

Games for Camp and Club-Room

*Sixty New Games for Cubs, Scouts
and Guides*

COLLECTED BY
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Editor's Note:

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

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Games for Camp and Club-Room.

CHAPTER I. – INTRODUCTORY.

SOME NEW IDEAS ON AN OLD SUBJECT.

“New Games.”

Is there a new game under the sun? I don't know. What I mean by the phrase is that no game in this book will be found in the ten Cub, Scout and Guide games books which are chiefly in use, and which I have read carefully through in their 1930 and '31 editions. Doing this has shown me that up till now there has been a good deal of overlapping; that each book only contains a limited number of games not to be found in the others.

The games are also “new” in that most of them are not old games in new forms. Although I have included a few variations of the relay race, and of Cat-and-Mouse, Touch, Rounders, etc., the majority are of really new sorts; for example, Enemy's Camp, Hit the Board, Killing the Mutton, Battle of the Fir Cones, Cavalier, Sentinel, Fort, Jack and the Giants, Five Clubs. These represent new principles, and therefore give the chance for variations that will be fresh, unlike new forms of relay race, for instance.

How have I managed to collect 60 games not in the other games books? By keeping my eyes and ears open while living abroad. All the games bar 12 I have learnt in Switzerland. The 12 were games I learnt in England, and which therefore may not be new to some readers, but which I have included as they are not in the other books.

Most of the games in the present book were published in Scout and Guide magazines during the summer of 1932, so they may already have got known. But as far as I can tell, it is their first appearance in the pages of a book in Britain.

And now to look at the old and important subject of games from some new points of view.

Fed-Upness.

Why are new games a positive necessity? Not because the boys and girls need them. Five or six hundred games are gathered together in our various games books. These more than suffice for the nine years of a boy's Cub and Scout's life. He might well pass from the Scouts into the Rovers without having played all of those games, and even before the hundred favourites had got stale. So for just this once I am not bothering about the boy.

I am remembering that many men and women of amazing endurance have been playing the game of Scouting* for over twenty years, and even larger numbers for ten and fifteen years.

Now every human being is liable to reach what in chemistry is called saturation point, and in less polite language, fed-upness. After you have had two helpings of camp stew and two helpings of spotted dog you really can't enjoy any more of those particular items, though you are not above a mug of dixie-tea and some tinned peaches and condensed milk, and possibly a piece of cake and some canteen toffee. You have a real camp appetite, but not for more spotted dog!

Well, that is what happens when one has taught and refereed the same games for twenty years. They are excellent games, but one takes no pleasure in them; one can't get excited about them any more.

* And Guiding. Wherever I say Scout, Scouter, Scouting, I mean also Guide, Guider, Guiding.

Therefore new games are necessary as a tonic to the jaded Scouter, and as a joy to the enthusiastic, but veteran, Scouter. Necessary, because if Scouting really is to be a Great Game, everybody concerned must really enjoy it. It is not fair for the elder brothers merely to *endure* what the younger ones are *enjoying*. Also necessary because it is impossible to teach and lead really well a game that one is not oneself entering into with zest. Lack of interest, lack of discipline follows, just as surely as keenness springs up in response to keen leadership.

Games Reveal Character.

The Scouter who has got stale in the badge subjects can often find a new and enthusiastic instructor. But games he should keep in his own hands.

I do not mean that he must necessarily run every game, teach every new game, referee or score, or even always watch. I mean that he must have charge of the subject as a whole; and be in close touch with the games-life of the Troop. This for various reasons. Among others, because character is revealed in games as in few other moments of Troop life. Whether leading, playing, or watching the game, a good Scouter instinctively observes every one of his Scouts, and sees that hermit-crab-like creature, the boy, right out of his shell, for once. How many a P.L. owes his stripes to the way he played games? How many an incipient bully has been spotted; a timid hanger-back encouraged; a self-pusher curbed, because games helped his elder brother to see what was the matter with him? How many an A.S.M.'s indecision, lack of firmness in discipline, of imagination, of resource, of preparation, have been revealed to his Scoutmaster by the way he ran a game. And once you know exactly what makes a man fail, you can help him get right, instead of saying, "That lad's a wash-out: I shan't recommend him for a warrant."

And Form Character.

But if games reveal character, they also form it. This point has been stressed before, so I will not dwell on it here, beyond remarking on the very great difference there is between a group of boys (or girls—perhaps especially girls) who have had some years of games-playing, and a similar group who have not. These show not only physical clumsiness and lack of endurance, but the same sort of faults mentally and spiritually.

So it simply is not fair on the Scouts to let your own fed-upness with old games lead to this item taking a less important place in the Troop's programme than it took in the days when, in your original pair of shorts and very first necker, you got as excited as anyone and put your whole heart into the business. Saturday afternoons in one's palmy days – how different they were ; and what life there was in the Troop!

The Physical Value.

The various arguments for games as against formal p.t. have often been put forward. To mention just three – there is the enormous variety of movements; the keenness and energy with which they are performed; the fact that the rate and frequency of their performance are individual.

Here is a little personal reminiscence which made me realise that such games get at you where other forms of exercise don't. I have always been a fairly active person, not liable to ache the day after some extra exertion. But after a day or two of Cub games on my Gillwell Course, *I ached*.

Discipline.

Games are not only the, finest test of a Troop's discipline, but also the best way of helping it to acquire discipline of the innermost, essential sort. A Troop that can play games with perfect discipline (rare) will behave perfectly on formal occasions or in emergencies. A Troop in which Patrol Leaders are allowed to lead the games pretty often will not behave like

a flock of sheep, if its Scoutmaster happens to catch mumps just before the rally or district competition.

I can forgive a boy who plays the fool at drill, or says funny things during a badge class, or forgets to put on his garter tabs or wash his dirty paws, or rolls on the floor in death grips with another Scout long after I have said "Fall in." But I have no use for a boy who fools about during a game. He will be the undoing of the Troop unless it is a real games-playing Troop, in which case Troop indignation may cure him.

"For Cubs, Scouts . . . "

I am quite aware that these words in my sub-title imply a heresy. We know that our Cubbing must not be a watered-down form of Scouting if we want our Cubs to pass on to be Scouts. We believe that the small boy likes and needs imaginative, romantic games; plenty of make-believe and acting; games with scope for individual self-expression; games that are more romp than contest, noise than skill. Why, then, lump Cubs and Scouts together in this book?

To begin with, Cubs are small animals in a state of rapid evolution. Cubs of 8-9 need games that are either romp or make-believe or (like the Jungle dances) both. Cubs of 9-10 want something a bit more enterprising – "acting" rather than make-believe; a rough contest with beginnings of co-operation ; opportunities of displaying individual skill. Cubs of 10-11 already want games that are becoming more the games of a boy than of a child; and if you keep your Cubs till 12, they need Scout games, though they are, of course, only doing Cub work still. So this book includes many games suitable for Cubs of 10-12 (which will also amuse Rovers of 20, who are more like Cubs than 16-years-old is). And all the games will do for Cubs of 11-12. Not only "will do," grudgingly admitted, but "will do good."

Cubs over 10 should play Scout Games.

I believe that Cubs of 10-12 ought to play games where there is keen contest, team work, skill, endurance, pluck, agility, discipline, if they are to be ready to take their place happily in the Troop.

First, because Cub training of a boy over 10 must include the beginnings of these more virile things if it is to be adequate. We must beware of keeping the Cub a child longer than nature meant, in hopes that it will be more of a change to become a Scout and therefore hold his interest. Keep the Scout programme fresh, of course; but don't keep incipient Scout virtues from growing naturally and being trained aright and pruned in a healthy way.

Secondly, because team-work and all the rest only come with long practice, and a boy will take his place more happily and profitably in Troop life if he has acquired them. A boy of 11 or 12 suddenly expected to play the Troop games, without any training and practice along those lines, is at such a disadvantage that he may easily get discouraged, or feel he is letting down the reputation of the Pack. A raw recruit would expect to be clumsy as compared to trained Scouts; and the thrill of his new surroundings would keep him from noticing his own short-comings. But a boy who comes up as a good Sixer, well-developed in various other ways, suffers acutely if he is obviously poor at games. To be valued by his Patrol as a member of the team will not give him a swelled head – as, for instance, a walk-over in the Signaller Badge test would do. But to be considered a handicap to his team may be so bitter a disappointment that it will bring his all-too-brief Scout life to an end. If well trained in Cub work, he will soon pick up totally different Scout work. In games it is different. If merely trained in Jungle dances and acting, singing games and make-believe, it will take him a long time to acquire co-operation, quick and silent obedience, skill of eye, hand and foot.

