

# THE GUIDIER

MARCH - 1941

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# THE GIRL GUIDES ASSOCIATION

(INCORPORATED BY ROYAL CHARTER)

March, 1941

## PRICE LIST

*Orders* should be addressed to THE SECRETARY, GIRL GUIDES ASSOCIATION, 17 - 19, BUCKINGHAM PALACE ROAD, LONDON, S.W.1.

*Payment.* Cash must be enclosed unless a deposit account has been opened. Cheques should be made out to the Girl Guides Association and crossed Westminster Bank, Ltd.

*Returns.* Goods will not be exchanged unless returned within 14 days of purchase and in every case must be accompanied by the bill.

### CARRIAGE.

All orders over £1 in value, except Toadstools, sent free in the British Isles.

Owing to the difficulties of obtaining supplies during war-time, we regret that orders over £1 in value can only be sent post free if all goods are available to go in one consignment.

### PURCHASE TAX.

Items included in this list may be subject to the Purchase Tax during the month, but stock bought by us in the Shop before the Tax came into force will be sold at present prices.

Items chargeable with Tax at the beginning of the month are marked with T.

17-19, Buckingham Palace Road  
London, S.W.1

Telephone:  
VICTORIA 6001-2-3-4.

Telegraphic Address:  
GIRGUIDUS, SOWEST, LONDON.

### Branch Shops:

20, Richmond Street, Liverpool; 34, Upper Priory, Birmingham;  
62, The Headrow, Leeds; 352-4, Gray's Inn Road, London, W.C.1;  
50, Moorgate, London, E.C.2; 20, Working Street, Cardiff; and  
Wood Green Guide and Scout Shop, 19, Green Lanes, Palmers Green, N.13.  
*Scottish Headquarters:* 16, Coates Crescent, Edinburgh 3 and 25, Gordon Street, Glasgow.

THE GIRL GUIDES ASSOCIATION PRICE LIST  
**REGISTERED GOODS**  
 Obtainable through County Secretaries only, except for London

(March, 1941)

Item	Price	Postage
	£	s. d.
ARMLETS—RANGER HOME EMERGENCY HELPER (Two strips of each colour supplied as a pair.)	1 10	2 2d
CORDS. All-Round, Blue and White	1 10	2 2d
" " " Red and White	1 10	2 2d
" " " Royal Blue	1 10	2 2d
STRIPS of All-Round Cords 4-in. Red/White, Blue/White	1 10	2 2d
LANYARDS. All-Round, Blue and White	1 10	2 2d
WAR SERVICE BADGE. Crown 3/4 T Date strips	1 0	2 2d
<b>BADGES</b>		
BROWNIE First Class	3	2d
" Proficiency	4	2d
" Recruit (Metal)	2	2d
" Recruit (Extension)	2	2d
" Second Class	3	2d
GUIDE—		
" First Class, Red	3	2d
" " Green	3	2d
" " Blue	3	2d
" Proficiency	6	2d
" Second Class	6	2d
" Tenderfoot—		
Brass	3	2d
Gold	4	2d
Lone Guide	4	2d
Miniature Tenderfoot, Gold (fitted with special safety catch)	1 7	0 free
Miniature Tenderfoot, Silver	1 0	0 free
Miniature Tenderfoot, Ranger or Sea Ranger	1 0	2d
N.B.—Miniature Tenderfoot are for wearing out of uniform only.		
PATROL—		
Choral, Guide and Ranger	6	2d
Hostess	4	2d
RANGER—		
Proficiency	4	2d
Star	4	2d
Tenderfoot—Enamel	2	2d
" Gold and Enamel	3	2d
" Trade	7 7	2d free
SEA RANGER—		
Trade	10	2d
Proficiency Blue	4	2d
Able Sea Guide (Sea Ranger Test)	2	2d
Tenderfoot	4	2d
Trade and ratings	0	2d
FIRST CLASS BADGE, Metal, for Guides, Red, Green or Blue	1 0	2d
BLAZER BADGES. Ranger, Sea Ranger, and Old Guide	8	2d
Guide	1 0	2d
BROWN OWL	7	2d
CADET CAPTAIN, White Enamel	8	2d
CAPTAIN	8	2d

Item	Price	Postage
	£	s. d.
COMMISSIONER (Silver Tenderfoot)	1 0	2d
COUNTY PRESIDENT	1 0	2d
HEADQUARTERS INSTRUCTOR	1 0	2d
INSTRUCTOR	4	2d
LOCAL ASSOCIATION	6	2d
RANGER CAPTAIN	3	2d
SEA RANGER CAPTAIN	10	2d
SECRETARIES—METAL COAT BADGES—		
County, Red crossed pens	2	6
Division and District, White crossed pens	2	6
Camping, Green crossed pens	2	6
TAWNY OWL	7	2d
THANKS BADGES—		
Silver, with Bar pin	6	0
Gold, 9 carat, with Bar pin	1 15	0 free
<b>ENROLMENT CARDS</b>		
BROWNIE		
GUIDE		
RANGER		
LOCAL ASSOCIATION MEMBERSHIP CARD. (Through District Secretary)	1d. each or 10d. per doz.	6 2d
<b>FORMS AND CERTIFICATES</b>		
PROFICIENCY BADGE CERTIFICATE BOOK		5
DITTO FOR SCHOOL COMPANIES		10
BOOK OF PROFICIENCY CERTIFICATES FOR CADETS		3
TRANSFER FORMS—book of 24		1
TRANSFER FORMS FOR GUIDERS		3
LEAVING CERTIFICATES—Brownie		2
" Guide		1
BROWNIE PACK CERTIFICATES		9
OLD GUIDES MEMBERSHIP CARDS		1
<b>HAT BADGES AND HATBANDS</b>		
CADET HAT BADGE, White enamel		8
GUIDE HAT BADGE		4
RANGER HAT BADGE		4
SEA RANGER CAP RIBBON		1
SEA GUIDE CAP RIBBON		1
SEA GUIDER. May be ordered from Headquarters		8
<b>SERVICE STARS</b>		
Numbered Stars issued as follows:—		
BROWNIE (Brown Background)	2-3 years	...
GUIDE (Green Background)	2-5 years	...
RANGER (Red Background)	2-10 years	...
SEA RANGER (Navy Background)	2-10 years	...
GUIDER (Without Background)	2-25 years	...
One Year on Brown, Green, Red or Navy Cloth (unnumbered)		2 2d
Backgrounds for Stars		2 2d

**UNIFORM**

Item	Price	Postage
	£	s. d.
<b>BROWNIES</b>		
PACK LEADERS' BADGE		
THREE GOLD STRIPES embroidered on a brown background—worn instead of the Gold Braid armbands	3	2d
STRIPES for Sixers, with two Gold Braid Bars on brown material	2	2d
STRIPES for Brownie Seconds, with one Gold Braid Bar on brown material	1	2d
<b>BELTS</b>		
Sizes 25 to 30 in., 32 in.	1 3	3d
<b>CAPS</b>		
BROWN WOOLLEN, in two sizes—small and large	2 0	3d
INSTRUCTIONS FOR KNITTING A BROWNIE CAP	1	1d
<b>EMBLEMS</b>		
Names given in Brownie Handbook. (Customers are asked to order in quantities of not less than three emblems.)	4	2d
<b>HATS</b>		
BROWN COTTON, Sizes 6 1/2, 6 3/4, 7	1 8	3d
BROWN MELTON, Sizes 6 1/2, 6 3/4, 7, 2/4	2 11	3d
<b>JERSEYS</b>		
BROWN 24 in.	5 0	5d
" 26 in.	5 3	5d
" 28 in.	5 6	5d
" 30 in.	5 9	5d
<b>KILTS</b>		
BROWN. ALL WOOL SERGE, on bodice. Length from shoulder to hem		
Length 25 in., 27 in., 30 in., 33 in.	6 9	5d
<b>KNICKERS</b>		
BROWN INTERLOCK, WOVEN. Size 14, 2/3	2 6	3d
BROWN CASEMENT CLOTH. Sizes 14, 16, 18, 20	2 0	3d
<b>LANYARDS</b>		
BROWN, for Pack Leaders only	5	2d
<b>OVERALLS</b>		
(N.B.—Length is measured from back of neck to bottom of hem.)		
BROWN COTTON—		
Quality	4th	3rd
Length 25 in. Neck 12 1/2 in. Sleeve 15 1/2 in.	3/6	4/3 4/9 6/-
" 27 in. " 12 1/2 in. " 16 in.		
" 30 in. " 13 1/2 in. " 16 1/2 in.	4/-	4/9 5/3 6/6
" 33 in. " 13 1/2 in. " 16 1/2 in.		
Overalls made to special measurements 2/- extra.		
BROWN COTTON for Summer, with short sleeves.		
Sizes	1.	2.
Lengths	25 in.	27 in.
Price	3/3	3/6
" 30 in.	3/9	4/-
" 33 in.		
These overalls cannot be made to special measurements.		
Length is measured from back of neck to bottom of hem.		

Item	Price	Postage
	£	s. d.
<b>PLIMSOLLS (Brown)</b>		
Sizes 10, 11, 12, 13 and 2		
SOCKS	per pair	1 6 3d
BROWN SOCKS—		
3/4-length plain cashmere, sizes 8, 9 and 10	per pair	1 6 3d
<b>TIES</b>		
BROWN OR GOLD	6d., 9d., and fadeless	1 0
<b>GUIDES</b>		
<b>BELTS (with Official Buckle)</b>		
Owing to the difficulty in obtaining metal, belts will only be supplied with one swivel, at present.		
All sizes, 25, 26 in. to 30, 32, 34, 36. Exact measurements should be sent, as three holes must be left on each side of buckle.		
SWIVEL BELTS.		2 9
NEW DESIGN BELT, made in good quality hide, very light in weight, 1 in. wide with new style clasp (nickel plated on steel)		2 4
PLAIN BELTS. 25 in.—38 in.		1 7
(IMPORTANT.—No belt can be exchanged if buckle has been moved.)		
<b>DISTINGUISHING MARKS</b>		
PATROL LEADERS' STRIPES		2 2d
" BADGE, Sea Rangers		4 2d
CADET PATROL LEADERS' white enamel bar		6 2d
SECONDS' STRIPES		1 2d
" BADGE, Sea Rangers		4 2d
<b>EMBLEMS</b>		
BIRDS, FLOWERS or TREES		4
PLAIN (for embroidering)		2 2d
<b>HATS</b>		
Sizes 6 1/2, 6 3/4, 7, 7 1/2		
Inches 10 1/2, 20 1/2, 21 1/2, 22, 22 1/2		
GUIDE, SOFT WOOL FELT	2/10, 3/6, 3/9	4 4
RANGER HATS, new style, made in Navy waterproof drill, and H.Q. Blue, with three-section crown and stitched brim.		
Sizes 6 1/2—7 1/2, 3/11		4 11
Single hats will be posted in a lightweight box for which no charge will be made, and four hats can be packed in a strong cardboard box at an extra charge of 6d. per box and 6d. postage. Felt hats returned will be chargeable unless sent back in a box.		
SEA RANGER. Sizes 6 1/2—7 1/2		4 11
CAMP, sizes 6 1/2 to 7 1/2 (light blue)		1 11

THE GIRL GUIDES ASSOCIATION PRICE LIST

HAVERSACKS		Price	Postage
		s. d.	
Navy, 12 1/2 in. x 9 1/2 in., double	per pair	2 6	3d
Super-Shine for above		1	2 1/2d
Navy, 14 in. x 9 1/2 in., double texture, lined white, 2 pockets.	per pair	4	3T 3d
Strap to fasten			

IDENTITY DISCS		Price	Postage
		s. d.	
REAL SILVER, on wristlet	per pair	7	6T 2 1/2d
This price includes 3 lines of engraving.			

IDENTIFICATION CARD CASES		Price	Postage
		s. d.	
COLOURED LEATHERETTE CASE, embossed with Trefoil	per pair	1 2	2 1/2d
CARDBOARD, plain	per pair	2	2 1/2d

KNICKERS		Price	Postage
		s. d.	
NAVY BLUE INTERLOCK—			
Sizes: 18 in. 20 in. 22 in.	per pair		
Price: 1/9 2/3			3 1/2d
NAVY, CELANESE.	Size W. 2/9 O.S.	3 3	4d

LANYARDS		Price	Postage
		s. d.	
WHITE COTTON, best quality only	per pair	4	2 1/2d

PLIMSOLLS (Black and Brown)		Price	Postage
		s. d.	
Sizes 3 to 8	per pair	2 11	7d
Size 3, 6, 7 and 8, with elastic gusset	per pair	2 11 1/2	7d

SHOULDER KNOTS		Price	Postage
		s. d.	
PATROL COLOURS (Now supplied without brass clips)	each	3T	2 1/2d

SHOULDER TAPES		Price	Postage
		s. d.	
With Name of Company, made in one style and size of lettering only: One line of lettering SB 3, two lines of lettering SB 4			
White ground—			
2 dozen	per pair	5 8	3d
3 "		6 7	3 1/2d
4 "		7 2	3d
6 "		9 1	3 1/2d
12 "		12 6	3d
Khaki Shot or Navy ground— (Khaki, unobtainable)			
2 dozen	per pair	6 7	3d
3 "		7 2	3d
4 "		8 2	3 1/2d
6 "		10 4	3d
12 "		14 5	4d

The above prices are for tapes measuring not more than 4 in. and in the quantities quoted above; tapes exceeding this length will be charged accordingly. Unless colour is stated, shoulder tapes will be made with red lettering on a white ground. Lettering can be woven in Red, Green, Yellow, Saxe, Sky, Navy, Brown, Black, Orange, Mauve or White.

SHORTS AND SPORTS SHIRTS		Price	Postage
		s. d.	
For camp only, and not to be worn at other functions.			
NAVY MELTON SHORTS.			
Sizes			
Waist	6 7 8 9		
Outside Leg	24-6 in. 25-8 in. 27-8 in. 29-30 in.	5 6	5 1/2d
Cellular Sports Shirts for wearing with Shorts only.			
Headquarters Blue shade, polo collar.			
Sizes: S.W., W., and O.S.	per pair	3 9	4d
SEA RANGER ROWING VESTS.			
Sizes: 34 in., 36 in., 38 in.	per pair	5 6	4d
NAVY DUNGAREES.			
Sizes: S.W., W., O.S.	per pair	3 6	and 7d

SKIRTS		Price	Postage
		s. d.	
NAVY.—No bodice, on elastic from waist.			
Length: 26 in., 28 in., 30 in.			
Hips: 38 in., 40 in., 42 in.		10 6	7d
Length: 30 in., 32 in.			
Hips: 45 in., 47 in.			

SOCKS		Price	Postage
		s. d.	
ANKLE SOCKS. Cashmere—			
LIGHT BLUE, to match Summer Uniform, 9, 9 1/2, 10 and 10 1/2 in.	per pair	1 6	2 1/2d
LEAF MOULD—9, 9 1/2, price 1/0, 10, 10 1/2 in.	per pair	2	0T 2 1/2d

STOCKINGS.		Price	Postage
		s. d.	
BLACK LISLE, size 9, 9 1/2 in., price 2/11	Size 10 in.	3 4T	3d
LEAF MOULD, size 9, 9 1/2 and 10 in.		2 11	3d
LEAF MOULD COTTON, size 8 1/2, 9, 9 1/2, 10, and 10 1/2 in.		1 6	3d

TIES		Price	Postage
		s. d.	
BEST QUALITY ONLY, guaranteed fadeless:			
Crimson, Gold, Emerald, Lemon, Orange, Royal Blue, Scarlet, Sky, Myrtle Green	per pair	1 0T	2 1/2d
DARK GREEN, best quality only		1 0T	2 1/2d
WHITE		1 0T	2 1/2d
BLACK SATEEN, for Sea Rangers		1 2	2 1/2d
STRIPED TIES (open end) for Rangers. Any colours to customers' requirements. To order only, minimum order of one dozen each	per pair	3 2	Extra 2 Extra
NAVY BRAID for Sea Rangers' Ties. 1-in. wide.	per yard		

TUNICS (GUIDE). HEADQUARTERS BLUE—Official Shade (N.B.—Length is measured from back of neck to bottom of hem.)

COTTON—Jumper Length—		Price	Postage
		s. d.	
Size	Inside Sleeve	Back Length	
1	16 1/2 in.	24 in.	4/3 & 5/-
2	18 1/2 in.	26 in.	4/3 & 5/-
3	20 in.	28 in.	5/- & 5/9
4	20 1/2 in.	30 in.	5/- & 5/9

Overall Length—		Price	Postage
		s. d.	
Inside Sleeve	Length		
16 in.	27 in.	4/6	4 1/2d
17 in.	30 in.	4/6	4 1/2d
18 in.	33 in.	5/-	4 1/2d
19 in.	36 in.	5/6	5d
20 in.	39 in.	5/6	4 1/2d
20 1/2 in.	42 in.	5/11	5d
21 in.	44 in.	6/-	4 1/2d
21 in.	47 in.	6/3	5d

Made to special measurements, 2/- extra.

NAVY MELTON OVERALLS.		Price	Postage
		s. d.	
Length	Inside Sleeve		
30 in.	16 in.	9 6	7d
33 in.	16 1/2 in.	10 0	7d
36 in.	17 in.	10 6	7d
39 in.	17 1/2 in.	11 0	7d

CAMP OVERALLS.		Price	Postage
		s. d.	
Light blue casement, with short sleeves and collar, which can be worn open or with a tie. One pocket on skirt.			
Length 30-33 in.	36-39 in.	42-44 in.	47 in.
Price	4/-	4/6	5/-
5/6	6 0	5 1/2d	5 1/2d
Full women's. Fitting in 47-in. length			
These overalls cannot be made to special measurements.			

GUIDERS

DISTINGUISHING MARKS		Price	Postage
		s. d.	
Badges—			
COMMISSIONERS' COAT BADGES	per pair	1 3	2 1/2d
Cockades—			
COMMISSIONERS'—			
County Silver	{ Please state whether aluminium or tinsel preferred }	3 0	2 1/2d
Division Silver		2 3	2 1/2d
District, Saxe Poplin		2 3	2 1/2d
District, Saxe Baratheia			
SECRETARIES'—			
County Red		1 0	2 1/2d
Assistant, Red and White		1 8	2 1/2d
Division, White		1 0	2 1/2d
District, Navy and White		1 6T	2 1/2d
DISTRICT CAPTAINS', Green		1 1T	& 1 8T
CAPTAINS', Navy		1 6	2 1/2d
OLD GUIDES—Navy, with red, green and navy bars		1 3T	2 1/2d
BROWN OWLS', Brown			
Cords—			
COMMISSIONERS' (complete with badge, 13 in. from shoulder to knot)—			
County, Gold and Silver	{ Please state whether aluminium or tinsel preferred }	10 6	3 1/2d
Division, Silver		8 0	3 1/2d
District, Saxe		6 3T	3d
(Without Silver Badge, 2/6 less.)			
Sashes—			
PRESIDENTS'—			
District, Saxe, 3 in. wide	per pair	5 0	3d
Hat Cord—			
Silver	per pair	2 0	2 1/2d
Diploma 9d.	per pair	10T	2 1/2d
Camp Advisor (ribbon)	per pair	2 1/2	2 1/2d
AREA DIRECTORS' TASSELS	per pair	8	2 1/2d

BELTS		Price	Postage
		s. d.	
NEW DESIGN BELT, in best quality hide, 1 in. wide, very light in weight, made with new style official clasp, nickel-plated on brass. Sizes, 28 in., rising 2 in. to 40 in.			
Owing to the difficulty in obtaining metal, belts will only be supplied with one swivel, at present.			
LEATHER, with official buckle, old design, and two swivels	per pair	5 4T	4d
(Please state size: 28 in., rising 2 in. to 38 in.)			
<b>IMPORTANT.—No belt can be exchanged if buckle has been moved.</b>			

GLOVES (Sizes, 6, 6 1/2, 6 3/4, 7, 7 1/2)		Price	Postage
		s. d.	
BROWN, long gauntlet	per pair	8 6T	4d
BROWN CAPE LEATHER, long gauntlet, only 6, 6 1/2, 7 1/2 and 7 3/4	per pair	8 9	4d
BROWN CAPE LEATHER, gauntlet, lined wool	per pair	15 8T	4d

HATS		Price	Postage
		s. d.	
Sizes: 6 1/2, 6 3/4, 6 1/2, 6 3/4, 7, 7 1/4, 7 1/2, 7 3/4			
In ins. 20 1/2, 20 3/4, 21 1/2, 21 3/4, 22, 22 1/2, 22 3/4, 23 1/2			
NAVY WOOL FELT, Heavier weight 5/-	Sizes 7, 7 1/4, 7 1/2	6 8T	7d
NAVY. Lightweight, extra shallow crown, 5/-	Sizes 6 1/2, 6 3/4, 6 1/2	6 8T	7d
NAVY FUR FELT (improved pattern)		11 9	7d
" Featherweight, sizes 6 1/2—7 1/2		14 9T	7d
NAVY RIBBON for renewing on Guiders' Hats	per yard	4	2 1/2d
DRILL HAT, H.Q. Blue, stitched brim		3 11	7d

