

THE GUIDER

FEBRUARY, 1945

VOL XXXII. No. 2.

CONTENTS		Page
Where Strength Lies: Mrs. Leigh White		17-18
Line Noddy Bards		19-20
The Value of Nature Study: William Asplen, F.Z.S.		20
Contest 1943 and 1944		21
The Commissioners' Page: The New Guider		22
Beautie Biographies: Phyllis Bond		22
Our Ark: Katharine Turner		23
THE TRAINING SUPPLEMENT— The Cadet Handbook		24
Exercises with Knots: No. 2		25
A Thinking Day Meeting for Brownies		25



CONTENTS		Page
River Camping		25
The Extension Branch		26
Readers' Forum		27
Where to Train		28
Oak Trees Grow: Olga Walkowska		30
The Moon at Sixpence: Catherine Christian		31
Extracts from a Broadcast Talk by Miss Irene Ward, M.P.		32
G.I.S. (B) Fund		33
On Walking Down Hill: Marjorie Cobham		34
Headquarters Notices		35
Appointments and Resignations		35-36

WHERE STRENGTH LIES

by

MRS. LEIGH WHITE

Director of the World Bureau

THINKING DAY, 1945, brings with it a feeling of renewal in our friendships abroad for we are once again in direct touch with the Guides and Eclaireuses of those countries from which we have been completely shut off for the past four years and more—and in this we find good reason for rejoicing.

True, these friends of ours have never once been put out of our minds and we have remembered them constantly in our prayers; as Thinking Day has succeeded Thinking Day we have thought of them with especial affection and poignancy, but this renewal of their "tangibility" has strengthened the hold which they have on our memories and our wishes for their well-being have become crystallised so to speak, by the return of that tangibility.

On the other hand, to my way of thinking, the occasion brings with it considerations of still greater significance—considerations in comparison with which our thoughts, our prayers, our thankfulness, our hopes and even our desire to offer a helping hand are but vague aspirations.

If our thoughts regarding them are to have real value to-day it seems to me that we have got to learn to think *with* them and *for* them—in the sense of seeing with their eyes and understanding their way of thinking—rather than of them or *about* them. To do this we shall have to face up to new and perplexing situations—to disentangle, as far as we are able, something of the truth from the bewildering array of new factors with which to-day we find ourselves surrounded and to recognise the immense difficulties which lie before them, behind them, to the right and to the left. We must also reckon with the general condition of conflict and confusion which forms the background against which all these difficulties have to find a solution.

Every one is becoming aware of the "mass-movings" which are taking place the whole world over and in the wide sense of the word there is, in almost every sphere of thought and activity, a revolution taking place. And whether we like it or dislike it, whether we think it right or wrong, whether it fits into our particular pattern or not, we cannot escape the actuality of these situations neither can we sit like Canute at the edge of the advancing tide and forbid the waters to rise. We can either run away and hide in caves with our heads buried in the sands or we can step out courageously along the shore and by examining the oncoming tide,

gauge the measure of the strength which lies behind its purpose and its direction. For just as the unseen power hidden in the ocean depths compels the great rollers to heave and surge and fling themselves upon some ultimate shore so will men's emotions and desires, when translated into action, hurl themselves in due course upon the four corners of the world.

The outcome in the long run may be of infinite benefit; it may equally be the reverse, but generally speaking the process in either case is extremely painful as an experience, bringing in its wake, like the great flood tides in theirs, terror and destruction and leaving behind them as they recede, a scene of desolation, of wreckage, of flotsam and jetsam.

I am not, however, concerning myself at the moment with the whys and where-fors, the rights or wrongs of these mighty upheavals—I want rather to point out certain characteristics, inherent in the process which

in themselves are of great potential value. There is a strength—a life force, a power in such great stormings and it is upon the right servicing of these that the ultimate results of any great upheaval will depend. One can see so well how such powers, misdirected and misused, can become destructive, unprincipled, bewildering, contradictory, catastrophic, what you will; but harness them to an intelligible purpose, canalise all that energy in a reasoned and principled direction and that same dynamic power which brought about so much ruin can become the means of creating that which is infinitely good and profitable. Such powers are latent in all mankind and are there for him to use as he himself ordains; he can let them loose on the world or he can take hold and train them into obedience to his highest purpose: but there is more than mere power in such hidden forces: there is adventure, courage, intrepidity, ingenuity, and, disguised as it has been by the horrors of War, man has not shown himself lacking in any of these qualities—furthermore, he has proved himself to be self-sacrificing unto death. If such high qualities as these can be used to serve the purposes of war, could they not be converted to serve the arts of peace and with a thousand-fold more justification? What we have got to realise is that these qualities are there and that they are *practised*. To what use are they going to be put when the last shot is fired and men put down the sword? Are we to expect that the selfsame men and women, boys and girls will then sit with folded hands



behind shut doors repeating kindly platitudes just because their Church bells have pealed out the chimps of Peace? I don't think so and this, to my mind, is one of the major problems which will beset many of our friends, to say nothing of ourselves, when that moment comes. This is where help, wise counsel and much understanding will be required of a Movement such as ours, but this is also where we may find much which will tempt our sense of moral values to be shocked and outraged. The simple fact remains, however, that such energies once galvanised into action will refuse to be de-galvanised and that something must be done about it.

What can we suggest that should be done? That is the crux of the matter to which the only possible answer is to be found in the right servicing of these energies. It is my belief that no matter what form it takes, the desire to serve will continue to show itself in boys and girls alike and that everything will depend upon the kind of opportunity which will be offered to them. There is a further point of importance and that is that opportunities should be to them as adventurous, as worth while, as exacting, making as great demands upon them as were those to which they became accustomed in times of hardship, danger and desperation.

That to my mind is food worthy of thought—this Thinking Day because it is a line which may help us to understand not only what many of our friends have been through, but what they have got to face in the near future, new conditions, new modes of thought, new values leading to new and possibly different standards. This may prove the case the wide world over. We can no more prevent or frustrate—indeed we have no right to—that urge towards betterment which lies at the root of all men's strivings than we can prevent the steady pressure of the tides upon our shores.

We can, on the other hand, help in seeing that such strivings are not spent vainly beating against rocks, but are used in the cause of some purpose for the common good.

We may not all agree upon where the common good lies nor which is the best way to set about achieving it—some may think in terms of politics, some in economics, some may work for material welfare, others for spiritual improvement; be that as it may, we still shall need to accustom ourselves to see with other men's eyes, and to feel the beat of other men's hearts if to-day we are to understand the working of men's minds sufficiently to help in making good their strivings.

THINKING DAY FUND

A plea goes out this month from the W.B. to Guides everywhere not to forget their Thinking Day and their Thinking Day pennies.

It is not for large sums, those have already generously been sent to the G.I.S. from all branches in the Movement.

This plea is for the "token payment" from all Guides everywhere to show forth their international sisterhood. Everything creative comes first from the mind and after that is the concrete building.

The universal sisterhood is strongly in the minds of the children. The pennies will be the concrete bricks. Let us seize the moment and lay the foundation well and truly.



TRAINING FOR LONE GUIDERS
PRELIMINARY NOTICE

There will be a Training Week-end for Lone Guiders at Foxlease, from Friday, November 16th, to Tuesday, November 20th, 1945.

Lone Guiders, please make a note of this now, though applications should not be sent in yet. Do let us make the most of this splendid opportunity.

NEWS OF LONES.

M. M. H.

During the past year six Lone Guides have been transferred to Active Companies and two Lone Rangers to the Trefoil Guild on reaching the age of 21.

YORKSHIRE (NORTH RIDING)

The Lone Rangers are rendering service by helping to run a Brownie Pack and Wolf Cubs and to resurrect a Guiderless Guide Company. They are also making special efforts to raise money for the G.I.S.

The Lone Guides have been helping at Red Cross depots, picking and cleaning sphagnum moss, picking peas and getting potatoes, helping with the harvest and with a milk round. One Patrol gained their Child Nurse badges while helping with tiny evacuees at a hostel. Some have helped the local W.V.S. with Christmas parcels; many are knitting garments for the W.I. for children in Europe. The 1st Lone Guides joined in THE GUIDE Christmas Good Turn scheme and hope to travel to Paris as a company.

Close correspondence has been kept up between the 1st Lone Guides and the 8th Ontario Lones.

The Yorkshire North Riding Lones speak gratefully of help given during the year by the Boy Scouts, the W.V.S., the Home Guard, the County Trefoil Guild, the Red Cross and St. John's and the Civil Defence Services.

YORKSHIRE WEST RIDING. The Lone Rangers are in process of re-formation as the over-twenty-ones are becoming the nucleus of the County Trefoil Guild. Three Lone Guides are becoming the nucleus of the Company. The Rangers are working hard at H.E.S. One has returned to active Guiding as a Tawny Owl; another in College is running a Cub Pack and two are training for Cubs. One has been sent to East Africa in the A.T.S. and is helping with a Guide Company there.

The Lone Guide Company is still too large, numbering 31, but 14 in one district are waiting to form an active Company.

There are nine Lone Guiders, three of whom obtained their warrants this year. One attended a Ranger Training at Easter and three an English Training School in the Autumn. Two acted as Q.M.s for active Guide Companies in August and another as Nurse.

Although the Lone Camp, arranged to be held with the North Riding, fell through, eight Lones managed to get into active camps.

A number of Proficiency badges were gained during the year and many hiking and woodcraft excursions planned for the holidays.

YORKSHIRE EAST RIDING. The Ranger Company is in abeyance; the last member is doing active Guiding and the Captain is helping in West Riding North. The Secretary is on the lookout for Lones.

YORKSHIRE WEST RIDING NORTH. All the Companies are helping in working well; they have gone in for many badges and are doing such war work as nursing, herb collecting, billeting, jam making, W.V.S. Three girls from Northumberland and Durham area have been taken into the West Riding North Companies.

NORFOLK. There are 8 Lone Guides and 8 Lone Rangers and it is hoped to start a Lone Sea Ranger ship soon.

LINCOLNSHIRE. There are no Lones at present, nor are there in CAMBRIDGESHIRE.

SUFFOLK. The 1st Suffolk Lone Guide Patrol won the Patrol prize in the Lone Competition. No other news has been received from this county.

LONDON AND THE HOME COUNTIES LONE AREA. The Area as a whole has done good work this year and Lones in every county were thrilled and inspired by the visits of the Chief Guide. The Area is very proud of the fact that Lady Marjorie Stopford, lately Area Representative, has gone abroad as a member of the first G.I.S. team. The following reports have come in from the different Counties:—

LONDON. Nearly all the Lone Rangers have joined the Trefoil Guild, mostly running on their own with regular "Letters," as they were over age. The two remaining Companies are doing well and are very keen.

MIDDLESEX. This County, too, is sadly reduced to one Company, many Lones having transferred, with the Guider's Circle, to the Trefoil Guild. Nearly all Lones were able to attend Rallies in different parts of the County, Church Parades were held and two attended a Training at Ealing.

SURREY. There were two Companies, a Lone Guide and a Lone Ranger Company, totalling thirty Lones. A Lone Guide has gained her All-Round Cords. The Lone Rangers were invited to camp with the Leatherhead Rangers, but owing to "doodle-bugs" the camp was cancelled and the Lones had to console themselves with a Camp Company Letter, complete with Colours, which were properly hoisted and lowered.

Regular Red Cross parcels are sent to a Rover Prisoner-of-War and much knitting has been done for the Merchant Navy Comforts Fund. A well attended Church Parade was held at the Chapel of the Savoy. A Lone Sea Ranger is attached to L.S.R.S. "Conway."

KENT. The Lone Guide Company, in co-operation with an Active Ranger Company, has "adopted" a ship, the officers of which have presented them with a battle-scarred ensign. An enterprising group of school-children, only one of whom was a Guide, held Guide Meetings in a station waiting-room, during an hour's wait, on the way to school. They are now attached to the Lone Guide Company.

HERTFORDSHIRE. This County has suffered from lack of a County Lone Secretary, but now they are lucky to have acquired a new one. There is one Lone Guide Company and it is hoped to re-start Lone Rangers soon.

BUCKINGHAMSHIRE. Has no Lone Secretary and no Lones at the minute.

ESSEX. There are two Lone Guide Companies, one Lone Ranger Company and two Lone Sea Ranger Ships, with a total of seventy Lones. Those over the age limit have mostly transferred to the Trefoil Guild, though a few have dropped out.

A member of L.S.R.S. "Conway" has gained her K.E.C. Arlet. The 1st Essex Lone Guides won the prize for the best Company in the Lone Competition and the 2nd Essex were third.

One Company has joined the British-Polish Guide and Scout Friends. They have a Polish member of their Company and have been friends with two Polish boys since they first came to England in 1939.

The Mate of one Sea Ranger Ship has been helping to shoot down "doodle-bugs" with her A.A. Battery and another Lone Sea Ranger is now a signaller in the W.R.N.S.

1945
 e Guides
 ip given
 ard, the
 es.
 seas of
 of the
 Ranger
 turned
 ming a
 o. East
 14 in
 rants
 ce an
 active
 iding,
 many
 ace :
 6 in
 and
 uch
 S.
 en
 is
 in
 e



Beech

The VALUE of NATURE STUDY

by
 William Aspden
 F.Z.S.



Oak

THOSE of us who have had experience with the young of both sexes know how fatally easy it is to arouse their interest in a new subject and how difficult it is to maintain that interest once the novelty has gone. How easy to start them off, full of enthu-

inter-relationships between the various kingdoms of life, not even excepting the human, present us with a theme which can be planted in the young mind if properly and carefully handled, which will give to them an appreciation and perhaps an understanding which will be of immeasurable value to them in later life. The idea that the whole scheme of life is a wonderful pattern, woven with design and purpose, and the ability to see, at least here and there, something of that purpose, is of far greater value than merely regarding nature study as a means of training observation. Observation is indeed only the first step and the child upon to deal with it, *wants to understand*. The "why" is so often more important than the "which," once the ability to recognise has started.

siasm and the wish to learn whilst *our interest is lively*, and how quickly they sense even the slightest degree of falling off in our interest.

It is, therefore, important that whatever subject we take up, should have real and deep interest for us, otherwise we cannot possibly hope to inspire real enthusiasm in other and younger minds. In this series of articles therefore I want, right at the start, to lay stress on the vital aspects of nature study. So often the approach is from the sentimental angle:— "the pretty little flowers," "the poor little dicky bird" and similar angles and this simply will not do. It gives an entirely wrong mental attitude towards the things and creatures which share this world with us. Beauty, yes, stress the beauty, but first learn to distinguish between beauty and the merely pretty. Sympathy, yes that also, but do not base it on pity but on understanding.

To take, then, one of the easiest subjects with which to present this aspect of nature study—trees.

What then are we to take as the basis, the foundation and also the jumping-off place, for nature study? Too often there isn't any. Flowers are collected, birds are noted, trees are named, and, for the ability to recognise such things, badges are given, but surely we who are leaders have often felt that such methods of inducing interest are not enough. Occasionally the structure and functions of flowers are used to give instruction in biology and sex. There is tracking and a little woodcraft, but always there remains that feeling that the things and creatures of the wild have little or nothing to do, fundamentally, with human life and there is the crux, there arises the real falsity and lack of true understanding which result from our usual methods of presenting the subject. The fundamental unity of life, the closely woven pattern of all the life, human, animal and vegetable, on this planet, is almost never stressed. It is, of course, not easy for anyone living in a town to see this fact so clearly as does a countryman, but that does not in any degree alter the truth of it or affect its real value.

When one takes a walk in the English countryside perhaps the first thing which strikes one is its beautiful untidiness. Trees especially appear to be scattered about haphazard, often indeed out in the middle of a field where one would imagine them to be something of a nuisance to a farmer. They differ, differ in species, oak, elm, ash, beech, birch and scores of other kinds and they differ amongst the same species. Indeed, trees, in shape and habit of growth, probably differ more amongst themselves than any other group of living things. They have more individuality perhaps than any other living things, and yet it is easy to pick out the different species from each other by virtue of their specific characteristics.

It is important to remember that the great majority of trees seen in our English countryside to-day are either the last remaining individuals of what was once a forest covering the greater part of the country or, if they are not very old, they have usually grown up along the edges of fields. Often a lone tree standing out in a field gives evidence that at one time that field was divided and the tree grew in a hedge. The hedge has been removed but either because he was lazy, or maybe because he liked trees, the farmer left the tree to grow on after removing the hedge.

I want therefore to view the subject from the standpoint of one of the newer or, should I say younger, sciences—the science of "ecology." No reader need be in the slightest degree alarmed by this as I shall not at any time relapse into technicalities.

The collection of leaves and the study of the ways in which trees flower and fruit, forms a feature of Guide training in many districts. Leaves are a good method of teaching recognition, but it is perhaps more important to study the trees themselves, even when there are no leaves. The nature of the bark, such differences as can be seen immediately in the rough and rugged bole of an oak and the smooth grey-green trunk of a beech, the curious "twisted" surface of a chestnut and the beautiful patterning and shading of a silver birch; such differences are easy to note at any time, but in winter, one can see more easily the structure, the anatomy, of the tree and note how differently the branches grow from the main stems.

To begin then. The surface of the earth consists of many very different kinds of rocks. Much of the surface is covered by water and for the time being, does not concern us, but dry land is a rock surface covered by deposits of sand, soil and other materials. Most of these materials are really powdered rocks, the result of the action of the weather on rocks in the past. Rocks contain chemicals of different kinds. Some rocks are "acid," some "alkaline," and the nature or chemical constitution, of the rocks in any area determines to a very large extent the nature of the soil in that area. The nature and chemical constituents of the soil again determines to a great extent the kinds of plants which will grow there naturally and, in turn, the kinds of plants in the area determine what insect, bird and animal life will be found there. That is the whole basis on which the science of ecology rests and it is clear that the

Those Guiders who are lucky enough to be able to listen to Mr. Aspden's conversations with children on Nature Broadcast in the Children's Hour Programmes from time to time, will welcome a friend as a contributor to THE GUIDER. Those who have not yet "discovered" Mr. Aspden will do so now with real pleasure. Everyone, we feel sure, will be pleased to hear that this article is only the first of a series of six which the author—a Scout himself—is writing for us.—EDITOR.

The Oak, the acknowledged sovereign among British trees, is perhaps best known. Its acorns interest all children and so-called "oak apples" are objects of curiosity at all times. It is, however, not always realised that there are now several species of oaks growing in this country. Our native tree is a slow-growing fellow who does not reach maturity until about seventy or eighty years of age and does not produce

THE GUIDER

[February, 1945]

acorns until at least fifty years old. The Turkey oak, on the other hand, will produce acorns about its tenth year of growth. These two species are perhaps the most common oaks to-day and are quite easy to distinguish by their leaves and fruit as well as by habit of growth.

The native tree is gnarled and rugged in habit, its branches and twigs forming sharp angles. It forms shoots, which seem constantly bent on seeking new directions of growth and, as a result, when seen in winter, the tree gives an impression of great strength but also of a great struggle. It is as though the inner life of the tree had had to fight hard and constantly against something pressing all round it from without and only by dint of real effort had it managed to grow as it did. The acorns of our native tree rest in the familiar, rather smooth little cups, but those of the Turkey oak are in cups covered with a spiny growth. Such differences provide recognition features, but tree lore and tree associations carry the interest a great deal further and serve to point the way to that deeper understanding of Nature which is our aim.

