

# THE *Barnfield* GUIDIE

APRIL - 1941

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[April, 1911]

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## SALUTE TO YOUTH !

YOUTH is well to the fore this month, youth calmly, and, one might almost say pig-headedly, doing its job with total disregard for the danger threatening it. There is the story of Una Bicknell, 14-year-old Guide of the 1st West Central Portsmouth Company, who by her courage and determination saved a whole terrace of offices from destruction when a number of incendiary bombs fell on the house next door to that in which she and her mother were alone.

"I'm a Guide, and I won't be afraid," Una said to her mother, and fought her way through the smoke-filled house to tackle the fires. Mrs. Bicknell, of course, followed her, and, between them, they put out the fires. The owners of the offices, in showing their gratitude to Una and her mother, say that, but for them, the whole terrace might have gone the way of a similar terrace near by.

Another Portsmouth Guide, Kathleen White, aged 13, also showed great presence of mind in assisting to deal with incendiaries in the street and in removing clothes and belongings from burning houses.

By the same post comes the story of Paddy and Joan Smythe, twelve and fourteen-year-old Guides, of the 29th Cardiff Company. The Warden's letter to their Captain tells the story better than any words of mine can do, so here it is:

Dear Madam,

I believe the Misses Paddy and Joan Smythe are members of your company, and feeling that you desire to be aware of exceptional services rendered by your girls, I should like to acquaint you of the marvellous help these two young ladies gave us last night in regard to fire fighting in this area.

You will be aware that a very large number of incendiary bombs fell in this neighbourhood and within a radius of a few hundred yards of their residence many dozens of these bombs fell, and a number consisted of explosive incendiaries.

On their own initiative, they acted splendidly by assisting to extinguish these. Joan also did very excellent work in manning a stirrup pump, fetching water and carrying messages, and in fact was a real tower of strength to me. I think I might tell you I was engaged for over four hours in the roof of an adjacent bungalow by playing a pump—this roof was well alight and it was, of course, important that the trouble should be dealt with as quickly as possible. These girls were of immense help and gave invaluable assistance—in fact, I am very proud to feel that I have in my sector such wonderful workers who certainly do not lack courage.

As their Leader, therefore, I should much appreciate it if you would kindly convey to them, in a way which you will know the most suitable, that their services were highly



First Aid in the Shelter.

[Photo: Daily Sketch]

valued, and that we "take off our hats" to them.  
I remain, sincerely yours,

(Signed) W. D. DYMOND,  
Warden—Post 213.

And here is another letter which sets one wondering:  
Dear Mrs. Turner,  
The voluntary staff of the Cottage Homes Emergency Centre wish

to thank the Girl Guides concerned most heartily for the very excellent help at the Centre during the week 10th to 18th January.

Their cheerfulness and willingness was a source of inspiration to many older folk. Will you please express our very deep gratitude to them and the thought that we can call on them in the future is of great comfort to us.

Yours very sincerely,

MURIEL PINE STONE.

"Their cheerfulness and willingness was a source of inspiration to many older folk." How often one hears that remark nowadays, and to how many activities is it applied? Can't you imagine them? One has seen them so often, long-legged creatures, streaking about the place with messages, helping to hand out clothing, washing up and serving meals. No matter what the job—"their cheerfulness and willingness was a source of inspiration." Hats off to them! Was it worth while, the training you gave them, the hours spent in planning meetings, or in trying to inject some slight idea of what Guiding means into the problem child of the company? We salute them to-day, and, in doing so, we salute the Guiders who prepared them for this biggest test of all.

We are proud, too, of Sea Ranger D. Bunting, S.R.S. Temeraire, now of the

## THE CHIEF GUIDE'S TALK

(Reprinted from THE GUIDER, January 23rd)

This "talk" was, of course, written for us and posted off many weeks ago. It is particularly interesting, giving as it does yet one more glimpse of the Chief Scout's views on a very important question.

Here I am, harking back to the question of numbers of Guides again, and whether they are being kept up on a large scale.

After I had sent off my last "talk" on this subject, I suddenly thought I had not said all that I wanted to, as it is quite a big and important matter for us to think about.

There are two schools of thought on this question, and I wonder whether you who read this and especially you Patrol Leaders—have given it your careful consideration.

It gives a grand topic for the Court of Honour to discuss; and can raise no end of argument for and against at a Conference!

Some people will say: "Quality rather than quantity." Others will say: "The more the merrier." There is right, of course, on both "sides," and it is impossible to lay down any hard and fast rule, since every place and every company must vary according to the individuals belonging there!

The one "side" which says that quality is more important than quantity is perfectly right in its own way, and as past generations of fine Guides have built up a great tradition for us to uphold, it is fearfully important for us to keep up our reputation by having real good A.1 Guides, with a high standard of efficiency and actions.

But on the other "side" there is much to be said too, because the Chief invented Guiding for us ALL—for those who are not brilliant and clever, for those who can try to excel but who just cannot quite reach the same heights as others, and to bring the fun and friendship of Guiding within the reach of as many girls as possible. I have just asked him what he thinks about it, and he said that both those slogans are right!

He thought we ought to gather into our ranks all the girls we can, who want to come and play the game with us, because we should try to help as many as possible to train themselves in the activities and ideals of our Movement.

Then, when we have "the more" we should strive with all our might at the other goal of "quality" for all.

Of course, Bader Powell  
Chief Guide.



[April, 1941]

## THE GUIDER

W.A.F.S., who was on duty at her sub-station when it was struck by a heavy bomb, which wrecked the building. Sea Ranger Bunting was thrown across the room into the fireplace, injuring her leg. She extricated herself, climbed through the wreckage to the telephone and rang up the necessary authorities, summoning assistance. When the R.S.D. Squad arrived they offered to get her out, but she refused and carried on at her post, putting through necessary calls and assisting the wounded, several of whom would have died without her assistance. She remained on duty for four hours and spent next day assisting to clear up and establish another station. Her sub-officer reports that she was invaluable.

We would like to pay tribute to the Scouts, too, whose record of gallantry in air raids would have warmed the Chief's heart. I have before me a collection of Scout News Bulletins, and each one contains such wonderful stories that I hardly know which to select. So I shall begin with the youngest, Royston Newman, a ten-year-old Wolf Cub, who has won the Silver Cross for his heroism in saving his baby brother's life. Royston was in charge of his brother when a bomber, loaded with bombs, crashed into some houses not twenty yards away from the children. Roy picked up the baby and placed it face downwards in the pram, then realising that more bombs might explode, he took the child out and ran for shelter, flinging himself down under a wall. Here he was found by his mother with his arms round the baby, protecting him from falling debris.

Fourteen-year-old Derrick Bellall, of Bristol, paid with his life for his devotion to duty. He was a member of the Scout Messenger Service, and he had to take a message to a particularly dangerous area. On the way he put out a fire single-handed and was seen later carrying a baby from a burning house. Soon afterwards he was found in the street, gravely wounded. Before he died, in hospital, he murmured: "Messenger Bellall reporting. I have delivered my message."

On Saturday, March 15th, there was a mass presentation of gallantry awards to Bermondsey Scouts. Six Silver Crosses were presented to individual Scouts, two to troops as a whole and one Bronze Cross—the Scouts' highest gallantry award—was presented posthumously to Scout Frank Davies, aged 17, of the 11th Bermondsey Troop. This Scout was killed shortly after rescuing a fellow messenger who had been wounded.

Tony Bone, a 17-year-old Scout, of Holborn, is attached to the permanent staff of his local A.R.P. Control Room. But he is not content with summoning the A.R.P. services through the Control Room to bring aid to the injured. He pursues the matter as an enthusiast follows a hobby! As soon as his shift is relieved from duty, with only a minimum of rest he is out in the streets searching for people to rescue, people who need first aid, for fire bombs to be put out, and so on. Night after night he has done this, always finding someone to help, many times being thrown down by blast from explosions, or being cut or burnt.

When he turns up at a Scout meeting, heavily bandaged or with an arm in a sling, and the Scoutmaster questions, "What have you been doing now?" the reply is always the same, "Oh, the usual daily work!"

These are not by any means all the stories I would like to tell you about the Scouts, but there is not enough space to allow me to print more this month. But here, finally, is one which I think you will all enjoy as much as I did.

A bomb fell in a certain outer London area, breaking the gas main. Along came the ubiquitous Boy Scout. He sniffed.

"Gas," he murmured.

But instead of running, like the multitude, for help, he dived into the crater and, with the clay which the Nazi bomb had kindly laid bare for him, he plugged up the jagged hole from which the gas was escaping.

When the gas company congratulated him they asked what had made him think of using clay to plug the hole. To which he replied, with some surprise, "It seemed the sensible thing to do!"

Descending to less sensational levels—the Middlesbrough Division Guides have made £27 for the local Toc H. Hostel. They held a two-day Bring and Buy Sale, opening a "shop" for the occasion and giving up their half holiday to scrub it out and prepare it.

Tenby Guides have spent every Saturday morning since last August working hard at salvage

collection. In the yard of their Headquarters they collect and sort a miscellaneous assortment of bones, bottles, paper and scrap iron. Lorries collect the different types of salvage and take it away to various factories—and the Guides seem to enjoy their war service thoroughly. The 4th Tenby Fund, one of their activities is the collection, chopping and bundling of firewood. Eight Guides have earned the 1940 Welsh Spitfire Fund, and one Patrol Leader works as a messenger National Service Badge, and one Patrol Leader works as a messenger at a Warden's Post.

In three months the Guides and Rangers of Clevedon, Somerset have collected over 42 tons of waste paper—not bad, that, is it? (By the same token, if Districts would very kindly let us know the total amounts of waste paper collected by Guides within, say, the last six months, it would be extremely useful to us. This is an S.O.S.—it might just ensure the safety of your GUIDER and GUIDE for the duration.) And now—here's a protest from the Editor—why do so many of you have your photographs taken in muff? The number of pictures which reach me showing Guides doing really good work out of uniform is tragic! What sort of publicity do you think that is? And what a waste of films—I can very rarely publish a picture when the Guides are not in uniform. Could something be done about it, please?

Barnsley Division has a good record of service. Many Rangers and Guides are members of the Nursing Auxiliary, two are Mobile V.A.D.s, away serving, several are doing W.V.S., A.R.P. duty and ambulance driving.

One Ranger company has two Rangers on control room duty every night. Up to date they have put in 3,444 hours. This same company adopted a searchlight battery. They entertained and knitted for the soldiers and they raised funds in various ways, such as garden-

ing, cleaning cars, making felt work, and gave £50 to the First Aid Post in their town to buy new instruments. This company also helped with billeting of the Channel Isles evacuees, and now are busy serving hot drinks to the wardens when they are called out on duty. One Ranger Company has adopted a trowel which is doing anti-

submarine work. They have knitted and sent woollies, and at present are raising funds to send parcels of other "comforts" to the men. The Central District gave a joint Guide and Brownie concert and the proceeds, £16, was spent on the contents of 100 parcels which were sent to batteries of A.A. and searchlight units at Christmas.

The Brownies and Guides have knitted vigorously during all the winter, and the following garments have been made:—60 helmets, 31 scarves, 18 pairs gloves, 35 pairs mittens, 39 pairs socks, 13 pull-overs and 30 blankets.

There is a delightful Brownie pack in London at present. Its members are all evacuees from Gibraltar. The Brownies, at first, could speak very little English, and an interpreter was necessary, but they are learning quickly. They were given a grant of £3 to help with uniforms, a friend bought their enrolment badges and the W.V.S. provided enough wool to knit twenty caps. The friend who presented the Brownie badges was favoured with the following letter:

Dear Madam,  
Thank you very much for the badges. We polish them every day and they are shinnen like gold.  
OLGA.

Olga, aged seven, is the youngest, and acts as interpreter to the others. She is very competent and caused much amusement one day when, because a Brownie would not stop talking, she walked up to her and, stamping her foot, bellowed "Shurrup!" in true Cockney style! They are taught to call "Penny, Brown Owl," if they have a subscription, or "Present, Brown Owl" if they have not—but Brown Owl is finding it difficult to forget the moment when one timid Brownie whispered, "Brownie, Penny Owl."

Another awkward moment arose when one puzzled little girl brought the stuffed owl to Brown Owl and asked: "Please, Mam, are you one of these?"

The Guiders who run that pack are faced with many problems—but what a worthwhile job!

This is not, perhaps, a very practical survey of news—but I have enjoyed sharing with you all, this month, the harvest of proud stories that have been sent to me in the last few weeks. Next month, I hope I shall have more to report on the practical side—but that, as I have so often told you, depends on you.



Clevedon Guides helping to load up the paper they have collected.



# THE HOSTESS BADGE

(Continued)

(PATROL AND INDIVIDUAL BADGE)

4. A Guide must be able to answer the front door, announce guests and serve meals correctly.



AVE you ever arrived at someone's hall-door to have it only opened a crack in answer to your ring and felt you were being admitted rather reluctantly and treated with suspicion? Tell your Guides to open the door wide to welcome the guest, standing at one side to let them come in. If the Guide does not know the guests she will ask—"What name shall I say, madam?"

And then at the drawing-room door she will say in a clear voice "Mrs. Oyster," "Miss Plaipe" or "Mr. Lambkin" as they enter. To serve meals sounds very simple if you have always been used to seeing it done correctly but with war conditions this may not have been the case. I remember once when I was examining for the old Domestic Service Badge, I was a little startled when a Guide was asked to lay a table she explained that they put all the knives and forks in the middle of the table and just used what they wanted.

It is good to remind the Guides to lay the spoons and forks, etc., working from the outside inwards towards the plate, first the soup spoon, then the fish knife and fork or the large knife and fork for the meat course, and then dessert spoon and fork. Some people place the latter horizontally at the top, with the handle of the spoon pointing to the right and the handle of the fork pointing to the left.

Glasses are placed at the right side of each place, and side plates for bread on the left. Do not forget the cruets should be placed within easy reach of the diners. Have several tablespoons ready for serving so that they are at hand when needed. Be sure that everything looks clean and shining, it is horrid to be given a smeared plate or dull silver. If you use plenty of hot soapy water and clean cloths when you are washing up you will find that you have no difficulty in keeping everything bright.

When you are preparing Guides for the Badge, see that they know how to wait at table, make them practise it with dishes and plates, they are often very awkward at holding the dishes so that you can help yourself from them.

There are several ways of serving meals—in fact, nearly every household has their own way of doing things. Soup can be served in plates or in soup cups. If plates are used, the soup should be ladled into them after the guests are seated, and they are then placed in front of each person from the left side. The golden rule to remember is—food is served from the left side, drink on the right. If soup cups with lids are used you will have to go round and remove these when the guests are in their places. When everyone has finished remove the used plates (or cups), again going to the left side.

Then place a dinner plate in front of each person, and serve the meat and vegetables, going to the ladies first. When everyone has been served with food, go round and fill up the glasses with water, or if there is a choice of drinks, find out what each guest would prefer. When the meat course is finished remove the plates and dishes, and place a pudding plate in front of each person, and take round the pudding in one hand, and the sauce in a sauce-boat on a small tray or salver in the other. In some houses the meat dish and the pudding are placed in front of the hostess who serves portions on to the plates which are then placed in front of the guests, and the vegetables are then handed round as before.

Coffee is usually served on a tray after the guests have returned to the drawing-room. A great many hostesses like to make their own coffee with one of the patent machines, in this case, you leave the tray ready with the machine filled with water, the coffee, matches, cups and saucers, spoons and sugar. Hot milk being brought in when the coffee is ready. Otherwise you serve the coffee and milk in separate pots, and carry the tray round to the guests so that they can help themselves.

5. The patrol (or Guide) should give a party showing ability to make necessary plans for invitations; arrangement of rooms, including a place for wraps; entertainment and refreshments.

The first thing to decide, whether you are working as a patrol or as an individual, is what sort of party you are going to give. Will it be a tea party or a hike, a whist drive or a dance, a games party or a parents' evening? Think of the guests who are to be invited and then try to imagine what they would enjoy most, for the party is being held to give them pleasure.

Impress on the Guides that if they are giving a party at home, the Guide in whose house it is to be held must be sure to talk things over with her mother and get her permission to hold it. Care must be taken that the party does not mean a lot of extra work for other people in the house. Amongst other things to be considered is the place where your party is to be held—if there is only a small room, don't try to have a dance or some form of entertainment that means a lot of moving about, and don't ask more people than the room will hold comfortably.

Guiders and examiners must use their common sense over this test as it may not be possible at present for some Guides to give a party in their own homes, but they could always invite a friend or two to a special Guide party, or organise a hike for them. It is an excellent test of the hostess to see how she greets her guests, how she introduces them to Captain and to her patrol, and whether she looks after them during games, tea, etc. The Guides taking the test will, of course, have planned the programme.

By the time the party has taken place, whatever form it may take, the Guides should have discovered that the chief things that count in entertaining guests are courtesy and thought for others.

**SHE WANTED TO BE A BROWNIE**

A little girl, ever since she was three years old had longed to be a Brownie. Last summer she became seven, and there were no Brownies in her village then. This spring the pack reopened, but Jean was too ill to attend a meeting. She had been in bed three months and was gradually slipping away. Brown Owl happened to meet her Commissioner and told her about Jean. "Let's enrol her. I can come to-morrow, even if she is in a coma, it might please her." So next afternoon Brown Owl, her daughter Tawny, and Commissioner enrolled Jean, the Promise being said for her. She was able to salute. Her eyes sparkled. The mother thought the milk and brandy she took before the enrolment buoyed her up, but next morning her eyes were still sparkling and the doctor and nurse were so amazed and thrilled at the change in Jean. The improvement still continued the following day, and for the first time in three months the doctor was not calling for 24 hours. He said the enrolment had done more for Jean than he or the nurse could ever have done. It has given her something to hang on to and even if she passes on it has made her supremely happy.

