

# THE GUIDIER

NOVEMBER - 1940

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## "THEIR SPIRIT WILL MAINTAIN THE FABRIC OF THE WORLD"

**D**RAKE'S DRUM—the words alone are enough to stir the blood, but how much more stirring are they if we think of the story that lies behind and of what it portends. It is now getting on for five hundred years since the days when Drake sailed the seas in the service of his Queen and country—days which, until now, have been considered to be perhaps the most thrilling in all our island story. They were dangerous days and so they begot people of the right mettle to meet the dangers. True patriots these—men and women who put their country's weal first and their own long after. So their country flourished and far from being overcome by the dangers that imperilled her, she rose triumphant over them. Drake gloried in serving his country and determined that even death should not put an end to his labours on her behalf. We all know the story of his drum, how when he knew his days on earth were nearing an end he charged his sailors to take his drum to England and keep it somewhere ready to hand so that if ever his country were in peril by sea they would only have to beat his drum and he, being always "ware and waking," would "quit the port of heaven" and hasten to her aid. Sailors hold that by reason of the dangers that have assailed us, Drake's Drum has been heard more than once in memory of living man. And after our first great naval success of this war, when the men of *Exeter* and *Ajax* were feted by the citizens of Plymouth, Drake's Drum was brought from its home at Buckland Abbey and given the place of honour at the head of the main table; and who can doubt but that its master was in some way there too taking part in the rejoicings of his fellow countrymen and shipmates.

Drake may be the only patriot who has left such tangible proof of his intention to continue for all time in the service of his country, but legend and story, and perhaps personal instinct, tell us there are others. For instance:—

*"St. George he was a fighting man, as all the tales do tell,  
He fought a battle, long ago, and fought it wondrous well.  
With his helmet and his hauberk, and his good cross-hilted sword  
O, he rode a-slaying dragons to the glory of the Lord.  
And when his time on earth was done, he found he could not rest  
Where the year is always summer in the islands of the blest,  
So back he came to earth again, to see what he could do,  
And they cradled him in England,  
In England, April England,  
O they cradled him in England, where the golden willows blew."*

Again, in Wales, there is one fearsome-looking mountain in the Snowdon range rising straight out of a deep black lake. In the side of this mountain is a hidden cave wherein it is said King Arthur lies sleeping with all his Knights. Beside them are their swords, and legend has it that if the land is in such danger as has never been known before King Arthur and his Knights will rise and, sword in hand, will come forth to play their part in her deliverance.

There is a similar story in Ireland centring round the Earl of Fitzgerald and his followers, while Scotland looks to St. Andrew, whose white cross appeared in the night sky to encourage the Bruce to victory when failure seemed imminent. The Scottish clans have also, of course, their individual heroes.

These stories may be part legend, but surely they are equally part true. These men may not rise in the flesh to help us, but surely their spirit liveth for evermore, and it is up to us to see we count on that spirit and allow it to come into play. It seems that it is doing so whether we are conscious of it or not. Else how is it that soldiers, sailors, airmen and civilians alike are using difficulties, dangers and misfortunes—not as stumbling blocks, but as stepping stones to higher things. Time and again disaster has been averted or over-riden simply by the spirit with which it has been met.

It has been my privilege recently to spend a fortnight in London during the Blitzkrieg, and being an outsider I feel I can write things which those who belong to places which have been persistently bombed might not feel able to write even if it dawned on them that there was anything heroic to write about. Much has been said and written of the stoicism of those of our fellow countrymen who have been put to the test and yet now that I have been a witness of things I feel that the half has not been told us. Fires had been raging in many directions round us one night, and in passing a fireman who was still hard at work next morning I said, "You must have had a busy time last night." "Oh, that's nothing," he replied. "We can take it." Another day, while waiting by a public telephone, I overheard an elderly woman recounting to a friend the events of the past night, when her house had partially collapsed over her. She had reached the part in the story where she heard the Air Raid Warden call anxiously, "Are you there, Mrs. B?" "Yes, I'm here all right," she said, "and just you bash your way in and get me out"—

this in the most matter-of-fact voice imaginable, no suggestion of fear or of its being a misfortune to have one's home collapse about one. After a really bad night, when 54 bombs had dropped in the area, some small boys were seen next morning tearing up and down the road on bicycles, and on passing a newly-demolished house one shouted to the other in a pleasurable thrilled voice, "I wonder if there's anyone dead under there?" Such is the resilience of British Youth after nights of broken sleep in a shelter with bombs and guns thundering round.

On the outskirts of one district, where a heavy explosion had occurred, the shop windows for half a mile in every direction were blown to bits. The windows were not empty as Union Jacks were strung across the framework to replace the glass. Is this not typical of the British spirit—not much outward display of patriotism in the ordinary course of things but any attempt to discount or suppress it serves only to make it show up the more.

Such spirit is not of sudden birth, it is something very deep-seated. It is in fact a heritage handed down to us—something sacred entrusted to us. What can we do about it? Well, it seems to me there are two things that can be done. We can do all we can to get imbued with the idea that however poor in spirit we may think ourselves to be, yet are we heirs to all the heroes of our race, and for the asking, and for the genuine desire to possess it, their spirit is our spirit. Is not this a thought to carry us through every test?

The second thing we can do is to take our share in adding to the country's wealth of fine characteristics. Every deed of goodwill, unselfishness, grit, endurance, and courage, however insignificant, is adding to her store of these things and is building up reserves for whatever demands on them may have to be made. Those of us who live in safe areas have a part to play in the maintenance of these qualities no less than those called to posts or places of special peril. True, the latter may have more chances for exercising these qualities, but we must all dig and delve to find opportunities for bringing them into play. How otherwise can we claim kinship with those who down the ages have given so unstintingly that their country and what she stands for may rise triumphant over all evil.

And if the loss of all our possessions or the ruin of much that is held dear by our country stares us in the face, then what A. A. Milne said of London can be said of the rest of the kingdom:—

*"Old London's time-encrusted walls  
Are but the work of human hands.  
What man has fashioned for us falls;  
What God has breathed into us stands."*

*What if the splendour of the past  
Is shattered into dust, we raise  
A monument that shall outlast  
Even the Abbey's span of days."*

*On broken homes we set our feet  
And raise proud heads that all may see,  
Immortal in each little street,  
The soul in its integrity."*

We who live in this island kingdom in her present days of trial are doubly privileged, for we are not only heirs to a heritage rich beyond words, but we inherit it at a time when all it stands for, and our worthiness as heirs, is being put to the test. If we prove worthy of those who have gone before, maybe we will have the honour of having it said of us, "their spirit will maintain the fabric of the world."

ROSA WARD,  
Chief Commissioner for Wales.

### A REMINDER ABOUT FOXLEASE

This is just to remind you that even in these busy days Foxlease is available for a rest as well as training. The forest is looking very lovely and many people think the autumn is its best time. Days and nights are very peaceful and the New Forest is not difficult to get at. Guiders who have come even quite long distances have been surprised at how easy it has been to get either to Lyndhurst Road or Brockenhurst by train or to Lyndhurst itself by bus. So do remember that it is worth while coming even if only for a few days whether there is a training on or not. Write or wire us if you can, but if there isn't even time for this just turn up, you can be sure of a welcome.

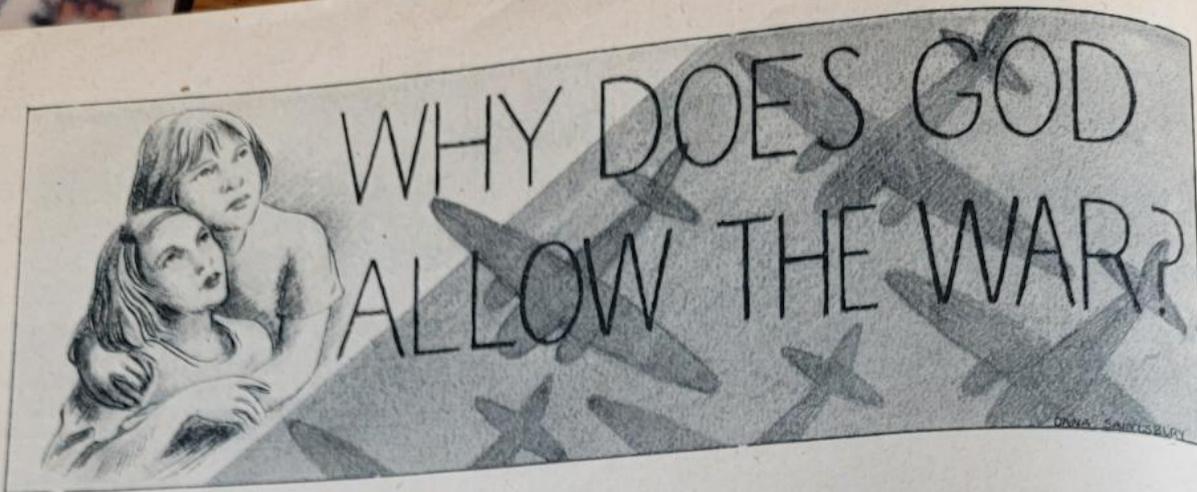
J. M. NEWNHAM,  
Guider-in-Charge.

## IMPORTANT-GIRL GUIDES RELIEF FUND

A generous gift from the Girl Scouts of the United States has enabled a fund to be started for assisting Guides of all nationalities in this country who may be suffering as a result of the war.

The Girl Scouts say they want us to realise especially that this includes our own British Guides.

Applications should be made through the County Commissioner to the Secretary, Girl Guides' Relief Fund, 17-19, Buckingham Palace Road, S.W.1.



by

ANGELA THOMPSON  
Commissioner for Camping

ONE very hot day in a sweltering Roman September I stood in the Mamertine Prison, in the cell where tradition tells us St. Peter and St. Paul had been captives. There, within those walls, was played an act of the greatest drama ever staged.

The other day, under a very hot English September sun, I stood in Trafalgar Square. The balloons were up, glistening in the sun. Soldiers, sailors and airmen wove their way in and out the civilian population; but these same civilians mostly had on their coat collars an A.R.P., W.V.S., or some other kind of badge. From all over the world men had come to Trafalgar Square: Australians, New Zealanders, Canadians, Poles, Czechs, Dutch, Norwegians, Belgians, Frenchmen. As I stood there I became completely possessed by the thought that I was playing my tiny part in the crowd, in another act of the greatest drama ever staged.

In one of his essays in "A Student in Arms," Donald Hankey talks of what he calls "A sense of the dramatic." For one man romance left the earth when gunpowder was invented; for another, he who possesses a sense of the dramatic, romance is always at hand, in the bus, in the tube, in the country lane. A sense of the dramatic is very nearly kin to a sense of the spiritual, and that is the key to the only adequate approach to the war. Why does God allow the war? Why is one wicked man allowed to cause such suffering, such misery, waste and devastation? Fear, boredom, and a sense of utter futility; or even a mood of grim determination backed by hatred of the men who are the cause of it all . . . these are not the spirit in which to conquer, and rise above the dangers, discomforts and sorrows of each day. Resignation will not see us through. We have as it were, to take the offensive spiritually, to go to meet the war, accept it, welcome our share in it, use it, master it, and turn the sufferings, discomforts and dangers to means of grace for the glory of God.

Why does God allow the war? At the outset we can only admit that life is a great mystery and that our deepest thinkers cannot adequately explain the problem of evil and suffering. We can only reiterate Browning's grand words:—

*"God whom I praise: how could I praise,  
If such as I might understand,  
Make out and reckon on His ways,  
And bargain for His love, and stand  
Paying a price, at His right hand!"*

But we must try and frame for ourselves some line of thought which, if crude and only partially satisfying, will yet give us light upon our way.

God has given man free will. That statement needs some qualification; heredity and environment play a great part in influencing man's choices, but in the last resort he is free to choose. If we were not free, free to choose, free to love, free to hate, we should be machines, not men. As long as we are free we often choose badly and do not do God's will, but God never compels us. The bully who loses his temper and hits his fellow would be very surprised if God were to paralyse his arm so that it stayed poised in mid air. And yet some people expect God to paralyse the arms of Hitler. The war is the result of man's selfishness and cruelty. Ought we to expect God to stop it? We can feel sure that in the end He will overrule it and use it for the regeneration of man. Nothing in itself evil can be His will.

A great deal of the difficulty we have in answering the question, why does God allow the war? is due to two words, "Almighty God." Do we think God as an all powerful and capricious despot who has only to raise his little finger and worlds are made, empires crash, earthquakes occur? God is almighty, in the sense that He is the

ultimate power behind all life but, in His dealings with this world He has chosen to limit His power in two ways, by making men free, and by acting through natural laws. It would be very inconvenient if the sun rose at a different time each day and we never knew the selected hour beforehand. We should have no security, we could count on nothing. We cannot have it both ways. If we enjoy the regularity of the world, the seed time and harvest, the personality we must put up with the lack of intervention which makes this possible. God *does* intervene, He *does* work miracles, but not always in the way we expect or desire. May not the chief miracle of Dunkirk have been the superhuman courage and endurance of our men, given them by the indestructible spirit of God? Why doesn't God stop the war? He will stop it eventually but all our experience makes us expect that He will do it, not by paralysing Hitler's arms, but through the indomitable courage and dogged determination He has given to the British race.

"Thinkest thou not I cannot now pray to the Father and He shall presently give me more than twelve legions of angels?" And yet He chose to allow man to work his wicked will. God Himself suffered in the person of Jesus, as He is suffering now when we are bombed and burnt, when men hate and are cruel. The suffering Christ shows us what God is like.

The price paid for this freedom of man's was Calvary. He thought it was worth even that to win the love of man. All down the ages the conflict has gone on. On the one side all that Christ stood for, all the truth, beauty, joy and loving kindness of the Kingdom of God. On the other all the hatred, lust, cruelty and fear that oppress and degrade the soul of man. To-day the battle seems to us to have reached its zenith. We cannot take too big a view of things. This war is not merely a question of us v. the Germans. We are fighting the powers of evil expressing themselves through Adolf Hitler and his Nazi régime. It is in very truth another act of the drama played in Palestine two thousand years ago.

It is the most wonderful and invigorating thought that it is our race which is the champion of Christendom. We in Britain are the last stronghold that is holding out against the "evil things." It is we, our Commonwealth of Nations and the remnant of our staunch Allies, who will conquer, and so liberate the world. When you are feeling depressed and fearful have you tried thanking and praising God for having given us this glorious responsibility? Such thanksgiving in my experience, never fails to put fresh heart into one, and to give one the ability to "take the offensive spiritually."

This long view is valuable in another way, it helps one to fight without hatred. One's thoughts are fixed on the evil and not on the men who are perpetrating the evil. The task before us is the extermination of the evil, not to revenge ourselves on the Germans. The champions of Christendom must be "without fear and without reproach." We are called as a nation to a fresh dedication of ourselves. We have much to change in our own way of life. It is not enough that we should defeat the Germans. Our goal can be nothing less than to win the war which is the great eternal conflict between right and wrong. During our time on earth God's standard must be upheld, His cause advanced, we can only do this by our "set" our maps. A map is no good to you unless the north on the map points to the north on the ground. You have to turn your map around until the two are in line, otherwise, with the most accurate map you may still go off in the wrong direction. Guiding is our grounded in the First Promise, then everything else will fall into its right place.

November, 1940]

The day I started to write down these thoughts I was in Oxford Street just after the Nazi airmen had bombed it. The next day I looked up at the great tower of St. Albans Abbey, built by the Normans of Roman bricks, on the place where Britain's first martyr gave his life in the eternal conflict. God used the Romans, although he died on a little green hill in Hertfordshire in the third century. Let us offer the sufferings of this present time to God, and pray that He will use us for His mighty purposes.

"And when these things begin to come to pass, then look up, and lift up your heads."  
"In the name of our God we will set up our banners."

LAUS DEO.

## THE GUIDE

Do Guiders realise that THE GUIDE has not been our own paper and that it has not been run by the Girl Guides Association, but by the Broadway Press, though the Editor is at Imperial Headquarters? This has been the arrangement up to date, but from January, 1940, THE GUIDE will belong to us, as it is being taken over by Headquarters.

We have long wanted this to happen, and though the opportunity it offers is not as great as it would be in peace-time, owing to the scarcity of paper and less chance of expansion for that reason, we must make the most of it. If Guiders will see that their Guides Leaders take it, we shall have a channel of communication to all the companies in the country.

A short time ago I rejoined a company I had belonged to years before, and one day I said to the Patrol Leaders: "You take THE GUIDE, of course?" "Oh, yes," they said, surprised. "Do most of the Patrols take it too?" I enquired further. "Yes, they all see it," was the immediate response. I thought they looked at me strangely, but why they did so remained a mystery till after the appearance of the Health Challenge. The week that the Personal Health Challenge came out I was disappointed not to see any apparent sign of the challenge being taken up, but I supposed they were tackling the matter in patrol meetings. The following week when Patrol Challenge appeared I was convinced the Patrol Leaders would respond for they are keen, but No! Not a word or a sign of interest. When they saw me reading THE GUIDE they were thunder-struck for they did not know they had a paper of their own! The local newspaper is called THE Guide, so now we have to call ours "The Guide's GUIDE"!

Guiders and Patrol Leaders sometimes have to leave their companies at short notice in these days, and the patrols, too, are often scattered and the personnel of the company is liable to change more frequently than in peace-time. One cannot assume that every Guide knows that she has a paper published for her!

**Will you make sure that your company places orders for "The Guide" from January, 1941, if they possibly can?**

MARJORY SHANKS,  
Commissioner for Training.

## LETTER RECEIVED AT SCOTTISH HEADQUARTERS FROM PENNSYLVANIA

Dear Friend,—For some time it has been my desire to correspond with a girl of my own age, 13 years, in another country.

I feel sure that you know of a girl who can understand and write in English, this being necessary because I do not know Scotch.

Thanking you kindly,

Very truly yours,

## THE GUIDER

### THE NINTH LAW

THRIFT is the law that is to-day least likely to be forgotten or misunderstood—urged to save our money, our paper, and to avoid any waste of food and to mend and wear our old clothes, citizen.

The axiom that best explains in what way thrift differs from miserliness, "present saving for future use," is also brought home to us, soberly in posters and wireless talks which give facts and figures, and wittily by Fougasse (the picture, for instance, of the lady carrying an aeroplane, "with love from all at the Laurels"). This is really the essential thing to be grasped about thrift, it is not saving in order to save, but saving in order to use; saving because the little frittered away here and there is worthless, the aggregate saved may buy something worth having.

Thrift with money is saving in order to lend or to give, or to spend on something needed, a holiday, books or really good shoes that will last instead of spending in little bits on nothing in particular. Thrift in the home is using intelligence in housekeeping and cooking, finding out ways of dealing with scraps of food, shopping wisely and with knowledge of essential food values. Then there is thrift in health, and thrift in time, not forgetting the stitch that saves nine.

There is also a kind of thrift that looks like recklessness, times when the thing to be gained or given is worth any price in money, health or goods.

Discussion of thrift opens up the whole question of hire purchase, its morality and its advisability. The group comes as a rule to the conclusion that there probably cannot be a rule; to burden yourself with monthly instalments for something which will be unwanted or broken before it is paid for, is surely thriftlessness of the feeblest kind; to buy a bicycle on deferred payment when the instalments can be met out of saved bus fares may be a model of wise thrift.

There is one practical aid to all kinds of thrift—to budget. Know just how much we have to spend in money, in time, in health, and divide it up into categories, keeping a check on ourselves to see that we do keep to it; and that all is not spent on trivialities with no money, time or energy left over for things more ultimately satisfying.

Practical. No one saves anything unless the means are attractive or the end desirable, preferably both. Money is banked either because it is being saved for some desirable end or because the depositor gets some personal pleasure out of a visit to the bank; therefore we must use such attractive means as cards with things to stick on, competitions of all kinds (which patrol has the best darned stockings, which can complete a savings card first?) as well as let the Guides see some attractive end to be gained as a result of their thrift.

