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NEWS FROM THE GUIDE FRONT

BIRKENHEAD RANGER AWARDED BRITISH EMPIRE MEDAL

The Girl Guides Association is proud to announce the award of the British Empire Medal to Ranger Rowena Jones (Mrs. Eric Jones) of the 7th Birkenhead North Ranger Company, for her gallantry during a very heavy raid on Birkenhead.

Mrs. Jones—formerly Rowena Bolton—joined the Guide Movement as a child, and has been a Guide, and then a Ranger for nearly 12 years. She trained as a Warden during 1939, and has worked unstintingly in that capacity ever since the outbreak of war. On the night when she earned her British Empire Medal she was on duty attending to casualties, and helping to rescue people from damaged houses for the eight hours for which the raid

lasted. She did not cease work when the "All Clear" sounded, but remained on duty for another five hours until all the injured had been treated.

When an explosion wrecked her post, Mrs. Jones continued to dress wounds outside the post. The first aid equipment being exhausted, she tore up her own underwear for bandages. She performed invaluable work with skill and courage. During most of the time bombs and shell splinters were falling all round her. She attended to more than 100 injured people.

Mrs. Jones has always hated illness or injury, and only learned first aid because, as a Ranger, she considered it her duty, in war-time, to do so. She admits she was sick during the night, but this does not appear to have affected her courage and devotion to duty.



[Photo: Sports and General]
Guides of Imperial Headquarters Staff with the Canteen given by Guides and Wayfarer Guides of Northern Rhodesia. After the presentation of the Canteen to the Y.M.C.A. by Lady Clarendon, Overseas Commissioner.

[September, 1941]

THE GUIDER

which are used for heart medicines. They are doing this work in response to an appeal for the collection of certain herb plants to replace valuable herbs formerly obtained from overseas.

THE CHIEF GUIDE'S VIOLIN

On Tuesday, August 12th, Sea Ranger Doris Forrester, who has been the holder of the Chief Guide's violin for the last five years, came to Headquarters to play before the Executive Committee. Doris won the L.R.A.M. Scholarship and finished her three years' course at the beginning of the war. Her work is so well thought of, that an extra year has been added to the scholarship in order that Doris may continue her training after the war.

Doris, who is twenty, and a member of S.R.S. Drake, was accompanied on the piano by her sister Irene. She played Beethoven's "Romance in F" and "Polonaise" by Wienowsky. The Executive Committee were very pleased indeed with her performance and her skilful execution of difficult passages. She played charmingly and with confidence, and it was a real delight to hear her.

The violin has now been awarded for a period of five years to Patrol Leader Netta Weir, of the 12th Weston-super-Mare Company. Netta is not quite fifteen. She joined the Movement as a Brownie in 1933, and is now a reliable Grade up to and including Grade VI of the Association Boards of the Royal School of Music for Violin and Pianoforte, and gained credit marks in the last grade for both subjects.

We congratulate Netta on the Award and wish her every success in her musical career.

WADDOW

When visiting Waddow recently H.R.H. the Princess Royal was shown some of the gifts which have been received for the hospital from Guides.

Gifts Received:

CLOTHING.—4th Exeter; King Edward Grammar School, Birmingham; Purley Guides; 1st Eckington; S.R.S. Nicoya, Portsmouth; 1st Mortlake E. Shem R.; 2nd Gee Cross Rangers; 1st Ireland Pack, Bermuda; 1st Thurrock; 7th Norwich Guides and Brownies; 7th Nelson; Mr. and Miss Cramb; 32nd Wakefield; 8th Reigate; Mrs. Bush, Hants; 4th Derby; Miss Moyns, Brighouse; Mrs. Dobesio, Hants; 6th Peckham Rye; Milnthorpe Brownies; 122nd Liverpool Rangers; 5th Royal Eltham; Blakey District, Leicester; 26th Westminster; 2nd Burnley; 3rd Teddington; Sleaford L. Division; Brighouse District; 1st Laugham; Queen Mary's Hospital, Purley; 15th Bexhill; 10th and 10th Rangers, Fleetwood; 3rd Bedford; 2nd Gee Cross Guides and Rangers. FACE CLOTHS.—Milnthorpe Brownies; 3rd Fareham; 10th South Deptford Brownies; 9th Redhill Brownies. BLANKETS.—1st Wenhampton; Upminster Guides; 5th Sunderland; Miss Rose, Fodderly School, Strathpeffer; 83rd Bristol. TOYS.—King Edward Grammar School, Birmingham; Purley Guides; 7th Accrington; 1st Newton le Willows; West Croydon; Ann Baron and Wendy Noble, N.E. Lancs.; Sleaford L. Division. COMICS AND BOOKS.—S.R.S. Nicoya, Portsmouth; Park School Company, Preston; 1st Thurrock; 15th Bexhill; 85th Barrow St. Paul's. DONATIONS.—26th Wigan, Headingley District; Miss Aireys, Lancs.; 2nd Nantwich. LINEN.—Miss Preston, Herts; Mrs. Macartney, Derby. OLD LINEN.—Foxlease. CAKES.—Mrs. J. H. M. McDonald, Winnipeg. SOCKS.—P. S. M. Garside, 90th Oldham.

SCARBOROUGH GUIDE'S COURAGE

Margaret Willis, an eleven-year-old Guide in the 12th Scarborough Company, remembered that she was a Guide and showed splendid pluck and fortitude when her home was demolished by a bomb during a severe raid in March. The incident occurred at 9.30 p.m., and the whole family was trapped in a cupboard under the stairs for several hours. Margaret was extricated at 8.30 the next morning. Her little sister was killed, and her parents and aunt were all severely injured. Margaret's body and shoulders were free, but her legs were trapped by gas pipes and electric wires, and she received electric shocks until the current could be cut off. The Corporation fireman who rescued the family made Margaret as comfortable as possible, and turned my attention to the others, returning to time to part from time to time to encourage her. A fire was burning all the time, and we constantly had to drench the people with water through a very small aperture.

Margaret was calm and cheerful all the time, conducting herself with great bravery. She could be heard singing, and trying to keep up her mother's spirits, and she admitted to her captain afterwards that she had remembered she was a Guide and had tried to "smile and sing." Her entire home has gone, but a few things were salvaged, among which, to her great joy, was her Guide uniform.



[Photo: Fry

Doris Forrester playing to members of the Executive Committee in Headquarters Library.

THE KING COMMENDS SEVENTEEN-YEAR-OLD GUIDE

Barbara Edith Helliard, a seventeen-year-old Ranger in a Portsmouth Company, has been officially commended by the King for her services as an A.R.P. Messenger during the raids on Portsmouth. During the raid of March 18th, Barbara carried out her duties unflinchingly, inspiring those around her by her calmness and courage. The Regional Commissioner reported her conduct to Mr. Herbert Morrison, who considered that it was deserving of high praise. Mr. Morrison brought the matter to the notice of His Majesty.

Barbara is a clerk in the Dockyard, and joined the A.R.P. Messenger Service as a volunteer when the Lord Mayor appealed for recruits. She has helped to rescue and comfort many children during the raids.

YORKSHIRE GUIDES TO HARVEST ROSE HIPS.

The Guides of Yorkshire West Riding North, in response to an appeal from the House Governor of Bradford Royal Infirmary, are to collect rose hips from briar roses. They are required because of their vitamin C content, which is of great value in the treatment of patients in the infirmary.

NETTLES AND FOXGLOVES ON NATIONAL SERVICE.

Bournemouth Guides leave no stone unturned on the path to victory. They have just sent off their first consignment of dried nettle leaves to the manufacturing chemists, and they are now concentrating on the collection of foxglove leaves,



H.R.H. The Princess Royal, during a recent visit to Waddow, examining a Brownie doll, complete with gas mask, which had been made by a Croydon Pack as a gift for a small patient in the Hospital.

THE CHIEF'S FOUNDATIONS-1

by
CATHERINE CHRISTIAN

"A MAN carries out suggestions the more wholeheartedly when he understands their aim," wrote the Chief, twenty years and more ago, in the Introduction to one of the most valuable books ever neglected by our Movement. In *Aids to Scoutmastership* (which, since the fire blitz, is, unfortunately, out of print) Lord Baden Powell sat down for once, to explain seriously and in detail to the men and women who were to carry on his work, the full scope and extent of his plans. He stated them, as usual, with the direct simplicity that has trapped many a natural Tenderfoot among us into believing that, like Topsy, his great work for youth "just grew." In the very first paragraph of the Foreword he uses that favourite expression of his, which still disconcerts some of the mental snobs among us—"Scouting is not an abstruse or difficult science—rather it is a jolly game if you take it in the right light."

The hall-mark of the expert is apparent ease of performance. Have you watched a champion diver take the water? A fine rider take the jump at Beecher's Brook? A great violinist play Bach? It looked so easy, didn't it? Just as easy as Scouting looked, when the Chief spoke about it, in simple disarming language. But behind his Scouting, as behind all great skill in achievement, lay the perfect mastery of certain rules of technique. These he reveals fully in the book which he undoubtedly intended to be used by all Scouters and Guiders as the complement to *Scouting for Boys* and *Girl Guiding*.

QUALIFICATIONS OF A BUILDER

Throughout the book, the Chief is writing for Scouters, but all that he says applies equally to Guiders, as he makes quite clear in the preface, where he states definitely of the two Movements:—"The principles are the same—it is only in detail that the training varies."

What type of person was he looking for to put in charge of the work he had in mind?

"As a preliminary word of comfort to intending Scoutmasters, I should like to contradict the usual misconception that, to be a successful Scoutmaster, a man must be an Admirable Crichton—a know-all. Not a bit of it."

1. He must have the boy spirit in him; and must be able to place himself on the right plane with his pupils as a first step.
2. He must realise the psychology of the different ages of boy life.
3. He must deal with the individual pupil rather than with the mass.

4. He then needs to promote a corporate spirit among his individuals to gain the best results.

All that is needed is the capacity to enjoy the out-of-doors, to enter into the boys' ambitions, and to find other men who will give them instruction in the desired directions, whether it be boxing or flute playing, nature study or engineering. The Scoutmaster has to put himself on the level of the older brother, that is, to see things from the boys' point of view, and to lead and guide and give enthusiasm in the right direction. That is all."

