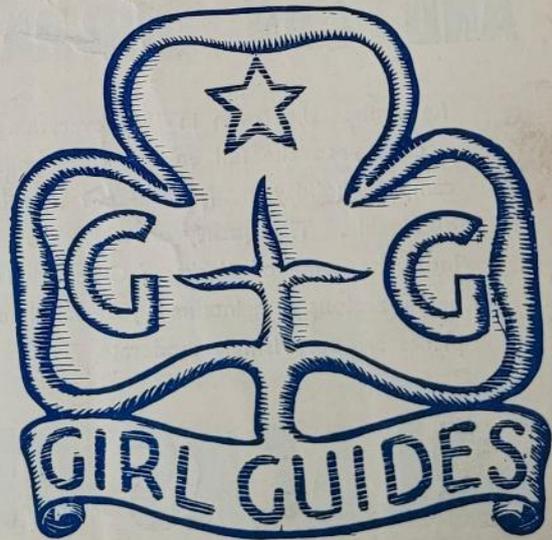


# THE GUIDIER

MAY - 1941

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PRICE 3<sup>d</sup> MONTHLY



# THE GIRL GUIDES ASSOCIATION

(Incorporated by Royal Charter)

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 19, Green Lanes, Palmers Green, N.13

## PRICE LIST

### TERMS

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.  
 CARRIAGE—All orders over £1 in value, except Toddstools, sent free in the British Isles.  
 PURCHASE TAX.—Items chargeable with Tax at the beginning of the month are marked with T. Other items included in this list may be subject to tax during the month.

## REGISTERED GOODS

Obtainable through County Secretaries only, except for London

### AWARDS

1st Ranger Home Emergency Helper Strips for Tests for above—Red, Green, Blue	per pair	9T 2½d
2nd Ranger Home Emergency Helper Strips for Tests for above—Red and White	per pair	ST 2½d
3rd Ranger Home Emergency Helper Strips for Tests for above—Red and White	per pair	2 3T 2½d
4th Ranger Home Emergency Helper Strips for Tests for above—Red and White	per pair	1 1½T 2½d
5th Ranger Home Emergency Helper Strips for Tests for above—Red and White	per pair	ST 2½d

### BADGES

Brown—First Class and Proficiency	ST 2½d
Second Class	ST 2½d
Recruit Metal 4½T	ST 2½d
Wings	6T 2½d
4th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	9T 2½d
5th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	4½T 2½d
6th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	3T 2½d
7th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	9T 2½d
8th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	4½T 2½d
9th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	4½T 2½d
10th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	2 3T 2½d
11th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	9T 2½d
12th Ranger Home Emergency Helper Strips for Tests for above—Blue, Green and Red	9T 2½d

## UNIFORM BROWNIES

STRIPES for Pack Leaders 3d, Sixers	2 2½d
Seconds	1 2½d
BELTS. Sizes 25 to 30 in., 32 in.	1 3T 3d
CAPS. Brown Woolen, in two sizes	2 6T 3d
EMBLEMS. Names given in Brownie Handbook. (Customers are asked to order in quantities of not less than three emblems.)	4T 2½d
HATS. Brown Cotton. Sizes 6½, 6¾, 7, 7½	2 0T 3d
Brown Melton. Sizes 6½, 6¾, 7, 7½	2 11T 3d
JERSEYS. Brown. 24 in. 26 in. 28 in. 30 in.	5/- 5/3 5/6 5/9
KNICKERS. Brown Interlock. Woven. Size 14	2 3 3½d
Brown Casement Cloth. Sizes 14, 16, 18, 20	2 0 3½d
LANYARDS. Brown, for Pack Leaders only	5 2½d
OVERALLS. Brown Cotton. Quality.	
Length. Neck. Sleeve. 4th. 3rd. 2nd. Post. 1st.	
25 in. 12½ in. 15½ in. } 3/6 4/3 4/9 4d 6/- 4½d	
27 in. 12½ in. 16 in. }	
30 in. 13½ in. 16½ in. }	
33 in. 13½ in. 16½ in. }	4/- 4/9 5/3 4½d 6/6 5d

## SHOULDER TAPES. With Name of Company, made in one style and size of lettering only. One line of lettering 2½ x 2, two lines of lettering 3½ x 2.

White ground—	2 doz. 3 doz. 4 doz. 6 doz.	12 doz. 12/6T 4d
6/8T 6/7T 7/2T 9/1T 3d		
Khaki Shot or Navy ground—	2 doz. 3 doz. 4 doz. 6 doz.	12 doz. 14/5T 4d
6/7T 7/2T 8/2T 10/4T 3d		

## STOCKINGS. Black List. Sizes 9, 9½ in., 2/11 Size 10 in.

Leaf Mould. Sizes 9, 9½ in., 2/11	10 in.	3 4T 3d
Leaf Mould Cotton. Sizes 8½, 9, 9½	10 in. and 10½ in.	1 9 3d
		2 2T 3d

## GUIDES, RANGERS and SEA RANGERS

BELTS. Owing to the difficulty in obtaining metal, belts will only be supplied with one swivel, at present. No belt can be exchanged if buckle has been moved.	
All sizes, 25, 26 in. to 30, 32, 34, 36 in.	2 9T 4d
Swivel Belts	2 4T 3½d
New Design Belt. 1 in. wide	1 7T 3½d
Plain Belts	
DISTINGUISHING MARKS.	
Patrol Leaders' Stripes	2 2½d
Badge, Sea Rangers	6T 2½d
Patrol Leaders' White Enamel Bar	9T 2½d
Seconds' Stripes	1 2½d
Badge, Sea Rangers	6T 2½d
EMBLEMS. Birds or Trees	4T 2½d
HATS. Sizes 6½ 6¾ 7 7½	
Inches 19½ 20½ 21½ 22 22½	
Guide Soft Wool Felt 2/10T, 3/6T, 3/9T and 4	4 4T 5½d
Ranger Hats. Navy waterproof drill, and H.Q. Hinc. Sizes 6½-7½, 3/11 Navy, 6½	4 11T 5d
Sea Ranger. Sizes 6½-7½	4 11T 5d
CAMP. Sizes 6½ to 7½ (light blue)	1 11 3d
HAVERSACKS. Navy. Drill. 12½ in. x 9½ in., two pockets	2 6 3½d
Navy. Waterproof. 14 in. x 9½ in., two pockets	4 4½T 5½d
IDENTITY DISCS. Real Silver, on wristlet. This price includes 3 lines of engraving.	7 6T 2½d
KNICKERS. Navy Blue. Interlock. Sizes: 18 in. 20 in. 22 in.	3½d
Price: 1/9 2/- 2/3	
LANYARDS. White Cotton, best quality only	4 2½d
PLIMSOLLS. Black and Brown. Sizes 3 to 8	2 0 7d
Size 3, 6, 7 and 8, with elastic gusset	2 11½ 7d
SEA RANGER ROWING VESTS. Sizes: 34 in., 36 in., 38 in.	5 6 4d
NAVY DUNGAREES. Sizes: S.W., W., O.S. per pair 3/6 and	6 6 7d
SKIRTS. Navy. No bodice, on elastic from waist. Length: 26 in., 28 in., 30 in., 32 in. Hips: 38 in., 40 in., 42 in., 45 in., 47 in.	10 6 7d
SOCKS. Ankle Socks. Cashmere—White and Blue. 9, 9½, 10 and 10½ in.	1 6 2½d
SHOULDER KNOTS. Patrol Colours (now supplied without brass clips)	3T 2½d

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

Cotton. Jumper Length—	
Size. Inside Sleeve. Back Length.	
1 16½ in. 24 in. } 4/3 & 5/- 4½d & 5d	
2 18½ in. 26 in. }	
3 20 in. 28 in. }	5/- & 5/9 5d & 5½d
4 20½ in. 30 in. }	
Cotton Qualities	
Overall Length—	
Inside Sleeve Length	
16 in. 27 in. } — — 4/9 4d 5/- 4½d	
17 in. 27 in. }	
18 in. 33 in. }	4/6 4½d 4/11 4½d 5/9 4½d
19 in. 36 in. }	
20 in. 39 in. }	5/- 4½d 5/6 5d 6/- 5d
20½ in. 42 in. }	6/4T 5d 6/10T 5½d 7/6T 5d
21 in. 44 in. }	
21 in. 47 in. }	6/10½T 5d 7/4T 5½d 8/1T 5½d

## NAVY MELTON OVERALLS. Inside Price. Post. Length. Sleeve. s. d.

30 in. 16 in. 9 6 7d	44 in. 18½ in. 12 0 7d
39 in. 17½ in. 11 0 7d	47 in. 19 in. 12 6 7d

## SUMMER OVERALLS. 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 4/6 5/- 5/6 6/- 5½d	
Full women's. Fitting in 47 in. length	7 0 5½d

## OVERCOATS. Navy Pilot cloth. Length 33, 36 and 39 in.

42 in.	1 14 0 free
	1 18 11T free

## GUIDERS

BADGES. Commissioners' Coat Badges	1 6T 2½d
COCKADES. Commissioners'—Silver	3 9T 2½d
Saxe, Poplin or Barathra	2 10T 2½d
Secretaries—Red, 1/3T White	1 0 2½d
Red and White, Navy and White	1 8T 2½d
Captains—Navy	1 11T & 1 3T 2½d
Old Guides—Navy, with Red, Green and Navy Bars	1 11T 2½d
Brown Owls—Brown	1 3T 2½d

## ENROLMENT CARDS

Brownie, Guide and Ranger	1d. each or 10d. per doz.
Local Association Membership Card.	per doz. 4 2½d

## FORMS AND CERTIFICATES

Proficiency Badge Certificate Book	5T 1½d
Ditto for School Companies	2 2d
Book of Proficiency Certificates for Cadets	10 3d
Transfer Forms—book of 24	3½ 2d
Transfer Forms for Guiders	1 1½d
Brownie Pack Certificates	9 2½d
Old Guides Membership Cards	1 1½d

## HAT BADGES AND HATBANDS

Cadet Hat Badge. White enamel	1 0T 2½d
Guide Hat Badge	4½T 2½d
Ranger Hat Badge	4½T 2½d
Sea Ranger and Sea Guide Cap Ribbon	1 9T 2½d
Sea Guide. May be ordered from Headquarters	1 0T 2½d

## SERVICE STARS

Numbered Stars, issued as follows—	
Brownie (Brown background) 2-3 years	} 2½T 2½d
Guide (Green background) 2-5 years	
Ranger (Red background) 2-10 years	
Sea Ranger (Navy background) 2-10 years	
Guide (without background) 2-25 years	
One Year on Brown, Green, Red or Navy Cloth (unnumbered)	2½T 2½d
Backgrounds for Stars	per doz. 2½T 2½d

THE GIRL GUIDES ASSOCIATION PRICE LIST

[May, 1941]

Published Vol. X

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	Price	Postage	£ s. d.
<b>CORDS, Commissioners' (complete with Badge),</b>	15	6T	3 1/2d
County, Gold and Silver	12	0T	3 1/2d
Division, Silver	7	6T	3 1/2d
District, Saxe	7	6T	3 1/2d
<b>SAEMERS, Presidents'—District, Saxe, 3 in. wide</b>	7	6T	3 1/2d
<b>HAT CORD, Silver</b>	8	0T	2 1/2d
Diploma Brown, Green, Navy or Red	1	1 1/2T	2 1/2d
Camp Advisor (Ribbons)	1	0T	2 1/2d
<b>Area Directors' Tassels</b>	1	0T	2 1/2d
<b>BELTS, New Design 6 1/2 in. wide, Sizes</b>	8	5T	3 1/2d
28 in., rising 2 in. to 40 in.			
Leather, with official buckle, old design, and	5	4T	4d
two swivels			
(Please state size: 28 in., rising 2 in. to 38 in.)			

Owing to the difficulty in obtaining metal, belts will only be supplied with one swivel, as provided. No belt can be exchanged if buckle has been moved.

<b>GLOVES, Sizes 6, 6 1/2, 6 3/4, 7, 7 1/2, 7 3/4,</b>	9	6T	4d
Brown, long gaiter			
Brown Cap, Leather, long gauntlet, only 6,	8	9	4d
6 1/2, 7 1/2 and 7 3/4			

<b>HATS, Sizes: 6 1/2, 6 3/4, 6 7/8, 7, 7 1/8, 7 1/4,</b>	6	3T	7d
Ints.: 20 1/2, 20 3/4, 21 1/4, 21 3/4, 22 1/4, 22 3/4			
Navy Wool Felt, Heavy or Lightweight	18	11T	7d
Navy Fur Felt, Heavy or Featherweight	18	11T	7d
Size 6 1/2-7 1/4			
Drill Hat, H.Q. Blue, stitched brim	3	11	7d

<b>JERSEYS—</b>			
H.Q. Blue, V-neck, 34 in., 36 in.	9	6	5 1/2d
38 in., 40 in.	10	6	5 1/2d

<b>CARDIGANS—</b>			
H.Q. Blue, 34 in., 36 in., 10/6 38 in., 40 in.	11	6	5 1/2d

<b>WOVEN TABS, "From the Girl Guides,"</b>	1	2	2 1/2d
supplied to Organisers of Working Parties			
per gross			

<b>JUMPERS, Length 28 in., Neck 13 1/2, 14,</b>	9	6	4d
14 1/2, 15. Navy Poplin, with collar attached			

<b>LANYARDS, White Cotton</b>	4	2	1/2d
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<b>GUIDES' UNIFORM DRESSES FOR OFFICIAL WEAR, Guides' and Rangers' Improved Style, H.Q. Blue, Made from Duro Fabric, Fully Shrunk.</b>			
Length 42 in., hips 37 in., 39 in., 41 in.	18	4T	7d
" 44 in., " 37 in., 39 in., 41 in.			
" 46 in., " 39 in., 41 in., 44 in.	15	11	7d
" 48 in., " 41 in., " 44 in., 47 in.	16	11	7d
" 48 in., " 44 in., 47 in., " 48 in., " 44 in., 47 in.			

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., 41 in.	12	11	7d
" 44 in., " 37 in., 39 in., 41 in.			
" 46 in., " 39 in., 41 in., 44 in.			
" 48 in., " 41 in., " 44 in., 47 in.	14	11	7d
" 48 in., " 44 in., 47 in., " 48 in., " 44 in., 47 in.			

<b>Woolen, Improved Style, Headquarters Blue.</b>			
Length 42 in., hips 37 in., 39 in., 41 in., 44 in.	28	6T	free
" 44 in., " 37 in., 39 in., 41 in., 44 in.			
" 46 in., " 39 in., 41 in., 44 in.	23	6	free
" 48 in., " 41 in., " 44 in., 47 in.	27	0	free
" 48 in., " 44 in., 47 in., " 48 in., " 44 in., 47 in.			

Made to special measurements, 4/- extra.

<b>SCARVES, Artificial Silk Maroon, Cravat-shaped, Navy or Headquarters Blue</b>	2	0	2 1/2d
Navy "Kynoch," 4/- Soft Woolen	3	11	3 1/2d

<b>SPORTS SHIRTS, Cellular Sports Shirts for wearing with Shorts and Slacks, H.Q. Blue shade, polo collar. Sizes S.W., W., and O.S.</b>	8	9	4d
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<b>STOCKINGS, Black Lisle, size 9, 9 1/2 in.</b>	2	11	3d
Size 10 in.	3	4T	3d
Leaf Mould, size 9, 9 1/2, 10 in.	3	4T	3d
Black Sea Island Cotton, size 9, 9 1/2 in., size 10 in.	3	0	3d
Leaf Mould Sea Island Stockings, size 9, 9 1/2 in., size 10, 10 1/2 in.	4	11T	3d

<b>Mending for Stockings, Black &amp; Brown</b>	1	2 1/2d	per card
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<b>TIES, Mercerised Cotton—Fadeless, Black, Brown, Crimson, Emerald, Gold, Lemon, Myrtle Green, Pale Blue, Royal Blue, Scarlet, White.</b>			
Tootal Ties, Washable, Navy only	1	9	2 1/2d
Fine Quality Poplin	3	2T	2 1/2d
Colours as for 1/3 ties except White, Orange, Myrtle Green and the following in addition: Dark Green, Saxe Blue.			
Barathea, Navy and Saxe Blue	4	4 1/2	2 1/2d
Irish Silk Poplin, Brown, Green (for District Captains only), Navy.	3	8	2 1/2d
Old Guide Ties, Red and Green stripes on Navy background	2	6	2 1/2d

<b>SHIRTS, Nook 13 1/2, 14, 14 1/2, 15 in.</b>	8	6	5d
Navy Poplin (sizes 13 1/2, 14, 15 in., 10/6T)	8	7T	5d
White Egyptian Cotton			
Above Shirts are supplied with two collars. Extra Navy collars cannot be obtained.			
"Vantella," fine white poplin with "Van Heusen" semi-stiff cuffs and two collars	14	3 1/2T	5d
"Van Heusen" Semi-stiff Collars	1	0T	2 1/2d

TAILOR-MADE UNIFORMS & OVERCOATS.

Made to measure only. Self-measurement form on application.

<b>Guides' Uniforms—</b>							
Fine Quality £5 10/-	10	0T	free	Extra Skirt	1	10	2T
Heavier Quality £8 4/-	10	0T	free	"	2	6	11T
Costs will be added without shoulder straps unless specially required.				"	2	14	10T
<b>Guides' Overcoats—</b>				"	3	2	0T
Navy, Blanket Cloth	4	1	0T	free			
" Melton	5	6	0T	free			
" extra quality	6	0	0T	free			
<b>READY-MADE OVERCOATS, Good quality</b>							
Navy Pilot Cloth, W. length 46 in., W.X. length 48 in.	2	11	6T	free			

These cannot be made to special measurements.

	Price	Postage	£ s. d.
<b>Camp Overall, Light Blue, 36 in. per yard</b>	1	1	0
Casement Cloth, 36 in. Brown	1	10 1/2T	0
Duro Fabric, H.Q. Blue, fadeless and fully shrunk 36 in.	2	4 1/2T	0
Woolen Fabric, H.Q. Blue, 36 in. per yard	4	8 1/2T	0

<b>PAPER PATTERNS, Brownie and Guide Uniforms</b>	6	2 1/2d
Brownie and Ranger Overalls	9	2 1/2d
Guide's Uniforms	11T	2 1/2d

WET-WEATHER OUTFITS

<b>Rubber Sou'westers, Sizes 6 1/2, 7, 7 1/2, 7 3/4</b>	3	0	3 1/2d
Showerproof Coats for Guides, Navy, Lengths 40 in., 42 in., 33/2T	44	1	17
Showerproof Coats, Navy, Length 50 in., O.S. 3 0 0	2	17	2T
Waterproofs, Lightweight, 44, 46, 48 in.	10	0	7d

FLAGS, SHIELDS AND TOADSTOOLS

<b>FLAGS, Union Jack, 3 ft. by 3 ft. 9 in., mounted</b>	1	5	6
Car. extra			

<b>Union Jacks, best all wool bunting, roped and toggled ready for flying.</b>			
Sizes 4 yd. 3 yd. 2 1/2 yd.			
Price 31/- 19/- 15/-			
Best super quality	1	yard	6 0 7d

<b>World Flag, light blue bunting, with gold trefoil, printed, 3 ft. by 3 ft. 9 in.</b>	1	6	6
Mounted	17	6	5 1/2d
Unmounted	1	15	0
Mounted, with name of Company, white lettering, printed	1	15	0
Unmounted do. do. 2 lines 2 0 0			
Unmounted do. do. 1 1 6			

<b>World Flag, light blue bunting, with gold trefoil, in fadeless cambric, stitched, 3 ft. by 3 ft. 9 in. Mounted</b>	1	4	6
Unmounted	12	9	5 1/2d
Mounted, with name of Company, 1 line white lettering, stitched	1	12	6
Unmounted do. do. 1 1 0			
Mounted do. do. 2 lines 1 17 6			
Unmounted do. do. 1 7 0			

Gold lettering on either flag, 8/- extra.