A company budget for the quarter, or year, freely discussed, will help them to understand what a budget is, its uses and how it works. If patrols can have patrol funds for buying equipment they, too, can budget for their expenditure.

JOSEPHINE GRIFFITH.

## GIFTS TO WADDOW

### Gifts

Comics—1st Thurrock Guides.

Clothes—2nd Gee Cross Guides and Rangers; 1st Leyland Guides; 2nd Gee Cross Brownies; 1st Silsden Guides and friends; 1st Cheshire Lone Rangers; 2nd Cheshire Lone Guides; Miss Stewart, Cheshire; Miss Dewhurst, Halifax; Miss Lowcock, Yorks; Guides, Rangers, Brownies and friends, South Africa; 43rd South Shields Guides and Brownies; 5th Walsall (St. Lukes) Guides.

Toys and Books—Miss Wright, Bridlington; 1st Tickhall Brownies; Miss Tate, Herefordshire; Accrington Women's Voluntary Service Depot.

Donation—1st Cheshire Lone Guides.

Dried Fruit—Ranger, Guides, Brownies and seven friends, South Africa.

Blankets—14th Scarborough Guides; 17th Scarborough Brownies.

# THE SECOND-CLASS TEST

by

HETHER KAY

Welsh Assistant to the Commissioner for Training

"Make two discoveries from personal observation about three living things in their natural surroundings."

## THE SEEING EYE

QUITE often one hears a wail—"My company is so small, it does so cramp our style!" When it comes, however, to the Nature section of the Second Class Test small companies are at a very great advantage. One reason being that in a crowd it is impossible to be still and look and listen, another—that the Guider in a large company has of necessity less time for the individual Guide. It is really important for us not to be too busy to notice a discovery when it is made. More often than not when other things are calling for our attention an excited voice will say—"Oh, Captain, look!" If we have no time to pause and share what she has found with her we have damaged the flicker of the seeing eye that we want her to cultivate.

Those fortunate Guiders who are really good at Nature have much to give their companies, yet sometimes they must put on the curb rein remembering that nothing is so thrilling as the discovery that a Guide makes herself. Guiders sometimes say:—

"Well, but my Guides never see the exciting things unless I point them out."

This is often true but there are ways in which we can teach them to look! If one remembers that woman is the most curious of beings the mistaken kindness of always being the one to point things out can be avoided. Try this way—You have only to stop short in your tracks, if necessary getting down to it on the ground, and gaze in frozen anticipation at whatever you want the Guides to see—in a moment or two you will be joined by a Guide who asks what you are looking at . . . you can murmur something to the effect of:—

"Look! and see if you can guess." Quickly other Guides will join in, until one of them ejaculates—

"Look, Captain! look, look!"—all is well then, it is her discovery, not yours.

The Guide goes out to discover something she has not known before. Even if our own knowledge of Nature is scanty we Guiders need have no fear, there can be no happier combines than that in which a Guider learns with her Guides. At home and at school, of necessity youth is shown and taught—therefore it is perfectly lovely for her if she can make her discoveries at Guide meetings with her Guider, or even better if she can find something Captain herself did not know! Questions will be asked us, if we answer incorrectly or circumnavigate them we shall most certainly be found out sooner or later, and our word no longer trusted. "I don't know, let's look it up" is the best way of tackling things. We do not lose prestige in this way—rather we gain it—our Guides will never let us down if we trust them.

A large measure of the success of this test depends on the Guider's capability of showing enthusiasm in the Guide's discoveries, and of encouraging her to make further effort if the observations she has made are not considered to merit a pass. We must be sure, too, that it is personal observation and not gleaned from a book or hearsay—if there is doubt as to this, judicious questioning should reveal all! Wherever possible it is a great thing if the examiner can actually be shown the living thing itself. This is sometimes too much to hope, however, where the performance of an antic by a bird, animal or insect has attracted the Guide's notice.

Methods of Testing—can be many and varied; these are only a few; drawn at random:—

1. The Guide discovers and takes Tester to see discovery.
2. The Guide goes out with Tester to discover.
3. The Guide having made her discoveries, other than at the meeting, reports what she has found, and where—Examiner shows great interest—and keenness to be shown anything accessible.
4. *Spotting the Way of It.* Guides are asked a question and discover the correct answer before the next meeting.
5. *Patrol Charts.* A patrol chart of something every member of the patrol has seen.
6. *A Test for Patrols.* Patrols set off as a search party for a limited time, five or ten minutes. They return and give in their report of the discoveries they have made, the company votes for the



best—in smaller companies Guides can go out separately to discover the most interesting thing they can find about any living thing. (When this test was tried out one patrol was missing after all the descriptions were ended. They had found a grasshopper and brought it to show the way it jumped, and the strangely beautiful colour on the side of its body. Having described it first they had let it go, but they were still following its movements, as it jumped further and further away so they gradually were going also, crawling along the hillside quite oblivious of anything else.)

7. *A Nature Riddle Book.* Such a book may be composed, anyone finding a good question may enter and sign it—answers given at the end of the book. (A good question is one that everyone ought to know but by a lack of observation may not. The Guide's question should be tried out on the company first—e.g., (a) name four animals with eyes in front like ours; (b) does a cat have its eyes open or shut when it drinks? (c) how many eyelids has a chicken? (d) what is the difference between the beaks of a robin and a sparrow?)

8. *A Month of Discoveries.* Issue a challenge—Guides make discoveries each week and report them. The Guider keeps a careful record. This method of testing has been done without the Guides ever knowing that a Guide is going in for her test until the good moment when she hears that she has passed.

9. *Things We Have Seen.* Each Guide in the patrol brings to the meeting a picture of a living thing (e.g., drawn by herself or newspaper cutting, etc.) with two discoveries that she herself has made about it; these are stuck on to the patrol chart. The following two weeks each Guide in the patrol makes two new discoveries about two more subjects on the Patrol Chart. (One subject a week.) Each discovery that is written on the chart should be signed by the Guide who made it. The Patrol Leader is responsible that the discoveries are genuine. She reports to the Court of Honour when the test is complete.

10. *Exploring Expeditions.* When the Guider may go with a patrol. No set test is arranged, but all are hunting. When the Guide, ready for her Second Class Nature Test, shows marked skill in the things she observes, she is told that she has passed her Nature Test.

After Guides have passed their Nature Test an "unexpected challenge" is a useful method by which their Nature observation can be kept alive. In a company where the habit of suddenly springing such tests has been a regular custom a small Guide once said, in a voice piping with excitement:—

"I know there are no stars to-night, I know the tracks your car tyres make, I know the way a cow gets up, I know the way the wind is blowing. I know everything! There isn't anything at all left that you could possibly ask that I have not discovered."

We want to keep Guides on their tip toes wondering "Whatever next." They will then be alert with their powers of observation developing. They will be eager to be able to answer the unexpected

(Continued on page 289)

# BE COMPASS CONSCIOUS

"Use a compass and find the sixteen points by the sun and the stars."—First Class Test

**G**UIDERS and Patrol Leaders, who so e'er ye be who read these words, I prithee do pay full heed to the first one! It is a sad fact that many an earnest Guide has "failed her compass" because she has never really had the use of one. Compasses are expensive items but every company should own at least one—a good one—and treat it with care and learn to use it as a friend! If company funds just won't "run to" more than one, perhaps Captain, when buying her own, will sink her preferences and get the sort the company has not got! In this way the Guides would be able to see and handle the two main types, i.e., floating needle and floating dial. The test can be divided under the following headings:

- (1) Boxing the compass.
- (2) Setting the compass.
- (3) Finding the points by the sun.
- (4) Finding the points by the stars.

(1) *Boxing the compass* simply means knowing the sixteen points and naming them in order from N. by way of E., S. and W., back again to north. Really linked with direction. The north point in the club-room should be known to all the company and wise is the Guide who makes use of compass points all the time. A sudden order, when in files for a game, "Face the west wall!", produces startling discrepancies at first but, used occasionally, such dodges help amazingly to make the company "compass conscious." Similarly, when tracking, a clue might read "Turn north through the next gate," and so on. In this way the younger Guides "grow up with" the compass, so to speak, and do not regard it as some dark mystery revealed only to the First Class candidate!

(2) *Setting the compass* simply means arranging it in such a way that the N. really does point to the north. Here, however, we meet one of the real snags of the compass test—that is, the magnetic variation. One of the mysteries of life is that we seem to spend so much of our time unlearning things! Here is one of them. The first time we ever saw a compass, some kind soul is sure to have told us that the needle always points to the north. True in a way—but the compass needle points to the magnetic north and not to the true north. The variation is one of the mysteries of science but, mercifully, the First Class candidate is not asked to understand it; she must, however, be able to allow for it in setting the compass. You are almost sure to have met somebody who said, "Needle over N. is near enough for me!" This may be true while we keep to the hard, high road, but when we are crossing heaths and moors or walking through woods, we shall soon find that if we rely on such slipshod methods our "angle of error" may give us long extra distances to walk or, indeed, may lose us altogether!

It is necessary to know the magnetic variation for the place you are in for the current year. The angle varies considerably, and even in two parts of the British Isles there may be a difference of several degrees; the annual variation is not so great. Ordnance Survey maps always give the angle with date and rate of alteration; for instance, on the Tourist Map of the New Forest it is shown like this—



Compass set over direction arrows on map.

When we set the compass for this district, our compass needle must point (in 1940) slightly more than 11° to the west of true north.

Now to set the map. Open it on a flat surface. If your compass has a floating needle, place the compass on the direction arrow of the map so that N. is on N. and so on. Now turn the map, with the compass on it, very steadily until the needle rests over the magnetic north arrow on the map; the map is now "set" (diag. 2). The compass can be put away for you know that the top of your map is now really north and you can point out any landmark in the district by indicating its direction on the map.

If your compass has a floating dial, you must begin by placing the pictured arrow on its glass face over the magnetic north arrow on the map, then turn the map carefully, with the compass set on it, until N of the dial is over N on the map and then your map is "set."

(3) *Compass points by the sun.* You will generally find that children over ten have learnt in geography lessons that shadows are shortest at noon and that they then point to the N.—this, of course, means that the sun is then S. Discuss how far a shadow moves in an hour. It is well worth while to put a stick in the ground, mark its present shadow with chalk on the ground and come back an hour later to measure the angle between the chalk

mark and the present shadow; it should be about 15° if you have been accurate (needs must add also that the nearer to the date of the Equinox the more "ideal" will be your result. The method described is generally taught in military practice but is admittedly slightly inaccurate! If you have a Ranger doing physics or geography for Higher School Certificate you had perhaps better admit that it is not "dead" true owing to the obliquity of the ecliptic and consequent variation of the azimuth! The mathematically inclined may like to work it out from the fact that the earth is round 360°. These 360° pass under the sun in 24 hours.

$$\therefore \frac{360}{24} = 15^\circ \text{ pass under the sun in 1 hour.}$$

From this data the Sun Clock can be made (diag. 3), and if used will soon make telling direction by the sun quite easy.

(4) *Compass points by the stars.* For the First Class Test it is really only necessary for a Guide in our hemisphere to be familiar with the Plough and the Pole Star. I have found it a very good policy never to take Guides out and give them their first introduction to a constellation by pointing it out; instead, I let them find it for themselves by using this simple method. To make this "gadget" you need a large piece of cardboard, on it you draw to scale the position of the stars in the constellation. You then make a hole for each star (a leather punch is the best tool for the purpose)—large ones for stars of first magnitude, medium for stars of second magnitude and small ones for the lesser stars. This card, held up to the light, gives a good general idea of the constellation and, having seen it, the Guides go out to discover the "original" in the sky.

Although we generally use the Pole Star for north indication, Guides who become keen on stars will like to know that time and direction can be guessed roughly from any constellation if we know its time for rising on any given date. For instance, Orion, which

is such a beautiful feature of our "after Christmas" sky, is due south at midnight on December 1st; every month before that he is due south two hours earlier, i.e., 2 a.m. on November 1st and so on. After Christmas he is more use to Guides for each month he is two hours earlier in reaching South—January 1st

10 p.m. and so on. This means he is visible at our pre-war company meeting times. Sirius, the brightest star in our heavens, is just one hour of time behind Orion and can be used similarly.

The distance travelled by any constellation in an hour may be roughly measured by a piece of cardboard such as that shown by diagram 4. Go out and spot your favourite constellation and fix its present position as "Over Mrs. Briggs' chimney pot," or "just over the Church tower." Holding your gadget at arm's length and above eye level, "fix" your star over the left-hand notch, now look along to the other notch and see where your star should get to in another hour. Don't forget to come back to see if it is where you expected it to be!

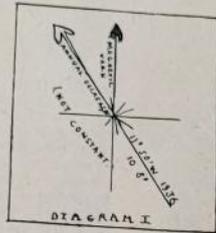


DIAGRAM 2

## THE SUN CLOCK

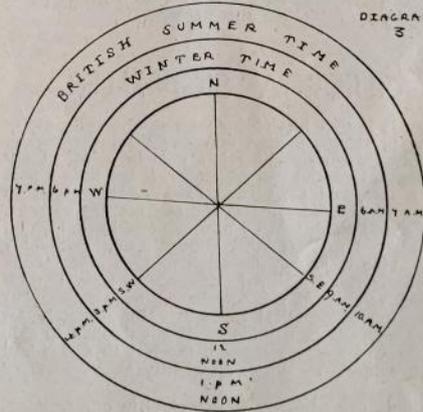
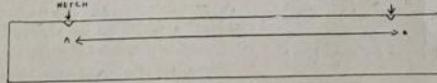


DIAGRAM 3



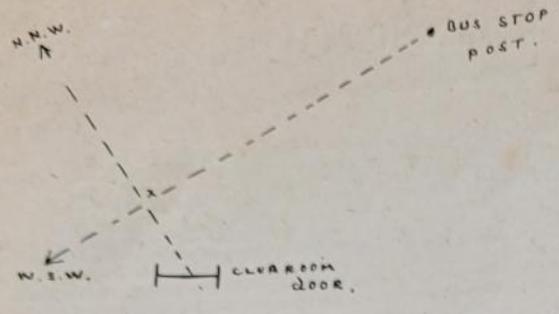
STRIP USED TO MEASURE 15° IN 1 hr OF TIME

## GAMES.

*Kim's Compass.* (For helping Guides to remember the points for "Boxing.")

Mark out compass points on the ground or floor. Eight will be sufficient the first time you play the game—increase to sixteen later. At each point place some object. Guides walk slowly round three times memorising the positions of

# THE GUIDER



the objects. They then sit down with back turned and jot down in notebooks answers to such questions as "What object was at N.W.?" and "On which point was the sheath knife?"

**Hidden Treasures.** (For practice in taking bearings: needs careful setting.)

The Guider fixes certain spots by means of accurate cross bearings and hides treasures on these spots. Patrols move round from one to the next, finding, drawing and replacing each treasure before passing on to the next one.

Example.—Guiding card given to Patrol Leader might read "From clubroom door, N.N.W. From bus stop post W.S.W." (See Diagram 5.) Treasure is hidden at X.

Such a game brings out the necessity—best left for the Guides to discover for themselves—of an accurate direction, marked by human posts, for each bearing.

**Compass Trail.** (Needs time and care in setting.)

This game lends itself to endless elaboration and can become a sort of first class obstacle race. The "runners" are given written instructions of their trail which consists mainly of such items as (1) from village pump, W.N.W. to a tall lone pine; (2) from lone pine, S.E. about 50 yds. to gap in hedge; (3) from gap in hedge, E. to a building about ten feet high. This method links up compass reading with "judgments": it also demonstrates the absolute necessity for making your compass reading from the correct point, for instance in (2) above, it will not do to take the bearing just anywhere near the lone pine, it must be taken from its S.E. side. These games again emphasise the necessity for actual use of the compass!

## EVERY GUIDE A SIGNALLER

WHAT a pity it is that in Guiding we are constantly guilty of dabbling in things, instead of doing them thoroughly, and strangely enough signalling is a case in point. I say strangely because, for as long as I can remember, it has been a part of the Second Class Test, and the Second Class Test has been an essential qualification for a Guider before she can get her warrant. In view of that one would think that by now one could count on all Guiders (except beginners) and all other Guides, being reasonably competent signallers, able to convey messages to each other across country in case of need. But is this so? It certainly is *not*! This may come as a shock to some of you who have always taken your tests properly as a form of practical training. Unfortunately for the majority the test seems to be a thing to be got through to gain the badge, and the idea of reaching through the test to a standard of *usefulness* in such subjects as Morse, apparently hasn't occurred to them.

Well this may be only one of many weak points in our training, but it's one that we specially need to tackle and remedy now. As never before we can now see its possible value. Strange adventures and catastrophies can befall anyone nowadays; and under stress of modern war, communications can and do break down. If we claim the right to wear a Second Class Badge, we must be ready to put any bit of our Second Class work into use if it is required; and not least our ability to signal. So let us see what is wrong with our signalling as done at present.

The main trouble is probably that we let the children learn the code without using it. It is only when we are really out of reach of each other that we discover whether we really know the code or not.

As soon as we do try to use it we discover the need for learning a few "special signs" as well as the alphabet, because when you can't shout at the other person you must know how to erase a mistake, or to ask for a repeat, how to call up, and how to say that the message is finished.

So rule number one is to practise out of doors and at a distance as often as possible, and if you are ever practising in a room to forbid all talking. It must become an automatic part of the game to consider yourself dumb and gagged throughout the practice.

Quickly, too, we discover how much easier it is to read one person's signalling than another's. What causes the difficulties? First, probably, bad spacing of letters. A poor signaller will sometimes hesitate in the middle of a letter, and then dash on from one letter to the next without the proper pause in between. This can make queer things happen to words, like turning "ban" into "nip." Train yourself to get the rhythm, feel, and sound of a letter as a whole. Try saying "dah-de-dah," etc., inside your head every time you think of the letter, or see it, or hear it signalled. This will help you to sort out the individual letters when signals are coming through fast on buzzer or tapper. All sorts of ways of signalling should be tried—buzzer, light, flag, tapper, or inventions of your own—provided that each method gives the proper "feel" of the letter in longs and shorts. Work up one method thoroughly, but have some knowledge of the others, so that you can adapt your method to the circumstances.

Now I intend to say frankly what I feel about the International System. This may be considered as dropping bricks, but if so I hope not only to drop them but to chuck them down *hard*. It seems to me a thousand pities that we should have let this incomer usurp the place of our native flag-wagging. In the first place I am convinced that International Signalling is physically *bad* for children. Ask any P.T. instructors if they would consider "arms lifting sideways to shoulder level" a good exercise to repeat continuously for, say, 5, 10 or 20 minutes. Add, too, that of course one arm will do the exercise twice as often as the other, and see what they say. Try signalling even a 20-word message yourself, at speed, on this system, and see how you feel at the end! Then, too, International Signalling does not allow you to maintain the proper rhythm in the letters. The "long" takes exactly the same length of time to signal as the "short." So though it may be worth knowing as an alternative in case of emergency, it should never be used at first when the beginner is trying to get the "feel" of the letters correctly. Yet so quickly do some people try to dig themselves immovably into any new rut, that I have recently heard of it being said that the International method is the only form now *permitted* for Second Class testing!! This is surely one of the most pernicious bits of utter nonsense that has been let loose upon the Movement for some time!

Another of my pet aversions is the teaching of the alphabet by so-called short cuts—grouping the letters by opposites or similarities, which in each case leaves a weak spot for the future, as the mind is thus encouraged to concentrate on confusions. It is far better to learn the alphabet straight through, concentrating on a few letters at a time, and using them over and over again until they take root in the mind. Anyone keen on the work can easily learn five letters a day, and master the alphabet in a week. But all of us find some few letters more difficult than others, and a tendency follows to funk these letters and try to avoid words in which they occur! Instead of finking them—ferret them out. Note down every letter over which you are inclined to hesitate, and practise these till you know them better than any others in the alphabet.