One might plead that, all the same, the actual games played by the Troop should be left fresh. Up to a point I agree. And yet it may make all the difference to a Cub's first few Scout meetings if he does not feel strange playing a game which the Scouts know well. A bit shy

and awkward he will feel anyhow, and oh, so keen not to be a failure! If he can only show skill or prowess in the Troop game, and hear “Good kid!” “Well played, nipper!” from those big brothers, what a glow in that rather anxious little heart, with “Do your Best” still sewed over it; what a sense that Scouting is good fun if you have learnt to keep that motto. But no amount of “Best” will succeed, without a little “Be Prepared.”

And anyhow, in a Cub’s short life, and with his child’s love of repetition and small boy’s untiring enthusiasm, he is not likely to get fed up with any game. Rather, he will enjoy Troop life all the more for finding there the old familiar games that made Pack life such fun.

“ . . . and Guides.”

There is less need to apologise for offering the same games to Guides as to Scouts.

Though there are certain games that girls will play and boys won’t, I have never found boys’ games unpopular with girls. Girls often play them in a slightly different spirit – with more noise and laughter, and less earnestness or ferocity of- combat. But in a general way the games are equally suitable for them and do them a lot of good.

Just because girls respond more easily to outward, formal discipline, people may be inclined to impose dull games on them, with much waiting of turns, drill-like movements, not much excitement – games that boys would not stand. This is a pity. Because the games time is just the opportunity to develop alertness, energy, team-work, keenness and ambition, discipline in action, initiative and enterprise, fair play. I once had to take over and run for a time a very unruly, and in every way difficult, Company. It was my first experience of Guides. I treated them exactly as if they were Scouts. It worked marvelously – and much quicker than it would have with boys. And their enthusiasm over new games was amusing. They would run to meet me with the question, “Have you got a new game for us to-night?” That in itself was different from boys, who would have clamoured for the latest favourite. But it was good.

Brownies are not included in my sub-title, because running a Pack of Brownies for a year showed me that you can’t treat Brownies and Cubs alike*; and especially not in their games. It may surprise people that I find children of the two sexes different, and adolescents more alike. It is not a theory, or a desire to be original. It is simply that, coming to the Brownies straight from years of Cubbing, I was always doing the wrong thing; or getting surprises where I least expected them. Whereas, facing Guides with some trepidation, I found myself and my boy-methods an unexpected success. Once beyond adolescence, I surmise that the sexes fall back into the very same differences that characterise Cubs and Brownies.

Teams for Games.

It has been pointed out by one writer on games that where a Patrol is being used as a games team there should never be a mixing of Patrols to equalise numbers; better let one Scout or Guide run twice, if the Patrol is short, than fill up the vacancy with the member of another Patrol. This idea is very true as regards Scouts and Guides; games-playing can strengthen Patrol spirit, and nothing should be allowed that interferes with this. The rule does not, however, apply to Cubs, for three reasons.

*My experience is of Cubs and Brownies in the poorer parts of large cities. I believe boys and girls of the prep-school are much more alike, Is it partly because their mothers and grandmothers played games, whereas the girls in elementary schools have only recently been made to playgames? Also, in the streets children divide up into gangs of boys and groups of girls, and play together far less than the brothers and sisters of happier homes. Boys have played football in the streets from the dawn of English history.

First of all, the Six is much less of a gang than the Patrol. This is as it should be, not only because it fits in with the nature of boys of that age, but because the Pack aims at being “a happy family” and not a set of Patrols.

Secondly, between the ages of 8 and 11 boys vary more fundamentally in character than between 11 and 15: 8-years-old wants to play quite differently from 10 and 11-years-old: he is still a child, sometimes even a little bit of a baby, while the boy of 10, even of 9, is already very much a boy.

Thirdly, you find a larger number of slightly abnormal boys during Cub age than later on: I mean the very troublesome and disobedient, the very quarrelsome, the very timid, the deficient, and so on. It is partly that boys join a Pack who would not join a Troop; and partly that at that age they are more individualistic, less adaptable to outward circumstances, have not learnt to conform to accepted standards of behaviour.

In a fairly large Pack it is often best, then, to make up two or more different groups, playing different games, under different leaders. The obvious way of grouping is by age. Though sometimes it is by proficiency, *e.g.*, recruits and Tenderpads in one group, Cubs with Stars in another.

If, however, games are being used to correct bad tendencies or encourage good ones, groups are made up quite differently – though why the C.M. picked the Cubs as he did is not known to any of them. Incidentally, to have got all the unmanageables into one group under a resourceful leader will allow of wonderfully peaceful and successful games-playing by the rest of the Pack. If only for this reason it should be done, occasionally. But, more important still, it is a chance of dealing more directly with the unmanageables. How little anyone guesses the principle of choice is illustrated by the following incident.

I once had to take eighteen Cubs a long train journey to camp. My two helpers were not Cubmasters, and I rather doubted their power of keeping order. About half the Pack were unmanageables, at that time. They marched to the station in Sixes. The train was in. We halted before our reserved compartments, one of which already contained the two helpers. There had been much discussion all the way as to which Six I should travel with.

“Pack,” I said, “I want you in two ranks, so that one can march into each carriage. I am going to call out the names of the Cubs I want in the front rank. Each step forward as I call you, and the rest close up the rank behind. Jack, Billy, Fatty, Mac . . .” All the black sheep stepped out, smiling and important. Soon the rear rank was reduced to Sixers and Seconds and a few models-of-good-conduct. “Front rank, left turn. Into this carriage – quick, march.”

Into the other carriage filed the rear rank, and I got in with the black sheep. Hoots of joy and derision, but wonderfully good conduct: they thought I had picked the travelling companions of my choice.

“Why don’t you come along of us?” asked the Sixers, mystified, leaning out of their window and offering me pear-drops and bananas already rather the worse for wear. Strange to say, it did not occur to them why.

Joy.

Whether a game is physical training, or character training, or instruction, one thing it must be – enjoyed by the players. This is the chief justification of games.

A good game makes the players of it perfectly happy for the time being. And not only happy – which is a passive state – but actively joyful, keen, full of laughter and excitement. Now this is good in many ways.

To begin with it is a tonic, physically. It braces up the nerves and muscles, and increases circulation. It is not only the exercise that does this but the joy. Imagine for instance that you are standing opposite a row of boys or girls, their eyes fixed solemnly on you, wondering what you are going to say. You tell them of a jolly game which is going to fill

the rest of the evening, describing its romantic details, its exciting moments, its funny episodes, its chances of testing skill and courage. The eyes grow bright, the faces round and smiling and pink, the bodies at ease, but toned up ready for action. So far there has been no exercise; just the joy caused by hearing about a game has had a physical effect.

But supposing, instead of speaking of a game, you had given that waiting row a telling off. Announced that there had been laziness in work; that failure in the district competition was likely, and the rest of the evening must be spent learning up poisons and their antidotes. To crown all, you administer an admonition on good conduct and a solemn warning to miscreants. Now look at those faces. They are not pink and smiling; the eyes are dull; there is an awkward tension of the body – people given to fidgets are fidgeting; shoulders droop with inertia. So far no physical effort has exhausted those boys or girls: it is just that they are suffering from the opposite of joy. If, then, mere talk can have this marked physical effect, what must the actual playing of a happy game do for these young bodies which long hours of indoor work, or sitting still in school, have tired out ?

The joy caused by the playing of games is also a mental tonic. Depressed, anxious or disappointing thoughts are crowded out. Even boys or girls suffering from apathy, discouragement or a sense of inferiority, can find in games something to help them back to health of mind. The consciousness of personal success, of energetic action, of co-operation with others; the excitement and happy laughter, all put the personality back in the condition in which young personalities should be. This will tend to prepare the ground into which the seeds of Scout ideals may be sown, later to bear good fruit.

The Games in this Book.

This book does not aim at covering all the ground which a games book should cover: for instance, there is only one instructional game, few games of sense training, deduction and intelligence; and no effort to give a complete scheme of physical exercises. The games are frankly recreational.

Those of Chapter I. mostly need more space than a playground. The camp field would be the ideal place, of course. And such games well run in camp are a great help towards encouraging Scout spirit and discipline and giving a sense of something fresh and enjoyable. Personally I always found that the Court of Honour, in drawing up the camp programme, very easily accepted a suggestion, tentatively made, that cricket and football be barred in camp so that new games may be played. A desultory playing of cricket and football all day is bad for discipline, bad for the games themselves, and a constant temptation to the duty Patrol. If the football and bats are kept in the S.M.'s tent, with the idea that they are only used at certain hours, it ends in constant requests, and either the painful necessity of saying "No," or fatal weaknesses in saying "Yes."