*N.B.—Owing to the uncertainty of deliveries customers are advised not to make arrangements for Dedication Services until they have received their flag. Customers should order STITCHED FLAGS if they are urgently required.*

*When ordering World Flags, Guides should be careful to give the correct name of the Company as registered. Mounted flags cannot be sent overseas. If a pole is required, one in three sections can be obtained at a charge of 11/6.*

<b>Carriers, leather, for flag</b>	6	3T	5d
Cords and Tassels, Union Jack	5	6	4d
Covers, waterproof, for flag, Length 47 in.	6	6	7d
Length 53 in.	7	6	7d
Flag Poles	8	9	7d
Pike Top for flagpole	11	6	extra

<b>Signalling Flags—</b>			
Morse, 24 in. by 24 in. Cotton	1	8	2 1/2d
Semaphore, 12 in. by 12 in. per pair	1	6	2 1/2d
18 in. by 18 in.	2	3	2 1/2d
International	1	9	2 1/2d
International (one pair for each flag) per 2 pairs	5	7d	
Semaphore, 24 in.	6	7d	

*This postage covers 6 Morse or Semaphore sticks; fewer than this cannot be sent except at purchaser's risk.*

<b>Trefoil, for flagpole, Guide</b>	6	6	7d
Ranger or Sea Ranger	10	0	7d

<b>SHIELDS, Brownie Shield, 8 in. by 7 in.</b>	15	6	7d
Owl in oxidised silver			
Guide Shield, Reproduced in Copper, with bronze finish, mounted on wax polished wooden background.	2	15	0
Size 13 in. by 13 in. With 6 record shields	1	12	0
10 in. by 10 in. Without record shields	1	10	6T
5 in. by 5 in.	1	0	5 1/2d

GUIDE SHIELD, with Oxidised Trefoil, 6 record shields, mounted on polished oak back-ground. Size 11 in. by 13 in.

Ranger Shields, 11 in. by 13 in., with Ranger Trefoil and Ribbon in brass for engraving	2	5	0
STATURETTES, Bronze Statuette of a Girl Guide at the salute. Mounted on a four-sided enamelled plate.	3	0	0
FOR STANDARDS, Poles, 9 ft. in three sections, or Ebony finish, varnished and polished	1	10	0

<b>Trefoil for poles, double-sided, Guide</b>	19	6	3 1/2d
Ranger	8	6	3 1/2d
Trefoil Transfer for Standards or World Flag	12	6	3 1/2d

<b>TOADSTOOLS, 2 ft. high, Natural</b>	17	6	car.
10 in. high, Natural	11	6	car.
Brown Owl, for Toadstool. Paper mache	3/3 & 7/9	5d & 7d	

MISCELLANEOUS EQUIPMENT

<b>Ambulance, First Aid Elastoplast Dressings</b>	6	3d	
Navy Waterproof	10	3d	
Nike First Aid Outfits	4	3d	
Case, 4 in. sq.	6	3d	
Roll Case, fitted, 7 in. by 3 in. approx. 8 pockets	2	9	3d
Ambulance Outfits, Pocket	2	6	4d
Ambulance size	2	0	4d
Banages, Triangular, plain	7	4 1/2d	
Purses, leather, for badge cleaning	3	2T	4d
Duraglit Magic Wadding, for badge cleaning	2 1/2d & 4 1/2d		

<b>Knife Sheaths, brown leather, with ring to hang on belt swivel</b>	1	0T	2 1/2d
Leather Case, various colours, embossed with Trefoil, containing:			
Cleaning Outfits	1	11T	2 1/2d
Badge	4	3T	2 1/2d
Badge and Shoe	4	3T	2 1/2d
Comb Case	1	8T	2 1/2d
Small Knife in Sheath to hang on belt	4	1T	3 1/2d

<b>Pouches, leather, to hold ambulance outfit</b>	1	1T	3 1/2d
Purses, Belt—Guide's	1	1T	3 1/2d
Guide's, 3/2T With pocket and gusset	1	11T	2 1/2d
Rope, for knotting	2	2 1/2d	
Shoe Cream	6	3d	
Malgony or Black	9	4 1/2d	
Malgony	9	4 1/2d	

<b>Skipper Ropes with ferruled ends—</b>			
Length 10 ft. 6 in.	9	4d	
" 12 ft.	10 1/2	4 1/2d	
Splints, extension, for practice	1	3T	1 1/2d
Slaves, Natural Ash Wood, length 4 ft. 6 in. Length 5 ft. 1 in.	1	1	3T

(Not less than 3 can be sent by rail.)

<b>Styptic Pen, Containing iodine</b>	6	3d	
Tie Pins, rolled gold	4	1T	2 1/2d
Water-Bottles, glass, felt-covered	4	0T	7d
Knives and Whistles are temporarily suspended from our list owing to the difficulty in obtaining supplies.			

BOOKS FOR GUIDES

<b>Bible, The Holy, Bound in navy blue leather stamped with trefoil design</b>	4	0	5 1/2d
A Manual of Prayer for Girl Guides. Preface by Lord Bishop of Oxford. Published by Mowbray	1	0	3d
Stiff Cover	3	6	3 1/2d

<b>Books of Common Prayer and Hymns A. &amp; M.</b>	4	0	3 1/2d
Navy leather, embossed with trefoil	1	8	3d
Brownie Prayer Book, Paper cover 6d. Cloth	2	2	2 1/2d

<b>Catholic Girl Guides</b>
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# THE GUIDER PEOPLE WE ARE PROUD OF

**T**HERE must be many District Commissioners to-day who, finding themselves minus, or practically minus, Guiders at the beginning of the war, rallied their Guides and carried on single-handed. Here is a story which one of them has sent us. One might almost call it an "all-round" story, for it is an example of that steadiness which sticks to the near-at-hand job when things are dull and which can rise to any height required of it when life is dangerous and unimagined difficulties arise. Her Guides live near Portsmouth, so you can imagine they have been seeing life—and other things—lately.

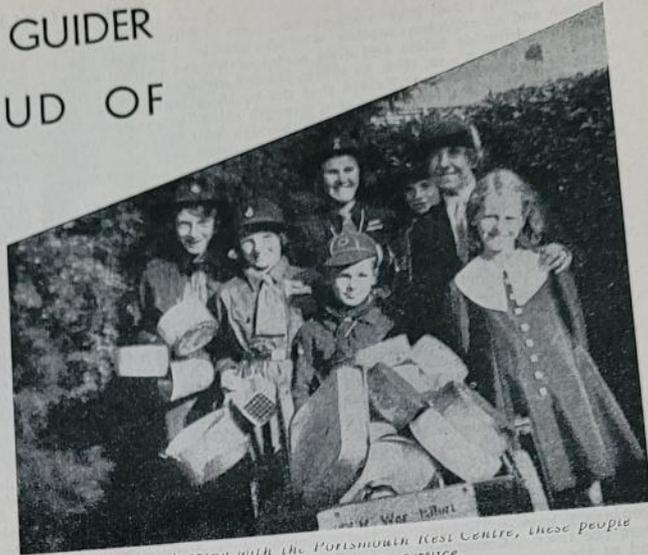
"First to explain that, being without Guiders, I 'pooled' my District and took them myself. We met in a hall until the winter. Then I arranged to be 'At Home' all one day, and the Guides called in groups to be tested or to be given wool, etc., for War Service knitting in connection with the 'Lady Mayoress of Portsmouth' clothing and services collection. That work brought us into touch with other work, and I joined the W.V.S. when canteen work started, introducing the Guides to the work in the kitchen, where they washed up, etc., most efficiently and became very valued workers. Then the centres for air raid emergency were started, and one very efficient centre, run under the supervision of the W.V.S., asked for our help. Whenever a bad raid occurs and we open the Centre, the Guides and I are on duty all day, and in one case the raid was very bad and we had over 300 homeless people to care for. The Centre was open for a week and the Guides worked very hard. We undertook to look after the children and arranged a nursery with nice toys, collected the little ones and made them happy. Where necessary, we bathed, fed and re clothed them. Then some of the Guides were sent to help a first aid section, and were very good in helping nurse in the kitchen, cooking, carrying and round food, fetching stores, etc. Other Guides swept, washed up, helped with cooking and laying tables—one Guide made a pile of rock cakes and very proud she was when they turned out so successfully. It was a grand job and grand training, and I was proud of their work and the way they were appreciated by the adult workers. We meet every week at these centres and dust and keep prepared for other emergency work.

"We have about twenty National Service Badges earned by knitting, collecting aluminium, delivering leaflets, working in our Service Club canteen, and the emergency centres. The work is always of the highest standard and our Lady Mayoress herself collects and sells us knit children's pullovers, socks and baby sets—making all the odd wool into squares for blankets.

"When we get short of funds for wool we make and sell lavender bags and shoe polishers, and last autumn we sold walnuts from my garden and made 16s. It is all so interesting—perhaps a little informal, but they are a grand band of workers."

I should think they are! It was of these Guiders that the Lady Mayoress wrote: *Their cheerfulness and willingness was a source of inspiration to many older folk.* Do you remember? We printed the letter in the April GUIDER. Some of them, together with a Wolf Cub brother, appear in the photo on this page.

These are the sort of people to whom one turns in trouble. They never fail. And how many are



In addition to helping with the Portsmouth Rest Centre, these people do a lot of other war service.

there of them, scattered over the face of Britain to-day? Sixty children who have lost their homes and clothing through enemy action are grateful to the Hull Guiders for their winter work. The Mother Humber Air Raid Distress Fund, their gift comprised all 1,200 articles, ranging from vests and booties for babies to frocks for grown girls, and many of the outfits included not only shoes but pocket handkerchiefs. The garments were exhibited before presentation, and the collective result was much larger than was expected and even then was not complete, for one Guide company had heard of some children urgently in need of new clothing and promptly denied themselves the pleasure of sending in their collection to the exhibition in order that the children might have the clothing at once. The majority of the garments had been made by the Guides themselves, but there was also a fine display of secondhand clothing, all of which had been so thoroughly well washed, ironed and neatly mended by the Guides that anyone would be glad to wear them.

Derby Guiders have been given full charge of a mobile canteen which has been presented to the town for use after air raids. About fifty Senior Guiders, Rangers and Guiders have volunteered to man the canteen in shifts and they are very proud of the responsible work which has been entrusted to them.

We hope to give you more news and perhaps a photograph of these people and their charge later on. Many Guiders now in the women's services have reason to be grateful to the Glasgow Guiders and their hostel. You may remember I mentioned it some months ago. Up to date the Guides have raised £450 for the running of the hostel. The house was taken fully furnished, but the Guides added extra beds and furniture, and there are now 35 beds. With the exception of the warden and cook, the hostel is run voluntarily by Guides, Rangers and Guiders. Each division made itself responsible for some part of the furnishings; each patrol provided a given number of cakes of soap of a given variety; others undertook to give the dusters; others the cleaning materials; one division gave mirrors to hang over each bed; Brownies knitted the dishcloths and squares for blankets.

The service women who stay at the hostel make their own beds; but apart from that, the work of the hostel is done by Guides, Rangers and Guiders in shifts. During the last six months the hostel has been full all the time, and many of the guests bring their boy friends (in uniform) to tea, in many cases lads from the Overseas Club, which is not far from the hostel. Well done, Glasgow, if yours isn't a useful piece of co-operative work, I don't know what is!

While I am on the subject of Glasgow, here is a story about a Post Guider, which speaks for itself. Miss Hendry was awarded the Badge of Fortitude a few years ago. Miss Jean Hendry, Lieutenant of the 3rd City of Glasgow Post Guides, although completely bedridden, was kept busy during the recent raid on Glasgow. Her only companion during the first part of the raid was a small boy whose parents were away from home. The child was very upset at first but soon calmed down and—to use Miss Hendry's own words—"was delighted to help by bringing sand and water over to my bed. Then I played ludo with him for two hours. Several times the blast blew our board away and he had to hunt for the men on the floor, but it kept him occupied."



They look comfortable. The Glasgow Guiders made them so.

After midnight I had other visitors—two more children, a hysterical woman and an expectant mother, who was grand. I gave the other woman a bromide tablet and after a cup of tea she calmed down. They stayed till 3 a.m. then, as things showed no signs of improving, I went off to the shelters. Except that the terrific vibration upset my pain, I was fine and seemed to gain strength other than my own."

Guides played a prominent part in Denbigh War Weapons Week. Their items in the inaugural procession consisted first of a horse-drawn wagon driven by a Guider and with Guides on it showing "activities on the Guide front." These included such things as saving used postage stamps from old envelopes for the benefit of the P.D.S.A.; picking over sphagnum moss for use as hospital dressings; saving silver paper for the benefit of hospital funds and to make munitions; gathering wool from hedges and carding it ready to make into wool quilts or sleeping-bags. Had the weather been fine, a Guide with the Weaver's Badge would have been warping the wheel, so wheel, but it was felt that the pouring rain would have been Guides this item had to be omitted. The next item should have been Guides from the N. Wales Sanatorium—who have done much knitting for the Royal Welch Fusiliers Comforts Fund—travelling in a motor lorry bedecked with knitted garments, but here again the very bad weather interfered with plans as it was too wet and cold for these Guides to turn out. The next item therefore was a trek-cart hauled by a team of Guides and bearing a poster showing how Guide Gift Week money had been spent on air ambulances, naval ambulances, a lifeboat, huts for the Army, a club for the Merchant Navy and so on. After this came Rangers with two ponies, one carrying a pack and the other drawing a cart. The latter bore a poster explaining that this was the Home Guard's Mobile Kitchen Front. The pack carried the Rangers' own camp equipment while the cart contained food and cooking equipment with which to feed and cook for the Home Guard should a contingent have to bivouac on the moors or somewhere else away from the town. Contingents of Guides marched between each item and at the rear came the Horse Box Mobile Canteen. This is the canteen which has served in blitzed areas and which is standing by in Denbigh awaiting its next emergency call. Later in the day cakes and cups of tea were served from the canteen, the water being boiled on a folding field kitchen which is now carried in the horse box and which can be put up in the street or wherever required out of doors.

And now here is a letter from Miss Eleanor Pearson to Mrs. Marsham, which the Chairman has kindly allowed us to publish:

Dear Mrs. Marsham,  
I see in the October GUIDER you were good enough to publish my first letter about the Guides who were being evacuated to Australia. Many things have happened since then and I think they may be of interest to you and so I write.

We left N.S. Wales and went to New Zealand en route for England, and again I met the Guides. They were just as wonderful as in all the other countries through which we had passed. I am proud to be a member of such a Movement, and I do hope that through this letter all the Guiders in South Africa, India, Malaya, Ceylon, Australia and New Zealand will accept my real thanks and know that "the ships that passed in the night" will never forget what they did for us.

Well, I was in the "Rangitane" when she was shelled, set on fire and sunk in the Pacific, just a few days out from New Zealand. There were 10 of us in our block of cabins, and six were killed, two are permanently disabled and two of us got out—one being blown to the deck beneath—with slight injuries. The world heard the news and so I will not go over old ground, but I think you would like to know how my Guide training stood by me and how it helped me in the anxious weeks that followed as a prisoner of war on the raiders.

I had nothing except my slacks and pyjamas, and my spectacles were missing. I am very long-sighted, but the Germans thought I was blind, and so I got about a good deal. Morse signalling was very useful and observation, too, but the best thing when we were landed on Emirgo was that I had been taught how to camp by the Guides. Therefore, it came easily to me and I tried to help the men by teaching them camp fires, how to lay and build them and how to cook on them. Also the laws of sanitation and hygiene, because the ordinary person just didn't know how to cope under our conditions. Then, too, I am a Sea Ranger, and because of this I knew we were travelling from the stars and the sun; but we dare not write down anything and so I had to try to remember everything until we got into touch with the Naval Intelligence. They asked me how I had found out certain things and I told them it was due to my training as a Girl Guide. There is rather a lot of the "I" in this letter, but

I want all Guiders to know of what great value the Movement has been. Then, too, first aid and home nursing came into our lives a lot.

May I use the medium of THE GUIDER to thank all those Commissioners, Guiders, Guides and Rangers who did so much for us on our trip. I was settling down to write to them on the "Rangitane," but all their names and addresses were sunk and so this seems the best way to do it, and perhaps soon I shall be able to collect them all again.

It was Miss Elsie Smith, Commissioner for Camping in New South Wales, who managed to get a telegram through to me on the refugee train, and oh! what a joy it was. Again, it was Miss Hawthorn, of Queensland, who gave me a coat on the train and the Guiders who have asked me to stay with them are numberless. As I write, I am with Miss Joyce Arnold, a Country Commissioner, leading a really peaceful life.

Please forgive me for taking up so much space. It is with great joy that I read THE GUIDER when stranded so far away.

The work that is being done for air raid victims by the Guides of Australia and New Zealand is wonderful, and I have been very impressed.

The Guides and Brownies transferred from our Polish ship to Australia seem to be doing well, but since my return I have only seen a few of them.

I often wonder how you all are and if Headquarters is still standing.

There were two ex-Guiders with me on the raider, and they were children's escorts too, and they are all right. Miss Osbourne, from Walton-on-Thames, and Miss Alston, from India, the former had her arm broken. They were invaluable in organising games and singing to while away the dreary hours.

Do you remember Miss Una Scott, who did Y.W.C.A. canteen work? She often spoke of you. She was killed outright. Miss Dunsmuir, an ex-Brown Owl from Glasgow, did marvellous work among the wounded. In fact, it is largely owing to her and her friend that one of our nurses did not die.

I hope I may be home again soon, but we have to wait for a ship.

My very best wishes to all, and how we all admire England.

From yours very sincerely,  
ELEANOR M. PEARSON,  
ex-Captain S.R.S., "St. Vincent," Earl's Court, West London, and 1st Batory (Poland) Evacuee Girl Guides.

P.S.—I spent a couple of days in camp at Glengarry and learned several useful tips from the Australian Guides.

All Guides, everywhere, will congratulate Miss Pearson on her escape, and I think I can say to her, on behalf of you all, that we are proud of her, can't I?

To finish on a lighter note. I have often mentioned the Purley Guides' salvage collection. Will you just imagine a busy cross-road, traffic coming in every direction, and a patrol of very small Guides out collecting waste paper. Right in the centre of the crossing—crisis! The bottom fell out of the trek cart. Patrol Leader, small and round, quite undismayed, holds up the traffic, directs operations quietly and coolly, despite furious drivers. There are a few chaotic moments of tooting horns and swearing bus drivers, then the humour of the situation dawns on them and they join in the search for stray pieces of paper, leaning out of their buses to point out scraps which have blown into unobserved hiding places. When the last piece of paper has been rescued the patrol moves off, still cheerful and quite unmoved—even unaware—of the sensation they have caused, also unaware of the presence of the mother of one of the Guides, hiding in a shop doorway, enjoying the joke, which she later reported to Captain.

There may be some who will be shocked by that story, but somehow—well, I think the man who thought it all out would chuckle, don't you? I think there'd be an even brighter twinkle in B.-P.'s eye.

NOTE

Will Guiders kindly write and tell us how much salvage they have collected with their companies? We are anxious to keep a record, and this information will be invaluable to us. If Guiders have news of good co-operative work done by Guides with Scouts we would be grateful if they would send us a description of it.

EDITOR.



The 13th Ealing Guides are acting as Church cleaners to help the vergers, and visit their church every Saturday to polish and clean.