In deer-stalking you will sometimes hear men speak of "stag-fever." This comes on when the vital moment arrives at the end of a stalk, when the stag is within shot, and suddenly the would-be shooter finds himself utterly unable to aim properly because he is seeing several stags and several rifle-sights! The same kind of attack of nerves is very common among signallers. They may have reached quite a good standard and suddenly (either because they know they are being tested, or because the message is specially important) they are seized with what we might call "flag-fever" and can't read at all. Most of us suffer from this at times, and once overtaken by a moment's panic we are lost, because we then get a letter or so behindhand and become too flustered thereafter to read anything accurately. When this happens the best thing to do is to stop altogether and ask for a repeat. But suppose a repeat is impossible, as, for instance, if we were intercepting an enemy message? Then I think the best thing to do is to stop altogether for a few seconds. Tell yourself firmly that sense doesn't matter (the message may be in code and in an unknown language) catch on to the first letter that you can read clearly, and after that take them down letter by letter without any attempt to think what they mean or what may have gone before. Half a sentence taken accurately is more likely to be useful than a whole one full of gaps and mistakes.

We have been lazy, careless and slovenly over our signalling of recent years, and we cannot afford to let that sort of thing continue. Now we must be awake and on our toes, ready for anything. If we are we shall soon be able to say with certainty that every Second Class Guide is, of course, a competent signaller.

W. LANDER,  
Commissioner for Rangers.

## IMPORTANT-GIRL GUIDES RELIEF FUND

A generous gift from the Girl Scouts of the United States has enabled a fund to be started for assisting Guides of all nationalities in this country who may be suffering as a result of the war.

The Girl Scouts say they want us to realise especially that this includes our own British Guides.

Applications should be made through the County Commissioner to the Secretary, Girl Guides' Relief Fund, 17-19, Buckingham Palace Road, S.W.1.

# TRAINING A FEW

## Part II

*Note to Commissioners and Guiders beginning this series at Part 2:* These programmes are intended for five or six Guiders who can meet together in a private house for an hour and a half or two hours. Games, etc., are chosen that need little space, but if more is available these can easily be altered (or added) by the Training Leader. If possible, see last month's notes (even if you do not follow through the programmes) re "Court of Honour" and "Patrol in Council," which explain the lines on which the course has been arranged.

### FIFTH WEEK (SECOND CLASS)

"Patrol in Council" (see previous notes). Do not forget to choose discussion question for next week as well as provide a tidy "finding" on last week's question for the Training Leader.

**Drill.** This can quite well be done with tiny numbers and will be a help to those Guiders who do not get much chance of being drilled. Start by discussing drill and its value in our Movement. What qualities does it require? Consider its effect (a) mentally and (b) physically, and point out that good carriage is not nearly such a hall-mark of a Guide as it should be. Read *Scouting for Boys*, p. 815, and *How Commissioners Can Help Their Guiders*, pp. 36-37, and *Patrol Leader's Handbook*, pp. 64-68. Try to get the Guiders keen to give a good performance and at once proceed to practise. Make certain that they know and use the different positions absolutely correctly. Beware of roving eyes, unsteady heads, poor footwork, and talk. Get Patrol Drill absolutely perfect, taking it in turn to be Patrol Leader for practice in giving commands. Notice the standard of saluting (see last month's notes). After Patrol Drill, take it in turn to give commands of all kinds and criticise the response. The patrol then criticise the giving of the order. Position, voice, etc., see *How Commissioners Can Help Their Guiders*, p. 27.

**Inspection (note to Training Leader).** Read p. 11 of *Patrol Leader's Handbook* and inspect on whichever points you consider suitable.

**Signalling Game.** P. 50, *Patrol Leader's Handbook*.

**Patrol Time.** See former notes. (Training Leader and Patrol Leader should read *Patrol Leader's Handbook*, p. 8.)

**Second Class Knotting.** Have about a dozen cards stuck round the room each describing an incident where a knot is needed quickly (i.e., burst parcel, drowning accident, collarless dog, etc.). Try to think out original but likely incidents. Guiders read a card, select suitable rope, cord or string from a mixed bundle and tie their idea of the knot required as quickly as possible. Then move on to next card. When all have completed the course collect knots and vote for most suitable. (Can be done as a race if people are proficient enough.)

**Game "Murders."** One player is required as Judge. She leaves the room until called. Have as many small pieces of paper as there are players. On one write Murderer and on another Victim. Leave the others blank. Each player examines her paper and the lights are put out. The players move about, the Murderer's job being to catch the victim. (Should another player be caught, they must say "No" in a low voice.) When the victim is caught she must count three and then fall to the floor with a shriek. Thereafter no player must move. The light is turned on and the Judge called in. When the Judge has observed the position of the "crime," she calls a court. Everyone must answer her questions truthfully except the Murderer, who is allowed one lie. See if the Murderer can be proved in a given time, say five minutes.

**Short Story by Training Leader.** Suggest how help on "further knowledge of the Guide Law" can be given by stories. Read *THE GUIDE*, July 18th, p. 257. Suggest each finding a story for next meeting. Then tell one, perhaps bearing on Truth. (Was the Murderer's "lie" much advantage to her? Or did it usually mix things up and give her away?)

**Ending.** Read the prayer on p. 320, *Scouting for Boys*. Vesper and/or Taps, National Anthem.

**Homework.**—For those with NO time. Try to have an unbroken week of keeping the Fifth Law. (Will time be lost or saved?)

**For those with a little time.** As above; also bring materials for gadget-making to next meeting. *Scouting for Boys* or *Hiking and Lightweight Camping* will give you ideas.

**For Patrol Leader.** Prepare patrol time for next week on First Class work.

**For Training Leader.** Prepare agenda for Court of Honour (see previous notes). Collect articles for observation test.

### SIXTH WEEK (FIRST CLASS)

**Court of Honour.** See previous notes and discussion.

**Observation Test.** Have about 12 different articles, and hand them round. Then ask questions about them (i.e., Were the stockings a pair? What was the date of the postmark, the number of leaves in the book, etc., etc.). Then let the Guiders take turns to ask anything you have not mentioned. (The questioner must know the answer herself) and check up. (Note.—Jot down the questions

beforehand and have them vary in difficulty so as to keep everyone's interest.)

**First Aid (Practical).** See notes last month. Read paragraph 4b of First Class Service, *Policy, Organisation and Rules*, and go through the work stated thoroughly. Guiders may work in pairs at different parts of the test, but see that no detail is overlooked and that all get a chance to "do" each job in turn exactly as it should be done in practice. (Never allow "imagined" hot water or disinfectant.) For bed-making, both with or without a "patient," the help of a trained nurse is of the greatest value, and if one can be got to demonstrate and criticise it is very well worth any trouble involved.

**Patrol Time (as formerly).**

**Gadget-Making.** Let the Guiders, working in pairs or individually (according to experience), concoct a gadget from the materials brought (see last week's homework) and anything they may have in their pockets. Then hold an exhibition and let everyone vote for the best of the various objects and guess the use of them. (Vote by placing a pin or a pea by the selected entry.)

**Camp Fire Item.** See previous notes, or short stories collected during the week by Guiders.

**Ending.** Vesper and/or Taps, National Anthem.

**Homework.**—For those with no time. Read (or recollect) the wording of the enrolment ceremony. Try to have an unbroken week of being "truthful and honest" without sacrificing last week's courtesy.

**For those with a little time.** As above. Collect a newspaper cutting that could be acted to illustrate some part of Guide training.

**For Patrol Leader.** Plan patrol time on Tenderfoot work for next week. Arrange with Training Leader to have a few things suitable for "dressing up" collected for next week.

**For Training Leader (see above).** Choose question to spring on Patrol in Council to test whether they can put their opinions into shape clearly and quickly (i.e., without preparation). Look over silent drill signs (*A.B.C. of Guiding*, pp. 47-48). Read *A.B.C. of Guiding*, p. 50.

Prepare 10 observation questions of local interest (i.e., which shop sold mackerel on Tuesday? How many rose trees on so and so's house?, etc.).

### SEVENTH WEEK (TENDERFOOT)

**Patrol in Council.** See previous notes. Give your "homework" question to Patrol Leader about half-way through whatever time you have allowed for Patrol in Council. Explain that you want it discussed quite briefly and expect a tidy "finding" on both it and the question chosen by the Guiders at last meeting, at the usual time. Notice if they get down to it at once or waste valuable minutes. Find out if everyone's opinion is represented in both findings.

**Silent Drill.** Run through the positions and signs first. Then take a short period yourself and finally give each Guider a turn at taking command. Check positions very strictly. *No talking or giggling.* Check overhand signs which actually are part of the Tenderfoot Test particularly carefully. (They are often neglected.)

**Talk (on Tenderfoot).** Training Leader. Importance of our attitude toward the test. Do we take sufficient trouble to "lay the foundations" of each recruit's Guiding to the very best of our ability? Do we keep up a standard which is as good as (or better) than that which we expect from the Guides? Do we treat enrolment seriously? Do we let the recruit really feel our trust in her to keep the Promises? In other words, do we trust her? If not, why not? If there is any reason why we don't, then we must not carry on with enrolment until the question is satisfactorily settled. Do we help our Guiders with the natural growth of their religion? Do we bear in mind that at 14-15 years one is arriving at a mature conception of the subject only if the foundations have been laid much earlier? Do we treat religion too much as a subject apart, forgetting that it is a perfectly natural and essential part of the human mind's requirements? Does our "outward performance of our inner convictions" help or hinder? Have we taken the trouble to stocktake on ourselves and find out which items matter and which are "trimmings" to be set aside if necessary for other people's convenience? Stress the danger of "Do what I say, not what I do" attitude. Guides understand and appreciate a high ideal. Is each enrolment an occasion where each Guide retakes her promise re "swearing in" to the service of God? How much ridicule are we prepared to risk for our convictions? How many give in to selfish shyness and ignore the whole subject with our companies? How many, for example, skip this talk? If so, is it not perhaps because we are not sure of our own opinions and have never taken the trouble to clarify them both to ourselves and along whichever lines would be most helpful to the children we are trying to instruct and encourage in the ways of good Guiding?

**Patrol Time (as arranged by Patrol Leader).**

**Observation Questions (as collected by Training Leader).** See Homework. Check up on how many flags the Guiders know. Articles in *THE GUIDE* or *Flags of All Nations* will help.

## THE GUIDER

**Mime.** Get one or two of the Guiders to plan the miming of a well-known song or nursery rhyme and let the rest guess what it is. Read the article in *THE GUIDE*, July 11th, by K. M. B. for ideas, also *Patrol Leader's Handbook*, p. 111.

**Ending.** Vesper/Taps, National Anthem.

**Homework.**—For those with no time. Try to become "knot minded" during this week. Notice (a) what knots other people use, (b) which you use. Are they the same? How many do you use?

For those with a little time (as above plus read *How Commissioners Can Help Their Guiders*, p. 63, and consider same at your company meeting).

For *Patrol Leader of the week*. Prepare patrol time on Second Class.

For *Training Leader*. Suggest that each Guider rubs up her Morse if possible. Read the *Scottish Scout*, Vol. XVIII, No. 3 (price 3d.), *Some Simple Stunts*, p. 9. Prepare agenda for Court of Honour.

### EIGHTH WEEK (SECOND CLASS)

**Court of Honour.** See previous notes. Check up on knots used and vote for most suitable. Hear reports on companies, etc.

**Morse.** Have a short round of Morse *Russian Scandal*, the message being transmitted from hand to hand by pressure. Then try various ways to transmit a message round the house. Tapping on wall, flash lamp through key-hole, two lines of string for dot and dash, etc., etc. Get all the suggestions you can and try them. Point out that all methods depend on accuracy of timing (a dash three times as long as a dot) except those where you can see the sender. Give everyone a turn of reading and sending, providing (if necessary) a code card to refer to if in doubt. Try one or all of the *Simple Stunts*, p. 9 (see *Homework*).

**Patrol Time** as arranged by Patrol Leader.

**Horseshoe Formation.** Practise getting into horseshoe and getting a perfect result. Do not encourage too many methods of doing this to begin with. Form horseshoe in a well-known way first. This enables you to co-operate with other Guiders and Guides without rehearsal. Base your silent drill signs on the places arrived at in ordinary horseshoe drill. Notice the standards of Guiders' "fall in." Do they fall in at attention before coming to "at ease" when they are satisfied with their position in the horseshoe? Is the shape a real horseshoe, not a circle with a gap? After the first trial does each Guider know her own spot and go there? Are the heads still when at "at ease"?

**Camp Fire Item.** This could be a more ambitious version of last week's miming or perhaps learning word perfect some of the old songs we all know partly by heart. See how many can go through the list published by K. M. B. in *THE GUIDE* without missing a line.

**Short Story** by Training Leader on First Promise, showing how the service of every type of character is needed. How "soldier, sailor, tinker, tailor," having varied gifts and opportunities, may yet share the inspiration of carrying out their own conception of their duty to God and the King.

**Ending.** Prayer (*Ignatius Loyola*), Vesper, National Anthem.

**Homework.**—For those with no time. Try to have a Fourth Law week, fitting in some definitely "friendly" action each day.

For those with a little time (as above). Look over the various uniforms described in *Policy, Organisation and Rules*. Is your own as perfect as you can make it?

For *Patrol Leader of the week*. Prepare Patrol Time on First Class work.

For *Training Leader*. Read *Patrol Leader's Handbook*, pp. 115-119, and consider how (i.e., game, talk, intelligence test questions, whichever way you consider most suitable) to bring into next week's meeting some of the information given there.

## NOW IS OUR OPPORTUNITY

Have you often longed for time, lots of time, unlimited long evenings by the fireside when you could read all the books you have always wanted to read, work out that petit point design, play the piano, listen to the wireless, knit the jumper, and even overhaul the wardrobe? Most of us have had these longings but there never was time. And now comes the black-out. Pack and company

meetings are short and early over, social engagements are few, and most of our pre-war evening activities are in abeyance. Still, however, the longed for time has not come. Our Guide work needs more thought and preparation than before, and our obligations are increased in every other way. Not for us those long evenings by the fire; for the elderly perhaps, and the very young! And alas, the young may not appreciate their good fortune.

We probably realise that the black-out, especially when it is supplemented by a curfew, official or otherwise, has done the children a good turn. In it the optimist (who, as most of us know, "finds an opportunity in every difficulty," as against the pessimist who "finds a difficulty in every opportunity") can see endless opportunities. Before the war there was a growing tendency for children to be out too much at night, attending meetings, going to the cinema, trying to fit in homework among a collection of outside interests, and suffering from lack of sleep and lack of leisure. Now is our opportunity in the Guide Movement to teach them to appreciate their greater leisure. If we do this well, we can not only help to offset the immediate disturbing effects of the war, but we can help them to develop a reserve in themselves which will stand them in good stead in the future.

All those things that we long to do ourselves, we can make interesting for the children.

The company library can be augmented and the subject of books introduced into the company meeting.

If the Guides are keen about handicrafts there is now time to do the worth while ones properly. Read the article in this issue on Handicrafts (p. 285) and look out for others to follow.

Occasional discussions on wireless programmes will start the Guides thinking and develop discernment and probably appreciation.

Between company meetings, songs can be learned so that Camp Fires, when they do take place, may be more worth while. (See K.M.B.'s notes to Leaders in *THE GUIDE*, June 20th, and watch for an article on Camp Fires in the next *GUIDER*).

A Glow-Worm Patrol challenge, which is being got up by Mrs. Streatfeild, Commissioner for Music and Drama, will be an incentive to Guides along all those lines. It provides a most interesting programme for patrols working largely on their own, and will help greatly to stimulate appreciation

of many of the most worth while things which the war tends to suppress.

Finally, and perhaps most important of all, comes Homecraft. Now is our opportunity to make more of this side of our Guiding which perhaps we have been inclined to neglect in the past. Watch *THE GUIDER* for articles on the "Homecraft Campaign" and for ways of encouraging the Guides to fit themselves to be homemakers of the best kind.

Make it all interesting so that the children at least can really enjoy the black-out, and see all the opportunities in the difficulty.

Commissioner for Training.

NOTE: Guiders should read the article *Enjoy the Black-Out*, by Mr. Streatfeild, in the October *GUIDER*.—EDITOR.

## CHALLENGE TO GUIDERS

(Correction List)

6. Cheshire. Add M. G. Jones. Omit Fisher, Ogden, Warrington.
3. Cumberland.
14. Gloucestershire. Add M. Pentland.
5. Kent. Add Pole.
- \*15. Lancashire. Add Fisher, Ogden, Warrington.
9. London. Omit Jackson.
6. Middlesex. Add Jackson.
12. Surrey. Add Jordan and Jordan.
7. Sussex. D. Jones should read Mrs. C. Jones. Omit Jordan and Jordan.
8. Glasgow. Add Hart.

179 finished.

\* Please note that Lancashire is combined. Therefore Gloucestershire are winners with 14.

F.McC.-B.E.,  
Challenge Secretaries.

# RIGHT MAKING

by

ANGELA THOMPSON  
*Commissioner for Camping*



*In the Cotswolds.*

If you were asked to devise a handicraft section for the Second and First Class Tests, I wonder what you would put? May I hazard a guess? Would it be something like this?  
Second Class Guide.—Make a soft toy or dress a doll. Make a Christmas present costing not more than 1s. Make something new out of something old.

First Class Guide.—Make and furnish one room of a doll's house or make a model of a ship or a horse and cart or motor car or aeroplane. Make a set of clothes for a child aged 3-10 years, using at least one embroidery stitch.

Is that not the kind of thing we think of when the word handicraft is mentioned.

Now turn to the Second and First Class tests:—

Second Class.—(2) Handicraft. Use seven of the following knots

Lay and light a fire in the open using not more than two matches.

First Class.—(2) Handicraft. Hold Cook, Needlewoman and Child Nurse Badges.

## A FOOTRULE TO PROVE

I

*These letters are made to look as much alike as possible, all individual characteristics are lost, the proportions are bad, and illegibility and ugliness result. Try reading them at a distance.*

## SANDWICH CHOCOLATE

II

Strange, isn't it? Not a word about soft toys, embroidery, raffia, basketry, or even lanyard making; only useful things such as one wants every day of one's life.

What is the aim of our handicraft? Whoever drew up those tests had one

aim; that the Guides might learn to use their hands with skill and intelligence in doing the every-day and necessary things. That is a point of which we have often lost sight, to our great loss. Handicrafts were evolved by our ancestors because they wanted things and had to make them, and that is a very healthy state of affairs. To-day there is a great deal of hand work done for the sake of doing it. This often leads to elaborate and meaningless decoration; bad design, and the wrong use of materials. Right ideas about handwork are a vital part of character training. It is therefore the business of every Guider to learn what constitutes good work, for there is more to it than meets the eye.

There are certain principles that hold good for all work, whether it is done by machinery or by hand. These can really be summed up in two words—sincerity and suitability. By sincerity is meant sincerity of purpose and honest workmanship. Good workmanship of any kind is never a sham. The chief trap we can fall into over this is that it is often considered clever to make something look like something else—wallpaper that is imitation leather, for instance, or needlework that is meant to look like a photograph. Many of these things are trying to appear something grander and more imposing than they really are: wood made to look like marble is an example, whereas really nothing can be more pleasing than the grain of a beautiful wood. A typical example of lovely building is a Cotswold manor house or cottage. They were mostly built in the 16th and 17th centuries of local Cotswold stone. They were built to serve their purpose as dwelling-houses in a country district of wind-swept wolds and wooded valleys, and because they did not try to look like town houses or Norman castles they have achieved perfect harmony with their surroundings and beauty of form. To-day, all too often we put castellated pieces on our bungalows and sham beams on to our "Tudor" cottages and we achieve neither

harmony nor beauty. Any kind of sham work is *bad* from the point of view of the artist.

Suitability covers a great deal of ground. First in order of importance comes suitability for purpose. This is so obviously right that it may appear unnecessary to state it, but, unfortunately, it does need stressing. As an example, take lettering; the whole purpose of letters is that they can be read. The first four illustrations show examples of thoroughly bad lettering. They are bad primarily because they are difficult to read, and are therefore unsuitable for their purpose; they are also ugly shapes. The next three examples show good lettering, easy to read because each letter has its own characteristics clearly made, and they are also lovely shapes. It very often follows that when craftsmen play about with their materials, trying to evolve new, decorative and clever forms, they create ugliness. Things that are made to serve their purpose in the best possible way often have perfectly lovely lines. A very good example of this is an axe.