# THE GIRL GUIDES ASSOCIATION PRICE LIST

March, 1941

JERSEYS AND CARDIGANS (Bust, 34 in., 36 in., 38 in., 40 in.)		Price	Postage
		£	s. d.
JERSEY, NAVY, Soft Wool Cashmere, V-neck and 2 pockets, 36 in., 38 in., 40 in.	38 in.	8	9 5d
JERSEY, NAVY, Polo Collar and 2 pockets, 36 in., 38 in., 40 in.	38 in.	7	9 5d
JERSEY, Headquarters Blue, V-neck	34 in., 36 in., 38 in., 40 in.	10	0 5d
JERSEY, Light Blue, V-neck and 2 pockets	34 in., 36 in., 38 in., 40 in.	13	0 5d
JERSEY, Headquarters Blue, V-neck. Extra Fine Quality	38 in., 40 in.	13	11 5d
CARDIGAN, H.Q. Blue, 34 in., 36 in., 10/6	38 in., 40 in.	11	0 5d
" Headquarters Blue. Extra Fine Quality	38 in., 40 in.	14	11 5d
<b>WOVEN TABS</b>			
"From the Girl Guides," supplied to Organisers of Working Parties	per gross	1	2 2d
<b>JUMPERS</b>			
LENGTH, 28 in. Neck, 13½, 14, 14½, 15.			
NAVY POPLIN, with collar attached		0	6 4d
<b>LANYARDS</b>			
WHITE COTTON			4 2d
<b>GUIDER'S UNIFORM DRESSES FOR OFFICIAL WEAR</b>			
GUIDERS' AND RANGERS' IMPROVED STYLE. Fully Shrunk. Made from Duro Fabric.			
Length 42 in., hips, 37 in., 39 in., and 41 in.		15	11 7d
" 44 in., " 37 in., 39 in., and 41 in.			
" 46 in., " 39 in., 41 in., and 44 in.			
" 48 in., " 41 in., " 44 in., and 47 in.		16	11 7d
Please state Length and Hip Measurements when ordering. Made to special measurements, 4/- extra.			
<b>REPP, IMPROVED STYLE. "HEADQUARTERS BLUE."</b>			
Length 42 in., hips, 37 in., 39 in., and 41 in.		12	11 7d
" 44 in., " 37 in., 39 in., and 41 in.			
" 46 in., " 39 in., 41 in., and 44 in.			
" 48 in., " 41 in., " 44 in., and 47 in.		14	11 7d
Made to special measurements, 4/- extra.			
<b>WOOLLEN, IMPROVED STYLE. "HEADQUARTERS BLUE."</b>			
Length 42 in., hips 37 in. and 39 in.		23	6T free
" 44 in., " 37 in., 39 in., 41 in. and 44 in.			
" 46 in., " 39 in., 41 in. and 44 in.		23	6 free
" 48 in., " 41 in., " 44 in. and 47 in.		27	0 free
Made to special measurements, 4/- extra.			
<b>SCARVES</b>			
ARTIFICIAL SILK MAROCAIN, Cravat-shaped. Navy or Headquarters Blue			
NAVY "KYNOCHE", 4/- Soft Woollen		2	0 2½d
		3	11 3½d
<b>SHORTS AND SPORTS SHIRTS</b>			
For Camp only, and not to be worn at other functions.			
NAVY MELTON SHORTS, pleated style—			
Sizes 8. Waist, 27-28 in. Outside leg, 21 in.		8	6 7d
Sizes 9. Waist, 29-30 in. Outside leg, 21½ in.			
Cellular Sports Shirts for wearing with Shorts and Slacks.			
Headquarters Blue shade, polo collar. Sizes S.W., W., and O.S.		3	9 4d
<b>STOCKINGS.</b>			
BLACK LISK, size 9, 9½ in., price 2/11	Size 10 in.	3	4T 3d
LEAF MOULD, size 9, 9½ and 10 in.	size 10 in.	2	11 3d
BLACK SEA ISLAND COTTON, size 9, 9½ in., price 3/-	size 10 in.	8	6T 3d
LEAF MOULD SEA ISLAND STOCKINGS—	Size 9, 9½ in., price 3/11	4	11T 3d
MENDING FOR STOCKINGS. Leaf Mould shade	per card	2	2½d
" " " Black and Brown	per card	1	2½d
<b>TIES</b>			
MERCERISED COTTON—Fadless			
Black, Brown, Crimson, Emerald, Gold, Myrtle Green, Orange, Pale Blue, Scarlet, Royal Blue, White, Lemon.		1	8T 2½d
TOOTAL TIES—Washable, Navy only		1	9 2½d
FINE QUALITY POPLIN		3	2T 2½d
Colours as for 1/- ties except White, Myrtle Green and the following in addition: Dark Green, Navy, Saxe Blue, Green (for District Captains)			
BARATHEA, Navy and Saxe Blue		8	6 2½d
IRISH SILK POPLIN		3	8 2½d
Brown, Green (for District Captains only), Navy.			
OLD GUIDE TIES. Red and Green stripes on Navy background		2	6 2½d
<b>SHIRTS</b>			
Neck 13½, 14, 14½, 15 in.			
NAVY POPLIN (sizes 13½ and 15 in., price 10/6T)		8	6 5d
WHITE SUPER POPLIN (size 15 in., price 11/6)		14	0T 5d
Collars		1	3T 2½d
WHITE EGYPTIAN COTTON		8	7T 5d
These shirts are supplied with two collars. Extra Navy collars cannot be obtained.			

"VANTELTA" fine white poplin with "Van Heusen" semi-stiff cuffs and two collars, which will not crease and need no starch  
 "Van Heusen" Semi-stiff Collars  
 WHITE "MACCLESFIELD" SPUN SILK, 13½ and 15 in. only

**TAILOR-MADE UNIFORMS AND OVERCOATS**  
 Made to measure only. Self-measurement form on application.  
 GUIDERS' UNIFORMS, Fine Quality, £5 5 0. Extra skirt 1 11 8  
 " " " Heavier " £6 6 0. " " 2 2 0  
 " " " " " £7 7 0. " " 2 9 0  
 " " " " " £8 8 0. " " 2 16 0  
 Coats will be made without shoulder straps unless specially required.

**GUIDERS' OVERCOATS—**  
 NAVY BLANKET CLOTH ... 2 12 6  
 " MELTON ... 4 15 0  
 " extra quality ... 5 15 6

**READY-MADE UNIFORMS AND OVERCOATS**  
 GUIDERS' UNIFORMS. Good quality medium weight serge. S.W.W. 3 15 0  
 Cannot be made to measure.

**OVERCOATS**  
 Good quality Navy Pilot Cloth. Size: S.W., length 44 in.; W., length 46 in.; W.X., length 48 in. ... 1 19 6  
 These cannot be made to special measurements.

**ACCESSORIES TO A.T.S. UNIFORMS**  
 SCARVES, "KYNOCHE", Air Force Blue, Navy and Khaki ... 4 0 3½d  
 Navy and Khaki ... 3 11 3½d  
 STOCKINGS—Silkestia ... 3 3 3½d

**MATERIAL.**  
 CAMP OVERALL, Light Blue, 36 in. ... per yard 11 Post  
 CASEMENT CLOTH, Brown and Headquarters Blue, 36 in. ... per yard 1 6 extra  
 DURO FABRIC, Headquarters Blue, fadeless and fully shrunk, 36 in. ... per yard 2 4½T  
 WOOLLEN FABRIC, Headquarters Blue, 36 in. ... per yard 4 8T  
 SERGE, Navy, 54 in. ... per yard 4 6

**PAPER PATTERNS**  
 BROWNIE OVERALL AND KNICKERS, 8-10, 10-12  
 BROWNIE SUMMER OVERALL, with short sleeves and knickers, 8-10, 10-12 ... each 6 2½d  
 CAMP OVERALL, short sleeves, 12-14, 14-16, 16-18 ... each 6 2½d  
 GUIDE OVERALL (three sizes, 12-14, 14-16, 16-18) ... each 6 2½d  
 GUIDERS' UNIFORM PATTERNS—  
 Sizes: 32 in., 36 in., and 40 in. ... 9 2½d  
 GUIDERS' and RANGERS' OVERALL, new design (sizes 32 in., 36 in., 40 in. bust) ... 9 2½d

**WET-WEATHER OUTFITS**  
 RUBBER SOUTHWESTERS. Sizes 6½, 6½, 7, 7½ ... 3 0 3½d  
 SHOWERPROOF COATS FOR GUIDES, Navy. Lengths, 40 in. and 42 in., 33/2T Length 44 in. 37/8½T free  
 SHOWERPROOF COATS, Navy— Length 50 in., O.S. 60/- free  
 WATERPROOFS, lightweight, length 46, 48 in. Made with a ventilated yoke which gives a free current of air and prevents condensation ... 1 4 6 free  
 " " " Lightweight, cheaper quality, 44, 46 or 48 in. ... 10 0 7d  
 MACKINTOSH CAPES, Navy. 44 in. ... 8 6 7d

## FLAGS, SHIELDS AND TOADSTOOLS

**FLAGS**  
 UNION JACK. 6 ft. by 3 ft., mounted on brass jointed pole ... 1 3 0 free  
 " " 3 ft. by 3 ft. 9 in., mounted ... 18 6 extra  
 " " 6 ft. by 3 ft., unmounted ... 10 6 7d  
 UNION JACKS, best all wool bunting, roped and toggled ready for flying  
 Sizes ... 4 yd. 3 yd. 2½ yd.  
 PRICE ... 31/- 19/- 15/-  
 Best super quality ... 1 yard 6 0 7d

# THE GUIDER

## NINE OF THE CLOCK AND ALL'S WELL

I HAVE always felt that if I lived far away in some remote corner of the Empire one of the things that would thrill me most would be the sound of Big Ben booming out the hour on the wireless. This conviction was born in the days of peace. Now, since the war, Big Ben has become more an institution than ever—he seems to stand for so much. To those far away he speaks of Home—whether a personal home with all its intimate associations or Home meaning the Mother Country and all that it stands for. To all, whether near or far, the knowledge that at a certain hour his voice will ring out on the air to be picked up all over the globe enables us to link up in thought with our kinsmen, both those known and those unknown to us, wherever they be. Then the deep, slow deliberateness of his chimes is so reassuring—it affirms that the heart of our Nation and Empire is beating surely and steadily despite all the turmoil and tumult with which it is encompassed. Like the watchman of old, it announces the hour and at the same time proclaims that "all's well."

It is not only to our fellow-countrymen that Big Ben transmits a message of confidence and encouragement; surely those of other nations who are forbidden to listen to news other than that specially prepared for them must gain comfort and assurance if they can catch even a faint echo of that deep resonant note—a sound which needs no accompaniment of words to convey to them that, despite all they are told to the contrary, the bulwark on which their hopes are centred still stands and proclaims its firmness of purpose to the world.

Lately, as we were reminded by the thought-provoking broadcast of some weeks ago, the voice of Big Ben has taken on yet a deeper significance. Besides telling us the time, acting as a link between us and those with whom we would have thought contact, and reassuring us of the solidarity of the capital and Empire, whose time-piece it is, the deep, vibrant notes now call us to prayer, worship and dedication.

As Guides we have pledged ourselves to the service of God, our King and Country, and our fellow-men, and although we know that any act of ours which contributes in the smallest degree to the betterment of the world or of any small corner of it, is a step towards the fulfilment of this pledge, yet it would serve to strengthen our purpose if we had some particular point each day round which to rally our aspirations. This being so, what better rallying point could we have than Big Ben's nine o'clock time signal. Here, in unity with our fellow-countrymen at home and in the furthest corners of the world, we can meet to honour God, to pay tribute to our country and all those who are devoting themselves

to her service, and to plead for the strengthening of all that is good in the world.

The preliminary chimes give us the signal to "lift up our hearts" in worship of God and in thanksgiving for the goodly heritage that is ours and as a thank offering for our countless privileges and blessings we aspire in spirit towards playing a worthy part in the present great struggle for the building of God's Kingdom on earth so that we may hand on the heritage enhanced. During the nine slow strokes that follow, what distances we can cover in our imagination and to what a variety of people can we wing our thoughts.

### CABLE FROM THE CHIEF GUIDE TO MRS. MARSHAM

NYERI.

I look forward to the day and may it come soon when the war tide will turn and I can return to share with you all in the rebuilding of the Guide fabric. As your Chief I trust and expect you all to take heart and from your present grand courage will be born a fine field of fresh endeavour in upholding with ever increasing zest the ideals that the Chief gave us.

BADEN-POWELL.

world may be so strengthened and increased that out of this travail good may score a decisive and lasting victory over evil.

Supposing Big Ben's voice were silenced by enemy action, what then? It would indeed sadden our hearts, but it would also stiffen our resolution and make us all the more determined to do all in our power to see that his message was still transmitted to the world. Should invasion come, then enemy action may go even further than silencing the peal of Big Ben—it may cut off all the usual means of communication. Even so, the 9 o'clock evening signal can still sound in our hearts and we can still maintain contact and bridge all gaps with our thoughts. And the more we are tested the more shall we have cause to breathe out thanks for those enduring things which no assault of the enemy can impair—the chartered liberties of our land, the valour of its heroes and all the wonder of our island story. "For these things are and shall be till the sun is known no more."

ROSA WARD,  
Chief Commissioner for Wales.

### I SAW THE MORNING BREAK By SIR OWEN SEAMAN

You that have faith to look with fearless eyes  
Beyond the tragedy of a world at strife  
And trust that out of night and death shall rise  
The dawn of ampler life;  
Rejoice, whatever anguish rend your heart,  
That God has given you, for a priceless dower,  
To live in these great times and have your part  
In Freedom's crowning hour;  
That you may tell your sons who see the light  
High in the heaven, their heritage to take:  
"I saw the powers of darkness put to flight!  
"I saw the morning break!"

(Quoted by Lord Lothian in his first speech as Ambassador to U.S.A. and sung at his memorial service at Westminster Abbey.)



We're proud of her!

Miss Gillian Turner has won the George Medal for her gallantry in driving 150 gallons of petrol for three hours during one of the worst raids on London. Miss Turner was a Guider in Gloucestershire before the war.



*Though Death may hide me and the greater silence enfold me, yet again will I seek your understanding.*

## WESTMINSTER ABBEY

January 27th, 1941

THE Abbey was nearly empty when I arrived there, but a warm golden light radiated about the High Altar, and the Rose window shone like a cluster of jewels far up among the shadows. It was very quiet, although people were arriving steadily. I found a seat behind the choir stalls and sat down to wait and think.

It seemed a very long time since I had last seen Scouts and Guides in the Abbey. Then they had come to give thanks for the Coronation of the King, and the Chief Scout himself led them. Now—well, perhaps it was not so very different! They came to give thanks for the life of a beloved leader, there was no thought of farewell, for the Chief was with them still, he could never leave them. Spirits can never be divided that live and love in the same Divine Principles.

Time was passing. The Abbey was filling up. People hurried, quietly, to their seats. Two men came and sat down behind me, one walked with a stick, and I saw that his leg had been amputated above the knee. He wore a tiny Scout badge in the lapel of his coat. He sat apart, alone with his thoughts and memories. In front of me sat Commissioners and Members of the Executive Committee, among the sombre navy blue the light gleamed on gold cords and silver cockades.

Here and there I saw battledress, worn by lads with young, serious faces. Here and there the uniform of staff officers. There were sailors there, too, and airmen, W.A.A.F.s, A.T.S. and Wrens. They were all the Chief's children, come to pay tribute to him.

Presently the great men began to arrive, the men known to the world. Ambassadors and Ministers, Members of the Cabinet. Men and women of all ranks and races came to do honour to the Dreamer whose dreams came true—Do you remember? "Drawbridge let fall, he is king of you all, the Dreamer whose dreams came true!"

How greatly was he honoured, in death as in life! Had it not been for the illness of the Lord Chamberlain, the King himself could have paid him no greater tribute, for Lord Clarendon was to have represented His Majesty. Because of his illness, however, Lord Wigram came instead, he who was King George the Fifth's private secretary. It was through Lord Wigram that the Chief always sent Scout news to the King. Their Royal Highnesses Princess Elizabeth and Princess Margaret attended another Memorial Service in uniform. The organ was playing softly. Otherwise a great hush was upon the congregation. Then, far away, I heard the sound of marching

feet. It was faint at first, but steady and unfaltering. The children were coming. Louder and louder grew that strong purposeful tramp, tramp, tramp, tramp, and then—the great double doors opened and, led by the Dean of Westminster, the Scouts and Guides came in. Straight up the nave they marched and took their places. Representing all their 5,000,000 brothers and sisters throughout the world, those fifty Scouts and Guides bore with dignity and especial pride the honour done to them. They carried themselves very upright, their faces grave and intent, as they went quietly to the special seats reserved for them, next to the Chief Scout's family, because they were his family. Among them were Scouts and Guides of many countries now occupied by the enemy.

The service was conducted by the Dean of Westminster, and began with the soft chanting of the opening sentences of the Burial Service, sung to Merbecke's music. "I will lift up mine eyes unto the hills from whence cometh my help" sang the choir, and I felt the Chief Scout's spirit there among us, comforting and strengthening us. I heard his voice saying:—"My mountain says: 'Look wider, look higher and a way will be found—'"

Then, after the Lesson, Cecil Spring Rice's hymn, "I Vow to Thee my Country," so beautifully sung it came to us first as a rallying call—there is much to be done and it is we who must do it, we who remain to carry on the torch he passed to us, who must bear the burden and heat of the day that these others, the heirs of the future, may go forward into peace—then, dying away into a mere gentle whisper:

*"And soul by soul and silently her shining bounds increase  
And her ways are ways of gentleness and all her paths are peace."*  
The ways of the spirit, the ways of gentleness and peace, the ways the Chief Scout showed us, that he bade us follow.

We knelt to give thanks for the joy of service, and for the fellowship of our beloved Chief Scout and Founder, now called to Higher Service, and then we rose and all the vigour and enthusiasm of youth poured itself into John Bunyan's "He who would valiant be." We knelt once more, and the Archbishop of Canterbury, the Chief's friend, came forward to give the Blessing. The words, comforting and strengthening, had hardly died away before the beautiful music of the Requiem Eternam stole out of the shadows—music composed by a life-long friend of the Chief's, Mr. Basil Harwood, who was at Charterhouse with him. The service was over. I left



# THE GUIDER HELP FOR FRIGHTENED CHILDREN

## HAPPINESS

Happiness for the Guides was the last wish of the late Chief Scout. It was their business in life to be happy. "I am sure God means us to be happy," he said. And, though he spoke as a Christian, he knew enough of men of other religions to be sure that they also realised that God meant them to be happy. As happy people as I know are the Tibetans. And they are Buddhists. And my experience among men and women of all the great religions is that the more truly and deeply religious they are, whether they be Christians, or Hindus, Buddhists, or Moslems, the greater is their inner happiness.

One criticism only have I to make of B.-P.'s last message. He says: "You women are the chosen servants of God in two ways: first, to carry on the race... secondly, to bring happiness into the world by making happy homes." I would regard you women not so much as servants of God as His creative agents. And I would put the bringing of happiness first, not second. What brings the young man and maiden together is the supreme happiness the one—and no one else—can arouse in the other. On their wedding day everyone wishes them all possible happiness. When they are, at last, away by themselves they feel as if no one in the world had ever been as happy as they now are. And what we would wish them is that they should not only retain, but go on increasing this capacity for giving happiness to each other till their first happiness pales before the bliss which they eventually attain. That is, as it seems to me, the main intention of God. And if in due course children come, the little ones will in that devoted pair find a magnetic centre towards which they will compellingly rush. And from those same united hearts will radiate through the family to the whole circle of friends something of the glow which is burning in them.

The position of the wife varies among followers of different religions. Often she is seen trailing behind not walking alongside her husband. But the position of the mother is much the same the world over. And it is upon her that in this greatest crisis in all history the future of the world will mainly depend.

And this it is that B.-P. must have meant when he said to you that heaven was not up in the skies, but in your own homes. The Kingdom of God is within you. And God means you to bring it out. And to keep on bringing it out, more and more. Till each home is a heaven.

Not all of you may become mothers. But of mothers all of you were born. All of you know therefore how when you were tiny and helpless your mother would croon over you and gladly sacrifice her own happiness to ensure yours. So even if you may not become mothers you may carry on the selfless mother-instinct to work for the happiness of generations to come—that mother-instinct which springs straight from the heart of things, which derives direct from God, which is, indeed, the forward driving urge of the whole life-process.

That is the Divine power which is in the hands of you women. And a glorious opportunity for using it is squarely facing you to-day. The old world is in ruins. A new has to be built. The bricks will be the homes of the people. The cement happiness. The designer God. The builders mothers—mothers helped by their daughters and sisters. Build therefore in confidence. And sing as you build. With joy in your hearts let melody be on your lips.

FRANCIS YOUNGHUSBAND,  
World Congress of Faiths.



OFFICE OF THE CHIEF RABBI,  
4, Creechchurch Place, Aldgate, London.

February 11th, 1941.

In the passing of Lord Baden-Powell mankind has lost one of the world's righteous souls who planted in millions of young lives the roots of proud feeling and right conduct. This illustrious man realised the infinite possibilities for good in all boyhood and girlhood, if trained in a proper manner; and the Movement that he established for that sacred purpose is built on foundations that are at the basis of all religion and ethics. He rightly assigned a most important place on all character-building to discipline. Discipline is firstly built on habit. One of the primary aims of education is to turn as many moral actions as we can into habits, so that they become second nature. And discipline is secondly mastery of self. "It is because man is half angel, half brute, that his inner life witnesses such a bitter warfare," complains a great teacher. "Man's heart is a battlefield between his better self and his wilful impulses that tempt to passion, hatred, selfishness. Victory over the lower passions is never easy, and only by prayer for Divine help in the very basis of the steady purpose, of obedience to higher things." Such, likewise, was the message of the Great Scout to the boys and girls of to-day and to-morrow. Of him we may repeat the words of Scripture: "They that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness, as the stars for ever and ever."

Chief Rabbi.

by praise and congratulation of any effort a child has made to remain calm and cheerful or to lend a hand. Especially is it necessary to do this and lay stress on whatever good qualities the child may have shown if he has had an obvious moment of weakness during or pre-shown to the event. If anyhow possible, opportunity for helpfulness and recovery of self-respect should be made, at the time of the incident, and this aspect of behaviour recalled and admired afterwards.

It is a noticeable thing, that children of their own accord devise and choose games which have an element of fear. (The same tendency may be seen in adults—climbers and big game hunters.) This appears natural to children and is evidently of use to the race. The purpose of this appears to be the release of energy and if this is directed into the right channel we have access to a force which can be of great value. It is up to us to provide an outlet for this additional energy along useful channels.