WAYFARING  
IN SOUTHERN  
RHODESIA

WHEN we asked the Overseas Commissioner, Lady Clarendon, to write the outlook for the Empire Day number of THE GUIDER, she had just received from Southern Rhodesia a very interesting account of the Wayfarer Movement. Lady Clarendon felt that parts of this account made such interesting reading that she would prefer us to publish extracts from it rather than an outlook written by her. She sends you, Guides of the Empire, her greetings and best wishes for the splendid work you are all doing, and hopes you will find as much enjoyment and inspiration in reading of the Wayfarers as she did.

The Wayfarer Movement was formed to cater for the needs of African girls who are not yet ready for Guiding. It is a definitely Christian Movement, and is very similar to Guiding in organisation, aims and ideals, as you will see in the following article.

EDITOR.

Wayfaring is a success because it is done for the Glory of God. It is based on the simple Christianity taught us by Jesus Christ. One hears a great deal of the harm done to the Native by the preaching of so many forms of Christianity, and of the bewilderment caused by varying Church observances often directly opposed to one another. I do not propose to enter into that now. But in Wayfaring we all meet together, be we Roman Catholic, Anglican or Non-Conformist, and say the same prayer, and in the light of that prayer we try to do our work for the welfare of African womanhood. A grave responsibility, but those who work for Wayfaring accept that responsibility with zest and cheerfulness. This same spirit is found among the girls, and each Wayfarer meeting is infused with this same quality. I have been to many which have seemed to me profoundly moving. Usually the meetings are held out-of-doors in the shade of a big tree and in the quiet of the African day. The sunlight strikes golden through the branches which cast lacy shadows on the rough grass below. At a respectful distance sit the villagers who have turned out to see the show, or, if we are at a Mission, some of the Mission folk are there—placid mothers, interested small boys, tiny bright-eyed children. It is a friendly and happy affair. Then the Wayfarers arrive. They make a gay picture as they march singing to the meeting place with their banner proudly upheld. They wear the now familiar brown Wayfarer uniform with a duku (headcloth) of brilliant red, orange, blue or green. Very often a scarf of the same colour is worn as well, and the uniform looks remarkably well on these big well-grown girls with their sturdy bare brown legs. The little ones wear a gay blue dress with sometimes a yellow fillet round their heads. These are the Sunbeams.

These African girls are unselfconscious, simple and friendly. They repeat their prayer and their promises with fervour and sincerity,



Wayfarer Guides and Sunbeams.

and they raise their strong voices in a hymn as though they enjoyed singing, which indeed they do. They have a remarkable sense of rhythm and fall easily into harmony. When they are taught to sing with feeling and restraint it is lovely to listen to, and there is an arresting quality

Then to the work of the meeting. They gather into groups for practical instruction in many different subjects, for the Wayfarers, like the Guides, work for proficiency badges and are immensely proud of them. Of course, all the work is based on the needs of their own life and is kept as simple and practical as possible, and the native arts and crafts of pottery, basketwork, mat-weaving and beadwork play as important a part as the needlework and knitting and crochet work which they love to be taught, and at which they quickly become very proficient. Cooking, both European fashion and the native way with clay ovens and three-legged pots, is also popular, and first aid, home nursing, and the care of children are easily learnt. We endeavour to foster an interest in gardening and animal welfare, and we try wherever possible to collect native folklore, songs and dances, and to find out more about the plants and herbs used in native medicines, and all the quaint and fascinating traditions about trees and rocks and places.

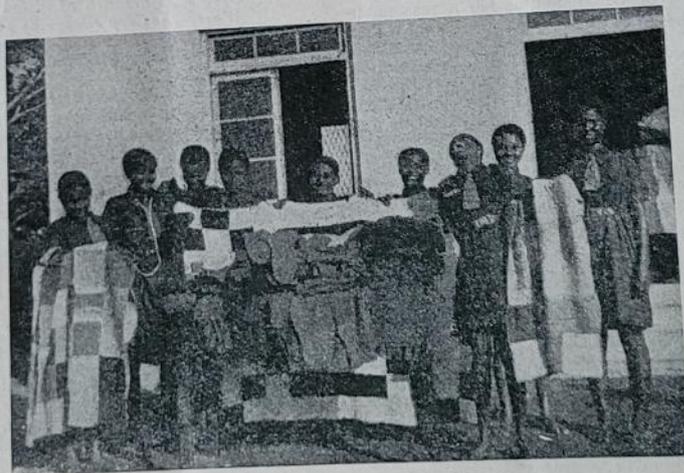
Games, songs and dances follow, and the girls enter into these with great zest. They vary considerably in the different districts, and many of them are very entertaining, and some of the games and dances require great poise and ability.

At last the meeting comes to an end, and the beautiful African anthem is sung. Though I have heard it hundreds of times I always find it inexpressibly moving, and it symbolises the awakening spirit of Africa as no other song or hymn can do. The African sings it as though it expressed for him the yearning and the striving upward of his inarticulate soul, and the rich harmonies are a very part of him.

The enrolment ceremony which centres round the Wayfarer emblem, an upward leaping flame, is very beautiful and very symbolic, and the girls take part in it with real appreciation and reverence. By a happy chance the words of the fire-lighting ceremony exactly illustrate the meaning conveyed by the Wayfarer symbol, and that symbol is part of the lives of these people whose home and communal life is centred round the little fire which warms the hearth and cooks the daily meal.

I am convinced that Wayfaring is the great success it is because it has grown from the needs of the people and because it is so closely associated with their simple and humble lives. I have no doubt that we may expect great changes and improvements in the lot of the African. In the sphere of education and material prosperity, better wages, social services, and better living conditions, he will find an opportunity of advancement among European and African alike. It is safe to say that such a state of things is sincerely desired by many who have the welfare of the African at heart. But those who are

(Continued on page 98)



Guides of the Gold Coast with some of the comforts they have knitted.

[May, 1941

# THE GUIDER

## TESTING FOR FIRST CLASS

by  
M. NEWNHAM

THE arranging of tests for First Class has undoubtedly become more difficult since war with the shortage of examiners and possible difficulty in getting the Guides during daylight. Now, as longer evenings are coming it is a good moment to consider how the test can be carried out in such a way as to get a good deal done at once, and give the Guides who are entering a test which really tries out their knowledge and practical ability, and at the same time has a certain amount of adventure included.

We all agree that the First Class Test is most worth taking and every captain is fully conscious that when a Guide is ready for the test enthusiasm tends to wane if it cannot be arranged fairly soon. At the same time, First Class, being a big test, can be taken in so many parts by a Guide that unless a revision test is used at the end one is left wondering whether there is ever a moment when she is really First Class. Therefore, it seems worth while to make one or two suggestions by which the test can be carried out so that the Guide achieves a number of sections at once, and the experiments outlined could be used either for a Guide who has not yet entered for any section or for one who has taken First Class bit by bit and is, therefore, prepared to be tested on any part of it.

These tests have been tried out, and as a result it was found that one Guider with an expert on first aid and one or two Ranger or older Guide orderlies could successfully examine about ten Guides during a Saturday afternoon. In each case every Guide entering for the test was asked to bring a friend with her, preferably a newish recruit to the company. This proved to be useful in every way. It was perhaps easier for the Guide to follow the trail with a companion, and the attitude of the Guide towards her recruit was very illuminating from the point of view of the First Class person.

Neither of these tests is quite complete as it was found that if the hike had been included it would have involved the whole day, and this was considered rather tiring. Therefore, the hike and swimming, and in one case throwing the life-line, were done at another test. A possible way of arranging it is to have First Class covered in a year, dividing the whole into about three sections and allowing a Guide to start at any time but stipulating that she must take three successive sections. If this is too difficult in present days, tests such as the ones outlined could be arranged quite quickly, but it is much more successful if several Guides are entering, and it should be emphasised that the test should be completed within a reasonable time, say, a year. On the occasions when the tests were used rather a high proportion of the Guides entering failed. In some cases this was due to all-round weakness and it was expected that those Guides would retake the whole test. In others there was plainly one weakness, and where the attitude to the test had been obviously first class and the actual achievement good in the greater part of the test, it was allowed that the Guides should retake a small section. Those who failed did learn quite a lot as they went round the test and seemed to have found the whole thing interesting and enjoyable. It was interesting to see in how many cases the inclusion of a small section of Second Class work startled the Guides and proved their undoing!

### FIRST CLASS TEST

Imagine Foxlease is going to be used as a convalescent home and deal with the following:—

1. Be prepared to explain how Foxlease has got any connection with the Guide Movement and what the latter has grown from and come to be.
2. Mark the entrance to the Barn with a flagstaff, using as many knots as are reasonably needed. Hoist a Red Cross flag.
3. Discover the answers to these problems:
  - (a) A lightning conductor is needed from the chimney over Denbigh. How much metal will be wanted?
  - (b) The roof of the inner cellar needs a support. How tall a prop must be cut?

4. Give the compass aspect of all Denbigh's windows.
5. What have you noticed as examples of thrift and lack of it since you have been in this house?
6. (a) What is the length of the drive from the gate to the front door?  
(b) How far will chair cases have to be taken if they are moved from the back door, down the yard, over to the Barn?  
(c) It is possible that the Barn may be needed as a ward. Decide its length from the edge of the hearthstone to the far end.

### MESSAGE FROM THE CHIEF GUIDE

To all Guides everywhere I send my loving thanks for the kindly sympathy that you have all felt for me when our Beloved Chief Scout was called to Higher Service. Messages bringing your generous good thoughts to me in my time of grievous sadness have come from all corners of the world, and for these I am grateful indeed.

He left you a message of his own, when he died, and you will all be taking that to heart I know. He cared about you so much and loved you Guides as much, I think, as he did the Scouts; and in that term I include all members of our Movement—Rangers, Guides, Brownies (especially the Brownies!) and he was so proud of the success that you are making of it all. And he thought so much for you, planning in his wisdom all the jolly health-giving activities and things for your good. And he TRUSTED you all so greatly, feeling sure that you would carry out his suggestions with a will.

And so, in a future that we look forward to, when the war is won, you have got another task awaiting you. Out of the havoc wrought by war we have got to create a new sort of world—where the principles of Our Guide Law are uppermost and the evil things of to-day are cast away. So with your hearts full of love for the Chief, who has gone, can you redouble your efforts in your Guide activities, and in this way show your gratitude for his life that was spent so richly in the service of others? I am coming back sometime to join hands with you again. When the present heavy weight of sadness is lifted from my heart I shall look forward to returning to my homeland and seeing you all in Britain again and playing my part as your devoted Chief Guide once more.

*Olave Baden Powell*  
Chief Guide.

7. (a) What weight of flour have we left in stock?  
(b) We have ten tins of meat. What is the weight of each?  
(c) Tell the Secretaries the weight of the envelopes of forms to be sent off.
8. Come and explain the main roads from Lyndhurst, using a 1-inch map.
9. Show that you can throw a life-line 15 yards at the swimming bath.
10. (a) Make a note of how much spare cutlery there is in the Hike Shed.  
(b) How many new sheets are there in Kent?  
(c) How many enamel mugs are there in the Hike Shed?
11. Demonstrate any points required in making a bed and in taking a temperature, in the Cheshire Room.
12. Draw a sketch map (only spend five minutes) from Lyndhurst High Street to the Barn, which will be the receiving office.

13. Give a recipe for scones suitable for using up some wholemeal flour which we have in stock.

N.B.—The two-mile walk was done by going to the village for the purpose of the Map, and the local knowledge by questions. Completion of 7 (c) led to an emergency.

(A second test will be published next month.—ED.)

### SOUTH AFRICAN HYMN

Look down, O Father, on our native land,  
Wild, untamed forests, wastes of burning sand,  
Kopjes that rear their lofty heads on high,  
Rivers that wait for storms that pass them by.

Give us a breadth of vision like our plains,  
Where the deep silence of Thy Presence reigns;  
And, with the vision, give us strength to fight  
Through all our darkness upwards to Thy Light.

Teach us the peace that lives in krantz and vlei,  
That to our comrades passing on their way,  
We may give comfort, solace, rest and power  
To win from Thee joy in the passing hour.

Teach us the silent sternness of this land,  
Which loves, but loving does not spare its hand,  
But breaks us harshly, till our spirits kneel,  
Feeling Thy Love through all our woe or weal.

Then in Thy love keep free from every harm  
Dwellers in village, town or lonely farm;  
May we Thine image in our neighbour see,  
From all race feeling keep us calm and free.

Strong in Thy strength, and loving, tender, true,  
Lifting the loads of many or of few,  
In this great country, by Thy Grace, may we,  
Guides and Light bringers to our brethren be.

Amen.

(Taken from the picture at Foxlease sent with love from the South African World Camp Guides, July 14th-23rd, 1924.)

## DANGER AHEAD—STAND TO!

The teaching and testing of the Second Class Test—First Aid Section

by

HETHER KAY,  
Welsh Assistant to the Commissioner for Training



A POWERFUL looking policeman pushed back a fast-gathering crowd, firmly admonishing one particularly talkative woman with the remark—"Stand aside, Madam! This lady is a Guide and they understand these things." This statement so amazed the Guide in question that she never forgot it. She was at that moment kneeling on a road doing her utmost to cope with a terrible accident. So bad was it that she was petrified in case she should not be doing the best thing. She was praying that the doctor would come quickly, realising that otherwise the motor cyclist she was tending might die before he got there, and that she might as easily as not push him round the last bend in her efforts to save him.

"... a Guide—they understand these things." DO WE? Granted, many more Commissioners and Guiders have recently been acquiring first aid qualifications, but by no means all of us. Be that as it may, the general public usually do seem to have an idea that Guide folk have a sound working knowledge of first aid, although in actual fact this is far from correct, yet wearing the same uniform we are all tarred with the same brush. This is an alarming thought. What can we do about it?

Even if we detest first aid ourselves and all that it means, should we not force ourselves to gain a knowledge of it? I have always thought that every woman should do this, but surely more than ever is this so to-day, for the balance of a person's life may at any moment, in any place, depend on our knowledge, or the lack of it!

One of the first and most important things to learn is what *not* to do. Our job is to stop a simple injury becoming worse and not to attempt things we do not ourselves understand. So if we avoid frills and treatment beyond our powers the old saying, "A little knowledge is a dangerous thing," will not apply to us. We must play for safety and use our common sense and send for help as quickly as possible. At practically every training I have taken I have been amazed and horrified at the dangerous things some Guiders would undertake themselves and that they would let their Guides attempt, while not knowing such a vital and simple thing as the treatment for shock which even the smallest Guide could carry out. If things are in a bad way Guides can be taught to do their best to stop hæmorrhage, hold a fractured limb still, cover a burn with a cloth wrung out in tea, treat for shock, etc.

The first aid bit in Second Class should be a valuable beginning. It is very important to ground this first aid knowledge well, yet from some of the results one sees one cannot but feel that very often it could be better taught, and tested.

When a Guide comes to us to be tested we want to be sure that her knowledge is not just word perfect, but that it could actually stand the practical test of use in an emergency. Therefore in testing first aid, team races are bad. So, too, are long, drawn-out proceedings where the Guide wanders around the supposedly tied up arm sling tweaking it disconsolately here and there. If she does this, fail her at once. Dawdling and uncertainty spell unreliability and she would be useless if quick thinking and action were necessary. Does she use sense, or does she make over-elaborate preparations for a simple thing? Has she picked up an idea of cleanliness, such as the using of the inside of an envelope to cover a cut instead of a bit of grey bandage or a grimy handkerchief pulled out of her over-all pocket? Has she learnt the necessity of stopping bleeding quickly and how to set about it? Does she treat a burn with sure knowledge, and how is she going to recognise a faint? How does she do her bandaging? Does she realise the object of what she does? For example, many Guides tie a sprained ankle, as one might term it,

half-way up the leg, leaving the whole ankle-bone, which should be securely bandaged, uncovered: or so loosely do they tie it that the other foot could almost be thrust in the bandage as well. There is no security for a sprain in this; in fact, this sort of thing is useless and brings discredit on the teacher. Again, for the treatment of shock—I have seen frequently a thin wrap being draped across the middle of a person, leaving legs and arms exposed. This is stupid: numbers of persons die through shock after injury. If we taught our Guides well how to deal with shock and nothing else, it would be of real use on the scene of almost every accident.

As I have already said, never must we be misled by the gabbled word when testing day arrives. It is so easy to reel off treatment when asked about it; so very different a thing to recognise symptoms and act on the spot. Therefore let us stage accidents, say, with one patrol acting and the other rendering first aid. Then we shall see, however carefully we think we have taught, what really might take place, and if your company is like mine you may get some rather nasty shocks! Jump heavily if a patrol or a single Guide attempts to do more than is wise. If mistakes are made, it is better that this should happen in practices only. The Guides will be readier should the real thing ever come their way. In these uncertain times there may be opportunity for them to apply their knowledge at any moment. Some already have rendered first aid quite magnificently. In view of this, we dare not risk a slipshod test, nor that our Guides will attempt to do too much, otherwise we shall be turning loose a menace, not helpers in the treating of even little things.

If first aid is to be well grounded—it must be well taught and tested—here are a few suggestions.

1. Demonstrate one, or at most two, things in one evening prior to Patrol Times. Then let patrols practise in charge of their leader. Check results.

2. Teach Patrol Leaders—let them carry on—check results.  
3. Unless you are a V.A.D. yourself, or quite sure of your first aid knowledge invite someone from the nearest detachment. The Guides will feel that this is very important and enjoy it hugely.  
4. "The Hat Trick." Patrols write description of an accident, screw up papers and put in a hat. Captain may add others. Patrol Leaders draw. Patrols must produce and act a short play to interpret whatever they have drawn.

5. "Calamity Evening." The Guide who is about to be tested is warned at the beginning of the company meeting that if any first aid should be required it is up to her to deal with the situation. Various Guides receive a secret missive such as "sprain your ankle in the message-carrying race." "Faint during country dancing." "Fall on the path and cut your hand—get it rather dirty—(red ink from the table drawer may help you)." "Make the tea to-day and act that your clothes catch fire. Rush screaming from the hut."

6. "A Patrol of Guides in a Foreign Land." Give each patrol two sheets of paper and chalks—call the Leaders up and either explain to them or give them sealed orders to this effect—"You are a Patrol of Polish Guides who have arrived in this country as refugees—you cannot speak or write a word of English—you come across an accident—Draw (1) a map of where this accident has taken place and (2) a diagram of the accident so that the doctor will know what to bring in his little black bag!" Allow 10 minutes for this—then change papers with another patrol. After another 10 minutes has elapsed each patrol in turn diagnoses the scene of the accident and what has happened to the victims of it, and then acts in detail what they would do if they were the patrol of Guides who arrived first upon the scene. (This is a very useful check on what our Guides would be likely to do. It is important to correct any slips—and there will be many. It is a good idea to get the other patrols to criticise the actors—in this way the attention of all the Guides is held throughout—otherwise they will probably be thinking only of what their patrol is going to act when it is their turn!) Message carrying and telephoning for a doctor should all be practised.

As exciting accidents often depict aeroplanes or cars, broken legs or heads, etc., the tendency is to do more first aid than it is wise for a patrol of Guides to carry out. As, unfortunately, it is possible that our Guides may come face to face with badly damaged people let us in practises of this kind determine what are the really safe things a child can do, and stress them.

As a last thought on this important section on the Second Class test I would suggest that in testing we should assure ourselves that we can count on it that the Guide in question has really grasped and will remember what she has learnt: that we will never be content with the words learnt parrot fashion as only by practical demonstra-



May, 1941]

## THE GUIDER OLDER CHILDREN AND DEATH

By  
MARGARET GRAHAM.