Secondly, the design of anything must be suitable for the materials of which it is to be made. Every kind of material has its own peculiar characteristics; these must be used and its limitations must be accepted. Take, for example, a carpet: the design has to be squared as in the illustration because of the process of weaving. Only in the finest of fine carpets, where the squaring is imperceptible, therefore can curves be used. If you were to take a wallpaper design which depended for its beauty on the sweep of its curves, and tried to carry it out in a rug, you would be doomed to disappointment. The true artist respects his materials. He does not try to make wool look like silk; he knows that wool is honest and homely and good. Select the best materials you can afford and show off their own intrinsic worth. Remember a good linen is better than a poor silk. A good stone is English, granite is Scottish, but marble is foreign and out of keeping in a British garden—but that brings us to another side of the suitability question. Is a thing suitable for its surroundings? There is no space to enlarge on this aspect, but perhaps it is sufficiently obvious. We should none of us think of putting a cut-glass manger in a stable!

The tools that are used also should play an important part in the result achieved. You cannot do fine work with big, clumsy tools; they demand a bold, simple pattern and strong treatment. Your technique should be controlled by your material and tools. For example, your brushwork on a full-length portrait should differ from your brushwork in a miniature, for the same reason that you cannot hit a golf ball with a tennis stroke.

At the beginning of this article I said, "Right ideas about handwork are a vital part of character training." This is true not only of handicraft but of everything we make or buy, everything we put in our homes, everything we possess and use. Many of us have to go to cheap furniture shops, and much of what they have to offer us is shoddy, pretentious, vulgar. Cheap, flashy, artificial silks and ugly, uninteresting, so-called "modern" patterns harass us on every side. If we fill our homes with these things may not our thoughts become unconsciously

## A certain man had two sons

III

*An example of the bad Gothic lettering often done by amateurs. It is copied from a poor Victorian script, the letters are weak, characterless and hard to read. It has been done with an unsuitable tool, a mapping pen.*

## More Buyers Than Sellers

IV

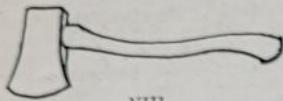
*To make it still more difficult these fine strokes are too fine, and the thick strokes too thick. Compare the B and S with the beautiful ones in Billy Low's Scrapbook.*

## THE GUIDER BILLY LOW'S SCRAPBOOK

And if I bestow all  
my goods to feed  
the poor,

Low suffereth long,  
and is kind;

Examples of good modern Gothic, based on medieval manuscripts. The letters are well formed, skilfully and boldly written by a rightly-made and rightly-handled pen.

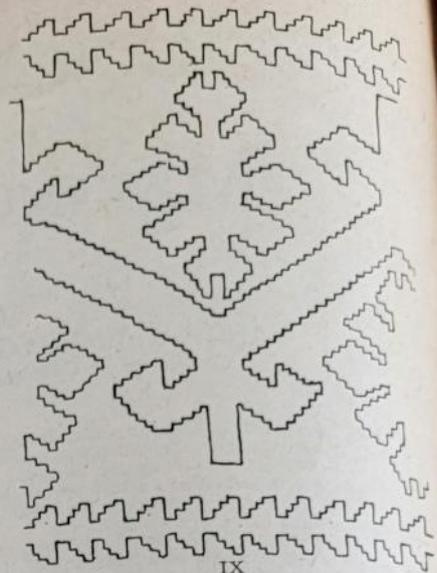


VIII  
The lovely clean lines of an axe.

VII  
This beautiful Roman type clearly shows the characteristics of the letters B S R P K all narrow, O C and W wide. The letters are also well spaced, and the whole effect is pleasant as well as being easy to read.

tinged by them, our view of life become shallow and commonplace? The reverse is certainly true. If we surround ourselves with simple, lovely things, things that have a character of their own, and do not pretend to be what they are not, our homes will be stamped with integrity. If our things are serviceable, well made and strong, with a natural beauty and dignity because they are fulfilling their function, our minds will find rest, and our lives will have a background of beauty.

ANGELA THOMPSON.



IX  
Part of the border of an Eastern rug.

## LISTEN TO THE SYMPHONY

by  
KITTY STREATFIELD, *Commissioner for Music and Drama*

A GOOD many prospective "Glow-worms" will probably be taking their Music Lover Badge as a nice easy one to get during the black-out. To pass it one has to keep a record of the music one has listened to over a given period of time. Note that "listened to," not "heard." Anyone can hear music. You merely sit still and let it surge past you like a river, or drip beside you like a leaky tap, depending on the sort of music it is; or you can turn it on like the electric light and allow it to make a background for whatever you happen to be doing—homework, or a crossword puzzle, or even conversation (which has to be pitched a shade higher than usual but is otherwise unaffected).

That sort of hearing, however, won't do for the Music Lover Badge. The examiner, or tester, if you prefer the less ferocious word, will soon find out whether the Guide has listened, really listened, or whether she has not. He (or she) will probably not ask what she thinks of a certain piece because it is exceedingly difficult to put any impressions about music into words, but he will quite possibly play a phrase or two out of some of the things on her list and ask whether she recognises it; or ask searching questions as to whether a piece is loud or soft, quick or slow, a dance rhythm or a march. If he is a real music lover himself he is sure to give some extra marks if she has listened to a symphony; and still more marks if she has listened to the same symphony several times.

To hear it over and over again—that is the only way to learn to love what is called great music. It will make very little impression, beyond a bit of a headache, the first two or three times, but after that certain passages become acquaintances. To your joy you find yourself recognising them. You hear them weave in and out of the design, develop, become stronger, more important and interesting with each entry. You get to know and like them better and better till at last you find yourself hailing them like old friends. In a symphony the themes won't tell you a story, as, for instance, in a Wagner opera, where all the characters, their emotions, even their properties, have their distinguishing phrase (as one critic, a German, put it at the time, "as though one were hanging a dog licence number round its neck"); the theme in a symphony will not tell you anything like that, but when you have learned to listen to them you will be conscious of a plan, an idea, and the part they have to play in it, each one of them.

Hearing a great symphony is like watching the growth of a forest tree. There is continual change; themes branch out and blossom into beauty that is complete in itself yet always adds to the beauty of the whole, always conforms to the plan. There is a unity about it, a rhythm that is akin to the rhythm of the universe; and that is why a symphony is considered the highest and most complete expression of music. To learn to enjoy one is to have learnt something really worth while, to have acquired a possession that will last and grow stronger and more and more valuable, through life.

The shape of a symphony grew naturally. In the early days of modern music the voice was what mattered; the instruments seldom did much on their own account. However, when at last they began to make themselves heard and loved for themselves, not just as

accompaniment, the audience, too, began to make themselves heard. They showed they liked a piece that began briskly, went on to a slow movement that was a good contrast, and finished up with a happy ending, very often a dance tune. One of the great Bach's sons wrote pieces like this, in the form of what they called a sonata. Then Haydn came, old "Papa Haydn," as they called him, and took the sonata, amplified it and turned it into the symphony, earning for himself the title of "Father of the Symphony."

To begin a listener's career you cannot do better than to start with one of Haydn's charming, cheerful creations. His straightforward and good-tempered melodies, his orchestration that is easy to hear, and the lovely dance rhythms that he delights in—these make his music just right for these times. He was a happy person and his happiness lights his music like sunlight. His greatest symphonies were the twelve written for London, so they should have a special interest for us. Londoners have always been good listeners, and he was an enormous success there, invited to Court, attending Guildhall banquets, having his portrait painted by Hoppner, being showered with presents by adorers. Everyone liked him, and everyone liked his music. Never before, in fact, had music been such fun to listen to; and it is fun still.

Then there is Mozart, the marvellous infant prodigy, who remained a prodigy all his short, unlucky life. There are three of his symphonies that should be added to all listener's collections—the E flat, the G minor, and the *Jupiter*.

Then come the famous Nine—the nine symphonies of the giant composer, Beethoven. Some of them must be in the repertoire of every listener. They are all beautiful, all very different from each other, and all, except the last, which needs a choir, very often played. The great Fifth is an easy one to remember because of its dramatic opening—the hard, peremptory, masculine phrase of which Beethoven himself said, "Such is the blow of fate upon the door." The *Pastoral*, which he wrote when he was ordered into the country to stave off his growing deafness, is also easy to know, with its cuckoo and its quail and its spacious, serene melodies like the open sky. The Seventh is full of the gayest, most energetic music possible, with dance rhythms so captivating that it is hard to keep one's feet still on the floor when listening to it. The last movement is, in fact, so riotous that it positively shocked the audience when it was first given. When you hear it, and find yourself invigorated as if you had been for a walk on the top of a hill on a sunny day with a brisk wind off the sea, it is interesting to remember that Beethoven wrote it when he was in the depths of misery—ill, lonely, and deaf every day. There was the complete and wholesome escape, the re-creation of life, in his music that allowed him to go on working whatever might befall him. And that is the kind of "escape" that the listener is permitted to share to this day.

The symphonies of any of these composers will make a handsome entry in the music lover's diary. They all need hearing over and over again; but every time there will be new beauties, new excitements, new interests, and more and more will they find a response in your heart.

# THE COOK'S BADGE

I

HERE we have something that deals with a subject that is in the forefront of the national mind to-day. On all sides—the wireless, posters, newspapers, every bookstall—we see references to the "Kitchen Front," and the Government is urging women all over the country to attend the free cookery class demonstrations that are being held to help them to make the right use of the foods available. Yes, this should be a very popular badge at any time, but more so to-day than ever, since every Guide equipped with it will be able to add a little more to her quota in helping the nation on the home front.

The syllabus of this Badge covers the ordinary everyday processes needed for providing the family with simple, nourishing and attractive meals, and for this reason should make a direct appeal to the average girl who is eager to be able to show that she can really be of use at home.

There are certain small points worth emphasising in connection with each of these processes and their application to various kinds of food.

**BOILING (a) Vegetables.**—All vegetables except old potatoes and old roots, should be put into boiling salted water and kept boiling fast until they are tender, the time, of course, varying with the kind of vegetables. Old potatoes and old roots should be put into cold water as the fibres need softening before the boiling begins.

In these days it is important to waste as little of the vegetables as possible; potatoes should be cooked in their jackets, and greens should be shredded finely and cooked "conservatively" instead of being boiled, i.e., they should be put into a pan with only just enough boiling water to cover the bottom well, or with a small piece of fat added, and cooked quickly. By this method there is no loss of food value from the vegetable as the liquid is absorbed and the whole contents of the pan are served. Other vegetables may also be cooked in this way, e.g., carrots, onions, celery, and so forth.

**(b) Puddings.**—The important things to be remembered here are that the water must be really boiling fast when the pudding is put in, and kept boiling all the time, and that the pudding must be completely covered. For this reason it is a good plan to have a kettle of boiling water at hand to replenish that in the pan as it boils away. Most foods are both more appetising and more nourishing if they are steamed rather than boiled.

(N.B.—Make sure that the Guides do really know how to tell when a liquid is boiling; so often they say the kettle or pan is boiling when steam is coming from the spout or under the lid.)

**STEAMING.** There again the water must really boil and be kept boiling if the food is to be properly cooked. Fish, meat, or vegetables may be put in a colander or on a plate over a pan of boiling water, or in a covered basin or jar standing in the water. In this way none of the juices from the food will escape into the water, as they will remain in the jar or basin.

Puddings to be steamed should be put into greased basins, covered with greased paper and placed in a pan with the boiling water coming half way up the basin. If the water goes off the boil, the steam is likely to condense on the inner surface of the lid of the pan and fall on to the pudding. In general, foods take about half as long again to steam as they would to boil.

**STEWING** has been described as "a tedious business," in some respects rightly. It is a slow process, and therefore suitable to the less tender cuts of meat which require gentler cooking to soften them. Many people forget that stewing can be done in the oven as well as—if not better than—on the top of the stove. It is often an economy of fuel to make the meat stew in a casserole, or put it in the oven with a pudding of some kind at the same time, thus making use of the same heat for both courses of the meal.

Vegetables can be stewed in the same way, and in these days vegetable stew and hot pots should be encouraged. When preparing food of any kind for stewing, cut it up so that the heat can easily penetrate through the pieces, and the juices will help to make a palatable gravy, or syrup if fruit is in question. Stewing should be done slowly and therefore at only a moderate temperature, remembering the old adage "A stew boiled is a stew spoiled."

**BAKING.** This process differs from those above in that the medium for cooking is dry heat, not moist; it is a very useful process, because applicable to almost any kind of food.

Of primary importance to the Guide here is an ability to judge the heat of the oven, so that when a recipe says "hot" "moderate" or "cool," she will be able to bring the oven to the necessary heat without such modern devices as a thermometer or Regulo on the



oven door. To be able to do this means practice, and it is sometimes helpful to experiment with a piece of white paper to see how long it takes to turn biscuit colour on the middle shelf of the oven, and then feel that heat with the hand, being careful to avoid touching the oven shelves—(so many people burn themselves doing this carelessly).

Meat, fish, vegetables, and almost any kind of cake or pudding mixture may be baked. Once a Guide has learned to judge the heat of an oven without mechanical aids, she must learn to remember how to test to see if the various things that she puts into her oven are cooked properly before she takes them out. It is not sufficient to see that cakes and puddings and pies are brown on top, they must be cooked right through. To test cakes and pudding mixtures put a warm skewer or fork into the centre, if it comes out clean and dry the mixture is properly cooked. Fruit and vegetables should be tender throughout.

**FRYING.** In these days of fat shortages we may have to give up frying which will probably be to the nation's advantage, since most foods which are fried are very much better grilled. But there are still many households in the land that have no means of grilling, and in which the frying pan is perhaps one of the only two pans for cooking, and therefore comes in for a great deal of use.

Points to remember are:—

1. Food to be fried should be dry.
2. The pan, and fat (if used) should be very clean and really hot before the food is put in.
3. After cooking the food should be well drained so that it will not be greasy when served.

Bacon and sausages, of course, require no fat in the pan; herrings, kidneys and the like should be rolled in flour, oatmeal or breadcrumb crumbs before frying, so that the outer surface does not get hardened before the flesh is properly cooked.

So much for the processes; if the Guides learn to understand and remember these points, and to read and follow a recipe accurately, they will very soon be useful little cooks. They must remember that they cannot do this just from a book, they must have practice, and lots of it.

E. M. S.

## MORE DEPOT DOINGS

August and September are generally considered the fruitful harvest months, but the Handicraft Depôt, having a strong individual personality, postpones its own harvest till November and December. It is then that each year the fruits of the work of many months are gathered, at Conferences, Exhibitions and Annual Meetings. And what are this year's prospects? Still good, we believe, in spite of storms and blight that could scarcely leave the Depôt unscathed. Optimistically we still expect that the many good friends we have made in the thirteen years of the Depôt's life will find ways of helping again. So far the 1940 sales have been quite as good as could have been reasonably expected, but it is in these last two months of the year that we expect to make "big money." Naturally there will be no large conferences this year, but will you remember the Handicraft Depôt if you are arranging even the smallest meeting, especially those of you in districts swollen by evacuation or in isolated areas where the Depôt may perhaps replace the familiar chain store. Meanwhile, our knitting orders for the forces increase each week. Completed articles can be obtained from the Depôt; for those preferring to provide their own wool the following prices are charged for making only: socks, 4s. 6d.; helmets, 2s. 6d.; pullovers (sleeveless), 11s. 6d.; pullovers (with sleeves), 15s. 6d.; gloves, 2s. 6d.; cardigans, 17s. 6d.; mufflers, 2s. 6d. Postage extra.

## NEWS FROM THE GUIDE FRONT



Sandbank, Argyll, Guides are collecting and selling timber.

I AM going to tell you a story about a Beaver Patrol which called up the Home Guard. The 3rd Christchurch Guides have been attached to the local Home Guard as messengers ever since the Home Guard was formed, and the 3rd Christchurch boasts a Beaver Patrol which camped at the Beaver camp at Harewood last year. One afternoon at the end of September the Major in command received an emergency call which necessitated the summoning of the Guard at very short notice. He called on Patrol Leader Hazel Hornby of the Beavers and asked for her help. The Leader collected her patrol and sent them out on their bicycles to call up the men, and by the speed and efficiency with which they carried out their orders they sum-



Banchory Guides have made £50 by their paper collection.



The East Grinstead Home Emergency Patrol started a vegetable garden for the local hospital some months ago. Watering the seedlings.

moned a hundred and fifty men in very short time and earned a letter of praise from the Major, who wrote to the Division Commissioner saying that the Guides had rendered invaluable help and congratulating her on their efficiency and willing service. Well done—3rd Christchurch, you must be proud of your Beavers!

From Christchurch to Glasgow is a far cry—but Glasgow comes next from my envelope of news—the 90th Glasgow Company. They have been sending a monthly tuck box to No. 2 mess of a British destroyer, and they have just had the great treat of entertaining their protégés when the ship put into the Clyde. The Guides

National Service, and Guiders from many parts of the country have contributed to it, going to Herefordshire and relieving each other periodically.

And now up North once more to Darwen, where the Brownies have been indulging the collectors' passionate acquisitiveness—and have acquired a place of honour in the local Salvage Display window for twenty thousand cardboard milk tops! One Brownie alone collected 2,068 tops and several others passed the 1,000 mark.

Banchory Guides have collected and despatched 21 tons of waste paper and have sent approximately £50 to the Red Cross Fund. As the population of Banchory is, I am

gave the Bluejackets a really happy evening—and in return their guests entertained them with some real sea yarns. Before leaving Scotland I would like to call your attention to the article *An Experiment in Guiding* in this GUIDER, which describes such a good bit of work that it has earned a page all to itself. Some more Scottish Guides—of Sandbank, Argyll, have done well with their collection of timber; in the photo of them at work you can see how much they are enjoying it. They have made £32—some of which went to the Gift Week fund and some to the local comforts fund.

Back again over the Border, and south-west to Gloucestershire to pay a call on the Tuffley Brownies, who have furnished a whole room at the local Toc H Club, raising all the funds themselves. Big work for small people, and none the less well done!

Guides seem to have been making themselves popular in the hopfields during these last few weeks—running Land Army Camps. To my knowledge five have been held in Herefordshire, the Guiders doing all the catering and cooking and generally "camp-keeping" for the Land Army girls—who, it turned out, had many of them been Brownies and Guides. This seems to have been a most successful bit of



The finished job—which proves that at least one patrol of Guides has green fingers.

## CLEARING THE DECKS

by

A. M. MAYNARD

told, only about 1,600 or 1,700, I think that is a pretty good effort, don't you?

It might interest you to know that eighty thousand pounds of tinfoil have been collected by children all over the country, largely on the initiative of Scouts and Guides. That's a pretty good effort—and even though, as an activity, it may sound dull—it is of great value to the country nowadays, and I, for one, am thankful that so many people have the patience and steadiness to go on doing the dull things when they all, we know, long for an opportunity to do more spectacular work.

I have got two good instances of coolness in danger to recount for you this month. The first concerns a Yorkshire Ranger who was in charge of five small Guides who were collecting scrap-iron when a raid occurred. By their immediate response to the orders of the Ranger to lie flat on the causeway near a wall, the children were unharmed when four bombs fell close by—one actually in the field beside them. Another bomb demolished a house not more than fifty yards away. The Special Constable who reported the incident saw the Guides later, sitting quietly in a basement shelter. After the raid the Ranger accepted the offer of a responsible person to escort the Guides to their homes, and she herself remained to help the owners of the demolished house, who were taking refuge in the same shelter. Unfortunately, the constable has no idea of the identity of the Ranger or Guides, but if any Guider who reads this knows them, we hope that she will let us know who they were and to what company they belonged.

The other instance concerns a 12-year-old Sussex Beaver Patrol Leader who was out for a walk with her younger sister and baby brother when a formation of enemy planes came over and started to machine gun the district.