Though a few of the games in Chapter II. would only do in a very large club-room (*e.g.*, "Five Clubs") most of them have been played successfully in a quite small room.

The first four Patrol games are of the sort which might well keep a Patrol happy in a small wet tent on a rainy day in camp. "Pancakes" would be a good camp game, as Patrols could collect their stones on the seashore, fill odd moments on the shore or in camp practising, and then challenge each other to inter-Patrol contests. I have found it a great benefit to have some such game going; once it was miniature golf, played with home-made clubs and old tennis balls.

I have included the games given in my other book, *Camp Fire Yarns and Stunts*, as it is more convenient for readers to have all new games together in one book.

The Importance of Diagrams.

No doubt you will copy the games you like best into your own games book or card index. I do strongly advise you always to copy the diagram. In reading through games books, I have

realised the drawback of having merely an explanation and no diagram. Far closer concentration is demanded, probably several readings, and even then the game may not be exactly grasped. To follow the course of a game with a pencil-point on the diagram as you read the rules enables you to understand at once and visualise actual play in your own camp or club-room.

Sources.

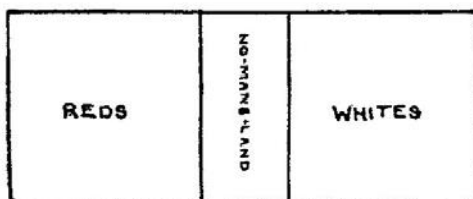
Though I have learnt many of these games from verbal explanations or by seeing them played, there is one book from which I have derived a great many ideas: *Jeux de Plein Air et d'Interieur*, by Ketty Jentzer (Delachaux & Niestle, S.A. Neuchatel); one of the few books I have come across in which one feels that every game is playable and worth playing.

CHAPTER II.

OUTDOOR GAMES.

Enemy's Camp.

Two teams, the Reds and Whites, play on a ground divided thus: –



Players of each team must be clearly designated.

The object of the game is for all the members of one team to have crossed over into the enemy's camp.

Play is as follows.

Say the Reds win the toss. A Red throws a football with all the force he can into the White camp. If a White manages to catch it full pitch, he may cross into the Red camp, after tossing the ball to one of his own side.

If the ball is not caught full pitch, but touches the ground, no one crosses over but the White who picks it up throws it into the Red camp.

If a Red catches it, he then crosses over into the White camp.

A player who has passed into the enemy camp helps his own side by catching the ball and throwing it back in such a way that it can be easily caught by them.

Various Rules.

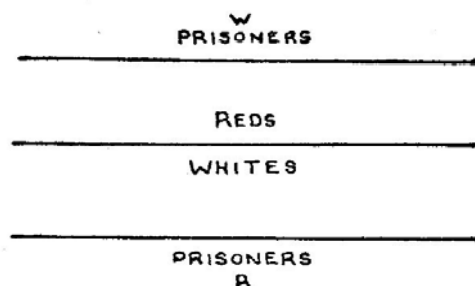
1. Players may not run with the ball: it must be thrown from the point at which it was caught.
2. If the ball goes into no-man's-land, it must be fetched by the referee, who rolls it into the nearest camp.
3. The ball may not be snatched from a player's hands, or knocked away as he is about to catch it.
4. Players may not hold or jostle their opponents.

5. A player in the enemy camp never goes back to his own camp, even on catching the ball full pitch.

6. Players must not enter no-man's-land. Penalty for breaches of these rules: one man allowed to cross over, free.

Folk Ball (*Volkerball*).

Ground divided thus:



Umpire throws up a large ball. Say it is caught by a Red. He aims it at one of the Whites. If he hits, the White becomes a prisoner and goes to the ground beyond the Reds' camp. The ball is picked up by a White, who throws it to another White, who aims it at the Reds. Every time a player is hit he goes to the prisoners' camp behind the opponents' ground. Prisoners help their own team by picking up the ball when it rolls into their prison and throwing it at the opponents ; or by receiving it when thrown to them by their own team, in order that they may have shots at the opponents, who are then between two fires.

The two following rules must be observed: 1. The ball may only be thrown at the opponents if it has been caught in the air, not if it has been picked up off the ground. So players of the same side pass to each other before aiming. 2. If the opponent *catches* the ball, he is not made prisoner, but may aim it back at the other side.

The game should be played very fast keeping everybody on the move. Players who feel themselves hit should at once run to the prisoners' camp, without waiting for the umpire's order. The team wins who has first made all the opponents prisoners.

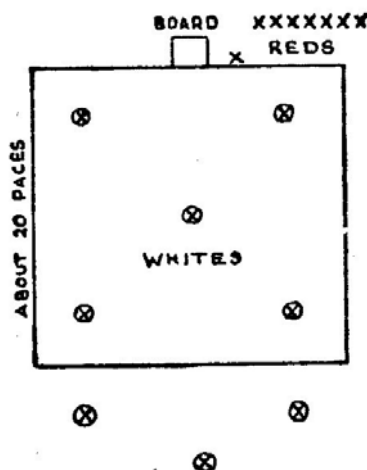
Tree Ball.

Two trees a wide distance apart are chosen as goals. Players are divided into two teams, and clearly marked. They mix up on the field.

Rules. – The object is to throw the ball against the opponents' tree, and score a goal. The game starts by referee throwing ball up. The player who catches it throws it to a player of his team in the direction of the goal. This player stands still and throws it to another. The other team try to intercept ball, and throw it in opposite direction. Players may not run with the ball, nor kick it, nor touch an opponent, nor throw to the same player twice running: penalty, a free throw to the other side.

Hit the Board.

A board about 2 feet square is required, *e.g.*, lid of a packing case. The ground and teams are arranged as follows:



The board is slightly inclined towards the field, one end placed on a brick or log.

No. 1 of the Reds hits the ball forward with his hand, as hard as possible.

If one of the Whites catches the ball before it touches the ground, the striker is out, and No. 2 of the Reds takes his place. If the ball is fielded after it has touched the ground the White who has fielded it stands still at the point where he picked it up, and tries to hit the board. If he hits, the striker is out, and the Whites score two. If he misses, the Reds score one, and the striker can go on playing. The board must be hit direct, *i.e.*, without the ball touching the ground first.

If the ball goes beyond the boundary lines, the fielders may throw it from the point where it crossed the line.

The innings goes on until all the Reds are out, when the sides change places.

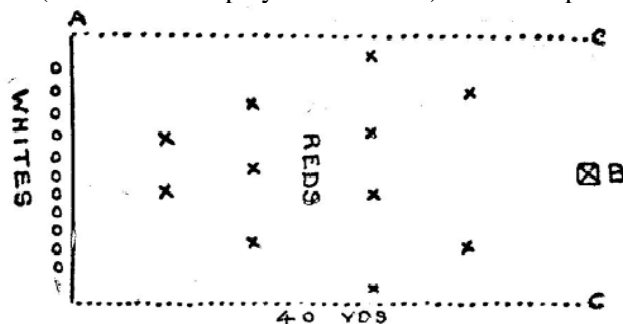
Tunnel Rounders.

Rules as for ordinary rounders, except that when the ball is fielded the player who has it in his hand holds it up. All the fielders fall in behind this player, legs straddled. The ball is passed along the tunnel thus formed. If it reaches the last fielder before the striker has completed his rounder, he must stop at the last stump passed. If he gets home before the ball gets through the tunnel he scores a rounder.

(The advantage of this form of rounders is that it keeps all the fielders constantly on the move and makes for alertness, as everything depends on their watching out for who gets hold of the ball, and running without delay to form the tunnel.)

Slog Ball (*Schlagball*).

Two teams of eleven (more or fewer players if desired). Team disposed as follows: —



Games For Camp And Club-Room

Equipment. – Tennis ball and stump. Ball is hit with stump as in serving at tennis, under-hand.

Rules. – No. 1 of the Whites hits ball as far as possible, and runs, trying to reach pole B. The Reds field the ball, and, passing it from one to another, try to hit No. 1 with it. If he reaches the pole and gets back to line A without stopping, the Whites score 2 points. If he remains at pole and runs back when the ball has been put in play by another player, only 1 point is scored. If he is hit by ball, thrown by one of the Reds, the sides change places and a new round commences.

No. 1 having either returned or stayed by pole, No. 2 plays, followed by No. 3 and so on. If No. 11 scores without sides having to change places, No. 1 starts again. The points gained in each round are added up at the end of the allotted time.

The sides change places not only when a player is hit, but for the following reasons:

1. If the ball hit by a White is caught by a Red before it touches ground. (This scores one point to the Reds.)
2. If there are no Whites left behind line A.
3. If a returning player runs outside line C.

Other Rules.

