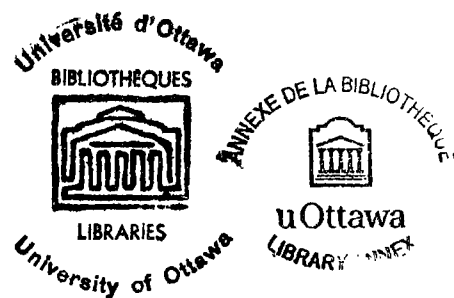


CUBBING METHODS AND ACTIVITIES IN GROUP THERAPY

by Jean-Marie Beniskos

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of the University of Ottawa through the  
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## CURRICULUM STUDIORUM

Jean-Marie Beniskos, born in Ottawa, Canada, on January 8, 1929. Obtained B.A. degree from the University of Ottawa in 1952.

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## INTRODUCTION

Baden-Powell started in 1917 the Cubbing Movement which has spread to the four corners of the earth. In Canada alone in 1954, the Cubs numbered ninety-eight thousand five hundred, and these are but a fraction of the total Scouting Movement of which they are the "juniors".

In the same year, Baden-Powell gave the Cubs their "Bible", the Wolf Cub's Handbook; yet, today, almost forty years later, it is difficult, if not impossible, to find any psychological studies of the Founder's ideas concerning the eight to twelve year old.

Moreover, the Scouting Movement founded with "normal" Cubs, Scouts, and Rovers, was sooner or later to extend itself to the handicapped and deficient. As a matter of fact, as far back as 1927, we find a report concerning this "Scouting by Extension". In 1936 there were more than thirty-five thousand boys in this Branch. And yet today where can we find anything concerning the reeducative process of Scouting by Extension?

How do Baden-Powell's ideas compare with the opinions of the authorities in the field of developmental Psychology, particularly in the eight to twelve group, the Cubbing group? and furthermore, in this age group, how can the Cubbing principles and activities be integrated into a process of re-education designated as "group therapy"?

Answering these questions should (1) furnish an appraisal of the psychological value of the Cubbing Movement, and (2) point out the therapeutic value of certain elements of this Cubbing Movement.

A word about the origins, elements and applications of the Cubbing Movement will precede a discussion of Baden-Powell's ideas. Thereupon, his psychology of the eight to twelve will be studied in the perspective of the Developmentalists.

To test both the psychology and pedagogy of Baden-Powell, a form of group therapy was organized in a way that included several elements of the Cubbing Movement. This group therapy will be described first of all, and then illustrated with six case studies.

This is the first step in a series of possible research projects, a step that no one, apparently, seems to have made.

## CHAPTER I

### THE CUBBING MOVEMENT

To arrive at a clear conception of the Cub Movement it is necessary to look into its historical development, its elements, and its actual as well as possible applications.

#### 1. Historical Development of the Movement.

In 1955 the Scouts celebrated their forty-eighth anniversary. This event was marked by the Eighth World Jamboree which was held at Niagara-on-the-Lake. This focussed the attention of the world on the great foundation of the late Baden-Powell. Many things happened to Scouting in those forty-eight years, chief of which was their expansion from the age group twelve-to-sixteen to two other age groups: the eight-to-twelve, the Cubs, and the sixteen-on, the Rovers. Both of these two groups developed within a few years of each other, the Cubs in 1917<sup>1</sup>, and the Rovers in 1922<sup>2</sup>.

Two events in 1917 stand out as the key steps in giving official recognition to the Cub Movement; on the one hand, the Wolf Cubs made their first public appearance in

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1 Gilgraft, Wolf Cubs, London, Pearson, 1928, p. 21.

2 Baden-Powell, Rovering to Success, London, Herbert Jenkins, 1922, 247 p.

Caxton Hall, Westminster, in that year, and on the other hand, it was during that same year that Baden-Powell published the definite issue of the Wolf Cub's Handbook.

Those two events marked the culminating point of several years of preparation. At least as far back as 1914, many boys, younger than the age required for membership in a Scout Troup, clamored for acceptance as Scouts in training. The Founder could not much longer close his Movement to these younger boys; was he not denying the educational possibilities of his Scouting to this age group? who could deny that his methods of teaching could be rendered applicable to nine and ten year olds?

Early in 1914, in January as a matter of fact, he had his first outline of the "Branch" ready for experimentation, and by June of the same year he could publish the first issue of the Wolf Cub Pamphlet and Promise. This scheme was immediately put into effect in various locals of England, so much so that in 1916 he could hold a Conference of Cubmasters.

At this Conference of Cubmasters, Baden-Powell presented the Branch with its present form, and thereby set the structure for the formation of the Cub Department. It was then but a step to the official recognition mentioned earlier.

Three years later, at the Jamboree of 1920, the Cubs had found their place in the total Movement<sup>3</sup>, and could then begin to grow in numbers and reputation.

Meanwhile another new group, the Rovers, had joined forces, and swelled the growing Movement all the more. Soon the three groups would leave England to prosper on the Continent and even to spread to the rest of the world.

By 1955 the three branches of the Scouting Movement were found in over sixty countries<sup>4</sup>, and numbered about six million boys<sup>5</sup>. In 1954, Canada accounted for 158,900 of these, amongst which 98,500 were Cubs, 57,400 were Scouts and 3,000 were Rovers.<sup>6</sup>

## 2. Elements of Cubbing.

In order to gain insight into the Cubbing Movement one must, as with all movements, know its definition, its methods and its aims. Nevertheless, before undertaking a presentation of these, the pressures that led Baden-Powell to originate this "Branch" must first be studied.

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3 Gilgraft, Wolf Cubs, London, Pearson, 1928, p. 19-22.

4 -----, Tenderpad to Second Star, Ottawa, the Canadian General Council of the Boy Scouts Association, 1953, p. 6.

5 David Macdonald, Why the Boy Scouts Survived? in Macleans, Vol. 68, No. 17, issue of August 20, 1955, p. 10.

6 Idem, Ibidem, p. 10.

Every great man is driven by a desire to accomplish some major goal. For some this goal does not fit into the spirit of the times, whereas for others it not only fulfills one of the major needs of the times, but moreover it gains full public support. Baden-Powell was of the latter group.

Studying the events and innovations of his life it can be readily claimed that his goal was to establish a Movement which, based on sound pedagogical principles, would foster the true education of all children and adolescents.

At the time when Baden-Powell was under the impact of this idea, England was faced with several grave problems, chief of which was juvenile delinquency. Thus the stage is set: on the one hand, a man who dedicates his life to helping youth, and on the other, youth desperately in need of this help.

By 1907 Baden-Powell had already offered a solution to part of the problem, he had given England scouting an educative aid for its twelve to sixteen age group. Still he could not stop at this point, in order to remain faithful to his goal the Movement had to be extended to all age groups. His second step in the realization of his goal then took place; in 1917 he founded Cubbing, thus extending the Movement to include the eight to twelve age group.

Cubbing was the offspring of sound and clear thinking; it could not be presented as a mere idea, but rather as a definite and complete method of education.

As a consequence of this, the definition, the aims and the methods of Cubbing were clearly conceived and presented. In defining Cubbing, Baden-Powell stressed activity as one of the principal agents of education; in his formula of the definition of Cubbing we read: "Cubbing is character through practice not merely by precepts"<sup>7</sup>. This is not a mere generalization, it is substantiated by a program of specific activities; hence the method could best be presented in the following manner: "Our method of training is to educate from within rather than instruct from without; to offer games and activities which, while being attractive to the small boy will seriously educate him morally, mentally and physically"<sup>8</sup>.

It must not be forgotten that Cubbing was an answer to the needs of both Baden-Powell and society; namely to educate the boys and to develop good citizens. Thus the aims are twofold: for the individual Cubbing begins what scouting completes, namely "physical health and character"<sup>9</sup>; and for

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<sup>7</sup> Baden-Powell, The Wolf Cub's Handbook, London, Pearson, 1916, p. 228.

<sup>8</sup> Idem, Ibid., see ref. 7, p. 227.

<sup>9</sup> Idem, Ibid., see ref. 7, p. 160.

society, Cubbing as well as Scouting can foster the "improvement of the future citizens of the Empire"<sup>10</sup>

### 3. Applications of the Movement.

It remains an historical fact that Scouting, because of its program of activities, exerted its greatest appeal and enlisted its first members among the normal and healthy boys. Nevertheless, Baden-Powell's writings on the three branches of his Movement, as well as his aims in founding these, gave no grounds for exclusiveness in the selection of members for any of the branches.

Scout Leaders were well aware of his ideas on this matter, and like him they were pressed by the desire of rendering access to the Movement available to all boys. Faced with the needs of the physically handicapped, they soon decided to include these children also in the Movement.

The first attempts at such an application were done in England during the year 1927. In the minds of many a question arose: is this true Scouting? Their question did not go unanswered, nor did any of their disputes gain ground, for in that same year Baden-Powell officially recognized this application as an authentic realization of Scouting<sup>11</sup>.

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<sup>10</sup> Baden-Powell, Ibid., see ref. 7, p. 225.

<sup>11</sup> Collections Scout de France, Scoutisme au pays des malades, Issoudun, Laboureur, 1946, p. 21.

It was then clear that Scouting could extend to all boys. Thus was born "Scouting by Extension", which applies Scouting methods to other than normal boys.

Nevertheless Scout Leaders remained cautious; fearful of weakening the Movement by a too rapid and varied program of extension, they unofficially limited membership to normal, physically handicapped and deficient children. Still Scouting by Extension grew, and soon the three branches of Scouting were actively engaged in this area.