"We put the baby in the ditch with the pram upside down on top of him," she writes to the Editor of THE GUIDER. "Then we got into the ditch, too, and had a splendid view of them bombing a nearby objective"!!!

On behalf of the people of London I would like to thank all the kind and thoughtful people who write to us and send us parcels of clothing for those who have been "bombed out." We, at Headquarters, have some of us had the joy of packing up and even distributing some of the clothes which have come not only from all parts of the country, but from far-off corners of the Empire. The Overseas Secretary bicycled down to Shoreditch with two Sea Rangers who are German refugees, taking with them clothing which had come from South African Guides. They were greeted by the Nurse in charge of the Welfare Centre: "Oh! The Girl Guides! We had the most lovely lot of clothes from the Guides of Victoria the other day—and when I fitted out one family and the mother saw the labels, she said: 'We'll never take those labels off.'"

Miss De Renzy Martin replied that she had sent the Australian clothes herself, from Headquarters, and then she produced the parcels from South Africa!

It gives one a good feeling, in the middle of all this destruction, to feel that you are all with us, working all out, with the same enthusiasm that produced £50,000, when we asked for £20,000, to repair and construct, to help and heal, the damage and grief and suffering which war creates. If I may, I would like to add one little personal note to you all, to thank you for the support you are giving to THE GUIDER, and for the kind encouraging letters you write to me. It is a real joy to edit the paper nowadays, for never before have we had such a fine team of authors, never has there been so much good material to handle, and never so much interest, kindness and appreciation from our readers. Although the war makes obstacles to be overcome, in editing as in everything else, you certainly do your utmost to help us overcome them, and I can't tell you how grateful I am.

I shall be even more so when you respond to these new tactics by sending me more news. Good-night—there goes the "All Clear"—I must try to get home now before the next warning!

## THE SECOND CLASS TEST—(Continued from page 280)

challenge. To begin to observe Nature is to begin building around them a source of undying interest. We are opening their eyes to see beauty in form and line, in light and shade, in stillness and in motion, and in all the colours of the Universe. This may seem a very small and insignificant beginning, but who is to say which of our Guides, once a spark of interest is aroused, may not find that a tiny discovery opens a door. So many of us let things of lasting value pass by us unseen. G. N. Crowell says:—

"He who knows the ways of beasts and birds,  
Who can distinguish them by song and cry,  
Who knows the bright quicksilver light in streams,  
The courses that the stars take through the sky,  
May never have laid hands to books, yet he  
Is sharing wisdom with Infinity."

EVERY yachtsman knows the necessity of clear decks for effective action; ropes must be coiled and neatly stacked, and everything stowed that can possibly be dispensed with. The simile is a good one; we cannot afford obstructive disabilities now. The enemy has cleared our decks quite a bit for us, but it's better to do the clearing ourselves, and it's a game that Guiders can play with their Guides. First make them realise, by example and illustrations from life, that any disability—which, strange to say, some people seem to cling to and put it, as it were, on the main deck—is harmful clutter and can and must be thrown overboard.

"I suffer from my nerves," "I always was a bad sleeper," "I never could stand a draught," "I simply must have the window open at night," "I can't eat porridge, never could," "I catch cold so easily, that's the worst of me," said as if she meant "that's the best of me." Well, many of those would-be boasters have something now that they can really boast about—they have slept sitting cramped in intolerably stuffy or draughty shelters night after night without breaking down; they are still going strong by day. That is what the enemy has done for us—made the soft strong, the grouse laugh, the useless effective, the selfish self-sacrificing, and heroes out of ordinary men and women, risking their lives for others continually. Psychologically, we have learnt the truth that Coué brought us under another form—that what we can or cannot do depends on our belief; it is a state of mind. Our state can be changed drastically by being forced into a position which has proved it false, or by realising the truth through the experience of others. Have you ever been kept awake by a door banging and at long last got up to shut it, only to find it is a neighbour's door. You return to sleep, not because it has stopped banging, but because now unable to cure the evil you have dismissed it from your mind. We can often do the same with pain or any other clutter—just stow it away.

Children are brought to this hospital, and the mother, in front of them, tells us that they can't sleep without a light. That is true as long as the light is forthcoming, but they do sleep the very first night in the dark, because we simply say: "Sorry there are no lights."

Our system of advertisements has all helped to keep the clutter on our decks. "Night starvation," "A war of nerves," backaches, headaches are all exploited. In a private capitalist system patients exist to buy the medicines, not the medicines for the patients.

A sailor is trained to keep his own deck clear of clutter; he can sleep anywhere, anywhen, and anyhow. An odd hour or two with nothing to do, and he curls up on the floor like a dog and is asleep in a minute, while his fellows are making any amount of noise round him and even tripping over him: he wakes refreshed and ready for action. Well, when we and our Guides can say the following we shall also be ready for anything, no one will be able to get us down.

- (1) I can sleep anywhere, anywhen.
- (2) I can eat anything.
- (3) I can work in a noise or in silence.
- (4) I can be happy in a crowd or alone.
- (5) I can idle or speed things up.
- (6) I can make friends with people whose opinions I disagree with.
- (7) I can stand criticism, rudeness, and even abuse, and sort out the truth from the false without hating.
- (8) I can stand praise and flattery without getting a false idea.
- (9) I can be happy with riches or with poverty.
- (10) I do not talk down to or make up to anyone.

Yes, we Guiders know how to be happy on a straw bed with a canvas roof—it's the state of mind again that counts.

You can add to this list. Some seem hard, but every small success leads to greater ones. So let us start practising now.

"If you think you are beaten, you are;  
If you think you dare not, you don't;  
If you'd like to win but you think you can't,  
It's almost a cinch you won't.  
If you think you'll lose, you're lost,  
For out in the world you find  
Success begins with a fellow's will;  
It's all in the state of mind."

(Quoted from "An Epic of the Gestapo."—SIR PAUL DUKES.)

## GUIDE GIFT FUND

I AM sure you will all be delighted to hear that the Guide Gift Fund has now passed the £50,000 mark. Can you imagine anything more thrilling or anything that could better cement our great Sisterhood than this combined effort on the part of the Guides of the British Empire! It is magnificent, and Guide Gift Week will be written in letters of gold in the history of our Movement for 1940.

I am now able to give you a summary of how the money has been spent. You already know that—

£15,000 has been spent on two air ambulances for the R.A.F.  
£5,000 has been spent on a large motor lifeboat for the R.N.L.B.I.

£11,000 has been spent on twenty motor ambulances for the Royal Navy.

£5,000 has been spent on two complete units for the Y.M.C.A.  
£10,000 has been allocated to the Army to be spent on equipping and furnishing Quiet Rest Rooms for the troops.

£2,200 has been allocated to the Y.M.C.A. for five mobile canteens. Two are going to Wales, and instead of the third allocated to Wales a small hut is being given, the need for this being greater.

Two other mobile canteens have been allocated to England; the exact destination of these has not yet been decided.

In addition, £1,300 has been sent to the British Sailors' Society to equip and furnish a Hostel for our merchant seamen in Reykjavik in Iceland. Those of us who had the privilege of going on the cruise in the *Orduna* will have wonderful memories of Iceland and the Icelandic Guides. We feel very happy to think that we can give a portion of our gift to the splendid merchant navy on whose bravery and enduring courage we depend for our daily bread. Personally, I feel glad that we were asked to equip a Hostel in Iceland, and to know our Trefoil will be emblazoned on this building so far from our own shores.

£150 has been allocated to the Y.W.C.A. asking them to equip a rest room for each of the three Women's Services. The W.R.N.S., the A.T.S., and the W.A.A.F.

Approximately £218 has been given towards a scheme for a mobile squad of Guides to help civilians in the present emergency. You will bear more about this last scheme in next month's *GUIDER*.

It will interest you to hear that eight more of the Naval ambulances have now been allocated as follows:—Two to Scotland; two to Wales; one to Hampshire; one to the Isle of Man; one to Lincolnshire; one to London.

I hope everyone will feel that this very large sum of money raised by the Guides of the British Empire has been spent wisely. It has been very difficult to determine exactly how the money should be allocated, but I trust that it will be considered to have covered the widest possible ground. The Navy, the Army and the Air Force. The Y.M.C.A., the Y.W.C.A., the R.N.L.B.I. The Merchant Navy and the civilians in bombed areas have all benefited by your gift, not only in the money sent to them, but in the spirit of the gift, the thoughts and prayers of all Guides right through the Empire have gone with their contributions, and this must surely be the most valued part of our great and combined effort.

*Louisa A. Hewison.*

Chief Commissioner.

### BRITISH SAILORS' SOCIETY

Dear Mrs. Atkinson,  
Will you please forgive the delay in acknowledging your very kind letter and cheque for £1,300 from the fund which the Girl Guides of the Empire have raised for patriotic purposes.  
There has been a difficulty in replying promptly owing to the



The "Guide of Dunkirk" undergoing her trials.



The "Guide of Dunkirk" moored.

bombing of the house containing our receipt papers—fortunately, there was no fire and we have been able to salvage all the contents.

It is splendid of you to allocate the sum to the society for the work we have undertaken in Reykjavik and the terms agreed between us and set forth in our correspondence will be faithfully adhered to.

Our representative—Mr. Cecil Pickering—is sailing next week for Iceland and he is full of enthusiasm for his new responsibilities. We have good friends in the island—particularly the Flag Officer-in-Charge, Admiral Scott—and Mr. Pickering will be helped in his work by the Naval people. I have written the Admiral and told him of the practical interest of the Guides Association and all that you have done.

As soon as I get a report from Mr. Pickering, I will, of course, pass the information on to you so that the Guides may be told of what is being done. I understand that the Censor raises no objection to publicity being given to the new undertaking and the Association's part in providing the money.

Do please accept our fullest gratitude and I hope you will be able to let the Guides know how highly we value the contribution.

Yours sincerely,

*Herbert Barker*

General Secretary.

## GUIDE GIFT WEEK

Further donations:—			
Burma	...	...	310 0 0
Canada	...	...	27 12 9
India	...	...	155 17 0
Tobago	...	...	5 10 0
Victoria (Australia)	...	...	15 17 9
Miscellaneous	...	...	10 3 2
			<hr/>
Donations carried forward	...	...	£525 0 8
			£49,565 5 11
			<hr/>
Interest on Deposit Accounts.			£50,090 6 7
Quarter ending June 30th:			
England	...	...	11 14 0
Scotland	...	...	16 5
Quarter ending September 30th:			
England	...	...	52 6 4
			<hr/>
GRAND TOTAL	...	...	£50,155 3 4

Of this sum £403 7s. promised from Southern Rhodesia is not yet banked.

Expenses stand at £223 2s. 7d.

November, 1940]

## WHAT TO EXPECT AT FOXLEASE

Official permission has been given for training to continue at Foxlease at present. Guiders in uniform will have no difficulty in entering the Defence Area when travelling direct to Foxlease, if they are in possession of a letter of authority from the Guider-in-Charge.

### TRAINING DATES.

Nov. 1st-15th. Special Training fortnight for County Representatives.  
Nov. 19th-26th. General week.  
Nov. 29th-Dec. 3rd. Ranger week-end.  
Dec. 6th-10th. Brownie week-end.  
Dec. 23rd-27th. Christmas Party.  
Dec. 28th-Jan. 4th. Cadet Guiders' Training.  
Jan. 7th-14th. Cadets' training.

### FREE PLACES.

Five free places are now available for each training week at Foxlease. Applications should be made through the County Secretary.

### GRANTS ON RAILWAY FARES.

Where a Guider finds difficulty in attending a training course at Foxlease on account of train fare, the following reductions may be obtained:—

For return fare exceeding £2, a grant of 5s. will be made.  
For return fare exceeding £3, a grant of 10s. will be made.  
For return fare exceeding £5, a grant of £1 will be made.

The application for rebate should be made through the Guider's Commissioner direct to Foxlease.

FEES, Etc. (except for Patrol Leaders' Week and Christmas Party).

Weekly.	£	s.	d.	Week-ends. (Per day.)	s.	d.
Single rooms ...	2	10	0	Single rooms ...	7	6
Double rooms ...	2	0	0	Double rooms ...	6	0
Shared rooms ...	1	10	0	Shared rooms ...	5	0

All applications should be made to the Secretary, Foxlease, Lyndhurst, Hants, and must be accompanied by a deposit of 5s., which will be returned if withdrawal is made two full weeks before the date of the course.

Guiders who have been before and again wish to attend a Training Week are urged to apply, as there are still vacancies.

Extra meals: Breakfast 1s. 6d., Lunch 2s., Tea 6d., Supper 1s. 6d. Cars can be garaged at a charge of 5s. per week or 1s. per night.

## ENGLAND SHALL LIVE

*Is England changed? In that remembered field  
Where oft we roamed there is a gun concealed  
Beside the hedge; and when we turn again  
To walk at evening the familiar lane,  
A sentry challenges; a cottage lies  
Shattered to dust where from the summer skies  
A death-shaft flew.*

*Yet in our hearts, who know  
Scars of forgotten battles long ago  
On many a quiet down, is no despair.  
We hold this confidence; as Nature there  
Wrought those old scars to beauty, daisied o'er  
The ravaged hill, this devilry of war  
Shall pass to memory—though we are slain,  
England shall live and be herself again.*

REGINALD EVA.

(From *The Daily Telegraph*)

## SCOUTING GAMES

SOMETIMES I feel that Guiding is a straight and narrow path. It is very easy to stray off it, and to find ourselves running a girls' club or a play centre or an extension of school activities instead of a Guide company. Perhaps it is not so much a straight and narrow path as a winding path, very lightly marked, with a lot of rabbit tracks leading off it. Most of them look rather like the path, but they don't lead the same way. Fortunately there are some cairns dotted along the path, so that we really can see whether we are keeping to it or not.

One cairn is, of course, the Patrol System. This does not only mean something like the prefect system, by which the older girls have authority, it does not only mean that the rulers of the company are chosen by the company; it means that the patrol leaders are the delegates of the patrol, and although it is in evidence at the Court of Honour its source is in the Patrols in Council.

This is perhaps the biggest test by which we can know if we are running a Guide company; another is the type of games which we play. One of the particularly tempting rabbit runs is towards small, quick, easy games—Winding up the Clock, Rats and Rabbits, French Ball, and the like. They need so little thought on the Guider's part, the discipline is so easy, anyone can take them. Anyone can take them, and anyone does. The children get the same sort of games at school, at clubs, at Guild meetings, at parties; and in Guide meetings, too, they have their useful place. But what the Guides play nowhere but in Guides is the real Scouting game, which means control, watchfulness, the coping with unforeseen difficulties, a snatch of the joy of make-believe disciplined by the actualities of Nature. And it is the Scouting games which the children remember. I have been surprised sometimes in talking to girls who have been Guides of mine, not particularly resplendent ones, perhaps rather slack, to find that the thing they remember with particular joy is nearly always some Scouting game. Perhaps I remember the occasion they are talking of, and remember that to me the game seemed rather a failure, the people tagged about, there were some recriminations about a doubtful point that arose; and yet to one child at least that game was a high-water-mark of happiness.

So don't let us be discouraged if our games do not at first seem a shining success; even failure in those games may be better than successes in easier ones, and a Scouting game improves with playing. It is not always easy to invent a good Scouting game, but fortunately one does not need to invent many. Such a game is never at its best the first time it is played; it has to be adapted to the place, and local rules gradually arise, but it can be played over and over again. As children we would play a kind of serial Scouting game called Robber Chiefs for weeks on end; and a shorter one called Looker and Escaper would last for a whole afternoon. You will object that it is easy enough to find long Scouting games; the difficulty is to find a short one; and it is certainly difficult to find a really satisfactory game that covers a short time and a short space. It is a good plan to make a collection of short games.

Half-hour games, or even quarter-hour ones can be made out of Looker and Escaper, Flag Raiding, The Criminal and the Detectives, and Smuggled Messages. Even indoor games can be made a training for out-of-door ones. The

Drunken Indian is the name of a very good stalking game which can be played indoors. There are a great many indoor games for observation and control; but it is a good thing if these practice games should be regarded by the Guides as practice games, a preparation for the full-dress, exciting game that they play every now and then. A Scouting game is not played well without preparation. It is a good plan to have a discussion the week after a game has been played to see how it could have been improved, whether it was the rules or the playing which needed alteration. If we decide the company is weak as a whole in taking cover, or observation, or memory for orders, or resourcefulness, we can take that point as one to practise in our short Scouting games, so as to be ready for the next field day. We cannot spend all our meetings out of doors; but if we regard our normal life as out of doors and the indoor meetings as a preparation for out-of-door things, then we shall not forget Scoutcraft in the black-out, or lapse into a girls' club when we might be a Guide company.

K. M. B.

## ERRATA

In the October GUIDER we printed a photograph on page 261 entitled "Wallington District unloading salvage." The caption should have read "Purley Guides loading salvage." We apologise for the mistake.—EDITOR.

# OUR TOY INDUSTRY

## HOW THE CRAFTS COUNCIL CAN HELP

Many Guiders will have read with great interest the article on "Our Toy Industry" in last month's GUIDER and will want their Guides to participate in this excellent scheme for helping to provide toys for the day nurseries which are being opened all over the country in connection with munition and other Government factories.

The Crafts Council is ready to help anyone needing guidance in toy-making of all kinds. There are Crafts Council patterns and penny direction papers for rubber toys, soft toys, hard toys, paper toys, papier mâché toys and models. They may be obtained from the Crafts Council, Hamilton House, Bilborough Street, London, W.C.1. A sales list giving details of all direction papers, patterns, and materials will be sent free on request.

**Rubber Toys.**—These rather unusual toys are easy to make from a piece of old inner tube or hot water bottle stuck with rubber solution. The two pieces are secured with paper clips until thoroughly dry and a gap is left for stuffing with kapok or chopped-up pieces of rubber, cork, or rag. The toys are painted with a waterproof paint which will stand hot water if necessary. (Direction paper No. 22.)

**Soft Toys.**—Direction paper No. 46 for general instructions.

Paper patterns 2d. and 3d. each, or folder containing selection of patterns, 2s.

Packets containing all necessary materials for various animals, 1s. 3d.-3s. each.

**Hard Toys.**—Direction papers, Nos. 14 and 16.

**Papier Mâché Toys.**—Direction papers Nos. 33 and 53.

**Models.**—Direction paper No. 32.

It is so important that the standard of toys should be kept high, and that the most economical use be made of all materials, that it is hoped that Guiders will avail themselves of this opportunity of expert teaching, and that they will also write to the Crafts Council Organisers if they need any help or advice. It would be of great interest to Headquarters to know which counties are taking part in this scheme.

If any District want to increase or revise their knowledge of toy-making before teaching their Guides, the Crafts Council would be very pleased to send one of their organisers to take a practical class in any of the subjects mentioned above.

## LETTERS TO THE EDITOR

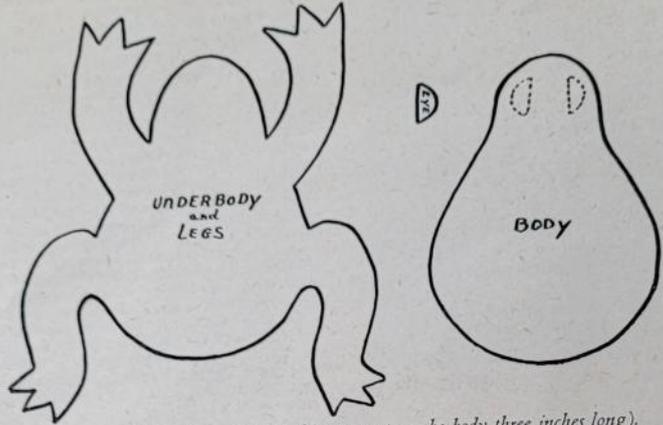
### NEWS OF OUR TRAVELLERS

To the Editor.