The oak has been held as a sacred tree right down the ages. The Greeks and Romans as well as the early inhabitants of Britain who worshipped beneath its shade, have left many legends connected with the tree. The Greeks called it Dryas from which Dryads, the little folk of the woods, derived. The Ancient Britons called it Drew and perhaps from that word we derived Druids. Oaks often marked the boundaries of parishes and in many parts there are so-called Gospel Oaks under which, it is said, the early Christian Missionaries proclaimed their gospel. Tree lore is in itself a wide field of interest, but too wide for the space at my disposal here.

To-day we have over three hundred different species of trees growing in this country but of these many are aliens and the really native trees only number about twenty-eight or twenty-nine. Many of our native trees are very long lived, the Yew perhaps holding the record, for there are yews growing in England at present which are known to be more than a thousand years old. Some oaks are believed to be nine hundred years old.

I think it was Huxley who said that "a tree is an animal in a wooden box" and certainly the more one gets to know trees the more does one seem to feel their "liveness," their response to changes of weather and



SCOTCH PINE

season, their apparent awareness of the presence of their fellows. In fairly old woodlands tree associations are most easily seen, for only where the slow growing processes have had time to develop can one appreciate to the full the characteristic groups. Just as a human city takes time, often many centuries, to develop its own peculiar character, so does a woodland community. The three most frequent associations, however, are easy to discover.

An oak wood is usually full of undergrowth. All kinds of shrubs, such as bramble, holly, raspberries as well as grasses and flowering plants love an oak wood. This undergrowth is often very thick and provides not only a wide variety of food but also a great deal of cover and, as a result, oak woods are usually well populated. Birds nest there, moths and butterflies abound, squirrels and rabbits, deer and the rarer wild animals such as badger, pole cat and even the martin, where they are to be still found, love oak woods.

A beech wood, on the other hand, is usually lacking in undergrowth. Few bushes live there and few other trees can establish themselves. There are bluebells and wood anemones in spring and, later, the bracken springs in patches, but in general beech woods are remarkable for the smooth, mossy surface of the ground and the scarcity of bird and animal life.

Pine woods give a third type and here undergrowth is even more scarce for even grasses find a difficulty under pines. The dark, close woven canopy of evergreen forms a roof through which the life-giving rays of the sun seldom penetrate and only mosses, a little heather and a few whins, can scrape a bare existence in a really dense pine wood. The beech wood has no all-the-year-round canopy and in spring the early flowering plants can get the necessary sunshine, thus we find the spring flowers, but, once the trees put out their leaves the whole wood is bathed in the liquid green light which, beautiful as it may seem to our eyes, is fatal to undergrowth which requires the sun. Thus only ferns and bracken can do well in such a place.

The oak wood on the other hand even when the trees are in full leaf, allows plenty of sunshine to reach under the trees and so both plant and animal life is more abundant.

I have touched on the fringe of a subject which we shall cover more fully in following months, for this matter of the interwoven pattern of Nature lies at the root of all real appreciation of what we call beauty.

CENSUS - 1943 and 1944

	ENGLAND		SCOTLAND		ULSTER		WALES		GRAND TOTALS	
	1943	1944	1943	1944	1943	1944	1943	1944	1943	1944
Local Associations ...	1,097	1,082	—	—	—	—	146	140	1,243	1,222
Cadet Companies ...	153	147	15	12	3	3	12	9	183	171
Ranger Companies ...	1,876	1,713	269	241	23	34	102	102	2,270	2,090
Sea Ranger Companies ...	257	347	31	35	1	3	12	23	301	408
Guide Companies ...	8,928	9,029	1,441	1,252	199	224	513	509	11,081	11,014
Packs ...	6,657	6,803	1,179	1,049	160	176	326	332	8,322	8,360
Lone Companies ...	98	65	22	19	—	—	3	2	123	86
Extension Companies ...	324	245	64	46	2	—	12	15	402	306
Commissioners ...	1,989	2,005	552	562	55	56	182	172	2,778	2,795
Secretaries ...	2,250	2,204	239	267	41	50	206	199	2,736	2,720
Guiders ...	22,800	23,189	5,351	5,573	599	739	1,235	1,183	29,985	30,684
Cadets ...	1,919	1,817	210	176	63	53	140	126	2,332	2,172
Rangers ...	20,066	19,219	3,640	3,255	366	407	1,351	1,305	25,423	24,276
Sea Rangers ...	4,195	5,087	547	826	16	61	239	343	4,997	6,317
Guides ...	204,589	190,932	36,088	37,062	5,290	5,927	11,987	11,089	257,954	245,010
Brownies ...	129,185	123,727	26,411	27,794	3,412	4,000	6,568	6,074	165,576	161,595
Lone Guides ...	1,048	701	233	205	—	—	19	23	1,300	929
Extension Guides ...	3,963	2,943	662	493	17	—	110	118	4,752	3,554
* Members temporarily absent on National Service.	5,452	4,867	No separate figures	No separate figures	No separate figures	No separate figures	136	144	5,588	5,011
TOTALS ...	397,456	376,691	73,933	76,213	9,859	11,293	22,173	20,866	503,421	485,063
AGE GROUPS										
Under 14 ...	295,379	273,629	55,639	55,669	—	—	15,961	14,700	—	—
14-20 ...	69,388	72,903	11,601†	13,058†	—	—	4,438	4,555	—	—
Over 20 ...	32,689	30,159	6,693†	7,486†	—	—	1,774	1,611	—	—

* These figures are very approximate and are likely to be considerably below the true total.
† 14-18. ‡ Over 18.

Is there
 would
 to be a
 learn the
 right pers
 question
 First and
 hard wo
 worth do

 Do we
 really al
 use so t
 District,
 suggest
 is not
 potenti
 service
 our L.
 badges
 night f
 enterta
 friend
 with t
 becom
 no m
 subject
 First
 have
 find t

 An
 their
 Thir
 to s
 they
 Gui
 live
 For
 tion
 rea
 bl
 in
 be
 Se
 w

THE COMMISSIONERS' PAGE

THE NEW GUIDER

Is there any Commissioner who, if asked what was her main difficulty, would not reply "getting new Guiders"? This article is intended to be a message of hope, *The Guider you need is there*. We all have to learn the lesson that no-one is indispensable, that somewhere there is the right person for the post, ours or another's, waiting to be found. The question is how to set about finding her. Here are a few suggestions. First and foremost, no defeatism. It will not be easy and will entail hard work and patience on our part, but does not everything that is worth doing?

Do we make enough use of our Local Association? If we have got a really alive and interested one, of which we and our Guiders make full use so that the members really know the Guiders and the Guides in the District, they will be ready and able to help us in our search. As was suggested by Mrs. Marshall in the December *GUIDER*, the general public is not sufficiently conversant with our aims and methods. There are potential Guiders to whom Guiding does not suggest itself as a way of service because they do not know enough about it. But if the members of our L.A. are helping Cadets, Guides and Brownies with their homecraft badges, lending them to help with cooking, or minding the children, over-night hikes, allowing them to help with cooking, or minding the children, entertaining the Guiders, and so on, at once a wider public, the members' friends and acquaintances as well as our own are brought into touch with the Movement. A little manoeuvring and a specialist in some line becomes interested, music, drama, housewifery, needlework, archaeology, no matter what, get her to a company meeting to talk on her special subject, so that she can see for herself what Guiding stands for—get the First Aider or the Dietician to help at a camp, and we may well find we have got a new Guider, or at least a person who is going to help us to find one.

Another way of enlarging our public is to get the Guiders to invite their friends and any newcomers to the place to a social evening, to a Thinking Day party, to a training evening. Make it your special business to see that these guests are well informed as to what it is all about, that they are made to feel welcome and helped to share in the fellowship that Guiding has to offer to young Guiders and that has so enriched all our lives. All this will be specially important for women coming out of the Forces. They will at first be sick of uniform and any form of organisation, and will want to be quietly at home. It is very important for us to realise this. If we rush at them before they are ready we shall get a blunt refusal that will close the question completely. Let us rather keep in touch with them in other ways, befriend them, find out their particular bents, and when we see they are beginning to miss the fellowship of the Services, invite them into ours, just as visitors, gradually teaching them what we are aiming at, so that when they are ready to give service they will offer it to Guiding.

There is a very well informed person who is not consulted often enough, and that is the Headmistress of the Central or Secondary School. She knows which of the girls who have passed through her hands have the qualities we want in Guiders, and should be able to give valuable advice.

If we want a Brown Owl we should be looking for some-one who loves children of that age and understands the importance of giving wise training while keeping herself in the background—a methodical person, and one who is clever with her fingers, and *not too young*. It is essential that she should have a Tawny. No Guider can run a good Pack without one. The Tawny may be much younger, but the Brownies supply the energy of the Pack, and the Guiders must be able to direct it wisely. A Guide Captain, on the other hand, should be as energetic as her Guides so that Camping and an adventurous outdoor programme is what she would naturally plan. A Ranger Captain should be someone with a wider experience of life, who has many resources she can tap to provide the varied fare for the Ranger programme. A young married woman is often admirable.

Having found a possible Guider the next thing is to prepare her. A good way to do this is to attach her to a going Company or Pack. Guiding has a technique of its own which cannot be acquired from books but from the children themselves. The ideal person is someone who has made good at some work or other, but still she will have to learn Guiding methods and to have a real understanding of them and of its aims before she is put in charge of the Company or Pack she is to run. Guiders' training will be added to this as soon as possible. For the first six months the Commissioner must keep in very close touch with the new Guider, who should feel she can consult her about every problem as it arises. The Commissioner will then be able to see that the leaders are getting the necessary training, or that the Pow-wow is realising its responsibility and that the Brownies are being treated as sensible people. The children will be so welcoming to the new Guider that at first things will go smoothly, but it is in those first few months that the tradition and standards of the Company or Pack are formed, and all the time the Commissioner should quietly be deepening the Guider's knowledge so that she can accrue the material for the next six months which will be the

acid test of her usefulness. If this were always realised, and if the Commissioner always felt those first months were very much her concern, there would not be those poor Companies and Packs for whom the only remedy is closure. We can do very serious harm to the Movement if we permit Companies and Packs to exist which are failing to maintain the standard of Guiding—no good at all is achieved unless they are running on the right lines—but if we realised our responsibility to new Guiders this unfortunate situation would not arise.

The Guider must have, besides a real love of children, the courage to persevere when things go wrong. We can help her here if we give her the sense of the fellowship of Guiding, and all the enrichment that should bring to her life, together with the vision of the wideness of that fellowship and the scope and place of Guiding in building up the world of to-morrow. In fact it is our own faith in and love of Guiding that is our strongest recruiting agent. Looking back on these years of war, on all that has made Guiding difficult in them, the call-up, the black-out, the bombing, the commandeering of our halls, so that Guides had to meet almost round a lamp-post, and an unlit one at that, makes it clearer than ever that Guiding cannot die because Guiding fits the child. If we have this burning conviction it will inevitably send out sparks of enthusiasm, bring us Guiders of the right kind, and make our District a source of inspiration to others.

TIRZAH BARNES.

LETTER TO THE EDITOR.

"Christianity and the Young Citizen."

DEAR EDITOR,

In the account of the Conference "Christianity and the Young Citizen," published in the January number of *THE GUIDER*, by an unfortunate printer's error Miss Barbara Ward is recorded as having spoken of the need for "God-fearing people," whereas what she really said was "God-bearing people." She was speaking of the Saints, the "God-bearing people," who carried Him in their hearts and showed Him to men by their deeds of love; the "other Christs." Many of us may be God-fearers, but it is God-bearers who change the world. The God-fearers may put off the young, the God-bearers cannot fail to attract them because they have His Spirit and "all the world" went after Him. One fact stood out at the Conference and that was this: we may discuss till we are all old women, whether to teach religion to the young and how to teach religion to the young, but our words will fail if our lives betray them.

Thank God it is not in our own power to become saints or who would begin to try? It has been said that to-day "is the blessed hour when each Christian knows he must be a saint or perish." What a challenge! —to our faith and prayer.

Yours sincerely,

ANGELA THOMPSON.

COLOUR AND LINE WEEK.

For the first time a Colour and Line Week is to be held at Foxlease. Guiders interested in music and drama have greatly enjoyed the special weeks that have been arranged for them, so now an opportunity is offered to those interested in pictures, painting and decoration. This week is not only for Guiders who already paint, but also for those who "know nothing about Art" and "cannot draw a straight line." The aim is to start them on the road to:

1. Seeing everything they look at more clearly, more vividly, with greater understanding and with greater delight.
2. *Painting and Drawing*, for their own pleasure and in order that they may be able to—
 - (a) Design for whatever crafts they practise, with particular attention to penmanship, decoration and dramatic production.
 - (b) Judge wisely on such matters as Town and Country Planning, Art in Education, etc., for which, as citizens, they are ultimately responsible.
 - (c) Foster in their Guides sensitive perception, fine workmanship and informed opinion.

RELIGIOUS BOOKS RECOMMENDED.

The following religious books are recommended by Headquarters, but they are not stocked in the shop and Guiders should obtain them from their local bookseller or library.

- FOR GUIDERS AND RANGERS:
- Readings from Holy Scripture* (Jewish). Selected by the Chief Rabbi. (1s. 6d.)
 - A Book of Jewish Thoughts*. (Office of Chief Rabbi, 1s. 0d.)
 - Learning to be a Christian*. By Dom Bernard Clements. (Student Christian Movement, 2s. 6d.)
 - What Christians Believe*. By C. S. Lewis. (Bles, 2s. 6d.)
 - The Way*. By A. Priest. (S.P.C.K.)
 - How to Use the Bible*. By Coutts. (Student Christian Movement, 1s. 0d.)
 - Christian Youth Work and the Future*. (British Council of Churches, 6d.)
 - Christianity and World Order*. By the Bishop of Chichester. (Penguin, 9d.)
 - Shaping the Future*. By Basil Matthews. (Student Christian Movement, 1s. 0d.)
- FOR GUIDES:
- Talks for Girls* (Catholic). By Fr. Aloisius Roche. (Sands, 3s. 6d.)
 - The Life of Jesus*. By Basil Matthews. (Oxford, 7s. 6d.)
 - Livingstone the Pathfinder*. By Basil Matthews. (Oxford, 2s. 6d.)
 - A Book of Prayers for Jewish Guides*. Produced by the Advisory Council of Jewish Girl Guides (will be ready for publication shortly).
- FOR BROWNIES:
- St. Francis for Little Folk* (Catholic). By Teresa Lloyd. (Sands, 4s. 0d.)

BEASTIE BIOGRAPHIES

by
PHYLLIS BOND

III.—The Stoat

five or six blind young are born. When old enough to follow their mother the young stoats go out hunting as a family party and work systematically, driving the game to one another. This is why in late summer we often come upon several stoats within a few yards of each other. When the quarry is scarce these family parties sometimes join up into "backs" which scour the country for food, and have been known to attack a dog or a man.

Their food consists entirely of flesh—birds (including game and poultry), eggs, rats, mice and rabbits. The Stoat is a good hedge climber, and on the ground he moves with graceful bounds, his long, lissom body and short legs seeming to cover the ground in a series of undulations. Sometimes he indulges in frolics and antics to arouse the curiosity of birds and allow him to get within range. He hunts by sight as well as by scent, and there is a grim fascination in watching a Stoat on the trail of a rabbit in and out of the bracken he winds with nose to the trail, a rabbit circles and dodges but the Stoat holds relentlessly to the trail, the rabbit by sight or intuition taking a sudden short cut to head off the rabbit. The rabbit flees, but is doomed already. The Stoat, a sinuous brown line, flashes amongst tussocks, and the next moment a squeal tells the rabbit's end has come. Sometimes the rabbit is so paralysed with fear it sits down and waits, motionless but screaming, for the Stoat to do his wicked work. The Stoat bites at the back of the neck into the spinal cord. He often kills more than he eats at the time, but may return later to a kill, or drag it away.

A Stoat disturbed may bolt into a hole, but being full of curiosity he generally peeps out a moment later to see who or what the intruder may be. An angry Stoat chatters with rage and when annoyed emits an objectionable scent from glands near the tail. No doubt this is protective.

A Guide might have the chance of seeing a Stoat almost anywhere, in banks, hedges, woods or fields as they hunt boldly in daylight, but probably her attention would be drawn to it either by the indignance or scolding of birds overhead or by the piercing screams of a hunted rabbit. If she surprised or frightened a Stoat from its kill it would be well worth her taking cover and watching for its return. The experienced woodsman can attract Stoats by imitating the scream of a rabbit. Tracks are difficult to find as the little animal is so light, but the muddy bank of a stream or a slight fall of snow might reveal them.



THERE is something fierce, cruel and relentless about the Stoat which prevents us bestowing on him the slightly patronising affection we feel for most of our British wild animals. At the outset he has us at a disadvantage in the tiresome problem "stoat or weasel?" but could we look at him without prejudice, we might see a small creature full of dash and indomitable courage, devoted to his family, tackling animals far larger than himself, insatiably curious and bubbling over with *joie de vivre*. If we must disentangle him from his relation the Weasel, we may as well begin at the tail, which in the case of the Stoat always carries a black "paintbrush" at the end, whereas the Weasel has none on his two-inch tail. The Stoat is a larger animal altogether, an average of 14 inches including tail, to the Weasel's 10 inches. Besides, the Stoat is seen above ground far more often than the Weasel, who usually hunts in runs and burrows.

The Stoat, true to his energetic nature, hunts by day as well as by night, and in winter while many another mammal is curled up in a long, snug sleep, he is still active. Then in the North his coat turns white, all but the tail tip, which remains black and it is such a feature of the winter pelt we know as ermine. Further south the change to white is only partial and in the south of England the white winter coat is rare.

Stoats bring up only one family in a year. The nest is made in a sheltered hole in a bank, old tree stump or cavity in a wall, and here the

OUR ARK

by KATHERINE FURSE

READERS of THE GUIDER may have noticed advertisements for helpers to join the crew of Our Ark. There are so many competing calls now for experienced and highly-paid wardens for hostels and canteens of all sorts that it is difficult to get help for so small a place.

Yet the small places fill gaps as well as the large, and Our Ark has the reputation of living up to her name.

When she was launched in 1939 we were lucky to have Miss Woodhill as our first warden and she left a tradition which was maintained by her cousin, Miss Waterfield. When they each moved on to wider spheres we appointed Mrs. Herz—or Herzova as she would be called in Czechoslovakia—who had been Assistant Warden, to take charge, feeling that it would be in the spirit of the World Association to have someone from another country who could personify the International status of the hostel.

Mrs. Herz has devoted herself to the work but she needs assistance and I am glad to say that, thanks to Miss Ward's interest, Mrs. Whitton, a member of a G.I.S. team, has supplied this temporarily. We still need a permanent helper. The guests also rose nobly to the occasion and kept things going with the help of our faithful domestic workers while Mrs. Herz was away sick, and so Our Ark weathered the storm and still sails on her course.

Those who do not know the origin of Our Ark will be interested to read something of the story of her launching. Her name follows the tradition of Our Chalet and we hope that other forms of "OUR" may be provided in the future.

