi head on a sheet of grey paper and leaving it for some hours, excluding draught.

The chief edible fungi are the common mushroom which has pink or brown gills, brown spores and a solid stem, it peels easily; the puff-ball before it puffs; the inky coprinus – a pretty little black gilled fungi growing on manure.

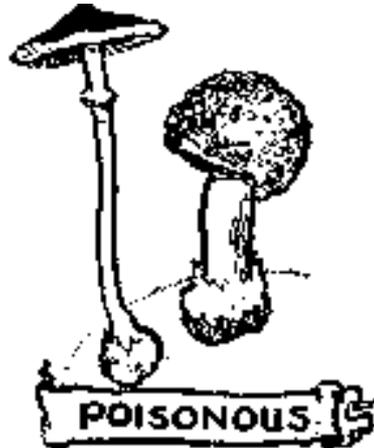


Fig. 27.



Fig. 28.

The oyster-like fungi are also harmless.

Poisonous Berries and Plants are Nightshade, Monkshood, Belladonna, Bryony, Celandine, Foxglove, Henbane, Poppy. (See pages 31, 32.)





Poison.



Tracking. – If this is not planned it won't be done. It is a Saturday afternoon occupation. Tracking irons are not necessary and are rather a nuisance. The route must be gone over beforehand and certain chalk or other marks made, pieces of paper may be stuck on bushes or fences, wool tied on to things; a part of the route may lie simply described in writing with a compass direction or two included. It gives the game some life to bring some treasure at the end: a bottle of ginger beer or some chocolate.

Kim's Game. – Should be played frequently and with variations. Get the Cubs to describe the route between home and club-room, mentioning shops, trees and names of streets. Various "Observation" games are mentioned in the books recommended on page 15.

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A very wise Cubmaster will find other things worthy of observation, colours and textures, shapes ugly and beautiful, clothes, sunsets, pictures, sounds, music. But that is another story.

CHAPTER XI. OUTDOOR SPORTS.

Athletes, Swimmers, and Team Players.

MAY I begin this chapter with a lecture on physiology? The small boy is a different animal from the big boy and must be treated differently, his heart is small and his arteries wide in proportion to his size, hence circulation is very rapid and easy (the heart beats 90 times a minute normally, whereas 70 is usual with adults). As a consequence the small boy can rush violently about without undue fatigue since the rapidly circulating blood keeps the muscles fresh. For the same reason feats of endurance or any prolonged exacting strain are utterly wrong, as the heart is not large enough or strong enough.

Moral. – Avoid long, exhausting runs, but go in strongly for as much violent rushing about, jumping, climbing and scrambling as you like. Speaking from a medical point of view open air games bringing into play every muscle, causing deep breathing and rapid circulation, and gripping the whole interest and attention of the boy, are infinitely superior to any form of set exercise. Exercises in a club room or even out of doors when games are possible are simply folly.



It has already been suggested that every endeavour should be made to secure a field or recreation ground. Games could be played here as part of the week night meeting or on Saturday afternoons. Many of the games already suggested may be played and in addition the ordinary playground games involving plenty of running. Rounders, captain ball, catch, relieve, French and English, puddocks.

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Athletes. – This admirable badge provides several weeks' special work. A note-book should be used and every boy's record taken each week for whatever sports you go in for. The following week he tries to beat his own record and these of the other hoys. This gives even the worst jumper an incentive, for as soon as he reaches a certain standard he qualifies for one part of the badge. In a large pack it will be wise to divide into two sections at once, good and less good jumpers, for instance.

In addition to the subjects set in the rules you may try standing high jump, standing long jump, throwing the javelin (a bamboo tipped with a piece of iron pipe) and any other feats you can think of.

It will be found that sufficient interest is taken in this to allow everything else to be dropped. It makes a welcome change.

Team Players. – Since Cubs are too young to have the team spirit property developed it is not easy to get regular teams and matches. But occasionally a smart Cub will get into the scout team, or it will be possible to arrange a few properly organised games with other packs. It should be specially noted that the game need not be football or cricket and if the team remains the same the game may change. Rounders and captain ball may be the game or some of the games.

Swimmers. – It is very important to teach the *Cubs* the beginning of swimming; it saves a lot of time when they join the scouts and brings the first class badge within reach. I will give some detailed hints.

1. The instructor should first teach the stroke on dry land. The usual school swimming drill is good enough for a start, but *only* for a start. Before going down to the baths, get each Cub singly and put him over a piano stool – holding him to prevent over balancing – then make him do the combined stroke. It's difficult, I know, but it will save you a lot of shivering in the shallow end.

2. On going down to the baths *you must go in with the Cubs*. The first time let them get used to the water and splash about. Hold them, encourage them, give them confidence and don't do anything idiotic like ducking them.