Dear Editor,—Your October number has published a letter from a leader of Government children on their way to Australia, so I venture to send some of our experiences on the way to Canada. I had put down my name very early in the season to take charge of a section of 15 children, and had had my suitcase packed for several weeks, when in early August I was ordered to report at — in 48 hours and take charge of 500 children and 43 Assistant Leaders. Naturally I was flattered, but dismayed and appalled at the responsibility.

The scheme for sorting out 500 children with an Assistant Leader to each 15 was extremely simple on paper; buses were to wait at the various stations and take 125 children to each of the four schools on outskirts of the town, there to spend three or four days. The Leaders would then take over from the teachers who had brought the children from their homes and put them into sections of 15 which had been drawn up in London. However, the trains came in to darkened stations, some of the children (very independent these North country youngsters) just got into the first bus they saw and got out when it stopped. The schools were day schools with enormous windows, so were blacked out quite simply—the janitor removed most of the electric bulbs. The telephone did not function much after seven o'clock, so the children had just to be bedded down as they arrived. Next day things sorted themselves out a little, though the original timetables went astray up to the day of embarking, and one small boy was brought by his father right to the dock. The first breakfast on board, with a choice of two or three kinds of food, struck dumbness (temporary) to many of the children, but they went through the list gallantly. One angel-child from Glasgow, aged 5½,

managed for a few days to get two breakfasts daily, 7.45 a.m. in the Tourist dining-room and 8.30 a.m. in the Third Class dining-room. The first rough day discouraged him a little. Our 500 came from east coast of Scotland and England and were very different in temperament and dialect, the latter kept us guessing in moments of desperate sea or home sickness. Broad Scottish or Tyneside mixed with deep so was a problem and the identity disc or label was often under so many layers of clothing. However, the seasickness was overcome after a few days and we had calm seas and lots of sun, and the children expanded while you watched them, and daily programmes began—P.T., lectures, knitting and sewing classes, country dances and so on. We managed one Girl Guide and one Brownie afternoon with about 30 Guides and 20 Brownies, many in complete uniforms. Distinguishing badges were made for each section of coloured flannel dusters; a blend of our Guide shoulder tapes and the New Zealand regimental arm badges. They were most successful. Space was very limited but everyone made the best of things. Watching our Royal Naval Escort was always an absorbing interest. H.M.S. — in the middle of six big ships and busy little destroyers on the outskirts. Thrills there were, I believe, but nothing to upset us or cause panic. The children very quickly got used to boat stations, and used their particular deck-station as a meeting place for all inspections, rest hours (if fine) and so on. The Board of Trade official gave us full marks for one "Alert" 4½ minutes from cabins to boat stations—even the tiny five-year-olds. One child lived and slept in his life-jacket, even kept it on for his



Pattern for Rubber Frog (enlarge this pattern to make body three inches long).

bath, which made neck-washing a little difficult; Sheila from Hepburn confided that she liked her big bath but it did taste of shrimps, she told me also that after two days all the "Captains" knew her name—I think she meant stewards. We had two doctors and five marvelous nurses with us, and had morning parade every day and at first—just in case—a head-parade in the afternoons. We had, of course, one case of measles but it did not spread, and even the cabin-contacts did not get it. The voyage took nine days and for most of us was 18 hours a day of real hard work. My Leaders were grand people, doing all kinds of work in all kinds of unpleasant conditions. Our ship had carried soldiers and prisoners-of-war fairly recently and was in no sense a luxury liner. We were also very short of stewards; but the safe arrival and happiness of the children was a complete recompense for all hardships.

I am afraid this letter is too long already, but I would like to finish with the tale of a truck-driver in Montreal whom I met 10 days after we landed. His contribution to the war was free-haulage of all Red Cross goods, and while packing he told me of his Newcastle "government-guest." Denis, aged 6, who had beautiful manners and was already teaching the truck driver's own five children to talk in that nice soft English voice. I wish all parents could know how firmly Canada has taken our children to her heart, it would help them to bear the separation.—Yours, etc.,  
NORAH BROOKE.  
44, Greycoat Gardens, S.W.1.  
October 12th, 1940.

## INFORMATION WANTED

To the Editor

Dear Editor,—I should like, though your paper, to solicit the help of any Guider who may come in contact with Guides or Brownies recently evacuated from Tidal Basin, Custom House and Silvertown. As many of the Guides of the area have themselves been compelled to leave the district, it is becoming increasingly impossible to learn any definite news of the present whereabouts of our youngsters. If any Guider who comes across one of them would be kind enough to let me know her present address, and, if possible, the name of her home Church or Guide Company, I should be most grateful. I am particularly anxious to be notified of any case of hardship or necessity.—Yours, etc.,  
DOROTHY SANDERS,  
District Commissioner, South West Ham.  
93, Dukes Avenue, Theydon Bois, Essex.

S.O.S.

To the Editor

Dear Editor,—Can any Guider give or obtain votes in the forthcoming election in November for a pension from the Royal Putney Hospital and Home for Incurables for an ex-Guider who is seriously ill and in need of financial assistance? Particulars from Miss Griffin, Redmile Cottage, Pinchbeck, Spalding, Lincs.

## SKIPPING AND BALL THROWING FOR BROWNIES

I AM very often surprised when testing Brownies for the health parts of their badges to find in how many cases the fundamental principles have been neglected. It is surely not the mere achievement of the necessary tests that counts, but the style. To skip thirty times without a break in a bad style is, from the health point of view, detrimental and fifteen times well is infinitely more beneficial, yet how many times are children urged to try again and again to achieve the thirty times just because it says so in P.O.R. The thirty times should only be attempted when the style is good and after much practice.

May I make a few suggestions which I hope will prove helpful? The photograph of Brownies practising this part of the test will illustrate what I mean.

**SKIPPING.** Whenever possible this should be taken outside. The rope should not be too heavy but sufficiently so to turn easily in a wind. (Skipping on the grass by the way is very hard work, and only suitable for short spells, if at all.) Children frequently use ropes too short, and in fancy handles. They are better just whipped at the end and the correct length can be tested by the child stretching out her arms sideways. The rope should then pass under her foot when it is placed forward a step. Brownies should aim at light, easy skipping on the toes. "Stretch the body and legs while in the air. Let the knees be supple in the landing." The head should be held erect and arms almost straight extended sideways. In the photograph shows how easily she is taking the exercise. (It is not an endurance test!) The middle Brownie is well up off the ground but has not such a good carriage and is poking forward. The Brownie on the left is good, has plenty of effort and good carriage, but she is not as good as the right hand child. (See head position.)

In the fancy steps, as in all health exercises, posture is of supreme importance, for though one may not in ordinary life have to skip a fancy step, one will certainly have to move, and nowadays appearance goes a long way. A good carriage indicates confidence and alertness while a bad posture gives an impression of slovenliness.

"Hopping with knee raising" seems to give the most trouble. If the standing knee is kept straight and both toes pointed down, a much better position is gained.

**BALL THROWING.** In the background of the photograph are Brownies doing Golden Bar Health work. One Brownie is practising overarm throwing against a wall. She has a good position. She starts near the wall, gradually working further back as proficiency is attained.

The Brownie making the catch is good. Obviously she is moving to catch the ball. So many children remain static, forgetting it is up to them to keep an eye on the ball and put themselves into a position to catch it if at all possible. They should be on their toes, alert and concentrating. The thrower behind the middle skipper is not good; she is really only throwing from her elbow instead of with her whole arm. To throw at the bottom brick of a wall, or at a skittle or tin placed on the ground between two Brownies (one child can retrieve while the other throws) is excellent practice for aiming. For long distance throwing the ball must be made to rise and the distance can be gradually increased as the Brownies' aim improves.

M. WEATHERILL.

## REVIEWS

*Difficult to Please.* A play for children in two scenes by Edith Blaikley. Music arranged by Maurice Jacobson. (Curwen, 1s. 6d.)

There are six parts who have most of the talking in this little play, and another ten for quite small children who have a few lines each. They sing "Mulberry Bush" and "I had a little Nut-tree" and dance a minuet to Haydn's music. There are two scenes, but no difficult scenery or properties are required, and clothes are the kind that come out of the acting cupboard.

*Six Rounds.* By Norman Gilbert. (Oxford University Press, 6d.)

These are simple and amusing rounds with a pianoforte accompaniment which prevents them sounding monotonous when sung to an audience.

## THE GUIDER

*The Rainbow Fairies.* By Margaret Lyell.

A very simple little song suitable for Brownies with a remarkably easy accompaniment.

*The Young Musician.* Price 6d. Annual subscription 7s. post free. 58, Berners Street, London, W.

The October number of this excellent magazine has an article about the Minstrel and Musician Badges. "Sheila, being a pianist, and a young musician as well as a Guide" found her "God Save the King" on page 3 and looked up the back numbers of the magazine to find her march. Also she was told a way to practise scales that turned them into a sort of scale game, much more amusing. Then, when she went on to the Music Lover badge, she found pictures of the instruments of the orchestra on the back cover, and she could ask Musical Dick any questions she liked about the meanings of the musical terms she had to know. The musicians of a Glow-worm Patrol should certainly take in this paper which is chock full of interesting things about music. Next month is specially about the Singer badge. K. S.

## CHRISTMAS PLAYS.

Guiders are referred to the Play List for Christmas Plays for children. Here are a few for older people:—

*Nativity.* By Nora Ratcliffe. Sheldon Press. (Religious Drama Society, Northumberland Avenue, London, W.C.2. Price 1s.)

This has twenty characters, some of which should be played by men. Five scenes and some incidental music. It may need cutting with less experienced actors, but it is a good play, well worth a good production. Fresh, natural dialogue.

*Nativity for the House.* By Margaret Cropper. (The Challenge Press, Ltd., 92, Great Russell Street, London, W.C.1. Price 4d.)

A short scene lasting about quarter of an hour. Ten characters but only two speakers. Simple scenery. No fee.

*The Lost Christmas.* By Myra Levett. (S.P.C.K., Northumberland Avenue, London, W.C.2. Price 6d.)

Ten parts which could all be played by Rangers.

Four scenes. A modern play of seven women on their way to Bethlehem. No fee.

*The Story of Christmas in Mime.* By E. Martin Brown. (The Sheldon Press, Northumberland Avenue, W.C.2. Price 6d.)

This is the well-known arrangement of the Christmas story intended for performance in a church. It needs a good and experienced producer but excellent directions are given. A choir is necessary and a reader. No fee.

*A Christmas Mime.* By Diana Carroll. (Y.W.C.A., Great Russell Street, London, W.C.1. Price 6d.)

Two Angels speak, otherwise the action is in dumb-show. There is an alternative prologue using children. Suitable for a church or hall. Needs experienced producing. No fee.

## AN AUTOBIOGRAPHY.

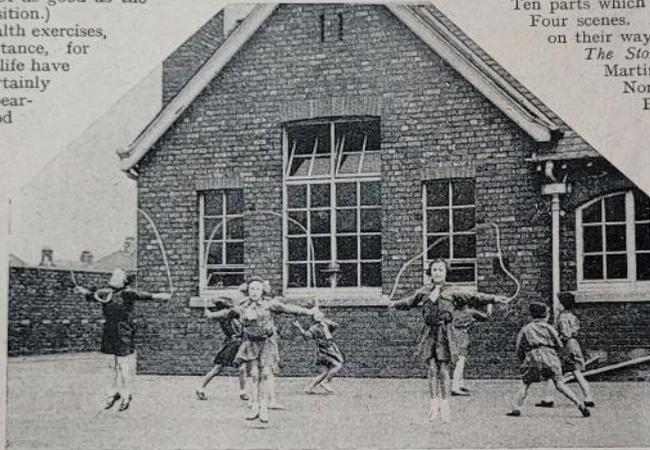
*Hearts and Pomegranates—The Autobiography of Dame Katharine Furse.* (Peter Davies. 15s.)

A frank and fascinating book in which the author tells the story of her earlier life. To the Guide Movement Dame Katharine is especially remembered with affection for her inspired leadership of the World Association of Girl Guides and Girl Scouts for the years 1928 to 1938, but this period of her life does not come within the scope of this book. Dame Katharine's only reference to the Guides is in the following paragraph: "It was about now (1911) that the papers showed pictures of the Girl Guides—little girls festooned with paraphernalia and carrying poles. They seemed to me to be play-acting, and I paid them no attention until years afterwards."

In *Hearts and Pomegranates* we have many fine pen pictures of well-known figures in the world of science and art, and an illuminating account of her family life, her devotion to winter sports (she introduced skiing to Switzerland from Norway), her love of flowers, her social work and handicraft—especially carving and the creation of new patterns. She was one of the pioneers of the Voluntary Aid Detachments in 1914, and, as is well known, was made head of the Wrens in 1917.

I have no space to give quotations from the many brilliantly illuminating sidelights on her varied life, with which this book abounds. She writes: "It is not entertainment I want, but work and interest in humanity." No one has led a more varied, interesting and useful life, and we shall look forward eagerly to the second volume of her reminiscences, covering the period in which the best part of her life was devoted to Guide work.

P. W. E.





*The Family at Invermay House.*

ONE of the most heartening things for us as Guiders is to see the immense keenness with which the evacuees who have not hitherto been in touch with Guiding seize upon it, and to find how useful the Guide and Scout methods are in handling these children. In Perthshire we have had opportunities of noticing this in the hostels which, with the help of the W.V.S., we have started for the Education Authority. They are very modest affairs, only three of them in the county, and those mainly started to keep some houses ready to receive children in the event of fresh evacuation. In one of them, Invermay House, a holiday camp has been run to afford some relief to those householders who have had the children steadily on their hands since the outbreak of the war.

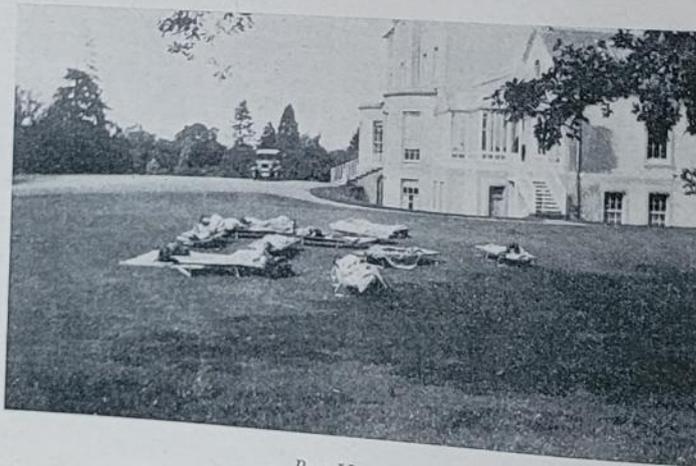
Invermay House is most suitable for the purpose. For the past six years it has been in the possession of the Wemyss Coal Company who have used it as a holiday resort for their employees and their children. Upon hearing the purpose for which the house was required, the company kindly agreed to lease it to the Perthshire Education Authority. It is a fine bright 18th century house, standing on a sweep of lawn with lovely trees near. The great walled garden, however, is a wilderness—but a wilderness in which currants and raspberries, plums and apples still grow. The house was in perfect condition, thanks to the excellent caretaker and his wife, whom we were lucky enough to take over with it.

But for the caretakers the staffing for the six weeks was entirely voluntary, Guiders, many of them teachers, giving up a large part of their holidays to the work. The children came for a minimum of a fortnight, but most of them begged to stay on longer, and as we were not overcrowded it could generally be managed. This was a great advantage for the running of the place, as a tradition soon arose, and those who were old hands passed it on to those who were new.

As a house-warming we held a Patrol Leaders' training there before the children came. It was attended with great enthusiasm, and seemed to meet a great want. Some of the Patrol Leaders came later to help, and helped to give a special Guide tradition to the place. One of them passed her Child Nurse and Laundress badges practically, while she was helping, and we felt that opportunities might be made for more of this kind of thing.

The rooms were named after ships, and the patrols were mariners, explorers, and pirates. Each person had a name of her own. These names were not invariably used, in fact, some hardly stuck at all, but they imparted a picturesque touch to conversation and supplied an un-failing flow of topics and jokes. One can't help feeling it a rich experience to sit between Nelson and Billy Bones!

The duties were Cooks, Stewards and House, and each crew kept one set of duties for two days. The ages ranged from six to fourteen, all girls, though the other two



*Rest Hour.*

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# AN EXPERIMENT IN GUIDING

by  
K. M. BRIGGS

hostels were mixed. Since the range of age was so great the Patrol System could not be used to the full, for the leaders were apt to be arbitrary and to over-ride the younger members of the patrol. A general council was more used. Every morning had its inspection, like camp, and a Guide statuette was given to the tidiest room. There was keen competition for this, but the children were reasonable and kind about it, glad when the Guide was given to the room



*The Lost Garden.*

where the smallest people were or to one which had not hitherto won it.

Some of the children were already Guides and Brownies, and for these Guide and Brownie meetings were held, which those who were of the right ages were allowed to attend. The children clamoured for meetings every day. Morse was extremely popular, even with those who were not Guides. Five girls from one house, who had for a long time been very keen to be Guides, were enrolled. They are to form a Lone patrol if the difficulty of getting them to the nearest company proves too great.

Apart from Guides and Brownies the most permanent occupation of the children was acting. Mimed ballads were very popular with them, and they soon did very well, expressively and with economy of action. They acted improvised plays, too, with great spirit, and as their repertory grew, every newcomer had to sit through an increasingly long performance. There was

(Continued on page 297)

"Miss Raven did. She said we'd got to do it—but then she does think when you say a thing we've got to do it," Robin confided naively. "Not that we were exactly against it, or anything; it's just that it isn't at all a practical idea just now."

"No. No, perhaps not," Harriet agreed meekly. She made a mental note that Sybil must be dissuaded in the future from unwise insistences, and led the conversation out at a tangent on tracking and other similar practicalities, from which it wandered to the ever-important problem of a winter entertainment, over which the patrol appeared to be stuck, until Harriet suggested puppet shows, after which the prospects brightened.

"At least that would be different," Robin commended, "and we could do it in an ordinary room, and perhaps give two or three performances without all the awful fag of rigging up a stage big enough for us to act on and getting clothes and things. It'd be fun making the little men-affairs, too."

"And so," Harriet admitted, grimly, sitting by the fire in Sir John's study after supper that evening—"and so Guiders propose and Guides dispose!"

Colonel Dornford, wheeling his chair a little nearer the fire, held one thin hand to the warmth of the flame—

"I shouldn't worry, if I were you. Give 'em character at that age, and trust in God to give 'em culture in His own good time," he suggested, his laugh ending in a cough which made Harriet look at him sharply.

Sir John rose quietly from his desk, went into the inner room and returned with a medicine glass. Colonel Dornford accepted it with a grimace—swallowed the contents, and apologised—

"Sorry to disturb the peace like that! What were we talking about? Oh, teaching the young the rudiments of art. It all depends what you mean by art, doesn't it? Robin, evidently, looks on it as merely the unnecessary trimmings—the decoration of life, which, in stern days, we can do without. Your Bennie Carr, and others, I suppose, look on it as the core of being—the essential mainspring of right activity. There's truth in both points of view. You'll have to go carefully."

"I know," Harriet nodded ruefully. "If I hadn't had a very recent blow on the head I might have had the gumption to lead my horses to the water and left thirst to do its work, instead of mentioning the word 'drink' to them first. I'm losing my touch—this impasse is the result of sheer clumsiness."

Sir John smiled. "Impetuosity, I should say, my dear, not clumsiness. You're flying high, you know. You want to swing these children out into an experiment in living—to give them not a new set of values, but an education in discriminating among the old. All art—music, painting, poetry, sculpture, architecture—is, at its highest, the interpretation by man of the eternal truths of God. At its worst it is the interpretation of the instincts of the unconscious—the ape-in-man. If we are to teach youth to distinguish between the inspiration of God and the instinct-urge of the ape, we must teach them to distinguish a pure line from a tricky one, a true note from a false, a right word from a not-so-right. And you can teach them that, up to a point, by always setting the best before them. Only up to a point, because you must never forget that you are dealing with human beings, and some, like wireless sets, can receive and transmit at a high rate of vibration, while others will never by the very force of the material of their make-up be capable of responding to more than a certain range of vibration. You will, inevitably, find your girl who is only able to travel part of the way with you, in your enthusiasm for the pictures of Leonardo, or the music of Bach. You may, even, find your girl who cannot—I don't say will not, though it may often seem so—but cannot—approach truth through the medium of art at all. I have known many men and some women who could discover the plan of the Universe in the beat of a great engine or the girations of a microscopic amoeba, while a spiritual fire-curtain cut them off, apparently, from the slightest contact with the world of art."