(NOTE.—This letter was written on March 9th. In another letter, received on March 18th, the Commissioner says: "Brownie Jean is still continuing to do well. . . . I saw her a week after she was enrolled and certainly the difference is amazing. She is now doing a little Brownie work every week. As soon as she has gained enough strength the doctor wants her to be X-rayed. . . . She never complains, and really has the Brownie spirit."—EDITOR.)

## AT THE LIFT OF THE YEAR

We have had a particularly long and severe winter in Scotland this year and the lack of sunshine has made it more dreary than usual. Repeated snowstorms of great severity have blocked our roads continually and on several occasions our railways. Getting about has been difficult and at times, indeed, impossible. Being dug out of snowdrifts with one's car becomes trying and bad for the temper, and there's been plenty of it this winter. In many places one hasn't seen the black soil since the New Year and spring seemed as if it would never come to cheer us. Farmers were getting desperate, with still many acres to be ploughed and everything had been at a standstill for eight or nine weeks. Every time one thought the snow was disappearing, there seemed to be another heavy fall, and out came the snow ploughs again to open up our roads.

All through these weeks I was wondering if the snowdrops were pushing their way through the ground under the snow and if the daffodils had made a start. There had been no way of knowing what was going on under the depth of snow covering our garden. But all the time one felt the spring must come, nothing could stop it and that before very long Nature would once more burst forth with new life and bring us fresh joy.

Then the thaw came, and as the snow disappeared there were the snowdrops and aconites almost fully out to show us the first signs of spring.

Somehow one thinks more of these things than usual in these times of war. I think we appreciate Nature and its wonders more than ever before. And why is it? Isn't it because it's the one thing that remains secure and certain? The one thing that can never be taken from us? We know that spring must come after the long winter months, and then most surely will follow the full-blown beauty of summer.

It should comfort us and give us fresh heart. It should teach us, too, that after the weary months, perhaps years, of war, with all its ugliness and sorrow, victory will come just as surely as spring must come, and with it the hope of fresh life, fresh hopes and new endeavours. And so with our Guiding—it may all be full of difficulties now, hard to keep going, hard to do our Guiding as we would like to do it, hard to expand it, all of it rather a struggle. But during these winter months of Guiding, we must be planning and paving the way for the spring which is bound to come when this struggle for freedom is over and won.

We must be ready to get out the ploughs and sow the seeds, have everything prepared, so that when the time comes, and let us pray it may not be too far distant, we may be ready to reap the harvest.

And so this spring let us lift up our hearts and let us be thankful for God's great gifts which cannot be taken from us and let us learn this great lesson which Nature has to teach us. "For as surely as the sun rose this morning, will May and June follow March and April, and God's good world will be a paradise to those who see and feel and touch and understand."

VIOLET CARNEGY,  
Chief Commissioner for Scotland.



## THE GUIDER

## YOUTH SQUADS

## GARDENING FOR WOMEN—IN WAR AND PEACE

**I**N the January number of THE GUIDER, you read about the scheme for training women gardeners to replace men that has been started by the Women's Farm and Garden Association. Guides were quick to realise the importance and value of this form of service, and a number of them have become garden apprentices since reading that notice. Two Guiders are now learning gardening and helping to grow vegetables at Foxlease under Mr. Craze, the gardener. You may hear more about them later on.

Growing food in gardens is a very real and essential war work; in some cases, too, the garden girls can feel that they are helping to preserve some of those famous gardens that are part of England's heritage of beauty. In addition, garden knowledge makes better citizens of us all.

Take, for instance, the woman who is married and has a home of her own, with a little plot of ground which she can cultivate. She can grow good food for her family, and be really thrifty and economical by doing so. And think how much more interesting and varied her housekeeping and cooking will be, when she can grow all sorts of herbs for flavouring, and some of those vegetables usually called "unusual" because the shops never have them. Every woman is a better cook for being also a gardener, as she will know how to get a far wider choice of materials for cooking, and she will tend to be more careful about making the best possible use of all she has grown herself. It is equally true that a woman is a better gardener if she is also a cook; for she will grow her vegetables for their flavour, and ensure a good succession of suitable varieties for the table, and try out different kinds of vegetables in order to give her cooking more variety. Above all, a housewife who is both cook and gardener will value the importance of using vegetables and herbs when they are really fresh, and that makes more difference than one might think.

Then think of all the garden may provide for the store cupboard: all the jams, chutneys, pickles, preserves and flavourings which a clever housewife can grow and store for future use. And the dried lavender and rosemary for the linen cupboard, and the cut flowers for the living rooms. The flower patch and the living rooms, but related just as closely as the vegetable patch and the kitchen, but as this is not so important in war-time, I will not dwell on that side of it.

For the woman who thinks of taking up gardening as a career to be followed not only for the duration of the war, but afterwards, too, there are all sorts of possibilities. The practical experience gained under the apprenticeship scheme may pave the way, and lead on to many different branches of horticulture. Besides general gardening, women with the necessary knowledge often run small market gardens, or market vans, selling their own produce such as vegetables, fruit and preserves, and perhaps eggs and honey, too. Other women have started flower shops, or taken up flower decoration as a career; and some specialise in seed raising, or herb growing, or rose hybridisation. There are endless different "sides" to gardening.

The Garden Apprenticeship scheme organised by the W.F. and G.A. is a war emergency measure, and the free training which it provides is only made possible by war conditions. Normally, head gardeners do not accept women pupils, so that, before the war, any girl wishing to study gardening had to do so at a Horticultural College. The apprenticeship scheme enables girls who cannot afford college fees to have a free practical training, and although it cannot offer the equivalent of a college course, it does lay a sound foundation, and it is hoped that the practical experience gained under this scheme may enable some of the apprentices to qualify later on for a college training, and the higher posts that call for horticultural degrees and diplomas. These posts may be in specialised branches such as experimental work and scientific research on matters affecting

(Continued on page 84)

**W**E have received many enquiries about Youth Squads at Headquarters and the Executive have discussed the question and consider that the following points may be helpful to Guiders.

We are all, of course, convinced that Guide training is the best preparation for National Service, teaching as it does reliability, ingenuity, initiative and true sense of citizenship. This has already been proved by the amount of good work in the various branches of women's services to the nation which is being carried out by Guiders, Rangers and Guides as individuals and in companies. We must realise, however, that there are many young people who have not joined Guides or Scouts or other Youth Organisations, either from lack of facilities or inclination, and it is for these that the new Youth Squads are primarily intended, offering as they do opportunities of war service with the minimum of organisation. The glamour of Youth Squads may also appeal to our Rangers and older Guides, many of whom may also appeal to our Rangers and older Guides, may provide an outlet for them.

It is very important that we should do all that is possible to give the Youth Squad scheme a friendly welcome, bearing in mind that it provides an opportunity for a large number of the young people to render service to their country, which they might not otherwise be able to do for lack of planned facilities. We of the older and more experienced Movement should make sure that the Youth Service Squads find us friendly, helpful and encouraging rather than critical, hostile or indifferent.

Ways of helping might be the sharing of certain equipment and premises if possible, joining in classes for physical training or first aid, etc.; carrying out war jobs together.

In view of the Government's far-reaching plans for Youth Service Squads, the lines suggested are as follows:—

(a) Companies or patrols of Rangers and older Guides may, if they so wish, register as Youth Service Squads. The Commissioner, or some other Guider, or Local Association member appointed by her should watch the development of the scheme.

(b) Individual older Guides and Rangers may join local Youth Service Squads as ordinary members out of uniform, provided that they do not neglect their company to do so.

War Service. During the year of experiment the Executive have decided to recognise war service done in a Youth Service Squad, outside Guiding activities, as a qualification for the supplementary Badge, provided the standard laid down in the supplementary leaflet to the Book of Rules is attained and the conditions fulfilled.

It is felt that the formation of "Shadow Squads" for children under 14 should be discouraged, as such children can do their war service through their schools and voluntary organisations; Youth Squads do not seem to be suitable for them and may even be detrimental.

Information from Guiders regarding Youth Squads and their effect on Guiding will be welcomed at Headquarters.

(NOTE.—The above does not apply to Scotland, which has its own Youth Welfare Scheme.)

## SERVICE STARS

THEIR AWARD DURING THE WAR.

Realising that many Guiders to-day are carrying on their Guiding in a very active way, although unable to attend Company meetings, the Executive Committee has decided to leave the matter of the award of Service Stars to the discretion of District Commissioners. In ordinary circumstances 75 per cent. possible attendance at Company meetings is the requirement, but in these days Patrol meetings will assuredly count and also gatherings of two or three Guiders who have met on War service. Good turns, the very essence of Guiding, will naturally be taken into account, as a matter of course. At the same time it must be remembered that while we wish to reckon as attendance the Company's war work, Company meetings should not become knitting parties, but should show that character training value which is a first essential. This paragraph is an appeal to District Commissioners who are asked to judge each case on its merits without further reference to Headquarters.

MARJORY SHANKS,  
Commissioner for Training.

## THE CHALLENGE OF HIS MEMORY

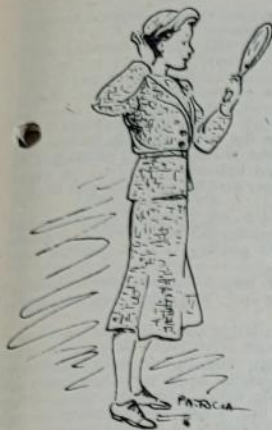
*Our great Chief has passed into the presence of his Maker, in whose guidance he found the way to glorious immortality in service for others. The sense of loss is qualified by thoughts of gain to the vast multitude who gratefully own the inspiration of his leadership. What gains are here—his personality, his work, his books, his call to you and me. He is part of life's greatest heritage. His very name speaks the strength and peace of an ordered life. The wonder of childhood and youth held him to dreams of them. He planned for Scouts and Guides with the insight of the true teacher and with the fervour of a Christian realist. He knew the good he dreamed for them could become part of them. God made his motive equal to his dreams. Because the word "others" spoke the passion of his life, the reverence of our praise to God for him must blend with prayer for grace to follow in his steps. His memory is a benediction and a challenge. His heaven will be fuller joy as we with him obey the Lord and Master of all good life.*

*His victorious life has challenged death and passed on to quest for God in vaster fields. We believe that his memory will ever include the Scouts and Guides on earth in the fellowship of his intercession before God. Let us remember that without us they cannot be made perfect. The Bible speaks our highest thought of them in the affirmation that they are before the Throne of God and serve him day and night in his Temple. Surely they rejoice in kindred thoughts of us as we, in emulation of them, serve day and night on earth.*

*Emulation is the true memorial. His character is our possession, his achievements are our joy and our trust; his greatness must not be our disparagement. Whilst it is true there is only one Baden-Powell, Baden-Powell would flash back the challenge, "There is only one like you." Nobody can stand in his shoes or yours. The good of the world goes forward on individual feet that keep the track our leaders make in following God. The things by which he has endeared himself to us are for our seeking. To cherish his memory aright we must imitate his faith and the spirit of his life, ever feeling as did Stradivari in making his violins in Cremona, "If my hand slackened I should rob God." An old school master, in giving a lesson on grammar to his class, told his scholars that in English, French, German, Italian and Latin the order of the verbs reads, I am, thou art, he is, whereas the old Hebrews had the suggestive order he is, thou art, I am. Clearly that was the order of going for our great hero. Let us make that way of fame our ideal.*

*L. H. Hughes*





"PRIDE IN THE APPEARANCE IS A DISTINCT ASSET TO EVERYONE..."

does much of the choice of our clothing depend.

We have had several articles lately in THE GUARDIAN on the subject of "right making." The choice of material and workmanship and decoration is vitally important when we think about clothing. Clothes should be the background for the personality of the wearer just as a frame is the complement of a picture. Don't let us make the frame so elaborate that we cannot see the picture. Over-fussy clothes detract from the personality of their wearer; so do clothes that are untidy or grubby. Some people's clothes never seem to have met a clothes brush or a coathanger; some shoes are badly in need of shoe-trees and polish. Pride in appearance is no false vanity but a distinct asset to everyone. It has a psychological value, too, for the girl who takes a real pride in turning herself out well will take a pride in doing other things well too. The smallest Brownie can be taught to take pride in and shown how to look after her uniform; how to put it on well and how to look after the details of clean brooch, belt and tie, and well sewn on emblem. In small ways are good foundations laid.



"IS IT SUITABLE FOR ITS PURPOSE?"

## THE IMPORTANCE OF BEING HEALTHY

by  
J. SEAMAN  
CLOTHING

LIKE all good things in this world clothes have a purpose; in fact, two purposes. One purpose is that of protection, the other of adornment of our bodies. The amount of protection needed depends on the living conditions of the individual; such conditions as climate, hot or cold, wet or dry, and the daily work to be done. On these conditions



"UNDERCLOTHES... SHOULD STAND UP TO FREQUENT WASHING AND RETAIN THEIR SHAPE..."

the materials that our clothes are made from. Underclothes should be simply made of material that will stand up to frequent washing and at the same time retain its shape and quality. Nowadays, where there are so many materials on the market, it is impossible to lay down any rules as to what is the best choice. The chief question to ask is "Is it suitable for its purpose?" and to remember that it is usually more economical to buy good quality material.

In the past it was always thought that wool should be worn next to the skin as it absorbs moisture easily and is not a good conductor of heat. This fact that wool is not a good conductor is due to the air that is held in the spaces between the fibres of the material. It is a fact well known by Arctic explorers that two thin woollen garments are warmer than one thick one. This is also due to the layer of air between the two garments that acts as insulator against loss of heat by the body. Now that some silk, cotton and linen

materials are woven in such a way that they too hold air in the interspaces the choice of materials that are warm is much wider. Wool probably still ranks as the warmest material on the market, but one of the great disadvantages of wool is that its shrinks with much washing. Cottons and linens are generally very easily washed and do not shrink or lose their shape. They are also known for their hard-wearing qualities and need more careful laundering. Cotton, linen and silks are



"SOME PEOPLE'S CLOTHES SEEM NEVER TO HAVE MET A CLOTHES BRUSH OR A COAT-HANGER"

good conductors of heat and therefore do not protect the body from loss of heat; even when woven cellular fashion they are not quite as warm as wool.

To be well dressed is to be suitably dressed for the occasion and there is plenty of variety in modern fashions to suit all needs. They are as a rule sensible and well suited to their purposes. Gone are the days of skirts trailing the ground, of tight waist and tight high collars, voluminous petticoats and chemises. To-day, for ordinary occasions, we wear short skirts, simply made frocks and underwear; for sport we wear easily washed clothing that is pleasant to look at and easy to move about in.

Consideration, too, needs to be given to

Protection, by clothing, from cold is not only a matter of piling on mufflers, pixie-hoods, jerseys, leggings, boots, gloves, etc., but is also dependent on the training of the body itself to changes in the surrounding atmosphere. A body that is trained to withstand change in atmospheric conditions will not suffer from extremes of cold or heat nearly so much as the body that has been too well wrapt up and coddled. Children, and adults, too, should be given a chance to bring into play all the mechanism of adaptation with which their bodies are fitted.

There is an old saying that reads "Ne'er cast a



"DON'T LET US MAKE THE FRAME SO ELABORATE THAT WE CANNOT SEE THE PICTURE..."



"YOUNG PEOPLE HAVE STARTED ON THE DOWNWARD PATH TOWARDS BUNIONS AND CORNS..."



## THE GUIDER

clout till the may be out." Some people leave out the vital word "the" and thus make the casting of winter clothes a matter for judgment by the calendar. In reality we and the may-flower should rely on the weather to tell us when winter is over. Our intelligence should tell us when to wear more or less clothing; clothing suitable to the weather and the occasion. It is a great mistake to think that we only need two kinds of clothes—one for summer and one for winter!

We do sometimes forget that there are occasions, even in our much maligned climate, when it is wise to protect the body from too much heat. It is a sad sight to see arms, legs and neck badly blistered by the sun. Not only is it unbecoming, but definitely bad for health to sunbathe and expose the body to the sun's rays for too long. Children should be given hats to protect the head, back of the neck, and eyes when the sun is very fierce, even when they have become used to running about in sun suits. Some children, and adults, too, feel the need of protection from the sun more than others; red-headed and fair people are usually those affected most easily.

There is no t-lacing of corsets nowadays, but we must be careful about such things as garters, knicker elastics (both waist and legs), brassieres, etc. Much washed and shrunk vests or socks and stockings should not be worn as they can cause deformity. Chest deformities can be caused by tight vests and toes and feet can suffer from socks that are too small. The results on the feet of wearing socks or stockings that are too short may be hammer toes or other troubles that are usually associated with short shoes.

Shoes are, however, a very active source of "bad feet." The vast majority of children are born with good, strong, straight feet, and the adult who suffers from corns, bunions or hammer toes has generally herself or her parents to blame. Very few people realise that feet are individuals and differ in shape as much as the owners do themselves. Thus one finds a long narrow foot, a long broad foot, a short square foot, and so on. People are realising this more and more and there are now more "fittings" of shoes to be had, and probably the general shape and variety of shapes of shoes is improving. A shoe to suit any particular foot should allow the big toe to lie straight and all the toes room to move; a much-pointed shoe will not allow for this. Most children's shoes are of a good shape, although too many of them wear sandals or plimsols, and are procurable in a variety of shapes and sizes. So, too, are shoes for the adult if only girls would take time to choose them properly and not just from the looks of the shoes in a shop window. Good feet are a priceless possession, but many people have started on the downward path to bunions and corns by not exercising right judgment. It is really surprising what a great deal of harm can be done to a foot in a very short time. Incidentally, it is very thrifless to buy shoes that are not suited to your foot; there will come a day, sooner or later, when a certain pair of shoes may be pushed into the cupboard or given away! Not only will your feet have suffered but your purse and temper also!