For many years some have felt the need for a Guide Club in London, where members from other countries, as well as those in the United Kingdom, could get hospitality. The World Committee of the World Association decided to open such a home on a world basis and in 1939 we devoted a large part of the Thinking Day Fund to preparing two little old houses in Palace Street, Westminster to serve the purpose.

From the World Bureau we appealed for help to furnish it and had a



most encouraging response; not only lots of useful furniture, carpets, mats, linens, etc., poured in but every gift brought with it the character of the country from which it came, so that the general atmosphere of Our Ark is polyglot and cosmopolitan; worthy of the traditions of the World Association to which she belongs.

In 1940 it was reported that 535 Guides and Girl Scouts of 25 countries had stayed there in 1939 and then, with the outbreak of war, the scene changed—our clientèle became mainly British and, through the Blitz period, when visitors did not come very freely to London, we had residents in most of the beds, people whose work kept them in London and who were glad to have comfortable quarters.

Now the scene is changing again and we have reduced the number of beds for residents and are taking in more of the people for whom Our Ark was originally intended; passengers needing a temporary home and we hope these will soon include those coming from other countries again. Meanwhile we are glad to be able to take in members of G.I.S. teams while waiting for their orders.

Our Ark is in the care of a Sub-Committee of the World Committee, which now includes members of Danish and Norwegian origin, and we are glad to have them with us because we are always anxious that our trust on behalf of the World Movement should be duly carried out. The hostel has a definitely international status and might sail away to another centre if the World Conference, when it can meet again—in France we hope!—decided on this. But I doubt its being moved. It seems to me to be far more likely that more Chalets and more Arks and possibly "Our Camp Sites" in addition, will spring up in different parts of the world.

As soon as the war is over and human beings have had the chance to relax and think of other things, and when transport become available, the Guides and Girl Scouts will feel their wings quivering and will want to be off like the Dove; not only bringing the olive branch back but also taking out the Olive Branch of Peace.

THE TRAINING SUPPLEMENT

THE CADET HANDBOOK

IMPORTANT—This book is not yet in print and no orders can be taken for it until a notice announcing its publication appears in THE GUIDER.

At a conference held at Headquarters last January, a number of Cadet Guiders expressed a desire for some kind of handbook which would give them help and guidance in training their Cadets, and would lead to some measure of uniformity of Investiture Test and general programme. While the Cadet Handbook has been compiled specially to meet this need, a number of experienced Trainers and specialists contributing to it, there is much here of value to all Commissioners and Guiders. The Cadet branch is training potential Guiders and a similar task may fall to the Commissioner in her own District.

In the introductory chapter Miss Shanks sets our feet firmly in the right direction, the goal clear before us. "At the age when the desire to be of service is paramount in the minds of young people, the Cadet branch provides an opportunity for older Guides to share with younger members of the Movement some of the fun and adventure which they themselves have appreciated and enjoyed. At the same time it ensures for the Guide Movement a supply of future young Commissioners, Guiders, Trainers and Instructors of a rich variety of types." The Cadet Guider's aim in training her Cadets is to develop initiative and the freshness of approach so necessary if Guiding is to mean fun and adventure, basing this on that soundness of technique which gives confidence, and giving them also that other essential of leadership which we call understanding, for want of a better word.

THE DEVELOPMENT OF PERSONALITY.

How to achieve all this? To this question the Handbook attempts an answer. It suggests a number of practical ways and means by which the Guider can tackle the job of developing in each of her Cadets a personality which can lead and can inspire, of giving each sufficient poise and confidence, in short, fashioning the average person into a valuable Guider who has a clear view of her ultimate objective, the Guide Company or the Brownie Pack at its best.

THE CADET PROGRAMME.

The Cadet Programme, recently revised, provides a scaffolding on which to build the varied activities of the individual Cadet Company. The details have already appeared in the GUIDER, and here in the Handbook they are elaborated by the Commissioner for Cadets for England.

A Cadet will now have a year's training in the Company before being apprenticed to a Guide Company or Brownie Pack. During this year there will be a reorientation of her ideas; she is no longer learning a thing for its own sake, but learning in order that she may teach it to others.

BROWNIES.

Some Cadets will have a special interest in the child of from seven to eleven years and will one day make Brownie Guiders, while all of them are going to benefit from an understanding of the work that is done in the Packs from which many of their Guiders will come. The Cadet should be led to see that the training which is given in the Movement forms a progressive whole, the knowledge gained in the Pack being a basis for the work in the Company.

So some Brownie training will be included in the Company's programme, the Cadets being given an understanding of the child of Brownie age and of the teaching methods employed in the Pack. These are inter-related in that the latter are based on sound psychological principles, taking account of the special needs of the Brownie age. This age group has its general characteristics such as the competitive spirits, the beginning of co-operation and team spirit, the beginnings of responsibility for its belongings, but the Cadet must see the Brownies as individuals as well. She can be helped by visits to Packs, to local schools or playgrounds, with discussions afterwards, and by a Brownie training evening if an Eagle Owl or Brownie H.I. be available at any time. She will thus learn to appreciate the need for physical activity and for opportunities of developing and using the imagination. She can be led to see the character training that lies behind all the activities of a good Pack, and understand, for instance, that superficially excellent ceremonials produced by a Brown Owl have none of the real value of the ones devised by the Brownies themselves.

Clearly it is a help if the Cadet Captain or her Lieutenant be a person with experience of the Brownie branch. Guiders lacking this experience will find in the Handbook an outline of the work of the Pack and the means by which it should co-operate with the Guide Company. In the Pack is laid the foundation of Guiding and it should be shown clearly to the Cadet that in all the Brownie's activities, though these are simpler because suited to the Brownie stage of development, just as a high standard is expected and obtained.

A Cadet will choose to specialise in the Brownie branch "if she has a real interest in girls of that age, a desire to understand their needs and a willingness to help them work out schemes to supply those needs."

GUIDES.

The greater number of Cadets will choose the Guide Company for their future sphere of action. As Cadets they will learn a new angle of approach; besides acquiring technical skill (if they have not already got it) they must learn how to pass on that skill and how to adapt their teaching methods to the individual Guide.

They must be led, by directed observation, reading and discussion, to know a little of the psychology of the Guides; the characteristics which they have in common and the ways in which they may differ widely as in intelligence, physique, emotional development and social background. They must be shown the value of team games, stalking games, dramatic work and all other Guide activities, and so be brought to understand the psychological soundness of the Founder's methods which teach through play, the Guide programme providing for the needs and characteristics of its particular age group.

The Cadet will learn the ins and outs of Company Management, in particular the ways of working the Patrol System and its value. She should see at least one good Company in action to grasp the possibilities and the difficulties. The Cadet Company itself will run on the lines of the Guide Company, with its Court of Honour, Patrols in Council and Patrol Leaders' Trainings, so that the Cadets do those things which are expected of Guide Patrol Leaders, a frequent change of Leaders giving all of them some experience of this. A Company Council, on Ranger lines, is not thereby excluded, and may well provide an opportunity for the Cadets to consider their training objectively.

THE FOUNDATIONS.

All our Cadet training will be worth very little if it is not broad-based on the principles of the Law and Promise. The Cadet will need to consider these more deeply than she has yet done; the Cadet Guider more than any other must face its challenge and search out the ways of presenting it through the Cadets of to-day to the Guides of to-morrow. This, then, is of prime importance and has a chapter to itself, an inspiring chapter which explores the foundations of our faith in Guiding as a way of life and shows us the reality behind the words.

HEALTH AND PHYSICAL RECREATION.

Just now the health education of young people is arousing international interest, and we realise that our own national standard is not nearly as high as it should be. There is great opportunity of instruction available, but practice lags behind and it is here that the Guider can play a vital part.

The Cadets must first be helped to improve their own standard; it is suggested that they might work out their own charts and challenges, on the basis of those in the Health Handbook, and in discussing them be led to discover what is and is not possible for the average Guide. Games and outdoor activities continue their physical training, while the necessary background knowledge is being acquired with the help of experts, from books or by lecture courses.

Sex education can take its natural place in this scheme of health education. It is tremendously important that a Guider should have the right knowledge and the right attitude; a sympathy with, and an understanding of, the problems of friendship which beset even the girl of Guide age. The Cadet Guider then must be ready to discuss problems with her Cadets, to call on expert help when necessary and to advise suitable reading.

In readiness for their work with a company, the Cadets may be collecting tests and games, and learning how to inspect with an eye to the physical needs of the Guides. They will see that the formal company drill gives discipline and control (and every Cadet should be quite sure of the elementary drill required for roll call, enrolment ceremonies and church parades), and that the games which are played as relaxation between serious items should be simple ones which make good use of the natural abilities of running and of quickness of hand and eye. The Guider can teach her Cadets how to use a games book; how to choose and teach a game, bearing in mind the general principles of a good game.

CAMPING AND WOODCRAFT.

All her training should be leading the Cadet out of doors where she may cultivate "the seeing eye and the hearing ear." She should be shown that lack of knowledge need be no hindrance to a Guider; that the only essential is to be able to arouse enthusiasm in the Guides. Her own special enthusiasms may need to be tempered with the recognition that different things will appeal to different people.

Cadets should have every opportunity of camping and be given, after suitable preparation, the responsibility of their own small camps. The Cadet will be ready for the more adventurous type of camp and will be keen to start collecting her own personal equipment which she can carry herself. Cadets should be well on the way to achieving their licences when they leave the Cadet Company.

EXERCISES WITH KNOTS

No. 2

by
JOAN BURGESS

DOUBLE OVERHAND



FIG. 1

FISHERMAN'S KNOT



FIG. 2

NOT STICKING OFF AT RIGHT ANGLES LIKE THIS



THESE SHOULD LIE SIDE BY SIDE LIKE THIS

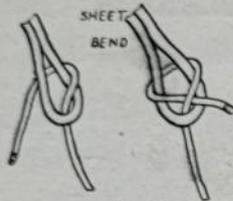
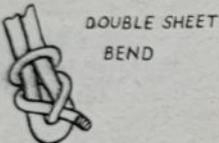
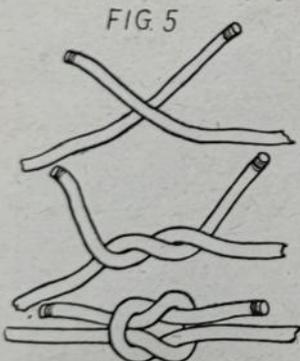


FIG. 3



DOUBLE SHEET BEND

FIG. 4



REEF KNOT

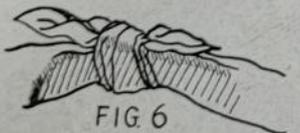


FIG. 6

FLAT BACK OF REEF KNOT

TAKE several pieces of rope, cord and string of different thicknesses, and join them to make one piece. Test it to see that it will stand a steady pull, and then an intermittent pull, such as it would have to stand if it were being used to tie up a boat. Experiment with different ways of joining them to see which gives the longest piece.

A knot almost universally used for joining two ropes is the double overhand (Fig. 1). Though clumsy and hard to untie it does its job and can be used for joining ropes of the same or different thicknesses, and under constant or intermittent strain. It does not slip, but if there is very heavy strain the ropes are most likely to break at the knot. A better knot, also used to join ropes of different thicknesses, whether slack or tight, and useful when dealing with wet, slippery ropes, is the fisherman's (Fig. 2). To tie it, overlap the two ends, and tie a single overhand knot with each end round the standing part. Be sure to tie it so that the ends lie parallel to the standing part, as shown in the diagram.

When one of the ropes has a loop at the end, and you want to join or "bend" a thinner rope on to it, use a sheet bend (Fig. 3). Push the end of the thinner rope up through the loop, take it round the back of the loop, and then tuck it under itself where it first came up through the loop. If you want to make it very firm, and especially if the loop is very much thicker than the rope you bend on to it, take another turn round the whole loop before you tuck the end under. This is called a double sheet bend (Fig. 4). The sheet bends may be used to join two ropes of different thicknesses even if the thick one does not end in a loop, by bending the thicker one up into a loop before tying the thinner one to it. Never make the loop in the thinner rope.

The reef knot (Fig. 5) can be used to join two ropes of the same thicknesses, but it is best used against some backing. It does not slip, and is a flat knot, so use it to tie the ends of your Guide tie under your collar at the back, and for tying the ends of a bandage, where it would be uncomfortable to have a knobby knot. Compare Fig. 6 and Fig. 7, and tie them with your handkerchief to feel for yourself.

A surgeon uses a version of the reef knot in his work. He twists the end round twice when making the first knot, which makes it so that it will hold without slipping while he ties the second part of the knot, twisting the end round twice in the same way.

When you have joined all your pieces of rope, cord and string to make one piece, tie each end to a chair, fence, tree or something. You can use a round turn and two half hitches, as described in last month's article, or you can use a clove hitch. This is two half hitches jammed together (Fig. 9). Put the end of your rope over the rail or whatever it is, and bring it out on the left hand side, making one half hitch. Cross it over to the right, and make another half hitch in exactly the same way as the first, taking the end over, and through to the left. Practise making this knot in many different positions—round upright posts as well as horizontal rails. It may be further secured with another half hitch round the standing part (Fig. 10). Can you tie it round a pole without using either of the ends? You can, provided you can slip it over the top of the pole, or over a knob or hook. Twist the rope into two loops as shown in Fig. 11, and put the left-hand loop over the right-hand one. Slip them over the top of the pole.

Make a barricade (for marking out a show ring, or keeping people from falling off the edge of a platform) by fastening a long rope to poles (Fig. 12). Supposing you



FIG. 7

KNOB OF GRANNY KNOT WHICH SLIPS IF PULLED TIGHT

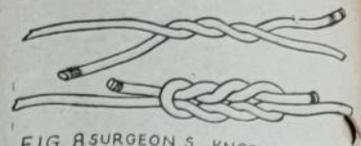


FIG. 8 SURGEON'S KNOT

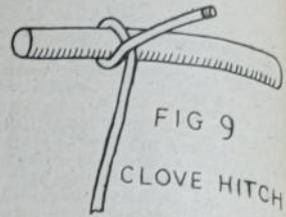


FIG. 9

CLOVE HITCH

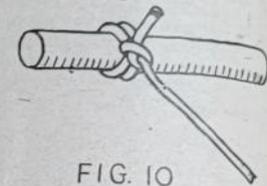
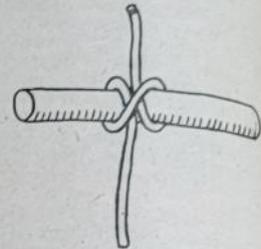


FIG. 10

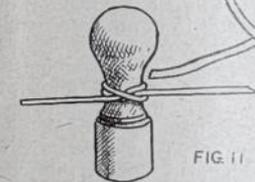
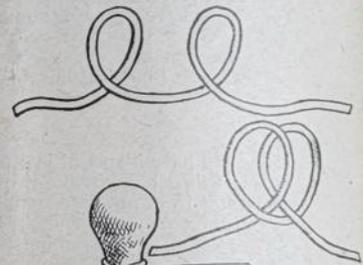


FIG. 11

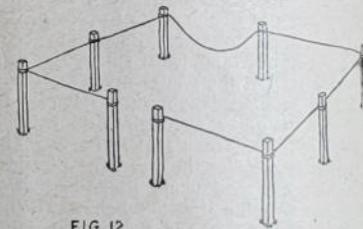
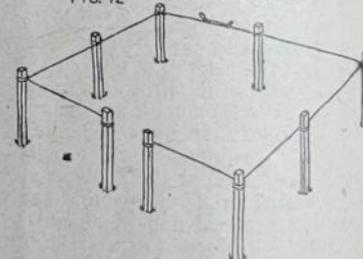
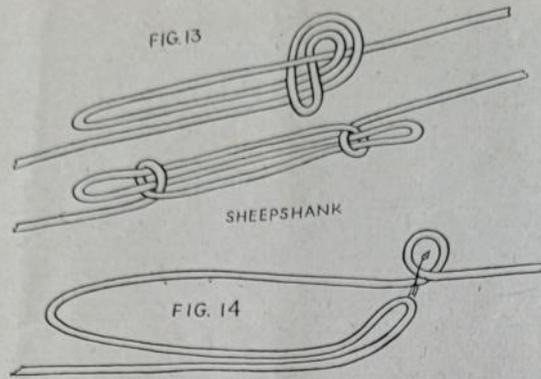


FIG. 12



have to move one of the poles, or or some reason the rope sags between two of the supports, you can make it taut without undoing one of the ends by tying a sheepshank. There are two ways of tying it. Fig. 13 shows the better way, because it results in a tightly strained rope, but the rope must be tied on to something immovable at each end—you cannot practise with a loose piece of string. Double up the rope until it is taut, and with the loop at one end of the doubled-up part make a half hitch round the standing part, then pull this loop with a jerk, so that it straightens itself and the twist is in the standing part. Do the same at the other end. The second way of tying it is to double it up as before, and make a twist in the standing part (Fig. 14). Push the loop through this, taking care to push it through from the side nearest to you. Do the same at the other end. This knot will only hold if there is a constant strain on the rope. While we are thinking particularly about ways of joining rope and cord—how do you join your wool in knitting? You don't use a knot,



through a ring or over a block the splice will not stop it. Next month's article will show how to splice, and also some other uses for the knots described here.

do you? Most knitters untwist about an inch of each end to be joined, and snip off one strand in two- or three-ply wool, and two of the strands in four-ply. This prevents the join from being much more bulky than the rest of the wool. Then overlap the ends for just over an inch, and twist them round each other in the same direction as the wool is twisted. Lick your fingers and thumbs well, and twist the loosely joined ends tightly. This should make them hold together until you have knitted them in, provided you don't pull hard on either end, but a firmer join is achieved by threading a needle on to one end, and running it in and out of the other end.

These ways of joining wool are akin to splicing, which is the permanent way of joining ropes. The splice should be very little thicker than the rest of the rope, so that if the rope has to run

A THINKING DAY MEETING FOR BROWNIES

HOW can Thinking Day be made real to a Brownie Pack? First of all, we have to realise that Brownies are often quite surprised to find there is a Pack in the next town or village, let alone a foreign land, and that they have very little conception of distance.

Brownies are full of curiosity and are very interested in the doings of other people, and by using this curiosity and interest we can help them to begin to realise the world-wide nature of the Guide Movement.

The pack meeting before Thinking Day is a good time to begin, then when February 22nd comes the Brownies will have some understanding of it. The whole pack meeting can be devoted to a pretended visit to one or more countries where there are Brownies. At pow-wow the previous week the decision can be made—shall just one country be visited, and if so, which? Or shall each Six choose a country and a tour of all these places be made? The usual items from the programme can all be fitted into the meeting in a special way. Perhaps the pack has decided to go by air; then their luggage must be very compact as only a limited amount is allowed. All the Brownies are taught to fold their coat properly, and on arrival at the "air port" the folded coats are inspected before the passengers pay their fare (subscriptions). The coats must, of course, be folded up again at the end of the meeting for the return journey. If the pack has chosen to go by sea then the flag of the country to which the pack belongs can be coloured by each one to decorate the ship and show where they have come from. Next a compass game can be adapted to suit sea or air travel. (See compass games in the book *Brownie Games*.) On arrival in the foreign country various things can be done. Using the *Girl Guides and Girl Scouts Painting Book*, stocked at H.Q., the Brownies can colour the pictures of the Guides, Brownies and national flag of the country they are visiting. They can be shown pictures of, and any things which have come from, that particular land. Stamps and coins are a popular exhibit. A folk story belonging to the country can be told, and afterwards the Brownies either illustrate it or act it in their Sixes.