TO understand the child is not the only need, and I would say not the essential need of the adult in his function of rearing the human young. The essential is for the adult to provide something from his own resources; to transmit sustenance, whether in the form of food, knowledge, wisdom or cultural tradition.

This spiritual nourishment should be a continuous process, and it should take place throughout a child's upbringing. We can only give it by ourselves living a life of faith, by talking naturally of it from day to day, by showing, as occasion arises, how everything is a part of God's plan: nature; beauty of all kinds; our ability to enjoy, and our power to create, beauty; the event of death; and the contribution of each individual life in the architecture of the whole. So may we teach the essence of praise and prayer.

Upon this foundation (and what other is secure) we can build in time of emergency. And if we can add to it some understanding of the child mind and human reaction to a death in the family we have done much towards preparing ourselves to relieve suffering.

A child experiences a variety of feelings towards any member of his family or his playmate and not all of these are friendly. Some are due to a healthy rivalry, some to his developing personality, some to selfishness, some to jealousy and some to inferiority. He is aware of this hostility and condemns it in himself, but condones it by thinking of the provocation he has to suffer and further he consoles himself by realising that this attitude alternates with unselfish, generous and loving impulses, and he has a mental reservation to the effect that in the future he will behave better.

When the person in question dies, it is easy to see how painful will be his remorse for his misdeeds, and in many cases this self-reproach is more bitter than the sense of loss created by the absence of the parent or brother. Particularly is this the case when a child has wished his rival out of the way, his younger brother still unborn, or a parent rendered incapable of interference in his plans or of frustration of his desires. Sudden death will appear the direct result of his impetuous thought, no less surely than was the murder of Thomas à Becket the outcome of Henry's famous cry: "who will rid me of this turbulent priest?"

In his acute distress a child will naturally exaggerate his past misdemeanours, and so suffer out of all proportion to his actual guilt. We can help a great deal here, but not by direct discussion, because a child will be inarticulate, even to himself, in this matter. In a recent book, it has been suggested that the best approach is one that avoids all sentimentality, and all idealising of the dead person—for instance the exclusion of all phrases such as "your poor dear little brother," emphasising that he is to be pitied and implying that he was never at fault; but substituting an attitude which recognises that he was at times himself provocative: "I suppose he was a nice little chap to play with when he was in a good temper?" This realistic attitude is likely to be the most helpful in resolving a problem which assails all ages.

Another source of pain in connection with sudden death in war-time is the violent and unnatural manner in which it has come. Some imaginative children may receive a severe mental shock on hearing the news, and may be unable to prevent their minds from dwelling on the incident.

Some children may tend to repress this and to refrain from any mention of it, and may suffer far more because of this. It is therefore essential that we should give them opportunities of discussing it with an understanding adult who will wait till they are ready to talk and who will then give the support of wisdom and experience. The talking itself will have therapeutic value, but we need not be content with that for there is more we can do after we have listened.

It is often a help to children to realise that in a great many accidents the patient loses consciousness early enough to escape much of the suffering we imagine. The Clydesider entombed for eight days slept much of the time, and fell into a coma for at least a part; death by fire is more merciful than the inquisitors meant it to be, because the martyrs at the stake lost consciousness before the flames inflicted much pain. Whatever befalls the body after the mind has ceased to be aware of it is of no significance at all.

By being willing and ready to companion a child in his hour of grief we can help him to feel that we are "standing by"—and this will diminish his loneliness, especially in the case of the loss of a parent, which will make him feel doubly insecure and anxious about everything in general.

In addition to this we can usually relieve his sense of destruction by giving him something creative to do. The development of a new power, whether it be a physical skill such as controlling a ball, riding a bicycle, roller-skating, knitting, carpentry, or an artistic gift, painting or modelling, or the starting of a collection—any of these things will not only absorb the whole child once he or she is interested, but will assist him to feel less helpless. For the inability to "do anything about it" is the root of much grief, and the feeling of weakness in the face of a disaster can often cause acute distress.

Lastly our sympathy must extend to difficult behaviour, which arises

from the self-reproach described above, and from a child's effort to get square with himself and the world. This perhaps is our hardest task, and taxes our patience and understanding to the utmost, but it is here that our intelligence and goodwill are most urgently required.

## EXPLORATION

By  
AUDREY SETON GORDON.

OF all living creatures Man is the greatest explorer, and perhaps British people have done more exploration than any other race. Animals, on the whole, are not explorers. But there are exceptions. The reindeer of Arctic lands are great wanderers, and that strange little rodent, the Lemming, may perhaps be called an explorer—but he does his explorations not for love of adventure, but when food scarcity forces him to move—often in great numbers over vast areas. Many other animals and many birds travel great distances each year, but always on well-defined routes, so that they cannot really be called explorers.

Although Man has been busy exploring the earth for many thousands of years there are still large tracts of the earth's surface where his foot has never trod in historic times. If you look at a large atlas of Australia, Africa, or Asia, you will see large blank spaces where rivers, or lakes, or mountain ranges end in dotted lines: sometimes here you will find the word "unexplored" written in small letters. Nearer this country, you will find that the centre of Greenland is blank. Round the North Pole and the South Pole, of course, there are vast unexplored areas. Man is stopped exploring only by want of water in the desert regions and by cold and ice in the Polar regions and in the mountains. In spite of several daring expeditions, no human being has yet stood on the summit of the highest mountain in the world—Mount Everest, over 29,000 feet high above sea level.

But geologists tell us that desert regions have not always been deserts, nor icy regions always icy, throughout the millions of years of the Earth's existence, so perhaps there are really no places where the foot of man has never trod at some distant date in pre-historic times. Some people think that it is wrong to risk human lives on dangerous expeditions of exploration, but surely explorers set us all an inspiring example, pursuing the unselfish ideal of adding, regardless of their own safety and comfort, to our knowledge of the world in which we live.

Recent years have also produced intrepid explorers who have penetrated to great depths in the oceans, and up into the stratosphere. William Beebe, the American naturalist, built a bathysphere—a steel globe of enormous strength—inside which he descended half a mile down into the ocean. Various Belgian and American explorers have ascended 12 miles up, into the stratosphere (which is above the atmosphere which surrounds the earth) in a specially constructed balloon. During "black-out" evenings one's appetite for minor exploration in one's own country may be whetted by reading the series of Harrap books by T. C. Bridges and Tiltman on "Heroes of Modern Adventure," in which excellent accounts of these and many other amazing adventures may be read.

To explore in this country one must use one's imagination, and must pretend that one is a pioneer and that no human being has been over the ground before. This may be a little difficult if one comes across the usual litter left by the last wanderer. Perhaps, as oranges and bananas are no longer to be had, and paper, tins and bottles must be salvaged, the litter nuisance will be less acute than in pre-war days. One must also realise that it is unlikely one can add to the world's knowledge of one's own country, but by training the powers of observation in all things, large and small, one can add enormously to one's own knowledge and find great pleasure and happiness and health in so doing.

Another way of exploring for ourselves unknown places is to take a map and verify every mark on the map over a given area. Identify on the map each turn in a road, and each bend in a river or stream. If you can borrow a 6-in. Ordnance map so much the better, as there will be more marks to identify (even in war-time you will probably be able to borrow a map, and if you are wearing Guide's uniform you are unlikely to be arrested as a spy!) Each field will have its boundaries marked, and you can trace on the map any new fences you find, or new side roads, farm buildings, and the like. Valuable and useful work can be done by finding out old local place-names and writing these into the Ordnance map. This is a form of exploration which the town dweller can do by going to the outskirts of the town and marking in all the new housing schemes, shops, etc. It is good training for observation and accuracy. If you cannot get a 6-in. Ordnance map you may be able to borrow a 2-in. map and draw it out larger with squared paper. On wet days, or in the evenings, the different kinds of signs on maps should be studied—those for trees, bogs, churches, schools, mountains, and so on. It is quite possible you will find mistakes and omissions on the maps, and you can then have the satisfaction of writing to the map makers about it, and feeling a real pioneer and explorer.

In the next article we will explore a river.

# LOOKING FORWARD

by

EVER BARTON

The views expressed in this article are not necessarily those of Headquarters and should not be interpreted as such.—EDITOR.



We hear a great deal in these days about War Aims and Peace Aims. There can be no difference of opinion between thinking people about the necessity of winning the war before we can begin to build for peace. If an appendix has been neglected to the extent of becoming badly inflamed, a surgical operation is unavoidable before health can be built up again. But the operation is the job of the surgeon and nurses. There is no need for the parents to stand around and wring their hands. They may concentrate on, and prepare for, the rebuilding process. The convalescence is their affair and no time must be lost.

Happily, the war cannot absorb all our thinkers, even if they are also, like most of us, in the front line. We know that there are many working out (even under fire) the plans for reconstruction already.

And because any reconstruction involves the co-operation of youth, we hear much about the Service of Youth nowadays. In this organ, devoted to the service of youth, I want to face this subject of reconstruction squarely, confident that the mere statement of the problem will elicit from those so much better equipped and so much more experienced than myself new ideas for the solution.

What is the problem? We want to build a juster, happier world, founded on the Christ-ideals of love and justice, only possible in a community of integrated personalities.

What is an integrated personality? One who has learnt happiness through creation, who is stretching his powers to the utmost, who has found his niche in the scheme of things which he recognises as a Divine scheme needing his willing co-operation.

That joy in creation is an integral part of complete happiness is truism slowly coming back into its own, proved by the disastrous unhappinesses of the Industrial Revolution. Men are now beginning to see that a human being who spends his working days with one bit of machinery that can never give him the pride of a finished product, must have some other outlet for his creative instincts. That is why we see so much "education for leisure" in the schools and evening institutes of to-day. But here, surely, the Scouts' and Guides' organisations might combine with the Board of Education and develop their resources with the help of Government finance promised to them already by the protagonists of the Service of Youth. Here, surely, the Service of Youth and the existing organisations should work together. The Further Education Evening Institutes, in my experience, seem to miss the 14 to 18-year-olds, those who have the greatest need of continuation classes, pitch-forked, as they so often are, out of their full, interesting school lives into monotonous adult occupations. Why should not a village, for instance, set up its own further education centre in the village school or other building, to be visited by travelling teachers, where Scouts and Guides, as well as older people, could carry on their cooking lessons, their dressmaking, their carpentering, gardening, typing and weaving, and any other creative work that may be in popular favour? This might even encourage the revival of village industries. Why should not villages become famous once again for their special handicrafts, their pottery, their hand-woven cloth, their woodwork or their cobbling? Leave profits out of it; call it education. Spare-time industry and art for the love of making something could wait for the buyers who love beautifully made things.

In this surely Scouts and Guides could be pioneers. Already they make things and rejoice in the making. With the help of the Board of Education and the co-operation of the villages they could enlarge their scope to an unlimited degree. Thus we may see shaping the vision of a community happy and at peace within itself, ready, because the members are at peace with themselves, to help to build anew the lives of those less happy.

I said that the new world must be founded on the ideals of justice and love.

Justice demands a social system in which all men and women have the opportunity of fulfilling themselves in a worth-while job, and in which everyone may live in a decent house in surroundings suitable to the upbringing of a family. Towards these ideals must the Scouts and Guides work. But these are vague ideals which we must put into practical form if we are to be ready for post-war construction. For—make no mistake about it—when right prevails, as it assuredly will, this does not mean that greed and jealousies, selfishness and snobbery will automatically disappear. Far from it. The war to win the war will be succeeded by the war to win the peace, requiring the subtler weapons of the spirit, forged and sharpened in the schools of self-sacrifice. Here there can be no compulsory calling up. Here, indeed, is true democracy. Every worker, every soldier in this cause must enlist of his own free will. And I like to think that our formidable regiments of Girl Guides and Boy Scouts have already enlisted in this army. Now they must learn the art of spiritual warfare for a righteous and abiding peace.

There is an obvious way in which they can work for social justice. We shall never have this justice until there is a better understanding between the so-called "classes." Here the Guides and Scouts have an unique opportunity.

To start with, schools should be encouraged to form open companies. Every company should be on a territorial basis so as to ensure at least one opportunity for the pursuit of common interests by the members of the different types of schools. There should be holiday patrols for the boarders who come home for the holidays, and in places where there are large boarding-schools the boys and girls should be encouraged to join the nearest town or village company. The obviously increased risk of infection must be faced. When the evacuation of London and other large cities took place in 1938, many people shook their heads over the danger of spreading disease through appalling conditions of "shelter life" were necessitated by the London blitz pessimists again shuddered and pictured the capital decimated by influenza or worse. Yet the winter has gone by and every emergency involves risks, and the desperate need for a better understanding between our boys and girls of different status must not be allowed to remain unfulfilled by our paltry fears of measles and whooping-cough. We accept risks in war; we must accept risks in peace. We live dangerously in war; we must carry over our willingness to do so into peace. "Safety First" as a slogan has failed and must be erased from our national hoardings.

And what of Love? Guides and Scouts place the highest ideal of all in their Promise—love of God and love of their neighbour. They cannot aim higher than this. But love of our neighbour involves fellowship, and here comes in another problem, revealing an outstanding lack in our education up till now. We have professed to educate the mind, we have professed to educate the body, but how often do we hear educationalists discussing the education of the emotions? We leave that to the popular Press, to the cinema—yes—Arthur Balfour pointed out that human behaviour and social organisation are founded, not on thought which progresses, but on feeling and instinct which hardly changes in a thousand years. This, he believed, was the secret of our failure to transmute our growing knowledge into greater happiness or more lasting peace. Have we learnt to do so since then? We will not educate the emotions by segregating the sexes in all adolescent activities. Scouts and Guides must study together, create beautiful things together, play together; they must learn to know each other through healthy common interests. The best senior State schools of the present day have this ideal before them, but Scouts and Guides can carry on where they perform, leave off at present—at 14+. And the public schools should encourage their boys and girls, who have all the opportunities of "education for leisure" as well as utility training, to pass on these advantages through the holiday patrols. Obviously, however, the educational authorities of all types of schools, as well as the Scout and Guide organisations, must realise that they are both working for a common end, for nothing can be done without such co-operation.

But what of leaders?

This, indeed, is the crux; but this, too, is a challenge to the Guides and Scouts. In another article I have stressed the necessity of having an O.T.C. for peace to provide the leaders for the spiritual warfare ahead. Unfortunately, through the curtailment of education at 14 State schools, a training in leadership is easier of achievement for those who can afford to pay for their education. This, therefore, is where the Scouts and Guides may again come in. First and foremost, in the world of to-morrow they must stand as the spiritual O.T.C. of the democratic State. Standing as they do on the firm foundation of a spiritual ideal, they must train boys and girls to be leaders after the pattern of the greatest Leader of all.

For no man can be a great leader who is leading down the wrong path, and no man is a great leader who does not acknowledge a greater Leader than himself.

It is because the Chief held this axiom in the forefront of his programme that the possibilities of building a new world through his great venture are so infinite.

Cannot we picture his spirit watching us from outside Time, yearning to show us the greatness of these possibilities, longing to pass on that greater vision that is his now, the vision of a new perspective?

Yet—he can pass it on, if only we are aware. If only we can be still and know.

For perhaps it is leaders in thought that we need most of all and all the rest will follow in their train.

To do—that is easy, but to be—who shall accomplish it?

May, 1941]

## THE GUIDER

# THE PATROL SYSTEM

## 2.—THE RECRUIT

by  
DOROTHY IVESON



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THIS month let us apply our "measuring tape" to the company as the recruit first meets it. We will ask ourselves five pointed questions.

1. Does the newcomer find a real welcome? We all hope that she immediately feels the atmosphere of our Fourth Law which pervades the company and meets a real friendliness which is anxious to include her in everything, friendliness which is your company? What can you do about

2. Is there a place for her in the company? In the patrol she should find her home. It is important to "fix" her patrol as soon as possible. We do like to keep a balance of numbers in our patrols and so on, but a hasty meeting of Guides and Leader can settle the question. It is difficult for a young recruit to become a happy Pansy after five weeks of putting forth all her power for the Primroses!

3. Does Patrol Leader make sure to ask her opinion about something during her first Patrol-in-Council? Bid Patrol Leaders beware that you don't know-anything-about-it attitude! A little explanation and the recruit can feel that, new though she is, her word counts for something in the company and she'll grow in stature as a person and get that happy feeling of really "belonging."

4. Is there something for her to do in all the company activities? A job for the Guiders here, as well as for Patrol Leaders. Perhaps a hasty adjustment of the programme may be needed or games must be altered, so that they include a part—and a thrilling part—for the unskilled! A bit of a nuisance? Not really, you will be a thousand times repaid for your trouble and ingenuity by the joy on the face of the newest member of the family as the meeting progresses and she is never once left out.

5. Has her Patrol Leader been trained to regard her recruits as individuals? Never let Patrol Leaders slip into the way of always doing the same things first with every new recruit. It may be nerves—or lack of training—but some Leaders do seem to seize a bit of cord and begin on the reef knot the moment they are *litté-à-litté* with the recruit. Teach them to begin with a little chat, getting to know the newcomer and discovering her interests. The idea behind this is perhaps best illustrated by a little story of a Patrol Leader (a very good Patrol Leader) that I once knew. During Patrol-in-Council, one night when the Robins had a recruit, they were discussing where they should hike the next Saturday; there were three alternatives—one of them a wood. Each Guide expressed her opinion and Patrol Leader duly noted it. At last came the recruit's turn. She was new to the district but Patrol Leader asked her opinion just the same. "Yes. I think I can come and I would like to go to the wood." The Leader was slightly surprised at such a definite answer and said, "Why? Have you been there?" "No," replied the recruit, "but I've heard there are rabbits there." Later, when the Patrol was busily working, Patrol Leader devoted herself to the recruit, but the first thing she taught her was not the reef knot—indeed, it was not anything to do with her Tenderfoot Test at all, for she got from the company library *Tracks and Tracking* and showed the enthralled new Robin how rabbits play their burrows. That girl went home from the meeting fully convinced that she was going to find just what she wanted in Guiding!

## IDEAS FROM THE SCOUTS

Patrol Leaders and Guiders who want fresh inspiration on the subject of the Patrol System, and who already have *Ideas for Patrol Leaders* (known formerly as the *Patrol Leaders' Handbook*), should spend sixpence on a copy of *Hints for Patrol Leaders* (Boy Scouts), compiled by K. Graham Thomson, and available at the Boy Scouts Association, 25, Buckingham Palace Road, London, S.W.1.

The book is written by a Scouter, for Scouts, but a great deal of it applies equally to Guiders. There is no setting down of hard and fast rules, merely of hints offered in such a way as to capture the imagination of Patrol Leaders and leave scope for development by the individual.

Particularly useful chapters for Guiders are those on Patrol Log-books, Patrol Dens, One White Stripe and Patrol Leaders' Conferences, while a delightful collection of games for the patrol should, in itself, commend the book to Leaders.

Although not compiled particularly to meet war-time needs, *Hints for Patrol Leaders* has a special value in these days when Guiders are scarce and so much depends on the Patrol Leader.

M. L. M.

## WADDOW SAYS THANK YOU

I have to apologise for not having sent a list of gifts for the April Guider. This does not mean that we are not grateful for the large number of presents; it is that we have been so very, very busy that I have not had time to send in a complete list. Here it is with our very best thanks. One company has sent us a parcel of comics and small gifts once a fortnight since Waddow became a hospital as they are in a rather "noisy" part of the world. We had a marvellous response to our appeal for woollies and received over 50 lovely jackets and jerseys for wearing in bed. Well done, Guiders and Rangers. Many donors have asked me to ask for what we want, so I do not hesitate in doing so. Please, we would like any old linen for dressings to save bandages and some more face squares, and Oh! for some boys' shorts, but I fear this is rather a tall order. Again, very many thanks from Matron and myself.