A report presented in 1946 recorded that Scouting by Extension included the following: children who suffer from blindness, deafness, mutism, tuberculosis, mental deficiency, leprosy, heart diseases, as well as crippled children. Such groups were found in England, Canada, France, Holland, Portugal, the Scandinavian countries, and Asia. As far back as 1946 they included from thirty to thirty five thousand children.<sup>12</sup>

Such success could only lead to a search for further applications of the Movement. Many enthusiast leaders, in their own groups or through their writings, called for further extension of Scouting. In 1946, Jean Jousselin, Secrétaire du Scoutisme Français, in an article on Scouting and Reeducation, went so far as to say that, since the problem of delinquency

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12 Collections Scout de France, Ibid., p. 21-22.

is one of maladjustment to the present society, the delinquent needs a society suited to him, and that such a society is just what Scouting can offer<sup>13</sup>.

Today, the official policy of the Leaders of the Movement, regarding further extensions, is to maintain a cautious attitude. They do not deny that further possibilities of extension exist, nor are they unwilling to accept verbal reports of successes achieved with other than normal or handicapped children; still they support and recognize further applications only if they are done within the framework of a normal Cub Pack or Scout Troop.

In 1950 Mr. Fred Hurl, Imperial Scout Headquarters, London, and John A. Stiles of the Canadian Boy Scout Association only favored the acceptance of "less chance" and delinquent boys into the Movement if this was done within the framework of a normal Pack or Troop<sup>14</sup>.

This hesitancy of the officials is easy to understand when one realizes that little, if any, serious study has been made of the psychology underlying the whole Scout Movement.

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<sup>13</sup> Jean Jouselin, Le Scoutisme et la rééducation, in Les problèmes de l'enfance délinquante, Paris, Editions Familiales de France, 1946, p. 148.

<sup>14</sup> John Stiles, Scouting for the Less Chance Boy, A Study and Report, Ottawa, Canadian Headquarters Boy Scout Association, 1950, p. 21-22.

Each of these age groups described by the Founder could be appraised in the light of Developmental Psychology. An attempt to analyze the Cub Movement for the **eight** to **twelve** group would be a first step in that direction.

## CHAPTER II

### THE PSYCHOLOGY BEHIND THE MOVEMENT

Other than de Paillerets' short article<sup>1</sup> of Cubbing from a psychological point of view on reported analyses were found. Many works<sup>2,3,4</sup>, products of empirical observation, show good insight into the boy's make-up but do not verify or support their findings by recourse to psychological writings. Moreover, direct reference to Baden-Powell's description of the boy is seldom given.

Other writings<sup>5,6,7</sup> attempted to substantiate their inferences and statements by recurring to psychology, but they treated of Scouting as a whole and render the task of deciphering what pertains to Cubbing almost impossible.

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1 M. de Paillerets, Les garçons et le Scoutisme, Paris, Laboureur, 1944, p. 5-28.

2 Vera Barclay, Le Louvetisme et la formation du caractère, traduit de l'anglais par Jacques Sévin, Paris, Spes, 1927, 117 p.

3 Gilgraft, How to Run a Pack, London, Pearson, 1945, 111 p.

4 -----, Wolf Cubs, London, Pearson, 1928, 127 p.

5 Pierre Bovet, Le génie de Baden-Powell, Paris, Delachaux et Niestlé, 1934, 56 p.

6 Bernard Thorel, Le Scoutisme de Lord Baden-Powell, méthode et vie, Paris, Spes, 1935, 294 p.

7 Extrait de la Presse Dominicaine, Le vrai visage du Scoutisme, Montréal, 1938, 159 p.

M. de Paillerets<sup>8</sup>, in his work Les garçons et le Scoutisme, devoted twenty eight pages to proving that Cubbing methods are genetically sound. The work is divided into two parts, the first describes the psychology of the boy, and the other links Cubbing methods to Genetic Psychology.

In Part One he described the age group as a definite stage characterized by self-consciousness, objective interests, and logical thought linked to concrete situations and then he brought out the boy's need to identify with figures outside of the home set, and to acquire sound moral principles through examples rather than abstract principles.

In Part Two, he shows Cubbing to be in accord with the needs of the boy. Cubbing accepts this age group as a definite genetic stage and widens the child's social environment; furthermore it does this in a positive and imaginative manner compatible with his age. Cubbing also teaches morality through acts rather than principles and gives the boy ideals for identification.

If de Paillerets had furnished a few more references and if he had taken Baden-Powell's statements more often into consideration, this would be about the only psychological appraisal of Cubbing.

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<sup>8</sup> de Paillerets, Ibid., see ref. 1.

In the absence of such works it would seem appropriate to take up the "Bible of Cubbing", the Wolf Cub's Handbook, and study it in the light of Developmental Psychology; such a study requires that a method of procedure be found and that authorities in Developmental Psychology be chosen.

The method.- To study any movement one must first distinguish and choose between two objectives; will the aim be to study the movement as a whole? or will we assess the principles underlying the movement?

The lack of reported research on either the Cub Programme or the psychology of Cubbing would seem to eliminate the possibility of any such choice. One cannot assess the whole movement before the psychological and pedagogical principles underlying and determining the Cub Programme be appraised for their psychological value.

Now, these principles will not be found in bold letters in the writings of Baden-Powell, nor will they be elaborately discussed in any of his writings. Baden-Powell devotes only thirteen pages to such a presentation<sup>9</sup>; his statements are the products of empirical observation rather than those of any school of psychology or pedagogy; and finally his words

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<sup>9</sup> Baden-Powell, The Wolf Cub's Handbook, London, Pearson, 1916, p. 225-238.

are not intended to be a study of the psychology of the age group but rather they are given "... as hints intended to be suggestive or helpful to beginners"<sup>10</sup>. Consequently to impose a scheme upon his statements, or to ally him to any school of psychology would do violence to his thinking.

In order to minimize the possibilities of distorting Baden-Powell's ideas, the inferences drawn from the general organizational policies of Cubbing, from Baden-Powell's statements concerning the characteristics of the age group, and from the teaching methods which he advocates will be deemed objective enough to furnish an evaluation of his conception of the age group.

The method of study will make use of the question and answer technique. Six questions will ask (1) whether the eight to twelve is a definite genetic stage, (2) whether segregation of the sexes is normal for this age, (3) what form of group life is characteristic of this age, (4) what are the interests of this group, (5) through what medium does learning take place, (6) how is the acquisition of socially acceptable behaviour best fostered. Baden-Powell's ideas on the problem will be furnished by a statement of his or they will be drawn through inference from his writings. Once the

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<sup>10</sup> Baden-Powell, Ibid., p. 225.

Founder's ideas are known, the findings of authorities in Developmental Psychology will be studied and compared with his, and occasionally presented as an elaboration of his terse comments.

The authorities.- The selection of authorities necessary to an appraisal of Baden-Powell's conception of the eight to twelve was done with the aid of two main criteria. The first of these was whether the theories of the chosen authorities were compatible with the lines of thinking held at the Child Guidance Centre, where the research was undertaken, and the second was whether the authorities would advocate two of the possible uses of applied psychology, namely the preventive or educative and the curative or reeducative.

The authorities chosen were Gemelli, Gesell, Montessori, Piaget and Slavson; Piaget as the European representative of Genetic Psychology, and Gesell as his American counterpart. Gemelli and Montessori were deemed necessary to the study not only as Developmentalists, but also because of their applications to education; moreover Gemelli reports much of the literature concerning Developmental Psychology, and he has integrated some of the tenets of the Buehlerian school. Slavson's main contribution lies in his application of developmental concepts to both education and reeducation. It is therefore in this perspective that we will propose the six key questions of this study.

## 1. Is the Eight to Twelve a Definite Genetic Stage?

On this question Baden-Powell's stand is quite clear. He admits and describes three distinct boyhood phases: the six to eight, the eight to eleven, and the eleven to fifteen. Writing of the eight to eleven he says:

The boy from eight to ten is in every way quite different from the boy of eleven to fifteen. I don't mean that the change comes with a bang in the tenth year, but the younger boy is growing relatively, in mind and body, more rapidly than the elder one, and the transition gradually comes about approximately at those ages in the average boy.<sup>11</sup>

This short statement coupled with the fact that membership in a Cub Pack is limited to the eight to twelve leads to the conclusion that the Founder recognized the age group as a definite genetic stage. His reasons for such a belief will be given later, when he will explain why group ties are loose.

Although authors in psychological and psychoanalytical schools maintain that an outright acceptance of genetic stages without due consideration given to individual, sex or cultural differences may be clinically harmful, they<sup>12,13,14</sup> are

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<sup>11</sup> Baden-Powell, Ibid., p. 228-229.

<sup>12</sup> Agostino Gemelli, Psychologie de l'enfant à l'homme, traduction de Jeanne-Marie Jaur, Paris, Elan, 1945, p. 41.

<sup>13</sup> Otto Fenichel, The Psychoanalytic Theory of Neuroses, New York, Norton, 1945, p. 63.

<sup>14</sup> S.R. Slavson, Child Psychotherapy, New York, Columbia University Press, 1952, p. 12.

nevertheless explicit in their acceptance of genetic stages, and specifically the age group which extends from approximately eight to twelve. Hence a movement whose members are in the age range of from eight to twelve would be in accordance with genetic findings.

2. Is Segregation of the Sexes a Normal Characteristic of the Age Group?

In the Wolf Cub's Handbook the Founder does not treat explicitly of this question, nevertheless since Cubbing is for boys only, we can infer that he regarded the segregation of the sexes to be a normal characteristic of the Cub age group.