If either, or both, of the Guiders can find the time beforehand to get a book from the library and read up a little about the customs of the people and the climate of the country to be visited, it adds enormously to the interest of the meeting. It makes it possible to answer some of the questions the Brownies ask and to make the whole thing more real to them. If the climate is cold, then a ball game can be adapted for "snow balling"; if hot, shady hats can be made from newspaper and pins.

We have to remember to leave time at the end of the meeting to travel back home by either sea or air. Brownies get much more immersed in these imaginative meetings than many of us realise, and they like to see the whole thing through to a proper conclusion. Once a pack had spent a meeting visiting Australia; they had returned to their home town by air, and were about to go home when one Brownie announced: "I've left my hat in Australia!" The only thing to be done was for her to take a private plane and fly to Australia (running three times round the room) and fetch her hat. As she picked it up off the chair she said to her imaginary friends: "Thanks for keeping it. So long! I'll be back next year."

ROVING CAMPING

To stretch the octave 'twixt the dream and deed, Ah! that's the thrill!—R. DE GALLIENNE.

ROVING Camps? Oh yes, I read about them in last month's *GUIDER*. They sound exciting, don't they? But I'd never get my Rangers to go off like that."

"Oh! mine are quite thrilled about it—but I don't really know how to set them off. One can't just 'go' can one?"

"No, that's the trouble, all these exciting things need so much preparation and with everything that has to be filled into the meeting, and with so little extra time in which to do things—Well! I don't know—it's all very difficult and besides what good is it now—it's the middle of winter, it hardly seems the right time to begin!"

I wonder how many of you have felt that with a little help in the beginning, you would like to take your company, crew or flight on a touring camp this next summer? Perhaps an outline of how one crew prepared for their first Roving camp will help you with some ideas of how to begin.

This crew was comparatively new, and small in number, 10 members, and are mixed, from school, shop and office. The week-ends were short. Saturday lunch time to Sunday evening. Only two of them had camped before as guides. The described trips were done by bicycle, but now the crew has grown and non-cyclists have to be catered for.

It began thus—One evening Skipper was relating some of her doings at a G.I.S. camp, when one of the crew said "couldn't we go off for a week-end like that?" There was a great whoop from the others, "oh, do lets," "we could sleep in a barn and live on hard tack," and so on. So at the next muster plans were laid—out came the maps, and after much discussion the place chosen. There was an old castle to see, and the ride looked interesting and was not too far. Skipper had found a cottage used only in the summer, it had no light or water laid on, so, while it afforded some shelter (this seemed necessary as it was the middle of February!), it also gave ample opportunity for the beginning of camp training. Equipment was the biggest problem for they possessed none—but necessity is the mother of invention, and when full of adventure and eager to accomplish a task, difficulties such as these melt away. With slacks, siren suits and every available jersey plus a blanket sewn up as a bag—bedding was solved! Groundsheets were borrowed from the Division, and sufficient cooking equipment was raised with that already used for hiking and extra tins and frying pans home made. The menu was drawn up and the food shared out amongst them. Ten days later they were off on their first venture. The packing of bicycles had required some ingenuity as few possessed haversacks and no-one saddle bags. But good use had been made of school satchels and the few haversacks. Every member had managed to get a carrier.

Many were their adventures on this first trip—including a heavy fall of snow to add to the excitement of Sunday—but hard tack was eaten on the journey home in the snow! Many too were the lessons learnt, especially on the choice of equipment and the packing of bicycles. The school of experience is a hard one but very thorough and efficient. The whole trip was a tram journey out of the town—a cycle ride of 10 miles to the cottage—and a cycle ride home on Sunday of 35 miles.

It wasn't possible to arrange the next venture until the end of April—so the months between were spent in learning how to pitch the lightweight tents now lent to them. How to make suitable gadgets—water-

THE GUIDER

proof ladders, and of course in improving their own equipment. Every shop had been visited for sleeping bags, and sheer perseverance had won in many cases, others had been knitted from oddments of wool. Small bottles, tins, and empty flour bags suddenly became of more value to the Rangers than to the salvage collectors. Small waterproof bags had been made to pack clothes and to hold a variety of necessities. Minor calamities of the former expedition having led them to greater pride and care in packing. So once again they set out. This time to sleep under canvas and practise real campcraft. They did not go very far afield—leaving as much time over the week-end for becoming campers. More week-ends followed thus—now each one under canvas and each one further afield as they became more experienced. Now they were able to go great distances, and sightsee as well as their camping. Then at the end of August the full week. All preparations were made, the route carefully mapped out, the Q.M. Secretary, Treasurer, and First Aider booked, and the log book expert to provide illustrations not forgotten. They went to North Wales, visited castles, saw the Menai Suspension Bridge, and climbed Snowdon. The weather was not lacking in variety. They experienced intense heat, a gale, and rain that washed them out. They slept in tents, an empty cottage and a farm barn, and stood 9 hours on the journey home!

What were some of the lessons learnt from February, when they began, to August, when they completed their adventure? First the necessity of beginning in time and gradually improving and improving by experience, the value of all their Ranger training, map reading and especially the use of contours, the importance of careful planning and efficient organisation, the need for balanced and well cooked meals; and above all a deeper understanding of each other, closer comradeship, greater tolerance, a wider knowledge of their country and the people in it, and a desire to roam still further afield—to know other lands and other peoples.

May you too in this coming year write in your log book:—
 "Much done and much designed and more desired."
 B. MICHAEL.

ROVING CAMPING SCHEME

The original Roving Camping scheme was set out as a test syllabus, but owing to testing difficulties during the war it has been approved as a training scheme. The following extracts from the syllabus may be found useful as a basis for preparation by those contemplating any form of touring camp.

General.

A Roving Camper should—
 Keep herself fit and in readiness for long distance journeys. Be able to be relied upon to look smart in uniform on all occasions. Collect and keep in readiness for immediate use, a complete set of personal equipment which she can pack in a neat and practical way, serviceable for expeditions in any weather.

Understand the "Courtesy of the Road" and be able to travel with her camping outfit in a crowded bus, train or steamer, showing consideration and helpfulness towards the general public. Know the rules of the road applicable to the type of journey she is going to undertake.

Be able to travel by map and compass.
 Be able to take her full share in the pitching and striking of a fully equipped lightweight camp.

Know how to care for the life of the countryside and how to show respect for the interests of farmers and landowners.

Foot Section.

Accustom herself to going for long walks and carrying her own equipment and share of the party's equipment. Be able to travel at "Scout's pace" with ease and skill.

Cyclist Section.

Accustom herself to going for long rides and carrying her equipment neatly packed on a bicycle. Be able to mend punctures, adjust brakes and have a knowledge of the lubrication and general care of a bicycle.

Know the best formations for cycling in a party under different traffic conditions and practical changing from one formation to another.

Pack Pony Section.

Accustom herself to going for long walks and carrying her own equipment.

Be able to catch, halter, lead, groom and saddle a pack pony. Understand the care of ponies during a camping expedition, a long distance trek and during extremes of heat, cold and wet. Know suitable methods of tethering horses and the possible accidents characteristic of each method. Understand the principle of feeding and watering ponies; the loading of a pony and weight which can be carried; the prevention and relief of sore back and girth gall. Clean and care for pack saddle and bridle.

Trek Cart Section.

Accustom herself to long walks.

Practice as a member of a team and show experience in general procedure with regard to:—(a) Loading (e.g., balance, stability of load, safety from loss or friction, availability of emergency kit and stores, covering of cart). (b) Travel (e.g., hill work and any proved helps to team staying power, such as singing, marching in step, etc). (c) Understand the routine care of a trek cart in use and store, and its unlimbering and assembling.

Boat Section.

Be able to tow, row or paddle craft and moor securely. Know boat

orders and how to be an active member of a boat's crew. If canoes are used, know the different formations for travelling as a team and practice changing from one to another.

THE EXTENSION BRANCH

"THE Extension Branch! . . . oh, that is not my line of country, I thank goodness. . . . I've got enough to do with my ordinary Guides." It is, no doubt, perfectly true that you have enough to do, but if you want to help the Extension Branch you will try to get into the way of regarding us as "ordinary" Guides, too.

One of the minor joys of victory will be the end, or at least the diminution of uniformity. Since the war there has been such a sameness in so much of our environment—in our clothes, our food, our pleasures, that we find ourselves thirsting for variety. Scouting and Guiding have always encouraged individuality. The Founder in his wisdom designed tests of such a breadth that children with very different interests can find unconsciously their path of development. Their "long suits" are encouraged, while through sticking to the subjects which they find difficult a stability of character is achieved as well as a standard of "all round" competence.

Most of us have had in our companies the Guide who is like "the cat that walked by himself." We have watched her grow through the Tenderfoot and Second Class stages and sometimes to First Class, and at the end a sturdy young citizen has emerged with independent views combined with a true sense of social obligation.

Guiding, therefore, has room and, in fact, needs every type of child, and what each learns from mixing and "getting on" with the others is not the least of the value of their training. In this collection of young people none must be allowed to feel that they are on the edge of it, or that they must of necessity, receive more than they give.

Physically handicapped Guides first wore the Trefoil in 1910, but it was not until 1918 that Extension Companies received official recognition. In 1919 the Extension Branch was formed. As a town enlarges its bounds, so the Guide Association extended its boundaries and took in the handicapped girl. The boundary, let us remember, was beyond the Extension Guide. It was in no sense an annex that was made for her. She was put into a special branch because her capacity was different and it was seen that she needed rather special treatment and an adapted training. It is more than likely that for administrative purposes she must remain in a special branch, but the time has come when the branch should have a reduced significance and come to be regarded as the piece of extra machinery which is there to help handicapped people to develop the highest degree of competence and independence.

The Extension Guider's first allegiance is to Guiding and her company is a unit of the Girl Guides' Association and not of the Extension Branch. It is sometimes a struggle to keep this before Extension Guides, and it is here that we need the help of active Guiders and Guides. The initial responsibility lies mainly with the Commissioner, and she can help by including Extension Companies in all County, Division and District activities. If quarantine or anything else keeps them away, time and time again, please let it be taken for granted that their place is there and that they are an integral part of the organisation.

Where there is ignorance of Extension and apathy towards their needs the fault lies very largely with Extensions themselves, and we ought to be able to put that right. But we need your help before we can do it. We need to be given a chance to talk about ourselves and the opportunity to introduce Guiders and Guides to the different sections of our branch. Once we know each other the fun begins. We shall hear of Rangers teaching Post Brownies to read, of deaf Rangers cleaning the windows of the parish hall, the tangle of ropes and string being tidied by a Guide who cannot see, and signalling parties at sanatoria. We shall hear of Post Guides being escorted to evening classes, blind Rangers taken to lectures or to the cinema, and pen friendships flourishing between active Guides and hospital patients. But we must all guard against co-operation degenerating into merely "carting Extensions about." It is something more than that and an imaginative and critical Guider will see that there is no danger of it ever becoming even partially true. She will choose carefully the Guides who make the first contact and talk to them about the girl they are going to visit. She will take great care that the active Guides are prepared for what they are going to undertake, but she will do it in such an apparently light-hearted manner that as little self-consciousness as possible results. It is better to leave the children alone with each other if it is at all possible. Grown-up people are apt to forget that there is a comradeship of youth which transcends physical dissimilarities. Once the foundations of co-operation have been laid the next important thing is to emphasise the value of continuity. The handicapped girl is often grievously upset if her long anticipated visitor does not arrive, and the active Guide has so much to do with work, school, home ties, games and examinations that it is not unnatural if promises are sometimes postponed. The Guider can explain the situation of each to the other and she can revive the interest of one and dispel the disappointment of the other.

When one sits enthralled with reading articles in THE GUIDER like "Indefatigable Family" the subject of co-operation between active Guides and Extensions may seem unexciting and a little humdrum, but the problem is a vital and a pressing one. All over the world, the ravages of war, of hunger and disease will leave their marks on the citizen of the future, and in our own country the number of children maimed in air raids is bound to increase our responsibilities. One of the newest recruits in a Middlesex Post Company is a little girl who has lost both her legs

February, 1945]

in a flying bomb incident. Great new schemes are on foot for the education and training of handicapped people, and with the stirring example before us of the President of the United States of America we should place no limit to their possibilities of service. The blessing of work and an independent livelihood will be within the reach of many of them, but one of their greatest enemies may be the segregation which their training demands. The Girl Guides Association holds out a welcoming hand to these girls; it offers them much, it will expect much of them.

READERS' FORUM

These are extracts from letters written to Mrs. Kerr by Miss Alice Wemyss, provoked by the attitude which Miss Wemyss thought she had observed, not only in the general public, but also among certain members of the Movement itself, that Scouting and Guiding should be a mass movement for children, thus being in direct opposition to the general trend of Scouting abroad, which regards it as a way of life.

I.

7/9/1944.

In thinking over our conversation, there is one point I wish to put quite clearly, as I feel very strongly on the subject. You seemed to be under the impression that I agreed with you that Scouting and Guiding should be mass movements, and that their continental development was not a good one.

(NOTE:—This was a mis-understanding.—R. K.)

Now, though this was my opinion, it is quite definitely no more so. As you know, I have studied Scouting very deeply. *Scouting for Boys* and *Rovering to Success* have been my textbooks for two years continual and intensive work under Chief Walther's guidance and her standard of work was to say the least of it, high!

I was also in a position to study not only French scouting, but also the other youth movements, old and new, and the Government's somewhat incoherent efforts to reform education, and the two things that have struck me were, the urgent necessity for training leaders, whose lack in every walk of life was the characteristic of French life and the cause of their disaster, and the absolutely remarkable capacity of Scouting for doing so.

This is so much the case that when the J.F.O.M., a Nazi-inspired youth movement, started in the South of France, the only places where it more or less succeeded were those where they managed to get ex-Scouters to run it! Given its inspirations and ideals, you can well imagine that it was not the best type of Scouter or Guider who went into its ranks!

But to train first-class Leaders the Movement must keep its standards high. I am sure it is an absolute mistake to think that one can have leaders of a different quality to the rank and file. In a Movement like ours, where the principle is that the Scouter or Guider is the elder brother or sister of his Scouts and Guides, you will always find that unconsciously the leader will ask of his followers the same moral and spiritual standards as he lives up to himself. If his Scouting is his whole life, not in the narrow sense, naturally, he will expect and get the same standard from the children.

It is a mistake to think that in France any children are kept out of the Movement. It is simply that they leave of themselves when they realise what is expected of them.

The problem is quite different in England, and I should say that in all countries which have had a normal democratic evolution. The public schools, universities, Services, trade-unions, and general system of education, all tend to produce and train leaders. The need here is much more for a mass movement to raise the general standard, and as such the Guide and Scout Movements do wonderful work, but, though infinitely more numerous, they have, I think, less influence than in France.

Though this was latent before the war, I think these years' work have tested the worth of character-training and shown what the real necessities of each country are. I know that it was the Eclaireuses training more than the Guide training which has pulled me through these four years.

I have been called upon to run a mixed community of women and children of 13 different nationalities and every possible class, creed, and moral standard under truly shocking material conditions of dirt and discomfort. I have had to face and conquer fear and hatred, and I think one must have been through the systematic war of nerves that the Germans put one through, to know what that means. (She spent some time in Concentration Camps at Compiègne and Vittel.)

With God's help I have got through, physically and mentally, more

or less sound, and blessing all these experiences, which have greatly enriched my life.

But it was at the Eclaireuses that I learnt to think out my spiritual life, and it was through them that I found that faith which was my only help in many a black hour. But I do not want you to think that what I have been through is anything exceptional. There are thousands and thousands of people who have been through infinitely worse times than I have.

When you talked the other day about the Eclaireuses' Promise, it called to my mind the story of one of my Rangers. The child (she was 15 when she joined) was a Polish Jewess, a refugee from Belgium. Her brother had been a Belgian Scout, and she was terribly keen to become a Guide. I wangled the permission; one had to be careful as to recruits, as one was always liable to having one's papers examined, without mentioning the continual danger of 5th Columnists. She very soon told me that she wished to take her Promise.

Preparing a girl like that for her Promise is not an easy problem, when one knows in what perfectly appalling conditions she may have to carry it out, and as I could not very well ask her to undertake what I was not prepared to do myself, this preparation did not go without days of heart-searching on my own part.

She was a very wonderful personality, and though she did not believe in God she had a truly Christian nature. Some time later she was to be put to the test. Caught with her family as they were trying to pass the Spanish frontier, they were put at "Gurs," one of the worst Concentration Camps in Europe. Soon her father and brother were to be deported to Poland. If they were lucky they have been victims of the famous Lublin factory, which at least was a quick and painless death. The salt mines were not.

The mother only escaped the same fate by the fact that she was in the infirmary, her whole body covered with boils, and she herself was saved by the Eclaireuses, who managed by some "truc de passe passe" to adopt her and get her out of the Camp. When she left it, it had been four days without water. She might have come back to Cannes, where she would have been welcomed into a Jewish family who loved her, but she preferred to remain in the Correze with a very unsympathetic aunt, where she was treated little better than a servant, because she could collect food to send to her mother and her fellow prisoners.

Though I did not dare to write to her—English letters might have compromised her—I remained in indirect contact with her. Her letters breathed Guide spirit. I do not know if she is still alive.

One more tale of Scout spirit. This time it comes from absolutely un-Scout sources.

When I was in Vittel, I made friends with a perfectly charming couple of Egyptian Jews who had just come from Drancy, the Jewish Camp near Paris. Comparing the "mauvais esprit" of Vittel and that of Drancy, they told me of their experiences there. They had been on the deportation list, and in fact the husband was having his hair shaved—a sanitary precaution before the journey—when the news came that the Germans acknowledged the validity of their Egyptian passports, and they would therefore be sent to Vittel. And he continued: "I felt a perfect traitor leaving our comrades. We had arranged a wagon load—60 people, men, women, and children in a cattle-truck. These trucks are hermetically sealed for the whole journey to the unknown destination, a journey which at least lasts a week, and probably much longer. But the spirit was splendid, thanks to a boy from Marseilles," and on second thought he continued—"C'était un Scout."

These are but two examples of Scout spirit; but when we shall be able to contact again with those on the other side there will be thousands of these.

THE TESTING OF FIRST CLASS FOR GUIDERS

A number of questions have been asked about the reasons for the change of method in the testing of Guiders for First Class. This matter has been much discussed during the last year, and it has emerged that many Guiders' tests are too theoretical, that they are not arranged as "Guide" First Class tests should be and are therefore no indication to the Guider of how to prepare for First Class in the Company.

If a test is a practical one, challenging and inspiring, it will provide a key to the training which is the necessary preliminary to it. Also, if the Guiders enjoy the test instead of finding it an alarming examination they will be much more likely to encourage the taking of the test in their Companies. The testing of Guiders First Class on these lines in no way implies a lowering of standard. It places the emphasis where the Founder intended it to be placed—on the practice rather than the theory.

At the same time common sense must be used. The Guider must know more than one method of throwing the lifeline for instance, in order that each child in her Company may choose the way best suited to her capacity, and, when considering the Estimations clause, it is apparent that several check methods should be used in order to add variety and interest to Company First Class practice.