"Success in training the boy—largely depends on the Scouters' own personal example. It is easy to become the hero as well as the elder brother of the boy. The Scout who is a hero to his boys holds a powerful lever to their development, but at the same time brings great responsibility on himself. They are quick enough to see the smallest characteristic about him, whether it be a virtue or a vice. His mannerisms become theirs, the amount of courtesy he shows, his irritations, his sunny happiness, his impatient glower, his willing self-discipline or his occasional moral lapses—all are not only noticed, but adopted by his followers."

"Let the Scoutmaster remember that in addition to his duty to his boys, he has a duty to the Movement as a whole. Charged with the duty of teaching self-abnegation and discipline by their own practice of it, Commissioners

and Scouters must necessarily be above petty personal feeling, and must be large-minded enough to subject their own personal views to the higher policy of the whole. Theirs it is to teach the boys to 'play the game,' each in his place like bricks in a wall, by doing the same themselves. . . . It is only by looking to the higher aims of the Movement or to the effect of

a measure ten years hence that one can see details of to-day in their proper proportion. Be patient! More Britons ruin their work or careers through want of patience than through drink or any other vices."

FIXING THE MEASUREMENTS

The Founder had a very definite idea as to the shape and extent of the work to be undertaken. Here is what he has to say about it:—"Some of the things Scouting is not:—"

It is not a charity organisation for people in society run for the benefit of poor children.

It is not a school having a definite curriculum and standards of examination.

It is not a brigade of officers and privates for drilling manliness into boys and girls.

It is not a messenger agency for the convenience of the public.

It is not a show where surface results are gained through payment in merit badges, medals, etc.

These all come from without, whereas the Scout training comes from within.

What Scouting Is

It is a game in which elder brothers (or sisters) can give their younger brothers healthy environment and encourage them to healthy activities such as will help them to develop citizenship."

LEVELLING THE SITE

"The convulsion of the war has opened our eyes to many strange things. Few of us had realised, till war had exposed it, how thin is the veneer of civilisation over the underlying animal proclivities. In the world-wide assertion of self one cannot help recognising, almost with hopelessness, the failure of religion to direct, and of education to balance, the actions of men. At the same time, there is an encouraging reverse to the picture, where we see such a splendid spirit of self-sacrifice, and of superhuman endurance and fearlessness of death. With the natural elements, good as well as bad, thus exposed, we surely ought to be able to oust the worst by the interposition of the best."

So wrote the Chief, not in the last year of his life, about the war we know, but twenty years ago, of that other "war that was to end war." He goes on, clearly and ruthlessly, exposing the faults of education, which, while instilling knowledge, failed to develop character, and to a great extent, failed to develop physical health. Much has been done in the years between, but so much remains still to do, that the chart he laid down then for the instruction of Scouters still holds practically the same place in our training, if we will consider it seriously. The Chief worked a great deal with charts, and it is a useful habit to develop when dealing with problems of many kinds. The charts in *Aids to Scoutmastership* might with advantage be copied by every active Guider and hung up for spare-time study. They give the answer to many questions that arise in everyday Com-pany life. They make the training a whole, instead of something scrappy and disconnected. They keep the connection clear in one's own mind between the eventual aim of creating, out of a mixed bag of assorted youngsters, a set of trained citizens, and the exact necessity for teaching Mary Smith to distinguish (possibly against her will) between a thrush and blackbird! They serve, in fact, as a set of Blue Prints, on which to base the practical work of a builder of the future. (See chart below.)

CHOICE OF TOOLS

Having indicated the extent and shape of the building to be undertaken, and laid down the qualifications required in the workmen, the Chief next chooses his tools. Most sound craftsmanship depends on a few tools only, selected for their strength and suitability. Any

workman will tell you that skill in their use comes only with years of practice, and learning is never at an end. Good environment. Responsibility, through the Promise and the Patrol System. Outdoor training. Service for others. With these tools, the Scout-Citizen is shaped. Knowledge and skill in their use demand an attention to detail, and a thoroughness that, in the rush of present-

BLUE PRINT NUMBER ONE.

The chart in which the Founder traces the connection between Scout training and the evils which it is intended to eradicate.

NATIONAL INEFFICIENCIES.	CAUSES.	ORIGIN.	PREVENTIVE.	SCOUT TRAINING AS REMEDY.
Irreligion Indiscipline Irresponsibility Want of Patriotism Selfishness Corruption Disregard of Others Cruelty	Indifference to Higher Conscience			Additional to Scholastic Education—a systemised development of:— 1. CHARACTER through— Good Environment. Sense of Honour. Sense of Duty. Self-discipline. Responsibility. Resourcefulness. Handicrafts. God through Nature Study. Happiness. Religion in Practice. Fair Play. Helpfulness to Others. Personal Service for the Community.
Crimes of Violence Lunacy Thriftlessness and Poverty	Drink	Want of Self-Discipline	Education in 1. CHARACTER	
Show off Loafing and Shirking Low Moral Standards Gambling Illegitimacy Disease	Self-indulgence			
Ill-health Squalor Infant Mortality Mental Deficiency Physical Deficiency	Irresponsibility and Ignorance on part of Parents	Want of Hygienic and Physical Knowledge	2. PHYSICAL HEALTH	2. HEALTH through— Outdoor Practices. Responsibility for own Physical Development up to Standard. Health and Hygiene in Practice.

day life we are apt to consider beyond us. As long as we continue to do so, we shall remain amateurs and bunglers. The choice is ours.

TRAINING THE APPRENTICES

Here, by way of example, is the Chief's syllabus of study for a patrol of Scouters for one month.

Subject	Study and Practice
1st week. Present County Council Education	Visit Primary and Secondary Schools. Watch methods of teaching. Visit Technical Schools. Visit Evening Continuation School. Visit a Training Ship.
2nd week. Public School Life.	Visit one of the great Public Schools, and watch the method of study, the organisation of games and athletics, the voluntary intelligence training by debating societies, laboratories, etc. Fagging.
3rd week. Environment.	Visit the slums. Study the home life and environment of boys outside the school; the attractions, e.g., cinema, football, cheap literature, etc. How to counteract or to utilise these.
4th week. Administrative Discipline.	Visit, if possible, Scout Headquarters, to see how the Movement is administered. Also the administration offices of any big organisation—look into its discipline, routine and methods.
Week-end.	If possible, camp with a patrol or troop of boys. Study each boy in turn. Find his individual bent and all about his environment. Plan to yourself how to develop the good in these or what to substitute in order to drive out the bad in them.

(To be continued)

THE STATE AND THE CHILD

1—MATERNITY AND INFANT WELFARE

STATE, county and township combine to provide many different kinds of services for mother and child. Some are good and sufficient, some less good and less sufficient. Standards vary, and it is better to be born in some parts of the country than in others.

If you know someone who is going to have a baby, what services are there which will help her? If she goes to an "ante-natal clinic" run by your Maternity and Child Welfare Authority, she will get excellent advice from a doctor, be told where to get expert help if all is not well with her, and learn to make proper preparations for her coming child. What happens next depends to some extent on her income, and on what she did before marriage. If she is herself insured she will get £2 benefit from the National Health Insurance scheme provided she gives up work for four weeks after her confinement. Her husband will get £2 on her behalf too. Out of this she will have to pay the doctor and/or midwife's fee, and if there is anything left over it will help towards the cost of baby's equipment, and her own needs for the confinement. She will also be visited by a health visitor, who is employed by the local Maternity and Child Welfare Authority. She is a trained nurse and will tell her if she is doing the best she can for her baby. The mother should also attend the Child Welfare Centre, and here her baby will be weighed, examined by the doctor if he is unwell, and the mother will be told how to care for him, giving hints about feeding, weaning, and the other important events in baby's life.

For her confinement, if her income is small she will have engaged the services of the local midwife. It is the job of the country to see that no one is without expert help in whatever part of the country they live. In some areas there is a Municipal Maternity Hospital.

Since the war, there have been two new services for mothers and babies. The Government has made arrangements so that if a mother lives in a dangerous area she can go to an emergency hospital in a safer area to have her baby. The Government has also recognised the important part milk has to play in building bonny British babies, and so arrangements have been made, where needed, to enable those who are going to have babies, mothers who are feeding their babies, and children under five to get milk at half-price, or, if they are really poor, free of charge.

Thus every mother has the chance to get expert advice from the Ante-natal Clinic, the Infant Welfare Clinic, and from the Health Visitors. Every mother is due to have the services of a trained midwife. Every mother, where the husband is an insured person

under the National Health Insurance Scheme, gets £2 through him and a further £2 herself if she is also a contributor. There is cheap or free milk where needed for those expecting babies, for those nursing babies and for children under five years of age.

CALLED TO HIGHER SERVICE



We regret to record the death of Isabel Stead, Division Commissioner for Southwark, London, on August 2nd, 1941.

Miss Stead had been a Guide for over twenty years, and will be very much missed. Her outstanding characteristics were love of children, sympathy with the under-dog, and a passionate hatred of injustice. She had a practical mind, and was at the same time a visionary, with a deeply religious background to her life.

Her strict sense of right and wrong made her appear at times severe—for her there was no middle path—but where she condemned, she was always ready to hold out a helping hand.

Coming as she did from a family which had done great work for peace, she was deeply thwarted and saddened by the whole trend of recent years. She went through two years of pain and suffering, but continued her Guide work; though obliged to live out of London, she kept in touch with her Division, ran a high school company of evacuated girls, and produced a delightful monthly magazine, illustrated with bird and flower pictures, for her Post Guides.

The final call came to her suddenly; "Out of her lovely garden, under a bower of roses, she was taken in an instant into the Garden of the Lord."

ROSE KERR.

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.

Sept. 12th-19th. Guide.	Oct. 31st-Nov. 4th.—Brownie week-end.
Sept. 23rd-30th. Brownie and Guide.	Nov. 7th-14th. General.
Oct. 3rd-10th. General.	Nov. 18th-25th. Guide. (Special training in 1st Class at week-end.)
Oct. 14th-21st. Guide. (Special training in Signalling and Ceremonial at week-end.)	Nov. 28th-Dec. 5th. Guide and Ranger.
Oct. 24th-28th. Hampshire Youth Committee.	Dec. 5th-22nd. House closed.
	Dec. 23rd-30th. Christmas Party.

TRAININGS AT FOXLEASE.

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

FREE PLACES.

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

GRANTS ON RAILWAY FARES.