1. A player may have three hits. If none of these is good, he need not run, but may wait for another player's hit. He may not, however, have another turn unless he has run. Several players may run at the same time.

2. Players must hit forwards. If the ball falls back behind line A no run may be made.

3. Players waiting by pole to run back may run whenever the ball is in play. Several players may run together. They should do their best to get in so as to score their points before a change takes place and so as to be ready to play again.

4. If the Reds throw ball at a player and *miss* he may return to line A, without going to pole, and he scores his two points.

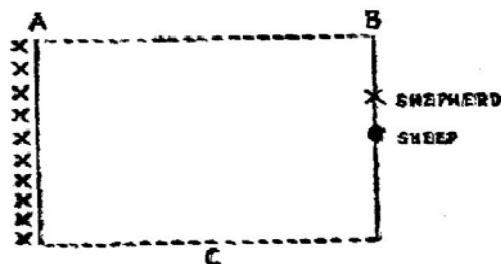
N.B. – A scorer and umpire are very necessary.

Hunter's Ball.

One player is the hunter and is armed with a tennis ball. All the rest have their neckers tucked into the back of their belts to show that they are hunted animals. They scatter about the field. The hunter kills by hitting a player's legs with the ball. Directly he is hit he becomes a hunter, puts his necker round his neck and helps the first hunter to kill. The game proceeds until only one animal is left, who is the winner. The ball must strike below the knees to count as killing.

Killing the Mutton (*Le Mouton*).

Each player has a club about 18 inches long, of weight and balance to enable of accurate throwing and distinguished from the others by some mark. The "sheep" is a stump or Indian club. The ground is prepared as follows:



Games For Camp And Club-Room

Rules. – No. 1 throws his club and tries to fell the sheep. If his club falls without touching it he stands aside, and No. 2 throws; perhaps followed by No. 3 and No. 4. Supposing No. 5 fells the sheep, all who have thrown run forward to pick up their clubs. The shepherd must stand the sheep up again, and once he has done that he tries to touch the throwers. He may touch a player –

1. Who is on the ground between lines A and B (whether or not he has his club in his hand).

2. Who is on the ground beyond line B, but has not yet picked up his club.

A player who has his club may stand in safety behind line B, and await an opportunity of running back to line A on the sheep being again felled. Meanwhile, the others play on.

If a player is caught, he becomes the shepherd, and a new round starts – those players who have not yet thrown having first shot.

Players must observe the following rules:

1. They must not pick up another player's club.

2. In running home they must not cross line C.

3. They must avoid knocking down the sheep while picking up their clubs. A player breaking any of these rules forfeits his turn in the next round.

There is no scoring; the object is to have killed the mutton as often as possible and not to have been caught.

Battle of Fir Cones.

Equipment. – Twice as many fir cones as there are players. (Any other missiles not likely to hurt will do : if possible, old tennis balls.) Divide ground into two camps. Place a further dividing mark about 30 yards back in each camp.

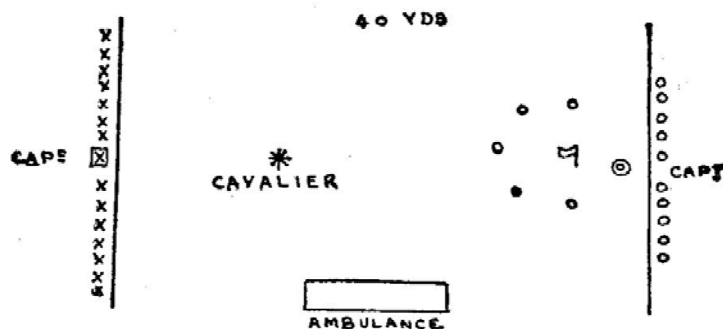
Rules. – An equal number of players each side. At a given signal the bombardment starts – each player throwing as fast as he can, first the two cones he has in his hands, and afterwards picking up those thrown by opposing team. At a whistle blast all stop. The cones are counted. Those lying beyond the 30-yard-mark score 2, the rest 1.

Mounted Cavalier.

(A new form of “Flag Raid.”)

Players are divided into two teams, the attackers and the defenders. Each side has a captain whose order must be strictly obeyed. The mounted cavalier is chosen by lot from among the attackers, and wears a clear distinguishing mark.

The ground is divided thus:



Supposing the Whites are the defenders. Their captain places six of them round the flag, which is planted about 4 paces in front of the White camp. The object of the Reds is to capture the flag and carry it to their camp.

Games For Camp And Club-Room

The attack begins by the cavalier coming forward alone. He cannot capture the flag: his work is to put Whites out of action by touching them. They, however, cannot hurt him. He must first touch the flag, after which he proceeds to chase the defenders, so as to clear them away from the flag. The Red captain then launches an attack.

The Reds cannot capture the Whites – their only object is to seize the flag and carry it back to their camp, without being touched. The Whites can put the Reds out of action by touching them.

“Wounded men” of either side go to the ambulance station and are out of action until the end of the game.

Directly a White has been wounded by the cavalier his place is filled by another White, sent out by the captain, who may also call in a defender for a rest and send out a reserve in his place. Similarly, the Red captain sends out reinforcements, as he sees his men wounded by the defenders.

After wounding a White the cavalier must touch the flag before he can again chase the Whites.

If the Whites put more than half the Reds out of action, before these have captured the flag, the Whites have won. The sides then change over; new captains and cavalier are chosen, and a return game is played.

Challenge.

(Jeu de Barres)

Players are divided into two teams and numbered. The ground is divided thus:



Play is as follows. No. 1 of the Reds comes up to line A of Whites and challenges any White he chooses, by calling him by name. Directly the White's name is called he gives chase to the Red, who turns and makes for his own camp.

As soon as the White has started in pursuit, No. 2 of the Reds comes out to help the challenger by pursuing his pursuer. We now have Red No. 1 pursued by a White, who is himself pursued by Red No. 2. A White now comes out and pursues Red No. 2. Several more may follow in this way, each man chasing only his own quarry, and only in danger from his own pursuer. They may double and move about anywhere on the ground.

A player who takes refuge in his own camp is safe. His pursuer then has only to escape his own enemy and get home.

If any player is caught the referee blows a whistle and all pursuit stops. The player who has been caught is placed in prison, a few yards in front of the enemy lines. He holds his hand out, in hopes of being rescued.

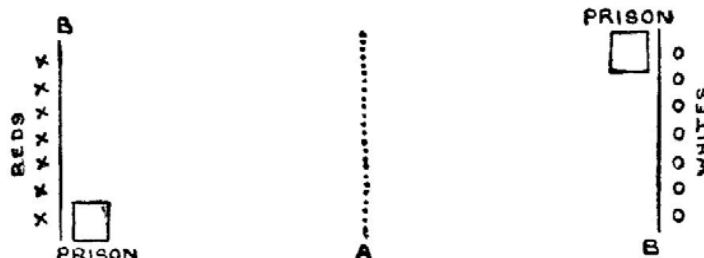
The game recommences by a White coming forward and challenging a Red. It proceeds as before, only that there is now an added object in coming out of the camp – the rescue of the prisoners. This is effected by a player of the same side touching the prisoner's hand, who may then return in safety to his own camp. If there are several prisoners, these hold

hands, their line stretching out towards their own camp. They are all released if the first one's hand is touched. Any player who has come out in chase may rescue, as he passes.

When time is up the side with the most prisoners wins.

Sentinel.

The ground and players are arranged as follows: –



The captain of the Reds tells one of his men that he is “sentinel,” and must kill an enemy who approaches too near.

The captain of the Whites chooses one of his men as “scout” and one as “sentinel.” The White scout runs forward. Once he has crossed the centre line (A) he is on enemy ground, and risks being killed. He approaches nearer and nearer, tempting the Red sentinel to come out after him – though he does not know which player is sentinel. When the sentinel thinks he can catch the scout he dashes out after him. The scout runs for his own line (B) and is not safe until he is behind it.

The chaser, once over the centre line (A), is in danger. If he catches the White scout he is safe, and leads him back to prison. If, however, the White scout gets home, the moment he is home the White sentinel may dash out after the Red, who should, of course, have turned and run directly he saw that his man had got home.

If the White sentinel catches the flying Red he puts him in prison. If not, he himself becomes liable to be chased, as soon as the Red is home.

The game is played as fast as possible. The captain of each side names a new sentinel as often as is necessary, exercising judgment as to whom he names, *e.g.* if the approaching enemy is a quick runner he names one of his best men; if not so dangerous, he reserves his best men and names a slower one.

The game ends when more than half one team is in prison, the opposite team being the winners.

Tabaqui Runs Away. (A Game for the Cubs.)