3. The first lesson is in the arm stroke. The boy should either walk into the water until his shoulders are under or else crouch and then do a steady 1, 2, 3, arm stroke (fingers together).

4. Then the leg stroke. Let the boy hold the rail of the baths, place your hand under his body and float him up, then let him try. If he fails you must get hold of his feet and work them for him. Remember that the third movement is to bring the legs together while straight (fig. 29) – this is where most boys go wrong.

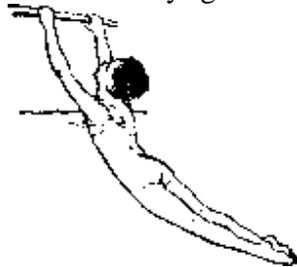


Fig. 29.

5. Now practise both together, placing the right hand or arm right underneath the boy's body and the left hand under the chin. As the boy progresses remove the hand from underneath the body.

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6. The last stage is on the rope or lifebuoy. In my own experience the boys learnt quickest when we used lifebuoys and lifebelts; with the aid of these the boys gained confidence and got sure of their stroke.

Summer camp is the place to learn swimming – where you can bathe twice a day at least.

It is so rare for little boys to learn to swim that I am of the opinion that the further qualifications for this badge are too difficult for the average Cub.

CHAPTER XII. THE WOLF CUB IN CAMP.

THE Wolf Cub is quite at home in camp; don't run away with the idea that it is a desperate and risky thing to take little boys to camp. Remember that the London County Council send the delicate and weak-chested children to permanent open air camp-schools, where they sleep under canvas and live out of doors for months. Camping is not a strain on the health, it is health giving.

But a Wolf Cub's camp can be spoiled by bad management and inadequate training.

1. Take the Cubs a few at a time for one-night camps to break them in.
2. You must get their cooking done for them.
3. Have a careful programme with plenty of games.

1. Choose a fine week in the holidays, take half a dozen or fewer boys and a tent, carefully arrange your site beforehand and in a leisurely way pitch camp – cook meals – go to bed and come home the next day. Do everything deliberately and as a sort of demonstration, explaining what you do to the Cubs. *Be* very careful to put each one to bed separately, seeing he has a pillow (haversack stuffed with leaves or something) and that he is rolled up securely and warmly in his blanket. Cubs sleep better than Scouts on their first night in camp. On the second occasion let the boys do a little themselves. Show them how to collect sticks and lay a fire and make a little arrangement for suspending a billy. Don't think that camping is easy, or that it can be done without careful preparation and a perfectly clear cut plan of each thing you and the boys are going to do. This preliminary camping training is fully described in "How to Run a Scout Camp."

2. When it comes to the summer camps you will need a couple of Scouts to assist you. Full instructions will be found in the above book. Get the Scouts, however, to do the cooking, letting a couple of Wolf Cubs lend a hand. The Cubs can well boil the billies for tea and it is good discipline to insist on them collecting their quota of fuel before joining in games. Cubs will wash up their own utensils and clean out the billies. Insist on cleanliness and order in all camp routine, especially in the folding of blankets and in keeping the tents tidy. Make a good beginning and establish early good camping habits which the boys will keep up right through their scouting.

3. Make the rest of the time a holiday, with a fresh stunt for every occasion, Red Indian games of a simple character, Stalking the Scoutmaster, Buried Treasure

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at the end of a trail (of wool tied on trees), these and plenty of freedom for rushing about is what will make camping a success.

A fire-lighting competition may be held and with experienced Cubs each pair may try to boil a billy of water – the one to succeed first wins.

Cubs sleep well. Nearly all my Wolf Cub camps have been during the war and at least four of them have been enlivened by air raids of the worst type, but most of the Cubs slept right through the bombardment and none were frightened.

A very tiny and much looked-after Cub may be a trifle home-sick; camps in any case should not last longer than the inside of a week, but the bigger boys will be very independent and quite at home.

I aim at making my boys campers before they join the Scouts.

It raises the standard of troop work if you start well ahead in this way. A good Cub of 11 or 12 will have camped for at least two seasons, will be able to swim, knot, signal, light fires, gather wood and will in addition have learnt to take his place in the ordered life of a community.

The experience of many Cub workers is that it is not wise for Cubs to camp unless there is a barn or other building fairly near in case of bad weather.

CHAPTER XIII. HOW TO TELL STORIES TO CUBS.

So many Cubmasters say “Oh, I’m no good at telling stories,” of course, they have *never* tried, or perhaps they think that story telling is purely a gift and needs no learning as an art. If you can talk you can tell a story, if you can tell a friend what you did for your summer holiday you can tell a pack of Wolf Cubs what Jack did when he climbed the Beanstalk. You may have gifts, but they will only add to your powers in having a humorous way of putting things, or a knack for word painting, – valuable extras. But the chief thing to realise is that story-telling can be wonderfully improved with a little care. Many people can draw a little, or play the piano a little, or sing a little; but a few good lessons from a master will improve their powers marvellously. So it is with storytelling; if you don’t know how to do it, *learn*, it’s as easy as learning the typewriter.