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

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

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

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

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

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

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

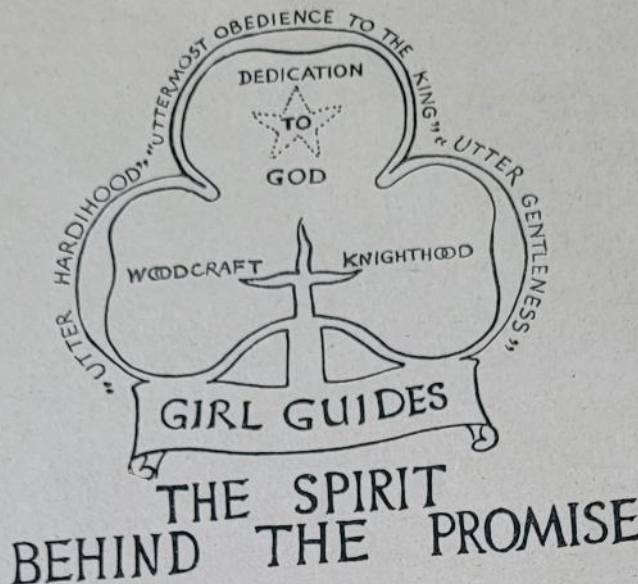
All applications should be made to the Secretary, Foxlease, Lyndhurst, Hants, and must be accompanied by a deposit of 5s., which will be returned if withdrawal is made two full weeks before the date of the course.

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.

FOXLEASE SAYS THANK YOU FOR—

Books for the Quiet Room, The Bishop of Lichfield; Sitting Groundsheets, West Surrey; Sheets, Miss Raynham; Table Napkins, Miss M. Watts; Chiff-chaff Patrol, April 10th-17th; Trugs for Garden, Chaffinch and Nuthatch Patrols, April 10th-17th; Four Fireproof Dishes, Greenfinch Patrol, April 10th-17th; Duchess Sets for Cheshire, N.W. Stockport District Rangers; Waste Paper Basket for Devon, Misses Bird, Hume and Parrott; Flower Vases, Chaffinch Patrol, May 30th—June 6th; Ivory Mongoose, Miss Cousins; Flower Bowls and Centres, Misses B. Chapman and M. Brown; Donation for Framing Chief's Christmas Card, Miss Howells; Donation for Bedspreads for Massachusetts, training week, April 1st-8th; Donations, Friends of Foxlease (anon.), Miss Morrison, Rook and Woodpecker Patrols, April 10th-17th, Chaffinch and Greenfinch Patrols, April 22nd-29th, Miss Chilton Thomas, training week-end, May 23rd-27th.



WE talk about the Guide spirit. We all know what we mean, and yet it would be good for most of us to have to write down our interpretation of it on a post card. I wonder if all the post cards would say the same thing. In these days, when we are not allowed to flaunt maps about, and all the signposts and place names have been taken down, it is important to know where you are and how to get to your destination. Similarly, within a country where there is a spate of youth work, much of it with very nebulous ideas, and in an experimental stage, it is as well to know quite precisely what we are out for in Guiding. We all say "It is the Guide spirit that matters most." What is the Guide spirit?

Will you look at the Tenderfoot at the heading of this article? There for me, you have the whole thing—the contents of my post card. Let us take the leaves of the Trefoil separately.

Woodcraft. For many people the word "woodcraft" conjures up Second Class "Nature." Somehow they have found it difficult to get the Guides interested in "Nature"; they have very poor facilities for taking them out, and the word "woodcraft" makes them wilt. Nature lore is only one side of woodcraft—a very fascinating side, but still only part of the whole. Woodcraft, according to Kephart, the great American woodman and scout, is the art of fending for yourself in the open. It makes it much easier to fend for yourself if you know that a grizzly bear is dangerous and a field mouse isn't; moreover, every intelligent person takes an interest in her surroundings. If we understand our environment it is far easier to cope with our own relationship to it. So even if we happen to be the unfortunate people to whom the study of God's beautiful world makes no appeal, there is another line of approach—it is part of the equipment of a woodcraft person to know about her environment. "A woodcraft person," that is the point. A Guide is a woodcraft person, in other words, a good scout. That is one of the fundamental things that makes Guiding different from other girls' Youth Movements (unless they have paid us the compliment of copying us). Some people think that the outdoors, scouting side of Guiding is overdone, that that side should be left to boys, and that Guiding should be a very freely-adapted edition of Scouting, from which nearly all scouting has been eliminated. They think that, as we are training girls to run homes and rear children, it is right and proper to meet in a hall instead of a wood or a field, and that the scouting side of Guiding is therefore of very little use to us. Apart altogether from the fact that those people would leave out the side that most attracts the small girl, they are ignoring a large part of the spirit behind the Promise, and are presenting a travesty of Guiding. A scout is someone who is intensely alive; someone with his senses—seeing, hearing, smelling, touching—fully developed; someone who can think quickly in an emergency; someone with initiative, resource, leadership; someone with whom one would like to be in a tight corner; someone with a body that is healthy, controlled and hard as nails, or else a spirit that will rise above the limitations of a body that can never be forgotten. A scout sees more than other people, hears more, does more and understands more. A scout's home would be better and more efficiently run than a non-scout's; his children would be fitter and better educated for life.

Now let us turn to the second leaf, *Knighthood*. Of course, woodcraft and knighthood are inextricably mixed, and it is impossible to say where one begins and the other ends, but as focus points for our thoughts, we may say that in woodcraft it is the body that is trained, the body plus intelligence; in knighthood it is the character, the essential "I." "Utter hardihood" might be very unpleasant unless it were coupled with "utter gentleness." We all know the Guide

character—it is founded on the Law. This side of the Guide spirit is appreciated by everyone. When a young knight was to receive the accolade, at a full religious ceremony in church, and not on the field of battle, he was dressed in a white robe, signifying the stainless life of a knight, and over that was a red cloak, indicating that he would shed his heart's blood for a righteous cause, but his feet were shod in black, to remind him of his mother the

earth and that his earthly life would last but a short space, therefore he must be up and doing.

And so we come to the third leaf, the leaf with a star, the star which reminds us that all our woodcraft, all our knighthood, are dedicated to the service of the Most High. "I am come that they might have life and have it more abundantly." There are, I think, two interpretations of that; one the Christian's interpretation that through Christ we attain here and now to that eternal quality of life, that life of the spirit which is life indeed—and the second interpretation, no less Christian, though not so universally recognised as such, that it is God's will that His children should attain perfection on every plane, mental, spiritual and physical. Even in this life we can live more fully, in body, soul and spirit, than we do. To help children to develop their powers of head, heart and hand is a Divine calling, for it means that we are instruments used by God to continue His work of creation. All our woodcraft training is work for God, all our knighthood training is the same. We are not only doing His work when we are teaching our Guides the things of the spirit. At the same time we shall not be such good scouts if we don't learn the language of the inner life of communion with God. To be fully aware of our relationship to the Unseen, consciously to dedicate all that we have, all that we are, to the service of God, is life indeed, buoyant, radiant, happy life, bringing with it, even in the midst of a world war "the peace of God which passeth all understanding."

by
ANGELA
THOMPSON

If the above interpretation of the spirit behind the Promise is true, it will be seen at once that everything we do in Guiding has a religious significance. Signalling makes you a better scout, first aid makes you a better knight, working for the Artist Badge should make you more aware of the Eternal. There is no part of Tenderfoot, Second Class and First Class work which is not a continuance of God's work of creation. Men are not machines which, once made, have only to be kept in repair till they are worn out; men are living, growing creatures; even as the body decays, the spirit continues to grow. Here we see the true relationship between efficiency and the spirit. People are apt to think that efficiency kills the spirit, and many so-called "religious" people think it is a sign of holiness to be vague and unbusinesslike. On the other hand, there are those who confuse mere efficiency with good Guiding. We cannot be good Guides unless we are efficient, but our efficiency must be dedicated, must serve the spirit.

To sum up: A good signaller has it in her, other things being equal, to be a good pray-er, because she has learnt to concentrate. To be adept at first aid is a help to a Good Samaritan, and he will make a better job of his bandaging if he can tie a reef knot. It is man's highest duty to join in the heavenly song "Glory to God in the highest, and on earth peace, goodwill towards men," but when he has finished singing, unless the words are to become blasphemous, he must go out and act the part of a good neighbour.

"To be the best that I can be,
For Truth and Righteousness and Thee,
Lord of my life, I come."

HOW FAR DO WE GO IN THE TEACHING OF HANDCRAFTS?

IF you want to be misunderstood, try writing for any paper, endeavouring to expound a new idea. You may think you've explained yourself quite clearly, but you'll very soon find you haven't.

A little while ago it was borne in on some of us that Guides as a whole were not remarkable for being good craftsmen. At sales of work one saw terrible rubbish, much of it downright ugly, and still more of it trashy stuff that would soon fall to bits, and one saw very little good, honest work, done with care and finished with proper pride.

So we said: "We must rouse everyone up to realise that *this won't do*. To be an honest and painstaking craftsman is the least that should be expected of any Guide who sets out to make things."

We tried to start a campaign to remind Guiders that they have a duty here. We knew they couldn't teach all their children to be skilled craftsmen, but they could teach them to use their hands practically and to take a pride in good work. We even thought (poor, deluded fools that we were) that Guiders would be interested in trying to learn more about what makes the difference between good handwork and bad. But what was the result? A few of those who already knew a lot about handwork and had high standards themselves, and hated ugliness and cheap trash, said: "Hear, hear!" Of while the rest either dismissed the matter with a shrug or said: "Of course, if you're going to demand such marvels from everyone, we'll just stop doing handicrafts altogether."

This sort of reaction is a bit depressing to the enthusiast, and yet it is quite possible that it is the first step in the right direction. For the very first thing we do advocate is that everyone should stop doing "handicrafts" (as we use the term now, with a mental picture of barbola and glitter wax, stamen jewellery, painted satin cushions and bits of silver paper stuck on glass bowls). Instead, we are urging that companies should go back to what the Chief meant by handwork in our tests; that is, learning skill of hand in doing practical things. He knew that an active, healthy child wants to be up and doing. They should learn to use their hands *while* "doing." Real skill of hand will come not from messing about with arty-crafty rubbish, but in learning to tie and use knots, to build a wood-pile and light a fire, to make *necessary* gadgets in camp, to cook a meal, bandage an injury or make a bed. This is a real Guide handwork, and surely, in suggesting that you might take the trouble to do this really well, we are not suggesting the impossible.