Clothes—200th Liverpool G.G.; 4th Leyland G.G.; 2nd Mortlake; 2nd Gee Southport G.G.; 1st Thurrock G.G.; 6a Preston Rangers; 1st Heybridge G.G.; Mrs. and Miss Kirky, Crofton; ex-Guider, Leeds; Miss Durrant, Sevenoaks; Mrs. Wheatland, 5th Headstone; 1st Burston G.G.; Mrs. Murray, Bude; Mrs. Pemberton, Nelson; Anon., Curlew of Waddow; 8th Reigate G.G.; 1st Denbigh Rangers; 37th York Pack; 245th Birmingham G.G.; 2nd Warwick Post Ranger; Miss Nix, Northampton; Mrs. Wright, Holmes, Astead; R.E. Herman, Leatherhead; 5th R.E. Guides, Eltham; 1st East Yorks Post Guides; 9th Redhill G.G.; Mrs. Prenter, Midlothian; 1st Shortlands G.G.; Miss Johnson, Wetherby; Bathgate District G.G.; 15th Bexhill; Wincoteley School G.G.; 27th Nottingham Rangers; 4th Stockton G.G.; 2nd Burnley G.G.; Mrs. Bell, Wimbledon; 1st Barnston G.G.; 2nd Knowsley Pack; Miss E. Wainsley, Weston, Derby; Mrs. H. Wainsley, Lincoln; 17th Cambridge G.G.; 17th Cambridge Pack; 87th Birmingham G.G.; 4th Long Eaton G.G.; Hesse District, Yorks; 2nd Chorlton Rangers; 1st Royston G.G.; Miss Tod (a Waddow Curlew); Brighouse District, Yorks; 6th Peckham, Rye G.G.; Anon., Leeds; 1st Austwick G.G.; 122nd Liverpool G.G.; 13th Arbroath Pack; Miss Williamson, Minthorpe; Wragley Rangers; 1st North Milton Mount G.G.; Brenda Hayloe and J. Walker, 1st Romford G.G.; 19th Walsall G.G.; 2nd Newent G.G.; 2nd Chorlton Rangers; 4th Derby G.G.; The Blythswood Circle for G.G., Kew, Australia; 3a Preston G.G.; slippers—2nd Whalley Abbey G.G.; Guider, her Mother and Sister, Heston; Miss Rule, Sheppey.

Books, Toys, Scrapbooks—7th Melon G.G.; Miss Hellard, Manchester; 2nd Withernsea G.G.; 1st Thurrock G.G.; Broughton G.G.; 17th Sunderland G.G.; 2nd Mortlake G.G.; The Scot Lone Pine Rangers; 1st Maunden G.G.; Elland G.G.; Fairfield and Higher Openshaw District Rangers; 6th Buxton; The Vicar, Children and Friends, Bude; 4th St. Annes G.G.; 2nd Burnley G.G.; 5th Great Harwood Pack; Miss Rule, Sheppey; 1st Stockbridge G.G.; 4th Long Eaton G.G.; No. 3 District, Blackburn; 69th Bradford G.G.; 9th Streatham G.G.; 1st Newton-le-Willows Pack.

Blankets—4th Blackburn G.G.; Elsie Bone, Bishopsweymouth; Forget-Me-Not Patrol, Newcastle-on-Tyne; 2nd Brighouse G.G. (St. James); Gomshall Pack; 1st Goldington G.G.; "Heather" 1st Buckle G.G.; 8rd Portwood G.G.

Donations—7th Acerington G.G.; 1st Shenstone, Staffs; White Heather Patrol, Ch-hrm; '54 parcels to date.



Essex Lones are very busy; this month's notice board will be devoted to their activities. There are three Lone Guide companies (two new ones registered last month); two Lone Ranger companies and another one being formed; a Sea Lone company and a Circle.

All these celebrated Thinking Day with an adapted form of the ceremony published in THE GUIDER, and those who could not light fires lit candles.

**Lone Guides.** All are doing some form of war service and working for the War Service Badge, one having already been gained and others very nearly. During last summer, as a competition, every Lone Guide passed her Second Class Test and first aid, made a first aid outfit, did three hours' fruit or vegetable picking, bottled fruit on a camp fire, lit a fire and made tea out of doors in twenty minutes and drew a sketch map of the locality.

The 1st Essex P.L.s have twice produced their magazine unaided very successfully, and this company has for eighteen months "run" an active patrol of Guiders living in a tiny hamlet miles from any Guider. One such Lone "active" patrol has already turned into an active company, a Guider having been found. The 1st Lones are proud to have a Polish member.

**Lone Rangers.** Practically every Lone Ranger is a member of one of the Women's Services, so the P.L.s write only one page of Patrol Corners instead of several and the letters are shorter, but just as set on Guiding as ever.

**Guiders' Circle.** Every member is concerned with war work, in addition to her ordinary vocation, either as Air Raid Warden or helping with play or feeding centres for evacuees.

**Captains and Lieutenants.** Not one Guider has resigned since the war, though most of them live in "blitz" areas and all are doing war work. Two are State-registered nurses; one a probationer; one in the W.R.N.S.; one in the Land Army; one, besides running her husband's farm during his absence and looking after her own children, is a member of the W.V.S. and has a Brownie pack for evacuees; another works in a shop all day, has three evacuees, keeps goats and works a large allotment and runs a troop of evacuee cubs. All these are running their Lone companies faithfully in addition to their other activities. No wonder Essex Lone Guides are increasing.

It is a fine record. Perhaps other counties may be stirred to follow the example of the Guiders and run a similar competition this summer.

Look out for the June notice board and send your news regularly to the Commissioner for Lones to be posted up month by month.



## ACTIVE GAMES FOR THE SMALL COMPANY



THE following games are suitable for playing when numbers are very small—even as low as four, in the case of the first two groups.

**I.—OPPOSING PAIRS.** The scoring in this group may be as individuals against an opponent, or the company may be divided into two sides (red and blue), a red and blue opposing each other in each case and scoring for their own side.

(a) *Dodge and Mark.* Opponents stand together in pairs, a blue and a red. On signal, each blue tries to get away from her opponent, while reds follow closely and try to keep within arm's distance, so that when whistle blows they can touch their opponent. They score a point if able to do so. Players then reverse positions and play again, the winning team being the one with most points.

(b) *Tails.* Players slip band or handkerchief through the back of their belt. On signal, they scatter, and each tries to secure her opponent's "tail," the couples falling out as one or other is successful.

(c) *Two Dogs and a Bone.* The teams line up, each player facing an opponent. A "bone" (ball, beanbag or small article) for each couple is placed on a line midway between the opponents. On signal, the teams run to the wall opposite and back to secure their own "bone" and carry it over their own line without being touched by their opponent. The number of "bones" secured by each team is counted for points.

**II.—**In this group the team consists of two players, competing against other couples.

(a) *Haymakers' Race.* Partners face each other at opposite ends of room. On signal they run forward to meet, turn each other with the right hand, and run back to their own wall. They repeat this, turning left hands the second time, both hands the third and passing back to back the fourth. They then run forward and join hands in the centre, the winning couple being the first to do this.

(b) *Exchange Ball.* Players line up as in previous game. There is a ball for each couple and two lines are drawn across the hall 6-10 ft. apart. On signal, all run to nearest line, player with ball throws it to partner and all run forward to opposite wall, returning at once to line, where the ball is again changed, and players run to their original wall. This is repeated, changing the ball by bouncing, then there is a double change, by throwing and bouncing. The centre lines may be dispensed with where space is limited. The game can be made more difficult by each player having a ball, and the balls being exchanged by throwing and bouncing.

(c) *Pick Up and Throw.* Players are again lined up at opposite ends of the hall. A ball for each couple is placed on a line midway between the players. On signal, A runs forward, picks up ball and throws it to B, who throws it back. A lays it down and runs back to her own line. B meanwhile runs forward, picks up the ball, throws it to A, gets it back, lays it down and runs back to her line. This is repeated, say, three times, the winning couple being the first to finish.

(d) *Whistle Skittles.* The foundation is again the same, with a whistle balanced this time on the midway line. There is a ball to each couple, with which they try, alternately, to knock over the whistle. The winning couple is the one which most often does so in a given time.

(e) *Circle Bounce Ball.* Two couples arrange themselves alternately round a circle 4-5 ft. in diameter. There is one ball for four players; it is pat-bounced within the circle. It is taken by the sides alternately and any failure to return the ball into the circle scores a point to the opposing team.

**III.—**The company is divided into two teams for these games. The teams may be of three or more.

(a) *Moving Target.* The players stand round a circle, the players being arranged at intervals round the semi-circular portion they are to defend. A football is placed in the centre of the circle, and all the available tennis balls are distributed equally between the teams. On signal, each team tries to drive the football over the opponents' line by hitting it with the tennis balls. These are fielded and used again. As soon as the football crosses the opponents' line, a point is scored, the football is replaced and the tennis balls redistributed.

(b) *Post Ball.* A target (skittle, Indian club, bottle or three sticks tied loosely together) is set up at either end of the hall. One player of each team is appointed to defend the target and the other players scatter over the space. The ball is put into play by a throw between two opposing players in the middle. The aim of the players is to hit the opponents' target with the ball, and the team securing most hits in a given time is winner. No player should hold the ball for more than three seconds.

(c) *Hit the Dodger.* Each team forms a circle, in the centre of which is one player of the opposing team, who is the dodger. There is a ball to each circle and the aim of the players in the circles is to hit the "dodger" below the knee with the ball. The team making most hits in a given short time is winner. The game may then be replayed with the dodgers changed. This game can be played with teams of three, when the players stand in line with the dodger in the middle.

**IV.—GROUP GAME**

*Tower Ball.* A target is set up and a large circle marked round it. One player is chosen to defend the "tower" and others space themselves round the circle and try to knock over the tower with the ball. The defender may use hands, body and feet but may not kick the ball. Attacking players must not aim at the tower from inside the circle. Any player successful in hitting the tower changes with the defender.

## THE CROSSES OF THE UNION JACK

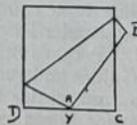
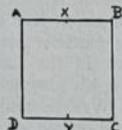


MOST of us have learned, I expect, from experience how firmly impressed on a child's mind are the details of anything which she has made herself. This is one reason why when teaching the crosses of the Union Jack to Brownies or Guides it is a good plan to let them construct the flags themselves from coloured paper. The exercise is also valuable in teaching them to produce neat, clean handwork; and the flags can be utilised for games, as jig-saw puzzles and for decorating patrol corner.

Squares of red and white gummed paper (4 in. sq. is a suitable size) can be obtained from Dryads, Ltd., and other educational handwork stationers. These are best for the purpose of making the flags, but failing them, squares cut from gummed labels or jam pot covers, or ungummed paper which can be applied to the background with paste will serve. The gummed paper is specially made for tearing, and the other paper for backgrounds is also required.

For *St. Andrew's Cross* we need a 4-in. square of white gummed paper and a piece of blue background paper, 3 in. x 4½ in. The cross is torn from the white square as follows.

Fold the square ABCD in half. It is better merely



# DO THINGS



to pinch the fold at either end (X and Y), not to crease right across.

Fold A to Y, crease and open out, then fold B to Y in the same way.

Similarly, fold C to X and D to X. The cross will then be clearly seen and the parts shaded in the diagram can be torn out.

In mounting, leave  $\frac{1}{4}$ -in. margin down the left-hand side to represent the hoist.

This cross, you will notice, has straight sides; if a background only  $2\frac{1}{4}$  in.  $\times$   $4\frac{1}{4}$  in. is used the corners of the cross which overlap the background can be cut off, giving a cross which fits the corners of the flag.



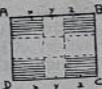
St. Patrick's Cross is, of course, made in the same way in appropriate colours.



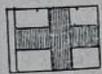
St. George's Cross needs a 4-in. red square and a white background  $4\frac{1}{4}$  in.  $\times$  3 in. Fold and crease the red square in half and again each of these parts in half. Tear off one of these quarters. In the same way, quarter the paper the other way, only pinching the edges this time instead of creasing. Now fold so that BC lies on Xx, crease and open up; then fold AD to lie on zZ. The cross can be seen in the background, leaving a  $\frac{1}{4}$ -in. margin as before.

Here are a few hints about creasing and tearing.

1. When it is desired to fold a paper in half it should be laid flat on the table, the lower edge folded up till it coincides exactly with the upper, and the two edges held there firmly with the thumb and forefinger of the left hand. The forefinger of the right hand is then drawn down firmly from the upper edge to the fold and run out first to left and then to right to make the crease. When a fold is to be torn, it must first be more sharply creased with the nail.



2. The best way to tear paper, after creasing well, is to place it flat on the table, place the left forefinger firmly to the left of the crease and tear carefully upward with the right forefinger and thumb gripping the paper to the right of the crease.



3. When mounting, match one edge exactly (in this case, the fly) and let the rest of the cross fall into place; smooth with a rag and press between the leaves of a book.



C. M. L.

## LETTERS TO CADETS

### III

It is quite a good plan to have a sort of "spring clean" of one's Guiding occasionally. Just to see what we are aiming at and what progress we are making. Are our ideals and plans for our companies and packs following the line given us in *Scouting for Boys* and *Girl Guiding*? There are so many imitations of Guiding just now. People who borrow many of the Chief's ideas and methods and leave out the most important bit of the whole show, the Law and Promise. Ask yourself if you are going to do this when your turn comes. Take stock of your own talents and weak points too. If you do this in a business-like way it is really useful, as you know just what you can count on to pass on to your Guides or Brownies. Most people have one or two strong "subjects," but don't be satisfied until you have a sound knowledge of every bit of Tenderfoot, Second and First Class. Are you one of those people who can be depended on? If, for some reason, you can't do quite what you were told, do you do the nearest

you can quickly or definitely, or do you just "pack up"? For instance, how will you manage Test 3 if you cannot find a nurse to help you? Cultivate what Kipling describes as "God's own common sense, which is more than Knowledge."

### Practical Work

1. Practise thrift by fitting your reference books with paper covers. Experiment until you get the corners tucked in really neatly. Label the books clearly (i.e., Thrift of eyesight and time if you want to find them quickly!).
2. Select a game (say Kim's) and think out as many variations of it as you can. Every one must have some point, otherwise it is waste of time. (Is fun a point?)
3. Would your standard of bedmaking (time taken, neatness, care of clothes while airing, etc.) be passed by a hospital nurse? Could you explain to a Guide exactly why it is necessary to air bedding?
4. Are you interested in the out-of-doors? Find out how many of the birds in the Chief Scout's list on p. 162 of *Scouting for Boys* are to be found in your locality. Get a friend to blindfold you and see if you can identify the trees on p. 104 of *Girl Guiding* by the feel of their bark, or, failing that, by feeling or smelling their leaves.

## LETTERS TO CADETS

### IV



YESTERDAY, To-day and To-morrow!  
Are you keeping yesterday's work up to scratch?  
Are you pulling your weight to-day?

Are you laying sure foundations to work on to-morrow?  
What sort of standard are you going to set yourself as a Guide? It will make a lot of difference to your company or pack and district, too. In some things (knots, for instance) you may find several good ways of doing them, but there is only one best way. Take time and experiment until you find it out. Are you easy to teach? People vary in that respect very much and it is well worth cultivating because experts are usually kind enough to pass on heaps of hints to those keen (and courteous!) enough to receive them. Is your standard of courtesy such as you would wish your Guides to copy?

### Practical Work

1. Catch nurse again and get her to criticise your treatment of sprained ankles, cut fingers and grazed knees. Is your first aid kit "spick and span" and are you absolutely confident about using it? Could you find, and apply, the different things in it in the dark with your gas mask on?
2. How many of the woodcraft ideas in *Scouting for Boys* have you tried out for yourselves in practice? The rope bridge? The boat? The shelter? The ties or bandage, the ladder?
3. Can you give and take a message clearly by telephone? Practise making some difficult ones which will need quick thinking to deal with and try them out on each other. Include memorising a five figure number without writing it down. Could you repeat it correctly next day? What will you do if you encounter a strange type of telephone?
4. How many Guides could you identify by their uniform? Do you know what the badges, etc., stand for? Try to get hold of a *Bi-Annual Report* or "The Guide Painting Book," published by the World Bureau, and look up some of the foreign uniforms also. Is your uniform as perfect as you can make it? Are your positions when walking, standing, sitting, etc., really good when you are in (and out!) of it? What effects will this have on your company or pack?



## LET'S GIVE IT OUT OF DOORS

by

MRS. ERIC STREATFEILD

Commissioner for Music, Drama and Films



THE children are still acting. They dramatise everything, as usual, and at the moment there is plenty of incident to hand. The funerals, weddings, shopping, and school with its ogre-teacher have given place to bombs and touch-last into shelters; the shipwreck in the upturned kitchen table is brought up to date with the smallest performer in the part of the torpedo. As so well explained by Margaret Graham in the last number of THE GUIDER, the children don't forget the war but work it cheerfully into life—perhaps the best way to take the loathsome thing. Nevertheless, there is no reason why frightfulness should have all the attention. If it is true, as the child-psychologist tells us, that a child when acting identifies itself with the part it is playing had we not better see to it that there is an antidote? Better to be the most sticky of Fairy Glorellas speaking in the worst of rhyming couplets than a torpedo all the time; so let us encourage them to act to us and help them to choose the plays.

War or no war, people like to be entertained; soldiers as much as anyone. Halls are as difficult to get as ever, but now that summer is showing her lovely head above the horizon we can allow ourselves a vision of smooth lawns sloping up to the shade of trees, a length of old wall with perhaps a green door let into it, the corner of a thatched summer house (perfect for the witch), a pond with water-lilies on it, or even a navigable boat—all perfect settings for the right play. Why not, then, an afternoon of children's acting? Grown-ups are getting up shows in their spare time, the Drama League is by no means moribund (they are having a school for producers this month) but time is scarce, and growing scarcer. It is for the children to polish up their efforts and keep audiences amused and pleasantly distracted until this island is rather less busy.

The first thing to be done is to find the stage. One can walk round and round a garden discovering one spot after another, all perfect in some respects and hopeless in others. Here are some points one would pray for; shade for the audience—there is no torture like having to sit still in the eye of the sun; a natural rise for a stage so that everyone can see; a wall, or hedge, or something of the kind to close it in—it is all very fine for a pageant to spread itself over a vast arena but children are lost in a large space; convenient bushes for the players to hide behind while they wait to come on; and, very effective, one entrance (not to be used too often) where they can be seen arriving, winding through the trees or down a path. That is the open-air stage of one's dreams, and it is surprising how often the ordinary garden can supply it, complete with a generous owner from whom it can be borrowed.

If out-door acting has its special attraction it has also special difficulties. There are one or two things it is as well to remember.

The children will have to speak rather more loudly than usual, though on no account must they shout. To get this they must rehearse standing some distance from each other; very few children can be persuaded to raise their voices if the person they are supposed to be speaking to is just beside them. So often the mistake is made of rehearsing an open-air play in quite a small room and then taking it into the garden for, perhaps, the dress rehearsal—far too late for any alterations. Probably it will not be possible to rehearse more than once or twice on the stage itself—more than that can hardly be expected from a long-suffering owner—but any-

where, anywhere out of doors or anywhere large is better than the ordinary room the players all know.

Another thing the children must be taught is to enter more quickly than usual. They will have more ground to cover and very likely it will be a case of running and arriving very flustered and rather late on the cue. Nothing makes a play sag more miserably than continual stage waits while the characters make a lengthy appearance. The producer will have to pace out the exact distance to be covered and train the child to start on a particular word so that she arrives comfortably in time to speak.

Now comes the question of the play.