Mental life has three components: Feeling, will and knowing. Fear belongs to the first of these, but it is only a part of consciousness, and can be controlled by the second, and greatly mitigated by the third, if we stop and think we can often realise that our fear is unreasonable, groundless or at least disproportionate. Thinking and reasoning will help us to be aware of the first moment that danger is over, and we are able to dismiss fear more quickly. If we are engaged in an occupation affording lively interests, we can throw off emotional states the more easily in our eagerness to resume the activity. With children, therefore, we should try to stimulate them to use their heads during danger, and see to it that their lives are filled with stimulating activities to which they are anxious to return, and which they will resume with a will the first moment they can. Hobbies, care of pets, collections, rambles, cycle rides, amateur theatricals, group enterprise of all sorts, musical, artistic, constructional—all this should be rife among children if they are to retain their mental health.

(Continued on page 57)



**INFLUENCE**

... have a good influence in her company"  
—(First Class Test).

It has often been said that the First Class Test is primarily a character test, and this is true in a variety of ways. The Guide must show initiative and "stick-at-iveness," she must do a great deal of the work by practice on her own, and her relations with others are tested in many ways such as in the teaching clauses, on the hike, in the thrift test, and in her handling of patients in doing first aid and home nursing. The crowning character test is, however, that quoted at the head of this column—"have a good influence."

What is influence and how can we test it? First of all we must realise that influence is a very positive thing; every one of us carries her influence around with her as surely as the "smell" by which her dog knows her!—and it can no more be got rid of than that characteristic—but to the mere human, imperceptible—odour. Influence is also a very powerful thing. We sometimes hear people say—generally when excusing a sin or, shall we say, a bad habit—"It's my own affair. It is nobody's else's business at all." There never was a greater fallacy, for every action carries its example to others. Luther Burbank, the great American plant-breeder, said "influence is the greatest power and force in the world. Nature teaches us that it is the moving, bending, impelling, directing, determining factor in all life." We often notice how friends tend to grow alike, and this should help us to realise that our friends and acquaintances are inevitably either the better or the worse for our example and influence in their lives; our influence is one of our

greatest responsibilities and one from which we are utterly unable to escape.

As Guiders we should face the fact that we each are either a good or a bad influence in our companies, and we should never lose sight of our tremendous responsibility in this respect. The Guide Law can serve us well for a self-examination on this subject. A short time ago I heard somebody say of a Guider, "Oh, yes, she was there—grumbling as usual." Wasn't it dreadful, when you think of our second and eighth laws? But can we honestly say that we always set a good example in such matters as loyalty and obedience to authority, courtesy, or even thrift? I always feel such a self-measurement is very salutary and should be undertaken occasionally, and, of course, followed by good resolutions and great efforts.

How is this test of "good influence" to be passed? As we have seen that there is no such thing as a neutral influence, the matter should be easy to decide. I well remember the temporary paralysis I suffered once when a Guider told me that she "just signed that clause on a Guide's form as a matter of course!" Now, quite honestly, we Guiders have a big responsibility here, and I say advisedly that this point, like its companion, "Be a Second Class Guide," should be something that the Guide is accomplishing before she is allowed to become a candidate for other parts of the test. In the majority of companies, I think, the matter is decided by the Court of Honour, but here two things are very important: (i) the Court of Honour must have real understanding of the matter in hand, and (ii) the Court of Honour must in this, as in all company matters, be truly representative of the company's opinion. For this reason I am sure that we should discuss the force and responsibility of influence with our Guides. One has heard of places where it is a rule that a District Commissioner is informed when a Guide in her District is proposing to become a First Class candidate so that she may make contacts with and enquiries about her, and so form some opinion of her character. Well, there are many ways in which these things can be done; the important thing is that we should realise the necessity of making a real test of this clause. In this

matter we have a great responsibility to the Movement; a girl who goes out into a wider world labelled "First Class Guide" is a walking advertisement of what Guiding can do for a girl—the embodiment of our ideal achievement. This being so, we must see that the First Class Guide is a first class person, not only in technical knowledge, but in character—for character building is the chief aim of Guiding. The First Class Guide must be developing that influence which—to quote Luther Burbank once more—"is the flower of life, the fruit of which is altruism—the desire to help ourselves and others to higher and better thoughts and actions," or, as our own Chief called it, "broadminded love practice."

D. IVESON.



**HELP FOR FRIGHTENED CHILDREN—(Continued from page 56)**

The physical aspect cannot be neglected. Shock has a reaction on the nervous system and general functioning of the body. It saps vitality and depresses the standard of general health, and much may be done by careful feeding and regular routine of meals and sleep. Everything should be done to ensure that a child really does eat the whole of his ration of fat and sugar, drinks plenty of milk, but not much tea or coffee. Plenty of fresh air and exercise are conducive to sound and dreamless sleep and help to overcome the ills of indigestion and constipation which may result from a nervous condition.

Some children are troubled by bad dreams and night fears after severe shock. A healthy, happy day is the best antidote, and its effects may be enhanced by quiet occupations before going to bed instead of games provoking excitement, or a story last thing, with some direct suggestions as to what to think about in bed will often prove helpful. Some children delight in making up stories themselves, or planning games, or deciding how to carry out some enterprise they have in mind.

We must be prepared for anxiety to show itself in unexpected ways—bed wetting, of course, and in various other difficulties of behaviour. A feeling of insecurity may lead to assertiveness and all kinds of naughtiness that does not, on the face of it, appear to be connected with shock. If, however, we are prepared for this, we shall

handle the misdemeanour with sympathy as well as firmness, and keep a sense of proportion in our dealings with the child, knowing that the natural resistance of childhood is a great ally in our task of restoring health and gaiety of mind and that we have every reason to hope that sympathetic and informed treatment will enable the children in our care to resume their lives with the minimum of injury and even in some cases with an increased knowledge of themselves which will help them in meeting the problems of life.

MARGARET GRAHAM.

**TO "B.P."**

*If any seek your monument—let them look oversea,  
And up and down the earth, wherever boys are fine and free,  
Where boys and girls fear nothing much, but keep a few good rules,  
Can sing and smile, salute and serve—but not for brutes and fools.*

*Few pioneers live long enough to see what they have done;  
Most men are glad if they can leave the world a single son.  
Did ever man, before you died, see such a dream come true?  
Did any leave so many living monuments as you?*

A. P. HERBERT  
(from the Sunday Graphic).

## THE HOSTESS BADGE (CUP AND SAUCER)

(PATROL AND INDIVIDUAL BADGE)

It has been decided by the Executive Committee to award the Hostess Badge to individual Guides and it is one of the badges which it is necessary to have to gain the Little House Emblem. The Guide must retake the Badge individually even if her Patrol already holds it.

The Hostess Badge is the most splendid opportunity for training the Guides in courtesy that could be had. Guiders are often diffident about correcting the manners of their Guides as they feel it may be thought that they want the consideration and courtesy exercised towards themselves. It is often easier for the Lieutenant to talk to the Leaders about lapses in manners and it might be one of her special duties to watch this point. Shyness is often made an excuse for lack of courtesy; Guides are often shy about coming forward to speak to a stranger who arrives at their hall if there is no Guider present, and I think it is a good idea to practise this occasionally, making each patrol in turn greet, and look after the visitor. Do not let shyness be an excuse for laziness in this connection; a little thought will show that the visitor may be much more shy with the whole company to face, and it is up to the Guides to put them at their ease as soon as possible.

To be a good hostess is largely a question of manners—not just superficial ones but those that come from the heart—and thought for others. Inviting the guests, making them welcome, planning for their comfort and enjoyment, if real thought is put into it, is excellent training in service for others.

For this badge the Guide should receive, introduce and bid guests goodbye.

To receive guests the first thing is to make them feel welcome and so if you are sitting down you stand up and come forward to meet them and shake hands, making some welcoming remark and smiling to greet them. Have you suffered from the person who shakes hands with you while continuing a conversation with someone else, and know the immediate damping of your spirits? Lots of people are much more sensitive than you would think and a real welcome will put them at their ease at once and give a different atmosphere to a visit, so take a little trouble over this.

There are two main rules for introducing people, which will probably be enough for the Guides to know: Introduce the younger to the older person, so you say—"Mrs. Greybeard, may I introduce Miss Young." Introduce the gentleman to the lady, so you would say—"Miss Young, may I introduce Mr. Dashing."

To bid guests goodbye you accompany them to the door and shake hands, making some suitable remark. The next part of the badge is to write and answer invitations. Do impress upon your Guides how important it is for them to answer invitations promptly, it is such a help to the hostess as she may want to adjust her numbers if it is a party, or make other arrangements if you are not able to accept. It is very bad manners to leave an invitation—or any letter—unanswered. I am afraid we Guiders are often guilty on this point.

Little letters of gratitude are so often thought of and never written—I do not mean the duty ones thanking for presents or "bread and butter" letters, but those that are not essential, writing, for example, to say how much you enjoyed the party, showing that you appreciated the trouble taken for your enjoyment. They give such pleasure as they are unexpected.

I think a letter of apology for non-attendance at Badge exams. might have been included in this section. Do you see that your Guides always write an apology to the examiner if they are prevented from turning up? I often think we make a very poor show of manners to the Proficiency Badge Examiners. I think you will find if the Guides know they have to write an apology for non-attendance without notice they are more particular about turning up or letting you know in time if they are unable to do so. So often they suffer from thoughtlessness and a word of reminder will improve things.

Now for the letters the Guide has to write, the first is a letter inviting a guest to stay, and as the Guide will probably be inviting a friend more or less of her own age, she must get her mother's permission first and then might write as follows:—

Beechcroft,  
Bray,  
Co. Wicklow.  
21st March.

Dear Janet,  
Mother hopes you will be able to come to stay with us for a week of your holidays. Could you come on April 10th, then you could go to a Guide party which my Company is giving on Friday 11th, so bring your uniform with you.  
Will you let me know what time you will arrive at Bray Station so that I can meet you. There is a train every hour from Shankill. I do hope you will be able to come.  
Yours affectionately,  
Pat.

The letter asking the friend to a meal might be as follows:—

The Firs,  
Cabinately.  
21st March.

Dear Anne,  
I should be so pleased if you could come to supper on Sunday 30th, at 7.30, as we shall all be at home that evening and we have not seen you for a long time.

I hope your rheumatism is not bothering you this damp weather, Elsie has been quite crippled with it lately, etc., etc.  
Yours affectionately,  
Sybil.  
Rosemount,  
Kathgar.  
23rd March.

Anne's answer to Sybil would be:—

Dear Sybil,  
Thank you so much for your invitation to supper on the 30th. I should love to accept (or—I am so sorry I cannot accept as I have already promised to go to Auntie Susan that evening).  
My rheumatism has not been too bad lately, etc., etc.  
Yours affectionately,  
Anne.  
Trectops,  
Drumcondra.  
16th March.

The formal acceptance of an invitation is as follows:—

Miss Jane Sprigg has much pleasure in accepting Mrs. Greybeard's kind invitation for Friday, March 28th, at 7.30 p.m.  
Miss Jane Sprigg regrets that she is unable to accept Mrs. Greybeard's kind invitation to her At Home on March 28th owing to a previous engagement.  
or:—  
The last letter thanking for a visit:—

Dear Mrs. Collins,  
Thank you so much for inviting me to spend the week at Beechcroft. I had a lovely time and enjoyed it all so much, especially the Games Party and our adventures in the snow. I am missing you all very much and I am looking forward to seeing Pat again when we go back to school.  
I hope the puppy has not done any more damage to your knitting, it was funny when he got away with the wool, but not very good for your stockings.  
With many thanks again,  
Yours affectionately,  
Janet.

In entertaining guests the first thing is to put them at their ease as you welcome them, and if several people are present you should introduce them to each other.

See that everything is prepared for your guests—the room gay with flowers and the meal ready to serve. There is nothing so embarrassing as being left while your hostess rushes off continuously to find something that can be left ready and only has to be taken out of the oven. A simple meal with no fuss will give more pleasure than an elaborate one which you are hot and bothered with preparing. A sense of repose is a very valuable asset nowadays, and in a hostess it is a sign of thought and preparation. A friend of mine returned from a very blitzed area where she is an ambulance driver, and told me how, when things were at their worst, and she had long hours of waiting in unpleasant places, she always let her mind rest on an afternoon spent with friends in a very lovely garden, and she could gain strength from the thought of that day spent with kindly people in beautiful surroundings.

If several guests are present, it is good to see that no one is left out and that people move round and do not sit beside the same person for the whole time. A hostess will talk of things which interest her guests as well as of her own special hobbies; she will not always talk of Guiding and, above all, she will not use her guests as a bucket into which she pours her woes.

(To be continued)

## EXTRACT FROM A LETTER FROM A GUIDER OF WEST LONDON DIVISION

January 19th, 1941.

"Oh, for the day when we are back again to the routine of life, such as Guide meetings, church parades and all those sort of things that makes life a joy. What a fine opportunity we Guiders have to make the next generation a better and happier set, and, above all things, Peace. Such trying times we are living through, but we can take it and will, not only because we are British, but because we are Guiders."

It is very sad to think that the Chief Scout has Passed On. It seems that we need him most at this time; but he knows we will not fail him, and we won't.

Fortunately, we have not been bombed yet, but apparently it isn't my turn yet, though we have had some very near scrapes. My lady gave me the chance of going up to Lancashire, where I have a young sister evacuated. As much as I wanted to see her, I didn't feel as though I wanted to be away from it all; I really felt that I must be here to see what is really happening, so here I am working in —. We have very hectic times here, but are so used to it now that it is almost like second nature.

At the moment guns are firing very heavy, and bombs fallen very near—we are in for a bad night."

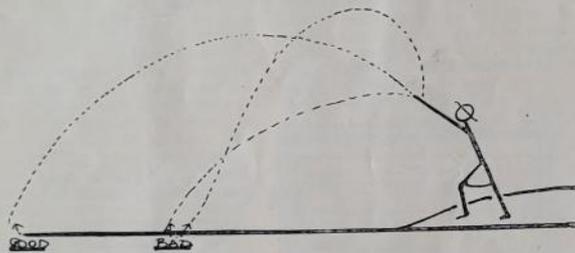
## THROWING A LIFELINE

**L**IFE-LINES can be thrown in several ways, and all Guides should experiment to see which way suits them best. There are a few points that should be noted whatever method is used.

1. Be sure to attach one end of the life-line to something on the shore so that it is firmly anchored. If there is a convenient tree, post or fence, tie it to this. It may, however, sometimes be necessary to attach it to oneself. If you do this, you must be certain that you can very quickly remove yourself from the end just in case of the rope getting caught or the current proving too strong for you; after all it is better to have one corpse than two! If you tie it to your belt, be sure you can get out of it quickly—one good way is to make a small loop through which you can put your left hand; have the loop large enough to slip out of quickly, but not so large that it comes off by itself.
2. If a forehand method of throwing is used, see that the left foot is in front (reverse if you are left-handed); if a backhand method is used, see that the right foot is in front.
3. Be sure not to get stuck on your feet; be ready to move and to use the whole body as well as the arms.
4. Practise so that you do not need a great deal of space when throwing. If you were throwing from the bank of a river you might be surrounded by bushes, and would then be unable to use the overarm method or the method when the life-line is swung in circles.
5. Coiling the rope is a very important part of the test, as the success of the throw very much depends on this. When you have attached one end of the rope to your left hand, start to coil the rope on to this hand; make the loops fairly large, and, when you have coiled about half



DIAG. 1



Throwing a Lifeline.  
Diagram showing good and bad aiming.

the rope, put one finger up and then go on coiling over the others. You will find that without any further fuss you can hold the first part of the coil in your left hand, and the other part in your right hand, with one strand of the rope only going from one coil to the other. It is important to start coiling from the fixed end, as then any twists or kinks in the rope will be able to unwind themselves.

6. To make any type of throw go as far as possible, the rope should leave the right hand at an angle exactly between vertical and horizontal.

Illustration explains the result of this and also of throwing the rope too high or too low.

7. Having practised the throw, practise also the "pull-in." This should be steady hand-over-hand pull, letting the rope fall to the ground just beside your feet. Just as in the throw, do not keep your feet together; be prepared to move and have one foot in front of the other. Practise with a weight or person at the end of the rope. Best of all, practise pulling someone through the water.

### METHODS OF THROWING

- (a) Having coiled the rope, hold the right hand slightly below shoulder level and behind the body, standing with left foot forward. To make the throw, swing the right arm straight through to a forward position where the hand is just above head level. Then let the left hand swing forward from the side with the remainder of the rope, and at the same time let the right foot come forward.
- (b) The right hand is held lower than in (a), and an ordinary underarm throw is made by the right arm swinging forward and upward, followed as before by the left hand. There is a danger of throwing the rope too high in this method.
- (c) Backhand throws seem to be easier for some people, and are made as follows:—Coil the rope as before, stand with right foot forward, left hand by side, right hand slightly forward. With a swing of the right hand, fling the rope, getting the weight on to the right foot, and then letting the rope go from the left hand.

If you are, by any chance, anywhere near a fisherman or a sailor, watch and see how he throws his ropes. He will probably use one of these three methods.



DIAG. 2

# NATURE "BITS AND PIECES" BOXES



ONE of the chief values of a Nature "box" is the interest which it can arouse both in those who contribute and in those who admire. It is a splendid way of improving the width of Nature study and providing a chance for every Guide to collect and preserve a morsel of whatever branch interests her specially as well as observing and learning from the efforts of other people. Patrol Treasure boxes are a useful first step to company to bring *whatever* appeals to her for the Patrol Treasure box, the fine specimens of which are submitted to the Woodcraft Committee for the company box. It need not matter at all to the patrol if their specimen is not accepted as it can return to the patrol if "treasure." There is also the chance of doing a valuable good turn to town companies by sending (or exchanging) parcels to them from time to time. This is "twice blessed" indeed as it teaches the country company to value their "Nature" facilities and to enjoy the responsibility of sharing them. With discrimination on the part of the senders postage need not be a heavy item and if the town public libraries the interest and mutual co-operation will make it very well spent. No country company should start to supply a town "box" unless they can be trusted to continue after the novelty has worn off—nor should the contents of the parcel be allowed to deteriorate through slackness. Always insist on good specimens and rule out anything freakish unless you specially label it as such. It is quite surprising how much a town company can do towards stocking its own "box" and many of the ideas at the end of these notes are quite possible for "Townees" unaided by the country, although, of course, co-operation between the two is the easier and more valuable method. No one wants Woodcraft to become a parlour game, or to "do" Nature comfortably seated in the clubroom, but there are moments when the company must be indoors and the box will prove its worth by providing specimens on the spot for Nature study, observation tests, and games. New items will provide material for discussion or "What is it?" competitions, and what better entertainment could Commissioner require should she arrive too early than to be handed over to the Woodcraft committee? Difficulties there are, of course, but some, such as lack of space and reference books, are really blessings very thinly disguised. The first provides the Woodcraft Committee with a perfect answer to the problem of "junk" and makes it necessary to only accept really worthwhile specimens, thus keeping up the standard. Very often a kindly neighbour will allow the "box" to lodge at her house if it is impossible to leave it in the Hall or the Woodcrafters can each be responsible for a part of it, bringing all or whatever is needed when required. Reference books can be saved for, or borrowed. (What a chance to learn the proper care of other people's books!) Perhaps Commissioner or the Local Association could help, and often the local library can produce all that is needed. The Guiders can do a lot by showing the company how to hunt up information and

what points to notice to make identification easy (or possible). It should be their part to encourage and admire more than actually contribute. In fact, tact is far more essential than knowledge. "Nature lover" who is finding things out for herself. Tact will also be required to deal with the problem of unwanted contributions (possibly from admiring parents!) which are nevertheless too valuable to discard. Lack of space can be a blessing and boxes should be overhauled fairly frequently to discard or improve poor specimens. Do not allow collections to grow stale. It is wise to have the Woodcrafters draw up a set of rules suitable for local conditions which gives them firm ground to start from. The making of the "box" itself, or better still, a chest of drawers of various depths, is well within the skill of the average Guide. A box can be fitted with trays (box lids will do) which have had loops of tape or wooden finger grips fitted for lifting them in and out. It is a good tip to strengthen the corners also by gluing tape or strong paper round them. Now what can be put in? The following list are skeleton suggestions, but each locality should be able to add specialities of its own.

What to put in:—

## TREES—

- Cones, keys, etc. Nuts, bits of wood (natural and polished).
- Bark rubbings, and bits of different barks. Smoke prints.
- Plaster casts—Leaves, twigs.
- Drawings—Flowers, leaf mosaic, shape of tree, seedlings.
- Photographs—as above.
- Diary of date of flower, first leaf, amount of growth in year.
- Section of branch to show year rings.
- Skeleton leaves. Lichens, stonecrop, moss.

## FLOWERS—

### Pressed specimens?

Drawings and photographs giving date and where found. (Can be drawn or embroidered on linen as a map showing the flower in its own habitat.)

Herbs (dried). With notes on their use and any old or local recipes. Various vegetable dyes, demonstrated on wool.

Seeds of various kinds to show the different methods plants have of distributing them (i.e., sticky ones like yew, hangers like burrs, winged ones like dandelions).

Seedlings in different stages of growth. Grasses.

## ROOTS.

## BIRDS—

Skins or stuffed specimens. Not nests, too bulky and "buggy."

## FEATHERS.

Feet. Drawings and photographs. Plaster casts of tracks.

Eggs? (or photos or drawings of).

Skulls (particularly with interesting beaks).

Pellets (Owls).

Diary of migrants.

Diary of song with notes of same if possible.

## ANIMALS—

Plaster casts of tracks.

Skulls or skeletons.

Photographs or drawings of home and babies.

Food—part eaten cones, etc.

## INSECTS—

Specimens such as moths (or better still models or drawings of them!).

DIAGRAM OF BOX.