Among the authorities Slavson and Gemelli agree that because the interests of the two sexes differ<sup>15,16</sup> the segregation of the sexes should be considered as a normal need of the age group. It then follows that the organization of scholastic and extra curricular activities should take this into consideration, just like Baden-Powell did in his general organizational policy of limiting Cubbing to boys.

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15 Gemelli, Ibid., p. 210.

16 Slavson, Ibid., p. 11.

3. What Form of Group Life is Characteristic of the Eight to Twelve?

In order to best answer this question, it will be divided into four sub-questions. The first will ask whether or not children of this age form groups, the second whether these group ties are strong, the third why group ties are not strong, and finally whether or not there are sub-groups.

a) Do children of this age form groups?

Although Cubbing is a group activity Baden-Powell does not attempt to justify his choice of a group movement, and he does not mention the boy's need of and search for a group. Still this choice remains a wise one and recourse to the authorities furnishes support for his selection of a group movement; Gemelli<sup>17</sup> believes that the socialization process reaches its apex at this age, and Slavson<sup>18</sup> affirms that "peer culture" is an important development in the eight year old.

Sullivan<sup>19</sup> also considers the need for peers to be the most significant change in the juvenile era, and Gesell remarks that "Eight abhors playing alone"<sup>20</sup>. Hence Cubbing as a group activity would mean to meet with their approval.

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17 Gemelli, Ibid., p. 224.

18 Slavson, Ibid., p. 29.

19 Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, New York, Norton, 1953, p. 245.

20 Arnold Gesell and Francis L. Ilg, The Child from Five to Ten, New York, Harper, p. 179.

b) Are the group ties strong?

Although the Founder recognized the boy's natural need for groups, he maintained that its importance cannot be equal to that of late puberty or adolescence. He seems to infer that the make-up of the boy requires a group with loose ties. He explains that

It has to be recognized that while the elder boy -he of scout age- is full of hero worship and eagerness to work in a gang under a good leader and in competition with other gangs, especially in chivalrous service, the younger boy, just emerging from the chrysalis of childhood, is more of an individual, feeling his feet, as it were, more self-centered...<sup>21</sup>

In the same trend of thought, Baden-Powell warns Cub Leaders that "A Sixer is not a 'Junior Patrol Leader' and should not be looked upon as capable of taking charge of or training his Six"<sup>22</sup>.

These loose ties of prepuberty groups are admitted by different authorities. For Slavson<sup>23</sup> the first group associations of latency are spontaneous and informal; consequently the group ties are loose and unorganized. Gesell's findings that "... the eight year old is only at the beginning of well coordinated and sustained group activity"<sup>24</sup> are also in accord with the Founder's empirical observations.

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21 Baden-Powell, Ibid., p. 229.

22 Idem, Ibid., p. 233.

23 Slavson, Ibid., p. 29.

24 Gesell, Ibid., p. 162.

c) Why are group ties loose?

In the following quotation, Baden-Powell lists certain normal handicaps present in the age group:

It may be taken for granted that boys of Cub age have these following propensities, namely- to lie, to be selfish, to be cruel, and to be bombastic or pharisaical; but it must be at once recognized that these attributes are not born of malicious design, they are rather the natural outcome of the peculiar attitude of mind at that age.<sup>25</sup>

His explanation for these handicaps offers an interpretation of why group ties are loose. Baden-Powell states:

... the younger boy, ... is more of an individual, feeling his feet, as it were, more self-centered, for the first time finding himself able to do things, anxious to do things himself and to make things, and the moment he achieves a step of any kind he is prone to 'show off'. He is only just out of the age of toys, and is still very much in the land of make-believe. He is eager to have, but not to give.<sup>26</sup>

Piaget's concept of "egocentricity", which begins to fade around the age of seven or eight, shows Baden-Powell's true insight into why group ties are loose. This concept of egocentricity includes the moral, social, and thinking processes, and offers the best interpretation of the dynamics of this age group's social behaviour.

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25 Baden-Powell, Ibid., p. 229.

26 Idem, Ibid., p. 229.

Piaget's theories<sup>27,28,29</sup> not only give weight to Baden-Powell's empirical findings but moreover show his keen understanding of the motivations behind the age group's behaviour, whether it be in the social or in other spheres.

d) Are there any sub-groups?

To this question the Founder would answer in the affirmative but again he would set a few limitations. Baden-Powell included sub-groups, called sixes, in his organization of a Pack.

A Six consists of six boys under the charge of a Sixer who is helped by a second. These leaders should only be given actual responsibility in leading and teaching under the Cubmaster's direct supervision.<sup>30</sup>

Gemelli<sup>31</sup> also recognizes sub-groups as characteristic of this age but he mentions that they are most noticeable during late puberty. The hesitations of Baden-Powell concerning their potential for leadership are well confirmed here.

Whereas the preceding questions studied Baden-Powell's general organizational principles, the following questions will focus upon his methodological precepts.

27 Jean Piaget, Le jugement et le raisonnement chez l'enfant, Paris, Delachaux et Niestlé, 1947, 202 p.

28 -----, Le langage et la pensée chez l'enfant, Paris, Delachaux et Niestlé, 1948, 213 p.

29 -----, The Moral Judgment of the Child, translated by Marjorie Gabain, Glencoe, The Free Press, 418 p.

30 Baden-Powell, Ibid., p. 233.

31 Gemelli, Ibid., p. 228.

#### 4. What Are the Interests of the Age Group?

When listing the characteristics of the age group, Baden-Powell states that the boy is inquisitive<sup>32</sup>. This inquisitiveness, of the eight to twelve, is viewed by the authorities as a major characteristic of the age and it explains the variety of the boy's interests.

Montessori<sup>33</sup> admits this inquisitiveness and attributes it to the boy's new powers of abstraction. The problem of causality becomes focal and the boy is preoccupied with two questions, how and why. The fact that the boy is inquisitive leads Gemelli<sup>34</sup> to epitomize the age as that of realism. Now that we know why the boy is interested in outer reality, it is interesting to ask whether Baden-Powell is justified in describing the major interests of the age as constructiveness, games and play, collections, and brave deed stories<sup>35</sup>.

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32 Baden-Powell, Ibid., p. 224.

33 Maria Montessori, De l'enfant à l'adolescent, traduit par Georgette Bernard, Bruges, Desclée de Brouwer, 1923, 166 p.

34 Gemelli, Ibid., p. 205.

35 Baden-Powell, Ibid., p. 230.

a) Is constructiveness a major interest?

Authorities agree about this constructiveness.

Slavson describes the pattern of this age group as mechanistic-practical<sup>36</sup> and says that: "During this period the child is interested in making things of a utilitarian value, playing with chemicals, electricity, dynamos, and similar objects; ... materials are required out of which definite objects can be fashioned"<sup>37</sup>. Gemelli finds that, at this age, boys have a predilection for anything mechanical or anything that requires a constructive technique<sup>38</sup>.

b) Are the boys interested in games and play?

Baden-Powell alleges that "Play is the most important thing in the life of a boy"<sup>39</sup> and Gesell confirms this when he says that: "Play never ceases to be a major business throughout childhood"<sup>40</sup>. There is full agreement between the importance which Cubbing ascribes to play activities, and the role of play in the life of a normal eight to twelve year old boy.

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36 Slavson, Ibid., p. 12.

37 Idem, Ibid., p. 10.

38 Gemelli, Ibid., p. 205.

39 Baden-Powell, Ibid., p. 233.

40 Gesell, Ibid., p. 360.

c) Do boys show an interest in collections?

Gesell reports that the peak of what he calls the "collection craze"<sup>41</sup> is reached at eight, and he thus justifies the importance Baden-Powell gives to the boy's interest in making collections.

d) Are the boys interested in brave-deed stories?

As in most of his activities imagination plays a major role in the boy's choice of reading material. Although much could be said on the "why" of such a choice, the main point is that the role which Gesell<sup>42</sup> attributes to imagination in the boy's choice and interest of reading material gives full support to the Founder's use of Kipling's Jungle Books<sup>43</sup> as an integral part of Cubbing.

Now that we have reviewed what Baden-Powell found to be the major interests of the age group, it is appropriate to study how he intended to teach his young Cubs. Before undertaking this question it is well to remember that the Founder was most emphatic in demanding that "Frequent change with variety and contrast should distinguish your programme"<sup>44</sup>.

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41 Gesell, Ibid., p. 371-372.

42 Idem, Ibid., p. 180.

43 Baden-Powell, Ibid., p. 17.

44 Idem, Ibid., p. 233.

His reason for this was that he found that: "... the young mind cannot stick at a thing for long"<sup>45</sup>. Gesell also finds the eight year old interested in many things<sup>46</sup> prone to short-lived interests and rapid shifts from one thing to another<sup>47</sup>. Thus he agrees with Baden-Powell that in order to maintain the boy's interest there is a need for a varied programme marked by frequent changes.

#### 5. Through What Medium Does Learning Take Place?

Baden-Powell found that the boy learns by doing. From observation he concluded that: "The average boy (if there is such a thing as an average boy) does not want to sit down and passively receive theoretical instruction. He wants to be up and doing things in practice ..."<sup>48</sup>

Slavson holds similar views. Treating of the phases of development he explains the learning process as taking place through experiences with concrete situations. Slavson holds that one of the shortcomings of our educative system

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<sup>45</sup> Baden-Powell, Ibid., p. 230.

<sup>46</sup> Gesell, Ibid., p. 169.