It is hoped that County Training Committees will consider anew the testing of First Class in their area, asking themselves whether the type of test, for both Guides and Guiders, at present in use is one that is conducive to the production of the greatest number of First Class Guides of which the county is capable.

MARJORY SHANKS,
Commissioner for Training, I.H.Q.

I cannot help feeling that the Founder would be pleased, or in fact is pleased, as he surely knows what is happening. He started one of the most wonderful movements in the world—a movement which I cannot help feeling is an instrument in God's hands to bring His Kingdom on earth, but the right use of this instrument must vary according to the work it must carry out. I am perfectly sure that if B.-P. understood the real circumstances, he would be the first to feel that under certain conditions Scouting must not be, as yet, a mass movement.

(ALICE WEMYSS.
Miss Wemyss' second letter will be published in the March GUIDER.)

DEAR EDITOR,

In the November GUIDER a letter appeared in which the writer suggested that full-time and paid Guiders shall cease as such after the war. In making this suggestion she lays much at their door which is misleading and reveals a wrong sense of values.

1. The fact that the Guider is paid or unpaid depends on whether her parents or husband can afford to support her, or whether she has to

compete in the open market for a living. If comparisons are to be sought, surely greater merit is due to those who have the qualifications for a paid job.

2. The writer obviously feels that the full-time Guider is *ipso facto* in a position to interfere with the tests, and even accuses her of altering the Second Class Test! Tests are altered only after an immense amount of consideration in the first place by experienced Guiders, then by the Imperial Training Committee, whose decision must then be ratified by Headquarter's Executive.

3. The writer reveals a strange misconception of the life of the average full-time Guider when she says: "It is so very easy to have so much fun and interest in Guiding whilst doing the barest minimum of work with the children themselves." Apart from the fact that every Trainer is obliged to run a Company or Pack herself, mainly in the evenings with all the strain of the black-out, in over-crowded buses and trains, and with her manner, appearance, knowledge and every act expected to be exemplary at all times!

Whether these Guiders will continue to give full-time service for a period after the war remains to be seen, but in the meanwhile let us take stock of how much Guiding owes to them for their splendid services without which, during these war years, Guiding would have been much impoverished and, in some areas, might have ceased to exist.

Yours sincerely,

OLIVE NICHOLL,
County Commissioner.

Clevis Cottage,
Newton, Portbcawl.

DEAR EDITOR,

As a Trainer who cannot give much time to Guiding, I would like, in reply to Miss Woodward's letter in the November GUIDER, to take up the cudgels on behalf of my colleagues who are doing full-time training. The Girl Guides Association was amongst the first in the field of youth work.

The importance of this work is now recognised by the Ministry of Education, and if Guiding is not to be superseded by a State-organised youth service it must, with other voluntary services come into line with educational policy and have more, not less, full-time workers. This is essential for maintaining an unwavering policy and continuity in our necessarily complicated contacts with the educational and social bodies.

The success of our Training houses warrants the opening of others as soon as possible. But there must also be adequate provision for the training of Guiders in their own areas. Guiders everywhere are recognising the fact that they must be trained if they are going to be able to give their Brownies and Guides as good teaching as they get in school and in youth clubs. To give good training Trainers must have time to study modern problems, and maintain wide contacts, both social and cultural, though they run their own Pack or Company in their spare time as the rest of us do. Unless we limit Trainers to what are, I believe, called the leisure classes—a very odd thing for a democratic movement to contemplate—it seems obvious that we must have more Trainers who can devote their days to what is now essentially a full-time service, if the scope of Guiding is to be extended after the war as we all hope it will be.

In conclusion—surely the friendliness of the Movement, which Miss Woodward and all of us guard jealously, will not be impaired if all Guiders recognise what they owe to Trainers who make the service of youth their vocation.

Yours sincerely,

TIRZAH BARNES,
Red Cord.

St. Helen's,
Cheltenham, Glos.

The Cadet Handbook—continued.

MUSIC AND DRAMA.

"Cadet Guiders have the opportunity, beyond most other Guiders, of cultivating taste and cherishing talent among the individual members of their company; they have the chance of setting a good standard in company activities and they have the duty of drawing out and increasing the cadet's power to inspire and lead others in her own chosen subjects. In this chapter, under various headings, will be found some of the roads which the company is likely to take in the pursuit of music and drama. These are only signposts, but they may serve to point out routes which every Guider will follow in her own way."

Camp fire singing ranges over a wide field: action songs, rounds, folk songs, part songs—the "light" and the "serious"—according to the abilities and enthusiasms of the Guiders. Whatever part of the field a company frequents, it is the Guider's job to see that the level of performance is the highest of which her Guides are capable. The Cadet Guider (or her chosen deputy, if she is herself no musician) should therefore draw upon a large variety of music so that the Cadet is helped to form her own standards, learning to appreciate that which is good of its kind, whether it be folk song or swing.

Not every Cadet will have the capacity to lead and teach songs, but she will find that there are other ways of contributing to the camp fire. She may be fond of dancing; then there are all the singing games and the American Play-Party games. The Cadet with no singing voice may be good at acting, and can be shown the possibilities of acted songs and mimes and camp fire games for the development of a sense of drama in the average child. She may be encouraged to tell a story; the Cadet company will be interested in the history of the art of story-telling, and in the many traditional types, they can be helped over the choice of a story and given practice in the telling. Here in the Handbook are the fundamental rules of the art and a list of source books.

All the time the average Cadet's knowledge, and enjoyment, of the

really good should be increasing. The Cadet who is outstandingly good at one or other of these arts may specialise and help not only her own company but her district, and in time perhaps become an Headquarters Instructor. But the main purpose of the Cadet Guider is to show the average Cadet that she has some contribution to make, and to teach her to look for help if necessary, knowing always at what standard she can aim.

WHERE TO TRAIN FOXLEASE TRAINING [WEEKS]

January 5th-8th—English Headquarters Instructors.	May 18th-28th (Whit.)—Guide and Ranger (ten days).
January 12th-19th—Guide and Brownie.	June 1st-5th—Ranger (week-end).
January 23rd-30th—Brownie, Guide and Ranger.	June 8th-15th—Brownie and Guide.
January 30th—February 27th—Spring Cleaning.	June 19th-26th—Extensions.
February 27th-March 6th—Guide.	June 29th-July 3rd—Guide and Ranger.
March 9th-16th—Brownie and Guide.	July 6th-13th—Commissioners.
March 20th-27th—Colour and Line.	July 17th-24th—Patrol Leaders.
March 29th-April 9th (Easter)—Brownie, Guide and Ranger (seven days).	July 27th-31st—Brownie week-end.
April 11th-20th—School Guiders.	August 3rd-14th (Bank Holiday)—Guide and Ranger (10 days).
April 24th-May 1st—Brownie and Guide.	August 28th-September 3rd—Ranger and Brownie.
May 4th-8th—Woodcraft (week-end).	September 7th-14th—Dip. week.
May 11th-15th—Headquarters Staff (week-end).	September 18th-25th—Students' week.
	September 28th-October 5th—Guide and Ranger.

All applications should be made to the Secretary, Foxlease, Lyndhurst, Hants., and be accompanied by a deposit of 5/-, which will be returned if withdrawal is made two full weeks before the date of the training. It is appreciated if Guiders enclose a stamped addressed envelope with their application.

FEES

Single room	£2 10s. 0d. a week, 7/6 a day.
Double room	£2 0s. 0d. " 6/- "
Shared room	£1 10s. 0d. " 5/- "

Free Places.

Five free places are available for each training week at Foxlease. Application should be made through the Commissioner and County Secretary.

Grants on Railway Fares.

Where a Guider finds difficulty in attending a training week at Foxlease on account of the train fare, the following rebates may be obtained if the Commissioner applies direct to Foxlease:

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

COLOUR AND LINE WEEK

For the first time a Colour and Line Week is to be held at Foxlease. Guiders interested in music and drama have greatly enjoyed the special weeks that have been arranged for them, so now an opportunity is offered to those interested in pictures, painting and decoration. This week is not only for Guiders who already paint, but also for those who "know nothing about Art" and "cannot draw a straight line." The aim is to start them on the road to—

1. Seeing everything they look at more clearly, more vividly, with greater understanding and with greater delight.
2. *Painting and Drawing*, for their own pleasure and in order that they may be able to—
 - (a) Design for whatever crafts they practise, with particular attention to penmanship, decoration and dramatic production.
 - (b) Judge wisely on such matters as Town and Country Planning, Art in Education, etc., for which, as citizens, they are ultimately responsible.
 - (c) Foster in their Guides sensitive perception, fine workmanship and informed opinion.

WADDOW TRAININGS

May 18th-22nd—Guide and Brownie. July 13th-20th—Guide and Ranger.
June 29th-July 6th—Music and Drama. August 17th-24th—Cadet Guiders.
These trainings will be held in the hut and grounds at Waddow. All other arrangements as in a camp, sleeping in tents, etc. Applications with 5/- deposit and stamped envelope should be made to—The Secretary, Waddow Hall, Clitheroe, Lancs., who will send full particulars. The deposit will be refunded if withdrawal is made two full weeks before the trainings.
Fee: 3/6d. a day.

IMPERIAL HEADQUARTERS TRAINING

A non-residential training for Brownie, Guide and Ranger Guiders will be held at Imperial Headquarters from Tuesday, August 14th to 20th, 1945. The sessions will be from 9.30 a.m. to 5.0 p.m., except on the Sunday, when they will be from 2-6 p.m. The training will be taken by experienced Trainers, and by candidates for the Diploma. The charge for the course will be 5s.
Guiders wishing to attend should send in their names in writing, enclosing 2/6 deposit to the Secretary, Imperial Training Department, Girl Guides Association, 17-19, Buckingham Palace Road, London, S.W.1.

ENGLISH TRAINING

The following courses of the English Training School have been arranged for this Spring Term, 1945:—

- I. N.E. LANCs.
Course 1—Mondays, March 5th-April 16th, at Accrington.
Secretary: Miss M. Williams, Beechwood, Mytton Road, Whalley.
- II. S.E. LANCs.
Guide Guiders Course 3—Pre-warrant. Tuesdays, January 30th-March 20th, at Manchester.
Guide Guiders Course 4—General. Thursdays, February 1st-March 22nd, at Rochdale.
Guide Guiders Course 5—Warranted. Fridays, February 2nd-March 23rd, at Manchester.
Ranger Guiders Course 2—Fridays, February 2nd-March 23rd, at Manchester.
Secretary: Miss N. Bentley, 112, Burton Road, Withington, Manchester 20.
- III. S. DEVON.
A Training Course will be held during March. Details will appear in the March GUIDER.

ENGLISH GUIDE GUIDERS' CORRESPONDENCE COURSE 11

A limited number of entries for this course can be accepted from Cadet Guiders of potential Cadet Guiders. Names and addresses should be sent, by February 20th, to Miss D. E. Bubbers, 16, Avon Road, Walthamstow, E.17. Guiders whose names have already been given in need not re-apply.

COUNTY OF LONDON

Sea Ranger Guiders training. Wednesday, February 14th—Headquarters Library, 6.30 (London Guiders only).

SCOTTISH TRAINING

Training for Sea Ranger Guiders will be held in Dundee from April 20th-22nd, 1945.
 Trainer: Miss Clarke, Assistant Commissioner for Rangers (Sea Rangers), England.
 Secretary: Miss M. Herald, 3, West Somerville Place, Dundee.
 Particulars will be published in March Guider.

Netherurd House, West Linton, Peeblesshire.
 The following are the first Trainings to be held at the Scottish Training School for Guiders. Further details will be forwarded on receipt of applications, which should be sent to:—Miss Cynthia Fraser, Catherine Lodge, Musselburgh, Midlothian.
 April 13th-16th—General Training.
 April 20th-23rd—Brownie Training.
 April 27th-30th—Camp Training (for prospective Green Cords, Green Ribbons, etc.).
 May 11th-14th—Ranger Training.

INTERNATIONAL.
 GUIDE INTERNATIONAL SERVICE (BRITISH)
 TRAININGS, AND TEST TREKS.

Wales	..	..	..	Easter— <i>cancelled</i> .
Scotland	..	..	..	April 4th-8th.
Lake District	..	..	..	April 11th-17th.
West Country	..	..	..	May 2nd-8th (provisional).
Bucks	..	..	..	February 22nd-28th.

INTERNATIONAL LECTURE WEEK-END
 There may possibly be invitations shortly for members of the movement to visit Guides in liberated countries, and in view of this an International Lecture Week-end for a small number of experienced Commissioners and Guiders is being arranged at Imperial Headquarters on April 6th-9th, 1945. Those wishing to have their names considered for this training should apply through their Commissioner for further information to the International Secretary.

REVIEWS

Community Plays. Intermediate Book. Ed. Norah Ratcliffe. (Nelson & Sons.)
 This is a reprint of a very useful collection of plays brought out first in 1936. They are chosen by that experienced playwright and producer, Norah Ratcliffe, who contributes some admirable notes on the production of each play at the end of the book. They are well contrasted and a Guider would be hard to please if she cannot find something to suit her among them. Here they are: *The Golden Image*, Old Testament, at least 20 parts. Browning's *Pied Piper*, 14 parts and crowd. *Oliver (Twist) Asks for More*, 7 parts and orphans *ad lib.* *The Mistletoe*, 25 parts, a fantasy of Gods and Mortals. *The Swineherd*, 12 parts and extras, the immortal Hans Anderson allegory of true and false values, partly mime, partly acted. For younger Guiders *The Wooden Horse* (of Troy), 19 parts and crowds, a good play for boys and girls together. *The Stolen Prince*, 12 parts and "orchestra," a play in the Chinese manner for the more sophisticated. *The Play of the Weather*, 20 parts. An appropriate fantasia for this climate; boys and girls. *How to Tame a Shrew*, Shakespeare telescoped for Rangers. *Kings an Nomania*, 20 or more parts, all ages. *Boothicks, Kings, Carols, and gaol* for stealing an emerald. A longer and more elaborate affair, full of action.
 This book cannot be stocked at Headquarters, but it may be obtained from Thomas Nelson & Sons, Ltd., 3, Henrietta Street, London, W.C.2, price 2/6.

Young People; Youth Leaders; The Church. (The report of an enquiry into the right relationship between Organised Christianity and the Non-Church Youth Group, issued by the Birmingham Christian Youth Council. Obtainable from the Secretary, Birmingham Christian Youth Council, 27, Queen's College Chambers, Birmingham 1.)
 Individuals or groups concerned with Youth Work or the welfare of the State will find much of interest and of reference value in this concise but lively report. The experimental work reported challenges thought and holds out hope for the future; technical difficulties are frankly faced.
 Mr. Hamilton's insight into the spiritual problems of the 14-18 year-old age group should be of help to Guiders.

The Wolf That Never Sleeps. By Marguerite de Beaumont. (3s. 6d.)
 This delightful story of the life of Baden-Powell was published just before Christmas. Everyone visiting the shop buys a copy "on sight," but as it may not be possible to get a reprint for some time and we want Guiders and Guides who cannot buy it over the counter to have a chance, too, we have kept a small store for post orders and hope you will write in soon and order your copy. It is a book that every Guider and Guide will want to have so that the memory of B.-P., the Founder of Guiding, may always be fresh in our hearts and minds.

B.-P. Memorial Fund

£98,698

Further Gifts since December 15th, 1944

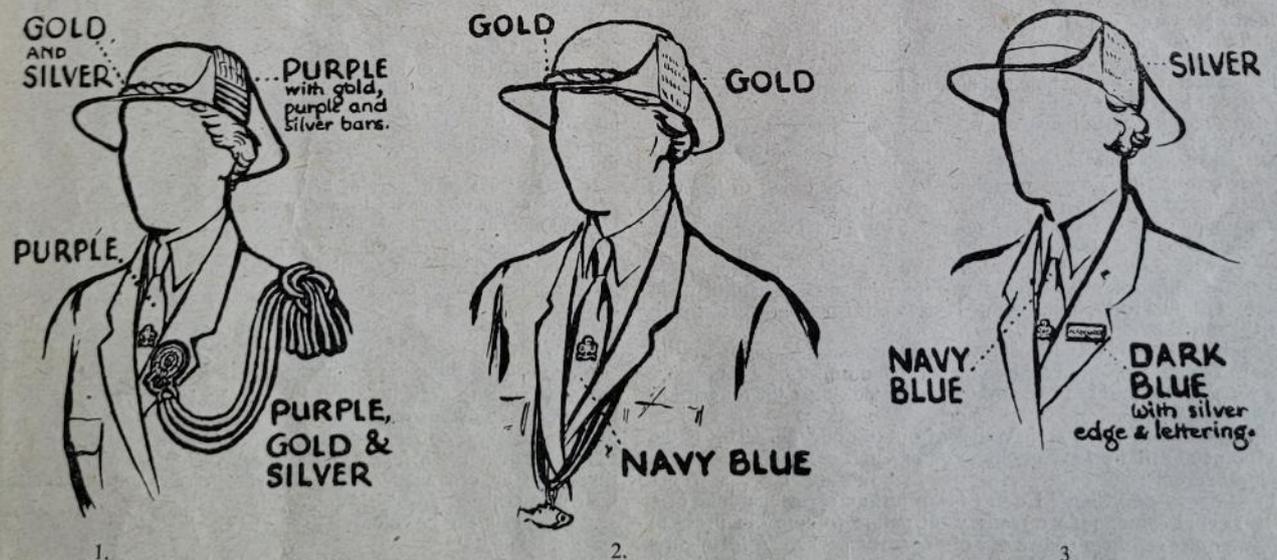
	£	s.	d.	£	s.	d.
England	57	2	0
Scotland	14	5	0
Wales	2	5	0
Total	73	12	0
<i>Dominions and Colonies:—</i>						
Nyasaland		2	5
Total					75	17
Total up to December 15th, 1944				94,873	11	10
Interest by Investments	3,748	15	6

GRAND TOTAL of Fund to date (Jan. 15th, 1945) £98,698 4 4

B.-P. ARITHMETIC

- Q. If the total aimed at is £100,000, and the amount raised to date is £98,698, how much more must be raised to reach the target?
- A. £1,302.
- Q. There are 485,000 members in Great Britain. If each one could now give 1d. would that raise the sum required?
- A. Yes, it would raise £1,515.
- Q. How soon could 485,000 members raise 1d. per head?
- A. ? ? ? ? ? ? ? ? ? ?

HAPPY FAMILIES
 WHO ARE THEY ?



Turn to page 34.

OAK TREES GROW

by
Olga Malkowska.

I HAVE often heard it said: "Guides? Oh, yes, they are fine in many ways, but they are such a rough lot on the whole. They have no culture!"

No culture. Perfectly true, but how can we expect these children to have culture? "Guiding should provide it," will be the answer of many kind ladies, and the bewildered Guider will rack her brain, how on earth can she train her rather rowdy company—in culture?

To appease the perturbed Guider I can assure her, that culture is just something that cannot be acquired in a few years' time. One can attain it after generations of careful upbringing, of training in the appreciation of everything that is beautiful and good, of cultivating all that is best in human nature.