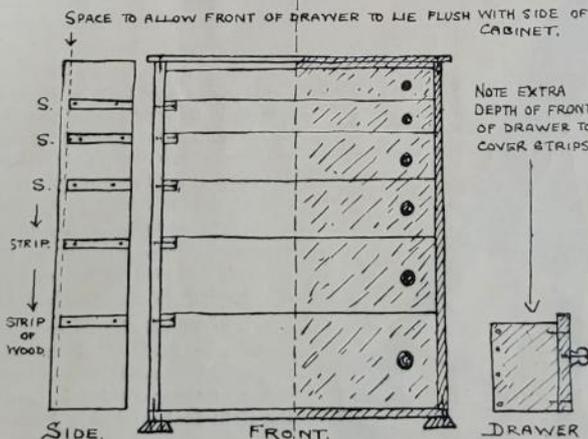
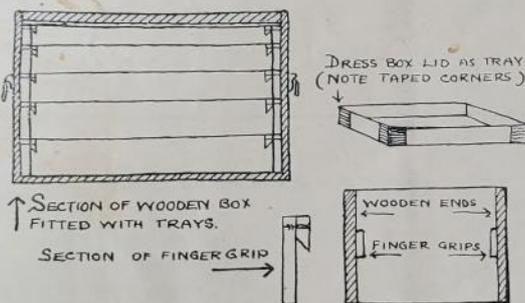


DIAGRAM OF SIMPLE CHEST OF DRAWERS.

March  
Butterfly  
Galls—  
Money  
Leaf m  
SEASIDE—  
Seaweed  
Shells  
Place  
646,  
Sea u  
STONES—  
Flints  
soil  
RECORD  
Wind  
Snow  
Temp  
Log:  
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March, 1941]

## THE GUIDER

Butterflies, bees, wasps, flies, beetles, caterpillars.  
Galls—Oak apples, spangle-gall, etc.  
Honey comb, wasp cells (empty).  
Leaf miners.

### SEASIDE—

Seaweed.  
Shells (all kinds).  
Place collections (i.e., all found together—see THE GUIDE, page 646, Vol. XX, No. 39).  
Sea urchin shells.

### STONES—

Flints. Fossils. Various pebbles. Different coloured sands (and soils).

### RECORDS—

Wind roses. Star maps. Hike logs. Nesting logs.  
Snow patterns.  
Temperature charts. Pin men weather logs.  
Log of "Where one creature makes use of another." (Example—horse hair lining to nest.)  
Log of weather lore. Signs—when they have worked and not.  
Cloud maps—shape and colour.

F. M. M.

## ON UNDERSTANDING OTHER PEOPLE

### IV.



UNIFORM is a Good Thing. We all seem to be of one mind about that—new corps adopt it, and it is worn for every type of service. Among the many reasons we have for wearing it, is the fact that it reduces differences between people and helps them to realise their unity of purpose and makes it easier for their leaders to arrange for the group activities which appeal to a common interest—whether it is acquiring skill in first aid or love of adventure in Guiding. All human beings have a good deal in common—tendencies to behave in various ways (e.g., to explore, to mate, to protect, to resist danger—all connected with the will to live) and they experience certain emotions in common, too—love, fear, hate, curiosity, for example. But this common basis is only the ground-work; there are infinite variations in the superstructure of personality, and no matter how much alike we may make people look, individuals differ enormously from one another and, to the keen observer, uniformity of dress seems simply to underline the differences.

First of all, there are the differences in the way people experience life. We have each one of us roughly the same kind of body and the same sensory apparatus, but each of us is differently receptive and differently tuned to the environment. The average human ear is susceptible to a certain number of vibrations, but some people can hear shriller notes and some deeper ones than most of us, while others can discriminate more wisely between degrees of pitch. Such people are likely to recall easily and accurately sound previously heard, and they are more likely to learn through the ear than through the eye. Some people, on the other hand, will retain lively pictures of objects and scenes and take in more through the eye—

*goodness only knows  
The Noselessness of Man."*

—but there are those of us who are quick to detect when the joint is ready, while others, like King Alfred, would let it frizzle to a cinder before noticing a smell of burning. It is interesting to notice nowadays which senses we rely on to distinguish between butter and margarine, and on which we rely to guide us in the black-out.

Some people experience more richly through touch—they seem to have retained as lively an enjoyment of it as small children, whose keen awareness (expressed in so many of their nursery loves—furry teddies and velvet rabbits) most adults have lost. Then, again, there are those to whom movement means not only expression but impression, too—they cannot really know anything till they have expressed it in movement. Sometimes it is movement of the lips only. A busy man had a secretary who could not carry out any request till she had repeated silently, her lips first making the movements of speech. But she was most efficient and reliable. Some of us may remember how hard we found it to learn poetry when all audible repetition or "liping" was forbidden.

An understanding of these differences in people should help us considerably. It will enable communication—it should increase co-operation in whatever situation we may find ourselves, whether in the larger tasks, professional, industrial, commercial, or in the smaller situations of everyday life. For instance, it will affect the way we give directions to a stranger, the way we instruct people to look for things, the way we show people how to do things, or help them to remember.

If a stranger asks the way, it is as well to remember that he will

probably be making a mental picture of the route we are describing, and it is confusing for him if we wipe out the first set of pictures by adding at the end, "Oh, but there's a much better way if you turn right instead of left and cut across . . ." And, of course, positive directions are much more help in mental imagery than negative—this kind of thing: "There's a turning on the left; well, don't go down there—go straight on till you see a roundabout, don't go as far as that, turn right and you see an alley, take no notice of that . . ." It often takes a real effort to see our familiar surroundings with a stranger's eyes and pick out for mention what will strike him most. It is not always the largest and most prominent features which are the most obvious, for it is those things which touch our own interests and "sentiments" which claim attention the first. We may direct a townsman by the pubs and shops, a countryman by the trees, a child by toyshops, sweetshops, multiple stores, by objects at his own eye-level, and almost always by water, ponds and streams, and, of course, by chestnut trees in autumn, often by catkins in February and March.

Let us try, too, to remember those who learn by movement and speech, and allow the stranger time to repeat our directions—so many are anxious to do this and are not given the chance, so eager are we to go on explaining, while they can only take in what we are saying by utterance themselves.

The same rules apply when we ask people to find things for us. So many failures to find what we ask for are due to faulty directions, though the blame usually lies on the unfortunate seeker (who may, of course, have been inattentive; a child often is, but then it is part of the game to secure attention first). It is necessary to direct people by means of whatever appeals most to them, to mention expressly whatever they are likely to notice. Some people find things more easily if directed by colours, others by shape, and others by relationship to familiar objects and positions.

In war-time many of us have to learn to do a variety of things to which we should otherwise never have set our hands, and many of us have to pass this knowledge or skill to still fresher recruits soon after mastering it ourselves. This should help us to remember and recognise our own difficulties in learning. In showing other people how to do things we can once more profit by taking note of individual differences. They have been specially apparent in cookery demonstrations organised by the Ministry of Food, and in instruction given in the auxiliary services and home defence forces, while it is an ever-present problem in our companies and packs. Some people can learn through watching a cake made or a stirrup pump operated, while others need to hear the whole process verbalised—they cannot learn without words, and a running commentary from the demonstrator is an essential factor. Some again learn mainly through doing, and others need the combination of all three before they can achieve success.

Apart from these differences in the way we experience life and master our environment, there are two important factors which influence our success in achievement, one temperamental and the other intellectual. The first is usually called "perseveration," which is not the same as perseverance, as it connotes a lack of adaptability—instead of a bulldog quality. Perseveration is the tendency to continue an activity longer than is useful. We all experience something of its nature when we find a tune running in our heads, or continue with our work against our will when we are trying to sleep in bed. This may be due to a lag in the nervous system, and is, in a measure, uncontrollable. Perseverators will find it harder to switch from one occupation to another, harder to adapt themselves to new circumstances and new tasks, but given favourable conditions, time and encouragement, they can adjust themselves in the end. It is, however, uphill work for such people who undertake war work of an unfamiliar kind in their spare time and continue their habitual occupation in its accustomed hours. Such people often appear surprisingly stupid, seeing how well and efficiently they do their ordinary work.

This brings us to the second factor mentioned in connection with individual differences, and that is intelligence. The prevailing opinion is that this is an inborn form of mental energy which plays its part in everything we do, that it enables us to grasp situations, draw inferences and make the best possible use of experience in order to reach whatever goal we have in mind. Individuals differ enormously in this respect, and it behoves everyone of us to remember this when we are giving directions, showing other people how to do things, or working in co-operation with others in almost any situation. People who are "quick in the uptake" may need telling only once, and briefly. There are others who need frequent repetition, showing "how" over and over again and in different ways through all the approaches of eye, ear, touch and movement and with every encouragement. They must not be dismissed as stupid for they may have sterling qualities of character in as large a measure as the more intelligent, and therefore they are entitled to every respect.

Even this short study of differences between people throws into relief the central fact that what matters most is character. We are born with certain physical, intellectual and temperamental qualities, with a certain nerve structure, a certain fund of mental energy and a particular disposition. It is what we make of these and how we direct our instincts, cover our emotions and shape our lives in the light of an accepted ideal, that gives value to our individuality.

MARGARET GRAHAM.

## LOOKING AHEAD

THE 1940 Camping Season had inspiration to give, for, though it had many disappointments, there were redeeming features. In the first place, a good deal of camping was done, and, though there were large areas where it was not permitted, some counties camped on into September.

The camps themselves took on a new character. The camouflaged tents were hidden away in woods, in consequence, though sunshine and light were lost, much was gained. There was a new woodcraft touch and a feeling of closer contact with the wild creatures whose runs and nests were all around us. Necessitated by the trees, there was a freedom in the lay-out of the camps, a freedom that one missed in the symmetrical white horse-shoes of pre-war days. One felt this was the real thing. Have we some of us sometimes carried our home out of doors have taken our home with us? Those perfectly formed horse-shoes of tents, the Guiders' comfortable beds, the elaborate arrangements and considerable equipment that one sometimes saw have acted as a drag on that free, adventurous, pioneering spirit which should permeate Guide camps. During and after the war it is of the utmost importance that our camp training should fit us the better to face life as independent, free beings, willing to take necessary risks, able to cope with unforeseen conditions, glad to make experiments and explore new ways of thinking and living. Everything must contribute to this quality of *spirit* which should be the hall-mark of every Guide.

What will the 1941 Camping Season bring to us? Will camping still be possible? That is a question that cannot be answered. One thing is certain—if camping this year becomes impossible, the value of all our camp training will not be lost, but we must progress and consolidate all that has been done in the past. Every effort must be made to provide substitutes for camping. Days in camp are extremely valuable; many companies last year slept at home and were tried out in some districts, the Guides gaining much in experience and interest from holding their company meetings in these hidden woodland homes. The value of hiking and the playing of scouting games will be all the greater if the opportunities for camping are curtailed. Wherever and whenever we can we must get the Guides out, and remember that we are an *outdoors movement*.

In *English Saga*, Arthur Bryant stresses the fact that the true riches of England will always be the character of her people. This character has been built in the countryside, it is rooted and grounded in the natural world although, since the industrial Revolution, the men of Great Britain have been forced into the towns. It is suggested by Middleton Murray in one of his latest books, *The Betrayal of Christ by the Churches*, that there cannot be any real renewal of true religion in our country without a return to the land. It is the rhythm of the country, the sweep of the hills, the moors and the valleys, the cycle of the seasons, the drama of growth, that form the true background against which man should live his life. From these he gathers strength, gentleness, a sense of his own dignity, an awareness of the spiritual, which he cannot find in the hurry and noise of the city. Perhaps we shall learn our lesson from the war, and realise afresh that we are dependent on the land. It may be that some scheme will materialise for settling people on the land once more if enough work is not provided by the factories and offices. Whatever the future, Guiding can always be a bridge between the city and the country. We can keep alive in the town-dweller the love of quiet and open spaces; we can educate in the technique of the countryman—his knowledge, his nature-sense and his values; we can prepare our city children to feel at home in the country. It is obvious that we have special opportunities for doing this at this time while the town children are evacuated into the country. Do not



let us miss this chance; also let us help the country children to understand and appreciate their heritage, for they are often sadly lacking in this respect. Let us make all our Guides country-minded and pioneer-minded. Let us neglect no means—camping, hiking, scouting games. All these things are the very essence of Guiding; they are our contribution to the nation's Service for Youth.

by  
**ANGELA THOMPSON**  
*Commissioner for Camping*

## LOOKING WIDE

33, Markham Square,  
Chelsea, S.W.3.  
February 11, 1941.

Dear Editor,

Mrs. Kerr, in her "Outlook" in the February GUIDER, suggested that we should form an "army of goodwill," now for this army of peace that is to erase years of destruction and this is a work which the Guide and Scout Movements are specially fitted to undertake. There is so much to do beforehand: Enrol the army, bigger than necessary to allow for accidents, make our programme, learn to look after released prisoners from concentration camps and prisoners of war, cook, scrub, tend children, reunite divided families, help the sick and wounded, help rehabilitate the dispossessed, help farmers to restock and

refertilise, help in the distribution of the food stored across the sea, to be rushed to Europe on the cessation of hostilities, learn languages; there is so much to do that we should start thinking and planning now.

Members of this army will have to be prepared to sacrifice two or three years out of their careers in work for the community; there should be no well-paid posts attached to it—to my mind, everyone ought to get their board and lodging and pocket money and have nothing else. By combining with the Guides of the stricken countries, we can reinstate them in the national life of their people and give to national and international Guiding a new meaning and a high place in the social life of our own countries.

Don't let us leave this work of reconstruction to societies and leagues alone—let us take our share of the adult responsibilities of civilisation and prove that our games and our handicrafts, our tests and our laws have made good citizens of us.

Yours, etc.,

MARTIN BARNES.

## RESTROP, BLACKLANDS

### BERKSHIRE COUNTY MEMORIAL TO SYLVIA KEMM

Restrop is now open for booking, and parties of Guiders and Rangers may like to avail themselves of the opportunity this little hostel provides for having a cheap week-end in the country. Blackland Farm Camping Ground, East Grinstead, Sussex, is situated in lovely country on the edge of Ashdown Forest. At the same time it is near enough to London to enable offices to be reached at an early hour on Monday mornings. Green Line coaches run from East Grinstead to Eccleston Bridge.

Restrop has bunks and/or palliasses for ten people, blankets are provided, also all cooking gear and crockery, so that nothing need be brought but personal belongings. There is an air-raid shelter, electric light, and power.

Particulars as to applications and charges, etc., may be obtained from the Warden, J. B. Macadam, Esq., Blackland Farm Camping Ground, East Grinstead, Sussex.

## GUIDE NEWS SUMMARY

VERY few people have sent me news this month, which, for once, is fortunate, because right in the middle of preparing a twenty-four page number of *THE GUIDER* I received the shattering news that we were only to be allowed enough paper for a twenty-page magazine. Imagine my dismay! Please don't write and suggest that we should abolish the price list or cut out advertisements, because the shop *must* continue its price list, and no paper can exist without advertisements! So just do me a Good Turn and keep quiet on those subjects. And don't think because I'm grateful for a news shortage this month that I shall be next! There's a lot in *THE GUIDER* this month that won't be appearing next, as you'll see for yourselves, and that will leave more room for other things—and I want your news. Not only for *THE GUIDER* do I need it but for the News Bulletin which goes to the General Press. I want good, hot, fresh, original reports—and remember Northcliffe's definition of news: If a dog bites a man it isn't news—if a man bites a dog it is!

Don't be depressed about the smaller *GUIDER*. The Editor's head is still unbowed and likely to remain so, and we can promise you that *THE GUIDER* won't let you down. Chesterfield invited the National Savings Committee of Clay Cross to co-operate with them in a War Weapons Week. An exhibition was held every afternoon during the week to make up a display of various relics of war, and to ask voluntary organisations to show their work and activities. The Local First Aid Post, the W.V.S., Red Cross and Guides were invited.

The Guides were given two tables, and after rapid thought, time being short, they decided to show things which might help and interest the public during the war, and exhibit ordinary Guide work. Bundles of good types of burning wood were shown, those easily obtained in the neighbourhood; these had notes on their burning properties attached and pictures of the trees and leaves were also shown.

**Gadgets**, including an easily-made line with pegs for coats or jugs, etc., and a tripod wash-stand, these were things that could be used in rest centres in bombed areas.

**Ideas for economy** were suggested by a hay-box and details of how to use it. The practical use of this was shown by keeping tea hot during the exhibition and serving it to other people in charge of stalls. Other economies were the whipping or back splicing of rope ends to prevent fraying.

**Use of knots** were shown with a demonstration rope ladder, for rescue work, and a double bowline, in use as a chair knot bearing the unconscious form of a Teddy Bear. The Tenderfoot knots were also demonstrated in use, and all other items of this test were either printed on cards or, in the case of the tracking signs, made with wood on the table.

The exhibition was completed by showing a framed copy of the Chief Scout's Christmas Card for 1940, and a photograph of the Chiefs.

Other photographs of Guides doing war work, and a leaflet of Guide Gift Week giving the amount in large figures and the Division total below were exhibited. Lastly, the Division banner (made by



*Orderly duty in the sick room.*

the local Ranger company) was displayed and an explanation of its symbols and its significance was attached. This created great interest, as it was designed by the First Division Commissioner and executed by local Rangers, some of whom are now Guides in the village.

Guides manned the stall each day and were prepared to answer questions or demonstrate knots, etc., if asked. They were pleased to see the interest taken by the general public.

The Brownies of the 18th Enfield Brownie Pack, Oakwood, Southgate, are collecting living splints for the Red Cross! They have formed a group of boys and girls called "Oakwood Splints"—each member to pay 1d. enrolment fee and to buy a copy of their 1d. monthly magazine, edited by their "Brown Owl" and contributed to by the Brownies. Brown Owl, in her "editorial," says: "There are a great many arms and legs being supported by splints in hospitals all over the world. If you have ever had a broken limb you know what a great relief a splint brings to it. We ask you to become a splint and to help to relieve a person in pain. It is our aim to have 100 members, which means 8s. 4d. a month."

"Come on, now, stand upright and be a splint."

Here is some Sea Ranger news.

Between the London Sea Rangers' Reunion on January 20th and July, over half of the London Crews continued with normal musters, though they were depleted by evacuation of firms and Government Departments and by the large response from Sea Rangers to the call for the Women's Services and various Civil Defence units. There have been encouraging reports of young recruits joining and one new ship was launched.

In addition to various forms of Service, some crews have been able to continue with normal Sea Ranger activities. Three crews refitted their boats, whilst others continued to get exercise and recreation by swimming and boating on Regent's Park Lake—and there was some camping.

Since the situation became more serious, activities have been curtailed, but many crews have endeavoured to meet monthly at weekends during the winter, keeping in touch with their evacuated members. Others have sent out circular letters.

Sea Guides' meetings have not been feasible during the past year, but letters have been sent to all crews, and the replies have shown keen enthusiasm under difficulties.

One cannot help but comment on the good spirit and courage of Sea Rangers; those bombed out more than once can see the bright spots—one who lost all her home was full of the fact that four eggs were rescued unbroken; another phoned within an hour of the incident to apologise for missing a meeting when the house was bombed to which her family had gone after their own home had been ruined.

S.R.S. *Frobisher*, the newest crew, was camping at Cudham when it was raided. This was in July, before London had any experience; they repaired to the air raid shelter, sang songs until they were hoarse though the shelter rocked, gave assistance afterwards—the gardener's house was wrecked—and were most pleased because Cook patrol had remembered to remove the sausages from the camp fire before sheltering!

Another Skipper writes that one of her crew, a member of the A.F.S., was on duty when her station was destroyed. She climbed through the wreckage to the telephone and remained on duty for four hours until relieved by the R.S.D. squad.



*Unpacking one of the many cases of fine strong boots and shoes sent by the Girl Scouts of America for British children who have been bombed out.*

## S.O.S.

Dear Editor,

I was told the other day of a girl who had been training until the war as a ballet dancer. Now she must give it up entirely and earn her living in some other way. She wanted to do something of service to the nation and so she was coming to drive one of our ambulances. Not much chance of going back to ballet after the war; a few months without practice and she would be irretrievably muscle bound.

I wondered if, after all, this was the best service she could have given. One career wrecked half-way and now a purely war-time job! We need ambulance drivers, of course, but there are so many branches of war service equally important, in which she would have been trained for a peace-time career as well.

Which brings me to my own special subject—nursing, and, more particularly, nursing patients sick in mind. I do not think there is anyone in any organisation who would deny that nursing has first claim on the woman-power of the country. Hospitals need probationers now to care for fighting forces and civilian war victims; and if there are no probationer nurses now there will be a crippling shortage of trained staff in war-time and after.

So, if you feel that your natural bent is for nursing, don't be diverted from it by any doubts as to its relative importance in war-time. It is a front line service every minute of the day. Any reader who is interested in the branch of nursing I have mentioned can have a free illustrated booklet on the training and prospects if she will write to me at the County Hall, London, S.E.1.

Yours, etc.,

**E. B. COOKE,**  
Nursing Recruitment Organiser,  
London County Council.

## TEACHING

**W**HEN a child first joins the pack what does she expect? Fun certainly, games companionship, and adventure — all these things—but most of all she wants to learn to be a Brownie. She wants to go home from her first meeting and say, in answer to the question "What did you do?": "I learnt this."

What part of the test is taught first depends on the child and the pack meeting in progress. Often one of the practical tests such as plaiting or how to fold and tie a Brownie tie is chosen. Then, as the weeks go by the ground will gradually be covered. How long it will take depends on the recruit, and few, if any, will complete it in less than six weeks. The teaching and testing must be thorough so that when the time comes for her to be enrolled the recruit will feel a real sense of achievement. After all, this is her first test, and on the way it is accomplished her whole future outlook on testwork will depend. Brown Owls will discover for themselves the best methods of teaching individual children. Speaking generally, Brownies prefer to test and learn a thing rather than to be taught entirely by games and in the majority of packs test-games are used as a means of practising rather than of teaching tests. Brown Owls will find "Brownie Tests" (Headquarters, price 4d.) most helpful.

### THE PROMISE AND LAW

It is often a great help if the child has them written out and can take them home with her. The Promise cards stocked by Headquarters (price 1d.) are nice if pack funds will run to it. If not, the old Christmas cards are excellent for the purpose and the recruit can have the fun of choosing her own card.