## THE GREEN STRIPE AND THE WAR EMERGENCY

**R**ANGERS who have gained their H.E.S. armband have the choice of three special subjects, and the one so far gaining the fewest adherents is the Green Stripe group—whose service is that most vital of all—food production. Perhaps the time of year has accounted for this, and I hope that as spring advances more will awake to the call of the land. To me it seems much the most interesting group of the three, and surely an outdoor movement such as ours should produce outdoor workers! Anyhow its a subject in which we're all vitally concerned, for apart from the fish out of the sea, we depend on the land, here or elsewhere, for every blessed thing we eat. Not to take an interest in how the food is produced seems to show a lack of appreciation of fundamental necessities; and not to be willing to help in producing food in this country seems to show a callousness to the dangers run by the sailors who have to risk their lives to bring us food from other lands. I don't believe there is a solitary person who isn't the better for trying his or her hand at land work, and even if they are never much good at it they may learn to give greater honour to the many hard-working folk on whom we depend for our daily bread.

But apart from this I want to recommend all Rangers to Be Prepared for some of the possible eventualities that may be before us. Suppose invasion comes, what new emergencies may have to be dealt with?

Here are a few that strike me as possible. You may find yourself evacuated from your home and living in an unknown part of the country. Food supplies may be held up. It is vital that all possible supplies should be grown on the spot. Can you lend a hand to keep the gardens going?

People may be forced to leave their homes, or, losing their heads, they may fly to some other district, abandoning their live stock. Would you know how to help in looking after it? Our soldiers have told us pathetic tales of the abandoned cows in France and Belgium which our men often stopped to milk at the roadside. Could you do this—not only to save the cows from suffering—but to maintain the milk supplies? If you were to be left with a horse and cart after the driver had been taken off to hospital, would you know how to lead or drive it back to its stable, and there unharness and care for it? Because of such possibilities as these I want to suggest to all

Ranger companies to try this year to get for themselves some training which will prepare them for such emergencies.

First you might all learn how to handle and care for essential tools. Learn how to use a spade and a hoe. There is a great art in both digging and hoeing. Learn how to use an axe, a hatchet and a saw. Where and how to keep tools is also important. Spades, etc., should never be put away covered with mud. A rake should never be left standing with its head on the ground. (If you are careless about this you will sooner or later tread on the teeth, and the handle will promptly hit you a vicious rap on the head that will teach you to be more careful in future!) Axes and hatchets must be kept where they cannot cause injury. Be sure your saw is dry before you hang it up after use.

Next try to get a friendly farmer to let you visit his farm and learn how to clean a cow-shed, hen house, and pig-sty; how to groom a cow; how to feed calves, pigs and poultry; and if possible learn how to lead a horse, how to harness and unharness, and what you can safely do to "rub-down" and to "rug-up."

Finally, learn how to lead a horse home after an accident it how to "rub-down" and to "rug-up."

For instance, if you had to take a horse home after an accident it would be safer to lead than to try and drive him. Remember when leading close to his head. Don't get ahead of an unwilling horse and try to drag him after you. This only makes him back more. When you get him home if he has been hot, tired, or frightened he will need a good rub down. Us a good handful of straw or hay twisted into a hard knot. Rub him down all over, working the way his coat lies, and using long hard strokes with plenty of weight in them, for the massage this gives will do him good. Go on doing this till he is dry and quiet. If he has been very excited the sweat may break out over and over again, and you should go on rubbing, or brushing with a dandy brush, till he has calmed down. Then rug him up, if he has a proper horse-blanket, stand on his near side and throw this across his back. You will probably find that it has a girth strap to go round his middle and a buckle to fasten across his chest. If there is no proper rug handy, two or three empty sacks laid across his back may save him from a chill. He may need a warm bran mash. But if there is no one to ask, it will do no harm to give a drink now that he is warm and dry, and then leave him with an armful of hay to munch.

Whatever live stock you work with, remember that the golden rule is to be quiet and unhurried. All animals have highly strung nerves. Sudden movements or clattering noises may make them jump dangerously without meaning any harm at all. If you move about quietly and talk to your beasts while you work with them, they will soon learn to trust you as a friend, and this will save you infinite trouble in all your work.

These are just elementary hints to start you off on the right track. But you can't learn land-work by reading about it. Almost all of if you live in town, start now to get instruction. Almost all of you are within reach of gardeners with back gardens or allotments in which they can teach you the elements of using garden tools. Then hunt for contractors or livery stables where you can get lessons in handling horses and in stable-work. And, finally, on your next country holiday try to make contact with a farm where you can learn something of the work in byres, poultry runs and pigsties.

W. LANDER,  
Commissioner for Rangers.

## THE PATROL SYSTEM

### 1.—A MAIN "PLANK"?

"I helped with a Guide company once but I'm afraid I didn't do it very well—or even know quite what I was trying to do! You think Guiding has something unique about it—what are the main "planks" of the Movement? How would you answer this query put to me recently? My reply was that our two main planks are the Promise (which, of course, includes the Law) and the Patrol System. "The Patrol System," mused my interlocutor, "little teams to play in. We use those in every P.T. class!"

Is this all that many of us understand about the Patrol System or have we attained to the Chief's vision of its potentialities? Have we realised that it is the Patrol System which makes Guiding and Scouting different from other Youth Organisations? That it is just the means by which we give our training for citizenship? Every country, every organisation that comes into our fellowship promises to use the Patrol System. What about us—the individual Guiders? Do we really use it? After many years of observation, I would have no hesitation in making the statement that where a company appears to be a failure, it is because it is not working on the Patrol System. Let us conduct this series of brief articles rather on the lines of a self-examination and see how we measure up to standard as interpreters of it!

First, do we realise that it is a main "plank"—that the Chief said of it, "The Patrol System is the most important element in the Girl Guide training and it is, as far as I know, the only step so far made available towards educating girls practically in two points which have long been missing in their upbringing—namely, the sense and practice of self-discipline and responsibility."

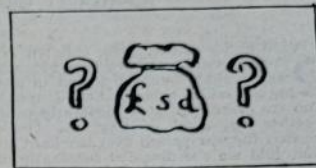
DOROTHY IVESON.





His dinner-bowl is a different matter.

## RIGHT MAKING



SOME of you who have been reading these articles on Right Making have, I hope, had twinges of conscience. If you have not you are either above reproach or beyond hope of salvation. I'm ready to believe that a few of you may be in Class I—beyond reproach because in years gone by you have always taught to your Guides sound workmanship and the elements of good taste, leading up to real artistry. On the other hand I fear there may be a few of you in Class II and beyond hope of salvation because you don't yourselves see and feel the difference between good workmanship and cheap gimcrackery.

But the vast majority of us (I say "us" advisedly, for I challenge any even of the writers of these articles to put themselves in perfect honesty into Class I) don't come into either of these classes. We fall "handicrafts" we yet, at one time or another, have let our Guides indulge in making rubbish that we really in our hearts despise. We may even have had bouts of making it ourselves, and possibly enjoyed doing it! Until later on we have met once more the products of such dabbings, and have recognised them with shame for the rubbish that they are. It is extraordinary how quickly such things get a tawdry look, while good workmanship takes on a bloom of added beauty with age and use.

Why do we have these lapses? Sometimes they are just growing pains. Most people need to taste and try before their judgment grows and they learn to know for themselves the difference between good and bad. Now don't promptly say, "Then, of course, we must let the Guides do these things, too, so that their judgment may grow." The good must be there as well as the bad if the tasting and trying is to be of value. So it is not safe to dabble in cheap gimcrackery unless the background of your life is full of real beauty and sound values. For vast numbers of our Guides this touchstone is absent. Their homes are full of tawdry rubbish, and they will have more than enough chances of learning how to add to it, without any assistance from us. We dare not waste a minute or lose a chance of counter-balancing the bad by introducing them to better things.

Let us face clearly the fact that few active Guides between 11 and 15 years old have time to develop skill in fine craftsmanship. There are exceptions and these should be encouraged, and given expert help where possible. But with the rest we should be content to teach them to use their hands well, to do neatly and thoroughly the practical things they need to do in home, club-room and camp. Fine skilled work takes time, patience and enthusiasm. Post Guides can often do far better work than active Guides can do; but if the active Guides get the right attitude to good workmanship and begin to get their eyes opened to beauty and true values, they will reach the stage of skilled fine work when they get older.

What leads most of us who ought to know better to our downfall, is just one thing—MONEY! The company funds need replenishing. We decide to have a sale of work. Our consciences go on holiday, and we cheerfully allow any rubbish to be produced that we think will fill up the stalls cheaply, and provided that the long-suffering public can be lured into buying it off the stalls again. That this is both dishonest and degrading we prefer not to remember. It is though, for we know quite well that we are not giving the public good value for their money but are banking on the goodwill and generosity of our friends leading them into buying out of charity stuff that they cannot possibly want.

No, we must be firm with ourselves and stand by our principles. If people buy from us they must get things that they really want and can use. Let all our sales be utility sales. If this should be so in peace time, still more should it be so in war time, when it would be criminal to waste materials on useless articles or to ask people to spend money on things they do not need. So away with "ornamental" rubbish, and think what people really want or must use sooner or later.

When you go to a sale yourself what stall do you head for first? Most people I think make for the produce, knowing that they can

always use foodstuffs. In the good old days one might find thankfully at such a stall eggs, rabbits, poultry, butter, cheese, etc. But even now if any of you have gardens or allotments, you may have good vegetables to sell, or honey, or even eggs! A determined sugar-saving effort may lead to jam for sale too. Lately I had the chance of tasting some delicious products such as "Hip Honey" and "Bramble-Cordial," etc., all made from the wild fruits of the hedgerows.

Do you ever think of dividing your stalls into goods for the different parts of the house? For example, the kitchen stall will have all the eatables, plus any utensils, and perhaps recipes. The store-room will have cleaning materials, for the making of which there are many good recipes that the Guides can use; also knitted soft-string dish-cloths which are far better wearing than the bought ones, and heather pot-scrubbers, and birch-brooms.

What about a garden section, selling seedlings, rooted cuttings, pot plants, packets of seeds, and perhaps gardening aprons made of strong canvas bound with coloured braids, and having large patch pockets. All this will require forethought and planning on the part of the garden owners, but with some instruction and advice from skilled gardeners it can lead to big profits with little outlay. Here, too, at an early spring sale could be pussy willows, hazel catkins, chestnut and other branches brought on in the house by cutting perhaps in December. A kennel section is usually popular, too. Here you can have dog-towels made from rough towelling, hemstitched in bright colours so that the dog-towels in the linen cupboard can be spotted at a glance. Dog-blankets, too, made from bits of coloured blanketing, also stitched with bright colours; and leads made from coloured cord. If you have a skilful painter in the company dog-bowls with the dogs' names on them will also sell well, and orders for these can be taken. Cheap brown earthenware bowls with the names in bright coloured enamels are really useful. This may remind you of the story of the lady who refused to pay extra for the water-bowl with dog on it, because, as she explained to the salesman "My husband never drinks water, and the dog can't read." But it is a different matter with the plain earthenware dinner-bowl which might easily get mixed up with other bowls on the kitchen shelf!

On the nursery stall will be the toys and practical children's clothes, knitted and sewn. Other knitting such as socks, gloves, etc., would go into the bedroom section. I have heard of such a sale as this taking place all over the house so that the buyers actually went to the kitchen for the eatables, and to the bathroom for soaps or bath salts!

Everything in such a sale should have an honest use. There should be no room for barbola knickknacks, for stamen jewellery or painted satin cushion covers! And on every wall might appear the injunction to the public "DON'T BUY ANYTHING UNLESS YOU WANT IT."

It takes courage and determination to break away from the bad habits of the past, but if you are among those who have seen the light—who know and admire good craftsmanship when they meet it—then the time has come for you to take your courage in both hands, and join the ranks of those who are fighting to turn the whole Guide Movement into a league of honest craftsmen.

WINIFRED LANDER.

### BLACKLAND FARM CAMPING GROUND

#### "RESTROP," SYLVIA KEMM MEMORIAL HOSTEL

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



[April, 1941]

# CHILDREN AND DEATH

by

MARGARET GRAHAM

SINCE September, 1939, children in some countries and in some areas of our own, have been brought face to face with death in a way probably unprecedented in history. And it is not only in the heavily raided areas that children have to face the problem. Those who are evacuated must constantly ponder the idea, and in fact do, whether they speak of it or not. One child, whose mother assured her that the war passed over her head and made no impression whatever, told me she dreamed constantly of her mother being killed in a raid.

The time seems ripe to reconsider our policy with regard to speaking of death to children and, equally if not more important, in front of children. Allusive remarks, their meaning half-veiled and pregnant with mystery, can start all kinds of dark imaginings more provocative of dread than any direct mention could ever be. Grown-ups have a general desire to avoid all mention of death to young children, and the wisdom of this is becoming increasingly questionable in these times.

Recent studies show that children become acquainted with the idea of death at an early age. Fairy stories may be the first verbal mention a child will meet, but he has observed it many a time in flowers, and often seen dead insects, birds and sometimes animals. Children living on a farm, and families who keep pets, have opportunities of seeing death in its natural form. Experienced in this way in real life, or vicariously through books, it probably has little meaning to a young child. Life and action claim his interest: death means "not playing any more"—doing nothing, and signifies a state of passivity unattractive to the child mind and unconnected with his own destiny.

Later death connotes separation for them, and the sadness which accompanies that is a later development. Here again the child's view of the separation must of necessity differ from ours. We have a longer view and a perception born of experience.

Where fear is connected with death in a child's mind, he is not, it would seem, usually afraid of death itself, or of the state of being dead, still less (unless, of course, he has been taught to fear punishment for his misdeeds after his death) of what may happen to him when he is dead. The fear is of the pain and shock which may bring about death, of the terror to be endured, from which death alone can bring release. The fear is of suffering rather than of dying.

When children think of the possible death of a parent, their fear is more often for their own grief or perhaps for the suffering caused previous to death, rather than fear of death itself. Here again the adolescent girl or boy will, through his imagination and experience, suffer more than a younger child.

The attitude of grown-ups has a very great influence on children in these circumstances. Their despair of their acceptance of the bereavement is readily communicated to children, and the attitudes they adopt when the death occurs, and the children's emotional and intellectual responses, are the outcome of the philosophy they live by.

It is therefore of the highest importance to have a philosophy. Sylvia Anthony, in *The Child's Discovery of Death* (Kegan Paul) says:—

"Essentially, what the adult gives the child, in the way of suggestion or response, in connection with this subject of death, will depend very largely on his own resources, his own attitude, and the social culture and traditions to which he has reached. If he is deeply imbued with a culture that is rich and well adapted to indicate individual and social needs he may, by handing it on to the child, help to build in him a mental structure strong to withstand the inevitable strains of life."

Unless we have our own ideas and beliefs well founded and well ordered we can be of little help to children when they first meet this, which is among the most important of human problems. If what we ourselves have to give them is only doubt and despair, we must leave them to the care of others whose life is better based than our own.

## THE GUIDER

## TRAINING FOR LIVING

FROM ANOTHER ANGLE

by

K. M. BRIGGS, M.A., Oxon.



WOULD you cast your minds back to the very interesting and provocative article by Dr. Bowie in the December GUIDER. I wonder if you have had time to ponder over it, and, if so, how many people agreed with it entirely, and how many found a welcome in every part. Part of it, at any rate, must have found a welcome in every mind, and the end which Dr. Bowie proposes is unexceptionable. We must all want to train our children to more useful, friendly, flexible, creative living. But there seem to me to be one or two rather sweeping statements which might have dangerous results if they were accepted without examination. May I examine the article piecemeal?

In the first paragraph Dr. Bowie says, what is indubitably true, that though we have improved in many ways we have deteriorated in others. He then goes on to enumerate some of the powers which science has put into our hands—dealing with them perhaps in a rather too optimistic a spirit; for though science has put immediate and formidable powers in our hands it can as yet tell us little about the remote results of its activities, which have a way of releasing some hidden machine that swings round and hits us on the back of the head while we are complacently watching the apparent smoothness of its working. For instance, it seems that where the death rate declines the birth rate does so too.

Next he examines the reasons for our failing to make proper use of our triumphant knowledge. He attributes this to a cultural lag. In this I think he is moderate. We do not suffer so much from a cultural lag as a cultural retrogression. The average man of to-day, who dies at 55, is less mature than his great-great-grandfather, if he managed to live so long. The toys of science have been so fascinating to the last three generations that they have kept us lingering in the nursery. There is so much to know that there is little time for wisdom.

Dr. Bowie admires the Greeks for their freedom from classical tradition. They were free men, able to stand on their own feet and think for themselves. It is a pity in a way that they were so. We have learned a lot from their clear way of thought, but if they had studied under Egyptian masters we should know many things that we have not yet learnt about the hidden movements of the mind. Fortunately we have inherited some of this, with a still greater thing, from the Hebraic culture.

We shall all agree with the next paragraph that all the wickednesses and frustrations and unsatisfactoriness of our present way of life spring not so much from lack of mastery over material as from a wrong way of thinking and feeling—in fact from sin. Dr. Bowie feels that we ourselves can hardly escape from the tangle in which we think and feel, and that the only hope for the future is in the right education of the young. There is a great deal of truth in this, though it rather approaches the ancient problem of which came first, the bird or the egg; for a generation which can provide a really satisfactory education for its young is already in a fairly satisfactory frame of mind.

However, taking us as we are, with all our sins and muddles thick upon us, what kind of chance can we give our children who work through them? I suppose there is no one alive, however much of a pedagogue, who would say that our present system of education is satisfactory. Dr. Bowie wisely and sanely protests against cluttering the mind with a gabble of undigested facts and against the present reliance on the examination system. With the insistence on utility, however, he raises rather a dangerous issue, and provokes again the old quarrel between the modern side and the classical side. With all its faults the aim of the old-fashioned classical education is to train the mind, to induce a certain attitude towards life. Balance, a sense of proportion, accuracy of thought and in the use of words, steadfastness of mind, are its aims, however imperfectly realised.