A great many plays can be adapted for the garden stage. Scenery matters very little after the first few minutes. Certain things—weather effects, winter, the Christmas feeling—are impossible; and plays that demand a close attention to quick dialogue are better avoided. So many things happen, birds fly across the stage, a donkey hee-haws, motors hoot, the garden cat strolls in, distractions alike for audience and players. Something charming to look at is advisable. A fantastic play with dresses of beautiful and brilliant colouring gains greatly by a green setting, particularly if it includes dancing. There is nothing more delightful than a group of children dancing on through the trees.

If a real play is considered rather too much of an undertaking there is much to be said for a sort of cabaret entertainment; half a dozen items taking about an hour, a playlet, a mimed ballad, an acted story, dances and songs, all run on one after the other with no waits between. The items can be rehearsed separately, a great point, and talent can be borrowed, a small sister who can dance, or a grown-up who can sing. The playlet will probably be the high light of the entertainment but the acted ballads may well be the items the audience enjoy most. The old songs are so fascinating, words and tunes, and the right kind of audience can sometimes be persuaded to join in the chorus with great effect.

But here we come up against the music—generally felt to be a problem out of doors. This may be because the word "music" is still held by many to mean "piano" and it is no light undertaking to borrow a piano that may also be dragged out of doors. If it is absolutely necessary to have one it will sound better and take less harm from its outing if it is put on a little platform or board; but is it as necessary as we think? Almost any other instrument will sound better in a garden. If there is dancing, particularly folk dancing, nothing is so good as a single violin, the player standing close to the dancers and strolling about among them between the dances, as the fiddler did in the days before he was relegated to the orchestra in a pit under the stage. Barefoot dancing to a flute is delicious. Some songs can be heralded and punctuated by drumming with grand effect. Anything in the nature of singing games, or singing dances, or acted should be left unaccompanied, except perhaps between the verses. The thin sound of a piano only gets in the way and it is a great responsibility when the clouds roll up.

The new List of Plays to Act, Songs to Sing, Stories to Tell, Films to See, is now out and will be sent anywhere on receipt of a stamped envelope. New plays are naturally fewer this year but they still come, and it is hoped that Guiders will be able to find something they like, whatever their requirements.

## SUMMER-TIME ACTIVITIES

EVERYWHERE one hears that the Guides are longing to go to camp and we all feel that, come what may, the adventure that they will miss if Guide camps prove this purpose and throughout the summer it is important that companies should give absolute pride of place to outdoors training when the programmes are being drawn up. In the past some companies have closed down for a while after the summer of the precious long evenings, and, if any closing is to be done, choose instead the blackest evenings of next winter. There is no doubt, however, that a summer unbroken by camp will be all the better for a definite break from ordinary company evenings, exciting though these should always be. The following are some suggestions, a selection from which may help when planning for meetings during the summer holiday weeks.

(1) Can you arrange to meet in a new place, e.g., Commissioner's garden; or in a different place each week?

(2) If your meeting place is the same each week and is in a private grounds you could try out the "Pioneer Headquarters" Scheme. This means that each patrol should make itself a secret den, either by building a hut or wig-wam, or by pitching a small tent. In the dens and at the central meeting place many gadgets would be needed with which to keep company and patrol equipment. A flagstaff should be rigged up and a fireplace made which could be used for camp fires and for cooking. Such a Headquarters would be an excellent place in which to practise every kind of Scouting activity. Should you want help with its planning or construction go to your C.A. You will remember that it must be invisible from the air.

(3) Why not have a whole month in which you concentrate on Scouting games, and bring into play exploring, observing, stalking, tracking, in fact all the things that are such essential Scouting activities? So often we are content with team games when we could do far more exciting things. Some companies when meeting outdoors go on playing the same kind of team games as they played indoors, the only difference being that the competing patrols run round dandelions instead of chairs!

(4) Have you thought of making a model camp and inviting the Guides' parents to visit it? You can give the company a great deal of practical camp training in this way, and you might invite your C.A. to inspect it and to join you for a camp fire.

(5) A complete change from ordinary Guide meetings would result if you had a life-saving month. During this time you could practise throwing a life-line and giving artificial respiration and could also spend the greater part of your time teaching the whole company to swim, or if they were already good swimmers they could improve their life-saving.

(6) A pioneering month is another idea. Good, serviceable hiking equipment could be made, also a company recipe book of proved successes, with a special chapter on hike-cooking in war-time. It is also well worth while getting the Guides to practise packing rucksacks and haversacks and helping them to adjust the weight and straps so that these are carried rightly and comfortably. Hike-cooking, mapping and compass work might well come into the pioneering month.

(7) Really useful would be an equipment month during which you overhauled all the company equipment; repairing, marking and making till you had everything in trim for the winter.

(8) A good turn month is another idea. If you have an Extension company or a Post Guide or Brownie in your neighbourhood you could perhaps arrange to visit them and could take woodcraft collections to share with them or you could help them with their test work.

Many companies will have to carry on without their Guiders and for them an inter-patrol challenge can be planned or perhaps a more ambitious district patrol competition. These can be arranged with the minimum amount of help from Guiders if the P.L.s are responsible and have to make all the arrangements with the district challenge secretary. (What opportunities for practising courtesy over letter writing!) In some districts it would be best for the patrols to meet separately each week and only to come to some central spot for the final test or finishing rally which might take the form of a day in the country or a camp fire in the Commissioner's garden. Different stages of the Challenge could be completed each week and some of the following ideas might be incorporated.

- (1) Patrol turn-out; smartness of uniform and equipment.
- (2) Patrol good turn, or war work undertaken by them as a patrol during the holidays.
- (3) A health chart made up by the patrol, showing that each member had done her best to keep the health rules over a given time.
- (4) The patrol to improvise and erect a flag staff and hoist and lower colours.
- (5) Make a useful camp gadget.
- (6) With a couple of ground sheets, three guide staves and a hank of rope make a bivouac shelter.

- (7) Entertain a visiting Guider at a camp fire.
- (8) Show ability in tracking or in playing an observation game, in street or country according to circumstances.
- (9) Use the "Food Facts" in the newspapers by cooking a meal out of doors with recommended foods, or experiment with a potato or other vegetable dishes. The meal so cooked to constitute the Guides' proper meal and not to be an extra, over and above the meal provided at home.

(10) Improvise a stretcher and carry a patient on it, demonstrate throwing a life-line, artificial respiration or rescuing someone from a smoke-filled room.

Whatever form the patrol competition takes it should be a challenge that will test skill, resource and adaptability; an enterprise that will bring to the Guides fun, achievement and inspiration.

J. HERIOT MAITLAND,  
Scottish Commissioner for Camping.

## REVIEWS OF SONGS, PLAYS AND BOOKS

## TWO SONGS FOR RANGERS.

*The Gentle Maiden.* With descant by Evelyn Sharpe. (Cramer Descant Series. 3d.) This lovely old song lends itself particularly well to the accompaniment of the quiet, musical descant written for it. K. S.

*Tales from the Vienna Woods.* (Leonard, Gould and Buttler, 139, New Bond Street, London, W.1. 3d.)

This is the famous Johann Strauss Waltz arranged as a two-part song. Rangers who want an item for a concert would find that these two songs would go well with an audience, high, low or mezzo-brow. They want nice singing but a little coaching from a person of real musical taste; any Ranger company could manage them. K. S.

## FOR GUIDES

*Spring Goes A-Walking.* By Harry Brook. (Curwen, 3d.) This pretty little song of springtime could be sung without its pianoforte accompaniment once it was learnt. K. S.

*To-morrow.* By Kitty Barne. (Thomas Nelson & Sons, Ltd. 7d.) Those who have seen and enjoyed and perhaps acted in Mrs. Streatfield's play, "To-morrow," will be pleased that a new version of this has been published in an attractive form and at a price which brings it within easy reach of all. It is well worth buying for the pure pleasure of reading it. Besides being very witty, it contains a surprising amount of information about the days which make up our calendar year.

The story tells of Dick, the seven-year-old, who sets out in quest of To-morrow. The twelve Night Hours—charming creatures—convey him to Calendar Land, where he meets St. Swithin, poor man, so bothered by the unfortunate attentions of Wet Day and Fine Day.

Dick also makes the acquaintance of May Day, St. Valentine's Day, Christmas and Michaelmas, Shrove Tuesday and Ash Wednesday, April Fool and March First, who comes roaring in like a lion.

He is besought to help them to rescue the unfortunate Leap Day, who is held in durance, and let out only every fourth year. How this is accomplished and how all the Days meet at a great banquet in the Palace of the Year, is told in the third act. Dick is advised by his friends to give up the search for To-morrow, "who looks like a princess till she arrives, and then—she's only To-day, poor old To-day, the servant of us all." But Dick does not believe this, and the play ends as he still hopefully pursues the elusive one.

Now that plays for children are being much sought for, it should be a joy to find one which is full of wisdom, in simple language, and also full of hope. Are we not all united in pursuing a happy To-morrow? R. K.

## A BOOK FOR SEA RANGERS

*Netmaking.* By P. W. Blandford. (Brown, Sons, & Ferguson, Ltd. 2s. 6d.) Obtainable from Headquarters on order only. Postage extra.

This invaluable little book will at last fill a need long felt, a book on how to learn netmaking. So often one hears the cry go up from Sea Rangers, "Teach us to net," and the answer usually comes back, "Er, yes, but I've forgotten how you START." Now all Sea Rangers can get down to netting without delay or excuse; mending nets, making nets to cover seats, net-ball post nets, bags, racks for cars, hammocks, etc. And those who live in fishing ports could undoubtedly do that extra bit of war work in the wings by helping the fishermen's wives and daughters to make and mend nets and, who knows, learn the art so well and get a war job in one of the many rope factories that now employ women. A. H.

## CHILD WELFARE

*The Ancestral Child.* By Margery Fry, LL.D., J.P. The Fifth Clarke Hall Lecture. (The Clarke Hall Fellowship, 47, Whitehall, London, S.W.1. 6d.)

The title of this lecture introduces us to a plea for the recognition of primitive impulses characteristic of the years from eight to thirteen. It may not be true in detail as earlier thinkers suggested, that every child lives through the stages of development through which the race has passed, but nevertheless everyone who has dealt with children of school age will realise that they do show some tastes in common with our early ancestors. The author suggests that we should make provision for their natural proclivities to wrestle with nature in the raw, and so develop their innate resource and courage, then remark, "The Scout and Guide Movement, at its best, seems to have an almost inspired understanding of their needs at this time" should encourage us to pursue our Founder's programme of activities.

The author lays stress on the integration of moral and emotional thought in the growing child, where again Guiders may see their chance to make effective the knowledge gained in school (e.g., facts about health; the framework of local government) by inspiring the ideal which will be the dynamic force in the lives of the next generation. Potential outlaws will then become valued members of society.

The discussion of the different motives for theft will interest and enlighten those who are puzzled at its occurrence, and by showing the importance of possessions it should stimulate the reader to take prophylactic measures.

Circumstances of war prevented the delivery of this fifth lecture in the interest of juvenile delinquents; all who have the welfare of children at heart may be grateful that this ill wind has brought us the benefit of its publication.

MARGARET GRAHAM.

## HANDCRAFTS

*Rag Bag Toys,* with patterns for eleven toys. 2s.

*More Felt Flowers* (Leaflet 124). (Dryad Handicrafts, Leicester. 6d.)

Dryad Handicrafts have added another excellent booklet on toymaking and another leaflet on felt flowers to the series which has already been so much used by Guiders. The instructions for felt flowers contain, as usual, many suggestions for colour combinations and the buttonholes could equally easily be made in other materials such as tweed, cloth or stiffened linen.

The book on toymaking would be an invaluable help to companies who are providing toys for their local Day Nurseries. All the toys are made from rag-bag oddments, old stockings, etc., and prove that a big outlay is not necessary to produce practical toys of character and originality. M. S.



May, 1941]

Illusion IV. "No man can be called educated who has not a willingness and a desire, as well as a trained ability, to do his part in the world's work. And this is the main road to happiness and prosperity for all."

But these are not illusions," someone says indignantly. The Chief Scout, who pronounced them all, did not think that they were. But the world that considers Guiders dull people probably would. It is all a matter of values.

What are your values? Plant them in large pots, with room to grow roots and room to expand upwards and outwards. Be ashamed if you think this year what you thought last—stir yourself if you think the same this month as you thought last.

Many years ago, in a Paris salon, an American journalist hailed me from across a crowded room with the potentially embarrassing comment—

"Mamzelle, I see you wear a decoration. Will you tell us what it is?"

I was young then. Perhaps I had courage. Certainly I had the necessary illusions. Without embarrassment I explained to a roomful of people of varying nationalities just what the shining trefail on the lapel of my coat stood for. Sometimes now, when I am older, and have less courage (though the same illusions), I am tempted to pin that trefail under the lapel when bus queues are long and rationing harasses the temper, and it imposes a standard that is high and exacting. But I remember it is not simply the symbol of a worker for youth. It is a decoration—the blazon of a knightly brotherhood of many who have "sworn an oath that they will not break" and taken a rule of life, adventurous enough as a personal hazard in these days to satisfy the most gallant and high hearted.

You shall help other people at all times and give up your own pleasure and comfort and safety to do it."

All over Great Britain, all over Europe, all over America, women are living literally that law. Many have kept it to the end, and died to keep it.

Are we really glad when people fail to recognise us as "typical" of Guiding? If so, let us look to our courage and, postulating the necessary illusions as a working hypothesis, try what a reorientation of our ideas and a rereading of *Scouting for Boys* will do for us. Publicity is not our concern, but facts have a way of leaking out, and if we create during the years ahead our own type of Guider, the children who come after us will not be harassed by any doubts—they will know what we believe even when we cannot feel it, that it is a great thing to belong to the ranks of this Movement's leaders—and believing in ourselves and in our job, we shall not fear the comments of our friends—who will, of course, then inevitably cease to comment!

ANOTHER LETTER TO THE EDITOR

THE GUIDER.

To the Editor.

Dear Editor.—Having received a splendid number of offers to send *The Guider* to Post Rangers, more than I require, this is to ask if Post Ranger Guiders would care to send me the names of any Rangers in their own companies who would be glad to have *The Guider* posted on to them each month. I will willingly link up any more offers which are received, only asking if all letters will include a stamped addressed envelope, please. Will those who have already offered and have not received the name of a Post Ranger kindly wait until more names are forthcoming? This is a real good turn, and Guiders are being most generous.

I have also been offered the *Readers' Digest*, which will be forwarded to a Post Ranger Captain, preferably one who is herself handicapped or an invalid. There is excellent material in this monthly magazine for intelligent Rangers, and useful in providing matter for C.L.'s.—Yours, etc.,

D. SMALES.

Hillside Cottage, Middlezoy, Bridgwater, Somerset.

(NOTE.—Miss Smales cannot dispose of back numbers of *THE GUIDER*. If these are not required they should be disposed of as waste paper.—EDITOR.)

APOLOGY

We have been asked to inform Guiders that Messrs. Arthur Pearson regret that owing to unforeseen and uncontrollable delays, *The Return of Rip Van Winkle*, by Catherine Christian, and *Two Rebels and a Pilgrim*, by Carol Forrest, advertised in the April Guider, are not yet ready for sale.—EDITOR.

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

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

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)

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

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.



Notes on Second Class Test Work for Hospital Brownies

**Knots.** Use ties and bandages for the reef knot; with sheetbends join up stout string, cord or rope from cot to cot and play a relay game of threading rings along it. Use the round turn and two half-hitches for parcel tying, fixing leads to collars of toy animals and making clothes-lines across the cots on which dolls' paper clothes can be hung.

**Balancing Game.** Build card-houses on trays, play games of balancing a board on the head and clapping hands, picking up boot buttons with fishing rods and bent pins, etc.

**Union Jack.** Always show the pack a real Union Jack when describing or testing. Brownies can make a game for themselves by drawing the crosses, emblems, etc., and printing the names of the saints and countries on different cards. These are then shuffled and handed round. Brown Owl asks a question which can be answered by one of the Brownies holding up a card for all to see. (This works well, too, for Guides.)

**Nature.** Observation and testing, both for Guides and Brownies, depends on the situation of the hospital. In the country the children can observe a great deal from their beds—sky, birds, wind, etc., and can keep notebooks and weather charts. It is a good plan to give a leading question each week to be answered the next, such as "Listen to the thrush's song," "See which way the wind is blowing next Thursday," etc. Children enjoy seeing the real thing, so Guiders should bring wild flowers, berries, leaves, etc. Collections of nibbled cones, etc., eaten by squirrels are always a thrill to them. They love arranging miniature gardens in moss. Only use pictures as a last resort and, if possible, when they have seen the real thing.

**Bedmaking, First Aid and Physical Health** can nearly always be taught and tested in co-operation with the nurses.

**Stop, Look, Listen** can be practised with miniature toy cars, people and road signs on a large tray marked as a cross-road. Pictures can be shown. *Child Education* has published a very good supplement on this subject.

BLACKLAND FARM CAMPING GROUND

"RESTROP," SYLVIA KEMM MEMORIAL HOSTEL

Blackland in the spring-time is enchanting. The woods are carpeted with bluebells and primroses grow by the stream. Have you thought of "Restrop" for a week-end? Write for particulars to the Warden, J. B. Macadam, Esq., Blackland Farm Camping Ground, East Grinstead, Sussex.

BOOKS YOU SHOULD READ

- Brownie Games (1s.). A. M. KNIGHT.
- Brownie Tests (4d.). V. RHYSDAVIDS.
- The Brownie Handbook (6d.).
- An A.B.C. of Guiding (9d.).
- Girl Guiding (2s. 6d.).
- Guiding for the Guider (6d.).
- The New Guide Company (6d.).
- The Ranger Guider's Job (1s.).
- Scouting for Boys (3s.).
- Sea Sense (2s.).
- THE GUIDER (8d. monthly).
- THE GUIDE (2d. weekly).
- THE COUNCIL FIRE (4d.).
- Policy, Organisation and Rules (6d.).
- Campcraft for Girl Guides (2s.).
- The Patrol Leader's Handbook (6d.).
- The Patrol System (6d.). R. PHILIPPS.
- Hiking and Light-Weight Camping (6d.).
- Camp Fire Song Leaflets.
- Songs of the British Islands (1s. 6d.).
- Edited by W. H. HADLOW, M.A.
- The Lone Trail (8d.).

## BROWNIE PAGE

### DISCIPLINE IN THE PACK

by

K. M. BRIGGS

**T**HERE is nothing in which Brownie Packs differ so much as in their types of discipline, and yet there is nothing so characteristic of Brownying as its discipline. The real Brownie discipline is an entirely different thing from school discipline. It is a blend of its own.

I say blend because it really is made up of various elements. In the first place the voluntariness of the membership should give the discipline an alacrity which is different from the ordinary obligingness of a well-disposed child. The Brownies should really feel that it is a matter of choice with them to join the Brownies, that it would really be a possibility for a child to say at her enrolment that she would rather not take her Promise.

Arising out of this freedom of choice comes the feeling that the pack belongs to the Brownies and not only to the Brown Owl, that they are responsible for its running and that its activities are their choice. There are many short cuts to quick obedience, but a short cut is often a long way round in the end, and if we steal the pack from the children no beautiful running will quite make it up to them. A pack can be too slick.

But that is not to say that we want quite those free and uninhibited children that some of our more modern educationists admire—children brought up in such a beautiful atmosphere of love and sympathy that one wonders how it is to be preserved in this rough world or what kind of preparation it will be for the rest of life. The Brownie Law prepares one to expect obedience, not pure self-determination in the pack. How is it to be reconciled with the slogan of Brownying for the Brownies? I think in this very sense of corporate responsibility to which we are trying to train the pack. And the thing which most effectively welds obedience and self-determination together is the proper use of ceremony.