To speak of teaching, or giving culture to somebody is just as if we said—looking at a small baby-oak—"let's do something to turn it into a full-grown oak tree." It is possible for a baby-oak to grow into a big, lovely oak tree, but all that is needed, besides normal growing conditions, is the space of time of a few hundred years.

All we can do to help the little oak to grow into a fine tree, is to straighten the thin and perhaps bent stem, by giving it a support. This is about all that we can do to our Guides—just straighten up the stem, where it tends to grow crooked.

Men have an inborn desire for beauty which is part of their very nature. One can see it in the art of primitive tribes and of peasants.

Necessity urges them to make their own tools, clothes, furniture and the inner desire for beauty makes them decorate it with lovely designs and colours.

They know that rhythm makes physical work easier, so they improvise rhythmic tunes with words and they sing them while working. Thus, the origin of so many folk-songs.

But—alas—the so-called civilisation destroys it all. The peasant soon discovers that he can get tools and clothes in shops for comparatively little money, and the time he was spending in making them he can now spend in a pub, or having some other ready-made amusements. He begins to fill his house and his life with cheap atrocities and his craving for beauty gets satisfied with gaudy objects from the Woolworth counters.

Also his work is undergoing a fundamental change. Instead of the quiet, rhythmic work on the soil, he is thrown into the clatter and din of a factory. Money soon becomes the all important factor in his life. More money—more pleasure, is now his craving. He is dissatisfied, with his work, his life and with himself. And we wonder what has happened to his inborn sense of beauty, which he displayed in his early life? His colour scheme on embroideries, or mural decorations was good, and now he begins to revel in the most hideous combinations of colour. The tunes he made were often of high artistic value, and now he accepts as his own rag-time music of the lowest type. Even his manners, his speech, his whole behaviour has distinctly deteriorated.

The reason is, that when he was creating his own art he worked more or less by instinct like a child. It was all spontaneous. But this "instinct," this inborn sense for beauty needs training and very careful training too. I remember not very long ago a time of craze over children's drawings. Many educationalists expected a "new art" to spring up from the undisturbed development of the child's primitive, artistic instinct. However, soon it was discovered that without careful training, the child's drawings will remain on the primitive level, which might be adorable for a child of 4, but seems queer with a child in the "teens."

The deterioration of the human being in big industrial centres can be easily traced in Guide Companies.

Watch your girls when they play, when they walk in the streets. Their movements, their poses, their shrieks, their vocabulary are all danger signs. Here is the stem that needs straightening.

And remember it's no use preaching to them, or trying to improve their taste by showing them only pictures of the greatest painters or, teaching them only the very best songs. Short-cuts in education are always dangerous and often disastrous.

If we want to climb a lofty mountain, we can't take a short cut across the air to reach the summit. We have to follow a winding path that will eventually bring us to the top. And very often it isn't the shortest path that is the quickest.

The genius of our Chief has shown us the surest and safest way in dealing with children, in teaching them appreciation of beauty and helping them to attain that poise and harmony, which are the foundation of "culture."

In all his works he stresses the value of out-of-door life. This is the starting point and if we have enough courage and perseverance we are sure to meet success.

But by "out-of-door life" I don't mean just an occasional hike or a one-week annual camp. If we really want nature to cure our problem children, we must get them to live out-of-doors for weeks. A fortnight's camp should be a bare minimum, a month in camp—the thing to aim at.

After all, most of the Guides are school-children and they get their 6 weeks holidays in summer. Those Guiders who are teachers have the

same length of holidays, so a good long camp isn't an impossibility if the will is there.

And the advantage of such a camp?

It is enormous, provided that the camp is in a really beautiful spot, fairly distant from big traffic or town. The noise of traffic is most upsetting in camps and robs us of one great medicine for over-excited nerves—stillness.

We will soon discover that our children grow quieter and happier with every week spent in camp. Besides getting physically fitter, they grow also mentally more alert and their little personalities begin to wake up.

After all, we all belong to nature, we are part of it, whether we approve of it or not and there are qualities in our most complicated being, which might get atrophied in the artificiality of our mechanised life. Yet, the moment we find ourselves back in normal surroundings (with nature) they wake up.

But it is important (and this can't be over-emphasised) that if we take our children out camping the place chosen should be "real nature" and not just a field amongst some uninteresting houses, where man's and not God's work glares at us from every corner.

If real out-of-door life is essential for Guides, it is even more so for Rangers. Only Rangers should be encouraged to "rough it" a little more, to taste the struggle against primitive forces of nature: heat, cold, wind, rain, storm and also hunger and fatigue.

Miss Esmé Speakman struck the right note in her Scottish Commandos group.

A secure, well-organised camp is much less attractive for girls of Ranger age than a "roving camp" where change and adventure are the chief motives. The Ranger age is the age of exuberant vitality, wild dreams and a craving for excitement. Why not give them all of it in abundance?

A cross-country walk for a week in either the Yorkshire moors or the hills of Scotland, Wales or Exmoor, or even in the hills of Surrey and Kent or the plain of Norfolk might give a Ranger patrol more excitement than dozens of the most exciting novels or films. And it certainly will give them, besides the excitement, a most valuable experience and a feeling of satisfaction and achievement which they will never forget.

But of course the first step is to get the Guider enthusiastic over such escapades.

I would encourage all Guiders (of Guide as well as Ranger Companies) to go off now and then for such rambles whenever they can manage it. They would not only benefit from it themselves, but it would also help their Guides, or Rangers. Three people are the best number for such rambles. Of course all high roads and beaten tracks should be avoided. At first they could walk using a map, later on, when their orientation improves, they could just look at the map before starting and leave it behind at home. It is great fun to find your way about in a quite unknown place, remembering just only a rough outline of the path we want to take.

One often hears complaints that Rangers are not very keen on their Ranger activities and many drift away, joining other societies. I am not in the least surprised, because there isn't enough attraction in Rangering. It is much too tame.

The struggle against odds in our home life or our career brings us often nothing but bitterness and a feeling of exhaustion, but struggling with nature's forces in the glorious out-of-doors gives us that serenity and poise which marks people who spend most of their life in this struggle—such as mountain guides, explorers, sailors, gardeners. It is just that serenity and poise, the ability of seeing and enjoying beauty in a blade of grass or a passing cloud, that we should try to develop in our children. The present day highly industrialised life robs the human soul of these truly divine gifts. We are getting materially richer and richer, but poorer spiritually.

Many a Guider might ask: "how can we in a camp develop the child's appreciation of art and beauty?" The answer is simple. In fine weather nature does it for us, we have only to provide conditions—a time-table that allows for short individual rambles in the woods, short hikes with "nature study" which doesn't mean collecting species in order to classify them, but teaching children not only to "look" but to "see."

In rainy weather the art of home-making should come to the fore. All sorts of gadgets could be made more decorative with the use of a Guide knife, of bark, cones, lichens, moss, etc. The Camp's Log Book offers a big scope for the Guides' dormant artistic abilities. Every page could be decorated with a little ornament or simple drawing. But let me warn you here of one great blunder so often made by well-meaning people.

Don't let your guides copy just "pretty, pretty" designs from cheap postcards! I know they love doing it, but it is disastrous for any dormant artistic ability they might possess. Besides, it spoils their taste.

If they want to draw, let them "copy" a leaf, a flower which grows near the tent, or encourage them to make simple ornaments using at first for instance, dots and dashes, then geometrical figures or a simple silhouette of a petal, leaf, fungi or beetle. Make them aware of the rhythm in an ornament. They will soon discover the fun in making their own designs. And it's creative!

A great help can be coloured paper. (The best sort is the glued paper, used in schools.)

You can even have a game in "composition." You cut out simple forms (triangles, squares, narrow strips, circles or leaves, flowers, stalks, hearts, etc.) and each Guide gets exactly the same number of the same

cut-out shapes. Besides this, each gets a paper on which the ornament has to be stuck. This piece might be in the shape of a circle, or triangle or rectangle or a long strip and it might represent a book-cover, or a cushion cover, or a napkin, or a bed. The Guides make their ornaments and a "jury" decides whose design is best.

You can also announce a competition for the Log Book's first page. The competition can be held first in patrols and the best designs might enter the final inter-patrol competition.

We want to show the girls that a little splash of colour, a few lines may turn a dull looking object into something that will give pleasure to look at. And this can be done with a minimum or no expense at all.

Evening-sing-songs will be the other important item in the Guides' training in the appreciation of beauty. And just as in designing, so in music, the girls should be encouraged to make up their own little tunes. Each patrol should have its own song—words and music composed by the girls. It might be very simple at first—2-3 notes with a distinct

rhythm and the motto of the patrol might be sung this way.

We don't want to turn our Guides into painters and composers—good heavens no! We just want to open a little safety valve to release the creative instinct which is bottled up inside them.

The evening camp-fire should be the culminating point of the whole day and Guides should look forward to it with eagerness. The first few camp fires are the most important, because they "blaze the trail." That is why they should be very carefully planned. A sing-song, some impromptu acting, a good yarn make an excellent programme.

It is amazing how soon children discover that somehow rag-time music doesn't fit into the background of woods and fields, or a starry sky and a burning fire.

And then we can just step aside and watch how nature casts her spell upon the children, a spell which is stronger and more lasting than all the fine words we might say to them. And that spell will stay with them even when everything else has long been forgotten.

THE MOON OR SIXPENCE?

"Give us the men who do the work for which they draw the pay."

by

CATHERINE CHRISTIAN

BEFORE the war, when we went to buy a dress, we asked ourselves, "Will it be becoming?" "Will my friends admire it?" Now, after six years, the questions are different. We ask first—"Do I really need it?" "Will it last?"

Six years of war have changed our values. The generation growing up in Guides and Brownies to-day have not had their values changed. They grow rooted in the new values. Even Rangers of fifteen can barely remember lighted streets, and a Woolworths where everything cost sixpence.

Patrol Leaders, on whom the direction of the Company, through the Court of Honour depends, have spent literally half their lives in a world which was agonisedly evolving these new values. Only we, who are grown up, the Guider age, still have our roots in a time when values were less clear-cut, and on our generation may yet lie the shameful responsibility of reviving, after the war, ephemeral and outworn standards, for the destruction of which millions have suffered and endured and died. Perhaps responsibility for attempting to revive them only, because most of us, in the appraising eyes of the young, coming into their kingdom, will luckily be already labelled "old fashioned" and "out of date."

In the December GUIDER there appeared a light-hearted little article by Mrs. Howard Marshall—"As Others See Us." It has aroused a good deal of comment, mostly favourable. It was an easy article to agree with. Taken at their face value, the criticisms in it were more than justified, the policy progressive, and—which is always dangerous in a community of women apt to suffer from tiresome inferiority complexes—its tone was subtly flattering to our deepest vanities. There is not a Guider serving in the Movement at this moment who would not like to think that, given advantages, she could look better than she does. There is not a woman, unless she were a St. Theresa of Spain—who does not secretly enjoy being told that she is not fully appreciated.

The Founder welcomed criticism, and sometimes courted it. He saw it as a stimulant to hard thinking. But he seldom meekly kissed the rod and acclaimed his critic as a missionary, sent to save. It would be a mistake to take Mrs. Marshall too seriously, but some of the points she has raised are serious. They deserve to be weighed in a careful balance—the balance not of our own past, or the world's chaotic present, but in that scale of the future, where our work will be tried and tested long after we are dead.

Briefly, the values called in question are these—

Quantity or quality? The Life, or the Form? Integrity or compromise? Time or eternity?

Mrs. Marshall tells us that we are not understood by the general public. Were the teachings of Socrates, the reports of Columbus, the discoveries of Einstein? Not at first. Perhaps not even now, except by those ready to receive them. But does Mrs. Marshall really think that a Publicity Manager would have made a great difference to the true interpretation of those cosmic facts?

People, she says, and she is obviously concerned about it—do not understand us. Well? Even surmising this were true, which it is not to quite the extent she believes—what of it? What do we stand to lose by this lack of publicity? The comforting of our own personal vanity, which makes us like to be appreciated—and numbers. Putting vanity aside, would trumpet blowing in the press, on the radio, on the cinema, inducing an artificial wave of enthusiasm among the general public, really do us any good? Would it give us the moon—or even sixpence? It might well bring us an overwhelming flood of recruits, both Guides and Guiders, joining our ranks not from a genuine conviction in the Founder's aims and methods, but because they had been glamourised by the artificial "slant" on our work given by the at present regrettably old-fashioned technique of the Publicity Agent. Yes. Old-fashioned. Publicity Agents and their admirers, Mrs. Marshall among them, seem to be unaware that they are still talking the language of the nineteenth-thirties, and using the methods which brought Rudolph Valentino and Pearl White to their short-lived fame.

"A lie," wrote Hitler in *Mein Kampf*, "will always be believed,

provided you speak it loud enough and often enough." He is the greatest living master of publicity. He knew all the technique which was taught openly in the advertising business before the war, and probably still is. He knew that, in advertising you must play on the primal emotions of man—fear, vanity and acquisitiveness. Before the war do you remember those warnings about "night starvation," those promises of a "school girl complexion," those insinuations that "so-and-so goes further and lasts longer for the same price"?

If we were to publicise Guiding in the technical sense, we should not be publicising a lie—that is clear. But very soon, by force of the (old-fashioned) conventions of press, radio and cinema, Guiding as it is would vanish, and what appeared in its place would be a lie. Those who were attracted to us by it would be cheated, because they would come in expecting something which does not exist.

Because we believe Guiding to be a way of life, and a fine training in citizenship, do not let us be led into the pompous vanity of thinking it is a way of life for all, or the only good training for the young citizen. As the iron filing comes to the magnet, so, through thirty years, the children to whom Guiding had something to give have been attracted into it. They have come in the face of every difficulty, and they have remained, as the stories from France, Belgium and Holland prove, through every hardship. By the jungle-drum method that children know, outside the grown-up world, news of Guiding—"news of reality"—has spread and continues to spread, not only in our own country and Empire, but throughout the world. I do not think the proud children of to-day, who have walked with death, and come to terms with danger, who have learned the value of material things by being stripped of them, and of spiritual things by retaining them in right of heritage, would thank us for an introduction to "the public." Where it matters, and when it matters, they introduce themselves. They seldom camouflage their bushels. Their light is set in a candlestick, in order that it may illuminate for them their lawful occasions, and "outside the grown-up world, independent of it, in the main indifferent to it, exists and functions the world of the children."

The uniform problem raised by Mrs. Marshall is obviously a purely academic one at present, but there is a point in it that needs to be clarified. Our uniform was never designed as an advertisement. The Founder introduced uniform for one purpose—to do away finally with all class distinction. Let us remember that many Guiders of the future, as of the present, will earn £3 a week, or less, and have commitments. We cannot set a standard based on the Services who receive their uniform free, or other Youth organisations who have not our obligations, imposed by the Founder himself, to earn, and not to beg. As regards changes in fashion—shall we ever be in a position to get that particular race? Might it not be better to establish our independence by retaining a traditional dress, as the nursing and religious orders, good women who do not fear to be known as such, have done in the past?

Throughout Mrs. Marshall's article there is an Elizabethan pre-occupation with the passing of time. She urges us constantly to turn our heads and listen to "time's winged chariot, drawing near," lest we should be left behind in the race for a new world. But, by the very essence of our work, we live rather in the future than the present, if we live rightly. Perhaps in that sense we are, of necessity, a little out of touch with reality—out of touch, as the gardener is out of touch, who, burying small brown bundles in the earth, sees without interruption of seasons, the full glory of the tulips that are to be. We, if we are intent, and if we are integral, have ceased to be aware of the standards of our own youth, spent in the gaudy waiting-room between two wars, have ceased to be aware of our kinship with a chromium plated generation now outmoded, and are already living in that stark new world which has learned that a lie is a lie, however often it may be repeated, and that the woman in the overall is more important than the overall on the woman.

It is a significant fact that the Founder spoke of a "Movement," not an "Order" or an "Organisation" or even an "Association"

whenever he spoke of Guiding as a whole. It was, to him, a living thing, having within itself the power and urgency of growth, the capacity for infinite surprise; not a form, cast and set, liable to exact definition and inventory. Let us, before we lightly barter a heritage that is not ours alone, for a mess of publicity, see to it that we see that we do not and our vanities in the scales of to-morrow. Let us see that we do not choke the fountain head with stones of form, by binding ourselves to a Public Relations Officer's interpretation of us; that we do not compromise our own integrity; that we do not barter vital quality for pride of quantity; and that we do not, in any moment of panic, sell out our shares in eternity, to pay a bill that we do not owe to our own time.

(The author wishes it to be understood that the opinions expressed in this article are not in her official capacity. They are her private views as Lieutenant, 1st Woldingham Company.)

EXTRACTS FROM A BROADCAST TALK by MISS IRENE WARD, M.P.

YOU will think I am beginning at the wrong end if I start with my flight back from China. But it was on that flight that I came to Cairo and so near to El Alamein. I had a tremendous urge to see the place where such a short time ago the fate of the British, indeed of the whole free world, hung in the balance.

I pressed the military authorities to allow me to drive out into the desert, but they assured me there was nothing to see. I just didn't believe them! I went on pestering them until I flew over the whole historic route—El Alamein, Mersa Matruh, Tobruk, Hell Fire Pass, Bizerta, Tripoli. Don't those names call up memories, proud and glorious, but in some ways almost unbearable? They did for me. But the authorities were right. All traces of the mighty conflict have been obliterated and there is nothing to be seen but desert sand. . . . Of the struggle for freedom the sands of the desert had wiped out all sign.

I thought about the significance of this as I stared down on the desert from my plane and I realised that, of course, it is of no importance that the visible signs of war should pass—the sooner the better probably—but what is important is that the spiritual signs must not suffer the same fate. The sacrifice, the heroism, the experience of war, none of these must be lost. There are, of course, the cynics, the pessimists, who can see no hope for the future, but we who have had the endurance to fight our way to victory against tremendous odds have faith in our future, and with the defeat of Germany so clearly approaching it is time to think of practical plans for maintaining the peace of the world.

Post-mortems—though sometimes essential—are not popular with the British public, so I'll only say this about the past: our failures on the whole were at political levels and it seems to me that if the ordinary peoples of the world can have more of a say in the future they will show themselves more successful than politicians. But the people of the various countries can do nothing to secure peace unless they know and understand each other. And for this they must wait and mix. Till now relationships between one country and another have been almost entirely the concern of the diplomatic and commercial worlds, and I don't think either of these provides on a wide enough scale for humanitarian and cultural contacts.

On my long flight of over thirty thousand miles I wondered how we could bring this about. On my way I saw something of life in China, India, Afghanistan, Persia, Turkey, Africa and Malta, and I became more and more certain that you have to have personal contact with people in their own country before you can consider realistically and objectively their national problems. For one thing it is the only way you can hope to see international proposals with British and foreign eyes at the same time.

You know, we talk too light-heartedly of peace, prosperity and happiness. We want these things, of course, but to bring them about we need to know more about how other people live, of how their political systems vary, of what stage in civilisation they have reached as shown by their communications and industry.

Take China! What do we know of her ambitions, her difficulties, or of how she views a future partnership with us? (It is often the unimportant things which show most clearly the difference between nations. It'd never occurred to me, for instance, that being a blonde would interest the Chinese! But you see there are no blondes in China and my appearance in a remote village caused immense curiosity. We have a romantic admiration for ancient Chinese civilisation. We see a picture of wonderful silk robes, of sipping delicious China tea in magnificent pagodas. We may even have a limited knowledge of Confucian philosophy, and some idea of the glamour of Madame Chiang Kai Chek.