The danger of a utilitarian education is that it is susceptible to every wave of fashion, rootless and uncoloured by religious training. As a nation we are too prone to fads, and, feeling this tendency, we have imposed upon ourselves the discipline of a peculiarly decorous and ordered culture. If we break completely with this tradition we deliver our children into the hands of each fresh wave of faddists that fashion sets loose. Dr. Bowie, of course, says that he would defend useless learning; but, since any study that is at present pursued could be defended as of use for life or livelihood, the test of utility, if it is to be a test at all, must be of immediate utility—something that will enable a man to make his way in the world.

We want education to do something more—we want it to help to make what is expressively called in Scotland "a right man." For this some culture, some root in the past is necessary, as well as a firm stand on the present and a clear eye turned to the future. But mental and moral teaching is not enough, the child must breathe the right spiritual air. To those who train him the mind





must be more than the body and the spirit more than the mind; though none must be disregarded. Guiding may, as Dr. Bowie kindly and generously says, play a great part in the education of the young, but only if we can educate ourselves in immaterial values. We cannot teach what we do not believe.

I hope these have not seemed carping and peevish criticisms. They have arisen out of my great interest in Dr. Bowie's essay. I wish *THE GUIDER* had more articles like it. It is interesting to notice that the whole attitude and tone of the essay is a sort of commentary on our motto. "Be Prepared" may mean one of two things—it may mean carrying about with us, in our minds or on our persons, a great clutter of impedimenta to enable us to deal with all possible emergencies, or it may mean cultivating the habit of mind which will readily meet emergencies as they occur and set to work to master circumstances, whatever they may be. Shall we camp light or camp heavy? At the present time, when our possessions are blown from under our feet, it is clear that a good courage and a merry heart and a cool mind are better than all the learned lumber we can accumulate.

## NIL DESPERANDUM

SUMMER is coming and with it the camping season; have you applied to it our Guide motto? Can you be prepared for whatever may come? You may be able to continue camping if you are fortunate enough to live in a part of the country where this remains possible. If not, how can you be prepared for the future? There must be many amongst those of you who are still able to carry on active Guiding who, before war broke out, were getting ready to go in for your Camper's Licences and were looking forward to running your first company camps. Now all this seems very remote and you feel perhaps that it is a case for cultivating resignation. It is possible that the situation is not so bad as it seems at first sight.

Training Camps may take place in certain parts of the country, so if there is not one in your county find out if there is another to which you can go. If even this fails and there is no training camp possible you can still prepare yourself and be ready for the test when it comes. Here are a few tips to help you train yourself.

When you have a chance to move about the country cultivate the seeing eye for camp sites. Remember that we are no longer bound by a level field. To-day the governing factor is the necessity for camouflage, the greatest asset a wood in which the tents can be hidden. Take your Patrol Leaders out with you and, having found a site, get them to plan the layout of a camp. Borrow a tent if you can and teach your recruits to pitch it, how to drive pegs in correctly, how to brail and trench it. Teach them to care for it in all kinds of weather. Show them how to make their beds and how to stow their bedding. Make gadgets with them, try and evolve a really good bedding rack, a gadget which is so necessary and often so badly constructed. Experiment with grease pits, plan menus and store lists with the P.L.s, and on your hikes cook some of the dishes. Let the Guides practise cleaning and storing kitchen equipment. Even if you cannot achieve proper camps by the day, have odd afternoons in camp, or take a tent to the company meeting, much can be done in this way. You will be training your Guides and incidentally yourself, so that the moment you can go in for your licence you will feel confident that you have practised all the ordinary day to day things that have to be done in camp.

During this time of waiting you have a golden opportunity to acquire your own personal camp equipment. Often there is not the time to give to this in the ordinary way, for if you are going to collect it and make it yourself it does take time. It is so much more interesting to evolve your own equipment instead of buying everything ready made, and it is usually cheaper. Your bedding roll is well worth giving thought to, every ounce you can save and every additional scrap of warmth will prove great assets. Practise new ways of rolling it and stacking it. Perhaps you are a shelter sleeper, if so this will be useful and on raid-free nights you may be able to sleep out near your shelter and try it out. Overhaul all your equipment and see that it is such that you would proudly show it to anyone.

It may be that you have never been to camp and had no chance of training in campcraft before the war. There are still many Camp Advisers functioning; get in touch with the one who is in charge of your neighbourhood and ask her help. She will be only too willing to do all in her power to help you and will very likely coach you herself. She might possibly visit your company and help them with tent-pitching, turf-cutting and the like. *Campcraft* (stocked at Headquarters) is a very comprehensive book on camping and you will find it an enormous help to you. Practise the things it suggests, try them out and get to feel at home with them. You never know what will happen, may be the chance will suddenly come for you to enter for your Licence Test. Get ready now in any time that you can spare and when the opportunity comes you will be able to seize it.

PEGGY JACKSON,  
Commissioner for Camping for England.

## CAMP COOKERY FOR "BOMBED-OUTS"

### GUIDE TEAMS OF DEMONSTRATORS TO TOUR THE COUNTRY

At the request of the W.V.S. the Girl Guides Association is providing teams of experienced campers to tour the country, demonstrating camp cooking, on behalf of the W.V.S., for the benefit of those who may find themselves faced with the problem of providing meals for homeless families, when gas and electricity have failed and there is no other means of cooking.

One of these teams, consisting of five Guiders, has already visited several towns including Cambridge, Bedford, Chelmsford and Colchester. Other teams are being organised at once, under the Commissioner for Camping for England, so that during the next few weeks demonstrations will be given all over the country.

The Bedford demonstration was attended by the Mayor, Town Clerk and Chief Councillor, and among the audience were the Head Master of a boys' public school, the Domestic Economy teacher and her class from Bedford High School for Girls, and a number of people from Dunstable who were so interested that they were returning to organise similar demonstrations in Dunstable.

When the team arrived in Bedford they found that it was snowing hard, that the open cattle market where they were to demonstrate was inches deep in slush, and all firing material was wet. They welcomed these conditions, however, as being typical of the circumstances in which such cookery might be necessary in wartime, and they were prepared to carry on the demonstration as originally planned, in the uncovered market place, but the W.V.S. decided to move into one of the sheds, which, although damp, afforded a certain amount of cover. Within a short time the camp kitchen was in full working order, and a most delicious stew had been provided, which the Mayor sampled and pronounced excellent.

With an eye to the unlikelihood of suitable burning woods being obtainable in the centre of a large city, the Guider in charge of the Team invented a camp fire which burns coal. An iron grid, such as is used in Guide camps was bought at Guide Headquarters, an ordinary steel door-mat of the "chain-armor" variety was procured locally, and slung beneath the grid, the fireplace was built up with bricks at the side, and the fire laid and lit on the slung door-mat.

Cooking pots were set on the grid, and an excellent stove, which drew well and produced a hot fire, was complete at the cost of approximately five shillings. The advantages of such a fire are obvious, as it is easy to produce in a back yard from materials obtainable in the average home.

Another "gadget" which attracts great interest at the demonstrations is the "sawdust bin" type of fire which produces a slow burning fire suitable for keeping water hot for long periods (see *Campcraft for Girl Guides*).

The idea of such demonstrations arose from the Guide Mobile Team which has already achieved such a splendid reputation in Chingford, Chislehurst, Coventry and Manchester. We hope to publish further news of the Mobile Team's activities in the May *GUIDER*.



The first Camp Cookery Team demonstrating at Cambridge.





THE



WAY



## THE SMALL COMPANY

SOME companies have swollen and some have shrunk since the war started. The scouts have joined the companies in the reception area and I have heard of one company which had grown too big, there were 40 strong, and was being run by a First Class Guide as there were no Guiders available. But what of the companies that have dwindled until there are only ten or eight, or even six Guides left? If your company is like this, don't despair, or even feel that it is hardly worth carrying on because there are so few. There are all sorts of things that are possible in a small company which are much more difficult to do in a big company, and a Guide in a small company has a chance to become really efficient and show what she can do.

If you have only six or eight Guides in the company, divide into two patrols. Perhaps you think a patrol of three or four is too small, but the patrol system is the way in which the Chief Scout showed us how to run a Guide company, and all over the world Guides have found the wisdom of his method. If you have two patrols you can still have a Court of Honour and Patrols in Council just like a bigger company, and the Patrol Leader will be able to bring forward everyone's ideas at the Court of Honour, as she has a small patrol, and as every Guide will have her share in the running of the company.

Let us take the four signposts given us by the Chief Scout and see how the small company can follow them:

Under *Intelligence* we include Observation, Knowledge, Imagination, etc. It is easier to play Observation games with small numbers than with a crowd, especially if the game is of the Kim's game type. The Guides can see the articles in one group instead of having to do it in relays. Do you remember how Kim used to practise and practise until he became proficient? It is not enough to play some sort of Kim's game once a year—use them often, but vary them. Ask different members of the company to bring the things for it so that you get a change, and here are some other variations:

(1) Pass 12 or 15 small articles round the company, i.e., reel of cotton, coin, etc. When they have all been round, ask questions about them: How many yards of cotton were on the reel? What number was it? Whose head was on the coin? What was the date?

(2) Draw a large square in chalk on the floor (or on brown paper) and divide it into 16 smaller squares. Draw letters, figures, or signs in the squares. Cover the square and let each Guide try to draw the signs, etc., in the correct squares on her own paper. Give one point for each correct sign and one point if it is correctly placed.

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X	P	4	L
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(3) Gather a collection of buttons and put them on a tray as "jewels." The Guides look at the jewels. Later it is discovered that one of them has been stolen. See who can first describe the missing jewel. This can be played several times and points can be scored for first spotting which jewel is missing.

Observation games in the street are also much easier for a small company. No one minds one or two Guides studying the grocer's window (or whatever the game may be), but a large company is inclined to

get rather overpowering when it gets really excited! Stalking and tracking are much more fun with a small number as everyone can have a turn at leading and so have a chance of discovering "spoor." Have you read the Tracking articles which were in *THE GUIDE* lately? If so, you will have lots of ideas to try out. Wonderful wide games can also be played by a small company as numbers don't matter, and it is fun to make up exciting

games which will make the Guides use their ingenuity and imagination. All sorts of Treasure Hunts and Discovery Wanders can be carried out. Think out different sorts of things to look for. Here are some suggestions:—

(a) Make a Nature Alphabet finding something beginning with each letter of the alphabet.

(b) See which patrol can make the longest word in the same way.

(c) Make a list of things—i.e., the roughest, roundest, smallest, queerest, and so on. The patrols go and hunt for treasures to fit each description. These are then compared, and the company votes for the best in each case. The patrol with most points wins.

(d) Give each patrol a match box and see who can get most Nature things into it.

Hiking and Firelighting are much simpler in a small company. Less space and materials are needed, and the Patrol Leaders and

Guider can see that the younger Guides are taught the right way to do things. It is much more exciting to hike with a small patrol as there is so much more room round the fire, and one can often attempt new, high class cooking with a few.

When the Dutch Guides go hiking they divide the patrol into firelighters, cooks, and packs. The firelighters are responsible for collecting the wood, making the fireplace and the fire, and clearing it up; the cooks prepare and cook the food and clean the utensils; and the packers get the food and equipment ready, they set the table, and clear up at the end. The Guides have a different job each time they hike, so that everyone gets a turn at each job. Perhaps you could try this out.

The next signpost is *Handicraft*. Handicraft covers the things you make or do with your hands, and here the small number in the

company is a definite advantage. It is always so difficult to get enough material and apparatus to do things in a big company while with smaller numbers one can usually beg or borrow whatever is needed, and it is very much easier to share! (N.B.—Very few

companies really have enough rope for good knitting practices, and there is usually a shortage of bandages when it comes to first aid!)

Make use of any of your friends who are good at handicrafts or

homecrafts and get them to teach the Guides. Lots of people are

thrilled at being asked to help and they won't be afraid of a small group. Don't try to attempt too many things with the company at once—let the Court of Honour choose one or two and work at them, and then go on to something else. Toymaker, handywoman, knitter, etc., are all good badges to work for, and if you want something for a wet day, what about potato prints or lino cuts?

The *Health* signpost which stands for physical

development and strength may be hard for the small

company to follow, though this is really something which each Guide has to tackle for herself. Perhaps

you think it is hard to find energetic games or dances for small numbers, but don't despair—there are quite

a lot of dances for six or eight performers and games can be adapted. If your company likes team games,

let each Guide have two turns instead of only one, and think out variations—the first time she bounces

the ball (or whatever the game is) with her right hand, the second time with her left; or first time

run up, second time hop, or jump with both feet together, and so on. It is great fun thinking out

new variations, and one great advantage is that no one has to wait long for her turn!

*Service for Others* may be hard when the company is very small, but service counts by how it is done

as well as by the amount achieved. When undertaking service, it is well, whether your company is

large or small, to find out just how much time the Guides have available, and make your offers to help

accordingly.

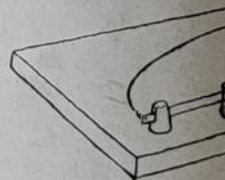
There are lots of jobs a small company can undertake, and they should keep their eyes open for things

to do. *THE GUIDER* and *THE GUIDE* tell of all sorts of activities done by companies large and small. If

the Guides are reliable and cheerful and can stick to their job, they will always be welcome. One small

company used to go on Saturdays to the local hos-

BUZZER.





WE



DO



THINGS



pital to clean the spoons and forks and do other odd jobs. This company also acted as patients for the local First Aid and Nursing Classes, and, incidentally, learned a great deal themselves!

If your company is connected with a church you will probably find that the Guides will be in demand as messengers for delivering notices, magazines, etc., or there may be some regular work like cleaning brasses for which they can be responsible. It doesn't matter how small the job is as long as the Guides show that they can be trusted to carry out whatever they undertake.

The small company can be efficient in First Aid and know what to do in emergencies. Very often when there is a crowd, everyone waits for someone else to take the lead. I remember visiting a tiny company in a very isolated part of the country, and during the meeting they had a practice of what to do if the house was on fire. Ropes were joined together, and even the smallest Guides could tie bowlines correctly and quickly round their waists, and plans were made for lowering them out of the window—the Second first, then the Guides, and lastly the Patrol Leader. It was then announced that a pet dog was still in the house, and the Patrol Leaders with wet cloths over their noses and mouths proceeded to rescue him. One felt that if any of those Guides happened to be in a burning house they would know how to cope.

Nowadays so many people are trained in First Aid it should be easy to find someone to come and coach the company. Everyone should be able to stop bleeding and to treat burns, and, above all, treat shock. The Guides should also be able to telephone or deliver verbal messages correctly. Read out a message to them at the beginning of your meeting, then just at the end ask them to write it down and see who has got it correct.

The big company may be able to show more badges won and a longer list of service done than the smaller company, but these are not necessarily the things that count. The good name of every company, whatever its size, is in the hands of each individual Guide who belongs to it, and she can add her bit to the tradition that is handed down to her. Therefore the really important thing is—not the number of Guides in the company, but how each Guide is trying to carry out the Law and the Promise in her own everyday life.

S. M. F.

## SOMETHING TO DO . . .

### MAKE A BUZZER

Use a stiff piece of card or wood for base. Arrange as in the sketch, fixing the electro-magnet with sealing wax. A thin strip of crinoline steel, or tin, fixed in a vertical cut in the cork, forms the armature or trembler. Join the wire ends from the magnet as shown. From the second pole of the battery lead the bare end of the wire through a small cork, so that its end touches the armature. The armature is at once drawn to the magnet, breaking the circuit. The armature then springs back, re-making the circuit. By a careful adjustment of the distance between the wire point and the armature a rapid "make and break" is obtained, giving a steady buzz.

The electro-magnet is made by winding 100 or more turns of d.c.c. copper wire (gauge 22 will suit) round a soft iron nail or bolt. Tin cut from cocoa tins will do to make the armature. In making any electrical apparatus it is always essential to make sure that where wire joins metal the contact is very good between bare wire and metal. A bicycle lamp battery or a flat torch battery will do better than a small No. 8 battery.

[Taken from *The Wonders of Electricity*, by kind permission of the author, A. T. McDougall, Esq., B.A., B.Sc., and Sir Isaac Pitman & Sons, Ltd., the publishers.]

## LETTERS TO CADETS

I.

You are training to be of service to the Guide Movement probably as Guiders or Owls and although the methods of the two branches vary the actual things they do are very much the same. So, "because you cannot teach what you do not know," here are some tests to try out on yourselves to prove that your tenderfoot and Second Class badgework

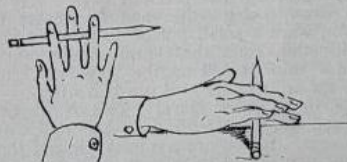
was thoroughly done and is absolutely up to date. Nobody wants to have to cart a library about with them these days but some books are necessary. First a notebook to jot down all the ideas, hints, and facts that you think will be useful to you later. A loose leaf one is best as you can rearrange and add to it as you go along. Make or buy some strong envelopes the same size as your book, punch holes to fit the cover rings and put them at the end to hold cuttings or pictures. Next you will need *Scouting for Boys* and/or *Girl Guiding*. Get them both if possible (one copy will do between a patrol or even a company). Think out for yourselves why you are willing to give the time and effort that being a Guider will mean to you. Then read what the Chief Scout's ideas about Cadets were. (*Girl Guiding*, pages 182-184.) Now for some practical work.

1. Make yourself a Union Jack of correct proportions not less than 6 in. by 3 in. ("Our National Flag," price 2d. Headquarters, will give you perfect and easy instructions, and lots of interesting notes about the flag, too.)
2. Time yourself to see how many minutes you take to produce a cup of tea.
3. Write "The sly brown fox jumped over the lazy dog" in Morse. Note any mistakes you make and try again the next day until you get it perfect.
4. Use all the Tenderfoot knots in one week.
5. Check up your knowledge of the compass. Which direction does your house face? Which way is the wind blowing? Is the North Star (Polaris) exactly north?
6. What is the difference between the Promise made by a Ranger and a Brownie?