All children love ceremony, and the ceremonies of the pack only known to the pack and a stamp of membership, give the Brownies that sense both of proprietorship and of responsibility that children love. Any ceremonies that have to do with the Pow-wow and which help to make it at once matey and something of a special occasion are particularly helpful, because the Pow-wow is really the centre of the Pack Discipline. It is for the Brownies to decide on many of their own rules and programmes at the Pow-wow, but when they have once made a decision it is for the Brown Owl to show them that it is a binding one and that they must carry it out to the best of their ability, or annul it in solemn meeting.

That the children seem to take the initiative does not mean that the Brown Owl's job is easier—it is generally easier to dictate than to guide. Her job is more difficult, but very much more worth while.



You may be inclined to feel that such a mixture of alacrity and self-government is impossible and, indeed, if your pack is like mine, it may often seem far enough off. One can never produce a thing perfectly to pattern because we are working with live, different people, and the personnel of the pack changes from month to month. Sometimes everything seems mere chaos, and the strong hand seems the only solution but, little by little if you persevere, a spirit will grow up in the pack, and some visitor who has not seen it before will startle you by admiring its spirit. Then suddenly you will realise how things have changed since the days of your first struggles, and will see that, faulty as it is and always will be, your dear, delightful pack is a Brownie Pack with the real Brownie spirit.

## THE EDITOR'S POST BAG

A NEW YOUTH MOVEMENT.

To the Editor.

DEAR EDITOR,—Much is being heard on all sides of the need of a New Youth Movement, and there can be few Guiders or Scouters who have not reviewed the position of our own Movement and the place it may take—or fail to take—in the post-war world. Regrettably it must be admitted that we have largely failed in our appeal to members after the age of 16 years, and there can be few of us who have not experienced in one form or another the difficulty, sometimes the impossibility, of persuading Guides to become Rangers.

It seems to me that the time has now come for Scouts and Guides to tackle this problem together, and to make a united effort to overcome it, and I write in this way because I feel convinced that Lord Baden-Bowell, in founding our Movement on the basis of the all-important First Promise and Laws, has given the world the finest conception of a Youth Movement that has yet been known.

In my opinion the "leakage" after the age of 16 years is largely due to the very natural desire of boys and girls of that age for mixed social activities and services, and it seems to me that there has been too much sex segregation in all our Youth Movements after this age. It is just here that I feel the Scout and Guide Movements could now give a much-needed lead, and I make the following suggestions in the hope that, at least they may bring about a constructive exchange of ideas. I suggest—

1. That a new branch—Pathfinders—of the Movements be inaugurated (based, as all branches are, on the Promises and Laws with possible modifications or rewording) which shall be open to both boys and girls of 16 years of age and over, whether previously enrolled or not.
2. That the Guide and/or Scout badge be worn by all members; that uniform, if any, should be of a new design, simple and inexpensive and adaptable to the youth of both sexes.
3. That activities, in addition to Guide and Scout interests, be formulated on the lines of the excellent syllabus drawn up for the Home Emergency Service, but widened in scope.
4. That by joint consent of the Scouts' and Guides' Authorities the whole Movement (embracing all its branches—Cubs, Brownies, Scouts, Guides, Rangers, Rovers, the new Pathfinders and all Extension Branches) be henceforth known as the Baden-Powell Youth Movement.

There are obviously many difficulties in matters of detail, but I have tried to make my suggestions on the broadest outlines of the idea and I would very much appreciate your co-operation in bringing the idea before the Guiding world in THE GUIDER, and in encouraging correspondence on the subject.—Yours, etc.,

(Signed) MARY E. TEMPLE,  
District Commissioner, Dudley and Worcestershire.

### LOOKING FORWARD

To the Editor.

DEAR EDITOR,—We have noted with interest the suggestion made by the International Commissioner in her "Outlook" in the February GUIDER to form an Army of Goodwill, and also the letter referring to same in the March issue. We have given the matter a good deal of thought and we should like to submit some of our ideas on the subject. **Aims.**—Firstly to give relief and practical help in all countries devastated by war, including Germany. Secondly, when the Army has got into working trim and perhaps won some confidence with the people, to instil ideals of peace and building of new world into all peoples of Europe.

**Organisation.**—Candidates should enrol NOW. They should be drawn from all countries so that the army is an international one. Full use should be made of the presence in this country of members of other nations, e.g., Belgians, Poles, Dutch, etc., whose assistance would be of great value to the army's work in these countries after the war. They should join in a special job as cook, clerk, etc., as in the Women's Services. Candidates should state now to which country they would wish to be sent.

**Training.**—Most of the training would of necessity be left to the candidate herself. Some help could be given by correspondence. Specialised training should include training in the capacity in which she wishes to enrol, and learning the language and as much about history, customs, people, etc., of the country she has chosen. General training should include keeping herself fit, studying economics, forms of Government, etc., and training intensively in self-reliance and all the main essentials of good Guiding.

**Rules.**—Every candidate, when finally accepted after the war, should be compelled to sign for a definite period, say three years, and she should be prepared to give up those years solely to the scheme. There should be no highly paid jobs. Members should be provided with food and lodging, clothing allowance and some pocket money.

In conclusion, may we say that if such an army should be formed (and we sincerely hope it will be), we should willingly offer our humble services.—Yours, etc.

(Signed) IDA GREAVES  
EILEEN HUBBARD } Rangers.

NOTE.—The above letter, with its suggested aims, organisation, rules and training, is quite unofficial. Nothing definite has yet been done regarding the Army of Goodwill, and this letter is published in order that Guiders may discuss the ideas contained in it.—EDITOR.

### GUIDE MOBILE TEAM

Further contributions towards the work of The Guide Mobile Team are appreciatively acknowledged from the following:—

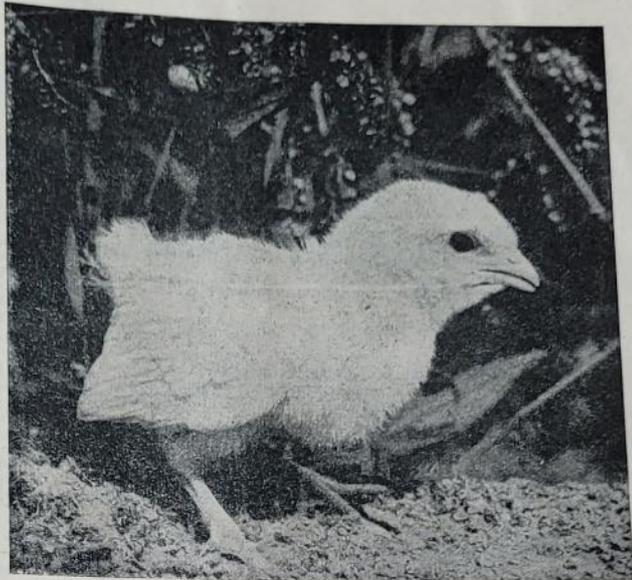
Henllan Guides, a Denbighshire Commissioner the 5th Colwyn Bay Guides, a Yorkshire East Riding C.A., a Denbigh friend, pupils of Holwell's School, Denbigh, a Buckinghamshire Guider, Welwyn City Guides, The Denbighshire Girl Guides Association, the 4th Colwyn Bay Guides, the 1st Denbigh Rangers, Colwyn Bay and District E.F.D.S., the 1st Llangollen Rangers, the 1st Warkworth Guides (Northumberland), the 5th Colwyn Bay Brownies, friends in Colwyn Bay, a Derbyshire Guider, a Patrol Leader of the 1st Ottery St. Mary, South Blackpool District.

# KEEP HENS AND HELP THE NATION'S FOOD SUPPLY

## STARTING WITH DAY-OLD CHICKS

by

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



*White Wyandotte Cockerel, fortnight old.*

NOT everyone has accommodation for what is known in poultry business as a "hover." But if you have, here is a splendid way of being co-operative. By rearing chicks by means of a hover you will not only push forward the nation's food supply, but you will probably rear more stock than you want for yourself and can therefore sell a number to your friends as soon as the chicks are old enough. The hover I have in mind is a 100-chick affair. It is made of metal and is about two feet square. Other hovers that are just as good are circular, but they all work on the same principle. You can buy one from an appliance maker for about £2. The heat is generated by a paraffin lamp in the centre. Curtains of red felt are arranged all round the sides to keep the chicks snug, and the whole affair is constructed to take the place of the mother hen.

The hover must be set up in a dry and draught-proof shed, in a room or in a stable, but *not* in a cellar. Last season I fixed mine in the spare bedroom. It was great fun running across the landing at 3 a.m. to look at the sleeping chicks and know that they were comfortable. If you put the hover in the corner furthest from the door, the chicks should be free from draughts, but sometimes a mat thrown down in the doorway is necessary.

To set up the hover in preparation for the chicks you should first make sure that the oil lamp is level. A crooked lamp will flare. Brooders often catch fire through carelessness in this small matter. Fill the lamp but do not fill it so full that the paraffin flows over, for this again will cause the flame to flare up as soon as the lamp gets hot. The litter under the hover should be chaff or fine peat moss. A layer of a depth of half an inch is enough. I always run my hover lamp for at least twelve hours before trusting the chicks to its care. In that time it can be regulated nicely.

Probably you will buy the day-old chicks from some good breeder. They may be Rhode Island Reds; they may be Leghorns; they may be cross-breeds. Whatever breed they are their treatment under the foster mother is the same. The chicks will arrive in a chick-box and should be happy, lively little bits of fluff. If any are dead, you should let the breeder know immediately. The best time to put the chicks under the hover is in the morning. You can then watch the temperature (which should be about 80 degrees F.) and keep an eye on chicks that stray away from the warmth. The body heat of the chicks themselves will send the temperature up to 90 degrees. On no account should the temperature rise beyond this. An hour after you have popped the chicks inside, look at the thermometer again. You will probably find that you have to turn the wick down slightly. For the first twelve hours the baby chicks should be kept within the hover, but after that time they may come out. Six-inch boards placed around the hover to keep the chicks from straying are a splendid help. The surround should allow the chicks only a small area of freedom in the first few days, but after three days the chicks will be stronger and will gradually wish to run further afield. During the night the metal surrounds (which are part of the hover itself) should be placed close up to the hover to keep the chicks inside

their nursery, but in the daytime two of these metal walls should be removed.

In the first week the temperature should be between 85 and 90 degrees; in the second week, between 80 and 85 degrees, and between 75 and 80 degrees in the third week. Lamps vary in the amount of attention they require, but I like to feel on the safe side, and I examine the oil level and trim the wick each morning. Try not to spill a drop of oil anywhere; a cloth can be used to wipe dry any damp places before the lamp is placed back in position. To trim the wick I think a spent matchstick is as handy as anything else; after blowing out the lamp, pass the matchstick along the edge of the wick. This movement will remove all charred wick; you will be surprised at the amount of charred stuff that comes off after twenty-four hours.

Chicks are like babies, they need tucking-up last thing at night. If they are quite comfortable you will find them spread evenly around the lamp, and they will cheep contentedly when you put on the light. Chicks that are lying nearly outside the hover are feeling roasted; chicks that huddle close to the lamp, cheeping plaintively, are too cold. After looking at the little flock you can turn the wick up or down as you think fit.

### WHAT ABOUT THOSE POULTRY PATROLS?

### THE COLLECTION OF DRUG PLANTS BY SCOUTS AND GUIDES

An appeal is made to Scouts and Guides to assist the war effort by collecting certain wild plants which are urgently needed for medicinal and other purposes, and it is hoped that many companies will take part in this important scheme.

The urgency and importance of the scheme have been stressed, and it should command itself to Brownies, Guides and Rangers as a valuable contribution to our war effort and yet another first-class job of war service.

The collections made will be bought by the drug trade and it will therefore be possible for Guides to augment company and district funds.

A pamphlet entitled *Collection of Drug Plants* by Boy Scouts has been published by the Boy Scouts Association and is obtainable free of charge from Scout Headquarters, 25, Buckingham Palace Road, London, S.W.1. This pamphlet gives full particulars of the type of plants required; how they should be collected and treated; and to whom they should be sent.

## THE GUIDER

## A QUESTION OF VALUES

ON Easter Sunday I had lunch with a German schoolgirl aged not quite ten years. When she was ten days old I carried her from a Berlin nursing home back to a Berlin nursery, and for eighteen months I looked after her, speaking to her in English because her mother hoped that she would grow up bi-lingual. She and her family have lived in England now for six years.

"We," she said, "are the most important people in the world."  
"We, Sonja?" her mother asked. "Who do you mean?"  
"We," she repeated, "the British."

After lunch I walked with her family across the common where small Cockney boys were playing football. The sun was shining, the almond blossom was out, and, although that particular district had been raided fairly heavily, there was very little sign of war.

"What are you all going to do with the world afterwards?" I asked Sonja's elder sister.  
"I'm going straight across the Atlantic to make a pile of money; I'm sick of Europe."

"That's all very well. But I didn't ask what you would do with yourself. What about the world?"

She looked blank, at that. "Ask father."  
Her father, an elderly much travelled man, smiled.  
"Peace aims? Don't talk of peace aims yet. First win the war, and throw all your energy into that. When you fight a ruthless enemy you must yourself be ruthless."

"No—Vatil! If that, why do we fight? Then we descend to their level."

I was interested to see that the young cynic who had been an ardent Nazi schoolgirl, later an enthusiastic Communist student at the Sorbonne, still had ideals left, although at present she professed loyalty to no *ism*.

Her father laughed. "Well, if you must have peace aims, then we must educate the German race. If necessary, Germany must be occupied for sixty years—until the last man or woman who remembers Hitler is old and useless, until the last baby born to-day is civilised."

"Don't you think," I asked, to test him, "that even then, if another Hitler arose, they would all follow him? Isn't it inborn in the race to follow like sheep whether the leader be good or bad?"

"Nothing is inborn," he replied. "If you took a thousand British babies aged one year and distributed them in German homes, and a thousand German babies of the same age and distributed them in British homes, in fifteen years you would have nine hundred and ninety-nine British-born, 100 per cent. Germans, and the same number of German-born, civilised Britons. Everything depends on education."

My bus came along at that moment and I had to leave the discussion unfinished. But all the way home I thought of it. Small Sonja's statement in the unmistakable voice of the English school-girl certainly seemed to prove her father's point.

"We, the British, are the most important people in the world." Are we? Are the Germans? Is not Sonja herself very nearly one of the most important people? Not quite, because she is almost too old and set in her ideas. She is a disciple of the creed of race already. Maybe the cause was pre-natal; certainly nobody spoke the word in her nursery when I ruled over it! Maybe, on the other hand, she is a victim of the prevailing fashion in her English school. Whatever the cause, she has almost missed the chance of becoming a person of great importance because her views are already dangerously prejudiced and intolerant. She may still have a chance—if someone can be found to mould that rapidly hardening mind, and make it more pliable, before it is quite closed to suggestion. But such people are few to-day. We are, most of us, too busy with war work to have time to discuss the future of the world and a new philosophy with ten-year-old schoolgirls.

Who, then, are the most important people in the world to-day? Not Sonja's grown-up sister, who is working hard to help Britain's war effort, and who says, blatantly, that she will stay and see it through and then go off and enjoy herself. Not her father, who, brilliant though he is, is putting so much energy into his work that he will probably be too tired to think after the war, and who considers that action is more necessary now than thought. Not you, or I, who, believing in an ideal, are prepared, if necessary, to die for it. Not the thousands of British, Polish, Greek—yes—and German boys who are dying daily in defence of their beliefs. No, the most important people are those who are most easily forgotten in every nation except when an anti-bombing slogan is required. They are the people who still attend kindergartens or junior schools the world over. The people against whom it is the final sin to wage war, the people who must not be allowed to suffer, who must not be maimed or killed. But *why* must they be preserved? Why are they so precious? Why, throughout history, have we always tried to protect them? Is it simply because they are children and helpless, and therefore objects of sentimental idolatry? Or is it, perhaps, because with every generation hope is born anew in the world? Is it because, with every new and innocent mind that develops there is the chance, the hundredth chance, that it may be the one which will lead humanity a little farther on the road to wisdom? I like to think so. I like to believe that by now we have grown out of the phase of sentimental baby worshipping, and that we see in the child the citizen of to-morrow. Surely nothing else explains evacuation? Then why, in God's name, have we no time

to discuss matters of importance with the people we are content to label children, whose creeds are often so disconcertingly revealing? How do we dare deny them, and, ignoring their need, turn aside to "matters of more importance"?

I know that, writing in *THE GUIDER*, I shall be accused of preaching to the converted. I accept the accusation thankfully, and hope that my accusers are, on the whole, right. But I still feel justified in doing so, for more and more often nowadays one hears young Guiders saying, "I have not time, now, for my company or my pack."

We are called upon to serve our country, and, God knows, it is vital that we should do so. We have to fling our every effort into the nation's cause in order that civilisation may survive. But, having won the war, how much farther shall we have got if those who come after us are not ready to win the peace? It is not enough to give our lives to a cause if our heirs are unfit to inherit our victory. It is not enough to pass it on to our successors. Sonja has still a chance to rank as an important person; she may perish with us because we failed to make an important person; she may yet learn to look beyond the frontiers of race if someone will show her how to adjust her vision. Remember, at her age, her sister was an ardent Nazi, later she became a Communist, now she is throwing herself into work, later she intends to be an egoist! She has gone too far on the path of cynicism to be much use to the new world, because nobody was ready to guide her in the right direction while she was growing up. Her little sister may go the same way. On the other hand, she has ten years in which to learn; if she is lucky, somebody may pilot her safely past the rocks of *isms* out into the open sea.

Who is to prepare the heirs of the future, if we, who stand between the intolerance of the past and the wider consciousness of the new world, have no time for them? Is it not our grave responsibility, who are struggling in Britain's cause, in defence of her ideals, to look beyond the boundaries of the present and the frontiers of the world? In serving the horizons of eternity and the panorama of the world? In serving our country we must also serve the world. In serving the world we are also servants of the generations who are yet unborn. Now, as the stress of total war grows greater, it becomes increasingly vital for us to hold clearly in our minds the vision of all that we are fighting not only to preserve, but to create. While putting everything we know into the united physical effort of all the enlightened races of the earth, we have to remain unshaken, mentally and spiritually, by the jangle of the shattered reeling world about us. Whatever comes we have to guard our minds from the infection of war-time gossip, in order to keep them stable and sane that when the children come to us hungry for food and comfort and hope we can give and give again.

Remember:  
*The wise  
Are still the keepers of their proper peace,  
They are the guardians of their own tranquility.*

Those who can maintain tranquility to-day, and remain steadfast to their avowed purpose, have in their keeping a greater trust than perhaps they dimly guess. They guard the security of humanity.

MARGARET TENNYSON.

## THE CAVES AT CHISLEHURST

Twenty-two miles of corridors in the chalk—some lighted by electricity and some by candles in niches in the chalk walls, and all lined with beds of every sort. Casuals near the entrance and deeper into the caves the permanent residents, who have curtains and bedside tables, vases of flowers and pictures over the bed. A child is discovered asleep on a big double bed; small parties of men and women are preparing a meal or playing cards. Scenes that might have been painted by Rembrandt or drawings by Rowlandson—some of the figures by Belcher. In the church the organist is playing to a group of enthralled children, the cinema is due to open at seven with "King Solomon's Mines"; the First Aid Post is full of patients; George's canteen and the Red Cross canteen are both preparing to open.

The Red Cross canteen is the one temporarily staffed by the Mobile Team, and the cave-dwellers show great interest in "the Guides" and ask where we all come from. Many of them confide "I was a Brownie once," "Twenty years I have been in the Guides" and "I used to be a Scout and I've seen B.P."