This kind of skill should lead naturally into other forms of Doing and Making. The fundamental rules are these:—

1. Don't make a thing unless it has a real use.
2. Design it so big that it will suit its purpose and be as comfortable to use as possible.
3. Let it be as simple as you like, but make it well and finish it carefully.
4. Use the best possible material for the purpose that you can obtain.
5. If you go a stage further and decorate the thing you have made, be sure the decoration does not make it less useful and does genuinely make it more beautiful!

This brings us to another misunderstanding. Because we launched an attack on the shop-designed decoration of ready-made articles, we caused a minor storm in another teacup! "Everyone was not an artist. How could we expect them all to make their own designs?" These people never stopped to notice that no one had advocated anything of the sort. Designing is a fine art. We never dreamt of suggesting that it was everybody's game. All we tried to say was this:—"Plan out the making of your article to suit your needs. Then decorate it suitably, according to its use." If you made a wooden handle for a tool, for instance, there would be nothing to prevent you carving decorations on it if you felt inclined. But it would be silly if your carvings made the handle knobbly and uncomfortable to use. If you wanted a tray-cloth for a special size of tray, you might be able to buy a cloth ready made of about the right size with machine hem-stitching and a transfer embroidery design already stamped on it. But you could make an infinitely nicer cloth if you got your piece of linen, cut and made it up to the right size and then decided on the decoration for yourself. And when we say: "Decide on this for yourself," it doesn't necessarily mean "Draw an original design"! The best beginning would probably be to look at some of the lovely traditional designs that have been handed down to us, or good modern work, or decorative work from other lands. Then think out how to adapt simple bits of these beautiful designs to fit the thing you are making. A traditional decorative design is never a dead and rigid thing. Study old things, and you will find all sorts of variations on the same theme, with the design altered and adapted to suit the maker's needs. You can do the same thing yourself as soon as you have acquired the technical skill to copy the method of work.

These, then, are the first essentials of Right Making in our belief, as applied to your Guides:—

1. Help them first to skill of hand and eye in doing practical things well.

2. Demand good work in the simplest things, for honest, trustworthy work is part of the First Law.
3. Watch out for real beauty, especially in simple things, and lead your Guides to do so too.
4. Build up their craftsmen's pride by expecting thorough finish and real care in every job tackled.

W. LANDER,
Commissioner for Rangers.

THE BROWNIE PROMISE

by

VIOLET G. SMITH (Great Brown Owl)

"To do my Duty to God. . ." This certainly is a solemn promise for a child of eight to make, and probably some of us find difficulty in explaining to the Brownies what it means. But here we will find that the recruit herself will help us because she often has definite ideas, and can sometimes help us grown-ups to see it in a new light.

The children's usual answers or suggestions are "to say my prayers," "to go to church," "to be good," "to be kind," "help Mummy," etc., but some have more thought behind them, such as "to try and like people I don't like," "to worship God," "to praise Him," and sing hymns, "to be friendly and cheerful," to praise

The way we Brown Owls can best explain to the recruit is to talk of thanks; children understand the meaning of thanks for material gifts. They have, too, a great sense of wonder, and a natural joy in the beauty of Nature, which leads on to love of God the Creator. So we teach them to thank Him for all this beauty in the world, for their homes, their parents and friends, their food, etc.

The following poem was written by a Deptford Brownie, aged 9, evacuated to the heart of the country, after she had been talking with Brown Owl about the Promise:—

*The days have past
And the rough winds blow
Blows the leaves all about
But when the sun comes out, the trees
Lift their heads and smile
The leaves come pattering down
And the birds begin to make their nests
We hear the birds singing a song to us
The cows have carfs and looks about
When the night time comes, the birds
Say goodnight and go to their nests
When we go to bed we say our prayers
And thank God for our food
And the bird that sings to us.*

Other Brownies are encouraged to write prayers of their own for the Pack Prayer Book, they copy them out and stick an appropriate coloured picture or card opposite. This is a good way of keeping Duty to God ever present in the minds of the children all the time they are Brownies, and not only when they are recruits, as the prayers are read by the author at the end of Brownie meetings. Those who cannot make up their own, choose others from the Brownie Prayer Book, or other good books of children's prayers, and they, too, are put into the Pack Prayer Book.

Here are examples of Brownie's prayers:—
*God has made the country and the towns for his children to live in,
But now, O God, we thank you for what you have done for us
Through Jesus Christ our Lord. Amen.*

*O Lord, Thank you for the night and day
And flowers and birds that sing
Thank you for our Mothers and Fathers
Thank you for our clothes and
Thank you for the food we eat
Thank you God for everything.
Through Jesus Christ our Lord. Amen.*

Brownies are at the imitative stage where they look so much to the grown-ups for example. We who are privileged to be Brown and Tawny Owls set their standard—what are they going to find? We, too, have taken a Promise which is the foundation of the Guide Movement—Duty to God—and it should mean something very vital and real to us.

REVIEW

The Lord's Prayer, for treble voices in unison. By Thomas Dunhill. (Year Book Press. 3d.)

"Our fa' chartineven . . ."—we hear children gabbling the universal prayer of Christians the world over, the words, by constant use worn smooth and meaningless like the pebbles in a handful of shingles from the beach. Here it is set to music that gives it back its meaning, where the accents fall in their natural places and the words regain their value, with a confident major third for the "Amen" that would make any child feel sure her prayer had been heard. It is easy enough for Brownies to sing, yet it has a real reverent beauty to satisfy any age.

K. S.



THE PROBLEM OF PRESENT-DAY ENVIRONMENTS

WHO was it who said that the story of Ruth and Naomi always revived memories of the vicar's wife in gardening gloves? She was the nearest approach in his childish experience of the Bible-story characters whose tale was told him in his early years. Many of us can remember the pictures we made for ourselves of the first stories we were told, and it is worth summoning these from their obscurity, however overlaid they may be with cold historical fact more recently acquired, for they will remind us of our earliest surroundings and bring back other memories as well.

Can you remember being taken to the photographer? And how everyone tried to make you smile—the toys they used to beguile you, and your astonishment at the black hood which concealed the camera man? Can you remember the smaller incidents, when you had a bad fall, or broke something of your aunt's or granny's, or got into a scrape or tore your best frock? Then those childish illnesses, and visits to friends and relations? The insides of other people's houses, and holidays in the country or by the sea; picnics and treats—all the sights and smells and sounds of childhood?

It is astonishing how easy it is now to pick out the elements which had an influence on us, to take note of our present attitudes and codes of behaviour and trace their source. They are to be found in the general example of older folk who were around us; in the word of advice, rebuke or consolation; in the atmosphere of our houses and the comradeship of our friends.

So, first and foremost, it was the people we were with who mattered.

Secondly, our material surroundings counted for much, whether they were town or country, "comfortable" or "poor." Thirdly, and more important than number two, came the scope given to us to meet other people, to do a variety of different things, to do what we wanted to do most, and "room to deny ourselves" in the service of others.

It is worth while cudgelling our brains to recall these early memories to help us decide which elements in the environment are of importance to us in our dealings with youth. "The whole of Scouting," writes Lord Baden-Powell, "is practically directed to character making." (*Aids to Scoutmastership*, page 53.) That is our prime concern in the Movement. What are the main environmental conditions necessary to the healthy growth of character?

Stability is surely the first. Looking back, we said it was the people we were with who mattered—primarily the grown-ups. A child needs the company of someone he can trust. He needs this not only for protection and self-regard. He needs contact with someone of conscience and self-respect. He needs a standard by which he can regulate and model his own. A child of three admires strength and courage in his father, identifies himself with him, and next acquires and develops the qualities which won his esteem. With this comes self-control and self-respect. Succeeding years fortify and establish the early ideals acquired in this way. In the years for which we in the Movement are especially responsible, hero-worship plays a large part in this process. (*Aids to Scoutmastership*, pages 45-46.)

The role of the adult in the growth of a child's moral sense is perhaps his most important function. Second to this comes the security he gives a child by shouldering responsibility for his welfare, and by bestowing and receiving affection.

One of the outstanding problems of war-time circumstances is the lack of adult companionship. Consider the position of a child whose parents are never in the home, and who is a member of a class of 50 at school. (Can we ever be reconciled to the idea of a large pack or company?) And what is the position of a child in a boarding school, or a large camp school, where real contact with any adult is next door to impossible, so few are they, and so busy? Games, work the companionship of others of a similar immature age fulfil an entirely different function.

Besides a human anchor, children need, if they are to feel secure, a certain amount of material safety. Constant anxiety in the house, unconcealed worry over making ends meet—(have you ever noticed the expression on the children's faces when they sing of the Grasshoppers Three who "paid no money towards their rent"?—it is sometimes a revelation)—all this has its effect on the children.

Anxieties other than economic rear their heads and may jeopardise development, in particular, anxiety to fulfil parental ambitions. The unaccustomed financial harvest reaped by some families in war-time engender all kinds of aspirations, and pressure to win scholarships; other folk suffering acute hardship may spur their children unduly in the hope of ultimate relief.

Opportunity ranks second in the environmental conditions necessary to the development of character—opportunity to meet people and to do things. This is necessary from two points of view. First, a child needs a chance to discover what he is good at, and therefore a taste of a variety of activities, and then facilities for doing it. Secondly, a child needs to gain insight into other people's lives and take an active interest in their problems.

We need to understand a child's environment in order to see what opportunities it offers or denies him in these respects, how it cramps his development, where it puts temptation in his way. Children in the cities are exposed to all the temptations of the streets, with their open barrows and multiple stores, and lack of play facilities. Those on council housing estates suffer from poverty of experience; they often see no shops to speak of, they live in a house just like a hundred others all round; almost every adult of their acquaintance is employed by the same firm, whatever the local industry may be, cycles, cigarettes or munitions. Luckier by far are the children in rural areas who know the various trades and crafts, because they reckon the farmer, the baker and the blacksmith among their friends. Not only does this lead to a development of their own powers, but, equally important to the growth of social awareness, sympathy with other people, and the ability to put themselves in the other man's place. Without that quality of character it is difficult to see how the peace is likely to be won.