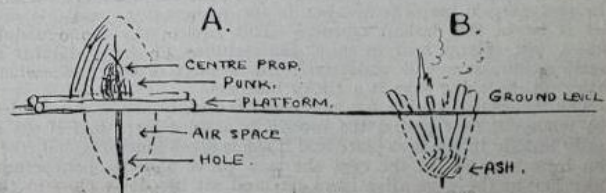
II

Ideas! . . . The start of Scouting and Guiding was due to a splendid idea. Its growth was due to ideas. It's temporary curtailment in so many countries to-day is due to ideas, bad ones this time, and it's work during and after this war will depend on ideas. Yours to a great extent, so lay in a good store while you can. Jot down in your notebook everything that arrests your attention. Even a stray quotation can give your brain a "push off" on some occasion when it is feeling blank. Make full use of *THE GUIDE* and *GUIDER* and try out all the suggestions you can. Practise *adapting*, lots of war-time recipes for cooking do awfully well on a hike fire. Read the "Notes to Instructors" in *Scouting for Boys* and *Girl Guiding*, they will show you the best way to approach your various subjects and how to do the more difficult, but very important part, of a Guider's job which is to coax other people to have ideas. You won't always find your companies and packs bursting with requests for information. No! sometimes it is hard work to get them to think for themselves at all and this is where you must be careful not to "spoon feed" them. As Lieutenant and Tawny you can be invaluable to Captain by not only "backing"

(Continued on page 84)



TAPPER.



TIDY FIRE.

(See Practical Work, page 84)

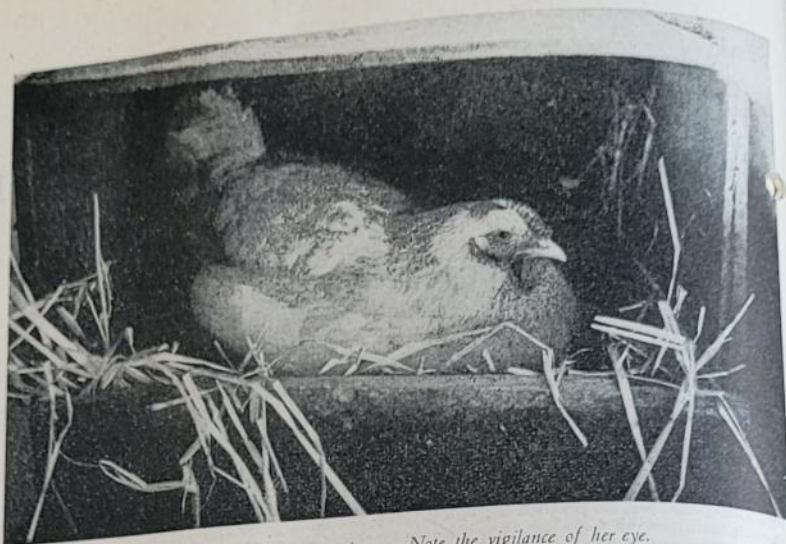


# KEEP HENS AND HELP THE NATION'S FOOD SUPPLY

## HATCHING EGGS WITH A BROODY HEN

by

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



White Wyandotte as a sitter. Note the vigilance of her eye.

**T**O-DAY pullets on-point-of-lay cost as much as 15s. 6d. each. The professional poultry-farmers dared not rear too many birds last season for fear that they would not be able to feed them, and now pullets are very scarce. For this reason you will be helping yourself as well as the nation if you raise a few pullets with the aid of a broody hen. To rear a dozen or so chicks is a very different matter from the big-scale operations of poultry-farmers. The risk of starvation for such a small number is negligible; one might be tempted to say it is nil, for even if cereals are curtailed further in the months to come, you will still have the house-scrap from your own home and from the homes of your friends.

The broody hen will be a godsend this summer. Without her I do not know what we should do, for many incubators which are situated near guns will be idle. Eggs cannot stand the terrific vibrations of gunfire. You should try to get hold of a broody who is in her second year, for a pullet does not make a reliable mother. Let your broody be a heavy breed—say, a Rhode Island Red or Light Sussex. The light breeds are virtually non-sitters. You should make sure of your broody before buying the sitting of eggs, because in cold weather broodies are hard to come by, and you do not want to risk having the eggs for several weeks in the house. Stale eggs hatch badly or not at all. The eggs should come from a sound source, and you can choose them from the breed you like best.

Having procured both a broody hen and a sitting of eggs, you can get down to work. The first requirement is a nest-box. This can be bought from a grocer and can be almost any size as long as it is not smaller than 14 inches by 12 inches. A shovel full or so of damp soil from the garden should be thrown into the bottom of the box; you can keep the earth from falling out by nailing a 6-in. board along the bottom edge of the open side of the box. After pressing the soil well down in the centre to form a saucer, you should put the straw on top. Do not use long straggly ends; or if you have that sort of straw, cut it with scissors into shorter lengths. Broody hens are not always as cute as they might be; they seem to love tripping over things and upsetting the precious eggs. Hay is in some ways better than straw, being softer and less liable to be dragged outside. Now you want a small pot of disinfectant powder from the chemist's. With this, dust the centre of the nest, and do not forget to sprinkle a thimble full on the "cushion" of the hen and under her wings, for an irritable bird is a bad sitter.

The nest-box must be in a quiet place. This is important. Nervous broodies, frightened by the attention of dogs and cats, do not hesitate to desert the eggs. If you are compelled to put the box where people have to pass, you would be wise to nail some sacking along the top edge and keep this dropped over the bird like a curtain. In any case, do keep the nest-box in the quietest place available, and let it be in the darkest corner. This advice may sound unduly fussy, but if you bear in mind the seclusion of the wild birds at nesting-time, you will understand the feelings of the mother hen. After all, hatching eggs is a tricky business.

The incubation period for hens' eggs is twenty-one days. During the whole of that period the broody is absolutely patient if she is really broody in the first place and if she is given quietness, but when you introduce her to the eggs she may prove a little obstreperous. Take her to the eggs after black-out and set her down close to the nest. Probably she will walk straight to the eggs, but if she shows any inclination to career around, just lift her gently and put her on, pulling the sack down after she is inside. Few broodies behave

badly after dusk, but you may have grave trouble if you try setting the broody in daylight.

Outside the nest-box put a dish of clean water and a small tin of limestone grit. Every day about an hour before black-out the broody must come off the eggs for her meal. Her supper should be at a regular hour, for hens are remarkable punctual birds. Very conscientious broodies peck a few mouthfuls and then return without eating enough to keep a sparrow alive. See that she stays off for ten minutes or a quarter of an hour. If you are a 12-bird domestic poultry-keeper you will have only "balancer-meal," but if you have more birds than this you will have grain under the rationing scheme. Give grain if possible; but if you have to give mash-cum-house-scrap be sure to make the feed as crumbly as you can. Never offer food in a sloppy condition to a sitting bird.

### THE WAY WE DO THINGS—(Continued from page 83)

her ideas and having plenty of your own but by helping the Guides and Brownies to produce *theirs* so that EVERYONE is learning responsibility and doing, through the Court of Honour, their share of planning for the well-being of the company.

#### PRACTICAL WORK

1. I wonder if you made your cup of tea (test 2 in letter 1) indoors or out? If you had the luck to do it outside, DID you keep your fire really SMALL? One way of keeping a fire tidy is to dig a small hole and cover it with sticks before building your pyramid of punk and sticks. As the fire burns the "platform" away it will fall into the hole and become a sort of self-stoking affair which is grand for producing a good ash quickly. Try it for yourselves and boil a cupful of water in a paper bag over it. (This method MUST NEVER be used in peaty soils! . . . Why?)

2. Practise sending and reading Morse by exchanging groups of words with a friend. You can improvise a tapper by holding a pencil between your fingers. Try doing a crossword puzzle by this method.

3. Do you know the Second Class knots so well that you can tie them (in suitable materials!) unaided, with your right arm in a sling? Imagining your hands useless, try explaining to someone who does not know the knots how to tie a bowline round your waist.

4. Are your accounts in order? You should be able to show the company treasurer how to keep the books straight. Make a balance sheet of your income and expenditure for a week.

### BOOKS YOU SHOULD READ

Brownie Games (1s.). A. M. KNIGHT.  
Brownie Tests (4d.). V. RHYS DAVIDS.  
The Brownie Handbook (6d.).  
An A.B.C. of Guiding (9d.).  
Girl Guiding (2s. 6d.).  
Guiding for the Guider (6d.).  
The New Guide Company (6d.).  
The Ranger Guider's Job (1s.).  
Scouting for Boys (3s.).  
Sea Sense (2s.).  
THE GUIDER (3d. monthly).

THE GUIDE (2d. weekly).  
THE COUNCIL FIRE (4d.).  
Policy, Organisation and Rules (6d.).  
Campcraft for Girl Guides (2s.).  
The Patrol Leader's Handbook (6d.).  
The Patrol System (6d.). R. PHILLIPS.  
Hiking and Light-Weight Camping (6d.).  
Camp Fire Song Leaflets.  
Songs of the British Islands (1s. 6d.).  
Edited by W. H. HADLOW, M.A.  
The Lone Trail (8d.).



# CHILDREN'S PLAY IN WAR-TIME



YOU wouldn't know there was a war on!—here's a remark often heard in country districts where spring brings a welcome warmth. And this is the state in which many of us want to keep the children wherever they may be: a state of aloofness from the war, whether we are helped by living in a remote locality or hindered by having to remain in a raided area.

And many of us succeed in filling a child's day with happy peace-interest and beauty that have no part in the conflict. We tell traditional stories and read books that have long been favourites, we encourage the children to draw animals and flowers, we play traditional games and organise age-old activities. And all the time we hope that the children will forget the war, ignore the dictators, Hall, Sinbad the Sailor, Robin Hood and Captain Scott, and so grow up in the atmosphere of peace that is their due.

What is our discomfiture when we find that, left to themselves, they indulge in the most war-like of games, use the clay we gave for modelling dogs and horses (and perhaps to sketch or paint, a dragon) to make tanks and Heinkels, and their drawing paper, which has a spring scene on one side, has pictures of bombers and Spitfires on the back, while their conversation is all of whistling bombs and white hot incendiaries.

Some of us can remember how we shocked grown-ups by acting the loss of the *Titanic*, and I myself was considerably distressed to find my Brownies playing at the disaster of the R101—over and over again.

What are we to do with this situation? Shall we try to discourage it, and attempt to turn their minds to peaceful activities, or are we to allow perpetual presentation of torpedoing liners and crumbling buildings? May Lord Gort and General Wavell be admitted to the company of Jason, Captain Cook and Columbus, while Graziani and Goering line up with Bluebeard, and the Captains Hook and Flint? Shall we deliberately substitute teddy bears and snakes and ladders for toy paratroops and guns, and shall our stalking games be the conquest of Everest or the storming of Bardia?

One thing is certain: whatever we do, the children in their spontaneous play will continue to be war-like. After all, this is nothing new—they used to do this before the war.

Let us consider how they play. Have you noticed a six-year-old with a stick? He'll point it at you and say "Bang! You're dead!" You die, and he'll wake you up and do it again and again—a dozen times. But a ten-year-old will aim at a bird and say "Got him! Now I'm going to cook him for my dinner."

Here we may see the characteristics of this type of play at two different stages of childhood, and understand something of the purpose underlying it. The six-year-old is simply asserting himself and learning to master his environment. He lives among giants, and usually has to grapple with Goliath's furniture (imagine if we had to live with door handles too large for our hands, and intractable at that, and often out of reach, climb on to chairs several sizes too big and wield cutlery and silver too heavy for comfort) and he longs to feel he is master. Jack the Giant Killer in fact. Each time he shoots you he feels better; he feels more adequate and less insecure. Moreover your perpetual resurrection is proof that he has done no harm—it's all right really!

The second child has largely overcome the problems in the environment: he is putting his new found power to practical purpose.

In our observation of children's games it is important that we should not be blind to the child's point of view—it is rarely ours. In the grown-up mind the representation of any disaster is inseparable from the memory of the suffering it entailed. This is not necessarily the case with children. In fact it is probable that they do not act experiences which still cause them pain in this way, so that the spectacle of their playing such things is an encouraging symptom of their healing taking place. So that in many cases and perhaps in most, what children are doing is to identify themselves with the element of power—the speed and flight of the plane, or the thrashing of the ship's propellers through the water. So in playing the ruin of a house by a bomb they are more likely to be feeling in themselves the force of the falling masonry rather than imagining the plight of those who are beneath.

In the case of children who have had frightening experiences—and indeed of all children—it is essential to their mental health that they should be allowed free expression of their inner thoughts in play and in all kinds of creative work—drawing, painting, modelling, etc. This has a natural therapeutic value. It helps the child to externalise his subjective experiences and to clear his mind of

the anxieties he might otherwise repress for the time being, but which like other things which are bottled up, ferment and finally effervesce.

There are three things we can do—first, provide material and opportunity for free play. Drawing paper and a white-washed wall, pencils, paint, charcoal and crayons, clay, plasticine and papier mâché, nails and wood and cardboard, boxes of odds and ends of all sorts, corks and wire and old matches and scraps of stuff; thrifty though we may be in our own use of these things, it is false economy to deny the children, and generous we are bound to be where the children's mental welfare is concerned.

Next we must see to it that no child's day is so planned that all his recreation is organised without allowing him freedom of choice. This applies to all ages. Every child should have reasonably frequent spells of time for undirected activity either alone or with children of his own age. This gives scope for all kinds of imaginative play, spontaneous games and deliberate dramatisation.

Thirdly, we can lead the children on a stage further in their play by opening up new avenues of interest, new fields for the constructive activity. A child beginning to model a bomber seems to be concentrating on the destruction it may wreck. You will, however, find that his interest in this aspect will wane, partly because it is satisfied and exhausted in the mere act of modelling, and partly because with your help he will develop a fresh interest in the art of constructing the model, and begin to want to discover how the wheels are adjusted and the propeller worked—an interest in how it works rather than in the harm it will do.

We have no need therefore to be nervous about the war-like activities of children: we can rest assured that they have their own therapeutic value. But we must let the initiative come from the children. War-like games and activities should not be suggested or imposed by grown-ups—we cannot know what is in the child's mind. It is essential he should express what he himself needs to express; our job is to provide opportunity on fresh lines of interest springing from his own original suggestion.

by  
**MARGARET  
GRAHAM**

## FILMS FOR HIRE

### Standard Size Films, 35 mm.

**The Fourth Law.** Story film. Taken in 1927 by British Instructional Films. This might be called a period film. It is a picture of Guiding in that year. Silent; 8 reels. One Exhibition: £1 plus postage each way.

**The Chief Scout on Guiding and Scouting.** Talking; 1 reel. One Exhibition; 10s. plus rail carriage both ways.

### 16 mm. Sub-Standard Size

On hire from Girl Guide Headquarters, 17-19, Buckingham Palace Road, London, S.W.1.

**Windsor.** The March Past before the National Guide Service at St. George's Chapel, Windsor, June 10th, 1938, with Their Majesties the King and Queen, Queen Mary and the Princesses (in uniform). Time: 6 to 7 minutes; 1 reel. One Exhibition: Black and white, 5s. plus postage each way; coloured, 7s. 6d. plus postage each way.

**The Fourth Law.** Taken in 1927 by British Instructional Films. This might be called a period film. It is a picture of Guiding in that year. Time: 45 minutes; 3 reels. One Exhibition: 12s. 6d. plus postage each way.

**Woodlarks.** Scenes at Woodlarks camp site for Extension Guides. Time: 7 minutes; 1 reel. One Exhibition: 2s. 6d. plus postage each way.

**A Day at Sea.** The Sea Ranger Training on board *Implacable* and *Foudroyant* at Portsmouth, August, 1937. Time: 40 minutes; 2 reels. One Exhibition: 10s. plus postage each way.

**Our Chalet.** An interesting film of life in summer and in winter at the Girl Guide and Girl Scout Chalet at Adelboden, Switzerland. Time: 15 minutes; 1 reel. One Exhibition: 7s. 6d. plus postage each way.

**Pax Ting (1939).** Scenes taken at the International Camp held in Hungary just before the outbreak of war. Time: 10 minutes; 1 reel. One Exhibition: 7s. 6d. plus postage each way.

**A Day in Camp (1939).** The title speaks for itself. Time: 10 minutes; 1 reel. One exhibition: 7s. 6d. plus postage each way.

**Guide Gift Week.** Scenes of the presentation of the various gifts made from this fund. Coloured. Time: 10 minutes; 1 reel. Only postage is charged when hiring this film.

**The Girl Guide Movement in Scotland.** 3 reels. Also a cut copy of 1 reel dealing with 14-18 age group. (Obtainable only from Scottish Headquarters, 16, Coates Crescent, Edinburgh.) One Exhibition: 3 reels, 12s. 6d. plus postage each way; 1 reel, 5s. plus postage each way.