After ten o'clock sleep is wooed in the caves. The quietness is filled with horrifying waves of sound which surge and ebb like the waves of the sea—coughing and snoring, mumbling and shifting; the cry of a child; the voice of someone talking in his sleep.

At four o'clock work begins again at the First Aid Post and the canteen. Tea is prepared and the cakes and sausage rolls set out for munition workers and lorry drivers who want a hot drink and a bite before they go to work. From behind the counter we watch the cave-dwellers awaken, straighten their clothes and ask, "Has the all clear gone?" before they trudge forth on another day's work.

Two months later the team again relieved the regular workers for eighteen days at the canteen and First Aid Post. There were many changes in the caves—better ventilation, water laid on, electric boilers in the canteens and three-tiered bunks in the corridors. It was a quiet fortnight with few warnings and, consequently, less work to do, but the people were the same—well behaved, adaptable, with a quiet fortitude which was very impressive.

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

M.S.S., 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 Guide" is sent direct by post from Imperial Headquarters to any part of the United Kingdom at the rate of 5s. 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 APRIL 8th, 1941

#### PRESENT.

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

The Lady Somers.  
Miss Ward.  
By Invitation:  
Mrs. Mark Kerr, O.B.E.  
Miss Browning,  
Miss Mathews.

#### APPOINTMENTS AND REAPPOINTMENTS

The following appointments and reappointments have been made:—

**APPOINTMENT.**  
Assistant Commissioner for Extensions (Blind Companies and Packs)—Mrs. Nichols.

**REAPPOINTMENTS.**  
Assistant Commissioner for Rangers (Sea Rangers)—Miss Hopkins.  
Assistant Commissioner for Extensions (Mentally Defective Companies and Packs)—Miss Sanders.  
Secretary for Blind Companies—Miss Jean Robinson.  
Secretary for Post Packs—Miss Hodgson.

#### THE CHIEF GUIDE'S VIOLIN

The Chief Guide's Violin is a lovely instrument, made in 1890 by Messrs. W. G. Hill. It gained the Gold Medal in the Paris Exhibition of 1892.

It was bought by a Guider in 1925 and presented to the Girl Guide Association for the following purpose:—

To enable a Guide who has not the means of obtaining a good instrument at the time she is studying for a Violin Scholarship Examination to win and hold this good violin for a period of two years (or longer at the discretion of the Violin Committee).

The violin becomes due for competition again next July in accordance with the rules set out below. Applicants must have passed the qualifying examinations since July, 1940, or must pass the forthcoming examinations in June, entries for which must be received before May 7th from Scotland and May 14th from England and Wales.

(For full particulars of the Examinations apply to the Associated Board of Royal Schools of Music, 15, Bedford Square, London, W.C.1.)

Applications to be addressed to Mrs. Anthony Jeffreys, Girl Guide Headquarters.

#### RULES.

1. Candidates must be British Guides resident in the British Isles.
2. The Violin will be awarded on loan for two years (or longer as the Violin Committee see fit) to the Guide who shall have passed the Grade V (Higher) Examination or any of the more advanced examinations of the Associated Board of the Royal Schools of Music and who shall then satisfy the Violin Committee both as to her music and her qualifications as a Guide.
3. Candidates when applying must send a copy of the Examiner's Statement of marks gained, signed by their teacher and Guide Commissioner. Also a report from the Guide Captain countersigned by the District Commissioner regarding their Guide qualifications as these will be taken into consideration when the Violin is assigned.
4. The Violin is insured by Imperial Headquarters and any damage or accident should be reported at once to the Violin Secretary.
5. After each year of tenure a report on progress by the music teacher and Guide Captain countersigned by the District Commissioner to be sent to the Violin Secretary.
6. The "Violin Committee" referred to in these rules to consist of the Violin Secretary and any members of a standing committee at Headquarters who should be interested, with the Chief Guide and Miss Mounsey-Heysam as honorary members.
7. The Violin to be returned to Headquarters at the end of the appointed time, which will be notified by the Secretary.

#### WAR DAMAGE BILL

Under the War Damage Bill contributions in respect of any Girl Guide Headquarters owned by an Association or Company will be one-third of the ordinary amount chargeable, i.e., 8d. in the pound instead of 2s.

In regard to land used for camping the normal rate is 6d. in the pound, so that Guides will have to pay 2d. in the pound only on their camp sites.

#### YOUTH SERVICE CORPS (Squads)

It has been decided that the Youth Service Corps Badge or Armet may be worn by Guides in uniform.

#### SECOND WESTERN HEMISPHERE ENCAMPMENT

The American Girl Scouts are holding a 2nd Western Hemisphere Encampment and are inviting Canada and other British Colonies to send delegates.

#### GUIDE RELIEF COMMITTEE

Donations received between March 5th and April 1st: £90 14s. 7d., including £8 10s. from Halifax, Nova Scotia Cadet Rangers, £20 4s. from Bombay Guides and £10 from Cork and County Guides.

Grants made: £120 18s. 1d., of which £117 was given in grants for buying clothing, etc., £3 was given for fares and expenses of two London Guides who spent a weekend in the country, and 18s. 1d. was used for replacing a Guider's uniform and postage on parcels of clothing.

#### CHEAP FARES

We have been notified by the Railway Clearing House that during the period May 1st and September 30th our cheap fare vouchers may only be used for mid-week travel, i.e., Tuesdays, Wednesdays and Thursdays.

#### APPLICATIONS FOR PATROL LEADERS TRAINING AT FOXLEASE

Patrol Leaders applying for places at Foxlease in the week August 12th—19th should have a written recommendation from their County Commissioner and should enclose it with their applications.

#### HOSPITALITY FOR EXTENSION GUIDES

Through the kindness of American friends there will be free hospitality at Foxlease throughout the summer for a number of Extension Brownies, Guides or Rangers, who are suffering from the effects of Air Raids. Applications giving full particulars should be sent to—The Secretary for Extensions, Girl Guide Headquarters, 17-19, Buckingham Palace Road, London, S.W.1.

#### S.O.S.

Will any Guiders who are now in London without companies please write to the Overseas Secretary at Headquarters if they would be able to help in running companies for the Gibraltar evacuees. Meetings need not be held in the evening.

OVERSEAS SECRETARY.

## AWARDS

**Medal of Merit.** (For Good Service to the Movement.)  
Mrs. Dymoke Green, District Commissioner, St. Albans, Herts.

**Medal of Merit.** (Gallantry.)  
Guide Patricia Ward, 12th East Dulwich Company, London.  
Patricia was evacuated, and staying with friends in Co. Dublin. She went out for a walk one afternoon and saw three small children playing on a wall above a stream some six feet deep. Suddenly the smallest child fell into the water, a drop of about eight feet. Without a moment's hesitation Patricia dived in fully clothed and wearing her shoes. Her swift action undoubtedly saved the child's life, as she already lay face downwards under the water when Patricia reached her. Well done, Patricia!

**Badge of Fortitude.**  
Guide Jean Browning, 1st A. Palmers Green Company, Middlesex.

**Gold Cord.**  
Company Leader Peggy Horner, 4th East Molesey Company, Surrey.  
Patrol Leader Kathleen Pope, 1st Codsall Company, Staffs.  
Patrol Leader Gwen Weaver, 1st Codsall Company, Staffs.  
Ex-Patrol Leader Carmen Taylor, 4th Grantham Company, Lincs.  
Ranger Eveline Duffield, 1st and 3rd Farsley Company, Yorks W.R.N.

## CALENDAR OF EVENTS

#### South-West Lancashire County Training Camp.

Guiders from any county will be welcome at the above camp and they may apply for the whole week, or the week-end only.

**Place.**—Waddow Hall, Clitheroe, Lancs.  
**Dates.**—May 30th to Friday, June 6th. (Whitsuntide.)  
**Fee.**—3s. per day or £1 for the week.  
**Accommodation.**—Tents will be provided. Guiders should not bring their own, unless they are camouflaged and easily carried by the owner.  
**Travelling.**—Train (L.M.S.) to Clitheroe. The camp is within walking distance from the station.  
**Tests.**—Green Ribbon, Camper's Licence, Quartermaster and Camp First Aider tests can be taken at the camp. Guiders are also welcome to come to the camp for experience only. Anyone taking a test should obtain permission from her Commissioner and C.A.  
**Applications,** enclosing a stamped addressed envelope, to be sent to:—Miss G. Clayton, Beechlyn, North Mossley Hill Road, Liverpool, 18, as soon as possible, and not later than May 9th. All further particulars will then be forwarded.

**Buckinghamshire Guiders' Day Training Camp.**—May 31st—June 2nd. Site: In Windsor Road, Gerrards Cross (one mile from station). Commandant: Miss Brown, Rosegarth, Bull Lane, Gerrards Cross, Bucks. Fee: 1/6 per day. All rations must be brought. Sleeping accommodation for a limited number of Guiders coming from a distance could be arranged in the local Guide hut. Application (with 1/- deposit) and inquiries to Miss Brown.

**Buckinghamshire Leaders' Day Training Camp.**—Dates: June 7th and 8th. Other arrangements as for Guiders' camp above. Leaders must forward their Captain's and Commissioner's written permission with application, also statement of their camping experience.

## C.A. LIST, 1941

#### MIDLAND AREA.

**WARWICKSHIRE (Additions):**  
COVENTRY SOUTH RECORDER.—Miss Legender, 63, Broadway, Coventry.  
RUGBY.—Resignation—Mrs. Wilks.

**LONDON (Correction):**  
WESTMINSTER DIVISION ASSISTANT CAMP ADVISERS.—Miss Syngé and Miss Bromley.  
Not Assistant County Camp Advisers.

#### WALES.

**DENBIGHSHIRE (Additions):**  
DENBIGH.—Miss Nuttal, Southern Hay, Llannerch Road, Colwyn Bay.

[May, 1941

## E GUIDER

RESIGNATIONS.  
NAIROBI AND KIAMBU.—Div. C., Mrs. Wilkinson.  
NAIROBI.—Dist. C., Mrs. Small.

### BRITISH WEST INDIES.

TRINIDAD.  
ISLAND SECRETARY.—Mrs. Ganteaume, Sweet Briar Road, Port of Spain, Trinidad.  
ASSISTANT ISLAND SECRETARY.—Mrs. Eyre, 17a, Coblenz Avenue, Port of Spain, Trinidad.

### WINDWARD ISLANDS.

RESIGNATION.  
WINDWARD.—Dist. C., Mrs. Titley.

### FALKLAND ISLANDS.

RESIGNATION.  
ISLAND COMMISSIONER.—Mrs. Williams.

### BRITISH GUIDES IN FOREIGN COUNTRIES.

ARGENTINE.  
ASSISTANT SECRETARY (FINANCE).—Mrs. Learmont, Belgrano 768, Buenos Aires.  
RESIGNATION.  
ASSISTANT SECRETARY (FINANCE).—Mrs. C. E. Lovett.

## GENERAL NOTICES

### COMFORTS FOR W.A.A.F.'S.

The W.A.A.F.'s are very grateful for the comforts which Guiders and Guides have knitted for them during the year. A supply of bedsocks is badly needed for next winter, as many of the women are living and working in cold, exposed places. The R.A.F. Comforts Fund will supply free wool for this, with a pattern. Do help if you can.

### AMBULANCE BADGE

The Secretary of the British Red Cross Society Junior Branch asks all Guiders to be very careful in adhering to the Rules governing Red Cross Courses set out in *Policy, Organisation and Rules*, Rule 38, page 49, as otherwise the Guides cannot be granted certificates.

### ERRATA

We regret that a printer's error was made in the announcement headed "We're Proud of Her" on page 53 of the March GUIDER. The announcement should read:—

Miss Gillian TANNER 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 Tanner was a Guider in Gloucestershire before the war.

### FILMS FOR HIRE

For a list of films for hire from Headquarters please refer to page 85 in the April GUIDER, or full information may be had from Headquarters on application.

### CALLED TO HIGHER SERVICE

IRIS DRAKE, on February 6th. Much loved Lieutenant of 20th and 11th St. Helier Guides.

AIRCRAFTWOMAN LENA BUTTON, in August, 1940. A Guider from New Zealand.

Appointments and Resignations

Approved by the Executive Committee, April, 1941.

**ENGLAND.**  
**REDFORDSHIRE.**  
 AMPTHILL.—Dist. C., Miss C. Hetley, Neotbury, Amphilh.  
**BERKSHIRE.**  
 BRADFELD.—Dist. C. (Temp.), Mrs. Sims, 111e Teatour, Bradfield, nr. Reading.  
**PANGBOURNE.**—Dist. C., Miss K. Paul.  
**CHESHIRE.**  
 RESIGNATION.  
 CHESTER SOUTH.—Dist. C., Miss B. Sidebottom.  
**CUMBERLAND.**  
 COUNTY SECRETARY (Temp.).—Miss M. Grant, Broadfield, Southwaite, Carlisle.  
**DORSET.**  
 RESIGNATION.  
 SHERBORNE.—Dist. C., Miss C. E. Fowler.  
**ESSEX.**  
 LAINDON.—Dist. C., Mrs. Hickson, Midhurst, High Road, Laindon.  
**PITSEA.**—Dist. C., Mrs. J. Gordon.  
**HAMPSHIRE.**  
 BASINGTOKE.—Dist. C., Miss D. Colvin, Fovle Lodge, Basingstoke.  
 ODHAM.—Dist. C., Mrs. Coningham, Heath House, Fleet, Aldershot.  
**HERTFORDSHIRE.**  
 ASSISTANT COUNTY SECRETARY.—Miss H. C. Ozanne.  
 SOUTH WEST HERTS.—Div. C., Mrs. Kendall Mannell, St. Leu, Green Lane, Oxhey.  
**SOUTH WEST HERTS.**—Div. C., Miss W. Dodwell.  
**KENT.**  
 DARNLEY.—Dist. C., Miss R. Stort, The Chestnuts, Meopham.  
 EDENBRIDGE.—Dist. C., Mrs. R. Streetfield, Upper Barn, Chiddingstone, Edenbridge.  
**LANCASHIRE—SOUTH-EAST.**  
 RADCLIFFE.—Dist. C., Miss B. Partington, 6, Coomassie Street, Radcliffe.  
**HERTFORDSHIRE.**  
 ASSISTANT COUNTY SECRETARY (FINANCE).—Mrs. Barnes.  
**LONDON.**  
 RESIGNATION.  
 WEST ST. PANCRAS.—Dist. C., Miss F. Holt.  
**MIDDLESEX.**  
 BRENTFORD.—Dist. C., Miss V. Sheels, 15, Linwood Gardens, Osterley.  
 ENFIELD WEST.—Dist. C. (Temp.), Miss K. Bailey, 4, Slades Hill, Enfield.  
**NORFOLK.**  
 BRENTFORD.—Dist. C., Miss G. E. M. Sigris.  
 ENFIELD NORTH.—Dist. C. (Temp.), Miss K. Bailey.  
**NORTHAMPTONSHIRE.**  
 COUNTY COMMISSIONER (Temp.).—Miss K. J. Strong, Lady Anne's House, Stamford.  
 SOUTH.—Div. C., Miss B. M. Smyth, Little Houghton, Northampton.  
 Please note that Lichborough, Towcester and Greens Norton District is now known as **TOWCESTER.**  
 TOWCESTER.—Dist. C., Miss G. Atkinson, Paulerspury House, Towcester.  
**NORFOLK.**  
 COUNTY COMMISSIONER.—Mrs. St. John Atkinson.  
 ASSISTANT COUNTY COMMISSIONER.—Miss K. J. Strong.  
 SOUTH NORTHANTS.—Div. C., Miss M. Manningham Buller.  
 SOUTH NORTHANTS.—Div. C. (Temp.), Miss B. M. Smyth.  
 PETERBOROUGH.—Dist. C., Mrs. Knyvett.  
**SOMERSET.**  
 ASSISTANT COUNTY SECRETARY (FINANCE).—Mrs. Kettle, Penlee, 21, Uphill Road, Weston-super-Mare.  
**YORKSHIRE WEST RIDING—NORTH.**  
 BRADFORD WEST.—Asst. Div. C., Miss M. E. Wilnot, 6, Ashbourne Gardens, Bolton Lane, Bradford.  
 HEATON.—Dist. C., Miss L. Myers, 6, Cranbourne Road, Chellow Dene, Bradford.  
**YORKSHIRE WEST RIDING—SOUTH.**  
 NORWOOD.—Dist. C., Mrs. Wheatley Price, Greystones, Chapelton, nr. Sheffield.  
 STOCKBRIDGE (NORTH SHEFFIELD DIVISION).—Dist. C., Mrs. G. Steel, Spring Grove, Wharfedale Side, nr. Sheffield.  
 Please note that Miss A. Bell, District Commissioner for Doncaster Central, has **married** and is now Mrs. Glover, address as before.  
**RESIGNATION.**  
 BARNLEY NORTH-WEST.—Dist. C., Miss W. H. Levison.  
**WALES.**  
**CARMARTHENSHIRE.**  
 RESIGNATION.  
 CARMARTHEN.—Dist. C., Mrs. Lloyd.  
**CARNARVONSHIRE.**  
 RESIGNATION.  
 COUNTY SECRETARY.—Miss E. James.  
**GLAMORGANSHIRE.**  
 For the duration of the war Glamorgan has been divided into three Areas—CENTRAL, EAST and WEST.  
 CENTRAL.—ASSISTANT COUNTY COMMISSIONER not yet appointed. Containing the Divisions of Alan Valley, Glamorgan Mid, Glamorgan South-East, Llantrisant, Vale of Glamorgan.  
 EAST.—ASSISTANT COUNTY COMMISSIONER (Temp.), Miss S. Vachell, Fairfield, Ely Road, Llandaff, Cardiff. Containing the Divisions of Cardiff, Aberdare, Rhondda Valley and Rhymney Valley.  
 WEST.—ASSISTANT COUNTY COMMISSIONER (Temp.), Miss F. Gibbins, Glynfelin, Neath. Containing the Divisions of Swansea, Swansea Valley, Neath and Gower.  
 MERTHYR (CARDIFF DIVISION).—Dist. C., Miss E. Griffiths, Pencacemawr, Merthyr Tydfil.  
 SKETTY (SWANSEA DIVISION).—Dist. C., Miss M. Stockwood, Keyford, Queen's Road, Sketty, Swansea.  
 Please note that Pontypridd is no longer a Division. Abercynon District has also been disbanded, and Pontypridd District has been transferred to Rhondda Valley Division. Commissioner as before.  
**MONMOUTHSHIRE.**  
 NEWPORT, SOUTH.—Dist. C., Miss M. G. Williams, 29, Clytha Square, Newport.  
**SCOTLAND.**  
**SUTHERLAND.**  
 BONAR BRIDGE AND SUTHERLAND WEST (new District).—Dist. C., Mrs. Campbell, Balblair, Ibershin.  
**RESIGNATION.**  
 HELMSDALE.—Dist. C., Mrs. Couper.

OVERSEAS.

**AFRICA.**  
**KENYA COLONY.**  
 ASSISTANT COLONY COMMISSIONER.—Mrs. Wilkinson, P.O. Box 390, Nairobi.

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CLASSIFIED ADVERTISEMENTS

**UNIFORMS FOR SALE**  
**Guide's Uniform**, stock size. Worn six times. Official make. Cost £4 17s. 6d. Sell with oddments, for £2 10s.—Box 102, THE GUIDER, Imperial Headquarters.  
**Guide's Uniform**, complete with Camp Overall, shirts and accessories. Bust 35 in. £2 complete.—Shrimpton, Midhurst, Brookside Way, Shirley, Croydon.  
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IV

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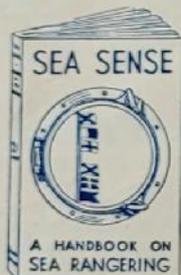
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