<sup>47</sup> Idem, Ibid., p. 173.

<sup>48</sup> Baden-Powell, Ibid., p. 228.

is that "In our culture schooling corresponds in point of time to the practical-inventive phase, and overemphasis on intellectuality in the curriculum rather than upon experiences with actual situations is definitely harmful"<sup>49</sup>.

Montessori also corroborates Baden-Powell's teaching method. In her schools the child must learn through concrete experiences<sup>50</sup>.

#### 6. How Is the Acquisition of Socially Acceptable Behaviour Best Fostered?

To Baden-Powell negative teachings do not foster good behaviour, rather they achieve opposite results: "To preach 'don't' is to incite the doing of wrong"<sup>51</sup>. He also finds that direct instruction is of no greater value for "Direct moral instruction - like drill - produces a pleasing veneer..."<sup>52</sup> Gemelli also believes that, for this age group, it is a psychological error to attempt to teach good moral behaviour through negative teachings. Telling a child that he must not do a certain thing simply because it is not permissible only incites the child to do what is prohibited<sup>53</sup>. The Founder gives two main methods of fostering good moral behaviour; they

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49 Slavson, Ibid., p. 10.

50 Montessori, Ibid., p.

51 Baden-Powell, Ibid., p. 227.

52 Idem, Ibid., p. 227.

53 Gemelli, Ibid., p. 221.

are example, which psychologists call identification, and appeal to the boy's readiness to initiate the formation of his own code of behaviour. He proposes that one "infuse the right spirit; as powder is to shot so is spirit to action"<sup>54</sup>. He elaborates on how to go about infusing the right spirit when he presents the Cubmaster as

... one who can place himself on terms of comradeship with his boys, entering into their games and laughter himself, thereby winning their confidence and putting himself into that position which is essential for teaching, namely where by his own example, he leads them in the right direction, instead of being a finger-post, often too high above their heads, merely pointing the way.<sup>55</sup>

For Gemelli the importance of example is so great that the boy will not only copy the attitudes of adults but will even imitate the smallest gestures of those he idealizes<sup>56</sup>. Thus the attitudes of adults are of the utmost importance in the formation of good habits in the boy. Another factor which Baden-Powell mentions and Gemelli stresses is appeal to the boy's growing sense of self<sup>57</sup>.

As a conclusion it may be said that the Founder's two main agents on the teaching of socially acceptable behaviour, self and the example of adults, are fully accepted by Gemelli.

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54 Baden-Powell, Ibid., p. 227.

55 Idem, Ibid., p. 234.

56 Gemelli, Ibid., p. 234.

57 Idem, Ibid., p. 221.

To make an adequate psychological study of Baden-Powell's insight into the boy's make-up would require a thorough study of not only his conception of the age group, but also of these same principles as applied to a group of Cubs. Nevertheless, since available research is lacking, a first step seemed to be the validation of his ideas on the age group. Such was the aim of this chapter, namely to show that many of Baden-Powell's empirical findings, pertaining to the general characteristics and avenues of learning of the age group, were in accordance with those of authorities in Developmental Psychology.

## CHAPTER III

### GROUP THERAPY INTEGRATING CUBBING METHODS AND ACTIVITIES

We have seen that many of Baden-Powell's ideas about the eight to twelve age group are psychologically sound. To further validate this statement, it would be in order to survey several Packs; but in the absence of such a survey, would it not be possible to test some of his basic ideas in a clinical or reeducative setting by integrating them into a Group Therapy Formula? This is the hypothesis which was put to the test.

To report on this experiment, two descriptions are in order: the therapy formula used at the Child Guidance Center, and the elements of Cubbing integrated into this formula.

#### 1. The Formula of the Child Guidance Center.

Understanding a method of therapy generally involves two pivotal problems: what is done in the therapy, and why it is done. In an attempt to answer these two questions, the basic principles of the process will be given, and then the procedures employed will be described. The short history of the Center, the limited amount of cases treated, and the lack of any previous research on the topic, make it difficult to present a definitive picture.

The Child Guidance Center of the University of Ottawa was opened in January of 1952, at 39 College Avenue. The services offered to its young clients, ranging in age from two to sixteen, are intelligence testing, diagnostics, psychotherapy and remedial teaching. Every year the Center receives approximately two hundred cases. Of this number one hundred undergo intelligence testing only, the remainder being referred for diagnostics or personality study. Of this latter group approximately twenty become members of therapy groups, and ten are registered in the Center's remedial class. The main sources of referral, in order of frequency, are the parents, the Social Agencies, and the medical doctors. The staff consists of a psychologist, a remedial teacher, a consultant psychiatrist, a pediatrician, and two or three students in training.

The Center could have been described as a home where play, creative activities, and school work are organized in a therapeutic setting. There were four rooms plus a basement playroom, and a yard with available facilities and equipment for group games as well as for running and climbing activities. As they entered the children have an overall view of the combined interview and music room, the playroom, and the kitchen. The furniture is simple and the furnishings are those of a middle class home. Most of the pictures or works

displayed have been painted or fashioned by the children. This home-like design of the Center, and the presence of other children as well as adults of both sexes, help alleviate the child's anxiety caused by entering into a set for which he oftentimes has been poorly prepared.

Although the materials of therapy are of themselves of great clinical value, one must never overlook the therapeutic effects of the home-like atmosphere of the Center. The play materials included the games and the equipment required to engage in the normal play activities of the age group. Among these are individual and group games, which are of interest to the boy throughout the year, and the seasonal games, such as softball, football and hockey. The materials used for creative and construction work are various building sets, tools for woodwork, paints and plasticine. Therapeutic activities which were carried on outside of the Center were swimming lessons, and visits to an Experimental Farm, to a Natural Science Museum, to a War Museum, and to a playground.

During every therapy session the boys partook of a snack that was prepared by the lady psychologist and served by herself and the therapist. The psychological implications of feeding required that, at every session, the children be given ample food. Of course this also helped in the diagnostic process and gave the therapist opportunities to help the boy

solve some of his problems related to the feeding process.

The choice of the materials and of the therapeutic activities was determined by developmental principles. Between the ages of eight and twelve, the boy learns by doing and by experience with the environment, through construction work, the study of natural sciences and the crafts; there he fulfills his interests and makes use of his normal avenues of learning. Since group participation is also a need of this age, it necessitated the use of a form of group therapy.

In any therapeutic set which includes groups and materials, the interpretation of their role in the process is of major importance. At the Center it is hypothesized that, since the need for groups and the creative use of materials are characteristic of the age group, the relegation of these to the background is often a negative rather than a positive sign of growth. Thus the main criterion of growth is the boy's ability to participate in creative group activities. Of course the extent and importance of this participation is determined not only by his problem, but also by his individual personality make-up; consequently, it varies with each child. This is a general consideration and it does not deny exceptions.

With this age group frequent changes of materials and forms of activity are made. This was found to be in keeping with the boy's normal growth patterns, thus helping him to acquire a greater knowledge of the material environment and also fostering as well more complex group interactions.

The timing of activities is always a crucial factor in success. This implies that in the choice of activities ample consideration is given to individual, group, and seasonal needs. To exemplify how the timing of activities is carried out, let us first illustrate an instance of timing according to individual needs. A boy comes to the therapy hour complaining that his brother, with whom he is in rivalry, is very proficient in kite building. Then, if the individual and the group are judged ready, the hour is devoted to kite building. If we thought the boy could not excel in this undertaking, we would either strengthen his ability in an activity in which his brother is less proficient or, if need be, we would begin teaching him a completely new skill. Group needs also determine how the therapy hour will be conducted. When the group enters the Center showing a lot of tension and expressing more than the usual amount of aggression we try to furnish healthy outlets for this aggression. An example of this would be a swimming lesson with emphasis given to kicking movements. Often overlooked but equally

important are seasonal needs. For example in the winter, when boys are playing hockey and most of their conversation is about their knowledge and success in this sport a hockey game is organized. The rules of the game are altered to fit the group but nevertheless they play hockey. This was found to be most helpful to the group's therapeutic growth. They feel capable of doing as others do and this lessens the psychological distance which most maladjusted children feel exists between themselves and others.

In 1954 the Center had conducted therapy groups with approximately thirty children, but only ten of these did the therapeutic formula make use of Cubbing activities. The groups were made up of five boys because the therapist could work most effectively with Sixes. Therapy was undertaken with three extremely withdrawn children, one delinquent, one speech handicapped child, three anxiety cases and two overly aggressive children.

To date there are no studies of what clinical types are accessible or inaccessible to this form of therapy. At the Center the chief psychologist held the following factors as important selection criteria: chronological and mental age, amount of aggression and the parental attitudes. Since the aim of the therapy is fulfillment of the needs of the eight to twelve age group the boys accepted in the therapy groups

must fall between these age limits. Though they may be in this age range, a minimal intelligence rating of dull normal, according to Terman's classification<sup>1</sup> is required. The reasons for this requirement are that if a boy's I.Q. be lower he cannot follow the activities of the therapy nor is he capable of growing up to be a completely independent individual.

Once the data acquired from the preliminary interviews are obtained the home setting and the boy's school are visited before a tentative diagnosis and prognosis are drawn up. The parents are brought in, the data that has been gathered are explained to them, and they are told of the role they will be called upon to play in order to assure the success of therapy. At the eight to twelve age level the boy is still too dependent upon the parents to permit undertaking therapy without their cooperation, consequently if they show strong indications that they will not help in the boy's readjustment the case is dropped. In cases where the parents require psychiatric treatment they are referred to outside sources. If the case material and the first group interviews show that the boy is too aggressive to permit group activities he will not be invited to the therapy sessions.