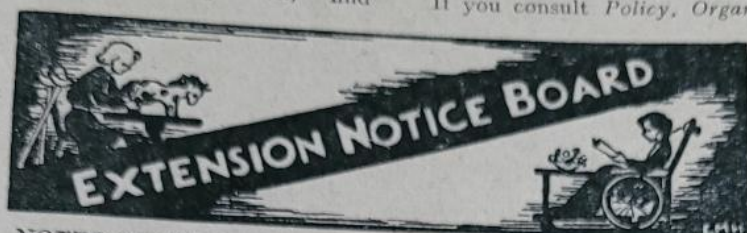
It is therefore of vital importance that we should study the influences which surround the children in our packs and companies, not only in order to interpret their reactions, but so that we can, in our work with them, supply what is lacking in moral direction, security or opportunity, and, equally important, counteract whatever may be harmful. Here again we benefit from the wisdom of our Founder and use his "principle of meeting any difficulty by siding with it and edging it in one's own direction." He is speaking of the influences of the cinema, and we shall do well to see what capital we can make of this and other factors in the environment, accept the challenge of war-time stresses, and convert the powers of evil to good.

MARGARET GRAHAM.

THE PATROL SYSTEM

6.—CHOICE OF LEADERS

If you consult *Policy, Organisation and Rules* you will discover



NOTES ON SECOND CLASS TEST WORK FOR MENTALLY DEFECTIVE GUIDES

Much fun and lots of jolly times can be combined with work and play for Second Class, and really the girls enjoy the time given, though it does take a long while to master the more difficult parts of the test. There are alternatives given in the Extension Book, such as simple eurythmics of gardening instead of Morse, but wherever possible, the ordinary test should be taken.

Morse certainly means a lot of time. International Signalling comes easier to these girls, as the movements are simpler, and they have not so many things to think of at once. The deaf and dumb alphabet is another alternative, but if Morse can be mastered, there is a much greater sense of achievement.

Woodcraft. At first, close observation of living things, such as animals and birds, may present a difficulty; so often the girls are noisy in voice and in movement, but practice in quiet observation and simple stalking and tracking are excellent training in self-control, which is usually so badly needed. If a Guider can manage to take a few girls at a time out alone, even in the grounds, the privilege and thrill are immense.

Knots can be learnt by dint of practice and games.

Fire Lighting. If laying and lighting a fire in the open is quite impossible (in some Institutions it is forbidden), the laying outdoors can usually be practised, or suitable things collected and built up on a tray indoors, the right kinds of wood shown and searched for, and games thought out to give some knowledge of woodcraft as an alternative to this part of the test.

Carriage and good posture can usually be improved. Pride in uniform is a great asset.

Rules of Health can be taught by games. Usually the older girls are keen on anything of this sort, and on simple first aid. Those in Institutions are often helped by the staff in practising and by lectures in first aid and home nursing.

As for *Tenderfoot*; the test takes a good deal longer than with normal Guides. It can, of course, be done in parts, and marked off on the Guides' cards as parts are passed, this giving a feeling of progress. The aim is always to encourage individual effort, and to pass the girls to a *certain extent* on the improvement and perseverance shown, but to become a Second Class Guide must be an honour to be striven for, and should not be too easily attained.

AN OFFER

A company that is closing down has generously offered the following equipment to a new hospital company who are unable to buy their own:—Patrol flags (Heron, Iris and Kingfisher), hand embroidered, three fitted patrol haversacks, black and green triangular ties. Please apply to Miss Smales, Southlea, Redhill, Worcs.

that the given qualifications for a Patrol Leader are that she must have been three months in the company, have passed her Second Class Test and must show a good knowledge of patrol drill. In many books that appear monthly in *THE GUIDER*, under the heading of "Books You Should Read" (for instance, *The A.B.C. of Guiding*), you may find valuable suggestions for Leaders' Election, so we won't waste paper or time by setting them down here, but go immediately to our self-examining queries!

Are your P.L.s elected? Or are you like the lady I once met who said it was easier to choose 'em herself? Why should P.L.s be chosen by the company rather than by Captain? We could bring up a whole battery of replies to this question, but the most pertinent are these—the children know each other far better than we mere grown-ups know them, and secondly, they know whom they can best follow, and we all give more faithful allegiance to a leader we have chosen than to one imposed upon us. Personally, I must admit there have been times when I have thought—and even confided to Lieutenant—"Ah, they've made a mistake this time!" But let me say quickly that I've always had to admit ultimately that the Guides were right and my opinion was wrong! You see, it is the Guides who know which Guide is really keen, truly interested in other people, anxious to see all the patrol getting on and not just eager to gain badges for herself, and who is most likely to inspire them with those ideals which make *being* a Guide so different from just belonging to the company.

Second query—how long do you keep your P.L.s? Do they "last for ever and ever," as one small recruit put it, or do



THE TEACHING OF FIRST AID

IN the initial planning of a course of first aid the following points should be borne in mind: the length of time available for teaching, the ages and capabilities of the people one is likely to want to use. For instance, when a long and thorough course can be undertaken, this should begin with a sound introduction to elementary anatomy, but when time is limited (or the mental capacity of the Guides is low!) much useful training can be given excluding altogether the stereotyped classical lectures on the skeleton or the circulation of the blood. It is not necessary to know which ventricle is which in order to grasp the simple fact that in very many cases bleeding may be stopped by pressure on the wound. In all our planning, and throughout the course, the most important thing of all is to remember the main object of first aid: to prevent any extension of the patient's injuries. Shock, bleeding (haemorrhage) and sepsis (poisoning by the entry of germs or bacteria into the wound), are potential dangers attending even slight injuries, and our principal task is to prevent them altogether, or to minimise their effects. Careless handling of patients may add to the shock, or even start haemorrhage or induce sepsis where these two conditions were happily absent. Too often instruction is given in the form of "treat for shock" or "arrest bleeding," without any suggestion as to how these conditions may be prevented or unintentionally aggravated. During the war of 1914-1918 many men became badly shocked after leaving the dressing station. They had received first aid, but were later allowed to get thoroughly chilled, and shock supervened. I have said that too little attention is paid to the causes of shock, haemorrhage and sepsis, and this brings me to another point: the importance of practice in diagnosis. Even in A.R.P. exercises held to-day, one finds "casualties" labelled "broken collar bone," "internal haemorrhage," etc. A much more useful test would be to write on the labels the characteristic signs and symptoms of the injury from which the patient is supposed to be suffering.

Two other considerations should be constantly kept before the mind of the first-aiders. In any given circumstances first aid should be planned in relation to the urgency of the case, and the availability of skilled help. It is important to distinguish between the cases where minutes count, and those where it will be to the patient's ultimate advantage to wait for better qualified helpers. For instance, in cases of choking, severe haemorrhage, or the cessation of breathing, caused by drowning, gassing or electric shock, the first-aiders, however inadequate she feels, must act at once. I shall never forget reading in the newspaper the account of a man choking to death in front of several friends. Any one of them could have saved him by pushing the obstruction up or down his throat, but instead of performing this simple action, what they did was to telephone for a doctor, who could not possibly arrive in time. On the other hand, a bad fracture should not be treated by an inexperienced Guide if an ambulance can easily be summoned. Obviously, a Guide living in a remote country district will be thrown on her own resources to a greater extent than one living in a big city where, normally,

the telephone should bring an ambulance in a matter of minutes. So much for the general principles—now for a few suggestions as to the actual teaching. Many first aid classes consist of too much demonstration and too little practical work. First aid cannot be "learnt" and then put on to a shelf. Only by constant practice can the first-aiders ensure that when confronted by circumstances of unusual difficulty or danger, her sense of judgment, knowledge and skill will not fail her. It is a useful occasional exercise to do your bandaging in the dark. Never teach any treatment without giving the reasons for it. The necessity for precautions against sepsis is better understood if the protective function of the skin is described. It is then clear that where this protective surface is interrupted by a wound or a burn, the deeper tissues of the body are exposed to invasion by germs. When teaching anatomy, remember that while a good diagram is better than a bad one, a specimen is better than either. A visit to the local museum, where there is an opportunity of handling a human skeleton, is well worth while. "Pressure points" acquire a new meaning when thought of in relation to the bones against which the arteries are to be compressed. A long-bone, justifiably withheld from the salvage campaign, can be sawn in half by an enterprising Guider, and the structure and growth of bone, fractures and their repair, will become not dull academic subjects, but really fascinating studies.

In any first aid course designed to-day, it would be well to include some elementary instruction in anti-gas measures. The treatment for mustard gas is so very simple, and yet may prevent serious injury, or at the best, prolonged disablement.

One last piece of advice. Try, all the time, to relate your teaching to actual, practical conditions. Encourage Guides to press into service the materials they have at hand, and in the face of hampering limitations not to be disconcerted, but to adapt their methods. A first aid manual of my childhood recommended, as ersatz splints, "champagne-bottle covers or billiard cues." The principle was good, though the choice of substitutes a little exotic for the circles in which most of us move! It is this ability to adapt methods and materials which makes miners and men in engineering shops, etc., our finest first-aiders. If you can get one of them to take part in your course, you will learn unnumbered practical hints which never find their way into books.

C. M. LEGGE.



NEWS OF DEVON

Many evacuees have joined Devon Lone Companies, so numbers are well up, and Guiders are kept busy.

Guides are working for useful Proficiency Badges, such as Cook, Sick Nurse, Poultry Farmer, Knitter, and several have earned the War Service Badge.

Rangers are kept busy in all sorts of ways, and are putting their Guiding to practical service. One, who lives in a lighthouse on a lonely part of our coast, recently found an unexploded mine, and had it "attended to" before it did any harm. Another was bombed out of her house, and wrote very apologetically because the garments she had made for the company's adopted baby were destroyed; she then bought more wool and started to replace them.

A Guide company is knitting scarves for sailors, and has made a blanket for evacuees. One member gained sixteen badges last year.

The Commissioner for Lones asks for news from other counties, if possible, month by month.

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 (6d.).
Girl Guiding (2s. 6d.).
Guiding for the Guider (6d.).
The New Guide Company (6d.).
The Ranger Guider's Job (1s.).
Scouting for Boys (8s.).
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 Lightweight Camping (6d.).
Camp Fire Song Leaflets.
Songs of the British Islands (1s. 6d.).
Edited by W. H. HADLOW, M.A.
The Lone Trail (8d.).