Harriet, used to Sir John's habit of analysing the essentials of an argument, leaned back in her chair and waited for him to bring the problem down to brass tacks.

Colonel Dornford drummed his fingers on the arm of his chair—"It always comes back to the same thing—to an essential, eternal, existent pattern behind life, and one's approach to it," he said. His voice was tired, but his eyes looked keen and restless. "To my mind, we have to use every method that comes to hand. The old simile of the wheel, with spokes all converging on the hub, is the best I know. You may travel down any spoke and still arrive at the centre. Where we can do our part is to see that youth travels down its own particular spoke, towards truth, not outward, into the arid wastes of nothingness. Religion may be the road for some, love of nature for others—service and sacrifice for many at this time—perception of the true through personal experiment in craftsmanship and creation certainly is a road we can throw open to all, and persuade many to travel. As long as we compel none, I cannot see that we shall be doing harm—and Harriet has promised Robin's patrol they shall not be compelled!"

All three laughed.

Harriet said gruffly:

"What your simile doesn't allow for is the network of by-paths that wander about between spoke and spoke, running in blind alleys,

and confusing, if it were possible, the very elect. We three sit here talking philosophical abstractions, and making two and two into methodical four, but if I know anything about children they'll turn our theorising upside down, our two and two into dimaying threes and fantastic fives, and come out at the end of it little the worse if not much the better. The important thing is to give them spiritual space to kick in, so that they can grow and grow strong, plus spiritual where they need it, when they need it and never too late. Do you agree?"

Colonel Dornford agreed.

Sir John, looking at her quizzically, said: "If they need support, they need it to be reliable. You aren't leaving them again in a hurry, are you, Harriet?"

Harriet smiled. "That's as maybe. By support I don't necessarily mean personal support, my dear. But we'll see. If I can stay here for the winter, I should like to. I have an idea that specialising in art with the Guides will be a liberal education to the Guider!"

## QUICK CATERING

These are days of opportunities—don't let them pass you by! If you have a good idea, jump to it and carry it out. So many people wait for someone else to make the move. Have you ever been in a stuffy room with the windows shut, and when eventually someone does open them several people say, "Oh, I was longing to do that!"

It does give life a thrill if you go with your eyes skinned to see what you can do, even if you have very little time. At present it is the unexpected that happens, and we must be ready to cope with it.

Some Guiders I know heard of people waiting all day long in a queue in the very hot weather, so they organised a running buffet and supplied tea and buns, charging a penny a cup for tea and a penny each for the buns to cover expenses. The camp tea urn was boiled for them at a friendly office nearby and buns, tea, sugar, milk, and cups and saucers brought in a car. The catering was done in half an hour. The tea was carried round on trays, and 60 teas were served, and the washing up done in the street—all in three-quarters of an hour! It is a wise precaution to get permission from the police before doing things like this.

It may be useful to know that one pound of tea will make tea for 120 people if it is made in big teapots or an urn. You will also want a gallon of milk. It is a good idea to look out now for the shops where you can buy cheap buns or cakes, and where you can get milk, so that you will know where to go if you are in a hurry. I think you will find it a help to keep a catering book, and each time you run a tea or buffet write down what you bought and where you got it and how many you fed. It is a help, too, to keep a list of the number of cups and saucers to be had at the various halls and who has big teapots and kettles, etc., in fact, any information that will save time in an emergency.

You may be asked to serve breakfast, for people whose houses have been bombed, in the village hall at an hour's notice. Well, make the plans now and then you won't be taken by surprise.

Have you had to make lunch quickly for a journey or a picnic? Just now it isn't easy, but here is a suggestion.

Lettuce, tomato and hard boiled egg, salt, a soft roll, digestive biscuits and cheese, fruit or a packet of raisins, and a bar of chocolate.

Perhaps you may prefer to make sandwiches. They are more exciting if you make double-deckers with three slices of bread and two fillings—egg and cress, or tomato and lettuce, or banana and dates are excellent.

D. F.

The great secret of success in making sandwiches is *moisture*. When eggs are used, they should be soft boiled. Nearly all ingredients should be either chopped, cut small, or mashed. Margarine can be used and will not be detected if the sandwiches are well flavoured and seasoned.

Here is a list of different sorts of sandwiches which are easily made, which are well balanced as regards food values, and which are appetising and not "stodgy":—

1. Egg, tomato, and lettuce.
2. Egg, anchovy, and lettuce.
3. Cheese, tomato, and lettuce.
4. Marmite and cucumber.
5. Tinned salmon (mashed) and cucumber.
6. Tinned sardines, crab, etc., and lettuce.
7. Soused herring and cucumber.
8. Thin slices of meat or ham and
  - i. lettuce and mint sauce;
  - ii. chopped onion;
  - iii. tomato.
  - iv. salad dressing and lettuce;
  - v. thinly sliced potato and salad cream.
9. Liver sausage makes a tasty filling for a sandwich and is not rationed.
10. Nuts, introduced with some of the salad suggestions, would be delicious and very nutritious. They are rather expensive, but excellent food value.

J. V.

## WHERE PAST AND FUTURE MEET

ONE Sunday evening, not long ago, I went for a walk. It was getting late, and that pitiless drizzle that Londoners know so well made a grey mist over Whitehall, hiding, to a certain extent, the scars of the last month. There were few people about for, some time before, the sirens had wailed their warning, and, as I stood in Trafalgar Square, the guns had thundered overhead, a grim reminder that this was no ordinary autumn evening. They were silent now, and the streets were strangely silent, too, for London. I had just come from Dockland, a Dockland rather different from that which I have known lately, for thank God the children and many of their mothers had vanished to the country. Only a comparative few remained; the population consisted mainly of men with strained faces and tired eyes. The gallant spirit that burned among the ruins was a little dimmed, after the first nights of cold and wet in shelters that let in the rain. "We can't get on much longer like this, Miss," one woman said to me. "Not with the winter coming, we can't."

I shivered, feeling depressed, too, as I walked up Whitehall, that road of concrete history, with the wind beating the rain into my face. The witnesses of centuries stood on either side of me—centuries of wars, inventions, progress.

"In October, 1940," I thought, "we have come no further than this—destruction, cruelty, misery. Where are we going? What are we heading for?"

And then I looked up and caught my breath—for a last wintry gleam of sunlight had broken through the clouds and was streaming down on to the Cenotaph, which stood firm and unshaken as ever, its flags blazing out upon the wind, throwing off a radiance of its own into the shadows of that war-time evening. For a moment I thought I had seen a vision. It was as though an angel with great flaming wings stood on guard over the past, looking into the future.

"They shall not pass," I thought. "This time, they shall not pass."

That is what *they* said, though, a quarter of a century ago, when they fought that other war which was to end war—and how much further have we come? What did those four years of tragedy achieve? They brought us to the point where we know that war is madness, and that knowledge nearly brought us to destruction, because we in Britain were so revolted by the spectre that we became weakened and were unprepared for the struggle when it came. They did more though—they taught us that this war must be fought without hatred, that we must free ourselves of evil before we could conquer evil, and the result was that we entered the war without any of the youthful glamour that inspired us in 1914. We entered it with the scales torn from our eyes, without illusions, and with the knowledge that we were fighting not only one particular race, but a much greater thing—the strength of all the dark forces which beset mankind. We knew that we must conquer the evils which caused the tragedies of peace, as well as the forces which operate against us in war. In that knowledge we rose grimly to our task with none of the panoply of war, with no battle-song to cheer us on to victory, with only a bitter dogged determination to achieve our end, and the light of truth before us, a tiny star among the heavy clouds of war.

That is the spirit that fired us as we went to war, mourning the tragic waste of life and time that might have been spent working and building for the future. We looked back regretfully to those other lives, spent to buy us peace, and looking at the years between, we knew that we had had no peace. November 11th is Armistice Day; we have had no Peace Day—our peace was a cessation in hostilities, because our stewardship of the trust those others bequeathed to us was inadequate. The foundations on which we tried to build the new world were faulty, and we had failed to see and to repair the weak places. It was, therefore, useless for us to pin our hopes on a dream structure, however good our intentions and however hard we worked. Ideals are worthless if they cannot be put into practice, if they will not withstand the wear and tear of daily life. It was a waste of time for us to dream of a new safe world for future generations while Jews were persecuted in Germany, while corn was burnt in one part of the world and masses starved in another, while, within our own frontiers, there were slums and poverty which shamed us when we thought of them.

There is an Eastern saying that he who would understand the plains must ascend to the eternal hills, where a man's eyes scan Infinity. But he who would make use of understanding must descend to the plains, where past and future meet and men have need of him.

During the past quarter of a century we have had our opportunity to ascend to the hills, to scan Infinity. Now we have to descend to the plains, to make our dreams come true, to battle with reality and, battling, avenge and remedy the past that we may make the future secure.

They did not die in vain, those heroes of that other war. They died that we, remembering, might be strong and achieve their final victory, that we, who had had time to think and plan, might carry the struggle through to its final culmination. And if, in the effort, some of us should fall, as they fell, then we know that others enriched by the fruits of our dreaming, strengthened by the will with which we fought, will follow on. A small boy, listening to

his aunt, a social worker, inveighing against the problems of the slums, looked up gravely from his porridge the other day: "Don't worry, Aunt Daisy," he said. "You may soon be dead, and then we'll do better."

There spoke the future, grave with the wisdom of the past. So much older, at seven years old, than those lives who marched, singing and laughing, to death in 1914. It is for him and others like him that we must do battle now; it is to his generation that we will hand the torch. Because that child could speak as he did, we know those other lives were not wasted, that, even though wars may still occur, humanity has gone forward.

We stand, between one generation and another. By our own strength, our courage and our receptivity we can free the world. And so, let us stand firm, fearless amid the conflict, for the Divine light still burns about the Cenotaph, and the Angel guards the past, his face turned to the future.

MARGARET TENNYSON.

## ONE COUNTY'S IDEA

(Letter sent out to Montgomeryshire Patrol Leaders)

Dear Leaders,

At the outbreak of war we issued a challenge to all Guides in the county to qualify for the Cook's Badge and the Emergency Helper's Badge by the end of the year. The challenge was accepted and the majority of the Guides in the county now wear these badges. Now we send another challenge to you Leaders to have your patrols absolutely prepared to meet any emergency that may arise. Here are some suggestions, but will you think out others for yourselves?

1. See that your Guides keep up the knowledge learnt in their badges so that they may not fail to be of real help when needed.

If you need outside help in practising first aid, ask your nearest Red Cross detachment for someone to come along and give you some practice. If there is no Red Cross near, ask the district nurse to tell you of someone to help, as she will know the helpers who are to staff the nearest first aid point.

What is the doctor's telephone number and the number of his car?

2. Can your patrol produce a hot drink indoors or out in any weather and under any conditions in less than 20 minutes.

3. Can all the members of your patrol use a telephone? If not, set about teaching them. There is a call-box within reach of every company.

4. There are now no signposts. Can you all give clear directions for finding the way? Can you draw a really clear and helpful sketch map? Can you read an ordinary road map?

5. How well do you know your own district? Go up different hills round and see if you can identify the different houses and farms seen from the top. In a town perhaps you can go to the top of different buildings.

6. In the event of an air raid while having a patrol or company meeting have you thought out just what you are going to do? If in doubt, your policeman or air raid warden will tell you what to do.

7. If there is a fire in your house, what is the quickest method of obtaining help? What are you going to do until help comes? Think all these things out so as to be ready.

8. Practise signalling. You never know when it may be useful for sending a message or when a thorough knowledge of Morse may not enable you to read messages for someone else.

9. Think out all the emergencies you can and practise them with your patrols. The Guides' motto is "Be Prepared." Now is your chance to show what your patrol can do. If you can train yourself and them to keep their heads and be steady and calm in all circumstances then the Guide Movement will prove its worth, as it did in the last war.

"Be prepared and don't be scared by difficult things to do,  
To mend a leg or fry an egg is all in the work for you."

## AN EXPERIMENT IN GUIDING—(Continued from page 294)

a severe craze for hand-crafts at one time, but acting was the constant occupation. Balls, houses, and dolls were their private plays and they enjoyed the country dancing and singing. They were very fond of being read to, particularly Mrs. Nesbit's books, and they liked to listen to stories even better.

We were blessed with most lovely weather, and were able to have picnics and hikes, but the children seemed equally happy round the house. All the children did great credit to their householders when they came, and were evidently very different from the wild little things who had arrived in the country a year ago; but during the time they were at Invermay their table manners and general behaviour improved perceptibly. Valuable as camp is, one can see that life in a house of this kind can teach some lessons that camp would not teach, particularly in the despised domestic arts.



Articles and Reports, Photographs and Drawings for insertion in "The Guider," Letters to the Editor and Books for Review, should be sent, if possible, by the 10th of the previous month to the Editor, Girl Guide Imperial Headquarters, 17-19, Buckingham Palace Road, London, S.W.1.

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## HEADQUARTERS NOTICES

### MEETING OF THE COMMITTEE OF THE COUNCIL

HELD ON OCTOBER 8th, 1940

#### PRESENT:

The Hon. Mrs. Sydney Marsham, C.B.E.  
Mrs. St. John Atkinson.  
Miss Bardsley.  
Sir Percy Everett.  
Mrs. Geoffrey Gibbs.

Miss Anstice Gibbs.  
Miss Shanks (co-opted).  
Miss Ward.  
By Invitation:  
Miss Browning.

#### Camping Sites

The camping site which we share with the Girls' Clubs at Chigwell Row has been put at the disposal of refugees from London. The site at Cudham has been commandeered.

#### Guide Gift Scheme

The amount collected up to date is £50,093. A full report on its allocation will be found elsewhere in this issue.

#### Tinfoil

Up to August 27th, 1940, Guides had collected 25,293 lbs. of tinfoil and this has realised £270 18s. 0d. The Lord Mayor's Fund have allowed the Guides 10 per cent. of this instead of the 5 per cent. promised. This amounts to £27 1s. 8d. This is slightly over 3d. per stone and it was agreed that 3d. per stone should be paid to all Guide units which have let us know the amount sent in and the small balance should go towards the very heavy expenses incurred by Headquarters for the postage of leaflets and labels. As, however, many districts and companies are only owed very small amounts, it was decided that only sums of 2s. or over should be paid direct, and where smaller amounts have been collected they are being sent all together to the County or Division.

#### Gibraltar Refugees

At the request of the Ministry of Health, Guiders and Rangers have been organising the recreation of large numbers of children evacuated from Gibraltar.

#### War-Time Day Nurseries

The Ministry of Health and the National Society of Day Nurseries have asked Guides to make toys during the winter for the war-time nurseries that are being opened. An article on the subject appeared in the October GUIDER. Many day nurseries from the big towns have been evacuated to the country and toys made by local Guides would be very welcome. Lists of evacuated nurseries and all other information can be obtained from Headquarters.

#### Overseas

The application of the Girl Guides Association of Southern Rhodesia for Dominion status has been granted. Lady Stanley has been warranted as Chief Commissioner.

#### Brazil

The British Guide organisation in Brazil has been closed down. This has been made necessary owing to recent Brazilian legislation forbidding the existence of foreign youth organisations.

The Federacao das Bandeirantes do Brazil, who are members of the World Association of Girl Guides and Girl Scouts, are prepared to receive any former members of the British Guides into their membership, and any girls who wish to join the Bandeirantes will be warmly welcomed.

#### Guide Relief Fund

The total amount received for the Guide Relief Fund up to date is £626 8s. 5d., of which £161 10s. 0d. has been distributed as follows:

	£	s.	d.
For four Guides from the Guernsey Ladies' College now at Great Hucklow, Derbyshire, for laundry, maintenance and odd necessities ... ..	10	0	0
For 30 Guides and Brownies in the Guernsey Intermediate School now at Rochdale, Lancs, for pillows, dressing-gowns, towels, etc. ... ..	30	0	0
For a Guernsey Ranger, to help with clothing her eight brothers and sisters ... ..	5	0	0
For two Guernsey Brownies ... ..	2	0	0
For supplying uniform for Guides from Gibraltar ... ..	7	10	0
(This has not yet been spent as the Guides from Gibraltar are all in quarantine for measles.)			
For a Ranger whose home has been bombed and who had lost all her clothing ... ..	2	0	0
To a Polish Ranger for one term's pocket money at a University at 10s. a week (from money sent for Poles) ... ..	5	0	0
To Miss Halpin at the W.V.S. for London Guides suffering from air raids, as a first instalment. Monthly report to be made ... ..	100	0	0
	<b>£161</b>	<b>10</b>	<b>0</b>

#### URGENT

Any communications for Lady Clarendon should be sent *c/o* Guide Headquarters, 17-19, Buckingham Palace Road, S.W.1.

#### Reappointments and Resignation

Lady (Murray) Anderson has been reappointed Deputy Commissioner for Overseas.

Miss Hopkins has been reappointed Assistant Commissioner for Rangers (Sea Rangers).

The resignation of Miss Warner as Assistant International Commissioner was received with great regret. Miss Warner is doing excellent work for the International Red Cross and her very heavy duties make it impossible for her to do much Guide work at present.

All communications about schools should now be sent to Headquarters and not to Lady Somers. Lady Somers is very busy at the moment and it is difficult for her to attend to this work. The Executive Committee have decided not to appoint another Commissioner for Schools at the moment.

#### Equipment

**Purchase Tax.**—We are now registered as wholesalers and hold a certificate of registration for the Purchase Tax as Wholesale Girl Guide Equipment Suppliers. The Purchase Tax will operate from October 21st. By registering as wholesalers we can supply at trade terms any retailer who may wish to buy from us. Some of our equipment will come under goods chargeable at one-third of their wholesale value, or goods chargeable at one-sixth of their wholesale value. We propose to add this amount to the retail selling prices of goods.

## AWARDS

*Medal of Merit* (for Good Service to the Movement)

Miss E. Read, District Commissioner, N.E. Folkestone, Kent.  
Miss S. Watkins, Assistant Division Commissioner, N.E. Kent.  
Miss K. F. Wilson, Division Commissioner for New Forest, Hants.

*Medal of Merit* (for gallantry)

Sea Guide Peggy Durman, S.R.S. Research, Dartmouth, Devon.

Peggy was going home along Lower Street, Dartmouth, when she heard children's screams coming from the Ferry Slip. She ran down to the slip, and finding that Gordon Physick had fallen into the river and was being carried out by the ebb tide, threw off her shoes and jumped in after him. Peggy is a good swimmer, but the tide was strong and Gordon is big for his age while Peggy, who is fifteen, is small and slight. She found it all she could do to bring him ashore, swimming with the child under her arm. Eventually she managed it, however, though both she and the child were exhausted when they reached the slipway, where Gordon's father was waiting to help them out. Peggy, who has been a Sea Guide for four years, saved the boy's life, and we congratulate her on her courage and presence of mind.

Guide Beryl Smith, 1st Tunstall Company, Staffordshire.

Beryl, who can only swim a little, rescued her four-year-old brother from drowning in Westport Lake, into which he had jumped, imitating some bigger boys who were diving. Beryl secured a hold on the child and pulled him into the bank. The water was above her own head, and, as she was struggling, she slipped and fell back into the water. Luckily, the children's aunt was on the bank and she was able to catch hold of the little boy and pull him, and later his sister, to safety.

Undoubtedly Beryl, who is twelve years old, saved her little brother's life. We congratulate her on her courage.

*Badge of Fortitude*

Guide Jane Cowe, 1st West Calder Company, Midlothian.  
Brownie Beryl Farrow, 1st Mablethorpe Pack, Lincolnshire.