### Lantern Slides

Guiding in Foreign Lands	} Hiring fee, 1s. per set. Postage, 1s. per set. Lecture notes with each set.
History of Guiding	
International Guiding	

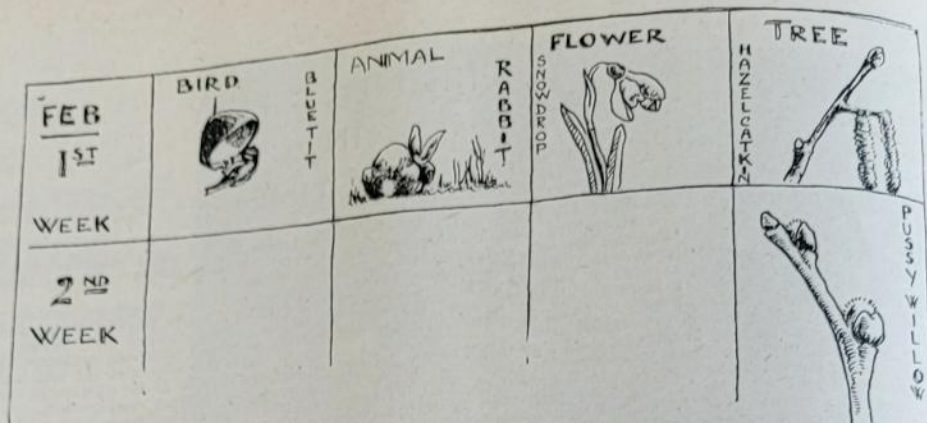


# THE OUTSIDE WORLD

by

VIOLET C. SMITH  
*Great Brown Owl*

Illustrated by BARBARA FREEMAN



THIS is about the time of year when we start thinking about outdoor meetings. Nowadays very many packs have to meet out of doors always, or not at all, but this problem, like that of the Saturday pack meetings, has been overcome in various ways; in fact, we have been able to accomplish many things which we thought could not be done. Getting out more with the pack is perhaps one of the most important. Which of us has not been worried over the very little woodcraft introduced into our meetings? Brownies, we know, are preparing to be Guides and we read that the Chief Scout said about Guiding—"its chief attraction is through woodcraft," and yet how often we find that we have not given the Brownies even the chance of some practice in observation, and not only in seeing but in the use of all their senses which we know should be the introduction to the observation part of the Golden Bar test and through this to a greater enjoyment of outdoor things.

Do we sometimes play an inspection game when the Brownies are given three minutes to spot extra good points or to find anything incorrect in the uniform of Brown Owl, Tawny or the rest of the Pack? Do we often play adaptations of hunt the thimble, different forms of Kim's Game and the treasure hunts which Brownies love? Do we tie knots behind our backs, pick out the things we need for laying the table in the dark, play games in which we feel objects and then draw or describe them? Do we have listening games and stalking games (in short spells only, at Brownie age)? Do we encourage Brownie museums and arouse their interest by bringing queer or interesting things for them to see at Pow-Wow? Learning the names of things can come later; when the Brownies are thrilled and want to know more they will love to recognise their discoveries in books and pictures; but lots of practice in the use of the senses will be a far bigger step towards woodcraft than a so-called Nature game with post cards, played in the hope that some of the children will learn the names of various birds and flowers.

At the start, outdoor meetings are less easy to plan and to control, but those of us who meet regularly out of doors know how soon we all adapt ourselves to it and how much more worth while it is. The Brownies choose their own homes, invent games suggested by their surroundings, use their knots perhaps for roping off corners of the garden or playground or for hanging their belongings and treasures; their compass to find a sheltered spot for Pow-Wow, and trails to guide latecomers to their hiding places.

Once outside there will be endless sources of interest and curiosity. We cannot expect Brownies to stick to what we might term "Nature" subjects, but we can be interested in everything they find interesting. One thing leads to another, how often we ourselves have set out with the intention of walking to a certain spot and then curiosity has made us change our course. In taking the Brownies out we shall meet with disappointment if we set out with one definite object in view such as the study of flowers or birds, etc.; their interests at this age are so varied; they hurry from one thing to another. With our help a ramble along a footpath in the less frequented part of a town can provide as much to interest them as a walk in the heart of the country if we are prepared to be thrilled and interested in every discovery too.

Whether they are town or country Brownies we must remember that the fun for them lies first in the fact that it is a walk with Brown Owl, so let us take them out in turns, a few at a time, and not only on the occasion of a test. These expeditions are seldom so difficult to achieve as we think; do we ever invite some of the pack to accompany us on our "rounds"—shopping, exercising the dog, gardening? In big towns it is not so easy but if no other opportunities are possible it is worth while to cut short the pack meeting or to leave the rest of the pack with Tawny while we go exploring with a few Brownies at a time.

How shall we start if the Brownies are not interested? What shall we look for? One Brownie sees a cloud like a hat with a feather, so we look for other queer shapes or for lovely pictures like the outline of trees against the sky; or we may think about the wind's direction, or try to walk, say, due east for five minutes, then due south, etc., and see where we end. We may discuss the signs of good and bad weather—

"When there shows a mackerel sky,  
Not long wet and not long dry."  
Red sky at morning, smoke blowing down, a ring round the moon, all indicating wet weather ahead. We may learn from the children some local sayings, "Ice before Christmas to bear a duck,

Nothing after but slush and muck,"  
is one I first learnt from the pack.

Some Brownies who do not seem particularly keen about outside things may get interested in keeping a weather chart, marking off

(Continued on page 87)

## WHAT TO EXPECT AT FOXLEASE

Official permission has been given for training to continue at Foxlease at present.  
DON'T forget that you can get to Foxlease by Coach and the coaches are seldom more than fifteen minutes late and much cheaper than Railway travel. Book to Lyndhurst.

### TRAINING DATES

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

### TRAININGS AT FOXLEASE

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

### FREE PLACES

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

### GRANTS ON RAILWAY FARES

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

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

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

For return fare exceeding £5, a grant of £1 will be made.

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

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

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

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

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

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



## TOYMAKING GROUPS

AN INTERESTING IDEA WITH VAST POSSIBILITIES  
(Reprinted by courtesy of the "Day Nursery Journal")

The toys illustrated, as well as chairs, stools, tables and lockers, have all been made from so-called "waste" material. This can be collected locally from various sources and much is available even in these days when most fruit and grocery boxes are "chargeable" and so have to be returned to the senders. Crates and boxes from overseas are usually not in this category and the supply of them is considerable.

When starting a group it is important to find someone to hunt up material—a good "scrounger," in fact, who will interview the different tradesmen, builders, etc., and interest them in the work. As an example of the effect of personal contact with the providers of material the case of the New Zealand cheese crates which became cradles may be quoted. As soon as the men engaged on unpacking the cheeses at the provision merchants learned the purpose of the collection they took great care to keep the slats and ends intact so that the cradles were almost ready for nailing when they reached the workshop, requiring little more than a good rubbing down with sand paper.

## FROM THE BUILDER'S YARD

After boxes of all sorts and sizes, oddments of wood are the most useful material. Builders "waste" includes pieces of plywood, ends of boards, strips and mouldings. Nothing should be despised. After a little experience the amateur toy-maker will get ideas from scraps, so anything available at the builders' yard should be accepted.

For cotton reels it is well to apply to the largest dressmaking establishments, as they will have a greater variety, and larger reels are wanted for wheels, etc., while interesting shapes provide ideas for the construction of amusing toys.

Coming to the workshop, this can be organised very economically. A large room is essential, but it is better to have two, if possible, so that carpentry and painting may be kept apart—with benefit to the finished article. Equipment must include one or more rigid tables and shelving or cupboards for tools, etc. A carpenter's bench is an asset but is not indispensable as screw clamps can be used to fix the material to the table when it is being worked on. Skilled joinery is not to be expected and construction should be devised that does not depend on the jointing for rigidity.

The essential tools are as under:—

Hammers, Pincers, Chisels, Bradawls, Rasps, Files, Screwdrivers, Saws, Planes, Brace (with bits of various sizes), Wire cutting Pliers, Screws and Nails of various types and sizes.

Many other articles could be made with the help of a treadle fretsaw. If there is an unused one available, it would be welcomed for the original toy-making Centre, if sent to Mrs. Lanchester at Carnegie House.

## FOR THE PAINT SHOP

Aqualine (first coat) and good oil paint for finishing, brushes, turpentine, putty, etc.

Joy cement is useful for small work to replace glue, and lots of glass paper will be wanted.

## DESCRIPTION OF TOYS ILLUSTRATED

The climbing horse is built up with battens of suitable sizes firmly screwed together. The head is cut out of ply-wood and let into a groove. A piece of sorbo rubber serves for saddle in the sample.

The wheelbarrow is a box with legs fixed to the sides and a tapered frame underneath to provide the handles and take the wheel, which may be a good sized reel with a skewer or piece of bamboo as axle. The truck and engine wheels are reels cut in half and turn on ordinary screws of suitable size.

The aeroplane can be made from date box material with the body, etc., of strip wood, and reels for wheels.

The roller is merely coloured reels (or white reels painted) threaded on axles fixed between side plates made of date box bottoms.

## THE GUIDER

The lighthouse is built of reels (black or white) threaded on a skewer or bamboo fixed into a block of wood cut roughly to suggest a rock.

The ship can be similarly built up by threading slabs on the funnels which are fixed to the hull, or these can be cemented together.

These last two examples are of toys in which the child's co-operation is necessary for their completion. Many variants of them can easily be devised.

Details of the construction of any of these toys (and of the articles on exhibition at Carnegie House which include a popular sand tray) will be supplied to anyone interested who will write for the information to I.H.Q.

## WHAT HAS THE DEPOT DONE?

Since August, 1940, the Extension Handicraft Depot has received in donations from Guides here and overseas and from the Guide Relief Fund the sum of £67 with which the following comforts have been supplied or made up from materials provided.

Navy, Army, Air Force and Women's Auxiliary Air Force—40 pullovers, 30 pairs gloves, 10 pairs socks.

British Red Cross Society (for prisoners of war, evacuated children, rest centres, etc.)—37 pairs pyjamas, 100 dozen babies' napkins, 12 dozen children's vest and knicker sets, 5 dozen handkerchiefs, children's coats, jerseys, skirts, etc.

What is the Depot going to do? This is a question that can be answered only by you. The Depot has now spent all the money sent for providing comforts, but the Red Cross Society and the Naval Depot for Knitted Comforts in particular are still in as great a need as ever, and have been so appreciative of the work that we have done for them that it seems hard to refuse them now.

So what about it, everybody?

The Extension Handicraft Depot at Headquarters will gladly make use of any donation and provide the services with their particular needs at the moment.

## THE OUTSIDE WORLD—(Continued from page 86)

squares for each day of the week and filling them in with drawings showing the weather each day. A calendar like the one illustrated is fun for a Six or the pack, and the competition in finding something new is a help to those who need encouragement. They fill the columns in each week by drawing pictures of something new or different they have seen.

On our expeditions some Brownies like to pick twigs to be taken back so that they can watch them coming out in water, or they may collect leaves to trace or flowers. At Brownie age it is natural to want to touch and to pick growing things and we can show them how to care for the things they gather.

Another source of never-ending interest is a small pond or stream where we can dabble, race improvised boats or hunt under weeds and stones for newts and beetles and all kinds of water creatures. It needs practice for children to get near enough to birds really to identify them but once they learn not to make sudden movements, to keep hands and faces hidden as much as possible and to have patience, a few Brownies at a time will become thrilled over trying to see how near to a bird they can get, how much they can discover about the colouring, what it eats, how it walks. Even in towns quite exciting discoveries can be made about the appearance of such familiar birds as sparrows and pigeons, and there is certainly something thrilling about the tracks of any creatures whether in the snow or the mud.

Have the Brownies ever watched ants at work hurrying to and fro? A spider's web is a lovely thing to see; if they don't know that a spider starts spinning from the outside, they might be interested enough to find this out for themselves.

We may be quite sure that time spent with the Brownies out of doors will not be wasted. Unconsciously they will begin to realise a little of the wonder of all living things and through this realisation to learn a little more about Him whom in their Brownie Prayer they thank "for all His gifts to us."







# "AFTER ME COMETH A BUILDER"

by

CATHERINE CHRISTIAN

*"For Life is, after all, nothing but the capacity to assert a condition of inner equilibrium within the transition of external circumstances."*  
—KAYSERLING.



ON'T worry so, Aunt Daisy. You'll soon be dead and then we'll do better."

Detached, but kindly, a seven-year-old small boy looked over the top of his porridge spoon and smiled reassuringly. His Aunt Daisy, a woman who has made a name for herself in social reform, stopped in the middle of a tirade and looked back at him. His grey eyes held no impudent twinkle. His small, rather too thin body lacked the tensiety of the child who, having "shown off" flagrantly, awaits developments. He was, if anything, a trifle bored. He had heard Aunt Daisy inveigh against the evils of the world so often—and what could one do about it, while the necessary years passed that would bring one into one's heritage? Aunt Daisy (of whom he is, incidentally, very fond) would soon be dead—why, in the meanwhile, this exhausting preoccupation with problems obviously beyond her, poor dear?

It is sometimes extremely good for active, managing women, like most of us Guides, to remember that, even without the intervention of enemy action, we shall "soon be dead." The medieval monk, who worked with a skull beside the hour-glass on his desk, reminded himself of a fact which none of us can escape—that "we must labour while yet it is light, for the night cometh, when no man can work." Hard on our heels follows a generation that promises well—that promises in very fact to "do better" than we have done. How willing are we to acknowledge their capacity? How gracefully, and at what point, shall we relinquish the "power and the glory" into their hands?

This is a question we have got to face, and face squarely, before the war ends, because the young people are not anxious to have their new world built for them. Their fibre has shown itself already under stress (witness the negligible number of children who proved to be suffering mentally or physically from the effect of the raids in London when recent careful statistics were taken). It has proved itself to the hilt in the extraordinary gallantry displayed by twelve and thirteen and fourteen-year-olds under fire. "We're tough!" small evacuee Guides declared when the hospital in which they were patients was bombed—and a tough generation they are proving themselves—with clear-cut ideas and very definite powers of decision and discrimination. One of the great appeals of the new Youth Squads is undoubtedly the fact that they are led and organised primarily by young, even very young, people. Freedom—that watchword of the fighting nations, that idea which may even yet become obsessional with many of us, unless we can take the long and the wide view, inspires the children of 1941 with a restless urge—an urge to be free of us and our slowness and our endless red tape—free of our "ifs" and "buts"—our fears, conventions, reservations—free, above all, of our emotional reactions. You cannot expect a generation that has lived familiarly with death and destruction for a matter of years to consider your "feelings." But you will expect it, and you will be proportionately "hurt" when, in words as direct as those of Aunt Daisy's nephew, they tell you the truth about yourself, unless you can learn now to be as direct and honest in outlook as they are themselves.

In an ideal democracy there is room for everyone. That is one point we must make, gently and persistently, with the young. Although we shall soon be dead, we are not yet derelict—and it is up to us to find out what useful position we can occupy during the forty or fifty or even sixty short years that may remain to us. If youth is to take the helm—and I see no reason why it should not—let us prepare ourselves to go aloft and reef sails, or to cook in the galley, or even, if need arises, to man the pumps. The important purpose of our voyage is to reach a new world, anchored in space, and to explore it and to take possession of it for the generations yet very much unborn, and in Drake's famous words we must be prepared for "the gentleman adventurer to haul and to draw with the common sailor man" if we are to arrive there in good fettle.

What, then, to be practical, does this willingness to take a back seat amount to, when you bring it down to brass tacks? The old principle that a Guide company should run itself through the leaders and the Court of Honour, and that Captain should be there as a hovering "good influence," directing and teaching almost as it were by stealth, ready to advise and on occasion to comfort? Yes—it means that—but it means something more concrete, too—it is, as it were, that primary conception carried one turn higher in the spiral. It means that the new age is going to ask of us that age-old requirement of "the good life"—Detachment. However much we may love the children in our charge, they are not ours, to mould and direct and coerce into a shape we see as good. They are "the children of life's longing for itself"—fellow-travellers with us, upon the same journey. We may give them the benefit of our experience—but we

must remain unmoved—deeply, fundamentally unshaken—if they choose not to take it. We can offer them help upon the way—but if they prefer to travel alone, we must pursue our own way without discouragement. If we do, we shall be found by them when they have need of us—and that is the important—the only important—point.

There are people—fewer of them, I think, than there used to be—who have joined our Movement from the most worthy of motives, but who are not, never have been and never intend to be, Guides in the complete sense. They have joined us because we are a children's movement and they wish to work for children. They conform to the children's standards—to what the children expect of them—by taking a promise and wearing a badge. The promise, they feel (these things are, unfortunately, a matter of feeling and not thinking) is already well covered by their ordinary, decent, God-fearing, well-bred way of life. They pursue those paths in which they have been brought up—tell the truth, act courteously, obey the Government, honour the King and refrain from immorality—without the slightest reference to a code of behaviour which was invented, they believe, for the "betterment" of children in general, but for the reformation and improvement, particularly, of those children they find difficulty in labelling since the words "the lower classes" passed out of fashion.

The children of the future of all classes will not need people to work for them. They are independent, upstanding citizens, and they need veteran souls, of ever deepening experience, who have lived the code they are living, and learned by failure and success how hard and how exacting a code it is, to march, shoulder to shoulder with them, through the night of blood and war to the cold and bitter dawn of the hungry peace that will come after it, and on and upwards into the fruitful valleys of that Promised Land which lies beyond.

The children are going to need us—not as kings and captains of their hosts, but in the older, harder rôle of priest and prophet—"The wise ones," to whom they can come for consultation and not for judgment. We shall "soon be dead," and after us, they will "do better." They have no illusions about us. We have made mistakes. We are still making mistakes. If we try to disguise that fact we alienate their confidence. But if we admit it and say, "Come, let us both learn together from the mistakes I have made"—then we are at once taking the rightful place of the elder sister—that place assigned to us by the Chief, who never let us call ourselves "officers" or set ourselves up as members of a hierarchy.

*Detachment*, that stands aside, without emotional conflict, and allows the young to make their own mistakes and draw their own conclusions.

*Humility*, that will admit limitation and failure and discuss all things with them on the level.

*Confidence*—the quiet, unshakable, steady confidence in life, and in oneself, that "asserts a condition of inner equilibrium within the transition of external circumstances," these three are the assets that can be of real value to the Guides we serve in the years ahead.