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<sup>1</sup> David Wechsler, The Measurement of Adult Intelligence, Baltimore, Williams and Wilkins, 1944, p. 37.

The working hypotheses of the Center are based upon developmental findings. Both the interpretation of the child's behaviour and the treatment offered are genetically oriented, e.g. whereas a Freudian would necessarily interpret an eight year old's interest in outer reality and his new powers of analysis as due to a happy solution of his Oedipus Complex<sup>2</sup>, the interpretation offered at the Center would attribute these characteristics to new developments in the boy's intellectual powers; on the other hand the treatment plan would focus upon the needs of the boy's age group rather than upon trying to have him relive his past. This does not mean that Freudian, or other approaches to diagnosis and treatment are rejected in toto, for in some instances their interpretation and their treatment methods may be most appropriate. Although the Center favors the developmental approach, eclecticism rather than dogmatism best represents its methodology.

In the study of a case the understanding of the client's behaviour during his past and present genetic stages becomes the primary concern. The following questions are of great importance in arriving at this understanding: (1) What has the child missed in his development? (2) At what age level did this occur? (3) Why did this happen? (4) How did this lack

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2 S.R. Slavson, Child Psychotherapy, New York, Columbia University Press, 1952, p. 10.

manifest itself? Attempts are then made to determine what elements of the child's behaviour are due to his environment, and what elements are attributable to his physical constitution and personality make-up.

There are two steps in the treatment plan: (1) the parents are helped to understand the boy's problem and told of the role which they must play in his readjustment, (2) after the establishment of a good transference relationship, the boy is introduced to a group. Here the boy engages in the normal activities of his age.

Not all types of clinical cases have been treated with this form of therapy, but those successfully treated showed that omissions in the boy's development can be overcome by satisfying the needs of his present genetic stage. Thus, in this form of therapy, the role of past unpleasant experiences, the importance of unconscious motivations, and the need for "acting out" are minimized. Since the powers necessary to insight do not begin to appear before twelve, direct verbal interpretation is seldom offered.

At the Center the therapist's role is an active one. It was found that in order to maintain a positive role the therapist, especially at the beginning of treatment, should carry the initiative. To leave the child free to determine in what way he will conceive of the therapist's role is time consuming and oftentimes definitely harmful.

For example, a very withdrawn child who has had unpleasant experiences with adults will transfer this attitude to the therapist thus impeding his psychological growth. On the other hand a very aggressive child who, in his relations with adults, always did as he pleased will assign a minimal role to the therapist, likewise impeding his growth. Once the therapist is cognisant of the boy's problems, he must assume a positive and active role related to the needs of each individual child. This method does not deny that if the child is left free he may gradually be able to assign a positive role to the therapist; however, because it is less time consuming and, to date, has been successful this method is given precedence over other approaches.

At the Center the diagnostic interviews, the child's introduction to the group, and the therapy are conducted by the same person. This procedure is followed because the testing period permits the boy and therapist to know each other, and it also helps the boy to become familiar with the therapeutic milieu. Moreover, the therapist has a few interviews in which to establish a first transference and, if need be, he can devote more time to a strengthening of the transference relationship. Through these first interviews the boy is told about the group therapy sessions. This can be done in various ways: he may passively assist at a therapy hour,

the boy may view the achievements and materials of other groups, or he may listen to the therapist's description of the therapy hour. Through conversation the therapist can also familiarize the boy with the members of the group which he will later introduce personally. This method helps the boy to accept the group; it minimizes his anxieties and resistances to some of the variables of therapy, the group, the activities of therapy, the therapeutic set and, most important of all, the therapist.

Into this formula of therapy, we were to introduce several of the elements of Cubbing, which we must now describe.

## 2. Elements of Cubbing Integrated Into the Formula.

To begin with, it must be said that Baden-Powell's conception of the psychology of the age group and his methodological precepts, presented in Chapter II, fitted into the theoretical and practical components of the therapy. As regards Baden-Powell's conception of the main characteristics of the eight to twelve, the therapy took into account that the age group is a definite genetic stage, that the sexes segregate, and that there is a need for groups. He also noted the boy's need for varied activities, the usefulness of play, and the age group's interest in collections and brave deed stories.

Finally, his methodological precepts fitted into the therapy. In the Center's approach we can trace Baden-Powell's beliefs that in order to acquire knowledge of the material environment the boy must learn by doing. Also discernible are the importance of ideals of identification and the boy's readiness to participate in the development of socially acceptable behaviour.

The Cub activities forming part of the formula were chosen on the basis of the following considerations: the normal needs of the age group, the individual group needs, the seasons and the available facilities. Since most of the activities selected were integrated in a reeducative role rather than a purely educational one, they were in most instances subjected to slight changes. Nevertheless the essence of the activity and the methodology employed in teaching it, although not applied in the setting of a Cub Pack, remained faithful to Baden-Powell's directions.

In the presentation of the activities of Cubbing, we shall first mention the set that facilitated their integration, then once the contents of the activity are given, they will be exemplified.

As mentioned before, visits to an Experimental Farm and to a Natural Science Museum formed part of our outside activities. During such outings, the following activities

of Cubbing were taught and practised: the Eighth Bite, which deals with the development of the sense of observation through ability to notice details, the training of the senses and the study of track reading. Also included in the Eighth Bite is the study of animal life through the keeping of pets<sup>3</sup>. These outings also furnished opportunities for integrating part of the Twelfth Bite, fire-lighting<sup>4</sup>, and later the Gardener's Badge<sup>5</sup>.

The four steps followed in the development of the boys' sense of observation were the same as those employed in the presentation, to the group, of most of Baden-Powell's activities. They are: (1) Demonstrating how this ability had helped some great person (or ideal of identification) in his everyday life and in the accomplishment of some brave deed, (2) The teaching of the skill, (3) followed by actual practice of the skill through games, (4) Applying the skill to their everyday life. In introducing the Eighth Bite the boys learned of the importance of the ability to notice details in the life of a cowboy. Then it was shown that some major achievement in this ideal's life was attributable, in the main, to the

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3 Baden-Powell, The Wolf Cub's Handbook, London, Pearson, 1916, p. 74-78.

4 Idem, Ibid., p. 123-126.

5 Idem, Ibid., p. 179-182.

fact that his senses were maintained at a high level of efficiency. Once the boys were taught how to develop their sense of observation, practice in the skill followed. An example of such practice is Kim's Game<sup>6</sup>; the boys are given one minute during which they look at twelve articles and then these are removed and they must try to remember as many of the articles presented as possible. After such practice the boys were led to notice how this skill could be applied to their normal activities as for example in a hockey game.

The teaching of track reading followed the same pattern. The tracks made by different species of animals were studied and then the boys proceeded from simple to more complex forms of track reading; from distinguishing between the tracks of a dog and a cat to searching for the tracks of such or such an animal.

In learning about bird nests we visited the Museum and studied the various materials and techniques employed in building different types of nests. After such an examination we focussed our attention upon the types of nests found in our locality. Different types of these were found and we had the good fortune of observing a bird building his own nest.

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<sup>6</sup> Baden-Powell, Ibid., p. 176.

Visits to a pet shop, as well as to the Farm and Museum, furnished examples of different kinds of pets. Since many of the boys had pets of their own, this demanded the study of the care and usefulness of different kinds of pets.

Once the techniques of fire lighting were demonstrated each boy built his fire. Part of the lesson included explanations of why and how campfires should be extinguished.

In his presentation of the Gardener's Badge, Baden-Powell first mentions different types of flowers, annuals, biennials and perennials, and then he speaks of the planting, staking and care of plants. The outings at the Farm furnished ample opportunities for observing different types of plants and the conditions most favorable to their good development. At the Center, and in the remedial class of which most of the group were members, the boys assumed the responsibility of the daily care of plants. Moreover, any new development in the growing plants was duly noticed and explained. Topics such as plant feeding, how plants breathe, pollenization and the role of plants were studied. Visits to the Farm familiarized the group with plant life, animal life, farming, and the reasons for the establishment of Experimental Farms.

Group games, visits to a playground and to a swimming pool fostered the integration of the Tenth Bite<sup>7</sup>, which includes

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7 Baden-Powell, Ibid., p. 99-111.

how to grow big and strong, the bolld, daily cleansing, fresh air, exercise, skipping, walking, leap-frog, somer-saulting, throwing a ball, nose breathing, the care of nails, teeth and of the feet, Exercises for the Body<sup>8</sup>, the Athlete, Swimmer and Team Player's Badges<sup>9</sup>.

Before studying the necessity of exercises in the development of a strong body, the group found examples of ideals (of identification) who had achieved feats of courage and endurance because of the healthy condition of their bodies. The elements necessary to the formation of a healthy body were then given with those presented in the Tenth Bite receiving the most emphasis. Later the core elements of the Athlete's Badge, sprinting, jumping, climbing and throwing and catching a ball, were learned and practised. At the same time the Swimmer's Badge received **special** attention; after a few introductory sessions the boys overcame their fear of water and soon they were all capable of swimming. This activity was found to be one of the most useful. The Team Player's Badge was also integrated into the formula. Regular games, of softball, football and hockey, were organized and played according to the rules of the various games.

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8 Baden-Powell, Ibid., p. 149-152.