*Blue Cord Diploma*

Miss Glenister, of Middlesex.  
Miss Graves, of India.

*Gold Cords*

Ranger Ruby Harrison, 2nd Gee Cross Company, Cheshire.  
Bo'sun Betty Ainley-Walker, S.R.S. Foudroyant, Oxon.  
P.L. Olive Morley, 2nd Kingsbury Company, Middx.  
P.L. Olive Dale, 9th Cheltenham Company, Glos.

## GENERAL NOTICES

## WADDOW COTTAGE

The cottage at Waddow will for the present be available for Guiders as a rest house so long as it is not needed by the hospital authorities who have taken over Waddow.

Any applications should be addressed to Miss Anderdon at Waddow Hall, Clitheroe, Lancs.

## THE NEW CRAFTS COUNCIL SALES LIST

The new sales list is now ready, and as it contains quite a few additions and alterations, please send for a copy—for which there is no charge—from the Secretary, The Crafts Council, Hamilton House, Bidborough Street, W.C.1.

*Patterns.*—These are now all being printed with clear photographs of the objects to be made, which are of great help.

*Materials.*—Prices have gone up very little as the Crafts Council had such a good stock earlier in the war, but there are a few increases. The new *Lingerie Material* (2s. a yard), in five attractive colours, is to be well recommended.

## FOR CATHOLIC GUIDES

The wounds and scars left behind by the war, the moral and social conditions of our country, will need the help of all of us. This service should appeal to every Guide, but, like every other field of service, it calls for a special preparation.

Guides wishing to make themselves familiar with the principles and methods of modern Catholic social work are invited to informal meetings which are held each Sunday at 3 p.m. at St. Joseph's House of Hospitality, 129, Malden Road, London, N.W.5. At these meetings the religious and social implications of the teaching of the Catholic Church are the subject of informal "give-and-take" talks, and reliable instruction is given by priests and by lay-folks on behalf of various Catholic societies. Many friendships and much good work has resulted from these discussions.

Guides are welcome, without previous notice, or may obtain further information from Miss Kathleen Blackstone, T.O.S.F., at the above address.

## Called to Higher Service

On September 25th, killed in their sleep during an air raid, Irene Phillips (aged 20), Joan Phillips (aged 19), and Betty Rayson (aged 20). Irene and Joan Phillips had been Brownies, Guides and Rangers in Marylebone and were acting Captain and Lieutenant of the 2nd Marylebone Company. Betty Rayson was an ex-Ranger and Guider in Marylebone. They were life long friends, and Betty, who had left Marylebone, was visiting Irene and Joan for one night.

Kitty Whitworth. On August 31st, 1940, after seventeen years of illness. Post Ranger, N.W. Lancs and 1st Thornton Rangers.

## Appointments and Resignations

Approved by the Executive Committee, October, 1940.

## ENGLAND.

## BRISTOL.

BRISTOL WEST.—Div. C., Miss D. M. Wethered, 41, Canynge Road, Clifton, Bristol 8. RESIGNATION.

BRISTOL WEST.—Div. C., Miss I. M. Ackers.

## BUCKINGHAMSHIRE.

BLETCHLEY (NORTH BUCKS. DIVISION).—Dist. C., Mrs. Milne, The Rectory, Bletchley. BUCKINGHAM.—Dist. C., Mrs. Kinvig, Walpole House, Stowe School, Buckingham.

## CUMBERLAND.

CURROCK.—Dist. C., Miss M. Bell, Yanwath, Currock Road, Carlisle.

## RESIGNATION.

CURROCK.—Dist. C., Miss F. Salkeld.

## KENT.

ANERLEY.—Dist. C., Mrs. Grenyer, 93, Goodhart Way, West Wickham.

FAVERSHAM.—Dist. C., Miss M. Berry, Brenley, Faversham.

SOUTHBOROUGH.—Dist. C. (Temp.), Miss J. C. Rogers, Stenson, Vicarage Road, Southborough.

## RESIGNATIONS.

ANERLEY.—Dist. C., Miss D. Taylor.

FAVERSHAM.—Dist. C., Miss C. Simpson.

## LANCASHIRE—NORTH-EAST.

BARNOLDSWICK & EARBY.—Dist. C., Mrs. T. Leyland, Claines, Lidgett, Colne.

## RESIGNATIONS.

BARNOLDSWICK & EARBY.—Dist. C., Mrs. E. M. Shcrten.

CLAYTON LE MOORS.—Dist. C., Mrs. Davidson.

## LANCASHIRE—NORTH-WEST.

LOWER LUNESDALE.—Dist. C., Mrs. Dreafer, Barn Close, Beetham, Nr. Carnforth.

## LANCASHIRE—SOUTH-EAST.

## RESIGNATIONS.

STRET福德.—Div. C., Mrs. Morland.

SOUTH ARDWICK.—Dist. C., Miss H. A. Kair.

WEST DIDSBUY.—Dist. C., Mrs. W. Chapman.

## LEICESTERSHIRE.

## RESIGNATION.

LEICESTER SOUTH.—Dist. C., Mrs. Capron.

## LINCOLNSHIRE.

## RESIGNATION.

SCOTHORNE.—Dist. C., Mrs. Cracroft-Umcocks.

## LONDON.

WEST STEPNEY.—Dist. C., Miss J. Timms, 28, Whitechapel Road, E.1.

## RESIGNATION.

LEYTON.—Dist. C., Miss D. Wyld.

## MIDDLESEX.

COUNTY BADGE SECRETARY.—Miss S. B. Hall, 15, North Avenue, West Ealing, W.13.

## RESIGNATION.

COUNTY BADGE SECRETARY.—Miss B. M. Fittington.

## NORTHAMPTONSHIRE.

OUNDL.—Dist. C. (Temp.), Miss C. Wilson MacQueen, Wadenhoe House, Oundle, Peterborough.

THRAPSTON.—Dist. C. (Temp.), Miss C. Wilson MacQueen, Wadenhoe House, Oundle, Peterborough.

## RESIGNATION.

GUILSBOROUGH.—Dist. C., Mrs. R. Findlay.

## SHROPSHIRE.

## RESIGNATION.

BUCKNELL & ASTON-ON-CLUN.—Dist. C., Miss E. Townsend.

## STAFFORDSHIRE.

Please note that the following Districts in the MOORLANDS DIVISION no longer exist:—Beresford Dale, Dovedale and Manifold Valley. There is a new District of LONGNOR.—Dist. C., Vacant.

## SUFFOLK.

## RESIGNATION.

THREDWASTRE.—Dist. C., Mrs. Erskine.

## SURREY.

Now that Surrey has been divided into three separate Counties the following appointments have been made:—

## EAST SURREY:

COUNTY COMMISSIONER.—Mrs. D'Arcy Cooper, Westridge, Reigate.

COUNTY SECRETARY.—Miss E. Mason, Temple Court, Reigate.

ASSISTANT COUNTY SECRETARY.—Miss Meugens, 15, Alexandra Road, Kingston-on-Thames.

ASSISTANT COUNTY SECRETARY (FINANCE AND BADGES).—Mrs. Holford, Ashwood, Manor Road, Reigate.

LONE SECRETARY.—Miss Lazarus, Broom Hall, Oxshott.

## NORTH SURREY:

COUNTY COMMISSIONER.—Lady Greig, Thatched House Lodge, Richmond.

COUNTY SECRETARY.—Mrs. Beresford Clark, 105, Oakwood Court, W.14.

ASSISTANT COUNTY SECRETARY.—Miss Meugens, 15, Alexandra Road, Kingston-on-Thames.

ASSISTANT COUNTY SECRETARY (FINANCE).—Mrs. Beresford Clark, 105, Oakwood Court, W.14.

EXTENSION SECRETARY.—Dr. Clara Warren, Five Ways, Leyborne Park, Kew Gardens.

LONE SECRETARY.—Miss Lazarus, Broom Hall, Oxshott.

## WEST SURREY:

COUNTY COMMISSIONER.—Mrs. Ralph Carver, O.B.E., Highlands, Slortheath, Farnham.

# THE GUIDER

COUNTY SECRETARY.—Mrs. Sutherland, The Long Pail, Little Aulick, Farnham.  
 ASSISTANT COUNTY SECRETARY.—Miss Murgess, 15, Alexandra Road, Kingston-on-Thames.  
 ASSISTANT COUNTY SECRETARY (FINANCE AND BADGES).—Miss T. Peech, Lightwater, Thames.  
 CHIEF.—Miss Young, Jennifer, Haslemere.  
 EXTENSION SECRETARY.—Mrs. Laddus, Bryon Hall, Oxshott.  
 LONG SECRETARY.—Miss Laddus, Bryon Hall, Oxshott.  
 THE HOBY BACK.—Dist. C., Miss R. Tuckwell, Bothoupe, Pattenham, Guildford.

**RESIGNATIONS.**  
 ASSISTANT COUNTY SECRETARY.—Miss Murgess.  
 ASSISTANT COUNTY SECRETARY (FINANCE AND BADGES).—Mrs. Gammell.  
 EXTENSION SECRETARY.—Mr. Clats Wright.  
 LONG SECRETARY.—Miss Laddus.  
 ASSISTANT COUNTY SECRETARY (EAST AREA).—Miss E. Mason.  
 ASSISTANT COUNTY SECRETARY (FINANCE AND BADGES) (EAST AREA).—Mrs. Holford.  
 ASSISTANT COUNTY SECRETARY (NORTH AREA).—Mrs. Horsford Clark.  
 ASSISTANT COUNTY SECRETARY (FINANCE AND BADGES) (NORTH AREA).—Mrs. Beresford.  
 CHIEF.—Mrs. Sutherland.  
 ASSISTANT COUNTY SECRETARY (WEST AREA).—Mrs. Sutherland.  
 ASSISTANT COUNTY SECRETARY (FINANCE AND BADGES) (WEST AREA).—Miss P. Peech.  
 ASSISTANT EXTENSION SECRETARY (WEST AREA).—Mrs. Young.

**SUSSEX.**  
 HAYWARD HEATH SOUTH.—Dist. C., Miss J. Hatfield, 26, Queen's Road, Haywards Heath.  
**RESIGNATION.**  
 LANCING.—Dist. C., Mrs. Hird.

**WARWICKSHIRE.**  
**RESIGNATION.**  
 SUTTON COLDFIELD EAST.—Dist. C., Miss M. Forge.

**WORCESTERSHIRE.**  
**RESIGNATIONS.**  
 KIDDERMINSTER TOWN EAST.—Dist. C., Mrs. Binniss.  
 VIGNORIA.—Dist. C., Mrs. Carless.

**YORKSHIRE—EAST RIDING.**  
**RESIGNATION.**  
 HULL.—Asst. Div. C., Miss M. Hall.

**YORKSHIRE—NORTH RIDING.**  
 BULMER EAST.—Dist. C., Mrs. Lloyd, Mill Hill, Brandsby.  
 BULMER WEST.—Dist. C., Mrs. Shepherd Cross, The Old Rectory, Brandsby.  
 Please note that the District of Sinnington has been absorbed into RYEDALE, and Bulmer Mid into BULMER EAST and WEST DISTRICTS.

**RESIGNATIONS.**  
 MIDDLESBROUGH.—Asst. Div. C., Mrs. Northwell.  
 BULMER MID.—Dist. C., Mrs. Lloyd.  
 SINNINGTON.—Dist. C., Mrs. Vernon Holt.

**YORKSHIRE—WEST RIDING NORTH.**  
**RESIGNATION.**  
 HATLEY.—Dist. C., Mrs. Simpson.

**YORKSHIRE—WEST RIDING SOUTH.**  
 SHEFFIELD EAST.—Asst. Div. C., Mrs. Peile, 35, Botanical Road, Sheffield, 10.  
 GOOLE.—Dist. C., Mrs. E. W. A. Barber, 168, Boothferry Road, Goole.

**WALES.**  
**BRECONSHIRE.**  
 COUNTY LONG SECRETARY.—Miss C. M. T. Moore, Dulas, Hay, Hereford.

**CARNARVONSHIRE.**  
 Please note that the District of PENRYHYNDRAETH has been disbanded.  
**RESIGNATION.**  
 PENRYHYNDRAETH.—Dist. C., Mrs. Wynne Williams.

**GLAMORGANSHIRE.**  
**RESIGNATION.**  
 PYLE & KENTIG HILL.—Dist. C., Miss O. Nicholl.

**SCOTLAND.**  
**BERWICKSHIRE.**  
 WEST BERWICKSHIRE.—Div. C., Mrs. Moffat Thomson, Lambden, Greenlaw.  
**RESIGNATION.**  
 WEST BERWICKSHIRE.—Div. C., The Countess of Haddington.

**CAITHNESS.**  
 LYESTER, LATHERON, DUNBEATH AND WATTEN (SOUTH-EAST DIVISION).—Dist. C., Miss N. Davidson, Buckies, Thurso.

**DUMFRIESSHIRE.**  
 GREYNA.—Dist. C., Miss M. Currie, Ardenvohr, Central Avenue, Gretna.

**CITY OF DUNDEE.**  
 Please note that the CITY OF DUNDEE has been divided into two Divisions as follows:—  
 EAST.—Div. C., Mrs. Malcolm, Newstead, Broughty Ferry, containing the Districts of: BROUGHTY FERRY.—Dist. C., Miss B. I. Watson, as before.  
 EAST.—Dist. C. (Temp.).—Miss Bald, as before.

**FOREBANK.**—Dist. C. Vacant.  
**MAXWELLTOWN.**—Dist. C., Miss Scott, 8, Lintrathen Gardens, Dundee.  
**MEADOWSIDE.**—Dist. C. (Temp.).—Miss Whytock, as before.  
 WEST.—Div. C., Miss Mackie-Whyte, 10, Glamis Drive, Dundee, containing the Districts of:

**CENTRAL.**—Dist. C., Mrs. G. Sturrock, as before.  
**LOCHEE.**—Dist. C., Miss Webster, 17, Ashbank Road, Dundee.  
**MAINS.**—Dist. C., Miss G. M. Pattullo, as before.  
**NETHERGATE.**—Dist. C., Miss Crabbe, Hyndford Place, Dundee.  
**SOUTH.**—Dist. C., Mrs. W. M. Locke, as before.  
**WEST.**—Dist. C., Mrs. Thomas, Hazelhurst, Perth Road, Dundee.

**RESIGNATIONS.**  
**FOREBANK.**—Dist. C., Miss M. Scott.  
**LOCHEE.**—Dist. C., Mrs. Douglas Murray.  
**MAXWELLTOWN.**—Dist. C., Mrs. K. S. Malcolm.  
**NETHERGATE.**—Dist. C., Miss Mackie-Whyte.  
**WEST.**—Dist. C., Mrs. MacGillivray.

**CITY OF EDINBURGH.**  
 SOUTH-WEST.—Div. C. (Temp.), Mrs. G. E. Troup, 23, Cluny Drive, Edinburgh, 10.

**PIFE.**  
 CUPAR.—Dist. C., Miss M. K. A. Miller, 46, South Street, St. Andrews.  
**RESIGNATION.**  
 CUPAR.—Dist. C., Miss M. K. G. Ridley.

**CITY OF GLASGOW.**  
 No. 6 (NORTH-EAST DIVISION).—Dist. C., Miss M. Dunn, 303, Kilmarnock Road, Glasgow, S.3.  
 No. 7 (SOUTH-EAST DIVISION).—Dist. C., Mrs. Duncan, 69, Cromarty Avenue, Newlands, Glasgow, S.3.

**RESIGNATIONS.**  
 No. 7 (NORTH-EAST DIVISION).—Dist. C., Miss Gowans.  
 No. 7 (NORTH-WEST DIVISION).—Dist. C., Miss H. Muir-Simpson.  
 No. 7 (SOUTH-EAST DIVISION).—Dist. C., Miss I. Turner.

## OVERSEAS.

**AFRICA.**  
**NORTHERN RHODESIA.**  
 BROKEN HILL.—Dist. C., Mrs. Holgate, Box 51 (Moffat Avenue), Broken Hill.  
**RESIGNATION.**  
 BROKEN HILL.—Dist. C., Mrs. H. Franklin.

## BRITISH WEST INDIES.

**TRINIDAD.**  
 TOBAGO (NEW DIVISION).—Div. C., Mrs. J. T. Byron, The Rectory, Tobago, Trinidad.  
 LEEWARD (TOBAGO DIVISION).—Dist. C., Miss J. Gray, Bon Accord, Scarborough, Tobago, Trinidad.  
**RESIGNATION.**  
 ISLAND SECRETARY.—Mrs. Boyd.

## WINDWARD ISLANDS.

**ST. LUCIA.**  
**RESIGNATION.**  
 CASTRIES.—Dist. C., Miss H. Osbourne, Castries.  
**RESIGNATION.**  
 CASTRIES.—Dist. C., Mrs. Hacksbaw (nee H. McVane).  
**HONG KONG.**  
**RESIGNATION.**  
 COLONY COMMISSIONER.—Mrs. King.

## CLASSIFIED ADVERTISEMENTS

### FOR SALE

**Good Guide Costume**, stock size, 25s.—Gibbons, 20, Cambeys Road, Dagenham, Essex.

### WANTED

**Brownie Uniforms needed for poor pack.** Payment offered.—Write Deaconess Old, Holy Trinity Vicarage, St. Phillip's, Bristol, 2.

**Wanted, Young Voluntary British Helper for Red Cross Canteen** near Hyde Park Corner. Willing to do all duties, 10-5.30 p.m. Expenses paid.—Reply: Mrs. Nowell Smith, 15, Grosvenor Crescent, London, S.W.1.

**A Home** is required in the Country for a Ranger aged 16. The girl is slightly lame and rather backward. Her Mother, an A.R.P. worker in Mitcham, is anxious to evacuate her as she has to leave her alone at night when she is on duty. She is willing to pay ordinary billeting allowance.—Offers should be sent to the General Secretary, Imperial Headquarters, 17-19, Buckingham Palace Road, S.W.1.

### EMPLOYMENT OFFERED

**Wanted, Young Girl**, preferably Guide or Ranger, help in house, Fond of children.—Pearson, Westerley, New Bedford Road, Luton, Beds.

**Leicester City Police.**—Wanted a Policewoman. Applicants will be required to serve under the conditions laid down in the Police (Women) Regulations, 1933. They should apply in their own handwriting to the Chief Constable, City Police, Leicester, stating their full name and address, education, and other qualifications, in particular, whether they have had previous Police experience.

### HOLIDAY ACCOMMODATION

**Near Foxlease.** Miss Hexter, the late Housekeeper, takes paying guests.—Greengates, Lyndhurst, Hants. From 2½ gns.

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**Typewriting and Duplicating Orders** promptly and efficiently executed.—Miss Midgley, 43, Oakington Manor Drive, Wembley.

**All Classes of Duplicating and Typewriting** neatly and accurately executed. Prompt delivery, moderate charges. Special terms to Guiders.—Alert Typewriting Bureau, 20, Rutland Road, Harrow, Middlesex. Harrow 3508.

### THEATRICAL

**"The Masque of Empire."**—Hugh Mytton's world-famous Guide play. The beautiful costumes of the Empire Society for this play are still available from 6d. to 1s. each. See book of play (price 6d.), obtainable Headquarters. "In love are Empire's firm foundations set."

**Shadow Plays** by Hugh Mytton: "Christ Love," the Christmas Story with Carols. Simple, beautiful and effective. "Ug-Ug, the Ogre," and "King Canoodlum," two humorous plays with magical surprises and peals of laughter. No words. Just a lamp and a sheet, with your own shadows as actors. All "properties" cut from brown paper. Ideal for long evenings in home or hall. Books, with full instructions, 1s. each, from Imperial Headquarters.

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PLEASE QUOTE NUMBER AND PRICE OF CARD WHEN ORDERING. IN THE EVENT OF THE CARD ORDERED BEING OUT OF STOCK, THE NEAREST WILL BE SENT.



## THE GIRL GUIDES ASSOCIATION

(Incorporated by Royal Charter)

17-19, BUCKINGHAM PALACE ROAD, LONDON, S.W.1

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