FILMS FOR HIRE

For a list of films for hire from Headquarters please refer to page 143 in the July GUIDER, or full information may be had from Headquarters on application.

THE GIRL GUIDES ASSOCIATION

(Incorporated by Royal Charter)

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

Telephone: 2-3-4.
VICTORIA 6001-2-3-4.

Branch Shops: 20, Richmond Street, Liverpool; 352-4, Gray's Inn Road, London, W.C.1; 50, Moorgate, London, E.C.2; 20, Working Street, Cardiff; and 19, Green Lanes, Palmers Green, N.13

Telegraphic Address: GIRGUIDS, SOWEST, LONDON.

PRICE LIST

TERMS

PAYMENT.—Cash must be enclosed unless a deposit account has been opened. Cheques should be made out to the Girl Guides Association and crossed Westminster Bank, Ltd.
CARRIAGE.—All orders over £1 in value, except Toadstools, sent free in the British Isles.
PURCHASE TAX.—Items chargeable with Tax at the beginning of the month are marked with T. Other items included in this list may be subject to tax during the month.

COUPONS

(please see page 4 for particulars)

REGISTERED GOODS

Obtainable through County Secretaries only, except for London

AWARDS

Archie-Ranger Home Emergency Helper	9T	2½d
Scout for Tests for above—Red, Green, Blue	3T	2½d
Archie-Ranger Home Emergency Helper	2	3T 2½d
Scout for Tests for above—Red and White	1	2½d
Scout for Tests for above—Red and White	1	1½T 2½d
Scout for Tests for above—Red and White	3T	2½d

BADGES

Brownie—First Class and Proficiency	3T	2½d
Second Class	3T	2½d
Scout Metal 4½T	6T	2½d
Wings	9T	2½d
Scout First Class, Blue, Green and Red	4½T	2½d
Second Class	3T	2½d
Proficiency	4½T	2½d
Little House Emblem	3T	2½d
Tenderfoot. Gold 41/3T P./Free	4½T	2½d
Long Guide	1	0T 2½d
Long Guide	2	3T 2½d
Long Guide	9T	2½d

Patrol. Choral, Guide and Ranger. Hostess	6T	2½d
Ranger. Proficiency	3T	2½d
Star	4½T	2½d
Tenderfoot. Gold & Enamel 41/3T	1	0T 2½d
Long Ranger	6T	2½d
Trade	3T	2½d
Sea Ranger. Proficiency Blue	6T	2½d
Abie Sea Guide (Sea Ranger Test)	9T	2½d
Tenderfoot	6T	2½d

Trade and Ratings	1	3½T 2½d
First Class Badge, Metal, for Guiders, Red, Green or Blue	1	0T 2½d
Blazer Badges. Ranger, Sea Ranger, and Old Guide and Guide	10½T	2½d
Brown Owl	1	0T 2½d
Captain and Cadet Captain, White Enamel	3	9T 2½d
Commissioner (Silver Tenderfoot)	1	6T 2½d
County President	1	6T 2½d
Headquarters Instructor Badge	6	9T 2½d
Imperial	9T	2½d
Instructor	4½T	2½d
Leadsman	1	2T 2½d
Local Association	1	0T 2½d
Ranger Captain	3	9T 2½d
Sea Ranger Captain	10½T	2½d
Secretaries. Metal—Green, Red or White	9T	2½d
Tawny Owl	2	12 6T free
Tester	9	0T 2½d
Thanks Badges. With Bar pin. Gold	2	12 6T free
Silver	9	0T 2½d

ENROLMENT CARDS

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

FORMS AND CERTIFICATES

Proficiency Badge Certificate Book	6T	1½d
Ditto for School Companies	2	2d
Book of Proficiency Certificates for Cadets	10	3d
Transfer Forms—book of 24	3½	2d
Transfer Forms for Guiders	1	1½d
Brownie Pack Certificates	9	2½d
Old Guides Membership Cards	1	1½d

HAT BADGES AND HATBANDS

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

SERVICE STARS

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

UNIFORM BROWNIES

STRIPES for Pack Leaders, 3½T. Sixers	2	2½d
Seconds	1	2½d
BELTS. Sizes 25 to 30 in., 32 in.	1	6T 3d
CAPS. Brown Woollen, in two sizes	2	6T 3d
EMBLEMS. Names given in Brownie Handbook. (Customers are asked to order in quantities of not less than three emblems.)	4T	2½d
HATS. Brown Cotton. Sizes 6½, 6¾, 6¾, 7	2	0T 3d
Brown Melton. Sizes 6½, 6¾, 7, 2¼. Size 6½	2	11T 3d
JERSEYS. Brown. 24 in. 20 in. 28 in. 30 in.	5/-	5/3 5/6 5/9

KNICKERS. Brown Casement Cloth. Sizes 14, 16	2	0 3½d
Brown. Interlock. Sizes: 14 in. 16 in. 18 in. 20 in.		
Price: 2/6 2/8 2/9 2/9		
LANYARDS. Brown, for Pack Leaders only	6½T	2½d

OVERALLS. Brown Cotton.

Temporarily Unobtainable

PLIMSOLLS. Brown. Sizes 10, 11 and 12	1	6 5d
per pair		
SOCKS. Brown. Silkestia. Sizes 8, 9, 10 in.	3	3 3d

TIES (Triangular). Brown or Gold. 6d., 9d. and fadeless.	1	0T 2½d
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GUIDES, RANGERS and SEA RANGERS

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

All sizes, 25, 26 in. to 30, 32, 34, 36 in.	3	0T 4d
Swivel Belts	2	6T 3½d
New Design Belt. 1 in. wide		

DISTINGUISHING MARKS. Patrol Leaders' Stripes	2	2½d
Badge, Sea Rangers	6T	2½d
Cadet Patrol Leaders' White Enamel Bar	9T	2½d
Seconds' Stripes	1	2½d
Badge, Sea Rangers	6T	2½d
EMBLEMS. Birds or Trees	4T	2½d

HATS. Sizes 6½ 6¾ 6¾ 7 7½		
Inches 19½ 20½ 21½ 22 22½		
Guide Soft Wool Felt. 3/5T, 3/3T, 4/-T and	4	6T 5½d
Ranger Hats. Navy waterproof drill. Sizes 6½-7½	4	11T 5d
Sea Ranger. Sizes 6½-7½	4	11T 5d
CAMP. Sizes 6½ to 7½ (light blue)	1	11 3d

HAVERSACKS. Navy. Drill. 12½ in. x 9½ in., two pockets	3	2T 3½d
IDENTITY DISCS. Real Silver, on wristlet	7	6T 2½d
This price includes 3 lines of engraving.		
KNICKERS. Navy Blue. Interlock. Sizes: 18 in. 20 in. 22 in.		
Price: 2/- 2/3 2/6		
LANYARDS. White Cotton, best quality only	5T	2½d

PLIMSOLLS. Black and Brown. Sizes 7 and 8	2	0 7d
Sizes 7 and 8, with elastic gusset	2	11½ 7d
SEA RANGER ROWING VESTS. Sizes: 34 in., 36 in., 38 in.	5	6 4d
Navy Dungarees. S.W., O.S. Sizes: O.S. per pair 3/6	6	0 7d

SKIRTS. Navy. No bodice, on elastic £ s. d.		
from waist. Length: 30 in., 30 in., 32 in.		
Hips: 42 in., 46 in., 47 in.		
	10	6 7d

SOCKS. Ankle Socks. Cashmere. Blue, 9, 9½, 10 and 10½ in.	1	6 2d
Leaf Mould. Sizes as above	2	9T 3d

SHOULDER KNOTS. Patrol Colours (now supplied without brass clips)	each	3T 2½d
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SHOULDER TAPES.

Temporarily Out of Stock.

STOCKINGS. Black Lisle. Sizes 9, 9½, 10, 10½ in.	4	1T 3d
Leaf Mould. Sizes 8½, 9, 9½, 10, 10½ in.	4	1T 3d
Leaf Mould Cotton. Sizes 8½, 9, 9½, 10 in. and 10½ in.	2	6T 3d

TIES (Triangular). Best Quality Only, guaranteed fadeless. Crimson, Dark Green, Emerald, Gold, Lemon, Myrtle Green, Orange, Royal Blue, Scarlet, Sky, White	1	0T 2½d
TIES (Triangular). Colours as above	8d.	8d. and 9T 2½d
Black Sateen, for Sea Rangers	1	5T 2½d

Striped Ties (open end) for Rangers. Any colours to customers' requirements. To order only, minimum order of one dozen each, with 12 Coupons.	2	9T and 3 2Extra
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THE GIRL GUIDES ASSOCIATION PRICE LIST

[September, 1941]

II

HAT CORD.	Aluminium	Price	Postage
Diploma Brown, Green, Navy or Red	...	3 0T	2 1/2d
Camp Advisor (Ribbon)	...	4 1T	2 1/2d

BELTS.	Sizes 6, 6 1/2, 6 3/4, 7, 7 1/2, 7 3/4.	Price	Postage
Leather, with official buckle, with swivel	...	5 6T	4d
(Please state size: 28 in., rising 2 in. to 38 in.)

GLOVES.	Sizes 6, 6 1/2, 6 3/4, 7, 7 1/2, 7 3/4.	Price	Postage
Brown, long gauntlet	...	8 9	4d
Brown Cape Leather, long gauntlet, only 6, 6 1/2, 7 1/2 and 7 3/4	...	8 9	4d

NATS.	Sizes: 6 1/2, 6 3/4, 6 1/2, 6 3/4, 7, 7 1/2, 7 3/4.	Price	Postage
In Ins.: 20 1/2, 20 3/4, 21 1/2, 21 3/4, 22 1/2, 22 3/4, 23 1/2, 23 3/4	...	6 8T	7d
Navy Wool Felt Heavy or Lightweight	...	18 11T	7d

JERSEYS—	H.Q. Blue, V-neck.	34 in., 36 in.	Price	Postage
	10 6	5 1/2d

CARDIGANS—	H.Q. Blue, 35 in.	Price	Postage
	...	11 6	5 1/2d

WOVEN TIES.	"From the Girl Guides," supplied to Organisers of Working Parties	per gross	Price	Postage
	1 2	2 1/2d

JUMPERS.	Length 28 in. Neck 18 1/2, 14 1/2, 15. Navy Poplin, with collar attached	Price	Postage
	...	9 6	4d

LANYARDS.	White Cotton	Price	Postage
	...	5T	2 1/2d

GUIDER'S UNIFORM DRESSES FOR OFFICIAL WEAR.	Guiders' and Rangers' Improved Style. H.Q. Blue. Made from Duro Fabric. Fully Shrunk.	Price	Postage
Length 42 in., hips 37 in., 39 in., 41 in.	...	18 4T	7d
" 44 in., " 37 in., 39 in., 41 in.	...	18 4T	7d
" 46 in., " 37 in., 39 in., 41 in.	...	18 4T	7d
" 48 in., " 37 in., 39 in., 41 in.	...	18 4T	7d
" 46 in., " 39 in., 41 in., 44 in.	...	19 6T	7d
" 48 in., " 39 in., 41 in., 44 in.	...	19 6T	7d
" 46 in., " 41 in., 44 in., 47 in.	...	19 6T	7d
" 48 in., " 41 in., 44 in., 47 in.	...	19 6T	7d

Please state length and hip measurements when ordering. These cannot be made to special measurements at the moment.