The wording of both Law and Promise often needs explaining, and here new Brown Owls may find the Brownie Prayer Book (H.Q., 6d.) a great help. Most Brown Owls find it best to encourage the recruit to say first what she thinks it means. This often takes time and occasionally brings forth some very strange ideas. Some children who are too shy to talk will quite happily draw pictures showing how they think a Brownie could do her duty to God and then we can supplement her ideas. With children of Brownie age the subject is much more easily tackled than with older girls, as they approach it quite naturally and it is only we Brown Owls who are self-conscious. We must ensure that each recruit has thoroughly grasped the meaning of the Promise and also has a clear idea as to how she is going to try and carry it out. It will often help her to know that we, too, have made a promise which we are trying to keep, that we know it is difficult but that what we promise is "to do our best." It is the Promise itself which makes the child a Brownie, and we must do all we can to ensure that it is understood. This can only be accomplished by studying each child individually and by helping her to find ways in which she can carry out the Promise and the Law.

### THE SALUTE

The salute is a sign of friendship and therefore we want to look at the person we salute and smile, too. The recruit will learn how and when to salute, how Brown Owl's salute differs from hers and why. Together with the salute, she will learn the other secret sign of friendship in the Guide and Scout Movements—the left handshake.

### THE SMILE AND THE FAIRY RING

These will be learnt in the course of the meetings, though the wording of the latter will need some explanation. The recruit will also become familiar with the Brownie story.

*The Motto*, too, is readily understood, but the recruit may need help in thinking of daily good turns. So many of the things that come to mind are done by the child as part of her day at home and she feels, and rightly so, that the good turn should be something extra because she is a Brownie. If we know our Brownies' homes we shall be better able to make suggestions and we can enlist the co-operation of her parents in this, as in so many other ways. Some packs keep a "Lend a Hand" scrapbook of good turns, compiled in some such way as the following: Each Brownie writes out a good turn she has done and posts it, unsigned of course, in a box. These are read out at Pow Wow and the pack votes for the three best, which are pasted in the book. Acting, drawing and modelling good turns all help to foster the idea, and periodical pack good turns will do much to encourage the Brownie to lend a hand.



## THE RECRUIT

### DO YOU KNOW THE BROWNIE LAW?

on her own. When proficient with these she can try with a number of strands which she has to divide before plaiting. Many packs have stocking dolls for the purpose with wool hair, others have cardboard heads with darning wool hair to plait. Whatever the method so that she can use her knowledge. There are numerous handicrafts and she will see a reason for her skill.

*Folding and tying a tie* has an immediate appeal, as the recruit wants to be able to wear her uniform. The reef knot once learnt will not soon be forgotten for she can see the need for it from the beginning.

### PARTING HER HAIR

This is usually a most popular part of the test and one that appeals particularly to the Brownies' mothers. If the pack are warned beforehand they can practise during the week and then each Brownie can bring her comb for a hair parting competition at the next meeting. In packs where the children do not each possess a comb, a pack one and a bowl of disinfectant will have to be provided.

### WASHING UP

The testing of this sometimes presents difficulties as there are seldom facilities for doing so at the pack meeting places. It is often possible to enlist the help of Captain or of one of the members of the Local Association who will allow the recruits to come and wash up at her house. Brown Owl may be able to have them to her home or there may be a convenient pack party, but very often she will have to go down to the meeting with a basket of dirty plates and cutlery, a bottle of tea dregs to dirty some cups and a thermos of hot water, Tawny or Pack Leader having promised to bring a jug of cold water and a bowl. It is well worth every effort to make the test a practical one and the thrill of doing it will quite compensate Brown Owl for the trouble taken.

Who should teach the test? It will no doubt be divided between Brown Owl, Tawny and Pack Leader, but Brown Owl is ultimately responsible for seeing that the foundations on which the Brownie's Guiding will be built are well and truly laid.

## S.O.S.

Dear Editor,

I was told the other day of a girl who had been training until the war as a ballet dancer. Now she must give it up entirely and earn her living in some other way. She wanted to do something of service to the nation and so she was coming to drive one of our ambulances. Not much chance of going back to ballet after the war; a few months without practice and she would be irretrievably muscle bound.

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Yours, etc.,

E. B. COOKE,  
Nursing Recruitment Organiser,  
London County Council.

## HOME EMERGENCY SERVICE



GREAT many Rangers are already qualifying to be members of the Home Emergency Service, but it may be that there are companies who have not yet realised the possibilities of the training. The H.E.S. is primarily a Ranger scheme, but any Guider or Guide over 16 years can become a member, provided she achieves the necessary standard.

If you are interested, read first of all the Home Emergency Service leaflets—you had better buy all four, price 1/4d. each, from Headquarters. The first gives the general qualifications, and, as you will see, "On completion of these, the Ranger's name will be registered and an armlet issued. Thereafter a stripe can be obtained and added to the armlet for each of the three special service qualifications passed." The three special services, Home Service, Child Welfare, and Land Work, should be considered by individuals, but you will realise that the general qualifications are extremely valuable training for us all at present, whether we are called upon to face a blitzkrieg or not. You will also feel, I think, that apart altogether from war requirements, time would be well spent on this form of National Service as few of us have reached such a standard of character or usefulness that we could not be improved by the H.E.S. training.

At the outset, however, it must be admitted that although the training would be valuable for all, actual membership of the H.E.S. demands a very high standard. Discipline is the first necessity. Discipline which requires absolute punctuality, accuracy, thoroughness and self-control and instant response to orders is not easily achieved, but the Ranger who has achieved it is likely to be of very real use in time of emergency. The H.E.S. member must be physically fit and must keep herself so in order to be ready for strenuous jobs at any time. The value of the third section, Message Corps Work, is obvious, but it is also obvious that the attainment of a worth while standard will mean a good deal of hard work. The following are suggestions for a short training, probably six sessions of one and a half to two hours, or a week-end. It is not possible, of course, to qualify for the test in this time, but Ranger Guiders might use it for groups of Guides who have reached the age of 16 and for whom there is no Ranger Company available.

There is no need to wait until you can get a Diploma'd Guider to take the training. The H.E.S. work is planned so that it can be done in companies, in groups, or even by Rangers working on their own. The testing, it will be seen from the leaflet, is not difficult to arrange.

Guiders forming themselves into a training class could each be responsible for a different part of the work, studying how to represent it in an interesting way to the others.

Let it be understood beforehand what is expected of those taking the training, viz., that they attend every session unless unavoidably prevented, that they attend punctually, and that they attend in uniform. Begin the class at the stated hour, not one minute later, and stop also on time. This is part of the discipline. Plan each night's programme accurately and carry it through without wasting a moment. Whoever is in charge can give unexpected orders, use hand signals, silent drill signals, etc., and think out ways of testing instant obedience and keeping the class "on tip-toe."

It is left to the programme planners to divide up the work according to the number of sessions available, and the nature of the meeting places.

**Drill.** To be of any use as discipline, this must be perfectly done. Take turns of giving commands. Stand strictly at attention while doing so. Note the three parts of a command, cautionary, pause, and executive. The crispness of the last will determine the smartness of the movement. Do not allow a vestige of movement while the company is at attention or in the stand at ease position, nor when a movement has been completed, e.g., "About Turn," and immediately stand like a rock. Practise drilling in threes. It is interesting, simple, and allows room for tidy movement on the part of the individual. A leaflet on Drill in Threes is available at Headquarters (free gratis!).

Signalling drill (see Headquarters Signalling leaflet) is an interesting and useful variant in view of the signalling part of the test.

**Personal Record.** Miss Lander's article on p. 136 of the May GUIDER will give you the necessary suggestions for this.

**Uniform.** Re-read the Uniform article in the October number of THE GUIDER. Make lists of what you are going to look for and discuss standard. Inspect each other, giving points to enable you to discover whether the standard has been reached. Don't forget

to inspect knives (which should be perfectly clean and sharp), fingernails, colour of knickers, and condition of shoes, including soles and heels!). It may be arranged to hold one meeting out of uniform to decide on what constitutes smartness of appearance in everyday working clothes.

**Personal Clothing, Personal Hygiene, Tidiness, etc.** Let each member of the class think out questions, e.g.:

Have you less than a week's darning in your work basket at present?

Are your drawers tidy so that you could find any possession in the dark?

Was your bed aired this morning?

Have you eaten fruit or vegetables in the last 24 hours?

Have you cleaned your teeth in the last 12 hours?

(Members of the H.E.S. should carry respirators and know their National Registration numbers, as well of course as wearing an identity disc. Questions on such subjects can be included.)

Word the questions so that the answer in each case should be Yes. Points can be given again to ascertain standard, but individuals need not, unless desired, report their marks! Later on, inspection, personal questions (different ones but on the same lines) can be repeated to see if standards have improved.

**Physical Fitness.** Leaflet as recommended can be studied and discussed. Outdoor exercise can be included in personal record.

(Note:—No one should be enrolled as an H.E.S. member until she has at least four weeks' unbroken record of outdoor exercise. Thereafter failures should be reported and, if more than two occur in a month, the armlet should not be worn until another month's complete record has been achieved.)

**Message Corps Work.**—(a) *Memorise a Message.* Give messages during class to be written or passed on later. Increase difficulties of messages and time during which they must be remembered. Try remembering names, addresses, etc., from one meeting to another. In outdoor meetings, practice carrying messages at Scout's pace and arrange interruptions. Let messages be realistic—things that might happen—requests for help in cases of bombing, descriptions of injuries, names and addresses of people to be notified, type of help wanted, etc. Interruptions should also be likely to happenings, e.g., excited people asking what to do in case of burst water main, person trapped in demolished house, etc. Discuss afterwards method of dealing with interruption, and importance of giving help or advice versus importance of getting message through quickly. Analyse messages and discuss which bits were essential to remember. For instance, it is of little use to remember a message while doing Scout's Pace from a village whose telephone lines have been cut, to another, if you have forgotten on arrival the number to which the message is to be telephoned.

(b) *Telephone Messages.* Imaginary telephone conversations can be carried on for method of calling numbers, and practice in delivering and receiving messages correctly. Note the importance of giving message to the right person. Discuss what would be the next step if that person were not available.

The only method, of course, of learning how to use the telephone is by telephoning.

(c) *Write down Verbal Messages.* As for memorising messages, instructions should be given in different ways, e.g., by vague people, hysterical people, etc., as well as by people behaving in a normal way. Learn to decide quickly on the essentials of the message and to avoid repetitions and wordiness.

Discuss message from the point of view of the possible recipient, using imagination to discover whether it is liable to any misinterpretation. Practice translating "long-winded" messages into fewest possible words. Remember that legibility is the first essential here.

(d) *Answer letters promptly, clearly and sensibly.* Members of the class might submit specimen letters for criticism and discussion. It is worth while evolving together a list of the essentials of a good letter, including set-out, and addressing and stamping of the envelope. When in doubt, consult an authority.

The essential in this section is—DO IT.

(e) *Signalling.* Read the Signalling articles in the October and November GUIDERS. Divide up the alphabet (not in sequence and not leaving the difficult letters to the end) according to the number of sessions. Practise a group of letters each night on the synthetic method (see articles), using flag, buzzer, and (indoors only) lamp. Only one of these need be used in the test, but it is interesting to try them all out. As soon as a few letters have been learned, use

## THE GUIDER

those letters in words and messages. It is always possible to arrange the groups so that words and sentences can be made from each lot of letters. At each session learn one or two miscellaneous signals, beginning with the Calling Up, General Answer, and End of Message, so that these can be used with every message. The Signalling folder, published by Gale and Polden, price 3d., and obtainable from Headquarters, is the best one to use when learning miscellaneous signals, of which there are many variations.

(1) *Finding way by day or night using map and compass.* So much valuable information has been given in THE GUIDER for November, December and January on the use of map and compass, and also in "Explorations" (January GUIDER) on finding the way, that it is not necessary to say much about this section. Learning 32 points of the compass is not nearly so alarming as it looks if you work it out logically. Take the first quarter, from north to east. It will be seen that half-way between N. and E. is N.E., a combination of the two letters. Between N. and N.E. and between N.E. and E. are again combinations of each of those two pairs, N.N.E. and N.E.E., but for the sake of euphony the latter is called E.N.E. The intervening four points are all "by points," N. by E., (i.e. N. towards E.), N.E. by N., N.E. by E., and E. by N. It will be noticed that here the simple combinations are again used in each case. E.N.E. by N. would be the same point as N.E. by E., but the latter is much easier to say. Work out the other three-quarters by the same method, having drawn a compass with 32 points, and fill these in. Then learn them all off by heart.

Practise walking by compass held in the hand, learning to keep to the selected direction and not follow the needle as one is inclined to do. In walking across country at night, note objects silhouetted against the sky. Consider for example, if you left a wounded person lying in the open and went for help, how you would find him again.

Home Emergency Training can be most interesting and even thrilling if properly carried out. Read THE GUIDER once more; this time "A Divisional Ranger Experiment," in the September (1940) number, and get a further idea of its possibilities.

MARGARET L. MARTIN.

## GUIDING FOR THE DEAF SOME HINTS ON TEST WORK



YOU have probably watched a baby learning to speak. "Say daddy," its mother begs, and later, "Say please." "Dad-dad," responds the infant, and "P'ease." Quite soon, baby is bubbling over with talk; phrases turned upside down and gradually put right, new words used in the quaintest way. "Where can she have heard that?" her admiring parents ask. Hearing people seldom realise how impossible all this is to a little deaf child. Instead of having language continually poured into her ears so that she absorbs a lot of it willy-nilly, she must learn it deliberately, word by word, from the movements of other people's lips. This is a difficult and very slow way, so that, in spite of the fine teaching in many deaf schools now, there are always a few born-deaf in each age group whose understanding of language is weak. The smaller children, of course, know hardly any language at all.

"Learning by doing" is the best way to overcome this handicap, so Guiding is of immense value to the deaf, for it opens so many new windows to the little shut-in minds. It is cheering work, for the children love it and the benefit to them can easily be seen. It calls for a good deal of patience and ingenuity from the Guiders, who must use games and illustrations rather than explanations, and must invent for themselves ways of testing the children's understanding of the Brownie and Guide activities. A few suggestions are given below for those parts of the Tenderfoot and Second Class tests that are affected by the language problem. Handicraft, physical training, the signs, salute, and Browne smile will make their simple, natural appeal to deaf children as they do to hearing ones. The only point that need be made about these is that the thing itself should always be shown first and the name for it taught afterwards.

Neither Brownies nor Guiders should be taught *knots* by twiddling with aimless bits of string. They can quite easily learn the use with the knot. Reef knots fit on ties and slings, a round turn and two half hitches will tie a toy boat to a bath plug or a dog to its kennel, parcel-making brings in overhand and slip knots, half hitches and loops. A small camp colour is a useful possession for both packs and companies. Properly flown, it uses sheet bend and clove hitch, while the same hitch or a lashing will fasten a short flagpole to a chair back. The flag will be helpful, too, for the Union Jack sections of the tests and, besides that, children love colour drill, and a knowledge of it is an asset to them when they are old enough to camp.

### BROWNIE RECRUIT TEST

Teaching the Brownie Law and Promise is one of the hardest puzzles a Guider to the deaf has to solve. A born-deaf child of seven or eight years old cannot possibly know much of "God and the

King" while phrases like "A Brownie gives in to others" and "Lend a hand" will be double dutch to her at first. Still, Brownie recruits must learn these things before they are enrolled, even though this will probably mean waiting longer than is usual for their enrolment. They may have to untold the ideas symbolised by those words by saying "A Brownie helps other people" or "A Brownie does not give in to herself" at appropriate moments.

The whole pack should repeat the Promise and Law often to make the children really familiar with them. A good time to do this is in the *Fairy Ring*, where this repetition, with tiny acted scenes to illustrate the phrases, can take place of the normal singing, which is impossible for deaf Brownies. This little ceremony will help to make a deaf Fairy Ring the thing of fun and form that Rings were meant to be.

### BROWNIE SECOND CLASS

"Learning by doing" is especially good for this whole test. *Composition of the Union Jack*. With coloured chalks, the children can learn to draw the crosses of St. George, St. Andrew, and St. Patrick. They can then build up the Union Jack from these. If the pack owns a small flag, as suggested above, the children will be thrilled to find out for themselves how its pattern is made up.

### RULES OF THE ROAD

These can only be taught well on the road, but there is a "traffic lights" version of "fox and geese" which is helpful and popular. Brown Owl will need one piece of red paper, another of yellow, and a third of green. Starting from the back of the room, the children take one step forward when the green paper is held up, one step backwards for the red, and stand fast for the yellow. Anyone making a mistake goes back to the beginning.

*Observation and description of something belonging to the outside world* is rather difficult to test. Probably the best way to deal with this section is to let the children, when it is possible, keep a pet or help to look after someone else's pet. If this cannot be done, they could grow some simple plant (such as mustard and cress or Virginia stock) or a tree near the pack meeting place could be watched over a period of time and a collection made of its twigs and leaves. Plenty of time should be given to this part of the test, which is a particularly helpful one to deaf children. The eyes of the deaf have to be used so much for watching other people's lips and hands that they are apt to ignore "the outside world" too much and so miss something that can enrich their minds immensely.

### GUIDE TENDERFOOT TEST

The language problem is less acute when the children reach Guide age and stage, though it is still there. The *Laws*, for instance, contain several things that are likely to be quite new to the recruits, for abstractions like "honour," "loyalty," and so forth are the hardest things of all for deaf children to grasp. Their love for any kind of acting can be a great help here. Captain should first rehearse them in scenes and playlets which will illustrate each law. Later they can be encouraged to invent scenes for themselves, and by these their understanding of the Laws can be tested.

The *Promise*, once the Laws have been grasped, is usually less difficult. The Guiders' school work has taught them something of the King, and they soon grasp the idea that they can serve him best by keeping their particular part of his country (including themselves!) as clean, tidy, cheerful and beautiful as they can. The idea of their duty to God, too, will have been planted in school. That is, the name of God will be familiar to them and—just because you cannot take it for granted that a deaf child knows anything—they may have been given more religious teaching than hearing children. The Guider can help by gradually linking the children's minds with all that is best in Guiding and themselves with their duty to God.

### GUIDE SECOND CLASS TEST

Most of the Second Class test is quite simple and enjoyable for deaf girls, though they may be rather slow over it. It is better to take them patiently and resolutely through it all rather than to "scamp" some, and let them feel that their deafness gives them privileges. This will not only be good for their mental health, but it will also make of Guiding a real bridge on which they can meet normal girls on nearly level terms. (If Captain decides that a girl is really incapable of taking any part of the test, she can apply to Headquarters for permission to give an alternative test. But this should very rarely be necessary.)

Deaf girls are often slow at Morse, but it is very good mental training for them, and they become quite keen if they are encouraged. Also, the Morse drill, like Colour Ceremonial, is a little more elaborate than ordinary company parading, and is excellent practice for lip-reading orders and co-ordinating movements.

A good way of teaching and testing the *Health Rules* is to let each girl make a collection of pictures (from papers and advertisements) illustrating the rules.

*First Aid* is another occasion for the use of "drama." And it is surprising how dramatic the girls can be when they stage a fire or accident for one another's tests! Beyond giving extra care and practice to this item and making it as realistic as possible, no allowance need be made in it for the girls' deafness. But they should be made to understand which accidents they should not deal with themselves. Introduce some of these into the tests and see what happens.

RIGHT MAKING



It may be that having been whirled by these articles on Right Making from ideas on the Cotswold manor house, via medieval manuscripts, Eastern rugs, Hamlet, Alice in Wonderland and the art of the potter, to the canteen worker who couldn't cook, the breathless Guider feels inclined to remind the writers that they set out to talk about Brownies, Guides and Ranger handicrafts. They did, and if the Guider will take a deep breath and go back to the beginning of the first article she will realise that all that follows is an endeavour to correct the misinterpretation which seems to have arisen with regard to handicraft as part of our Guide training.

Look at the four-fold balance of the training in the Brownie and Guide Second and First Class Tests—Intelligence, Handicraft, Health and Service—and please note, "Handicraft," not crafts. Obviously, then, our first duty is to teach the children to use their hands. The Brownies learn this in the play-way. Finger development, control, facility, neatness, learning to finish the job, are the things that matter in the pack. "We want to help them with their fingers," as an Eagle Owl once said. Such things as empty cotton reels, matchboxes and Brown Owl's collection of bits and pieces, as well as coloured paper and chalks for Six charts, provide scope for ingenuity also, while the results please the child without in any way hampering her artistic development, or imposing horrors of "craftiness" on people who know no better than to accept them. There is no danger whatever that the Brownie will not outgrow her affection for the matchbox chest of drawers, nor is there any likelihood of its being offered for sale at the pack or company bazaar.

But the Brownie also learns to hem, to darn, to sew on buttons, and one who has passed the Golden Hand test has achieved a very considerable deftness and control in the use of her hands. Through her test work, then, the Brownie is undoubtedly given the right start. Now let us think seriously about Guide handicraft. How the present ideas regarding this have evolved, it would be difficult to discover, and their origin is best left buried in the past, but it must be admitted that nowadays few self-respecting Guide companies feel their programme to be complete without the inclusion of so-called handicrafts, often the decorating of articles bought ready made. Trainers, too, are not without blame, for some of us, brought up in the faith, have spent a good deal of time teaching just those handicrafts. However, here is surely a message of good cheer for the conscientious Guider or Trainer who has struggled in the past, sometimes unwillingly, to do her duty in the matter of craft work. In no part of the Guide training scheme is it required of us that we shall teach "handicrafts" as generally understood. But in Policy, Organisation and Rules, rule 1, paragraph 1, we read "teaching them handicrafts useful to themselves." How, then, is this to be interpreted? The answer is that it need not be interpreted. Teach the Tenderfoot and Second Class and First Class Tests well and you are teaching the Guides useful handicrafts. Encourage them to follow their own bent in badge work, providing the right teaching for them (this is important) and you are doing your duty by the Guides with special ability, and allow the ordinary needs of the company to provide scope for everybody's originality, resourcefulness and desire to "make things."