9 Idem, Ibid., p. 211-224.

Because the therapeutic set is similar to a home it was possible to integrate the House Orderly's Badge<sup>10</sup>. The boys assisted or rather participated in the preparation of a few meals. This included the selection of a menu, shopping for the food, arranging the table, cooking and serving the food as well as washing the dishes. The group gradually assumed responsibility in the care of the playroom and helped to **keep the yard and porch** free of leaves and snow. Many of the therapy sessions, because they were devoted to painting, games, constructive works and story telling, led to the inclusion of the Artist's Badge<sup>11</sup>, Constructive Work<sup>12</sup>, Story Telling and Play-Acting<sup>13</sup>.

Since most of the boys' drawings were of diagnostic and prognostic value they received no direction in their free drawings. Nevertheless, ways to help them improve and create with their drawing skills were found in such specific works as Christmas cards, Valentine cards, masks and other such activities requiring drawing and painting.

In construction works the group built kites, traps, mechano designs and did some wood carving. The boys also

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10 Baden-Powell, Ibid., p. 207-210.

11 Idem, Ibid., p. 183-188.

12 Idem, Ibid., p. 236.

13 Idem, Ibid., p. 235.

introduced some of their own hobbies such as the model building of cars and airplanes.

Stories about adventure, exploration and natural science were chosen and read by the therapist. In some instances the boys brought some of their own books and asked that they be read to their group. The story of Mowgli<sup>14</sup>, basis of the Wolf Cub theme, was also read. Although only one play was enacted by the boys it was deemed a successful undertaking.

The therapy in use at the Child Guidance Center and the elements of Cubbing integrated into it have been described. What is the value of this integrated formula? Answering this question should help us test both the psychology and the pedagogy of Baden-Powell's precepts in a clinical setting.

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14 Baden-Powell, Ibid., p. 17-18.

## CHAPTER IV

### ILLUSTRATIVE CASE STUDIES

In all forms of therapy there are a variety of elements contributing to the subject's readjustment. Nevertheless, since the therapeutic approach functions as a unit, it is difficult, if not impossible, to determine the role of each of these elements in particular.

The following presentation does not overlook this general consideration. In the following studies attempts to differentiate between the effects due to the Center's formula, as distinguished from Cubbing activities and methods, will not be made. The object of a case study will be to show what method or activity of Cubbing contributed to the individual's reeducation. These methods or activities shall be singled out for consideration, but they will not be given as the only or the most important factors in the therapy. It needs to be said that in most instances the method and activity cannot be separated; then the term activity shall be used. Generally the activity given is not described because this has already been done in Chapter III.

For most of the cases presented, three steps will be followed: (a) A summary of the individual's history and symptomatology, (b) A summary of the reeducative process,

(c) The Cubbing methods and activities most helpful in the individual's therapy.

Six cases will be presented:

1. John and Bob, Two Very Withdrawn Boys.
2. Brian, an Extremely Outgoing Boy.
3. Don, Charlie, and Sam.

1. John and Bob, Two Very Withdrawn Boys.

a) Case Data.- John was a seven year old boy, fearful, withdrawn, and in a poor state of health. His results on the Stanford-Binet were in the range of 80 to 90. He is the second eldest of a family of four. John's siblings are brighter and more extroverted than he is. The mother is a very anxious person, and in her handling of the boy she tried to fight rather than understand him. Although the father is sympathetic and very understanding of the boy, his work gives him very little time at home.

Symptoms: Late speech development, low frustration tolerance, tantrums, thumbsucking, bedwetting, poor state of health, fear and withdrawal from adults as well as children, school failures and placement in a training class. John's main defenses are: tantrums, withdrawal and refusal to eat. His speech, vocabulary and knowledge of the everyday environment were at the four year old level.

Omission of documentary reference.

b) Individual Therapy with John.- Because of his pronounced withdrawal the first five interviews aimed at the establishment of rapport. John withdrew because he considered the whole environment as threatening, thus to help him undertake any activity the therapist's role necessarily had to be an active one. The materials and activities of these interviews were pictorial books and the development of the boy's skill in throwing and catching a ball. These sessions helped John to become more confident of his abilities and showed him that the environment could be pleasant.

a) Case Data of Bob.- He was a well developed but withdrawn eight year old boy. His results, on the WISC, were those of a low normal intelligence but clinical impressions favoured grouping him in the range of high normal. Bob's four siblings are much older than he is, the youngest one was then nineteen. The mother was rejected by her family because she was of a different religious affiliation than her husband. It appeared that Bob's father had overtly rejected him, and that the youngest brother played the father's role.

**Symptoms:** Withdrawal, speech development at four, and although his vocabulary was normal, Bob's pronunciation of words was poor. His school achievement was below normal, his attention span was poor and he appeared to be a day-dreamer.

He engaged in solitary rather than group play. Seemingly he did not fear but rather he lacked of normal experiences with adults, peers and the everyday environment. A psychiatrist had diagnosed him as a schizoid personality.

b) Individual therapy with Bob.- He spoke so little that no activity requiring speech could be undertaken. In the first interview, painting was chosen as an avenue of communication and expression. Bob showed interest in this, and later he expressed the desire to continue this same activity. His patterns were bizarre and stereotyped; they consisted of brightly coloured oval lines. His design and his choice of bright colours complied with his developmental history that he was basically a dynamic individual who lacked knowledge of the environment. This interpretation was done in the light of clinical impressions.

c) Group Therapy of John and Bob.- After the preliminary interviews these boys were grouped together. The reason for this step was that since their symptoms had common elements they could stimulate one another to growth. Since Bob lacked experience with the environment, whereas John feared it, his rate of growth would be faster and he could serve as a motivation for John. This proved to be true. On the other hand John also seemed as a motivation for Bob; through the incentive of John he acquired a stronger

transference and greater motivation to know the environment. During the first group interviews, Bob repeated his bizarre drawing patterns while John always drew a picture of the therapist and the two boys. When John, with whom the therapist had established a stronger transference, kept repeating this design, Bob finally copied it. Once this was done he spoke more freely and became more friendly to the therapist. Because of this sign of growth exploration of the environment was the next step in therapy. Whereas Bob learned of the environment John learned that it could be pleasant. We visited museums, an experimental farm, we played various games and we worked with varied but simple materials.

After two months of these weekly sessions, the boys were introduced to a wider occupational group. Here play and construction materials were given and the activities were chosen, in the main, by the therapist. The element of choice was not eliminated but the group was encouraged to engage in the prescribed activity. After a few of these sessions Bob was judged ready for more complex group activities. John, because of his close relationship with Bob, was also brought into the group.

At this time effects of the therapy were evident. John's health had improved and his tendency to withdrawal had lessened. Bob's teacher reported that his attention

span had increased and that the rate and quality of his work were much better. Moreover he no longer engaged in solitary play, but he tried to fit in with the other boys. Due to change in his social behaviour we planned to have the boy's first contact with the group be a non-traumatic one.

Since it was wintertime a hockey game was the medium for Bob's introduction to a larger and more complex group activity. Although John appeared somewhat resistant he agreed to take up the position of the goaler while Bob played as a wing. The therapist played on their side and maintained a middle position between the two boys. Their team won the game. There were two further sessions of hockey and, in the following one Bob appeared ready to play on the other team. In order to boost his participation in a group, with the support but physical distance of the therapist, his side won the game. Since John was more concerned with the therapist's presence than with winning the game, he remained with him and the loss did not seem to affect him. During one of the next sessions, Bob revealed his conception of adults and children, he called them: "big shots". All the boys accepted this as a joke, and as soon as Bob became better adjusted to the group he dropped this expression. A month later he became ill and missed two therapy hours. When he returned other activities such as swimming, kite building and construction work were

undertaken. Bob now showed a keen interest in the work, he spoke to everyone and he no longer called for nor did he need the therapist's direct help. John's progress was much slower, and although he did not withdraw from new group activities he always needed the therapist's support.

In the Center's therapeutic approach swimming has proven to be one of the best activities. Most of the boys are able to proceed from a fear of water to the mastering of the fundamentals of swimming. After an hour spent at the pool, the boys open up and helpful verbal exchanges are facilitated.

After Bob had attended eight months of weekly sessions the changes in his personality were most noticeable. He became an active member of the group and thoroughly enjoyed the activities of therapy. His speech also improved and there was marked progress in his schooling. At the beginning of treatment Bob would talk to no one, but after four months of therapy he would phone the Center enquiring about the afternoon's activity and ask to speak to the other boys. After eight months of treatment he was dropped from the group, and a follow-up after a year's interval disclosed that his progress had been continuous.

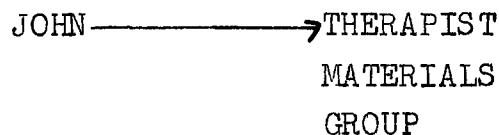
John has remained at the Center for over two years. After a period of active manipulation of materials and of consistent support in the group, he is now capable of partial

transference to adults and to a group. Although his frustration tolerance has been heightened he still needs the therapist's support and encouragement. The frequency and severity of his tantrums have diminished but his first reaction to any new set is withdrawal. Still he can easily be helped to overcome this resistance. By boosting John's skill in any sport requiring speed and agility he has gained confidence in his abilities. He no longer thumbsucks nor does he bedwet. His attitudes towards school has changed and he works hard to obtain success.

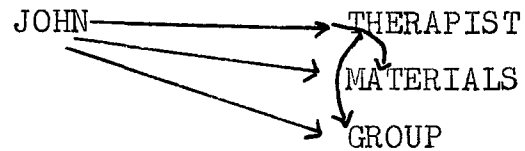
These two cases illustrated how therapy proceeds with withdrawn children and they emphasized the prognostic importance of the causes of withdrawal.