But of the grimness of life in Free China we know almost nothing. The lack of communications, the dearth of medical supplies, the mental starvation of the Chinese through the loss of most of their libraries. You have to see these things to realise what they mean. The China we were familiar with has been temporarily wiped out and a new China is endeavouring in an undeveloped interior to fight a modernly equipped enemy. At the same time this new China is struggling to create an efficient political machine which will maintain stability in internal affairs. Look at the communication difficulties alone. The Americans, who run a small arms school for the training of Chinese officers, told me that the men very often have to walk over four hundred miles to get to the school, and it's no uncommon thing for many of them to die on the way. Again,

raw cotton for use in the mills is brought by mule track over six hundred miles and iron ore for the steel foundries has to go by river in primitive Chinese boats. . . .

But what possibilities are there in China for the building of peace? I found it a tonic to come into contact with a country where there is such a burning urge for educational opportunities and so firm a determination to create a strong, intellectual public opinion. Young Chinese men and women pour in from Occupied China and find their way, in spite of difficulties, to the centres of learning. Refugee universities have found a welcome in old university towns, but the conditions under which professors and students have got to work are indescribable.

Friendship with the Chinese people is easy, but we can never achieve it if we fail to take into account the differences in the approach of oriental and western minds to the same problem, or if we insist on believing that British democracy is a political system suited to every race. . . .

I had glimpses of India and our Colonial Empire, immense with tremendous problems awaiting solution. Again and again I was hit by the question, what do I know of the lives of the ordinary people for whom I, so long as I remain a Member of Parliament, have at any rate some responsibility? I was assailed in India and West Africa and in Malta by British officials as well as by the people of the country, for what they asserted was the lack of interest in Indian and Colonial affairs constantly displayed in the House of Commons (being a politician). Quite naturally I defended myself by saying one couldn't make worthwhile contributions unless one had personal knowledge, and that I certainly would not be the Member for Wallsend-on-Tyne if I devoted my time and energy to Colonial affairs at the expense of their interest.

Nevertheless the allegations stung, perhaps because they were true. With the responsibilities which the House of Commons has for our Colonies and India our Parliament cannot be allowed to become parochial. If we believe that British influence is essential to the world, then the ordinary man and woman in the street must have the vision to demand from his or her Member of Parliament service not only for the constituency but for the Empire as well.

I felt proud to see something of the work that is being done in important, as well as obscure places, by my countrymen and women. I wondered whether in our laudable attempt to eliminate party politics from creeping into school life we'd not failed to teach citizenship and the real meaning of our Imperial ties. Wherever I went I met men and women anxious to give their minds and their influence to solving these problems, and a passionate interest in the part that this country is going to play in the making of the new world.

This war has produced in many countries a growing nationalism and it is clear that neither the Chinese, the Turks, the Indians or any other country, will want an international machine which attempts to wield political influence in their internal affairs. They are, though, conscious of the needs of their own countries and of the advantages of co-operation with other countries for security and material progress. I believe that we've got a great chance here. We can help by lending them well-informed people with special knowledge and training, and in exchange receiving here people from these countries who want to gain training and experience.

As a practical beginning I should like to welcome here many more foreign students. We have much to offer. Our universities, medical schools, technical colleges, and we could give them great practical experience in our big industrial works. For women, too, who want to be scientists, nurses, midwives, dieticians, we can give training second to none. And these people are so badly needed. China, India, our own Colonial Empire, could do with countless men and women of their own trained in the whole range of social service. The demand for trained personnel is unlimited. What a policy if carried out on a sufficiently large scale for the British people to advocate and what results might be achieved?

To make a success of the scheme and encourage young people in this country to take part in it there must be one fundamental change in outlook on our part. We must take a leaf out of China's book, where any form of experience in America or Great Britain has always been regarded as an asset and a reason for promotion. With us it has been far otherwise, and I know our people feel strongly that if they sever their ties with Great Britain and seek their life's work in a foreign land they are written off, and on their return only a restricted and somewhat grudging field of future employment is available.

It's so easy to see the possibilities of the future when travelling and meeting people in other countries whose ideas of the essentials which life should offer are the same as one's own, but let's ensure as an essential part of our post-war policy that the British Commonwealth shall have leaders and followers equipped with experience of life in other lands than England so that our vision shall be long and our minds broad. I am convinced that whether we are looking for the way to maintain peace or to build up world trade for the full employment of our people or to provide a progressively higher standard of living—we shall succeed if we're prepared to throw the whole effort of the nation not merely into this country's work but into the world's work.

The adjustments in national policy to achieve perhaps undreamed of results are simple in themselves, but the stimulus must come from Parliament. The work of those who have had the responsibility which has come in the war years, with its successes and failure, is nearly over. If the Parliaments of the future reflect the will of a people with a world rather than an insular vision we must emerge from chaos and desolation to fulfilment.

G. I. S. (B) FUND WHERE DOES



TOTAL £66,125 IT ALL GO?

AND what," asked the Brownie with some severity, "have you done with my money?"

"But what on earth do you want with that huge sum?" asked the Guider.

The Scots say "Mony a mickle maks a muckle" and your mickles and your muckles have indeed made an impressive sum. We can't thank you properly for it: we can only thank you for supporting your own Guide International Service so magnificently. The thanks, the true thanks, will come much later, and silently, like the thanks for a good turn. The best we can do is to tell you how the money you have worked for and saved and contrived is being used.

First of all, we have to help support the Council of British Societies for Relief Abroad. This Council co-ordinates the voluntary relief for organisations and acts as a link between the individual societies and United Nations Relief and Rehabilitation Association and other official bodies. Each member organisation of C.O.B.S.R.A. pays a sum into the common pool.

Then there are the G.I.S. office and G.I.S. Appeal Office expenses. Desks, typewriters, filing cabinets and other office equipment have had to be paid for. Stationery, printing and duplicating costs, postage, cables, addressograph and travelling expenses of the Committee members have been met out of the fund. Salaries have had to be paid. To get something in you have to put something out, and publicity costs for photographs, posters, films, leaflets and other expenses connected with the Appeal have been defrayed.

Training costs cover the G.I.S. Lending Library, lecture weekends (accommodation and travelling expenses of speakers and of trainees, above the amount £2), test camps (testers' and candidates' travelling expenses and other running costs), car and lorry maintenance courses, language courses where the expenses are not covered by the volunteers' contributions, News Sheets, etc.

When a G.I.S. team is called up by COBSRA for UNRRA or SHAEF, maintenance costs have to be met by the G.I.S. until the sailing date. These costs are at the rate of £3 per volunteer per week and have been very heavy owing to teams having been asked for and then kept in suspense and then finally diverted. Ours is not the only voluntary organisation with this unexpected drain on its funds, but it is the fortune of war, not the fault of the G.I.S., COBSRA, UNRRA or even SHAEF. Even the G.I.S. felt the repercussions of Arnhem. Each volunteer receives a kit allowance of £25/£35 to cover such expenses as extra clothing, bedding valises, mosquito nets, Girl Guide Identity Discs, off-duty Guide uniform, macintoshes, hats, sleeping bags and other bedding, and tin trunks. Also, volunteers' N.H. and U. insurances are paid from the time they give up their jobs; professional superannuation insurances are also met out of funds. In addition to this, pocket money of 10/- a week is paid to the Middle East team; other teams will receive 5/- to 10/- according to local conditions. Other team expenses have been the cost of camp equipment and the "tools for the job," carpenters' tool kits, medical equipment. First Aid chests, stoves, drugs, medical books and stores, microscopes and surgical instruments, particularly for the units now in being. Other equipment includes humane killers, baths, canvas bags, tarpaulins, groundsheet, rope and so on. Special G.I.S. badges and flashes in the form of a bright gold World-Flag trefoil on a bright blue ground, are worn on caps, greatcoats, bush shirts, battle blouses and jackets. The flashes are a bright blue oblong with the letters G.I.S. and underneath BRITISH, in gold. In line with other societies, the G.I.S. makes a leave allowance of £5 to each volunteer for the quarterly seven-days

leave. There have also been expenses for inoculations, X-rays, passport visas and travelling expenses connected with them.

A large sum of money for emergency spending is set aside for each team. This is available through special arrangements made with a bank or the Army Pay Office. Emergency spending covers items like wages paid to local helpers—token wages that will help to give them back their self-respect—and materials to start local industries. This goes beyond relief, of course, to rehabilitation. Each team has a Treasurer and two Assistant Treasurers. The Team Treasurer sends in a monthly statement of expenses by airgraph with copies by sea mail. Other expenses are met by the Government, which equips, maintains, transports and provides medical attention for teams actually at work. The equipment consists of an A.T.S. uniform with auxiliaries such as gasmasks, tin helmets, packs, etc. The teams naturally drive themselves, but the Army provides the vehicles. All relief work in the initial stages will be done under military control; in the later stages UNRRA will probably be in command and then the different relief agencies may no doubt work on their own, by arrangement with the national governments.

The main sum of money is invested in 2½ per cent. National War Bonds and 3 per cent. Savings Bonds. A large amount is kept in the Bank for immediate use in case extra teams are called for and equipped. The main sum is, however, set aside for the long-term policy of rehabilitation which is, of course, one of the main interests of the G.I.S. This is directed towards helping the rebuilding of Guiding and Scouting in Europe and work, along Guide and Scout lines, for the thousands upon thousands of distressed children. This work is expected to last, in some form or another, for several years. The whole international side of Guiding will no doubt be involved in the problem of European reconstruction and rehabilitation among children, and the G.I.S. will have a part to play in this.

THE FIRST TEAM IS IN GREECE.

News has reached Headquarters from the first G.I.S.(B.) Team announcing their safe arrival in Greece and that they are looking forward to getting down to work, a great deal of which awaits them.

Thanks to you, we are at the moment in a strong position, as some other organisations are facing the possibility of having to curtail their relief work owing to lack of funds. But that is not making us reckless in our spending; the stewardship of your money is considered as a trust and is being discharged as a trust. The Finance Sub-Committee hold regular monthly meetings, and no money is spent without careful consideration on their part. The Appeal Sub-Committee is responsible for the raising of the Fund—the Finance Sub-Committee for the spending!

When pressure of work connected with the Appeal is over, we hope to give you a detailed account of actual expenditure: at the moment, such an undertaking is beyond our resources owing to shortage of staff.

"THE GUIDER" CHRISTMAS PRESENT TO EUROPE

£289 : 3 : 8

AS THE GUIDER goes to press your gifts are still coming in, in fact they are coming thicker and faster now that January is nearing its end, and we are not yet able to announce the complete total of THE GUIDER Christmas present to Europe. The total at this moment is £289 3s. 8d. and it is obvious to us that it will finally reach a far higher figure, for contributions are beginning to come from farther afield—a day or two ago we received £1 from Canada. To all those who have so generously given of their thoughts and their money we send the thanks of the Guide International Service and those whom they hope to serve; and a very big thank you from the

G.I.S. (B) FUND FORM

TOTAL AS WE GO TO PRESS £66,125

am enclosing £ : s. d. from myself and my

District
Company
Pack (Title as Registered)
NAME
(Mrs. or Miss)
ADDRESS

COUNTY TO WHICH
ATTACHED for
GUIDING
DIVISION
DISTRICT

Donations should be sent to:

ENGLAND
G.I.S. (B.) Fund Sec.,
The Girl Guides Association,
17-19, Buckingham Palace Road,
London, S.W.1.

SCOTLAND
The Secretary,
Scottish Girl Guide H.Q.,
16, Coates Crescent,
Edinburgh, 3.

ULSTER
The Secretary,
Ulster H.Q.,
50, Upper Arthur Street,
Belfast.

WALES
Miss E. C. Pryce,
Croesfordd,
St. Asaph,
Flintshire.

Cheques and P.O.'s should be crossed and made payable to:

The Girl Guides Association.

Girl Guides,
Scottish Headquarters.

Ulster Girl Guides.

Welsh Girl Guides.

It is important that this form should be carefully filled in as receipt will be made out accordingly, either to sender or District/Company/Pack mentioned.

On WALKING DOWN HILL

by

Marjorie Cobham

STRANGE as it may seem, it is almost more tiring to walk down hill for a long time than it is to walk up hill. It is not nearly such a strain on the heart, but one is often reminded of Isaiah's exhortation, "Confirm the feeble knees."

Members of the G.I.S. will save themselves a great deal of fatigue if they know how to walk down a steep, rough path.

The great secret for a descent over rough ground is again rhythm, just as it was when going up hill.

If you have a rough track or hill near you, make the best use of it, always remembering to have a tune, a good fast march this time, running in your head as you come down. The stairs again are most useful. Go along the level, down the stairs, and along the level again, keeping a fast but even step throughout. The next exercise is not so easy. Repeat the first one exactly, only at a slower pace, and this time come down stairs two steps at a time. When you have mastered that you are ready for the most difficult exercise. This time come down sometimes taking two and sometimes one stair at a time, but remember that the rhythm must still be as even as that of soldiers marching on the high road.

By the time you can do this you will already have learnt the second rule of walking down hill, which is—bend your knees. Really bend them! Not just a little way, but as much as you possibly can!! The leg that goes forward must be bent, or you will get a terrible jolt at every step, just as you would if you jumped and landed with a straight leg. The back leg has to be bent far more, for that is the leg which puts on the brake, and prevents you from going faster and faster till you finally land on your nose! At the same time you must bend the body forward from the hips, while in very steep places a stick held in both hands, and dragging on the ground behind, is a help.

If you live in a flat country, it is not easy to develop the necessary muscle for walking down hill. Cycling is good, but perhaps the best plan is to practise deep knee bending, going up and down quickly and evenly.

This has the added advantage that it is very good for the balance. You need not be afraid of overdoing yourself, for you are not likely to go up and down as often as you would if you were walking down hill for even five miles.

When going fast over rough ground, it is quite easy to hurt yourself unless you are absolutely supple. You are bound to slip at times. Always accept such slips; go with them, and never fight against them; just as if you were driving a car which skidded, you would turn into the skid. The principle is exactly the same. The moment one foot slips, take your weight off it and step on to the other foot. This is specially necessary if your ankle turns over. Never attempt to straighten your ankle whilst your weight is on it or you are sure to sprain your ankle.

Some people have naturally weak ankles, so yours may turn over even six times in an afternoon, yet this is no excuse for a sprain. When your ankle turns let your whole leg go completely limp and entirely without power. If you cannot step on to the other foot it is far better, in most places, to fall. If you fall lightly you will not hurt yourself in the least, but a sprained ankle is a serious matter.

Another great danger when walking, and especially when going down hill, is blistered feet. To avoid these, comfortable boots or shoes are essential. They should be large, so that you can wear two pairs of thick woollen socks and still wriggle your toes. The heels should be low and broad, and the soles very thick for rough ground. Before going down hill draw the laces as tight as possible, so as to prevent the foot from slipping forward in the boot, and the toes from rubbing against the side. One small blister can make all the difference between happiness and misery! If you are a "Tenderfoot" you will find powder sprinkled inside the inner sock a great help. Some people recommend soap, but this is best for a flat walk, as it makes the foot inclined to slip about inside the shoe, and so rub against the side. Read what the Founder says in *Scouting for Boys*, page 211.

Whether you are going up or down hill, there is one quality which you will certainly need, and this is endurance. This is quite as much a matter of will power as of physical strength. How often, at the end of a long walk, one feels that one could not have gone another step. In other words, having made up one's mind to endure for a certain distance, the will power simply evaporated when one reaches the promised goal.



BEND THE
KNEES WHEN
GOING DOWN.

of mind which matters every time. Shakespeare knew this when he wrote in *The Winter's Tale* :—

"Jog on, jog on, the footpath way,
And merrily hent the stile-a:
A merry heart goes all the day,
Your sad tires in a mile-a."

We feel sure that Guiders who read Miss Cobham's article On Walking Up Hill will welcome this second article and will appreciate and put to full use the expert advice of a member of the Ladies' Alpine Club, who is also a Diploma'd Guider, and therefore in a position to understand the requirements of GUIDER readers.

IMPORTANT.

THINKING DAY, 1945.

Look out for the Children's Hour Broadcast on February 22nd, as we are hoping very much that there may be a special feature for Guides.

"THE GUIDER" CHRISTMAS PRESENT TO EUROPE—
continued from previous page.

staff of THE GUIDER. We hope to publish news from the first team now working in Greece in the next number of THE GUIDER (unfortunately the letter came too late for inclusion in the February number).

When you read this news and realize with what joy the volunteers have been welcomed, and what a tremendous amount is waiting for them to do, you will, we know, be thankful that, although the Guider Christmas Present has not achieved its aim of £2,000 which would have put one more team in the field, it has, at least, helped to pay a part of the cost of doing so.

You will also rejoice to know that the Guide Christmas Good Turn totals are out at last and have reached the astonishing figure of £9,950 18s. 11½d.—very nearly five times the target figure.

Thank you again on behalf of us all.

THE EDITOR.

HAPPY FAMILIES

WHO THEY ARE.

1. President of the Association, H.R.H. The Princess Royal.
2. Chief Guide, Lady Baden-Powell. (Also wears a Gold Fish.)
3. Members of the Executive Committee.

WHERE TO TRAIN

See pages 28 and 29

THE GUIDER



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

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

Editor in regard to contributions submitted, but every effort is made to ensure their safe return should the necessary postage be enclosed.

Subscriptions to be sent in to The Secretary, Girl Guide Imperial Headquarters, 17-19, Buckingham Palace Road, London, S.W.1.

"The Guider" is sent direct by post from Imperial Headquarters to any part of the United Kingdom at the rate of 6d. per month (which includes postage). Post free for a year 6s. Foreign and Colonial, 5s. post free.

MEETING OF THE COMMITTEE OF THE COUNCIL

January 10th, 1945.

- 1.1th House Emblem.**
It was agreed that in the case of a Guide with defective eyesight, who could not do the Needlewoman Badge, she should be allowed to do the Knitter Badge as an alternative.
- 2. Appointment to Book of Rules.**
(1) Rule 37, page 26. **Brownie Athlete Badges.** The following alteration to be made—
Class A. Throw a ball 12 yards (instead of 15 yards).
Class B. Throw a ball 15 yards (instead of 20 yards).
- (2) Rule 51, page 109. **4. Camp Advisers (Unwarranted).** Paragraph 1, line 2, the words "test and" to be deleted.

HEADQUARTERS NOTICES

NATIONAL COUNCIL OF SOCIAL SERVICE LIBRARY

The Association has joined the National Council of Social Service Library; this entitles members of the Movement to join as individuals at a reduced subscription of 10/6.

The Library includes books on Philosophy, Psychology, Religion, History, Leisure, Economics, Social Science, Commerce, Clubs and Friendly Societies, Welfare, Politics, Literature and Drama, Medicine, etc. A list of books available can be purchased from 22, Gordon Square, W.C.1.

TREFOIL GUILD

The page 12 in the January Guider, Trefoil Guild, Section 5 under "Hampshire" should read—

"In order to keep Trefoil Guild members more effectively in touch with active Guiding, active Guiders may join a Branch as Associates, but without power of vote or office."

G.I.S. FILM

As soon as the G.I.S. film is ready a notice to that effect will appear in the Guider and Guider.