Repp. Improved Style.	Headquarters Blue.	Price	Postage
Length 42 in., hips 37 in., 39 in., 41 in.	...	14 11T	7d
" 44 in., " 37 in., 39 in., 41 in.	...	14 11T	7d
" 46 in., " 37 in., 39 in., 41 in.	...	14 11T	7d
" 48 in., " 37 in., 39 in., 41 in.	...	14 11T	7d
" 46 in., " 39 in., 41 in., 44 in.	...	17 2T	7d
" 48 in., " 39 in., 41 in., 44 in.	...	17 2T	7d
" 46 in., " 41 in., 44 in., 47 in.	...	17 2T	7d
" 48 in., " 41 in., 44 in., 47 in.	...	17 2T	7d

These cannot be made to special measurements at the moment.

Woollen. Improved Style.	Headquarters Blue.	Price	Postage
Length 42 in., hips 37 in., 39 in., 41 in.	...	28 6T	free
" 44 in., " 37 in., 39 in., 41 in.	...	28 6T	free
" 46 in., " 37 in., 39 in., 41 in.	...	28 6T	free
" 48 in., " 37 in., 39 in., 41 in.	...	28 6T	free
" 46 in., " 39 in., 41 in., 44 in.	...	27 0	free
" 48 in., " 39 in., 41 in., 44 in.	...	27 0	free
" 46 in., " 41 in., 44 in., 47 in.	...	27 0	free
" 48 in., " 41 in., 44 in., 47 in.	...	27 0	free

These cannot be made to special measurements at the moment.

Navy "Kynoch," 4 1/2	Soft Woollen	2 0	2 1/2d
	...	3 11	3 1/2d

SPORTS SHIRTS. Cellular Sports Shirts for
 ... with Shorts and Slacks H.O.

SPORTS SHIRTS.	Cellular Sports Shirts for wearing with Shorts and Slacks. H.Q. Blue shade, polo collar. Sizes W. and O.S.	Price	Postage
	...	3 9	4d

STOCKINGS.	Black Lisle.	Price	Postage
Sizes 9, 9 1/2, 10, 10 1/2 in.	...	4 1T	3d
Leat Mould. Sizes 8 1/2, 9, 9 1/2, 10, 10 1/2 in.	...	4 1T	3d
Black Sea Island Cotton.	...	3 6T	3d
Sizes 9, 9 1/2, 10 in.	...	3 6T	3d
Leat Mould Sea Island Stockings.	...	6 3T	3d
Sizes 8 1/2, 9, 9 1/2, 10, 10 1/2 in.	...	6 3T	3d

Mending for Stockings.	Black & Brown	per card	Price	Postage
	1	2 1/2d

TIES.	Mercerised Cotton—Faddeless.	Price	Postage
Black, Brown, Emerald, Gold, Lemon, Pale Blue, Scarlet, White	...	1 3T	2 1/2d
Tootal Ties. Washable. Navy only	...	2 9T	2 1/2d
Fine Quality Poplin	...	3 2T	2 1/2d

Colours as for 1 1/2 ties except White, Orange, Myrtle Green and the following in addition: Crimson, Dark Green, Saxe Blue.

Barathra, Navy and Saxe Blue	Price	Postage
...	4 4 1/2	2 1/2d

Irish Silk Poplin. Brown, Green (for District Captains only), Navy.	Price	Postage
...	3 8	2 1/2d

Old Guide Ties. Red and Green stripes on Navy background	Price	Postage
...	2 6	2 1/2d

SHIRTS. Neck 18 1/2, 14, 14 1/2, 15 in.	Price	Postage
"Vanilla," fine white poplin with "Van Heusen" semi-stiff collars and two collars	14 3 1/2T	5d
"Van Heusen" Semi-stiff Collars	1 6T	2 1/2d

TAILOR-MADE UNIFORMS & OVERCOATS.

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

Guiders' Uniforms—	Price	Postage
Fine Quality £5 17 0T	Extra Skirt 1 10 2T	free
" £7 0 9T	" 2 6 11T	free
Heavier Quality £9 4 6T	" 2 14 10T	free
" £9 7 6T	" 3 2 6T	free

Costs will be made without shoulder straps unless specially required.

Guiders' Overcoats—	Price	Postage
Navy, Blanket Cloth	4 1 0T	free
" Melton	5 7 0T	free
" extra quality	6 9 0T	free

READY-MADE OVERCOATS.

Good quality Navy Pilot Cloth. W. length 40 in., W.X. length 48 in. These cannot be made to special measurements.

Camp Overall.	Light Blue, 36 in. per yard	Price	Postage
Woollen Fabric. H.Q. Blue, 36 in. per yard	...	4 8T	11 post

PAPER PATTERNS.

Brown Uniforms 7 1/2d. Guide Uniforms 11T. 2 1/2d. Guiders' Uniforms and Overalls ... 7 1/2d. 2 1/2d.

WET-WEATHER OUTFITS

Showerproof Coats for Guides. Navy.	Lengths 40 in., 42 in., 40 1/2.	Price	Postage
	...	44 in. 2 9	6T free

Showerproof Coats for 22 in. 44 in. 2 9 51 110	
Lengths 40 in., 42 in., 40/-	
Showerproof Coats. Navy. Length 50 in., O.S. 3 0 0 free	

Waterproofs.	Lightweight, 44, 46, 48 in.	Price	Postage
	...	10 0	7d

FLAGS, SHIELDS AND TOADSTOOLS

FLAGS.

Union Jacks, best all wool bunting, roped and toggled ready for flying.

Sizes	4 yd.	3 yd.	2 1/2 yd.	Price	Postage
	31/-	19/-
Best super quality	1 yard	6 0	7d

World Flag, light blue bunting, with gold trefoil, printed, 3 ft. by 3 ft. 9 in.

Mounted	Price	Postage
...	1 9 6	free
Unmounted	17 6	5 1/2d

Mounted, with name of Company, 1 line white lettering, printed ... 1 18 0 free

white lettering, printed	do.	do.	do.	1	4	0	fr
Unmounted	do.	do.	2 lines	2	5	0	fr
Mounted	do.	do.	do.	1	11	6	fr
Unmounted	do.	do.	do.				

N.B.—Owing to the uncertainty of deliveries customers are advised not to make arrangements for Dedication Services until they have received their flag.

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

Carriers, leather, for flag	Price	Postage
...	6 3	5d

Cords and Tassels, Union Jack	Price	Postage
...	6 7 0	4d

Covers, waterproof, for flag. Length 47 in.	Price	Postage
...	6 6	7d
Length 53 in.	Price	Postage
...	7 6	7d

Flag Poles, 3-section, for sending overseas	Price	Postage
...	11 6	extra

Pike Top for flagpole	Price	Postage
...	4 6	5d

Signalling Flags—

Morse, 24 in. by 24 in. Cotton	Price	Postage
...	1 8	2 1/2d
Semaphore, 12 in. by 12 in. per pair	Price	Postage
...	1 6	2 1/2d
18 in. by 18 in.	Price	Postage
...	2 8	2 1/2d
International	Price	Postage
...	1 9	2 1/2d

Sticks for Signalling Flags. Morse	Price	Postage
...	5 7d	
Semaphore, 24 in.	Price	Postage
...	4 7d	
International (one pair for each flag) per 2 pairs	Price	Postage
...	6 7d	

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

Trefoil, for flagpole, Guide	Price	Postage
...	6 6	7d
" Ranger or Sea Ranger	Price	Postage
...	10 0	7d

SHIELDS.

Guide Shield. Reproduced in Copper, with bronze finish, mounted on wax polished wooden background.

Size 13 in. by 13 in. With 6 record shields	Price	Postage
...	2 15 0	free
" 10 in. by 10 in. Without record shields	Price	Postage
...	1 12 6	free

Guide Shield, with Oxidised Trefoil. 5 record shields, mounted on polished oak background. Size 11 in. by 13 in. ... 2 5 0 free

Ranger Shield. 11 in. by 13 in., with Ranger Trefoil and Ribbon in brass for engraving

FOR STANDARDS. Poles, 9 ft. in three sections. Ash or Ebony finish, varnished and polished	Price	Postage
...	19 6	7d
Trefoil for poles, double-sided, Guide	Price	Postage
...	8 6	7d
Trefoil Transfer for Standards or World Flag	Price	Postage
...	12 0	7d

TOADSTOOLS. 2 ft. high, Natural

10 in. high, Natural	Price	Postage
...	17 6	7d
Brown Owl, for Toadstool. Paper mache	Price	Postage
...	11 6	7d

3/3 & 7/9 5d & 3d

MISCELLANEOUS EQUIPMENT

Ambulance. First Aid Elastoplast Dressings	Price	Postage
...	6 3d	
Ambulance Outfits. Pocket	Price	Postage
...	1 6	4d
Medium size	Price	Postage
...	2 8	4d
Bandages, Triangular, plain	Price	Postage
...	7 2 1/2d	
Duragil Magic Wadding, for badge cleaning	Price	Postage
...	2 1/2d	
Knife Sheaths, brown leather, with ring to hang on belt swivel	Price	Postage
...	1 11T	2 1/2d

Leather Case, various colours, embossed with Trefoil, containing: Badge and Shoe ... 1 11T 2 1/2d

Comb Case	Price	Postage
...	1 6T	3d
Identity Card Case	Price	Postage
...	1 6T	3d
Small Knife in Sheath to hang on belt	Price	Postage
...	4 9T	3d
Pouches, leather, to hold ambulance outfit	Price	Postage
...	3 6T	4d
Purses, Belt—Guides	Price	Postage
...	1 2T	3d
Guiders, 3/6T With pocket and gusset	Price	Postage
...	2 3T	3d
Rope, for knotting	Price	Postage
...	2 2 1/2d	
Shoe Cream. "Properties."	Price	Postage
...	6 3d	
Mahogany or Black	Price	Postage
...	9 9 1/2d	
Mahogany	Price	Postage
...	9 9 1/2d	
Splints, extension, for practice	Price	Postage
...	4 9 7d	
Staves, Natural Ash Wood, length 4 ft. 6 in.	Price	Postage
...	1 3T	1 1/2d
Length 5 ft. 1 in.	Price	Postage
...	1 4 1/2d	1 1/2d
(Not less than 3 can be sent by rail.)	Price	Postage
...	1 4 1/2d	1 1/2d
Styptic Pen. Containing Iodine	Price	Postage
...	6 3d	

Knives and Whistles are temporarily suspended from our list owing to the difficulty in obtaining supplies.