The ground and teams are divided thus:



The Reds stand with one foot on their line, and right hands held out, palm upwards. One of the Whites is Tabaqui. He runs across in a swanky way, making defiant and rude noises – hoots, whistles, barks – and saying he's going to teach the young wolves a thing or two. He prowls up and down their line, and smacks the outstretched hands. On the *third* smack he

suddenly loses courage, and runs as hard as he can for his own line, pursued by the red wolf. If the wolf catches him, three other Reds come forward, and each taking hold of one arm or leg carry Tabaqui the Coward, and put him in their den, five paces behind the line.

If, on the other hand, Tabaqui gets home, then the red wolf who chased him is put in the Whites' den.

The Reds now send out a Tabaqui, and the game proceeds as before, the Whites holding out their hands.

The game ends when only three are left behind one of the lines, the other team being the winners.

The game must be played as fast as possible, no delay between the putting in prison and going forth of a new Tabaqui.

Two, or even three, of the smacks may be given on the same hand. This adds to the uncertainty as to which wolf will have to run.

Hunter and Hounds.

Two "homes" are marked at either side of a large space. The hares wait in one of these. There is a hunter and two or three hounds, who are marked by wearing neckers on heads. The hares rush across and try to get from one home to another. Hunter and hounds try to catch them. If a hound catches a hare he must hold him down until the hunter arrives and gives him three taps. The hare does all he can to escape. If tapped, he is killed. When all are killed except one, that hare becomes the hunter, and the last two or three to be killed become the hounds. Hares try to get across as often as possible.

Robbers in the Forest.

A fourth part of the players are the robbers. They wear their neckers round their waists. They hide themselves in a wood, and choose a "cave," as well concealed as possible.

The rest of the players are peasants. They wear their neckers on their heads. They have a "house."

The peasants walk about in the wood, shouting, "There are no robbers in the wood!"

Suddenly the robbers rush out, and try to capture as many peasants as they can. The peasants run away, and any who can reach their house are safe. Those taken prisoner have their neckers taken off their heads and tied round their right arms, the ends being held by a robber, who leads them to the cave by round-about ways so as to put the other peasants off the scent.

The robbers then hide again. They must not guard the cave closer than a 30-yard radius. The peasants come out, some walking and shouting as before to attract the attention of the robbers, while some try to find the "cave." One peasant may rescue one prisoner. He takes him by his "chains" (necker on arm) and leads him back to the house, both being safe as long as they walk so. In the house, the necker is replaced on head, and both peasants join their party.

At the end of a given time, if more than half the peasants are in prison the robbers have won.

Fort.

Players are divided into two sides – attackers and defenders. Defenders form a circle, holding hands and *facing outwards*: their captain is in the centre. The attackers surround this "fort," at some eight or ten paces distant. They have a large ball. This they try to kick into the fort. It may pass either through the legs of defenders, or over their heads. If over, the captain may catch

it and throw it out. But if it touches the ground inside, the fort is captured. Players change sides, the player who got the ball in becoming captain.

Jack and the Giant Race.

Players fall in, tallest on the right, shortest on the left. Half the number – the short ones – run and place themselves three or four yards ahead of the others. The finish of the race is fifteen or twenty yards distant. On the word “Go,” the Jacks get away as fast as possible, walking only on their heels. The giants walk in long strides each trying to overtake the Jack in front of him. A giant “kills” by tapping Jack on the head. He then picks him up (fireman’s lift) and carries him to the finish. If more Jacks arrive on their own feet than carried, they have won. If not, the giants are the victors.

How far ahead the Jacks should stand must be decided according to size of players and length of race.

Variations of “Touch.”

Simple form. Players scatter. One is “he,” and has a neckerchief in his hand. He chases any players he likes. If he touches one, he gives him the neckerchief. This player now becomes “he,” and may chase any player except the one who has just caught him.

Variation I. – “Help!”

A player who is being chased may cry “Help!” If another player gives him his hand both are safe, and “he” must pursue someone else.

Variation II. – “Cut Across.”

If a player cuts across between “he” and the player he is chasing, “he” must follow the cutter-across.

Variation III. – “Bending.”

Players who are being chased may make themselves safe by bending (legs rigid) and touching their toes with their finger tips. “He” must then chase another player.

CHAPTER III.

INDOOR GAMES.

Whistling the Blind Man.

Players form as large a circle as the room allows, and may be seated on chairs, tables, etc., if desired. Each has a whistle.

Two are blind-folded, one having a club made of rolled newspaper. They are placed at opposite ends of circle. One is called “Jack,” and the other “Jack’s Master.”

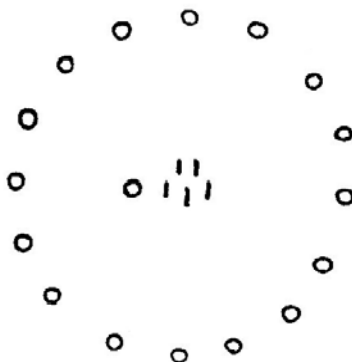
The leader of game points at one of the players, who gives a whistle blast. Jack at once sets off to find the whistler, chased by his master, who tries to hit him with club. If Jack can touch the whistler he has won, and two new players are chosen. If Master hits Jack, he has won.

The leader, however, can keep them on the move by pointing to other players, in turn, to give whistle blasts, so that Jack is constantly changing direction.

The blind men should not be kept in the ring too long, as the game is rather bewildering for them. Whichever is the winner has the privilege of choosing the next two blind men.

Five Clubs.

Players form as large a circle as the room allows. One player is in the centre, and has five Indian clubs, ninepins, or stone ginger-beer bottles, standing up on given points.

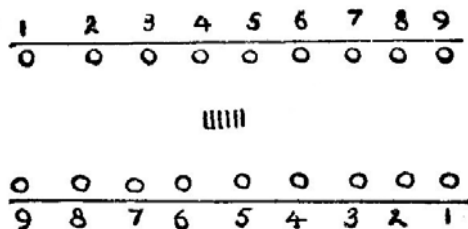


A football is thrown by the players, as fast and as often as possible, to knock over the clubs. The centre player tries to get all five standing up again. If he succeeds he has won, and can choose another player to take his place.

Three Bones to a Dog

(Variation of "Two Dogs to a Bone.")

Patrols fall in, as in sketch. A chalk circle a foot across is drawn in front of each player. Six bean bags or other objects are placed in the centre between the two lines.



The leader calls out, say, "Fours!"

The two No. 4's run, pick up one bean bag each, return and put it in their circle, run back and pick up another, and do the same. The first to have the three bean bags in his circle, and to be standing at the alert in his place, wins a point for his side. The game continues so, the leader calling out any number he chooses.

Every now and then the "bones" may be altered. Six very small objects might be placed in the centre – pins, ha'pennies, peas; or heavy ones – bricks, buckets of water (if in camp); or objects awkward to stand up – empty bottles, enamel mugs which must be stood one on the other.

Alphabet Relay.

Patrols stand in files parallel with each other, No. 1 having a piece of chalk. A sheet of brown paper is placed at the other end of the room, opposite each Patrol. At the word "Go" the No. 1's race to the papers, and write A; race back and hand the chalk to No. 2, who adds B, and so on, until the whole alphabet has been written. The first Patrol with a correct

Games For Camp And Club-Room

alphabet wins. (This sounds easy. But in the excitement mistakes are often made, sometimes sections of the alphabet getting written twice.)

Compass Relay.

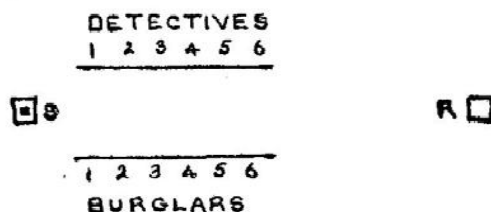
Patrols fall in, in files, parallel to each other. Opposite each Patrol a compass is drawn on the floor, the points indicated, but only the North lettered. The umpire calls out a point. The No. 1's step out and place a pencil on the compass pointing-in the given direction, before the umpire has counted 6. If correct, the player falls in behind compass; if incorrect, he goes back and falls in at the further end of Patrol.

Another point is called, and the No. 2's step out. The first Patrol to fall in complete behind the compass wins.

N.B. – There should be an umpire for each Patrol, so as to waste no time in verifying the compass directions shown.

Burglar and Tec.

Patrols fall in, in two ranks, facing each other.



Two chairs are placed as in sketch. On one lies the “swag” – a bean bag or other object. The other chair is left empty: it represents the receiver’s shop.

One line consists of burglars, the other of detectives.

The leader calls, say, “Fives!”