To show graphically how these cases progressed we would have the variable, the individual, and the three quasi constants; the therapist, the materials and the group.

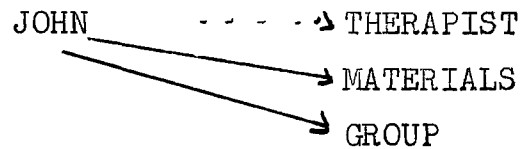
After the individual interviews John established transference with the therapist, but there was no transfer to either the materials or the group.



As therapy went on he transferred, through the medium and with the therapist's support, to the materials and group.

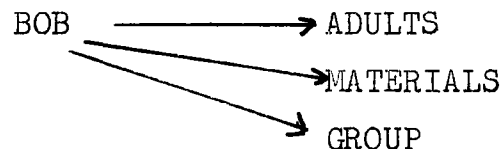


Bob's present status is one in which the need of the therapist's support is lessened.



In most instances, the child's transference to any one of the variables is a sign of progress.

Although Bob's therapeutic growth may be similar to John's there are major differences. These are that the time required for treatment was shorter, and that when he transferred to the materials and group he needed very little of the therapist's support. At the end of treatment his status could be graphically depicted as follows:



Since Bob can, without the aid of the therapist, relate positively to adults, to the materials and to the group, he has achieved adjustment.

d) Cubbing Methods and Activities with Bob and John.-  
Before listing the Cubbing activities employed with these two boys, Baden-Powell's pedagogical method most helpful to their psychological growth will be given. The case study showed that although the causes of their behaviour differed they displayed common symptoms. Foremost among these were their tendency to withdrawal and their lack of an objective knowledge of the everyday environment. To remedy the latter, Baden-Powell's belief that learning should take place through doing became an important factor in the therapy. It is important to mention that this method proved useful with all the cases to be presented. Its clinical value varied with each individual case but with all of them it proved a great help.

Learning by doing is not limited to the mere manipulation of materials; rather it implies learning through the active participation of all the senses and through the active use of materials rather than learning solely through abstract principles. This normal avenue of learning was applied by means of the previously described outings, creative activities and supervised group games. As effects of this form of treatment, Bob learned of the environment whereas John learned that it could be pleasant.

For John the development of the skills necessary to physical health and sport participation proved to be most helpful. This was done through the practice of running and climbing activities, playing different sports and acquiring the fundamentals of gymnastics. Through these he acquired a better physical development, he built up a stronger self-image and he gained the confidence necessary to group participation and to acceptance by the group. Nature study furnished him with an objective knowledge of the animal world which he had previously feared. The expressive activities fostered his being more expressive and since they liberated him of many of his anxieties, they permitted him to establish a concrete avenue of communication with the group.

In the therapeutic growth of Bob, Baden-Powell's ideas concerning group games and activities were the most beneficial. Through these he was able to express in a socially acceptable and non-anxiety arousing manner, and eventually his withdrawal gave way to active and beneficial group participation. Moreover the group games, nature study and expressive works led him to a more objective conception of the material environment, of adults, and of his age group.

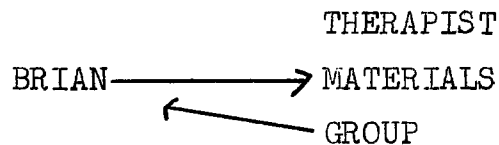
## 2. Brian, an Extremely Outgoing Boy.

a) Case Data.- Brian was an heavily built and active nine year old stutterer. His results on the WISC were: verbal 100 and performance 130. Brian is the fourth born of a family of two girls and four boys. Although the father has been very demanding of the boy, the mother's approach to Brian has always been very inconsistent and mostly of a verbal nature.

Symptoms.- The mother reported that he was an active and well adjusted child until he began school. There he met with failure and he then began to stutter terribly and to bedwet. His learning is further handicapped by mixed dominance.

b) Group Therapy with Brian.- He attended both the remedial class and the therapy group. Although he showed strong interest in the materials of therapy and great proficiency in reproducing or creating with them, he was immediately rejected by the group. He had very little transference to the therapist and none to the group. This was due, in part, to Brian's insisting upon bullying the other boys and to his attempts to dictate not only the activities of therapy but also how the therapy hour should be conducted. In class he made ample use of this same mechanism, and although a study of the work he rejected revealed that it was not above

his level he would only accept work that was easy and required very little effort. When more difficult work would be presented, he reacted to this by trying to bully his way out of it, and if this proved unsuccessful he would then sulk. This reaction was not caused by any past conditioning to schooling this attitude but, as was later found, was his method of dealing with the mother's demands and a reproduction of what he believed to be his father's attitudes. After six months of therapy there was little change in Brian's behaviour, and no positive transference to either the therapist or the group.



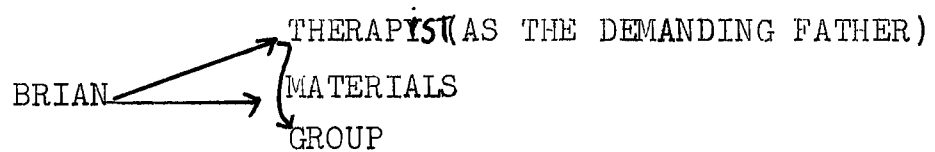
In an attempt to hasten Brian's psychological growth he was given individual therapy sessions. After a few of these his parents sent him to a summer remedial camp, and when he left he had not shown any signs of improvement. In autumn he returned to the Center but his behaviour had not changed.

To answer to Brian's needs a clinical reassessment of his case was undertaken. From this study a new working hypothesis was brought up; it was hypothesized that Brian had identified with a very strong father figure whom he believed did only as he wished and led others according to his every

whim. Therefore to achieve success, the therapist must, in a positive manner, become similar to the demanding father figure. His resistance to the therapist and to the group can be shown graphically:



Because he was not similar to the father figure, there was no transference to the therapist, and since Brian behaved towards the group as he thought his father would all the boys rejected him. When the therapist would assume the characteristics of the father, Brian, through identification, could learn the proper norms for behaviour in the group. Then his relationship to the therapist, the materials and the group would be as follows:



This hypothesis was then applied. Brian was forced to do his work and to accept the norms of the Center and of the group. After three weeks of this method of handling Brian there were noticeable changes in his behaviour; he did the work assigned, he related positively to the therapist, he confided in him, and through the use of his creative abilities he gained the acceptance of the group.

Now, after two years of treatment, Brian has continued to progress in his schoolwork and he is accepted by the other children. His strong drive to succeed is employed in a positive manner. Though he still stutters one can easily follow his conversation whereas at the beginning of treatment his speech was unintelligible. And he no longer bedwets.

c) Cubbing Methods and Activities with Brian.- As mentioned before learning by doing figured in the treatment of all the Center's cases; Brian was no exception. Yet it is the activities rather than the methods of Cubbing that were most helpful to Brian's growth. Being bright and very outgoing he had a great need for varied activities. Here Baden-Powell furnished the needed activities. Since these have already been described they will now only be listed. They were: nature study, grafts, games and sports.

These activities helped Brian in many ways; they furnished healthy outlets for his energy, they helped him to acquire proper norms for social behaviour, they employed his intelligence in a constructive manner, and his proficiency in these led him to offer assistance to the other boys consequently forcing him to consider the wishes of others and to lead the group in an acceptable manner.

## 3. Don, Charlie, and Sam.

These three cases are treated as a unit in order to illustrate the effects of a disturbing element in the group.

## Don, the Delinquent.

Case Data.- Don was a well developed and outgoing ten year old ward of a Social Agency. His results on the WISC were: verbal 80, and performance 120. In the foster home where Don had been placed, the parents and the children were deficient. In this set he was subjected to very little discipline and he **always** did as he pleased. Before his intake at the Center he had spent a few months in an orphanage.

Symptoms.- The most evident of these were: truancy, lying, theft, bullying and violent tantrums. Don showed no fear or respect of authority, and regardless of his actions he displayed no signs of guilt or anxiety. He had a record of school failures and on his reception at the Center his scholastic rating was that of grade one.

## Charlie, the Confused Boy.

Case Data.- Charlie was a small but hyperactive eight year old. On the Stanford-Binet he obtained an I.Q of 120. Both Charlie and a ten year old sister had been adopted. His foster sister was more heavily set than he and had achieved a

better adjustment. Because of the parents constant bickering, the father had established no positive relationship with Charlie. Since the mother was overprotective and inconsistent the boy never learned any proper norms of behaviour.

Symptoms.- Charlie appeared hyperkinetic, disoriented and confused. He gave his self-image as "crazy" and through his behaviour he attempted to act out this role and also to compensate for his weak self image. At school Charlie was distracted, he lacked good work habits and his achievement was below average.

### 3. Sam, the Anxiety Case.

Case Data.- Sam was an active eight year old who showed some signs of anxiety. His I.Q., as measured by the WISC, was normal. Sam was the eldest of a family of three boys. The mother was overprotective while the father was inconsistent; at times he demanded too much from Sam while at others he gave in to the boy's whims.

Symptoms.- Although Sam was in grade three the teacher reported that he could not be promoted; the school work proved too difficult for him. Sam's scholastic achievements were further handicapped by mixed dominance. In Sam there was a conflict between expression and repression. Because of the parents inconsistency in handling Sam and of the threat of the father figure he behaved in a fearful manner; he was outgoing but at the same time insecure.