It is important that all women who hold positions in a youth organisation should have this deep, inner sense of confidence. It is, in itself, the secret of detachment and the secret of the true humility. A sense of inferiority is fatal in dealing with the stormy tide of young ideas and young emotions. If your Guides, when they criticise life—and you—shake your confidence in yourself and life, you will know it, because you will be roused to bitter retorts, to anger and defensiveness. Let them criticise. Let them talk. In the long pageant of life's evolution they, too, will soon have passed across the stage, spoken their line or two and gone their way. They, too, will learn and they, too, will have to face the judgment of peers still squalling in the cradle and tumbling on the nursery floor.

How can one grow roots of confidence in such a shifting world? It can be done. Drive them deep and spread them wide. Read, listen, discuss—take the world of ideas by storm, if its doors are not open to you. Religion and culture are probably the two expressions of experience that have brought, right down the ages, the greatest steadiness to the soul. If you have a religion, practise it—but be willing to accept and to understand those other religions by which thousands of your fellow-creatures find God. If you have not got a religion, study even more deeply—read what the world's thinkers have written about the soul of man and the nature of God. You need to know, for your first Promise as a Guide—if you are a Guide, not a kind lady doing Guiding—was of loyalty to God. Read the simple, direct and pungent statements the Chief Scout made on the subject. His approach to God was through the things He had created—and one can learn a good deal of any craftsman from the "works of his hands." Culture is a dangerous word—one I would not willingly use if I could find its just equivalent. Perhaps in its





# Restorative Sleep

is Vital  
to Everyone  
To-day

**I**N times like these your health, cheerfulness and confidence are national assets. No matter where your duty lies, fitness-for-service should be your chief concern. And a vital essential for 100 per cent. fitness is **restorative sleep**.

'Ovaltine' Sleep is restorative sleep of the best possible kind. A cup of delicious 'Ovaltine' just before retiring has three important advantages:—

1. Although entirely free from drugs, its special properties help to relieve nerve-tension and induce sleep quickly.
2. It provides valuable restorative nutriment which repairs and rebuilds the worn cells and tissues of the body.
3. It supplies re-vitalising nourishment which re-creates strength and energy while you sleep and so brings you back to work with renewed drive and zest.

Even when your sleep is broken, 'Ovaltine' enables you quickly to regain sleep and derive the utmost benefit from it.

The exceptional restorative properties of 'Ovaltine' are due not only to the nature and high quality of its ingredients but also to the proportions in which they are used and the exclusive scientific methods of preparation.

For these reasons 'Ovaltine' is your best stand-by in all conditions. Its regular daily use will help to make your dietary complete in health-giving nourishment. It is the ideal beverage for vacuum flasks or "hay-bottles" for use in your shelter or on spells of fire-watching and other defence duties.

Drink  
Delicious **Ovaltine**  
for Restorative Sleep  
& Abundant Energy

P.569A.

full sense it is a fine perception of the true—true line, true harmony, true colour—approach, through the arts, to a finer perception of ultimate realities—a defining of values. Many women who have had no education are supremely cultured, some who have received all the "benefits" of education are simply barbarous. It is a matter of the soul as well as the mind, and of the spirit as well as the intellect.

A quotation from one of the most deeply cultured of our modern writers expresses very exactly the type of courageous patience in pilgrimage that must be ours, if we wish to be "there" when we are needed—as we shall be needed—without ever being "in the way" when we are not needed.

Looking about him, he saw that whatever part of nature man had not defiled—the birds, the undamaged crops—were continuous and unswerving in their lives and he said, 'How to kill is not the question, nor how not to kill, but how to live simply and with acceptance so that no work of man shall have power to separate me from the peace of God, nor the peace of God to withdraw me from the joy and suffering of man.' And he continued in arms, neither as martyr, nor as rebel, as he would have continued in peace if that had been his destiny."

## HEADQUARTERS INSURANCE POLICIES GUIDER'S INDEMNITY POLICY

All Guiders within Great Britain and Northern Ireland are insured under the Guider's Indemnity Policy, the premium for which is paid by Headquarters. This means that all Guiders are protected against any legal claims which may be made against them for accidents and/or occurrences to Guides in their care, or for damage to property caused by those Guides. It is not an accident policy for the Guides themselves, and the accident must be proved due to negligence on the part of the Guider for the claim to succeed.

## PERSONAL ACCIDENT AND ILLNESS INSURANCE

This policy runs for twelve months from November 8th each year, and it cannot be too strongly emphasised that all Guides should be insured under it if possible.

### COVER

The object of this insurance is to cover the moral liability of Guiders for accidents sustained during organised Guide activities throughout the year, including camp. Counties, Divisions, Districts, Companies and/or Packs should insure their total membership on an annual basis. If this is not possible, then the total number attending any one camp may be insured for the period of the camp only, but it should be noted that when insuring for the whole year the rate of premium is exactly half that required for camp only.

### NATIONAL SERVICE

It has been arranged that this policy shall also cover National Service work done in uniform and approved by the County Guide authorities concerned, with the provision that the cover shall not extend to those forms of National Service which are insured by, or would, but for the existence of this policy, be insured by the local authorities under whom the Guides have volunteered their services. It must be clearly understood that in no circumstances does this policy cover accidents directly caused by war, i.e., bombing, gun fire, gas, etc. Cover for individual cycling is excluded under the terms of the policy.

### RATES OF PREMIUM

Annual Basis. 12s. 6d. per hundred, i.e., 1½d. per head (to the nearest maximum penny).

Camp. £1 5s. per hundred, i.e., 3d. per head (for the period of camp only).

(Smaller numbers in proportion.)

Units insuring on and after March 8th on an annual basis are quoted a reduced premium of 8s. 4d. per hundred, i.e., 1d. per head, to allow for the months of the policy already expired on condition that they intend renewing at the full rate next November for the following year.

Application for insurance must be made on one of the official forms to be obtained from the Secretary, 17-19, Buckingham Palace Road, London, S.W.1, and no applications can be completed until the premium has been paid.

### CLAIMS

Headquarters must be notified immediately an accident or illness occurs. Failure to comply with this within seven days may invalidate the claim when made.

A form will then be sent to the applicant to be filled in. This must be returned to Headquarters as soon as possible. All bills and accounts for expenses incurred must be sent in directly the claim is complete, and wherever possible accounts should not be paid until the claim has been passed by underwriters.

The existence of this insurance policy must not be disclosed unless unavoidable, as frequently charges are unnecessarily increased when it is known. Only if claims are kept as small as possible can the present low rate of premium continue. Guiders and parents should act exactly as they would do if no such policy existed.





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

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

## HEADQUARTERS NOTICES

### MEETING OF THE COMMITTEE OF THE COUNCIL

HELD ON MARCH 11th, 1941

PRESENT:

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

Miss Antistice Gibbs.  
Miss Shanks (co-opted).  
Miss A. Shepherd.  
The Lady Somers.  
Miss Ward.

## AWARDS

*Certificate of Merit.* (For Fortitude in an Air Raid.)  
Brownie Sheila Wood, 6th Coulsdon (St. Francis) Pack, Surrey.  
When Sheila's home was bombed, she was buried under debris, but she remained quite quiet and smiling while the wardens were trying to rescue her. She was in great pain, as her hand was pinned under fallen masonry, and it was impossible to release her until two other people had been extricated. Well done, Sheila!

*Gold Cords.*  
Ranger Patrol Leader Hilda Elam, 2nd Rusholme Company, S.E. Lancs.  
Patrol Leader Joan Spencer, 2nd Withington Company, S.E. Lancs.  
Patrol Leader Diana Wadley, 2nd Sudbury (High School) Company, Suffolk.  
Patrol Leader Josephine Wright, 2nd Sudbury (High School) Company, Suffolk.  
Patrol Leader Grace Hutchins, 11th Aldershot Company, Hants.  
Guide Pat Heffer, 2nd Sudbury (High School) Company, Suffolk.

## CAMP ADVISORS' LIST

RESIGNATION:—Assistant C.C.A.—Miss Stewart-Brown.

## ALTERATIONS

MIDLAND AREA—STAFFORDSHIRE.  
NORTH-WEST STAFFORDSHIRE.—Miss D. Kirkham, Gladwyn, Stoke-on-Trent. Should read:—NORTH-WEST STAFFORDSHIRE.—Miss D. Kirkham, 85, Princess Street, Stone, Staffs.  
LONDON.  
Asst. C.C.A.'s.—Miss V. Syngé, 25, Cheyne Place, S.W.3.  
Miss Bromley, 31, Albert Palace Mansions, Lurline Gardens, S.W.11.  
Should read Asst. C.C.A., Westminster.

## CALENDAR OF EVENTS

### EASTER TRAINING WEEKS

Brownies, Guides and Ranger training at St. John's College, York, April 10th-17th. Applications should be made to the Secretary, Miss Rainey, 61, Maple Grove, York. (Waiting list only.)

### COMMISSIONERS' CONFERENCE AND TRAINING DIPLOMA'D GUIDERS' CONFERENCE, YORK

ST. JOHN'S COLLEGE, YORK, APRIL 18th to 25th.  
The two Conferences will run simultaneously. The morning sessions will be in two sections—one for Commissioners and one for Diploma'd Guiders—and the afternoon's programme, when it is hoped to have outside speakers, will be shared. Details of programme will be given on application, which should be made as soon as possible to Miss Rainey, 61, Maple Grove, York, accompanied by a deposit of 5s. The fee for the week will be £2. There are only a few vacancies available.  
Should grants towards travelling expenses be required, application should be made to the local Youth Committee.

### BUCKINGHAMSHIRE

It is hoped to arrange a Guides' and Rangers' Training Camp in Gerrard's Cross at Whitsun. Details of this and other Day Camp Trainings and Patrol Leader Trainings will appear in the May GUIDER.

### WALTHAMSTOW DIVISION WAR-TIME TRAINING.

A non-residential training week-end will be held from May 17th-18th at Markhouse Road School, Walthamstow (one minute from St. James' St. Station, L.N.E.R. 7d. return from Liverpool St. Station).  
Brownie, Guide and Ranger sessions (taken by Diploma'd Guiders) will be held on Friday evening and all day Saturday and Sunday. Guiders from anywhere will be welcomed, provided they have permission from their Commissioners to attend. Fee: 6d. per day: 3d. Friday evening.  
Meals will not be provided, but four popular restaurants are within easy reach of the school.  
Particulars are obtainable from Miss Bailey, 12, Castleton Road, E.17.

## Appointments and Resignations

Approved by the Executive Committee, March, 1941.

### ENGLAND. BEDFORDSHIRE. RESIGNATIONS.

MID BEDFORDSHIRE.—Div. C., Mrs. Goodman.  
AMPTHILL.—Dist. C., Mrs. Goodman.

## APPOINTMENTS

The following appointments of Commissioners for England have been made:—

CADETS.—Miss Hartley.  
RANGERS.—Miss Powell.  
BROWNIE TRAINING.—Miss Jean Clayton.

## FRENCH GUIDES IN GREAT BRITAIN

French Guides in Great Britain will use our BOOK OF RULES, do our tests and wear our badges, but they will have their own enrolment badge and uniform; their Companies will be registered with the Federation of French Scouts from whom they will receive their warrants. These should be countersigned by the County or Divisional Commissioner in whose area they are and under whose supervision they will be.  
Miss de Renzy Martin, Secretary to the International Department, will act as Liaison Officer between Headquarters and the French Guides.

## EQUIPMENT

BADGES.—There will be an increase in the price of metal and proficiency badges. The new prices are shown in the April Price List.  
PRESIDENTS' SASHES.—As gold and silver metal ribbons are now unobtainable, Presidents' sashes made of this material will not be stocked during the war.  
OVERALLS.—The sale of navy serge and melton cloth overalls will be discontinued when the present stock is exhausted.  
FLAGS.—Square Flags and Union Jacks should be used by Companies.

## YOUTH SQUADS

A statement on Youth Squads in relation to Guiding will be found on another page.

## ANNUAL MEETING

The date of the Annual Meeting has been fixed for May 13th.

## ALTERATIONS TO THE BOOK OF RULES

GREEN CORD DIPLOMAS.—(a) Rule 70, p. 160. Green Cord Diplomas. Paragraph 1 should be altered to read:—  
"A Candidate for the Green Cord Diploma must be an experienced Camp Adviser and a First Class Guide (certificate to be signed by a Diploma'd Guider). She must be recommended by her County Commissioner and County Camp Adviser."  
(b) Page 160. Camp Adviser Tests. Paragraph 1 should be altered to read:—  
"A Candidate will be expected to be a First Class Guide, to hold an endorsed licence and have experience in different types of camps."

## COURAGEOUS ACTIONS

When cases of outstanding bravery on the part of Guides are reported to Commissioners, it is suggested that if they consider it desirable they might bring these to the notice of the local authorities for possible recognition by the Government.

## GUIDE RELIEF COMMITTEE

Between February 4th and March 4th £55 12s. 9d. was received, which included donations from Bombay, Eire and Malaya. During the same period £21 3s. 4d. was paid out to Brownies and Guides who had lost their possessions in Air Raids.

## IMPORTANT

UNIFORM.—In view of recent enquiries it does not appear to be generally known that the uniform dress or overall is official wear for all occasions for Commissioners and Guiders.

## THE CHIEF SCOUT'S FAREWELL MESSAGE

The Chief Scout's Farewell Message has been printed on a card 14 in. x 11 in. and is now available at Headquarters price 2d., postage 1½d.  
The card is suitable for hanging on the wall and we feel sure no patrol corner will be complete without a copy. Unfortunately it has proved impossible to obtain the message in the Chief's own handwriting.

## H.R.H. THE DUKE OF GLOUCESTER'S RED CROSS AND ST. JOHN FUND

16 mm. copies of the new Red Cross Film will be available shortly. The Organising Secretary, Educational Appeal Section, St. James' Palace, S.W.1, will be pleased to receive applications for the loan of the Film, for which there will be no charge, other than postage. If possible not less than ten days' notice should be given.  
The Philatelic Section have in their possession a number of foreign stamps presented to them by various donors. If any Guides who collect stamps would like to purchase some of these they should apply to the above.



[April, 1941]

# THE GUIDER

## OVERSEAS.

AFRICA.  
TANGANYIKA.

GOLD COAST.  
RESIGNATION.

ASSISTANT TERRITORY COMMISSIONER.—Mrs. Butterfield, c/o Lands and Mines Dept., Dar-es-Salaam.  
ACCRA.—Dist. C., Mrs. Tatham.

## GENERAL NOTICES

### LONE RANGER COMPANIES

Mrs. Conyngham, Asst. Commissioner for Lones, would like it known that if any Lone Ranger company is in danger of being disbanded she will gladly run it with her own company for the duration. Mrs. Conyngham's address is Woodcote Hotel, Dulverton, Somerset.

### CHANGE OF ADDRESS

The Hon. Mildred Lowther, County Commissioner for Middlesex, has moved from:—33, Great Cumberland Place, W.1, to 5, Cumberland Mansions, W.1.

### CALLED TO HIGHER SERVICE

Miss JEAN McINTYRE, on February 9th, 1941, aged 29, much loved Brown Owl of 96th Glasgow Brownie Pack.

JESSICA BENNETT, died suddenly on March 13th, having borne many years of crippling illness with cheerfulness and courage. She was enrolled 1912; Captain, 1st Barnet, 1913; District Commissioner, Barnet, 1920; Captain, 2nd Barnet; Divisional Commissioner, South Hertfordshire, 1927.

MARGARET STOKES, for seven years beloved Captain and Brown Owl of the St. Mawgan-in-Pydar (Cornwall) Guides and Brownies. Also Commissioner for the St. Columb District and Divisional Secretary. Her intense love for her Company and Pack, vivid imagination, and attention to detail made her an ideal Guider.

HEATHER BARNES, Captain, 1st Colgate and Faygate. Killed during an air raid while on duty as a V.A.D. and assisting with rescue work with outstanding courage. She was a fine Guide in every sense of the word.

## CLASSIFIED ADVERTISEMENTS

### FOR SALE

Guiders' H.Q. tailored uniform; new. Bust 35 in. £3 or nearest.—Box 99, THE GUIDER, Imperial Headquarters.  
Small Guider's uniform, 12s. 6d.—6s, Boston Gardens, Brentford, Middlesex.  
Tailor-made Guider's uniform, with blouse and belt. Medium size. Almost new. 55s.—Apply Box 97, THE GUIDER, Imperial Headquarters.  
For Sale, Complete V.A.D. Uniform, overcoat, cloak, etc. Perfect condition. Stock size. Approximately 10 per cent. reduction on pre-tax shop price. (Permit with order).—Thomas, 11, Barons Court, Poole Road, Bournemouth.

### WANTED

Second-hand Guider's uniform. W.X. size. Urgent.—Box 96, THE GUIDER, Imperial Headquarters.  
Wanted urgently, Guide uniforms, Bethnal Green company. Small payment offered.—Seares, 34, Park Ridings, N.8.

### EMPLOYMENT OFFERED

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

Wanted urgently, good Nannie with hospital experience, preferably Ranger or Guider, to help in home for delicate Foreign Refugee children. Must be prepared to do own Nurseries and help in house. Marvellous opportunity of Service. Pocket money and keep provided.—Box 100, THE GUIDER, Imperial Headquarters.

Wanted immediately, two housemaids for private sanatorium. Suitable place for sisters or friends. Start at 17s. 6d. weekly.—Apply Sister-in-Charge, Pendyffryn Hall, Penmaenmawr.

Wanted, an energetic and capable voluntary helper to help with country holidays for poor town children during late spring and summer. Will anyone willing to help write to:—Miss Deykin, Haye Cottage, Bewdley, Worcs.

### TYPEWRITING AND DUPLICATING

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

All Classes of Duplicating and Typewriting neatly and accurately executed. Prompt delivery, moderate charges. Special terms to Guiders.—Alert Typewriting Bureau, 20, Rutland Road, Harrow, Middlesex. Harrow 2608.