No. 5 of the burglars runs to chair and steals the swag. He then moves about the room performing any actions he can think of, *e.g.*, opening the door, putting his head round it, and then shutting door. Lifting doormat and looking under it. Opening and closing window. Taking up a bit of chalk and making a + on the floor. Standing on a chair, and jumping down again. Lying flat, ear to floor. Crawling on hands and knees. Taking up a book, opening it, and laying it down again. Going to corner of room and giving three low whistles.

From the moment burglar No. 5 stole the swag, detective No. 5 has been shadowing him. Everything the burglar does the detective does also (*i.e.* as soon as the burglar has finished doing each action: opens the *same* door or window, lies down on *same* bit of floor).

When the burglar has performed three or four actions, he suddenly deposits the swag on the chair (R), and makes for his place in the ranks. But he must hop on one foot, not run.

The detective must finish whatever action he was performing, pick up the swag, and chase the burglar, running. If burglar gets in, uncaught, he scores a point for his side. If detective catches him, the other side scores.

The chair (R) should be placed at some distance from the teams to allow of a good run home.

Postman.

Players form as large a circle as the room allows, and each takes a position, sitting on benches, tables, etc., or standing against the walls. Each adopts the name of a town.

One player is postman, and stands in the middle of the room, armed with a club made of a rolled-up newspaper.

At four different places a letter-box is marked by drawing a chalk circle on the ground; or, better still, a chair or upturned box is placed in position.

The postman calls out, "I have a letter to deliver."

The players call, "Where from?"

The postman answers, say, "Oxford," and runs about the room, pursued by the player representing Oxford. The postman suddenly places his club on one of the letter-boxes, and makes a dash for Oxford's space.

Oxford picks up the club, and tries to hit the postman before he can get in. If the postman is hit, he gets the sack and has to stay in Oxford's place, the other player becoming postman. If he succeeds in getting in, he goes on being postman.

To make the game more fun, the postman might call out, "I have a parcel to deliver," in this case both postman and pursuer having to hop, both feet together. For a post-card, they would hop on one foot; for a letter, walk, and for a telegram, run.

Change Camp.

Two camps are marked on the floor with chalk: each x represents a tent.

A player sits on each x. Two players have no tent, and sit each in the centre of a circle.

The players are numbered – equal numbers in each circle.

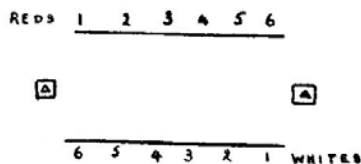


The leader calls, "Change tents, No. 5's!" The two No. 5's jump up, and try to exchange places. The centre players each try to get the empty tent in the opposite circle to the one they are sitting in, before the No. 5's have got in place.

Players left tentless sit down in centre, and the game proceeds.

Swop the Handkerchiefs.

Players are arranged as follows: –



A red handkerchief is tied to one chair, and a white one to the other.

At the word "Go" the two No. 1's run, each to their respective handkerchief, untie it, run to the other chair, tie it to that, and regain their places. The first in scores a point for his side; and the 2's run.

Trees and Snakes.

Two Patrols fall in, in ranks. The players hold hands, and raise their arms high, so as to form arches. These are the trees.

Two other Patrols face them, also holding hands, but so as to form a chain. These are the snakes. At the word "Go" the snakes wind in and out of the arches. The first snake to be back in position, and not having broken, wins. If a tree is knocked over, the running Patrol is disqualified. The roles of trees and snakes are now reversed. To add excitement to the game the umpire may call, "The wind is blowing." The branches of the trees (arms) start to wave up and down, which makes the snakes' progress more difficult.

Side by Side.

Reds choose White partners. They fall in, in a double circle, partners facing each other, the captain in centre. The couples should be two or three paces apart. Captain shouts the orders "Back to back," or "Face to face," as often as he likes, and must be obeyed smartly. When he shouts "Side by side" all players change places, choosing a new partner, and falling in by his side in one big circle. The captain (who wears a colour) tries to secure a partner. If he succeeds, the player left single becomes a captain. *Penalty:* Couples who make a mistake in obeying order, or do not move quickly, may be ordered out of circle until that round is over.

Little Johnny Head-in-Air.

A course is drawn on the floor with chalk. It represents a path 2 feet wide. It crosses the room in large *zig-zags*. Here and there a pond is shown by drawings of fishes.

Johnny has a book placed on his head, and tries to walk the course. Every time he puts a foot in a pond he loses a point. If he puts both feet in, he is drowned and cannot walk again. Six marks off equals drowning. So does the book falling off his head.

The last Johnny left alive is the winner; or, if it takes too long to play out, the one with least points lost when time is up.

Spider's Web.

(For a Social.)

A prize is hidden. As many strings as there are Patrols are tied to it, and wound about in every conceivable way, *e.g.* through the various rooms of the H.Q., under doors, through keyholes, behind pictures, round legs of tables and benches, under door-mats, etc.; or in camp, under tent walls, over branches of trees, through hedges, under wood piles, etc. The ends of the strings are given to the Patrols. The first Patrol to have wound up its string and got to the centre of the spider's web wins the prize.

Four Variations of "Cat and Mouse."

The old game of "Cat and Mouse" is as follows: Players form a circle, holding hands, arms held high. One player is the cat, another the mouse.

The mouse runs away from the cat, dodging in and out, under the players' arms. The cat must follow exactly the route taken by the mouse.

Variation I. – “The Marked Gap.”

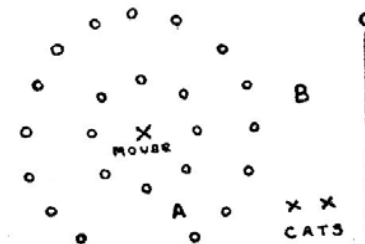
Three of the gaps are marked by the players holding up a handkerchief between them. The mouse may go through any gap, but the cat may only go through gaps so marked.

Variation II. – “Two Mice.”

Two mice are inside the circle, one cat outside it. The cat tries to get in, but the players prevent him by dropping their arms and drawing close together. If he gets in, the mice may run out. The cat must be allowed to run out after them. They may take refuge by getting back into the circle, and again the cat is kept out. If one of the mice is caught the game recommences, with three new players as cat and mice.

Variation III. – “Two Cats.”

Two concentric circles. Outer one has an opening. The mouse is safe when inside the centre circle. There are two cats outside.



Mouse must come out, and try to cross line C. He may come out anywhere he likes, between players.

Directly mouse gets on open space B, cats give chase. They may only enter passage A if mouse has come outside. They must enter by opening, and not pass between players.

When mouse comes on ground B, one cat gives chase, the other entering passage A to try to cut off mouse's retreat to safe centre.

If mouse crosses line C, he has won. He becomes a cat, and chooses a new cat and his partner, a new mouse.

If a cat catches mouse, he has won. He becomes mouse, and chooses two new cats.

Variation IV. – “Cat, Fly and Robin.”

Played like simple “Cat and Mouse,” only that there are three players running. Robin chases fly, but must at the same time run away from cat.

CHAPTER IV.

PATROL GAMES.

Nab the Nibs.

May be played either with old pen nibs or with pins.

Six players each have six nibs. These they place on the floor, in a chalk circle, 18 inches across.

They draw lots as to the order of play.

The player to have drawn 1 takes a tennis ball and bounces it among the nibs. All nibs that jump out of the circle (*i.e.*, quite clear of chalk ring) are his and he picks them up. If, however, he did not catch the ball on the rebound, he forfeits the nibs, which are replaced in circle.

The ball now passes to No. 2, who does the same.

The game continues until all the nibs are nabbed, the nabber of the greatest number being the winner.

Typ.

Sweets, raisins, or nuts are best, but “typ” may also be played with stones or beans. Players sit in a circle. A number of sweets are placed in a ring in the centre. One player shuts his eyes, and the leader of the game touches one of the sweets and makes sure everybody knows which. The player then opens his eyes. He puts his finger on one sweet in the ring, and begins to count them slowly, touching each one and moving on in order from the one he first touched. When he reaches the one decided on, all shout “Typ!” as loud as possible. Say the player has succeeded in counting *six* before reaching “Typ,” he would then win the six sweets. The circle is replenished, and another player shuts his eyes. Anyone shouting “Typ” mistakenly has to give two sweets to the player who is counting, and who may then proceed.

What Time is It?

For this game each player collects for himself twelve stones varying between the size of a pea and a pigeon’s egg. Players sit in a circle, the stones in their hats, held between their knees. One begins. He takes so many stones in his hand, closes his fist, and shows it to his left-hand neighbour, saying: “What time is it?”