Until then no correspondence can be entered into with regard to the film, and no bookings can be accepted.

INTERNATIONAL FRIENDSHIP COMPANIES

Scottish Companies please note that in future Companies wishing to become International Friendship Companies should apply to—The Secretary, Scottish Headquarters, 16, Coates Crescent, Edinburgh 3.

AWARDS

CORRECTION

Owing to a clerical error the Silver Crosses awarded for Life Saving to Patrol Leader Margaret Robinson and Guide Peggie Lock were gazetted as Gilt Crosses. Both these Guides saved people from drowning with considerable risk to themselves, and well deserve the high award that has been given them.

GALLANTRY

Certificate of Merit
Patrol Leader Sylvia Sampson, age 12, 1st Chilham Company, Kent.

FORTITUDE

Badge of Fortitude
Guide Iris Chamberlain, age 12, 5th Winchmore Hill Company, Middlesex.
Guide Mary Thayer, age 13, 176th Bristol Company.

GENERAL NOTICES

LONDON RANGER CONFERENCE REPORT

An abridged report of the speeches is now on sale, price 6d., and can be applied for in writing from the London Room, Girl Guides Association, 17/19, Buckingham Palace Road, S.W.1. (A stamped and addressed economy label will be appreciated.)

CALLED TO HIGHER SERVICE

Miss Gwen Ravenhill, on December 13th, 1944, after great suffering, bravely borne. Division and District Secretary and Badge Secretary for the Minehead Division, 12 years. Formerly Lieut., 1st Paddington, St. Stephen's Guides, 1920-1925; Capt., 2nd Harrow Road, St. Andrews Guides, 1925-1928, and Lieut., 1st Harrow Road Ranger Company, 1928-1929. Also member of Headquarters Staff, 1921-1929. Much loved by all.

The N.E. Middx. Girl Guides record with deep regret the deaths of Miss Connie and Miss Marjorie Rugman as a result of enemy action.

For 14 years both had given valuable Service in the Edmonton District, Miss M. Rugman as District Secretary, Miss C. Rugman as Brown Owl of the 5th Edmonton Pack.

December 31st, 1944, Hilda Bulmer. Senior Guider in the District and for 21 years dearly loved Captain of the 4th Redcar Company, passed peacefully to rest after a few weeks illness, with much suffering very patiently borne.

CALENDAR OF EVENTS

TREFOIL GUILD—COUNTY OF LONDON

The next meeting will be held at Imperial Headquarters, Council Chamber (entrance—8, Palace Street, S.W.1) on Saturday, March 3rd, at 3 o'clock. Notices and agenda will be sent to all groups and individuals with whom the County Recorder is in touch. Can we have a record meeting, with every London Division represented, if possible by the future group recorder where no group yet exists?

County Recorder's permanent address: Hatherley House, Burgh-Woodbridge, Suffolk.

EMPIRE CIRCLE LUNCH-HOUR MEETINGS

February 22nd

Speaker Miss Hobbs, on "Guiding among Eskimos and Indians in N.W. Canada."

March 22nd

Speaker Miss Bourne, on "Native Guiding in Kenya." (Talk postponed from February.)

Guiders are reminded that these monthly meetings are open to all Guiders, the quarterly parties are for Circle Members only.

Quarterly Party

The next Sunday party should have been held in February, but as we are not allowed to heat Headquarters on Sundays, it has been decided to cancel the Sunday party and to hold one on the evening of Thinking Day, February 22nd, instead. The Committee realise that an evening is not as convenient as a Sunday afternoon for members who live outside London, but they hope that they will do their best to attend.

ANNUAL MEETING ADVISORY COUNCIL OF JEWISH GIRL GUIDES

The Advisory Council of Jewish Girl Guides is holding its Annual Meeting on Sunday, March 11th, at 3.30 at Girl Guide Headquarters (entrance—8, Palace Street, S.W.1).

The programme will include the business of the meeting, Group Discussion and short talks on "What Guiding is Doing To-day."

Further particulars will be printed in the March Guider, and all Commissioners and Guiders are welcome.

Appointments and Resignations

Approved by the Executive Committee, January, 1945.

ENGLAND

CHESHIRE

LAWTON.—Dist. C., Mrs. P. Birley, The Hall, Alsager, Cheshire.
COUNTY LONE SECRETARY.—Miss E. Gandy, Greenheath, Thorn Road, Bramhall.
MACCLESFIELD.—Dist. C. (Temp.), Mrs. Bickmore, Highfields, Upton, nr. Macclesfield.

RESIGNATIONS

COUNTY LONE SECRETARY.—Miss H. Rodway.
LAWTON.—Dist. C., Miss M. Wotherspoon.

CORNWALL

RESIGNATION

COUNTY LONE SECRETARY.—Mrs. Brown Smith.

DERBYSHIRE

DERBY.—Div. C., Miss R. Morris, 69, Uttoxeter New Road, Derby.
DERBY.—Assist. Div. C., Mrs. Haslam, Breadsall Priory, nr. Derby.

DEVONSHIRE

ASHBURTON.—Assist. Div. C., Mrs. Tyler, Elm Park, Broadhempston, nr. Totnes.
TORRINGTON.—Dist. C., Miss J. E. Dunn, Torridge Vale, Torrington.
Please note that LYNTON and LYNMOUTH is no longer a DISTRICT.

RESIGNATIONS

ILFRACOMBE.—Dist. C., Mrs. Piddington.
LYNTON AND LYNMOUTH.—Dist. C., Miss D. White.
TORRINGTON.—Dist. C., Mrs. Maynard.

ESSEX

ROMFORD SOUTH.—Dist. C., Mrs. Jarvis Tysall, 38, Northumberland Avenue, Gidea Park

ISLE OF WIGHT

RESIGNATION

SOUTH-EAST WIGHT.—Assist. Div. C., Mrs. Morewood.

LANCASHIRE SOUTH-EAST

NORTH BOLTON.—Dist. C., Miss C. M. Bullough, 27, Harrow Road, Bolton.
NORTH-WEST BOLTON.—Dist. C., Miss J. Bayley, 15, Stirling Road, Bolton.
SOUTH CENTRAL BOLTON.—Dist. C., Miss H. Jones, The Willows, Sharples Park, Bolton.
SOUTH-WEST BOLTON.—Dist. C., Miss D. Cattle, 19, Woodsley Road, Bolton.

RESIGNATIONS
 BULSTON NORTH-WEST.—Dist. C., Miss M. Bullock.
 NORTH BULSTON.—Dist. C., Mrs. Houghton.
 SOUTH CENTRAL BULSTON.—Dist. C., Miss M. Wingfield.
 SOUTH-WEST BULSTON.—Dist. C., Mrs. Smalley.
 MOUNTAIN.—Dist. C., Miss E. M. Giblin.
 WEAVER.—Dist. C., Miss E. Thoburn.
 WORREY.—Dist. C., Miss E. M. Giblin.
LANCASHIRE SOUTH-WEST
 HUYTON.—Dist. C., Mrs. Griffiths, The Rocky, Huyton.
LINCOLNSHIRE
 HUYTON.—Dist. C., Miss M. E. Crossman.
 Please note that HARBTON DISTRICT, Commissioner Mrs. Booth, is now known as HARBALTON DISTRICT.

LONDON
 STAMFORD HILL.—Dist. C., Miss M. G. Hodges, 1, Cadogan Avenue, South Tottenham.
RESIGNATIONS
 COUNTY COMMISSIONER.—The Countess of Clarendon.
 ASSISTANT COUNTY COMMISSIONER.—Miss Lee Baker.
 NORTH PECKHAM.—Dist. C., Miss E. M. Miller.
 PECKHAM RYE.—Dist. C., Miss E. Whitting.
MIDDLESEX
 RESIGNATION
 WILLESDEN.—Div. C., Miss I. McAuliffe.
NOTTINGHAMSHIRE
 RETFORD.—Div. C., Mrs. Foskett, Ordsall Rectory, Retford.
 Please note that RETFORD DISTRICT has now divided into two Districts:—
 NORTH RETFORD.—Dist. C., Mrs. Waffack, Glencoe, Barnby Moor, Retford.
 SOUTH RETFORD.—Dist. C., Mrs. Lockhart, Linden Lea, Grange Avenue, Bawtry.
 RETFORD.—Dist. C., Mrs. Foskett.

OXFORDSHIRE
 RESIGNATION
 BURFORD.—Dist. C., Mrs. Scott.
STAFFORDSHIRE
 BURTON NORTH.—Dist. C., Mrs. Cant, 217, Derby Street, Burton-on-Trent.
 Please note that STAFFORD BOROUGH DISTRICT has now divided into two Districts:—
 STAFFORD NORTH.—Dist. C., Miss L. Joyce, Brocton Gate, Stafford.
 STAFFORD SOUTH.—Dist. C., Mrs. Lingwood, 19, Wolverhampton Road, Stafford.

RESIGNATIONS
 BURTON-ON-TRENT.—Div. C. (Temp.), Miss U. Richards.
 BURTON NORTH.—Dist. C., Miss E. Sadler.
 STAFFORD BOROUGH.—Dist. C., Miss L. Joyce.
SUFFOLK
 RESIGNATION
 SOUTH-EAST SUFFOLK.—ASST. Div. C., Miss E. C. Grimwade.
WEST SURREY
 RESIGNATION
 HAMBLEDON.—Dist. C. (Temp.), Miss D. Bath.
WESTMORLAND
 LONE SECRETARY.—Mrs. Alison, Dryever Cottage, Maulds Meaburn, Penrith.
WORCESTERSHIRE
 RESIGNATION
 OUTER WORCESTER.—Dist. C. (Temp.), Miss D. Milliken.
YORKSHIRE EAST RIDING
 HULL NORTH-WEST.—Dist. C., Miss F. Jackman, 73, Ella Street, Hull.
 Please note that NORTH HULL DISTRICT has changed its name to SCULCOATES. Dist. C., Miss Dauntion, Remo, North Ferry.
 UNIVERSITY DISTRICT has divided into two, as follows:—
 UNIVERSITY.—Dist. C., Mrs. Smith, 133, Cranbrook Avenue, Hull.
 NORTH HULL.—Dist. C., Miss Wyeat, 126, Victoria Avenue, Hull.
YORKSHIRE WEST RIDING (NORTH)
 RESIGNATION
 SETTLE.—Dist. C., Mrs. Clark.

WALES
BRECONSHIRE
 COUNTY SECRETARY.—Mrs. Griffiths, Clergy House, Cathedral Close, Brecon.
 RESIGNATIONS
 COUNTY SECRETARY.—Miss J. M. Bebb.
 ASSISTANT COUNTY SECRETARY.—Mrs. Haworth.
CARDIGANSHIRE
 NEWCASTLE EMLYN.—Dist. C., Mrs. Nell, Fernleigh, Cardigan.
NORTH CAERNARVONSHIRE
 COUNTY SECRETARY.—Mrs. Hilton Jones, Dunelm, St. David's Road, Caernarvon.
 PENMAENMAWR.—Dist. C. (Temp.), Miss M. Williams, 2, St. David's Terrace, Penmaenmawr.
RESIGNATIONS
 COUNTY SECRETARY.—Mrs. Thomas.
 COUNTY BADGE SECRETARY.—Miss M. Williams.
EAST GLAMORGAN
 RESIGNATION
 NELSON.—Dist. C., Mrs. Morgan.
WEST GLAMORGAN
 RESIGNATIONS
 COUNTY SECRETARY.—Miss E. M. Hodgkins.
 ABERAVON.—Dist. C., Mrs. Phillips.
 VALE OF NEATH.—Dist. C., Mrs. F. Taylor.

SCOTLAND
ANGUS
 ASSISTANT COUNTY SECRETARY.—Miss F. Neill, Oakleigh, Ramsay St., Monifieth.
 FORFAR TOWN.—Dist. C., Mrs. Terris, Rescobie Manse, Forfar.
CITY OF EDINBURGH
 LONE SECRETARY.—Mrs. Dennis, 16, Baillifgate, Alnwick, Northumberland.
 LONE SECRETARY.—Mrs. G. M. Thom.
FIFE
 AUCHTERDEKKAN (CENTRAL DIVISION)—Dist. C., Miss Christie, Helenbank, Cardenden.
 LOMONDS.—Dist. C., Miss Walker, Landel Street, Markinch.
RESIGNATION
 LOMONDS.—Dist. C., Miss J. B. Anderson.
CITY OF GLASGOW
 No. 6 (NORTH-EASTERN DIVISION)—Dist. C., Miss E. Shearer, 152, Craif Park, Glasgow, E.1.
 Correction.—Please note the appointment of Miss M. MELVIN, 101, Kirkland Street, Glasgow, N.W., as Temporary District Commissioner for No. 3 District (North Division). This appointment was shown in error as a resignation in the January GUIDER.
RESIGNATION
 No. 6 (NORTH-EASTERN DIVISION)—Dist. C., Miss J. Stannard. (Miss Stannard is still Commissioner for No. 5 District.)
KINCARDINESHIRE
 RESIGNATIONS
 GOURDON.—Dist. C., Mrs. Mulligan.
 INVERBERVIE.—Dist. C., Mrs. Mulligan.

LANARKSHIRE
 HAMILTON.—Div. C., Mrs. Barr, Glenburn, Hamilton.
 COATBRIDGE.—Dist. C., Miss I. Thompson, 3, Carradale Street, Coatbridge. (Transferred from Temporary.)
RESIGNATIONS
 COATBRIDGE.—Dist. C., Mrs. D. Baird.
 HAMILTON.—Div. C., Mrs. Matthew Stewart.
SHETLAND
 SHETLAND.—Dist. C., Miss E. Speakman, Dunfallaidy Cottage, Comrie.
RESIGNATION
 SHETLAND.—Dist. C., Mrs. Hood.
STIRLINGSHIRE
 EXTENSION SECRETARY.—Miss D. H. Dundas, Laurel Hill, Stirling.
RESIGNATION
 POLMONT.—Dist. C., Mrs. Stein.

ULSTER
CO. ARMAGH
 LURGAN.—Dist. C., Mrs. Anderson, The Chalet, Lough Road, Lurgan.
RESIGNATION
 ARMAGH.—Dist. C., Miss C. E. Sweetenham.
CITY OF BELFAST
 CRUMLIN.—Dist. C., Miss N. Kye, 1, Springdale Gardens, Belfast.
 WOODVALE.—Dist. C., Miss M. Millar, 694, Crumlin Road, Belfast.
RESIGNATION
 WOODVALE.—Dist. C. (Temp.), Miss N. Kyle.
CO. DERRY
 COLERAINE.—Dist. C. (Temp.), Miss N. B. Cerry, Mount Sandel Road, Coleraine.
RESIGNATION
 COLERAINE.—Dist. C., Mrs. Irwin.

OVERSEAS
AFRICA
KENYA COLONY
 RESIGNATION
 KAKAMEGA.—Dist. C., Mrs. S. Carroll.
GIBRALTAR
 COMMISSIONER.—Mrs. McDougall, Gibraltar.
MAURITIUS
 MAURITIUS "C."—Dist. C., Mrs. Moody, Vacoas, Mauritius.
RESIGNATION
 MAURITIUS "C."—Dist. C., Mrs. Light.

CLASSIFIED ADVERTISEMENTS

TO LET
 To Let (to Guider), Wing of house (self-contained); small living room, pantry, bedroom, bathroom. Portion garden if desired. Furnished. Country Yorkshire.—Box No. 92.

CAMP
 Camp. London Company would welcome replies from any coastal Guider who would hire equipment and/or site for two weeks from July 28th or after.—Please write Box No. 93. Could any company lend equipment for camp of 15-20 during August. Write: E. Hagan, 482, Uxbridge Road, Hatch End, Middx.

WANTED
 Wanted: Secondhand copy *The Bridge of Wonders*, Marjorie Lawrence.—Write Cass-stantinides, Room 314, Abbey House, S.W.1.
 Wanted: Copies of *Sea-Sense* for new Sea Ranger Crew.—Doar, 42, Acton Road, Lang Eaton, Notts.
 Urgently wanted, two flag carriers for new colours. Write stating prices.—M. Howden, 9, Fairfield Road, Ipswich.
 Wanted Toadstool for Brownie Pack.—State particulars and price to Mrs. Clarke, 11, Hennike Road, Ipswich, Suffolk.
 Wanted: Medium and large ridge tents for Guides. For Rangers, light-weight ground-sheets, hike tents, rucksacs; also Guide belts. Write stating price, size, condition.—Pilditch, Brohedyn, Cardigan.

EMPLOYMENT OFFERED
 Can Guider Recommend girl as mother's help. Child 8 months. Mother trained Nurse and Ranger Guider. Good home and opportunities for Guiding.—Mrs. Dick, 5, Seaside Avenue, Easham, Wirral.
 Experienced Guider (preferably Diploma) required for Girls' Boarding School with strong Guide tradition. Applicant should offer some competent services in School, such as a teaching subject, Secretarial, Music, Art, Matron or Domestic duties. Good car drive preferred.—Box No. 90.
 Required Student Nurses age 18 to 30. Must be healthy and well educated. Preliminary Training School. 3 years training. Salary according to Rushcliffe scheme. Federal Superannuation Scheme adopted after first year. Apply to—Matron, The Bootle General Hospital, Liverpool 20.

BOROUGH OF EDMONTON EDUCATION COMMITTEE
 Applications are invited for a post as Warden (non-resident) for a War-time Nursery Class attached to a public elementary school. Some knowledge of Home Nursing of Child Care is desirable. The salary is £150 per annum by annual increments of £5 to a maximum of £175. Meals are provided whilst on duty. Application forms will be forwarded on receipt of a stamped addressed foolscap envelope. Completed forms should be returned to the undersigned as soon as possible.—W. L. BROWN (Director and Secretary), Education Offices, Brettenham Road, Edmonton, N.18.

WOMEN'S LAND ARMY CLUB
 2, CHESHAM ST., LONDON, S.W.1
 has been re-opened to members of the W.L.A., who can book accommodation and use the canteen.
 Applications are invited from Female Helpers for positions in a hostel for girls, temporarily unbillable between the ages of 5 and 12 years. Applicants should be prepared to do domestic work as well as looking after the children. Salary 30/- per week plus free board and lodging and laundry. Applications, stating age and experience, should be sent to the Chief Billeting Officer, Guildford Rural District Council, Millmead House, Guildford, not later than February 24th, 1945.

COUNTY BOROUGH OF WEST HAM
 (PLAISTOW FEVER HOSPITAL, SAMSON STREET, LONDON, E.13)
 Student Nurses Required.—Rushcliffe Salary Scale, plus 10 per cent. increase adopted by the Council. Four weeks' annual holiday with board allowance. Period of training two years. The appointments are subject to a medical examination in connection with the Local Government Superannuation Act, 1937, and to the statutory deductions from the salary. Applications, stating age and experience, and enclosing photograph, should be addressed to the Matron.

TYPEWRITING AND DUPLICATING
 Every description undertaken by Miss Midgley, 46 Harthall Lane, King's Langley, Herts. All classes Duplicating, Typewriting neatly and accurately executed. Prompt delivery moderate charges. Special terms to Guiders.—Alert Typewriting Bureau, 20, Rufford Road, Harrow, Middlesex. Harrow 2608.