There are three or four admirable books on the subject which have the added merit of containing lists of good stories and where to find them, I especially recommend –

“How to Tell Stories,” S. Cone Bryant. (Harrap.)

“Stories and Story Telling,” E. P. St. John. (S.S.U., 57 Ludgate Hill.)

I will give just a few hints.

1. *Preparation.* – No story can be told without preparation unless you are a genius. Don’t risk it, you may not be after all. Act on the assumption that you are no more than just clever, or just ordinary (if you are very humble). Your preparation will begin with a *most careful* reading of the story. You must follow it bit by bit and see exactly how one point is linked on to the next. If you do that you will never forget it. The person who can’t remember a story is the person who never read it carefully.

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After reading it, close the book and go through it in your mind, picturing it as vividly as you can, *seeing it* pass before you. Now you are ready.

2. *Telling the Story.* – Tell the story in your own words, building on the succession of ideas as a framework. Remake your pictures, seeing it all as you tell, so that you are describing a sort of cinematograph film being shown inside your head. Make your picture complete by throwing in little descriptions of people, scenes, noises, voices, rooms. Let yourself go and look at the children. Use your hands and arms.

Adapting Stories. – Very often the written story is too long or contains uninteresting matter and you must adapt it. Cut out minor incidents that don't interfere with the main line of thought. Make very certain of your new route or like many short cuts it will only lose you.

The Climax in Stories. – All good stories rise to a climax, and in telling, adapting or making up stories, let everything work steadily up to this climax. *Do not go on with the story after reaching the climax.* In a few short sentences wind up the performance. Here is a good comic example.

“Need we say more? Yes, only this. The Earl was killed in the hunting field a few days after. The Countess was struck by lightning. The two children fell down a well. Thus the happiness of Gertrude and Ronald was complete.”

There is no objection to reading stories; indeed some like Kipling's “Just So Stories” are better read. Read slowly and expressively and secure absolute silence and attention.

Where to Find Stories. – There are thousands of good stories. Harraps, Wells Gardner & Darton and other firms publish quantities of good stuff. Write for their catalogues.

I also very cordially recommend “A Child's Bookshelf,” a very up-to-date little book giving full particulars of all the best children's books. I will give half a dozen collections to begin with.

“Potted Stories,” V, Barclay. (Brown, Son & Ferguson)

“Mother Stories,” Lindsay. (Teachers & Taught, 4 Fleet Lane, Farringdon Street, London)

“Fairy Gold.” Everyman's Library (Dent).

“The Reign of King Oberon,” “ “

“The Reign of King Herla.” “ “

“Stories to Tell to Children,” Bryant. (Harrap.)

“The Knights of King Arthur,” MacLeod. (Wells Gardner.)

“Stones to Tell and How to Tell Them,” Clark. (Univ. of London Press.)

CHAPTER XIV. SONGS FOR CUBS.

The Cub's Jazz Band.

CUBS love singing. But you won't work up any real enthusiasm or interest unless you choose good songs. Don't teach singing in a school-mastery way, be jolly {not affected but really jolly}, be enthusiastic. My boys hate singing in school, they *love* it in the pack and in the troop. I have written so much on this subject elsewhere that I think I

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must recommend you to write to Evans Brothers, Montague House, Russell Square, for Vol. III. Nos. 6 and 9 of "Youth and Music," in which I explain how to organise sing-songs and choose songs and run a Jazz Band.

We hold our sing-song every Saturday evening. We have established an excellent tradition of bringing our tea to Headquarters every Saturday, so that the tea and sing-song are now an established institution. One of the great things to aim at in Cub work is the building tip of institutions and traditions. Let camp, the annual concert, the week night meeting and the Saturday sing-song become *habits* and it will be as difficult to break them as to build them up.

Novello's, Curwen's, Arnold's, Evans's and the Year Book Press are music publishers who can be relied upon absolutely; they all publish quantities of good children's music, often carefully graded for age.

I give a list of songs eminently suitable for Cubs.

"Simple Simon," Fellowship Song Book (Dent). Curwen.

"All Among' the Barley" "

"Ben Backstay." "

"The Mermaid," "

"Polly Wolly Doodle" "

"Neptune's Empire" Hubert Parry, Edward Arnold.

"The Clucking Hen," Lloyd,

"Mr. Nobody," Walter,

"Alow and Aloft." Rathbone,

"The Dandelion." Nicholson,

"The Little Boy and the Stars," Silver, Year Book Press.

"You'll Get There," Parry,

"The Star Fish," Dunhill

"The Frog and the Crab," Ireland,

"If a Pig wore a Wig," Parratt,

"English Folk Song's," Novello

"Folk Songs for Use in Schools" (6 sets), Novello.