Consider the knotting and firelighting section of the Second Class Test as handicraft; a triangular bandage to be folded neatly into a narrow-fold bandage, a sling to be comfortably arranged, a reef knot to be tied in the right place with the ends properly disposed of—all this is handicraft, learning to use the hands. For other knots, let the Guides have good rope where rope is indicated, not harsh, hairy stuff that has no beauty and is painful to use. Teach them to whip the ends and to keep the rope clean so that they may enjoy using it. Realise that learning to tie the knot at the right part of the rope, avoiding long, untidy ends, contriving the bowline so that the loop is exactly the length required, making a really good job of a parcel, etc., are all good handicraft, and Guides can be taught to appreciate the beauty of well-used knots, for undoubtedly there is real beauty in them. And who can deny the handicraft value of firelighting? Hand muscles are developed in the removal of dead wood from the trees and in the breaking of that wood into pieces of appropriate length. The most useful woodpile is the best arranged, and judgment and neatness come into play in the making of it while the actual building and lighting of the fire are delicate operations requiring considerable skill and control.

The Handicraft section of the First Class Test needs no elucidation. Through the Cook, Needlewoman and Child Nurse Badges, Guides are learning further to use their hands with skill and intelligence in doing things that every woman ought to be able to do.

If I have laboured the point in trying to show the handicraft value of the ordinary Guide tests, it is because we have tended so much to overlook it in our striving after "Handicrafts."

For the Guide with special interest in handwork there is ample provision in the badge list. She can choose what appeals to her individually and work at her own pace, safeguarded by the fact that all the badges are carefully thought out by experts and none of them is in any way liable to lead her artistically astray.

Finally, apart from the specific handicraft included in the tests, the daily needs of the Guide company offer scope for much "making," and right making it is, too. Why buy a notice board, for example? Why buy cases for Colours? Dare one say, why buy the Colours themselves? The enterprising company will challenge

itself to make, as far as possible, its own equipment. Patrol boxes, first aid boxes, triangular bandages, apparatus for teaching the tests and for games can all be made. Log books can be beautifully written, illustrated, bound and decorated by the company. Guides can make their own haversacks, or, better still, rucksacks, and camp equipment, personal and company, should be made by the Guides whenever possible.

It is hoped to publish later on in THE GUIDE descriptions of how to make various articles for the company use. Ranger handicrafts are not being forgotten, but as Rangers have generally reached the age of specialising, later articles on particular handicrafts will probably be of most use to them.

MARGARET L. MARTIN,  
Assistant Commissioner for Training.

THE GUIDE MOBILE TEAM

MANy people were interested in the account of the Guide Mobile Team, which appeared in the December GUIDER, and welcome offers of service and some gifts of money were received as a result. In the three months that have elapsed since the article appeared, readers will be interested to hear that the Team has been in action in Coventry, Manchester, and London, as well as doing another spell of duty in the Chislehurst Caves. The work for the Pioneer Corps had to be brought to an end or it might have become a permanency "for the duration," which was not the kind of service the Team sought to give. It was, however, with real reluctance that the Team and the Corps parted company, and the soldiers gave the Guiders a splendid send-off—including speeches, "Auld Lang Syne," and the gift of regimental badge brooches.

One of the most valuable bits of service that the Team has so far been able to give was at Coventry. Here the Guiders were housed in a cell for women drunks at a police station! They were called by the night sergeant at 5.30 a.m. with a cup of tea, and were hard at it all day till 11.30 p.m., when they closed their canteen. They worked in an air raid shelter, and their job was to feed 80 policemen who had been drafted into Coventry from the neighbouring counties or Worcestershire and Herefordshire; and to supply countless cups of tea to all and sundry who came to the police station. To begin with they had to do all their cooking on two Primus stoves, but before long a little legitimate looting produced some bricks and firewood, and a camp kitchen was soon rigged up in the police station yard to the great satisfaction and admiration of the police!

At Manchester the first job was in a rest centre for bombed women and children. One Guider arrived there on Christmas Eve and worked on non-stop through the night and all through Christmas Day. At first she had very few helpers, and only 29 enamel mugs and one Primus stove to do anything with. Her work included feeding, washing, and replenishing first aid dressings for somewhere round 200 people each day. By Boxing Day the horse-box had taken the road again and was being driven to Manchester. As soon as it arrived the Team (by this time the one Guider had been joined by others) was moved to the main police station, and began work for the Manchester Corporation A.R.P. Authorities. The job assigned it was canteen work amongst the A.F.S. men and Demolition Squads and Home Guard, who were still at work throughout the town. It was quite an excitement driving at night in a strange town through blackout, fog, cold, debris, and craters. For several shifts each day and night for ten days this work was carried on. So numerous were the ports of call that even though the horse-box was piled high with food, more was wanted, and after the start three private cars belonging to Guiders were used as well. The Corporation refused to allow the Team to depart till their place was taken by another Mobile Canteen, one produced by the Ministry of Food and presented by Trinidad and Tobago. Everywhere they went they were greeted with deepest gratitude and enthusiasm, and constantly heard such things as "God bless you, Miss," and "I shall remember you all my life."

It was a particular pleasure to the Team to be able to work for our own Chairman in London. Most readers of THE GUIDER will know that Mrs. Marsham is the head of all the Y.M.C.A. Canteens. One of the main Y.M.C.A. Clubs for the Services in London is at the old Westminster Hospital. Here over Christmas they were very short of helpers, and so a team of eight Guiders went to help. "The Girls" (as the Team was known in Westminster) slept in the basement at the Club, and their day began at 6.15 a.m. and continued till 11 p.m.; there was also a shift always on night duty. Their work consisted in laying meals, waiting at meals, clearing away and washing up; also in running an ever-open canteen. They served meals for an average of 300 men per meal, but on their busiest morning (after London's fire raid) the numbers were up to 600. As only a limited number of these could feed at a time, each meal had to be repeated endlessly till it was time to begin the next. "The Girls" found it a strenuous life, but they enjoyed it immensely and worked in very happily with the ladies of the Y.M.C.A. Since the Christmas rush a certain amount of help has still been needed, and the Team has supplied two Guiders to be always at work there.

Since helping in Coventry and Manchester the Team feels it has played its part in the war in the way it had wished to play it. Much useful work has been done elsewhere in many directions, but in Coventry and Manchester, in the dust and debris of bombed cities, the Team really found itself.

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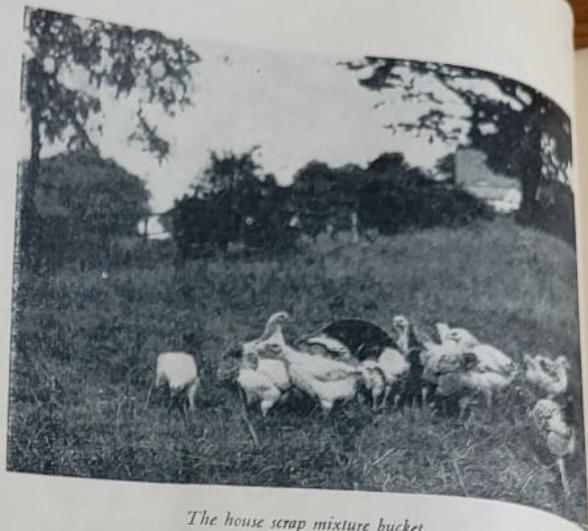
# KEEP HENS AND HELP THE NATION'S FOOD SUPPLY

III

## HOW TO FEED YOUR LAYERS IN WAR-TIME

by

PHYLLIS KELWAY  
F.R.H.S., S.P.B.A.



The house scrap mixture bucket.

WE hear a lot nowadays of communal feeding; I think this war-time habit that has been forced upon us can be applied successfully to hens. Hundreds of people all over the country are keeping half a dozen to a dozen birds; they are feeding them on house-scrap eked out by the allowance of cereals given you not club together over this difficult feeding problem? Not every person has accommodation for poultry, but every single household has a certain amount of waste from the table. If one of you who has housing space for two dozen or even three dozen birds, would take the responsibility of the precious pullets, while six or more others would come forward with bags of housescraps, everything in the poultry garden would be lovely. The actual feeding of birds is the stumbling-block in these hard days. Much has been written in favour of housescraps, but the quantity of scraps produced by one household rises and falls, and the number of birds kept must be well within that feeding margin.

It would not be necessary to run round every day to the poultry-keeper's house with the scraps; once a week would be enough, but the scheme should be carefully planned so that the person actually feeding the birds knows more or less what she can expect. For instance, rather than that the scraps should be delivered by six people all at the week-end, I am sure it would be easier for the poultry-keeper if three friends delivered the goods on Wednesday, and the rest on Saturday.

The saving of scraps needs to be carried out with some thought if it is to be pleasantly done. Do not try putting sodden potato peelings into paper bags. This is a very common custom. I have endless bags brought to my house, and I spend considerable time anxiously peering into each to discover the contents. Sometimes a bag contains bones for the dogs, sometimes cabbage leaves for the rabbits, sometimes even ash for the drive in frosty weather. All these items are acceptable, but paper *does* rot when damp. I have lifted many a bag whose bottom has fallen out and the contents been strewn on the carpet. The best utensil for keeping scraps until they are ready for use is a pail, preferably one with a lid. Almost any scraps can be put into this: potato peelings, fish skin, meat scrapings, and any vegetable skin such as from carrots, cabbages and brussels sprouts. This conglomeration should be kept on the dry side; it will then scarcely smell at all, especially if you put the lid on. I use my scraps once a week; they are kept under a table in the kitchen and only the long nose of my Alsatian puppy detects the presence of anything unusual.

Now comes the poultry-keeper's side of the job. If you have more than two dozen birds you will require a very large pail, or perhaps an old copper, in which to boil down the stuff brought to you. Big pieces should be cut up so that no bird runs off with more than her share of any one ingredient. Then the whole mass can be put over the fire, enough water being added to allow the mixture to boil. If you have a large amount of housescraps you may have to leave it simmering for a couple of hours. Anyway, it should not be fed to the birds until everything is soft. A large wooden spoon is a great help, although a straight flat piece of wood can be used; it is quite easy to cut a two-foot strip of wood into the shape of a child's seaside spade.

The Ministry of Agriculture has been taking a census of poultry-

keepers whose flocks are less than fifty birds in number, so I hope that you have registered in order to ensure your ration of feeding stuffs. The quantity allowed will be small, but it will be a tremendous help to the small-unit poultry-keeper. Not only will the addition of layers' mash to the boiled housescraps make the mash more palatable, but it will increase egg production. You should add this layers' mash to the scraps after they are soft, and mix it in until the pudding is of a crumbly consistency. You may have to pour some of the water off before adding the mash, for on no account should sloppy stuff be fed to your birds if you want them to stay in good condition.

A poultry-fan friend may tell you that you cannot keep hens on wet mash alone. Before the war we were careful to provide wet mash, dry mash and grain in what we considered a balanced ration, but to-day we have to feed what we can. On a scientific poultry farm an experiment was carried out recently in which the birds were fed on wet mash (of which 10 per cent. was actually sawdust!) for eight weeks without any grain being given, and the egg production was excellent. So do not be discouraged, but collect every pound of house scraps you can and turn them into every 2-ounce egg of which your hens are capable.

### HAS ANYONE FORMED A POULTRY PATROL YET ?

IF SO—WRITE AND TELL US  
—PLEASE !

### DONATIONS TO THE GUIDE RELIEF FUND

2nd Highland Brownies sent £3, collected through an entertainment. Entertainment was originally planned to help Uncle Mac's radio appeal for a mobile X-ray. Blackout difficulties prevented this but they were most enthusiastic about giving it to the Relief Fund. There are local children in the pack and also evacuees from Britain and Camberwell.

1st Hayes Guides, Kent, sent £2 7s. as a 21st birthday gift. Guide's own idea.

Hull Girl Scouts in Massachusetts sent five dollars to be given to Guides in Hull, England, who might be in need through the war to demonstrate their sympathy with England.

Arundel and Littlehampton Boy Scouts Association sent £2 10s. 6d. as a donation. It was half a church collection taken at the Chief Scout's Memorial Service.

£2 16s. 10d. from Memorial Service attended by Scouts and Guides in Holy Trinity, Coventry.

A Guide in Sussex sent 1s., "this small token in memory of my well-beloved Chief Scout, Lord Baden-Powell."

9s. from 36th Eastbourne Company (evacuated to Llandudno) collection made on its first birthday.

14s. 6d. from Memorial Service collection taken in Dover.

Also proceeds of Memorial Services at Wigston, Leicester, Greenford, Middlesex, Cleaton Moor, Cumberland.

Proceeds of Bring and Buy Sale at Wilmslow Modern School, Cheshire.

18s. 5½d. from Westonbirt Guides for acorns and beech nuts picked up.

6s. earned by a Guide and sent in memory of the Chief Scout.

£1 11s. 7d. from Hendon Division, the Guides' share of the collection taken at the Memorial Service for the Chief Scout.

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# RETURNING TO OUR MUTTONS

by

CATHERINE CHRISTIAN



AS the Movement a plan for Peace? Have you? If so, what is it?

Some challenges must be answered by a password before one can proceed further. What is your answer to that challenge, flung out in impatience, and genuine anxiety, by a young Guider to an older one, not long ago? Can you answer immediately for yourself, if not again? Are your plans laid, at least in outline, beginning from the "cease fire" and the last "all clear"? Or are you content to live in the uncomfortable present, and a rosy future which begins well after the war has ended, when "things will be normal" again? Are you just muddling through?

Many people may think this question is out of order. "Let us finish the war and then we'll see about the peace. One thing at a time. With the crisis upon us, we cannot spare an ounce of energy from the job in hand," they say. But are we, individually, as hard pressed as that, except possibly for short periods at a time? If our motto means something more than safety-pins under the lapel and a bandage in the pocket, we should have a plan, however fluid, however adjustable—a personal plan, beginning where the war stops—bridging the gap into an unimaginable future.

Before the war few of us could picture exactly what our work would be if war came. But there were certain preparations we could, and did, make. We took training in obviously useful subjects—first aid, nursing, catering, cooking. We tried to prepare the children in our care to meet the shock of air attack, we did our best to induce in them and in ourselves a certain attitude of mind—a steadfastness and matter-of-fact acceptance of danger which we need now and knew then that we were going to need.

It is the same with peace. How it will come—under what circumstances we shall be called upon to begin it, as a nation or as individuals we cannot tell, but we shall have to begin it, if we live, and certain aspects of it are predictable without undue exercise of the imagination.

Everyone agrees that this peace is going to be a hard peace. Not, we hope, hard in its major, political aspects, but certainly no comfortable and swift return to pre-war conditions of personal comfort. A war costing eleven millions a day is going to leave debts that will not be paid off in the lifetime of our youngest Brownie—material cash debts, quite apart from spiritual demands and calls upon our tolerance, our understanding, our initiative, that may well drain those higher resources to the uttermost.

There is only one lesson that will stand our Guides in good stead for a journey into the inescapable future. Luckily for us, it is the Chief Scout's lesson—simplicity. We shall all have to do with much less of everything and we shall all have to do a lot more for other people. Guide training, rightly applied, holds the secret of just such a pioneer period. Perhaps, in the big sense, that is the Movement's "Plan for Peace." Children deeply trained (not superficially educated) in the Guide and Scout Law and the practical tests, children used to camping light, hiking without equipment, earning, not begging their funds, improvising, not demanding, such things as they need for their various ploys, will stand a very fair chance in a world of hard facts, where money will not necessarily procure even life's necessities. Guide and Scout training shifts the emphasis from "What am I going to get?" on to "What can I give?" It also shifts the emphasis from "What I must have!" to "What can I do without?"

This war is being fought to liberate the individual. Unless we can produce at the end of it individuals sufficiently responsible to justify their freedom, we had better submit now to the regimentation of the Nazi's nightmare nursery and save ourselves the indignity of being unable to eat our cake after kicking and screaming to have it. If we are to have a truly democratic world of intelligently co-operating individuals at the end of the war, we had better begin being intelligent and co-operative ourselves not only with the people we like, but, in democratic spirit, with those who think differently as well. If we want to prepare our Guides for peace, as we did prepare them for war, we cannot do it better than by returning to the very and essential muttons of Scouting, and employing as much time as possible on the backwoods training that every normal young creature, girl or boy, loves best in the whole game.

This is all very obvious, and it begins as plans should, with the first step out over our own back doorstep. It is not, probably, what young enthusiasts want to hear when they ask, "Have you a plan for peace?" Their minds jump to economics and politics, to world federations and repatriation of peoples. They are clear on what they mean to abolish in the new world, even where they are not clear on what they want to establish. But it is more important to know what you plan to build than to clear your site. Some trees may shade your new house and shield it from rough winds. Some tangles of

undergrowth may be more sightly from its windows than barren hill-side and the scars of the axe. Be sure what you want, even if you come at it by a process of reversals—by saying, "In the new world I don't want —" and then finding the opposite of that unwanted phenomena. It is more important a thousand times, psychologically and spiritually, but above all practically, to affirm a positive than disclaim a negative, when dealing with youth. The Chief Scout built his life's work on positive affirmations. "A Scout is —" "A Guide does —" If your plan for peace has no place in it for mass unemployment, say "In the new world there shall be a place and a satisfaction for everyone. No man shall stand idle or be denied the satisfaction of active participation in the labour of the community." It may sound a long way of saying "There shan't be any unemployed." It but at least it suggests to you the further questions involved. It makes you wonder why there was not a place for everyone before the war. It makes you try to find out for yourself if there possibly can be in the future. It makes you want to find out. It is the people who want to find out enough who push ahead into unexplored country of human experience. And just ahead of us all lies country that is totally unexplored. That is what is making us hesitate now. That is why, in the words of a contemporary, we feel "like a blind man looking in a dark room for a black hat that isn't there." But the feeling is illusion. We aren't blind. The darkness will lift. Just ahead lies a new day to be lived in the experience of man—a day of cosmic experiments—of emerging values. A day in which Man, if he is brave enough, may go forward out of stormy adolescence to a new, divine maturity. But—Let there be peace, and let it begin with me—we have prayed. If there is to be maturity, that, too, must begin with the "I"—with Mary Smith, keeping house for her old parents in the country and worrying over the butter ration, and Jane Brown, teaching school to a medley of ill-assorted town and country children, and Ellen Smith, run off her feet in a hospital ward fourteen hours a day.

As you climb higher, you see further. But the spiritually mature woman is seldom the woman who has self-consciously striven to "improve." She is often the woman who has become adequate to life's occasions by coping valiantly for years with a never-ending series of minor crises. The woman who has given her mind to things, who can, and will, scrub floors, or type, or dig, or entertain, learning as she goes along, taking risks where she doesn't "know how"—bringing a gallant spirit to the adventure of the obvious.

Has the Movement a Plan for Peace? Yes. Its plan is radical to its very existence. It exists to develop the best in those who join its ranks, and that best is the material that will be needed as the very fabric of the new peace. Have we a plan as individuals? We should have. A plan of expansion—a plan to grow—to choose consciously to be inclusive people, not exclusive—to be intelligent, not bigoted—to think, even if thinking is a painful process—to learn, even if learning is hard.

What of a bigger, more concrete, more immediate plan? With the resources at our disposal within the Movement, we could make one, if we chose. We might, for example, set aside certain people from our ranks—Guiders and Rangers—who could afford to sacrifice some years of their time—and train them now for service after the war on reconstruction in foreign countries. They could work as Guides, through and with the Guides of those countries. There will be much to be done. Doctors, nurses, teachers, engineers, architects and a dozen other skilled professions could be invaluable—so could plain, sensible women, kindly and capable, who would be willing to help in the unspectacular tasks. Women who would work in soup kitchens, and hostels, canteens and isolation hospitals, orphanages and crèches. Women who would neither ask nor expect thanks, but work for the sake of the task to be done, withdrawing unostentatiously as the women of the country itself were able to take over their task.

Such a scheme, if it ever came to be organised, would ask real sacrifices. It would also demand certain definite qualifications. Are you a First Class Guide? Have you the knowledge which would entitle you to Interpreter and Cook, to the Nursing Badges, to Cyclist, Horsewoman and Motorist. Can you change a baby and dress wounds? Can you furnish a room with three packing cases and a few yards of cretonne, and make a home of it? Can you take two-pennyworth of bones and an assortment of vegetables and make enough soup to satisfy ten hungry children? Could you pass Samaritan Badge, or House Surveyor, or Health?

If you couldn't, why couldn't you? You are a Guide. Someday Guiding may offer you a chance to help further afield than your own company or your own country in a great, all-embracing, practical "plan for peace." While there is still time, before that peace is yet upon us, let us return to our essential muttons. Let us make certain that we are prepared.

[March, 1941

## THE GUIDER

### NIGHT VIGIL



HERE'S a feeling in the air to-day," somebody said to me. "Let's go to the country. There's a secret look about those clouds."

I glanced up at the heavy paper-white sky. "Yes," I agreed. "It looks as though anything might happen at any moment."

A few minutes later three bombs fell out of that peaceful sky, not two hundred yards away from us.

It was a rude reminder of the war, which we had both forgotten while we indulged in a spell of self-pity. We were tired, life was rather colourless, family affairs were not going well, personal worries had become bogies. The winter had been long and difficult and the restlessness of spring was fretting us. We felt we had used up all our energy and enthusiasm and it was time something nice happened! Almost immediately something did happen. It wasn't nice, but it did what was needed, it jerked us back to our senses again. We forgot our troubles—or saw them in proportion. In any case, we stopped feeling sorry for ourselves.

It is now two-thirty in the morning, and I am sitting outside the Council Chamber at Headquarters keeping watch. The pre-cooding watchers have just gone off duty, and my partner is tucked up in the Council Chamber, later on she will take over from me, but she is fast asleep now. All the other members of the staff who live in the Headquarters in the day-time, can imagine how strange it is to be the only person awake in this great building? There is not a sound except the loud ticking of the grandfather clock given to us by Miss Baden-Powell when Headquarters was built. It is still ware and waking—otherwise everything is quiet.