The other guesses the number of stones held. If he guesses right, he wins the stones. If wrong, he gives the player the difference, *e.g.*, if he says “Six o’clock,” and the player was holding four, he will hand over two. He then takes up some stones, and his left-hand neighbour guesses. The game continues for a given space of time, at the end of which the player having most stones wins.

Cut the String.

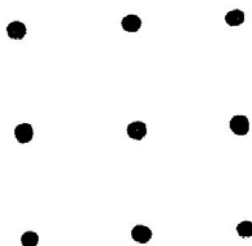
A small prize, *e.g.*, an apple or a sweet, is tied to the end of a bit of string, which hangs in the doorway. A player is blindfolded and given a pair of scissors. He walks towards doorway and tries to cut the string. He may have three snips. If he succeeds, he keeps the prize. If not, another player takes his place.

Pancakes.

Each player finds a flat stone, 4 or 5 inches in diameter, and marks it clearly with his Patrol signature. "Tossing the pancakes" will be a contest of skill between the Patrols. A staff is fixed in the ground. The players stand 10 to 15 paces away. They toss for which Patrol starts. Say the Stags win. The P. L. of the Stags throws his stone so that it falls flat, as near the staff as possible. The P.L. of the Tigers throws next. If he fails to get as near the staff as the first player, another Tiger throws. Tigers go on until one of them beats the Stags. The Stags play until one beats the Tigers. Players who have thrown go forward and stand where they can see. At each throw they call out "lost" or "won." The Patrol that has a "win" last gains a point, and a fresh round starts. There is a special skill in throwing with a rotating movement, so that the stones fall flat.

Living Noughts and Crosses,

Nine marks are made on the ground thus: –



Two teams play – three Noughts and their captain, and three Crosses and their captain distinguished by wearing and not wearing hats.

Captains toss for which team begins. Winner of toss sends out one of his players, who stands on one of the marks. The other captain then sends out a player. They continue to send players alternately until all are out. Their object is to get the three in a line. When all are in place they may order their players to move one space, giving orders alternately.

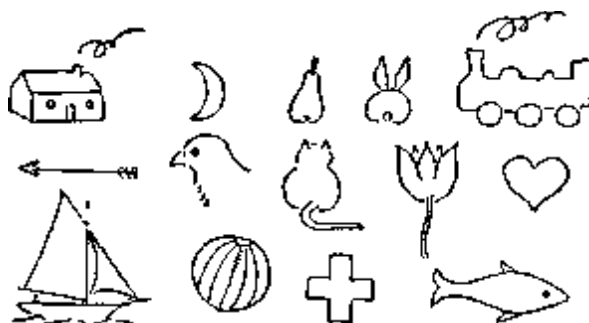
Players may only move straight, not diagonally. As soon as one team has the three players in a row all fall back into line, new captains are chosen and another round commences.

CHAPTER V.

GAMES WITH PAPER AND PENCIL.

Drawing Kims.

PLAYERS stand round watching while leader draws an object with chalk on the floor (or on blackboard) and at once rubs it out. He draws twenty objects in this way. As soon as he has finished, the players take paper and pencil and reproduce *as* many of the drawings as they can.



N.B. – They should be very simple drawings which can be made quickly and recognised at once. An umpire must make a list, so that the players' efforts may be checked.

Five Groups.

Players are provided with paper and pencils. Five subjects are chosen, *e.g.*, articles of furniture; makes of car; articles in well-known advertisements; historical personages; birds and animals.

A time-limit is given, a letter of the alphabet announced, and everybody starts to write down as many objects in each group as he can think of which begin with the letter.

When time is up the papers are read out, every one crossing out of his list a name that occurs on another player's list too. The player who has the largest number of words not crossed out wins.

Doctors.

Played like the old game, "Consequences," only that the details are different: patient's name; doctor's name; disease patient thinks he is suffering from; doctor's diagnosis; operation performed; medicine; result.

Building the Gallows.

For two players only.

First player thinks of a word – say *tortoise* – and writes it thus, each dash representing a letter:

T----- E

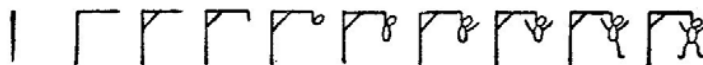
Second player may say one letter at a time, trying to complete the word as quickly as possible. Supposing his first guess is correct, player No. 1 writes the letter in, thus:

T---O--E

But supposing the letter is incorrect, he begins to build the gallows, thus:

T----- E

Every time an incorrect letter is said, another stroke is added, so that slowly the gallows grow.



If the man is hanged before the word has been completed player No. 1 is the winner.

Jumbled Words.

Slips of paper are prepared, on which are written jumbled words and a definition of the object, *e.g.*, EOMSU: a small animal; DRYMAPI: found in Egypt; GOPRIRED: a food. Each slip is numbered. Every player has one pinned on his back. He is given a pencil and a sheet of paper with ruled lines, numbered. At a given moment everybody starts writing against the numbers on their papers the solution of the jumbled words pinned on the other players' backs. The first player to have every number full (bar his own) takes it to the umpire, to be checked by the correct list. The first three to finish are awarded a prize. The game can then be repeated, every player making a new jumbled word, and writing it on the other side of his slip, which he then re-pins on his back, reporting the solution to the umpire, who must make a correct list.

Poets.

Six words are chosen, rhyming in couplets – say:

Fly
Pie
Tree
Free
Stump
Bump

Or else rhyming alternately. Each player writes them on his paper, near the right-hand side.

Each now writes a poem, without changing the order of the words. The papers are then folded, and passed to the right-hand neighbour, who writes an imaginary title, for instance, “A Maiden’s Meditation,” or “The Lover’s Greeting.” He then passes it to his right-hand neighbour, who adds a poet’s name, *e.g.*, William Wordsworth or John Keats.

The papers are then placed in the middle of the table and jumbled up. A reader is appointed, who reads each out, everybody guessing who is its real author.

The results might be something like thus:

THOUGHTS IN SPRING.

Beloved one, together let us fly . . .
You bring your thermos, I will bring a pie.
Meet me at midnight by the blasted tree.
Soon from your father’s house you will be free.
I clutched my pie, and met her by the stump –
Or so I dreamed, and woke up with a bump.

ROBERT BROWNING.

Someone else’s efforts with same words might be:

SWEET MEMORIES.

In my cup of tea a fly,
And an earwig in the pie.
With my tent beneath a tree
Happy was my life and free,
Till a branch broke off the stump –
Then there was a nasty bump.

JOHN MILTON.

CHAPTER VI.

CAMP FIRE GAMES.

Receiving the Visitor.

One player goes out. It is decided that he represents some person or type. When he returns he is received by everybody in the appropriate way, and must guess who he is, *e.g.*, an important statesman, a lunatic, a very small child, a deaf man, an old lady, a foreigner, a very funny comedian, etc., etc.

Who am I?

Two players go out. Two well-known characters are decided on, and their names written large on two slips of paper. They may be well-known public personages of the present; historic characters; or real people known to all the players. The players are called in, and the slips are pinned on their backs. Each has a look at the other's slip, but does not know what is on his own. They then sit down facing each other, and start to make conversation. Each player tries to guess who he is, from the things the other player says to him. They must talk loud and clearly, so that all the rest hear.

Tea-pot.

One player goes out. Words are chosen which are homonyms – words with the same sound but different meanings, like *tail, tale*.

Leader walks round the circle allotting the word to the players; for instance, if *bark* is chosen, he would give to some *bark of a tree*, to others *bark of a dog*; to others, *bark, a ship*.

Player who went out is called in. He walks round asking first one player, then another, "What is your tea-pot like?" Each player begins his answer with, "My tea-pot....." and goes on to say something appropriate to his particular word. For instance, if *bark* was the word:

"My tea-pot is short and sharp."

"My tea-pot goes very fast."

"My tea-pot is brown and rough."

"My tea-pot is loud."

"My tea-pot goes long journeys."

"My tea-pot is moss-grown."

"My tea-pot sounds fierce."

"My tea-pot is painted blue."

If such replies fail to reveal the word, the leader must tell players to give answers that hold a clearer clue, *e.g.*:

"My tea-pot is worse than its bite."

"My tea-pot is used for making canoes."

"My tea-pot has three masts."

When the game is first played the word may be given away too easily in the answers, so the leader should have a set of words ready, so as to be able to repeat the game five or six times, giving the players a chance of getting more skilful at answering truly and yet not telling too much. Here are some homonyms. (Note that only nouns may be used.)