"English folk Songs for Schools." Curwen.

"Wolf Cub Song Book." (Boy Scouts Association.)

CHAPTER XV. ORGANISATION.

ENOUGH has been said on the planning of programmes, but I earnestly recommend Cubmasters to use a well bound note-book that can be slipped in the pocket and in this note-book to keep a list of their boys with a few notes about their homes, their school, health, hobbies and families. Here also will be lists of books, games, songs and a page for "Suggestions." One's own criticisms should be put down too, frankly and deliberately.

This book will contain the quarter's programme and the daily programme. A carefully kept notebook will be found invaluable.

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The secretarial work should where possible be carried out by a special officer. The Cubmaster who is immersed in subscription collecting and roll marking is wasting his time.

I see no particular value in elaborate records of badges passed. Nor do I record attendances. I record absences and go at once to see why the culprit is away and enter up the reason in my note-book.

You should have a treasurer who keeps a proper cash account, entering up subscriptions in a separate book and transferring the amount to the cash book monthly. The treasurer can also act as quartermaster and keep a list of equipment, carefully marking what belongs to the pack and what to the Cubmaster.

Some packs get parents to sign an enrolment form, it is a good excuse for a first visit to the Cub's home, other notices, some of them requiring explanations, will furnish further opportunities.

Changes of meetings should be notified by separate notices to the Cubs. Use carbon papers. Accurate and regular despatch of individual notices for every unusual meeting is one of the marks of a well organised pack.

A pack library will be appreciated. My Cubs read a great deal. The books *must* be strongly bound. Fifty books make up a good library. The method of issue is simple. I give a sample series of entries.

Name	Book	Issued	by	Retd.	To
J. Beattie	"Jungle Book"	21/6/19	S.R.	2/7/19	S.R.
H. Foukes	"Alice in Wonderland"	23/6/19	J.L.	3/7/19	S.R.

Any pack officer can issue or receive back, but only at stated times.

If you read a portion of some book in the library there will be a rush for it. So to get your library known and read give frequent extracts from the books and tackle every book in turn.

A PACK LIBRARY.

Miss Barclay's Cub Stories.

"The Story Hour," Kate, Douglas Wiggin (Gay & Hancock, 2/6.)

"Stories of Robin Hood." (Harrap, 1/6.)

"The Story of Ronald." (Harrap, 1/6.)

"The Arabian Nights" (Fairy Tales). Everyman's Library.

"Uncle Remus." (Routledge, 1/-.)

"Just So Stories," Kipling. (MacMillan.)

"Mother Stories," Lindsay. (Harrap.)

(And the books mentioned on page 38.)

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A CUBMASTER'S BOOKSHELF.

- "Cubbing," Barclay.
- "Character Training in the Wolf Cub Pack," Barclay.
- "St. George," Child's Library of the Saints (Mowbray, 2d.)
- "Wild Flowers and How to Name Them at a Glance" (Holden & Herdingham, Adelphi).
- "Wayside and Woodland Blossoms," Step (Warne, 2 vols, 6/- each).
- "Woodcraft" (Gale & Polden, 1/-).
- "My System for Children," Mailer.
- "Three Hundred Games and Pastimes" (Chatto & Windus, 6/-).
- "Home-made Toys for Girls and Boys" (Werner Laurie, 1/6).
- "Games Worth Playing," MacCuaig. (Longmans)
- "Medburn Musical Drill" (Curwen).
- "Swedish Drill Teacher" (Curwen).
- "Swedish Recreative Exercises" (McDougall's).
- "Old English Singing Games" (Curwen).
- "Weldon's Netting," No. 221, Vol. 19.
- "Art Crafts for Beginners" (Hutchinson).
- "Useful Cane Work" (Cox, New Oxford Street).
- "Wings and the Child," Nesbit (Hodder & Stoughton.)
- "Paper Model Malting," Shaw (S.S.U.).
- "Swimming" (Boy Scouts Association).
- "How to Run a Scout Camp," Lewis (Brown).
(Stories – see pages 87-88.)
(Songs – see page 90.)

The wise Cubmaster will also send off a few postcards and collect a supply of catalogues and literature from the following firms and associations;

Harrap's, 3 Portsmouth Street, Kingsway, London, for their complete catalogue of Children's Books.

Curwen's, Berners Street, London, for their illustrated catalogue of Children's Games, Songs, Dances,

Novello's, Wardour Street, London, for their catalogue for Folk Songs and Dances.

Evans', Russell Square, London, for their catalogue for Music and Games for Children and a specimen copy of "Music and Youth."

English Folk Dance Society, 7 Sicilian House, Sicilian Avenue, Southampton Row, London.

Educational Handwork Association. Mr. Osborne. 25 St. Ives Grove, Armley, Leeds.