Braille.—Guider will transcribe letters, short stories, etc., into Braille. Free.—Mrs. Bengough, Church House, Bibury, Glos.

### HOLIDAY ACCOMMODATION

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

Isolated country cottage, sleep four, 24 guineas.—Box 98, THE GUIDER, Imperial Headquarters.

### THEATRICAL

Plays, Sketches, Duologues. Six for approval, 6d. No Royalties. "Mum's Outing," "The Gap," etc.—Plays, Bramer, East Grinstead.

"The Masque of Empire."—Hugh Mytton's world-famous Guide play. The beautiful costumes of the Empire Society for this play are still available from are Empire's firm foundations set.

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

### NOTE

When writing about the advertisements do not forget to put in a stamp for reply. Postage is such a big item nowadays.

**BIRMINGHAM.**  
RESIGNATIONS.  
EXTENSION SECRETARY.—Mrs. A. T. Cadbury.  
ALL SAINTS.—Dist. C., Miss N. Williams.  
**BUCKINGHAMSHIRE.**  
LONE SECRETARY.—Miss E. Galsworthy, 9, Adelphi Gardens, Slough.  
**CAMBRIDGESHIRE.**  
EXTENSION SECRETARY.—Mrs. D'Arcy-Irvine, The Vicarage, Wilburton.  
ELY.—Dist. C. (Temp.), Miss M. Martin, Highfield House, Littleport, Isle of Ely.  
RESIGNATION.  
EXTENSION SECRETARY.—Miss F. Grundy.  
**DEVONSHIRE.**  
ASHBURTON.—Div. C., Mrs. Crosby, North Bovey Rectory, Newton Abbot.  
RESIGNATION.  
ASHBURTON.—Div. C., Mrs. Carey.  
**DORSET.**  
RESIGNATION.  
NORTH DORSET.—Div. C., Mrs. Earle.  
**ESSEX.**  
MALDON.—Dist. C. (Temp.), Mrs. Gopp, Alceve Cottage, Wante Road, Maldon.  
RESIGNATION.  
MALDON.—Dist. C., Mrs. Shephard-Walwyn.  
**HAMPSHIRE.**  
COUNTY SECRETARY.—Miss H. C. Osmond, Fair Rising, Steep, Petersfield.  
RESIGNATIONS.  
COUNTY SECRETARY.—Miss B. Hyla-Graves.  
BASINGSTOKE.—Dist. C., Miss R. Lang.  
**HEREFORDSHIRE.**  
RESIGNATION.  
BROMYARD.—Dist. C., Miss I. Lee-Walker.  
**HERTFORDSHIRE.**  
KNEBWORTH AND WEALWYN.—Dist. C. (Temp.), Miss Eckstein, Kimpton Park, nr. Hitchin.  
**LANCASHIRE—SOUTH-EAST.**  
RESIGNATION.  
RADCLIFFE.—Dist. C., Miss E. Newbold.  
**LINCOLNSHIRE.**  
RESIGNATIONS.  
BOURNE.—Dist. C., Mrs. Downs.  
EPWORTH.—Dist. C., Mrs. Sutcliffe.  
FRISKNEY.—Dist. C., Mrs. Cheales.  
**MIDDLESEX.**  
RESIGNATION.  
GREENFORD.—Dist. C., Mrs. Boulwood, 72, King's Avenue, Greenford.  
GREENFORD.—Dist. C., Miss L. Vickery.  
**OXFORDSHIRE.**  
OXFORD CITY.—Div. C. (Temp.), Miss G. M. Wells, Hovedene, Headington.  
**SOMERSET.**  
RESIGNATIONS.  
ASSISTANT COUNTY SECRETARY (FINANCE).—Mrs. Milton Dinnis.  
PORTSMOUTH.—Dist. C., Miss P. Reynolds.  
**EAST SURREY.**  
QUEEN MARY'S HOSPITAL.—Dist. C., Miss V. Woodger, 32, Godstone Road, Purley.  
RESIGNATION.  
QUEEN MARY'S HOSPITAL.—Dist. C., Miss A. Maynard.  
**SUSSEX.**  
BATTLE.—Dist. C., Miss E. Hibberdine, Viewlands, North Trade Road, Battle.  
**WARWICKSHIRE.**  
SUTTON COLDFIELD EAST.—Dist. C., Mrs. Fell, 262, Birmingham Road, Wyde Green, nr. Birmingham.  
Please note that Coventry Division has been divided into two:—  
CITY OF COVENTRY.—Div. C., Miss K. M. Smith, 150, Woodland Road, Coventry.  
NORTH COVENTRY.—Div. C., Miss F. Lloyd, 20, Rochester Road, Coventry.  
Further details of the re-organisation will be published later.  
**WILTSHIRE.**  
SALISBURY 1.—Dist. C., Miss J. E. Wolton, Y.M.C.A., 10, High Street, Salisbury.  
RESIGNATION.  
SALISBURY 1.—Dist. C., Miss I. C. Pease.  
**YORK CITY.**  
GALTREY.—Dist. C., Mrs. Harvey, c/o W.V.S., City Information Bureau, Public Library, York.  
RESIGNATION.  
GALTREY.—Dist. C., Miss L. Steele.  
**WALES.**  
**CARMARTHENSHIRE.**  
CARMARTHEN WEST.—Div. C., Mrs. Lloyd, Court Henry, Dryslwyn.  
**FLINTSHIRE.**  
HOLYWELL AND MOSTYN.—Dist. C., Mrs. Davies, Midland Bank House, Holywell.  
**GLAMORGANSHIRE.**  
TREHARRIS (RHYNNEY VALLEY DIVISION).—Dist. C., Mrs. Robertson, Cairn Craig, Treharis.  
RESIGNATION.  
ABERDARE VALLEY.—Div. C., The Hon. Mrs. J. Bruce.  
**MERIONETHSHIRE.**  
COUNTY BADGE SECRETARY (Temp.).—Miss E. Evans, Springfield, Dolgelley.  
**SCOTLAND.**  
**ARGYLL.**  
COUNTY COMMISSIONER.—Miss J. C. Allan, Hafton, Hunters Quay.  
RESIGNATIONS.  
COUNTY COMMISSIONER.—Mrs. Learoyd.  
COUNTY COMMISSIONER (TEMP.).—Miss J. C. Allan.  
**DUMBARTONSHIRE.**  
GARELOCHHEAD, ROSENEATH PENINSULA AND RHU.—Dist. C. (Temp.), Mrs. Hunt, Hill Crest, Helensburgh.  
RESIGNATION.  
LENZIE.—Dist. C., Miss B. Robertson.  
**CITY OF DUNDEE.**  
FORERANK.—Dist. C., Miss Herald, West Somerville Place, Dundee.  
**CITY OF GLASGOW.**  
RESIGNATIONS.  
No. 1 (EAST NORTH-EAST DIVISION).—Dist. C., Miss M. Muir.  
No. 4 (NORTH-WEST DIVISION).—Dist. C., Mrs. T. Grant.  
**ROSS-SHIRE.**  
EASTER ROSS.—Div. C., Mrs. Duncan Fraser, The Manse, Invergordon.  
Please note that in future Invergordon District will be known as:—  
INVERGORDON AND ALNESS.—Dist. C., Mrs. N. Salvendy, Teaninich House, Alness.  
RESIGNATION.  
INVERGORDON AND DISTRICT.—Dist. C., Mrs. Duncan Fraser.  
**WIGTOWNSHIRE.**  
DUNRAGIT (RHINS DIVISION).—Dist. C., Mrs. Mafr, Dalrymple Cottage, Stranraer.



Mines Dept.			Pr
	Pennyroyal Manual of First Aid. By A. T.	1	2
	First Aid Manual—No. 1. B.R.C.S. Handbook	1	2
	Free Air In the Infernal St. John's .....	1	2
	First Aid Range for Girl Guides. Reprinted	1	2
	Girl Guide Badges. By Dr.	1	2
	Girl Guide Tests .....	1	2
	Girl Class Test .....	1	2
	Girl Guide Badges. Paper cover.	1	2
	Guide Tests .....	1	2
	To Do It! Patrol Charts. Illustrated	1	2
	Tenderfoot—Second Class, etc. ....	1	2
	Nursing Manual—No. 2. British Red	1	2
	Society's Handbook .....	1	2
	St. John Ambulance Assoc-	1	2
	Hospital Handbook .....	1	2
	R.C.V.D. Leaders (Patrol Leader's	1	2
	Manual No. 9. B.R.C.S.	1	2
	Wealth Manual No. 2. B.R.C.S.	1	2
	Health Manual No. 3. B.R.C.S.	1	2
	The Girl Guide. By J. Gibson	1	2
	Knot Book .....	1	2
	Ladder Trail. Instructions for Patrol Leaders.)	1	2
	Crooks Outings .....	7	8
	Manual of Seamanship .....	3	6
	Marine Craft. By G. J. Roberts .....	1	0
	A Preliminary Course of Home Nursing	1	0
	A Preliminary Course of First Aid .....	1	0
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	The Life Saving Society Handbook	1	3
	of the Flag. The R. F. Heath ...	6	6
	Book Turning for Girl Guides.	44	
	Matheson. Each 6d. 100 or over	1	6
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	Simple Cookery. Part I. Soup Making, Fish and Meat Dishes .....	3	
	Simple Cookery. Part II. Supper Dishes, Pasties, Bread Cakes, Invalid Cookery ...	3	
	Simple Housework. Time-table, Duties, Weekly Cleaning, Spring Cleaning, etc.	3	
	By Marguerite Padden .....	3	
	Simple Laundry Work. Washing Day, Mang- ling and Ironing, Flannels and Woolfens, Linen and Silks, Stains.	3	
	By Marguerite Padden .....	3	
	Simple Needlework. Work Basket, Sewing Machine, Stitches, Darning, Patching, etc. By Marguerite Padden .....	3	
	Simple Tackmaking. By M. Hetherington	2	6
	Simple Sewing Machine. The Compil'd for School use by C. Murray ...	3	
	Story Lessons. Thel. By Ellison Hawks ...	3	6
	Start at a Glance .....	1	6
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	Adventures and Accidents. By Lord Baden- Powell .....	4	0
	Advertising to Manhood. By Lord Baden- Powell .....	2	6
	African Adventures. By Lord Baden-Powell	2	6
	Birds and Beasts in Africa. By Lord Baden- Powell .....	4	6
	"Cwmwd Cyman." Welsh Legends and Stories by Rachel Williams Ellis ...	1	6
	Fifty Good Morning Tales .....	4	0
	Fifty Goodnight Tales .....	4	0
	Gussy's Wonderful Chair .....	2	0
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	More Patted Stories. By Vera Barclay ...	2	6
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	Standard Bearers. By Elizabeth Clark ...	1	2
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	Tell-Them-Again Tales. By Margaret and Mary Baker .....	2	9
	The Age of Chivalry .....	2	0
	The Annals of King Oberon .....	2	0
	Three Hundred Thrilling Tales .....	3	0
	Why-So Stories. Of Birds and Beasts from Folklore and Legend. By Edwin G. Rich. Illustrated by Charles Copeland ...	1	2
	STORY BOOKS.		
	All About a Brownie. By Mrs. Hann ...	2	3
	Big Books for Guidess, The. By Mrs. Herbert Strang .....	2	0
	Elizabeth Clark Story Books, The. The Cat that Climbed the Christmas Tree. Dobbin and the Silver Shoes. The Talkative Sparrow. The Farmer and the Fairy, each	9	2
	Pinopole, The Particular .....	1	0
	Paymaster All. By Mrs. Hann .....	2	0
	And an Ordinary Company .....	1	0
	Tales for Brownies .....	2	6
	Key of the Pimpernels. By I. Middleton ...	2	3
	Triumphal Pimpernels. By I. Middleton	2	3
	The Green Wild Swans (Story of a Ranger Patrol). By Patience Gilmour .....	2	3
	The Fourth Musketeer. By I. Middleton ...	2	3
	Watermelon. By Heather White .....	2	6
	FOR GUIDERS		
	A.B.C. of Guiding, An. By A. M. Maynard	9	2
	Action Games and How to Play Them. By Freda Collins .....	2	0
	Activities and Games .....	1	0

Postage		Price		Postage	
d.	s.	d.	s.	d.	s.
0	0	Annual Report, The, 1939	2	0	0
0	3d	Biennial Report of World Girl Scouts	2	0	3d
0	0	Citizen's Handbook, The	2	0	0
8	1d	Key to above	2	0	1d
0	1d	Citizenship	2	0	1d
0	7d	The Nation's Youth, By E. J. & Lay	2	0	7d
0	2d	Commissioner's Book, The	2	0	2d
9	2d	Rose Kerr	2	0	2d
9	2d	Daily Dozen for Girls and Women	2	0	2d
9	2d	Extension Book	2	0	2d
9	2d	Running of Contests, On the	2	0	2d
9	2d	Forty Fundamental New Exercises for the Dead	2	0	2d
6	3d	Games for Extension Book	1	0	3d
6	2d	Games for Guides, By A. W. N. Mackenzie	1	0	2d
0	2d	Games for Guides and Guiders, By H. B. Davidson	1	0	2d
0	2d	Girl Guide Book of Ideas, By E. M. H. Burgess	2	0	2d
3	2d	Girl Guide Second Book of Ideas, By E. M. H. Burgess	2	0	2d
3	2d	Girl Guide Third Book of Ideas, By E. M. H. Burgess	2	0	2d
3	2d	Girl Guide Book of Knowledge, By E. M. H. Burgess	2	0	2d
2	2d	Girl Guide Book of Recreation, By E. M. H. Burgess	2	0	2d
2	2d	Girl Guiding, The Official Handbook, By Lord Baden-Powell (new edition)	2	0	2d
14	5d	Guiding Links, By Lady Baden-Powell	2	0	5d
14	5d	Guiding for the Guide, Cloth boards	4	0	5d
14	5d	Class Work, etc. Notes on Second	5	0	5d
14	5d	Hints on the Training of Guiders	5	0	5d
14	5d	Hobbies and Handicrafts	6	0	5d
2	2d	How District Commissioners Can Help Their Guiders	1	0	2d
1d		Lone Guides	1	0	1d
2d		Overseas Directory and Report	1	0	2d
1d		Patrol System for Girl Guides, The, By Roland Phillips	0	1d	
2d		Police Organisation and Rules, 1939. Containing details of Brownie, Guide and Ranger Badge Tests	6	0	2d
1d		Royal Charter, The	6	0	1d
1d		Supplement for 1941 to the above	1	0	1d
1d		Ranger Games, By R. and E. Tyacke	3	0	1d
1d		Ranger Guide's Book to Another	1	0	1d
1d		Scouting for Boys, By Lord Baden-Powell	1	0	1d
1d		Scouting for Boys, 1st Edition	1	0	1d
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1d		Scouting with the Bible, By F. C. Leonard	2	0	1d
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[April, 1941]

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For the treatment of mental and nervous illnesses, managed by a Committee of the Society of Friends, can now accept a number of PROBATIONERS. Girls of good education not less than 18 years of age are invited to ask for an illustrated Booklet, giving particulars of the course of training in mental nursing at this Hospital.

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Address your enquiry to the Matron, The Retreat, York.  
January, 1941.

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General and Midwifery Training School.

PROBATIONERS Required. Candidates must be well educated and strong. Age 18 to 30. Salary £20, £25, £30, £35. Preliminary Training School attached. State Registered Fever or Children's Nurses are accepted as Second Year Nurses for three years' training, including Midwifery. For particulars, apply to the Matron.

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### COUNTY INFIRMARY, LOUTH, Lincs

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Salary at the rate of £30 per annum, rising by annual increments of £2 10s. to £37 10s., with residential emoluments valued at £65 per annum.

Applications, in the handwriting of the candidate, should include the names of two persons to whom reference may be made, and should be addressed to the Medical Superintendent, County Infirmary, Louth, Lincs.

County Offices, Public Health Department,  
LINCOLN. 7th March, 1941.

W. S. H. CAMPBELL,  
County Medical Officer of Health.

## ST. ANDREW'S HOSPITAL FOR NERVOUS AND MENTAL DISORDERS, NORTHAMPTON

NURSES (PROBATIONARY), female, required, between 18 and 30 years of age. Salary £40 a year, rising on promotion to £93, with board, lodgings, washing and uniform, and war allowance of £6 10s. a year in addition.

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Period of training three years, exclusive of three months' trial period.

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Applications to the Medical Superintendent.

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Application should be made to the Matron, Miss B. J. Wall, S.R.N., S.R.M.N.

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Further particulars and forms of application may be obtained from the undersigned.

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Kingsway, Stoke-on-Trent.

E. B. SHARPLEY, Town Clerk.

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

Made to special measurements, 4/- extra

## Woollen 'Headquarters Blue'

Length	hips	Price	Postage
42 in.	37 in., 39 in., and 41 in.	28 6T	free
" 44 in.	" 37 in., 39 in., " 41 in.	23 6	free
" 46 in.	" 39 in., 41 in., " 44 in.	27 0	free
" 48 in.	" 41 in.		
" 46 in.	" 47 in.		
" 48 in.	" 44 in., and 47 in.		

Made to special measurements, 4/- extra

Please state Length and Hip Measurements when ordering.

Please note that overalls made to special measurements will take at least two months to be delivered, so where possible, customers are advised to try an overall in the stock sizes.

"T" denotes that the Purchase Tax has already been added, and as new stock is used, the Purchase Tax will be charged in addition to the prices quoted above.

## THE GIRL GUIDES ASSOCIATION

(Incorporated by Royal Charter)

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'Phone : Holborn 6201 (5 lines).

Printed by the Surrey Fine Art Press, Redhill, and Published by the Girl Guides Association, 17-19, Buckingham Palace Road, S.W.1.