Jerry was rather busier to-night than he has been lately. But so were the guns of London, and he thought better of it and went home before midnight.

This is the first time I've been on fire duty at night at H.Q. and, having always had a fondness for the roof, I went up there for a moment when I took over, to get a breath of fresh air to wake me up. It is a strange night, with heavy clouds brooding low over the city. But there is light behind them; a still white radiance, throwing their blackness into prominence. London in the depths of the night, is awake, busy and vigilant. Directly I stepped out on to the roof I was conscious of that. The intensity of the silence stressed the fact in the same way as the light behind the clouds threw them into bold relief. There was nothing definite—but nothing dead. London is on guard to-night as she was long ago in the days of the Romans when her mighty future lay before her, with all its glories and all its shame.

I thought of the Roman sentries keeping guard on London Wall on a spring night like this. Could they imagine that little sleeping village as it is now, the vast angry giantess, toothless and defiant, grim and grimy with age, scarred and pock-marked and fiercely scornful? It is unlikely. The average Roman probably cursed, as I did, when the guard shook him out of a dream of his home country. He cursed as he paced the wall. Londinium was a far outpost in a land of mist and cold, worth guarding well simply because duty done well might bring its reward of leave or promotion—a recall to Rome, where the sunbaked marble scorched your sandals and the blossom flamed against the electric sky. He was cold and sleepy and fed up with this wretched little island, where winter seemed to drag on interminably into spring. He could not imagine what the Emperor saw in it, why he couldn't leave it to the savages who inhabited it and who seemed to consider it worth defending. There was a movement out there in the marshes. A spear flew through the darkness. A cry broke the silence. Then nothing. Cold, irritation, dreams of spring in a beloved country, all these were at an end. But Londinium, the little desolate outpost, still stood, as it stands to-day, the frontier outpost of a greater Empire, the heart centre of a mighty race, descended not only from those savages who wore out the Roman patience so many centuries ago, but from the Romans as well, the race who swore to conquer them.

A spear flung in the night, a bomb falling out of the spring sky. Mankind fretting for the same things now as he did then, and none of his personal frets mattering one iota in the scheme of the universe. The sentry died—but London still went on, Rome still went on, mankind went forward and learnt much of good along the way, even though he also learnt to make a weapon which at a single stroke could cause infinitely more destruction than a spear thrown by a savage. The descendants of the Roman Emperor fly now before the descendants of the early Britons and the centurions who paced London wall. But in Rome the blossom still graces the ruins of the Capitol. In London the crocuses are jewels under the trees in the parks though bomb craters mar the beauty of the lawns. In the English countryside the primroses are flowering, the trees are waking to new life, the larks are singing, undaunted by the drone of aircraft. These things go on unshaken, while the human race wrestles now in the grip of the greatest struggle ever caused by man. Quarrels there have been in the past, mass crime and bitter hatred for the sake of a scrap of land here, a scrap of paper there. The ultimate issue was unimportant, therefore the spirit of the individual mattered little. To-day mankind wrestles in a cause greater than he can even dimly understand, a cause in which the opposing sides are not one race of men against another but the intangible Forces of Good and Evil.

To-day, while the personal wishes of the individual count for less than they have ever done, the spirit of the individual is more vitally important than it has ever been. We dare not slacken our pace, however weary we may be; we dare not close our eyes to the future, no sickened we may be; we dare not with the smoke of a trust greater matter how fiercely they may smart with the smoke of a trust greater. For upon each one of us, and on our vigilance, depends a trust greater than we shall ever understand.

The little clock beside me has just struck four. Heavy lorries are beginning to rattle by in the street. On a Surrey hillside that I know, the darkness is beginning, imperceptibly, to lift, the hand of spring is stirring the roots of the bluebells. A lamb bleats. Life is born again, and a new day is dawning—a day from which, in the fullness of time, must be born a new world.

MARGARET TENNYSON.

### ANNUAL COMPETITION FOR HOSPITAL COMPANIES AND PACKS

The competition will take the form this year of Patrol Charts from each company, showing the progress of the Guides in Tenderfoot, Second Class, First Class and badge work for two months. These charts to be the work of the guides themselves. Companies are also asked to send in one original game, invented either by one of the Guides or Guiders and tried out in the company. The same competition to hold good for Ranger companies, applying the charts to the Ranger tests.

For Brownie packs, the charts may be the combined work of both Guiders and Brownies, but Brown Owl must state how much help she gave to the appearance of the charts. The competition period may consist of any two months between the appearance of this notice and June 30th, by which date all entries must be in, with a covering letter giving a brief general (but not individual) description of the company or pack.

We hope to send a copy of the games sent in for the competition to every company and pack which enters, so do all enter for it this year, and ensure a valuable collection of games for us all to use.

Please note that this competition is only for hospital companies and packs, and not for post companies and packs.

Please note that this competition is originality and fun, value of the game, progress of each Guide, Brownie and Ranger on the charts, and for the workmanship of the charts.

If you are entering for the competition, please send name of company or pack on a post card to me by April 1st, and please note, that to save paper, and postage incurred in sending round to all counties, this will be the only intimation of the annual competition.

Please write to me if there is any question you would like to ask about the competition.

P. G. LATTER

(Hospital Companies and Packs),  
Weald Place, Sevenoaks, Kent.

Assistant Commissioner for Extensions

### WHAT TO EXPECT AT FOXLEASE

Official permission has been given for training to continue at Foxlease at present.

DON'T forget that you can get to Foxlease by Coach and the coaches are seldom more than fifteen minutes late and much cheaper than Railway travel. Book to Lyndhurst.

#### TRAINING DATES

Feb. 28th-March 7th. Guide and Ranger.	June 20th-27th. Guide.
March 11th-18th. Brownie and Guide.	July 1st-8th. General.
March 21st-28th. Guide.	July 11th-18th. Guide and Ranger.
April 1st-8th. Woodcraft and General.	July 22nd-29th. General.
April 10th-17th. (Easter.) General and Cadet Guiders.	Aug. 1st-8th. Guide.
April 22nd-29th. Brownie.	Aug. 12th-19th. Patrol Leaders.
May 2nd-9th. Guide.	Aug. 22nd-29th. Hampshire Youth Committee.
May 13th-20th. General.	Sept. 2nd-9th. General and Woodcraft.
May 23rd-27th. Ranger Week-end.	Sept. 12th-19th. Guide.
May 30th-June 6th. (Whitsun.) General.	Sept. 23rd-30th. Brownie and Guide.
June 10th-17th. Brownie and Guide.	

#### TRAININGS AT FOXLEASE

Guide Weeks—Guide training for Guiders. Brownie Weeks—for Brownie Guiders.  
Ranger Weeks—for Ranger Guiders. General Weeks—include all the above.

#### 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.



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, 15-16, Buckingham Palace Road, London, S.W.1.

MSS., photographs and drawings cannot be returned unless a stamped addressed envelope is enclosed. No responsibility can be accepted by the

Editor in regard to contributions submitted, but every effort is made to ensure their safe return should the necessary postage be enclosed. Subscriptions to be sent in to The Secretary, Girl Guide Imperial Headquarters, 17-19, Buckingham Palace Road, London, S.W.1. "The Guider" is sent direct by post from Imperial Headquarters to any part of the United Kingdom at the rate of 5d. per month (which includes postage). Post free for a year 5s. Foreign and Colonial, 5s. post free.

HEADQUARTERS NOTICES  
MEETING OF THE COMMITTEE OF THE COUNCIL  
HELD ON FEBRUARY 11th, 1941

PRESENT:

The Hon. Mrs. Sydney Marsham, C.B.E. (Chair).  
The Countess of Clarendon,  
Mrs. St. John Atkinson,  
Lady (Murray) Anderson (co-opted).  
Miss Bardley,  
Sir Percy Everett,  
The Hon. Mrs. Geoffrey Gibbs.

Miss Anstice Gibbs.  
Miss Shanks (co-opted).  
The Lady Somers.  
Miss Ward.

By Invitation:  
Mrs. Mark Kerr, O.B.E.

BRANCH COMMISSIONERS

The following have agreed to continue in office for another year:—  
Miss Britton, Commissioner for Extensions.  
Miss Hartley, Assistant Commissioner for Music.

GUIDE RELIEF FUND

Donations received. Between January 7th and February 4th, £17 16s. 5½d. was received. This included a donation from Canada, and several companies sent the proceeds of Memorial Services for the Chief Scout. Other companies had celebrated birthdays or earned money by giving entertainments. One company made nearly £1 by collecting beech nuts and acorns.

Grants made. In the same period £24 0s. 10d. was paid out in grants to a Guider, three Rangers, three Guides and two Brownies, all of whom had lost their possessions, and in some cases were still ill as a result of the bombing of London, Coventry and Manchester.

YOUTH SQUADS

The question of Youth Squads was discussed by the Executive, and a special sub-committee was set up to consider how they may affect our Movement. It is hoped that full information on the subject will appear in the April GUIDER.

FRENCH GUIDES

The International Commissioner reports that French Guide companies are being formed in this country under the "Federation of French Scouts in Great Britain." The Executive agreed that everything should be done to help these companies.

CHIEF SCOUT'S FAREWELL MESSAGE

It is still hoped that we shall receive the Chief Scout's Farewell Message to Guides in his own handwriting and so be able to produce it in facsimile.

"THE GUIDER"

The Paper Controller has ordained that the paper consumption of THE GUIDER must be further reduced to 40 per cent. of the pre-war standard. This means that THE GUIDER must now be reduced to 20 pages, and also the quality of the paper cannot be so good.

DOMESTIC BADGES

It has been suggested that where domestic subjects are taught at school and certificates awarded, such certificates might exempt Guides from taking tests for their Domestic Badges. It was decided, however, that Domestic Tests must be taken as laid down in Policy, Organisation and Rules.

SERVICE STARS IN WAR-TIME

Owing to evacuation, black-out, etc., it has been difficult in many cases for Guides and Rangers to gain the 75 per cent. possible attendances necessary to win a Service Star. The Executive consider that where such cases arise it must be left to the District Commissioners to decide whether or not the Star shall be awarded.

Ranger Home Emergency Service. The signalling requirement for the Ranger Home Emergency Service shall be the Signaller's Badge (Guide) and not the Signaller Transmitter's Badge (Ranger).

ALTERATIONS TO THE BOOK OF RULES

Brownie Team Badge. It has been decided that this badge shall be withdrawn.

Brownie Proficiency Badges. Rule 32, page 32. The sentence: "Only Golden Hand Brownies may gain Brownie Proficiency Badges" should be added before "All Brownie Proficiency Tests must be dealt . . ."

CLOTHING FOR WAR VICTIMS

Commissioners and Guiders who are helping with war relief work through the Personal Service League, Women's Voluntary Services or other organisations, may write to Guide Headquarters if they would like further supplies for their depots or should they know of Guides or their families who are in need of clothing. It is understood that this clothing should only be used for people suffering as a result of enemy action.

Wonderful gifts of both second-hand clothing and new woollies are being received from Guides and Girl Scouts overseas and are being distributed to all parts of Great Britain. We are anxious that as many Guides as possible should benefit and also that they should assist with distribution.

Please write stating kind and quantity of clothing and sizes required, address to which it should be sent, and whether you can pay carriage or contribute towards it.

The Guide Relief Department will do their best to meet your needs.

AWARDS

Beaver. (For Good Service to the Movement)

Mrs. Herklots, Deputy Colony Commissioner, Hong Kong.

Medal of Merit. (For Good Service to the Movement)

Miss J. M. Speirs, Captain, 13th Jerusalem Y.W.C.A. Company, Palestine.

Silver Cross.

Company Leader Winnie Johnson, 2nd Southgate Company, Middlesex.

Although suffering from a broken arm, Winnie Johnson, by her quickness and gallantry, saved several children from injury and death when a horse bolted near where they were playing. The horse was tearing along a lane when a small child ran out of some gates in front of it. Winnie ran after the child, flung it to safety, caught the reins and pulled herself up on to the shafts of the cart. She brought the horse to a halt just before it reached a group of children who, but for her bravery, would undoubtedly have been seriously injured. Winnie's action would have deserved high praise had she been perfectly fit herself at the time. She is, however, to be doubly congratulated on her courage and skill in acting as she did while handicapped by having one arm in a sling.

Badge of Fortitude.

Ranger J. Towersley, Croydon Central Rangers, East Surrey.

Ranger Sena Thomas, Somerset Post Ranger Company.

Gold Cord.

Patrol Leader Brenda Payne, 1st Horley Company, Surrey.

CALENDAR OF EVENTS  
EASTER TRAINING WEEKS

ST. JOHN'S COLLEGE, YORK, THURSDAY, APRIL 10TH TO 17TH

Guide Training.—Trainers: Miss Kay, Welsh Assistant to the Commissioner for Training; Miss Morrison.

Brownie Training.—Trainers: Mrs. Brian Smith, Great Brown Owl; Miss J. Clayton, Commissioner for Brownie Training for England.

Ranger Training.—Trainers: Miss Lander, Commissioner for Rangers; Miss Martin, Commissioner for Rangers for Scotland. Three Trainings will be held simultaneously during Easter Week at St. John's College, York. The Guider-in-Charge will be Miss Shanks, Commissioner for Training.

Applications should be made to the Secretary, Miss Rainey, 61, Maple Grove, York.

The Fees will be £1 10s. 0d. for the week and applications should be accompanied by a deposit of 5s.

COMMISSIONERS' CONFERENCE AND TRAINING  
DIPLOMA'D GUIDERS' CONFERENCE

ST. JOHN'S COLLEGE, YORK, APRIL 18TH TO 25TH

The two Conferences will run simultaneously. The morning sessions will be in two sections—one for Commissioners and one for Diploma'd Guiders—and the afternoon's programme, when it is hoped to have outside speakers, will be shared. Details of programme will be given on application, which should be made as soon as possible, to Miss Rainey, 61, Maple Grove, York, accompanied by a deposit of 5s. The fee for the week will be £3.

Should grants towards travelling expenses be required, application should be made to the local Youth Committee.

ALTERATIONS AND ADDITIONS TO C.A. LIST

MIDLAND AREA.

OXFORD (Addition to come after Oxford City):  
OXFORD (HEADINGTON DISTRICT).—Miss G. Wells, Hovedene, Headington, Oxford.

NORTH-EASTERN AREA.

S.E. LANCs—WESTERN AREA (Alteration):  
LEIGH RECORDER.—Mrs. Eastwood. Should read: LEIGH RECORDER.—Mrs. Eastwood.  
MANCHESTER AREA (Alterations):  
CENTRAL MANCHESTER.—Miss Bromley. Should read: CENTRAL MANCHESTER RECORDER.—Miss Royle, Ancoates Hospital, Manchester, 4.  
NORTH-WEST MANCHESTER.—Miss Bromley. Should read: N.W. MANCHESTER.—Apply to C.C.A.  
UNATTACHED.—Miss Agnew. This should be omitted.

SOUTH-EASTERN AREA.

BERKSHIRE (Alteration):  
BRADFORD AND PANGBOURNE RECORDER.—Miss Mortimer, Blagrave Park, Mapledurham. Should read: BRADFORD AND PANGBOURNE RECORDER.—Blagrave Farm, Mapledurham.  
SUSSEX (Addition to end of list):  
UNATTACHED.—Miss D. Courthope.

# THE GUIDER

## SOUTH-WEST AREA

DORSET (Abolition).  
ACTING C.C.A. AND C.A. EAST DORSET.—Miss J. White, Oakwood, Dorset, Kingwood.  
Hants. Should read: ACTING C.C.A. AND C.A. EAST DORSET.—Miss J. White,  
at Skelbourne Manor, Marlborough, Wilt.

## LONDON

ASST. C.C.A.'s.—Miss V. Sympson, 28, Chryse Place, S.W.8.  
Lurline Gardens, S.W.11.  
Miss Bromley, 31, Albert Palace Mansions,  
COUNTY RECORDER.—Miss Paterson, Ontario, Holly Bush Hill, E.11.  
DORSET DIVISION.—Miss Holden, S. The Ridgeway, Enfield, Middlesex.  
GREATER EAST DIVISION.—Miss Wharham, 85, Warwick Gardens, W.13. Should read:  
W.14.

## NORTH-EASTERN AREA

YORKS (WEST RIDING NORTH), WEST AREA (Abolition).  
DEWsbURY.—c/o Mrs. Kay, 23, King Street. Should read: DEWsbURY.—c/o Mrs.  
Kay, 23, King Street, Mirfield.

## GENERAL NOTICES

Miss Midgley's typewriting and duplicating service has had to close down temporarily until a new office can be found! All correspondence to St. Aldhelm's, Asker Gardens, Bridport, Dorset.

### CALLED TO HIGHER SERVICE

Marjorie Olive Major, aged 25 years, a member of the 14th Swindon Ranger Company and Tawny Owl of the 1st Swindon Browne Pack. Her courage and bravery through much suffering was a wonder and inspiration to all.

Nina L. Westmore, enrolled September, 1917, 9th Cardiff (Heath), Captain, 45th Cardiff (St. Mark's), member of Bristol Old Guides, Assistant Secretary, Bristol Youth Committee, on January 3rd as a result of enemy action.

Eileen Bentley, the dearly loved Lieutenant of the 28th Birmingham (Central Hall) Guide Company, died suddenly on November 19th, 1940. St. Mary's District also affectionately remembers her mother, a valued Local Associate.

### "THE GUIDER"

Owing to shortage of space and postal delays due to the war, it has been impossible to include articles on the series The Second Class Test; and the Importance of Being Healthy, in the March issue. These series will continue in the April issue.—The Editor.

## Appointments and Resignations

Approved by the Executive Committee, February, 1941.

### ENGLAND.

- BIRMINGHAM. RESIGNATION.  
SPARKBROOK.—Dist. C., Miss F. E. Poole.
- CUMBERLAND. RESIGNATION.  
COCKERMOUTH.—Dist. C., Mrs. Handley, Beidick Vicarage, Cockermonth.
- COCKERMOUTH.—Dist. C., Miss M. Mitchell.
- DORSET. RESIGNATION.  
DORCHESTER.—Dist. C., Mrs. Turner, The Manor House, Piddletrenthide, Dorchester.
- DORCHESTER.—Dist. C., Miss A. Haddy.
- ESSEX. RESIGNATION.  
LAINDON.—Dist. C., Mrs. Bedford.
- HERTFORDSHIRE. RESIGNATION.  
WARE.—Dist. C., Miss M. Page-May, Wynches, Much Hadham.
- WARE.—Dist. C., Miss K. M. Cavell.
- KENT. RESIGNATIONS.  
ISLE OF SHEPPEY.—Div. C., Mrs. Glover.
- TONBRIDGE.—Div. C., Mrs. Bickersteth.
- EDENBRIDGE.—Dist. C., Mrs. Oliver.
- TONBRIDGE WELLS No. 2.—Dist. C., Mrs. Short.
- LANCASHIRE—NORTH-WEST. RESIGNATION.  
PRESTON CENTRAL.—Dist. C. (Temp.), Mrs. Hyde, Watling Street Road, Preston.
- LINCOLNSHIRE. RESIGNATION.  
BOURNE.—Div. C., Mrs. Goshawk, Horbling Vicarage, Sleaford.
- NORFOLK. RESIGNATION.  
OULTON BROAD.—Dist. C., Mrs. J. A. Robertson.
- OXFORDSHIRE. RESIGNATIONS.  
OXFORD CITY.—Div. C., Mrs. Houghton.
- SOUTH OXFORD.—Dist. C. (Temp.), Mrs. Tabuteau.
- STAFFORDSHIRE. RESIGNATION.  
LICHFIELD.—Dist. C. (Temp.), Mrs. Mariar, King Edward VI School, Lichfield.
- EAST SURREY. RESIGNATION.  
PURLEY.—Div. C. (Temp.), Mrs. Golds, Pinecrest, Homefield Road, Warlingham.
- PURLEY.—Asst. Div. C., Mrs. Golds.
- SUSSEX. RESIGNATION.  
THE FOREST.—Dist. C. (Temp.), Miss P. Benn, The Gables, Cuckfield.
- WARWICKSHIRE. RESIGNATION.  
LEAMINGTON NORTH.—Dist. C., Miss E. England.
- YORKSHIRE—WEST RIDING NORTH. RESIGNATION.  
HARROGATE EAST.—Dist. C., Miss E. Ackroyd, Ellerslie, Pannal Ash Drive, Harrogate.
- KNARESBOROUGH.—Dist. C., Miss G. Clarkson, Furrowfield, Scotton, nr. Knareborough.
- MIRFIELD.—Dist. C., Mrs. Garforth, "Tacoronte," Allesley Road, Mirfield.  
Please note that Miss L. W. Birstow, District Commissioner for Horton, has married and is now: Mrs. Miller, The Vicarage, Denholme, nr. Bradford.
- RESIGNATIONS.  
HARROGATE EAST.—Dist. C., Mrs. B. McCall.
- KNARESBOROUGH.—Dist. C., Mrs. B. McCall.
- MIRFIELD.—Dist. C., Mrs. Kay.
- YORKSHIRE—WEST RIDING SOUTH. RESIGNATION.  
NORWOOD.—Dist. C., Mrs. G. Steel.

### WALES.

- MONMOUTHSHIRE. RESIGNATION.  
CAERLEON AND CHRISTCHURCH.—Dist. C., Mrs. R. Evans.
- SCOTLAND. RESIGNATION.  
ANGUS. RESIGNATION.  
MUIRHEAD OF LIFF.—Dist. C., Mrs. Greig, Liff, By Dundee.
- RESIGNATION.  
MUIRHEAD OF LIFF.—Dist. C., Mrs. Douglas Murray.
- CITY OF EDINBURGH. RESIGNATION.  
LAURISTON.—Dist. C. (Temp.), Miss M. Stuart, 112, Polwarth Gardens, Edinburgh 11.
- ST. BERNARD'S.—Dist. C. (Temp.), Mrs. E. S. Fiddes, 16, Learmonth Gardens, Edinburgh.