Boy, buoy. Seal (on letter), seal (animal). Drill (tool), drill (exercise). Doe, dough. Pier, peer. Rain, reign, rein. Son, sun. Pane, pain. Ball (cricket), ball (a dance). Dock (plant), dock (for ships). Toe, tow. Peel, peel. Mint (plant), mint (for coining). Bay (on coast), bay (tree), bay (horse), bay (hound's), bay (recess). Mayor, mare. Bat (cricket), bat (animal). Match (for lighting), match (contest). Aisle, isle. Bell, belle. Fair, fare (food), fare (railway). Down (high ground), down (feathers), Site, sight. Skull, scull. Bull (animal), bull (document), bull (Irish joke). Weight, wait. Way, whey, wey, weigh. Heir, air. Pail, pale. Bale (package), bale (harm), bale (fortification), bail (security for prisoners), bail (of cricket stumps). Veil, vale. Knight, night.

Variation of "Tea-pot."

Two people go out and agree on a word, each taking one meaning. They come in and sit in the middle, and talk to each other about their word, saying (suppose "seal" was the word), "My tea-pot swims very well." "And mine sticks very well." "Mine is black." "So is mine, but more often it's red." "My tea-pot is very intelligent." "Mine is used by kings." "And mine by circus managers."

The rest of the players listen, trying to guess the words. No one who guesses the word says it aloud. He quietly sits on the ground. If he finds he has guessed wrong he must get up again.

Co-operative Letter.

Before camp fire prepare an imaginary letter, leaving out all adjectives. The following is an example: –

From a District Commissioner to Scoutmaster Blank.

Dear Mr. Blank,

Herewith my impressions of your camp

I was struck by the site you have chosen. The ground is , while you have a view. Your organisation could not fail to make your week here a holiday for your boys.

As to details. Your kitchen seemed to me in a condition. The dixies were ; and the tea-cloths and mops all looked . On inspecting the rubbish pits I was surprised to find them so . As to the store tent, your Quartermaster keeps it in order. I tasted some stew; it was , and reminded me of a dish I once partook of in China.

The boys' tents presented a spectacle. The bedding was . While as to the Scouts' personal kit, it was really very . I noticed a toothbrush by every bed. This pleased me. I should advise every Scout to construct a rack, on which to put his boots to dry.

I was interested to see your own little tent. Its pattern seemed to me very . And the order in which you keep it must be a example to your Scouts.

I hope this report will be encouraging to you.

Believe me, Sir,

Yours very ,

JAMES JUMBLE,

District Commissioner for

Muddle-em-on-Sea.

At camp fire explain that you have a letter partly written and want the co-operation of everybody. Each in turn must say an adjective. These you write in the empty spaces, in order.

When the letter is finished, you read it out. If the players are resourceful in finding adjectives the result can be very funny. The first time the game is played don't accept commonplace adjectives – "good," "bad," etc. The boys will soon catch on.

To get the best results, write a definitely appreciative letter, and ask for only uncomplimentary adjectives. You may then get a result like the following: –

From Aunt Jemina, thanking her niece for a visit.

My dear Lottie,

After an (obnoxious) journey, I have arrived home very (bulgy), and hasten to write you a few lines. It is long since I have had a more (unappetising) holiday than my (wobbly) three weeks with you. Your (queer) companionship made me feel quite (damp). And as you know, I always think your husband so (frightful).

The bed I slept in was very (gurgly) resulting in really (dull) nights.

Each day I thought the meals you provided more (feeble) than those of the day before. It was an (unholy) change to pass these (smelly) weeks in your (unpardonable) house,

As to the ladies you had to tea last Wednesday, I thought them all very (maggoty). The lady mayoress was particularly (gruesome).

Please send me my (disgusting) fur cloak, left behind in the (depressing) hall cupboard, and also my (shocking) goloshes.

Give the (fractious) Vicar my most (ridiculous) greetings. It was a pleasure to attend his (luke-warm) mothers' meetings.

Pat the (fly-blown) little Pekineses from me.

Ever your (knock-kneed) aunt,

JEMINA COUGHDROP.

Equally funny would be an angry letter of complaint, in which the adjectives were *complimentary*, for instance:

Mr. Crank writes to his next-door neighbour complaining that his dogs, cats and tortoises come into Mr. Crank's garden; that his cocks and hens wake Mrs. Crank at 4 a.m.; that his pig-sty is very offensive; that his children's voices prevent Mr. Crank having his after-dinner nap; that his loud-speaker frightens Baby Crank; that his daughter's piano-playing is enough to give anyone a nervous breakdown; and that said neighbour, being a public nuisance, Mr. Crank will communicate with the police unless matters improve.

Gardeners.*

Camp fire circle is divided into two halves. Each half has a head gardener. These in turn call out to each other the name of a fruit or vegetable beginning with A (the other letters of the alphabet following, in turn). All the players in the semi-circle help the head gardener by suggesting names of fruits or vegetables, but they may only speak in a whisper, and must not rise from their places; any player breaking one of these rules is at once ordered by the umpire to cross over and join the other side. When one side pauses, unable to think of any more names, the umpire counts twelve, and that side loses a man to the other side, unless they can think of a word in time. A fresh letter is then taken, and a fresh head gardener chosen. The game is won by the side having the most men when time is up.

The game may also be played with the players standing in two rows, each behind a line. Stepping forward over the line is forbidden, and any player who does so crosses to the other side.

* This and the following games are reprinted from *Camp Fire Yarns and Stunts*.

Passing the Parcel.

A small parcel is made up. It may contain either a prize in the form of sweets, fruit, etc., or a practical joke – a spring that will jump out when released; a crumpled ball of paper full of pepper; a carrot; a cake of yellow soap. The parcel is passed from player to player, round the circle, or thrown from one to another, while all sing some very well-known song. One player is blindfolded. He blows a whistle at intervals. The player handling parcel, or who touched it last, when whistle sounds, is out, and sits with arms folded until end of game. Last player left in keeps the parcel. He must stand up (preferably on log or box on which he was sitting) and open the parcel.

Question Proverbs.

A player goes out. A proverb is thought of (or the line of a song well known to the players). One word of the proverb or line is allotted to each player. The one who went out returns. He asks questions all round the ring. Players must answer the question bringing in their word.

They will naturally have to elaborate their answer with all kinds of phrases.

If there are a large number of players, nursery rhymes, or the whole verse of a song, may be used. Both questions and answers must be spoken so that all can hear; and the game be played briskly. A good plan is to have suggestions for questions jotted down, *e.g.*

“Do you like – camping, bicycling, porridge for breakfast, going to the cinema, darning your socks, writing letters, sleeping in a feather bed?”

“Have you passed – your First-Class Test, Tenderfoot, Camper Badge, etc.”

“Which test did you find hardest to pass?”

“Have you ever – visited America, been up in an aeroplane, been stung by a wasp, made a suet pudding, had mumps, etc.”

“Which foreign country would you most like to visit?”

“Which is your favourite – author, cinema actor, game, song, dish, book, hobby?”

The Jam Jar (A competition).

Apparatus – a 7-lb. stone jam jar, a candle, a box of matches.

The jar is placed on its side. The object is to sit on the jar, with the feet held up off the ground, strike a match, and light the candle held in the other hand.

The ground should be hard and smooth. If it is not, then the top of a trestle table or something of the sort should be placed on the ground, so that the jam jar may roll about freely.

Sign Language Contest.

Each Patrol prepares a list during the day of signs used in everyday speech ; those that take the place of words, like *shaking the head* for “no;” that help out words, like *stretching out the hand* when saying “give it to me;” formal signs, like *shaking hands*; pantomime signs, like *hand behind ear* for “can’t hear.” Military, scouting, traffic and religious signs to count, equally with the more instinctive movements made in conversation. There are over a hundred in common use.*

At camp fire, each Patrol to demonstrate their signs. One Patrol starts, each member showing one sign, the leaders of other Patrols marking it on their list if they had it too, so as not to demonstrate it a second time.

The Patrol that has most signs not marked, and therefore not thought of by other Patrols, wins.

* See *Camp Fire Yarns and Stunts* for full list and explanations.

Guess the Story.

Two players stand up, one gives the other the account of some imaginary incident, entirely in sign language: and answers his questions which are put in sign language. At the end each Patrol discusses together, and each leader gives an account, in words, of the incident, as understood by his Patrol. Afterwards the player who demonstrated the sign story gives his own account in words. The Patrol that came nearest the truth wins.

(The demonstrator of sign story should have prepared it very carefully before, and rehearsed with his listening partner).

Sign Language Play.

A ten-minute play is given by one Patrol, either talking or silent, in which as many signs are introduced as possible. The Patrols watching tell these to their Leader who notes them down. The Patrol that has observed the greatest number wins.

(*N.B.* – The two games, “Guess the Story” and “Sign Language Play,” should only be played when the “Sign Language Contest” has made the players familiar with a large number of signs, and these have been demonstrated and discussed.)