Before proceeding to illustrate how Don proved a disturbing element in the group the changes, to the personalities of Charlie and Sam, brought about by the therapy will be given. Previous to the intake of Don, Charlie and Sam were members of our remedial class and therapy group for close to three months. They participated in the activities of therapy previously described and they both showed signs of improvement. Don also was a member of these two groups for four months.

As regards Charlie, his school achievement and ways of adjusting to group life were improved. During treatment the lack of the parents cooperation and the inconsistency of their method of dealing with the boy rendered prognosis poor. Because of this lack of cooperation therapy was carried for only six months. A follow-up has revealed that the above improvements in the boy's behaviour were short lived. Thus it was thought that the only solution to Charlie's problems would be removal from the home set. If this step was taken prognosis would be good, but if not there is little chance of his achieving any permanent improvement.

Cubbing Activities with Charlie.- In the therapeutic set Cubbing activities contributed to Charlie's surface adjustment by offering him opportunities to assume a normal role in the group and to make a good use of his great skill

in sports. Moreover, they helped him apply his intelligence in a constructive manner. Thus the group games, nature study and physical skill games were most helpful in aiding Charlie to gain an objective appraisal of himself, fit into the group, and make an active use of his intelligence.

Cubbing Activities with Sam.- The improvements in Sam's behaviour were of a more permanent nature than those of Charlie's. This is due to two factors: the lesser gravity of his problems and the cooperation, in the therapy, of his parents. Baden-Powell's group games and creative activities helped Sam to overcome his insecurity in a group set and reconditioned him to express himself in a way that did not always arouse anxiety. Moreover, the consistency of the parents demands rendered him more secure of himself and of the role he had to play. The aid that he received from the remedial class allowed him to achieve on a scholastic level equal to his intellectual potentialities. A follow-up has revealed continued good adjustment.

Don's introduction to the group and his first activities in the remedial class and therapy hour led to the inference of a better prognosis than the social history seemed to warrant. He worked hard at his school subjects and proved a help in the therapy group where he was a good leader and

set proper norms for his behaviour as well as that of the group.

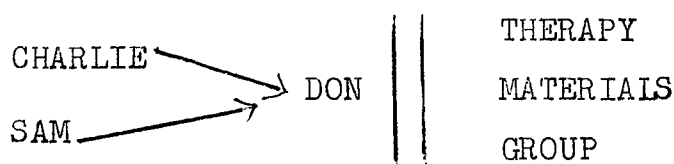
After a few weeks this behaviour suddenly changed. Don reverted to violent tantrums, he refused to work, and he rejected the group norms. These actions permitted his escape from work and served as attention getting and prestige gaining techniques. When Don was blocked in these attempts to do as he pleased, he tried to escape from the set. He chose Charlie and Sam as his partners in this escapade. One recess they left the schoolroom and made their way to the Center. When the group returned, to the Center, the three boys were physically punished for this escapade. Sam and Charlie were punished by their parents and Don by the psychologist. This did not curb Don in the least, and his behaviour grew progressively worse. Because of his fear of the father Sam refused to join Don in any further escapade, but Charlie, who through identification with Don, found the strength and prestige he sorely needed, soon assumed a partnership with him.

Then Don became more unmanageable; his tantrums grew more violent, his bullying of others more frequent, and his truancies more numerous. When he stole a bicycle the intervention of the police proved to be of no influence in curbing his behaviour. After four months of treatment it was necessary

to drop him from the remedial class and therapy group. He was too great a negative influence on the group. Since we could not find a foster home willing and capable of helping in his reeducation, Don had to be sent away from the Center. Since this time he has been placed in a training school.

Don's past foster home had been one in which he had done as he pleased, and in the therapeutic set he attempted to continue doing as he pleased. Charlie who had not acquired any proper norms of behaviour, and who thought that he was tiny and weak, was easily induced to follow Don. Here was someone who showed strength and so he tried to imitate him. Although Sam's first escapade gave him a short lived victory over his insecurity, the strength of his super ego soon caused him to relent in this type of behaviour.

How Don's influence offset that of the therapist, the materials and the group could be illustrated in this manner:



Since Sam and Charlie identified with him, they could not maintain their transference to the therapist, the materials or the group.

Cubbing activities with Don.- To Don, Baden-Powell's activities offered a partial help in two areas. The study of natural science informed him about many aspects of the environment of which he was in ignorance, and the sport and group activities furnished healthy outlets for part of his hostility.

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The above six cases have illustrated how the psychology and pedagogy of Baden-Powell, as applied in the methods and activities of Cubbing, can be of positive use in a reeducative set. Not only do they furnish the therapist with a programme of things to do but they also fulfill some of the individual needs of many cases encountered in a Child Guidance Center.

## SUMMARY AND CONCLUSIONS

Since its foundation in 1907, Baden-Powell's Movement has succeeded on an international scale; in the world today there are more than six million members of Scouting.

But what are the ideas or principles behind this Movement? Surprising as it may seem, few, if any, studied Baden-Powell's psychological and pedagogical principles.

The Movement has three branches: Cubbing, Scouting, Rovering. In this thesis a start is made on the first of them, Cubbing. The results of the study are: (1) that Baden-Powell's description of the psychology of the normal eight to twelve year old boy corresponds to that of authorities in Developmental Psychology; (2) that a formula of group therapy integrating part of the Cubbing methods and activities can be successful in the treatment of eight to twelve year old boys.

Since part of Cubbing can be an aid in therapy, further study should endeavor to determine: (1) the types of clinical cases that are accessible to this form of therapy; (2) whether or not the whole of Cubbing can be employed as a form of therapy.

## BIBLIOGRAPHY

Baden-Powell, Aids to Scoutmastership, Ottawa, The Canadian General Council of the Boy Scout Association, 1944, vii-71 p.

This is a basic book for those training for Scoutmastership. It tells what should be done with Scouts, and how it should be done. It helped show that, theoretically, Baden-Powell conceived of his Movement as a reeducative as well as educative one.

-----, The Wolf Cub's Handbook, London, Pearson, 1916, 253 p.

It presents the whole of the Cub programme: the Jungle Story, Cub laws, Stars, badges, games, the methods and objects of Cubbing and the organization of a Pack. This work was useful for its presentation of Baden-Powell's conception of the age group, as well as the methodology and activities of Cubbing.

Collections Scout de France, Scoutisme au pays des malades, Issoudun, Laboureur, 1946, 63 p.

Reports on the types of physical disabilities and the number of boys to whom Scouting by Extension has been applied. It served to justify one of the hypothesis of the study; that Cubbing can be adapted to reeducation.

De Paillerets, M., Les garçons et le Scoutisme, Paris, Laboureur, 1944, 89 p.

Attempts to show how the methods of the three branches of Scouting are in keeping with the psychology of the age groups. The lack of reference to psychologists or to Baden-Powell's works minimize the contribution. This work suggested one of the hypothesis of the study: that Baden-Powell's conception of the age group is genetically sound.

Gemelli, Agostino, Psychologie de l'enfant à l'homme, traduction de Jeanne-Marie Jaur, Paris, Elan, 1945, 342 p.

The genetic approach is presented and theoretically justified. This is followed by a description of the various stages, their characteristics, dynamics, educative possibilities and pitfalls. Useful to the study because of his description of the age group's characteristics and of his application of genetic findings to education.

Gesell, Arnold and Frances L. Ilg, The Child from Five to Ten, New York, Harper, 1946, xii-475 p.

The behaviour characteristics of the child from five to ten are given and attempts are made to unify the study. His description of the characteristics of the age group was useful to the study.

Gilgraff, Wolf Cubs, London, Pearson, 1928, 127 p.

Presents the Cubbing Movement and shows how, according to Baden-Powell's concepts, a Cub Pack should be run. Helped in the historical presentation of Cubbing.

Montessori, Maria, De l'enfant à l'adolescent, traduit par Georgette Bernard, Bruges, Desclée de Brouwer, 1923, 166 p.

Describes the three genetic stages and gives the methods to be employed in order to meet the needs of each age group. This book was helpful in giving the characteristics and dynamics of the age group, and in illustrating the application of genetic findings to education.

Piaget, Jean, Le jugement et le raisonnement chez l'enfant, Paris, Delachaux et Niestle, 1947, 204 p.

Analysis of the thinking processes of the seven to twelve year old; he shows that, for this age, thinking is egocentric, i.e. mid-way between autistic and socialized thought. Important to the study because of the value of the concept of egocentricity in the understanding of the dynamics of this age group.

Slavson, S.R., Child Psychotherapy, New York, Columbia University Press, 1952, xiii-332 p.

Presents his psychology of development, the causes and types of psychopathology, psychotherapy: aims, kinds, dynamics and preparation and role of the therapist. Of importance to the study because of his application of developmental concepts to reeducation.

APPENDIX 1

AN ABSTRACT OF

CUBBING METHODS AND ACTIVITIES  
IN GROUP THERAPY

## APPENDIX 1

### ABSTRACT OF

#### Cubbing Methods and Activities in Group Therapy

A review of the literature revealed that Scouting does not seem to have come under the scrutiny of research. It was then thought that the proper place to begin such a study would be with the Junior Branch of Scouting: Cubbing.

The Cubbing Movement was first described, and then Baden-Powell's ideas on the age group were compared to those of the Developmentalists: Gemelli, Gesell, Montessori, Piaget, and Slavson. This was followed by a report on six clinical cases of the Child Guidance Center of the University of Ottawa where Cubbing methods and activities were integrated into a formula of Group Therapy.

It was found that Cubbing has a "true" concept of the psychology of this age group, and that Cubbing methods and activities integrate "naturally" into a formula of group treatment for the eight to twelve year old.