### OVERSEAS.

- NEWFOUNDLAND. RESIGNATIONS.  
GRAND FALLS.—Div. C., Mrs. E. Campbell, Grand Falls.
- GRAND FALLS.—Dist. C., Miss M. Hanson, Grand Falls.
- RESIGNATIONS.  
GRAND FALLS.—Div. C., Mrs. Cooper.
- GRAND FALLS.—Dist. C., Mrs. Campbell.

### SCOTLAND.

- Approved by the Scottish Executive Committee.
- SCOTTISH COMMISSIONER FOR KINDRED SOCIETIES.—The Lady Stratheden and Campbell, Hartrigg, Jedburgh, Roxburghshire.
- SCOTTISH COMMISSIONER FOR RANGERS.—Miss M. L. Martin, 24, Hamilton Park Avenue, Glasgow, W.2.
- SCOTTISH COMMISSIONER FOR LONES.—Miss Cynthia Fraser, Stromeferry, Ross-shire.
- SCOTTISH POST GUIDE SECRETARY.—Miss Rhoda Whitelaw, Hatton House, Kirknewton, Midlothian.
- RESIGNATIONS.  
SCOTTISH COMMISSIONER FOR KINDRED SOCIETIES.—The Hon. Mrs. David Bruce.
- SCOTTISH COMMISSIONER FOR RANGERS.—Miss K. M. Wilson.
- SCOTTISH COMMISSIONER FOR LONES.—Miss H. D. Forman.
- SCOTTISH POST GUIDE SECRETARY.—Miss R. Callender.

## CLASSIFIED ADVERTISEMENTS

**FOR SALE**  
 Guide's Costume, medium size, 15s.—Collins, Reffolds, Newdigate, Surrey. Offers "Guides" for disposal, 1921-1928, 1931 to 1934; "Guides," 1931, 1932, 1933. or suggestions welcomed.—Box No. 94, c/o THE GUIDER, Imperial Headquarters.

**WANTED**  
 Wanted urgently, Brownie Uniforms. Could pay small sum.—Miss Mayfield, 6, The Park, Hull.

**Wanted, Guide Uniforms,** Bethnal Green Company. Small Payment Offered.—Seares, 54, Park Ridings, N.8.

**Wanted, small unfurnished house,** to rent.—Midgley, St. Aldhelm's, Asker Gardens, Bridport.

### EMPLOYMENT OFFERED

**WANTED AT HEADQUARTERS—**  
 Experienced Shorthand Typist required at Headquarters. Application should be made in writing at earliest possible date, to The Secretary, Imperial Girl Guide Headquarters.

**Good home offered** to capable woman, 40-50, in exchange for services as house-keeper-companion to completely bedridden Post Ranger and her Father. Comfort-able working-class modern bungalow in Lancashire Fishing Village. Keep and pocket money offered. Might suit Guider or Old Guide who has lost her home owing to enemy action.—Apply Box No. 95, c/o THE GUIDER, Imperial Headquarters.

### TYPEWRITING AND DUPLICATING

**Shorthand** (postal), 1s. Lesson. Experienced. Typewriting.—Guider, 64, Seafield Road, Bournemouth.

**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 2608.

### HOLIDAY ACCOMMODATION

**Near Foxlease.** Miss Hexter, the late Housekeeper, takes paying guests.—Green-gates, Lyndhurst, Hants. From 2½ gu.

**Cambe Martin, Devon.**—Camping Huts, fully equipped. Close sea and shops. Also bed-sittingrooms and tent pitches.—Boyle.

### 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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**PENTRE MAWR, GWAYNYNOG**  
Near DENBIGH, N. WALES

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Principals: MISS K. L. BAYNTON  
MISS M. Y. MOYES

Tel. Denbigh 66

**DORSET (Alteration):**  
 ACTING C.C.A. AND C.A. EAST DORSET.—Miss J. White, Oakmead, Burley, Ringwood.  
 Hants. Should read: ACTING C.C.A. AND C.A. EAST DORSET.—Miss J. White,  
 at Shalbourne Manor, Marlborough, Wilt.

**SOUTH-WEST AREA.**  
 LONDON.  
 ASST. C.C.A.'s.—Miss V. Synges, 25, Cheyne Place, S.W.3.  
 COUNTY RECORDER.—Miss Bromley, 31, Albert Palace Mansions, Lurline Gardens, S.W.11.  
 ISLINGTON DIVISION.—Miss Paterson, Ontario, Holly Bush Hill, E.11.  
 GREATER EAST DIVISION.—Miss Wharam, 55, Warwick Gardens, W.13. Should read  
 W.14.

**NORTH-EASTERN AREA.**  
 YORKS (WEST RIDING NORTH), WEST AREA (Alteration):  
 DEWSBURY.—c/o Mrs. Kay, 23, King Street. Should read: DEWSBURY.—c/o Mrs.  
 Kay, 23, King Street, Mirfield.

**OVERSEAS.**

**NEWFOUNDLAND.**

GRAND FALLS.—Div. C., Mrs. E. Campbell, Grand Falls.  
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 SCOTTISH COMMISSIONER FOR LONES.—Miss H. D. Forman.  
 SCOTTISH POST GUIDE SECRETARY.—Miss R. Callander.

**GENERAL NOTICES**

Miss Midgley's typewriting and duplicating service has had to close down temporarily until a new office can be found! All correspondence to St. Aldhelm's, Asker Gardens, Bridport, Dorset.

**CALLED TO HIGHER SERVICE**

Marjorie Olive Major, aged 25 years, a member of the 14th Swindon Ranger Company and Tawny Owl of the 1st Swindon Browne Pack. Her courage and gaiety through much suffering was a wonder and inspiration to all.

Nina L. Westmore, enrolled September, 1917, 9th Cardiff (Heath), Captain, 45th Cardiff (St. Mark's), member of Bristol Old Guides, Assistant Secretary, Bristol Youth Committee, on January 3rd as a result of enemy action.

Eileen Henty, the dearly loved Lieutenant of the 28th Birmingham (Central Hall) Guide Company, died suddenly on November 19th, 1940. St. Mary's District also affectionately remembers her mother, a valued Local Associate.

**"THE GUIDER"**

Owing to shortage of space and postal delays due to the war, it has been impossible to include articles on the series The Second Class Test; and the Importance of Being Healthy, in the March issue. These series will continue in the April issue.—The Editor.

**Appointments and Resignations**

Approved by the Executive Committee, February, 1941.

**ENGLAND.**

**BIRMINGHAM.**

RESIGNATION.

SPARKBROOK.—Dist. C., Miss F. E. Poole.

**CUMBERLAND.**

COCKERMOUTH.—Dist. C., Mrs. Handley, Bridekirk Vicarage, Cockermouth.

RESIGNATION.

COCKERMOUTH.—Dist. C., Miss M. Mitchell.

**DORSET.**

DORCHESTER.—Dist. C., Mrs. Turner, The Manor House, Piddletrenthide, Dorchester.

RESIGNATION.

DORCHESTER.—Dist. C., Miss A. Hannay.

**ESSEX.**

RESIGNATION.

LAINDON.—Dist. C., Mrs. Bedford.

**HERTFORDSHIRE.**

WARE.—Dist. C., Miss M. Page-May, Wyches, Much Hadham.

RESIGNATION.

WARE.—Dist. C., Miss K. M. Cavell.

**KENT.**

RESIGNATIONS.

ISLE OF SHEPPEY.—Div. C., Mrs. Glover.

TONBRIDGE.—Div. C., Mrs. Bickerssteth.

EDENBRIDGE.—Dist. C., Mrs. Oliver.

TUNBRIDGE WELLS No. 2.—Dist. C., Mrs. Short.

**LANCASHIRE—NORTH-WEST.**

PRESTON CENTRAL.—Dist. C. (Temp.), Mrs. Hyde, Watling Street Road, Preston.

**LINCOLNSHIRE.**

BOURNE.—Div. C., Mrs. Goshawk, Horbling Vicarage, Sleaford.

**NORFOLK.**

RESIGNATION.

OULTON BROAD.—Dist. C., Mrs. J. A. Robertson.

**OXFORDSHIRE.**

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SOUTH OXFORD.—Dist. C. (Temp.), Mrs. Tabuteau.

**STAFFORDSHIRE.**

LICHFIELD.—Dist. C. (Temp.), Mrs. Marlar, King Edward VI School, Lichfield.

**EAST SURREY.**

PURLEY.—Div. C. (Temp.), Mrs. Golds, Pinecrest, Homefield Road, Warmingham.

RESIGNATION.

PURLEY.—Asst. Div. C., Mrs. Golds.

**SUSSEX.**

THE FOREST.—Dist. C. (Temp.), Miss P. Benn, The Gables, Cuckfield.

**WARWICKSHIRE.**

RESIGNATION.

LEAMINGTON NORTH.—Dist. C., Miss E. England.

**YORKSHIRE—WEST RIDING NORTH.**

HARROGATE EAST.—Dist. C., Miss E. Ackroyd, Ellerslie, Pannal Ash Drive, Harrogate.

KNARESBOROUGH.—Dist. C., Miss G. Clarkson, Furrowfield, Scotton, nr. Knareborough.

MIRFIELD.—Dist. C., Mrs. Garforth, "Tacoronte," Allesley Road, Mirfield.

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NORWOOD.—Dist. C., Mrs. G. Steel.

**WALES.**

**MONMOUTHSHIRE.**

RESIGNATION.

CARLEON AND CHRISTCHURCH.—Dist. C., Mrs. R. Evans.

**SCOTLAND.**

**ANGUS.**

MUIRHEAD OF LIFF.—Dist. C., Mrs. Greig, Liff, By Dundee.

RESIGNATION.

MUIRHEAD OF LIFF.—Dist. C., Mrs. Douglas Murray.

**CITY OF EDINBURGH.**

LAURISTON.—Dist. C. (Temp.), Miss M. Stuart, 112, Polwarth Gardens, Edinburgh 11.

St. BERNARD'S.—Dist. C. (Temp.), Mrs. E. S. Fiddes, 16, Learmonth Gardens, Edinburgh.

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# THE GIRL GUIDES ASSOCIATION PRICE LIST

(March, 1941)

	Price	Postage
	£	s. d.
<b>ON BADGE WORK</b>		
Astronomy Simply Explained for Girl Guides. By F. W. Murray	1	0 2d
A Tenderfoot's A.B.C. By J. Herbert	1	4 1d
Baby of To-day. The First Principles of His Management. By Mrs. J. L. Hewer. (Nurse Test)	0	2d
Bird Lover Badge. Reprint of Chapter in "Girl Guide Badges"	3	1d
Child Nurse Badge. Reprint of Chapter in "Girl Guide Badges"	3	1d
Children from Two to Five. Their Care and Management. By Edith L. Maynard	4	1d
Elementary Manual of First Aid. By A. T. Lakin, M.D.	1	6 1½d
First Aid Manual—No. 1. British Red Cross Society's Handbook	1	9 3d
Handbook on Suggestions on Health Education	1	9 3d
Health Badge for Girl Guides. Reprinted from "Girl Guide Badges." By Dr. Mary Blair	2	0 8½d
Hints on First Class Test	0	2½d
Hints on Girl Guide Tests	3	1d
"How To Do It" Patrol Charts. Illustrated Book on Tenderfoot, Second Class, etc.	6	1½d
Home Nursing Manual—No. 2. British Red Cross Society's Handbook	4	0 7d
Home Nursing. St. John Ambulance Association Handbook. By Mildred Heather-Bigg, R.R.C.	1	0 2½d
Ideas for Patrol Leaders (Patrol Leader's Handbook)	1	0 3d
Infant Welfare Manual No. 9. B.R.C.S. Handbook	1	6 3½d
Junior Nursing Manual No. 2. B.R.C.S. Handbook	1	6 2d
Junior Health Manual No. 3. B.R.C.S. Handbook	1	9 2½d
Knit Book. The Girl Guide. By J. Gibson	1	3 2½d
Knitting. By Gilecraft	1	0 1½d
Lone Wolf Trail. (Letters to Patrol Leaders.) By Greta Collins	1	6 2½d
Manual of Seamanship	8	2d
Mothercraft Manual, The	7	6 7d
Nature Craft. By G. J. Roberts	3	6 5d
A Preliminary Course of Home Nursing	1	0 1½d
A Preliminary Course of First Aid	6	1½d
Preparing the Way; Pioneering. By Gilecraft	1	6 1½d
Royal Life Saving Society Handbook	1	6 3d
Saints of the Flag, The. By H. F. Heath	1	3 2d
Swim Nursing for Girl Guides. By Mrs. Matheson	6	1d
Simple Housecraft. Comprising all five following pamphlets. 100 or over	4	½
Simple Cookery. Part I. Soup making, Fish and Meat Dishes, useful wrinkles and Camp cookery	1	6 2½d
Simple Cookery. Part II. Supper Dishes, Pastry, Bread, Cakes	3	1d
The Simple cookery Book, compiled for School use by C. Murray	3	1d
Spring Cleaning, etc. By Marguerite Fedden. Weekly Cleaning	3	1½d
Simple Laundry Work. Washing Day, Mangling and Ironing, Flannels and Woolens, Linens and Silks, Stains. By Marguerite Fedden	3	1d
Simple Needlework. Work Basket, Sewing Machine, Stitches, Darning, Patching, etc. By Marguerite Fedden	3	1d
Simple Toymaking. By M. Hetherington and M. Underhill	2	6 3d
Starry Heavens, The. By Ellison Hawks	3	6 4½d
Stars at a Glance	1	6 1½d
Swim Book, The. By Sid G. Hedges	3	6 4d
<b>ON YARNS</b>		
A Child's Book of Saints	2	6 4½d
Adventures and Accidents. By Lord Baden-Powell	4	0 7d
Adventuring to Manhood. By Lord Baden-Powell	2	6 7d
African Adventures. By Lord Baden-Powell	2	6 7d
Birds and Beasts in Africa. By Lord Baden-Powell	4	6 7d
"Chwedlau Cymru." Welsh Legends and Stories by Rachel Williams Ellis	1	6 2½d
Forty Good Morning Tales	4	0 5d
Forty Goodnight Tales	4	0 5d
Granny's Wonderful Chair	4	0 4½d
"Mighty Men," Books I and II	2	0 3½d
More Potted Stories. By Vera Barclay	2	0 3½d
More Sketches from Kenya. By Lord Baden-Powell	3	6 7d
Standard Bearers. By Elizabeth Clark	1	2 3d
Stories from Everywhere. By Rhoda Power	4	6 7d
Stories of the Birds. By M. C. Carey	2	6 4½d
Tell-Them-Again Tales. By Margaret and Mary Baker	2	0 4½d
The Age of Chivalry	2	0 5d
The Annals of King Oberon	2	0 4½d
Three Hundred Thrilling Tales	3	0 5½d
Why-So Stories. Of Birds and Beasts from Folklore and Legend. By Edwin G. Rich. Illustrated by Charles Copeland	1	2 2½d
<b>STORY BOOKS</b>		
All About a Brownie. By Mrs. Hann	2	3 7d
Big Books for Guides, The. By Mrs. Herbert Strang	2	0 7d
Elizabeth Clark Story Books, The. The Cat that Climbed the Christmas Tree, Dobbin and the Silver Shoes, The Talkative Sparrow, The Farmer and the Fairy	9	2½d
Penelope, The Particular	1	0 2½d
Playmates All. By Mrs. Hann	2	0 4d
Just an Ordinary Company	1	0 2½d
Tales for Brownies	2	6 5d
Kay of the Pimpernel. By I. Middleton	2	3 7d
Triumphant Pimpernel. By I. Middleton	2	3 7d
The Seven Wild Swans (Story of a Ranger Patrol). By Patience Gilmour	2	3 7d
The Fourth Musketeer. By I. Middleton	2	3 7d
Watersmeet. By Heather White	2	6 4½d
<b>FOR GUIDERS</b>		
A.B.C. of Guiding, An. By A. M. Maynard	9	2½d
Acting Games and How to Play them. By Freda Collins	2	0 2½d
Activities and Games	1	0 free
Annual Report, The, 1939	6	free
Biannual Report of World Girl Guides and Girl Scouts. Fifth	1	6 3d
" " " " " Sixth	9	2d

	Price	Postage
	£	s. d.
<b>Citizen's Handbook, The</b>		
Key to Above	2	9 2½d
Citizenship. Everyday social problems for the nation's youth. By E. J. S. Lay	2	0 5½d
Commissioner's Book, The. Compiled by Rose Kerr	2	0 5½d
Extension Book for Girls and Women	1	0 7½d
Extension Book, The. Information on the running of companies for the deaf, the blind, etc. New Edition	1	0 7½d
Fifty Fundamental Ball Throwing Exercises	1	0 7½d
Flags—Their Designs and Uses. By Brig.-Gen. K. G. Godfrey	1	0 7½d
Faustet	2	0 5½d
Games for Extension Guides	2	5 1½d
Games for Guides. By A. W. N. Mackenzie	1	5 1½d
Games for Guides and Guiders. By H. B. Davidson	1	5 1½d
Girl Guide Book of Ideas. By E. M. R. Burgess	2	0 1½d
Girl Guide Second Book of Ideas. By E. M. R. Burgess	2	0 1½d
Girl Guide Third Book of Ideas. By E. M. R. Burgess	2	0 1½d
Girl Guide Book of Knowledge. By E. M. R. Burgess	2	0 1½d
Girl Guide Book of Recreation. By E. M. R. Burgess	2	0 1½d
Girl Guiding. The Official Handbook. By Lord Baden-Powell (new edition)	2	0 1½d
Guiding Links. By Lady Baden-Powell	2	5 1½d
Guiding for the Guider. Notes on Second Class Work, etc.	4	0 1½d
Hints on the Training of Guiders	5	0 7½d
Hobbies and Handicrafts	5	2½d
How District Commissioners can Help their Guiders	1	5 2½d
Lessons from the Varsity of Life. The Chief Scout's Autobiography	1	0 2½d
Lord Gilcraft Cleanings	4	0 7½d
More Gilcraft Cleanings	1	5 1½d
Overseas Directory and Report	1	5 1½d
Policy System for Girl Guides, The. By Roland Philippe	6	6 free
Supplement for 1940 and Ranger badge tests	6	1½d
Royal Charter, The	6	free
Ranger Games. By R. and E. Tyacke	3	0 1½d
From One Ranger to Another	1	6 4½d
Ranger Guider's Job, The	1	6 4½d
Register of Commissioners, A, 1939. In the British Isles	1	6 4½d
Scouting for Boys. Boys Edition	3	0 4½d
Scouting for Boys. By Lord Baden-Powell	1	0 3d
Scouts' Own. By Rev. M. P. G. Leonard	3	0 4½d
Scouting with the Bible. By F. C. Glover	2	5 1½d
Sea Sense. A Handbook on Sea Ranging	1	0 2½d
Story of a Million Girls, The. Compiled by Rose Kerr	2	0 7½d
Story of the Guides, The. By Rose Kerr	2	6 7d
Swimming for Schoolboys. By W. J. Howcraft	2	6 7d
Swimming for Speed—The Crawl Stroke. By W. J. Howcraft	6	1d
Swimming Instruction—Land Drills and Water Practices for Class Teaching	6	1d
Team Games for Girl Guides. 134 games, collected by L. Trotter and O. Crosbie	1	0 1½d
Test Questions and Model Answers on First Aid. By E. S. Brawn, F.R.C.S., L.R.C.P.	1	0 1½d
The Transmission of Life	6	1d
Thoughts on the Promise	6	1½d
Waddow Book	3	1½d
War-Time Aids for Animal Owners. By N.A.R.P.A.C.	3	1½d
<b>ON CAMPING AND WOODCRAFT</b>		
Campcraft for Girl Guides	2	0 4½d
Camping and Woodcraft. By Horace Kephart	10	6 7d
Health of Your Camp, The	6	1½d
Hiking and Lightweight Camping. By A. M. Maynard	6	1½d
Practical Camp Cookery	1	8 3½d
Quartermaster in Camp, The	1	0 1½d
Tracks and Tracking. By R. Mortimer Batten	1	0 2½d
Training in Tracking. By Gilecraft	1	6 4½d
What to Expect in Camp. By M. G. Lewis	6	1½d
<b>ON BIRDS</b>		
A B.C. of Common Birds, An. Published by R.S.P.B.	6	1½d
Birds. "Shown to the Children" Series. Illustrated in colour. Described by J. A. Henderson	3	6 4½d
British Nesting Birds. Illustrated. By W. Percival Westell	2	0 4d
How to Know British Birds	5	0 5½d
<b>ON TREES AND FLOWERS</b>		
Flowers. "Shown to the Children" Series. Illustrated in colour. Described by C. E. Smith	3	6 4½d
Trees. "Shown to the Children" Series. Illustrated in colour. Described by C. E. Smith	3	6 4½d
Wild Flowers. By MacGregor Skene	1	6 3½d
Wild Flowers of the Wayside and Woodland	8	6 7d
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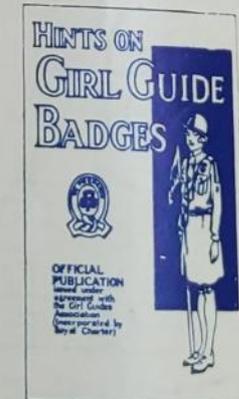
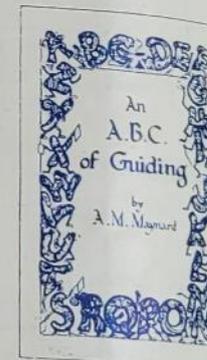
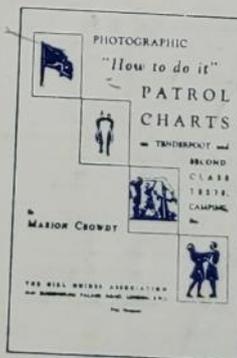
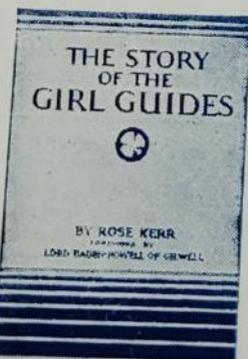
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