BOOKS

FOR GUIDES

Bible, The Holy. Bound in navy blue leather stamped with trefoil design	Price	Postage
...	5 0	5 1/2d
A Manual of Prayer for Girl Guides. "Preface by Lord Bishop of Oxford. Published by Mowbray	Price	Postage
...	1 0	3d
Books of Common Prayer and Hymns A. & M. Navy leather, embossed with trefoil	Price	Postage
...	4 0	3 1/2d
Catholic Girl Guides' Prayer Book	Price	Postage
...	2 2 1/2d	
Girl Guide Prayers and Hymns. (Inter-denominational) For use in Camp or Clubroom	Price	Postage
...	6 2 1/2d	
Girl Guides' New Testament, The. Pocket edit. God's Plan. By the Bishop of St. Albans	Price	Postage
...	1 0	3d
Guide Law, The. Illustrated booklet	Price	Postage
...	2 6	3d
Guide Law, The. Short Readings and Prayers On the Right Trail. By Flora Freeman. Especially for Guides of the Roman Catholic Church	Price	Postage
...	2 0	4d
Steps to Girl Guiding. An abridged edition of the Handbook	Price	Postage
...	6 1 1/2d	
Tracks to Adventure. By Vera Marshall	Price	Postage
...	6 1 1/2d	
Yourself and Your Body. By Sir William Grenfell	Price	Postage
...	3 6	7d

ON BROWNIES

Brown Magic. A Book for Brown Owls. By V. Rhys Davids	Price	Postage
...	2 0	3d
Brownie Games. By Esterel Pelly	Price	Postage
...	6 2 1/2d	
Brownie Games. By A. M. Knight	Price	Postage
...	1 0	1 1/2d
Brownie Handbook, The. By Lord Baden-Powell	Price	Postage
...	6 1 1/2d	
Brownie Tests. Compiled by V. Rhys Davids	Price	Postage
...	4 1 1/2d	
Brownie Ceremonies. Pamphlet	Price	Postage
...	2 1 1/2d	
Golden Hand Test, The	Price	Postage
...	3 1 1/2d	
Mimes for Guides and Brownies	Price	Postage
...	6 1 1/2d	
More for Brownies. By U. M. Williams	Price	Postage
...	4 0	5 1/2d
Pack Holidays	Price	Postage
...	4 1 1/2d	
The Story of the Brownies. From The Brownies	Price	Postage
...	3 1 1/2d	

CHARTS		Price	Postage
		£	s. d.
Anatomical Lecture Charts, containing 12 diagrams, including 2 coloured plates of blood circulation	each	5	0 7d
Fire for Cooking: How to Act in Emergencies; Semaphors	each	3	2 1d
Coloured Plates, Badges of Distinction	each	4	2 1d
Discovery. How to explore your District	each	2	1d
First Aid Novelty Chart	each	3	2 1d
Our Wild Birds	each	6	2 1d
Some British Wild Flowers	each	6	2 1d
Posture Charts	each	4	2 1d
Planes' Planispheres	each	3	2d
Skislope Wall Chart	each	2	9 3 1d
Trunk's Head Knot Charts	each	6	2 1d
Trunk's Head Knot Charts	each	1	1d
DANCES			
Country Dances, Various. Music and Instructions	each	6	1 1d
English Country Dances. Graded series. By Cecil Sharp. Vols. I, II, III, IV. Music and Instructions	each vol.	3	0 2 1d
Introductions to the English Country Dance	each	5	0 4d
Seventy-five Riles, Country Dances, Jigs, etc. Scandinavian Dances:—	each	1	0 1 1d
Parts 1, 2 and 3, words only	each part	5	1d
Parts 1, 2 and 3, music	each part	10	1d
Folk Dances from Many Lands:—	each	5	1d
Parts 1, 2 and 3, words only	each part	5	1d
Parts 1, 2 and 3, music	each part	10	1d
GAMES			
Happy Morse. A Card game on Morse Alphabet	1 10 1/2	4d	
LEAFLETS			
A Million Children Read Leaders	per doz.	3	2d
Citizenship for Girls			
"Girl Guides" (giving brief information about Brownies Guides and Rangers)			
"Girl Guides," Ranger Branch			
Guiding by Post			
How Guides Camp			
How to Start a Girl Guide Company			
Sea Rangers			
What are Girl Guides?			
What are Lones?			
Cadet Leaflets—What They Are, What They Do		2	1d
Guiding for the Handicapped			free
Extension Leaflet. New		1	1d
Hints to Camp Advisers			free
Home Emergency Leaflets			
General Qualifications			
Child Welfare			
Land Work			
Welsh Leaflets—How to Start a Company, and Guide Tests; Brownies; Rangers		3	1d
KNITTING LEAFLETS			
Brownie Cap Leaflet		1	1d
Brownie Jersey and Cap		2	1d
PAMPHLETS			
Association of Head Mistresses Joint Conference with the Girl Guides Association		6	1 1d
Book List for Rangers and Their Guiders		3	1 1d
Books for Young People		6	1 1d
Commissioners' Notes Regarding Camp		1	1d
Colour Ceremonial		3	1 1d
Daily Half-Dozen Leaflet, The		2	1d
Drill for Girl Guides		3	1d
Drill Leaflets			free
Fire Protection Hints to Householders		8	1 1d
The Girl Guide Movement in Relation to the Churches		2	1d
Girl Guide Movement in Relation to the Roman Catholic Church. Third series		2	1d
Health Hints for the Young Worker		1	1d
International Code of Signals		1 1/2	1d
Local Associations		2	1 1d
New Guide Company, The		6	1d
Our National Flag		2	1d
Oxford Conference Report		1	0 2d
Old Guides		1	1d
Random Notes on Guiding in Schools and Colleges		6	1 1d
Ranger and Her Social Relationships, The		1	1d
Report on "Drop in Numbers"		4	1 1d
Signalling		8	1d
Standards and Badges for Girl Guides		6	1 1d
Stop, Look and Listen—Pamphlet		1	1d
World Association of Girl Guides and Girl Scouts		2	1d
PHOTOGRAPHS			
The Chiefs		3	9T 5d
The Chief Scout		3	9T 7d
The Chief Guide		3	9T 7d
.. .. .		6	0 7d
PHOTOGRAPHS. TO ORDER ONLY.			
H.R.H. The Princess Royal, in Uniform; Size 6 in. by 8 in., unmounted		6	0 extra
.. 13 1/2 in. by 17 1/2 in., including mount		25	0 free

THE GIRL GUIDES ASSOCIATION PRICE LIST

[September, 1941]

IV

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"Eze" Morse Signalling Cards per packet	6	3d
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Guide Law Cards (Large)

Patrol Roll Book—"Adar"	6	2d
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Per packet of 14	1 0	4d
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Without Pencil	1 1d	2d
Guide's Diary. With Pencil and Notebook, bound Navy Blue Case	3 8	3d
Diary Refill for above	1 1d	2d
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DO THINGS



TEACHING THE FLAG



THE Tenderfoot is required to "know the composition of the Union Jack and the right way to fly it," and although her instruction will probably be given by her P.L., the Guider is ultimately responsible for the testing it in an interesting and practical way whenever the recruit is ready. Much will depend on how we have trained our P.L.s. Have we kept our teaching of the Flag "alive," and not let it rust into a dead string of dates and measurements? Don't stop at the historical background of the crosses, the conditions of life at the various dates, the virtues and vices of the people and the lives and characters of the men they chose to be their Patron Saints. Will you speak of the Union Jack or the Union Flag? Probably the former, so find out which you think the most likely reason for the name "Jack." Teach the drawing of all three flags separately, of a fair size, and in correct proportion (i.e., the Cross one-fifth the width of the flag). Let the recruit be absolutely sure of them, and of the first Union Jack, before attempting to draw the flag as we fly it to-day. Have a correct copy for her to refer to if in doubt. The outline given in "Our National Flag," H.Q., price 2d., is excellent, as copies can be traced on this paper and used for colouring, which will impress the correct version on the memory. (Note: the proportions of the crosses do not vary, whatever measurement or flag is used.) The recruit should also be learning the necessary knots, and practising folding and hoisting a Morse flag or duster. (When proficient, promote to the real flag!)

Teach her to look out for it in use on ships, public buildings, at Service funerals and in camps. Find out where it flies abroad, and consider the ideals it stands for. Collect true stories of deeds of courage of the soldiers, sailors, explorers, missionaries, doctors and hundreds of others, who have served under it proudly and gained inspiration from it. Study the flags of the British Dominions, and notice the place of honour occupied by the Union Jack. Do we always treat it with the affection and respect it deserves, and train our P.L.s to do so too, or does the recruit sometimes see it bundled into case or cupboard with scant

ceremony after flag teaching or testing? Do we keep our flag cards clean and unbent? Do we choose our colour parties by character, remembering that to be so chosen is a high honour and responsibility? All these things count, because the recruit, indeed the whole company, will be far more influenced by our acts in connection with the Union Jack, than by any words, however inspired, we speak of it. F. M. M.

THE PATROL SYSTEM

6.—CHOICE OF LEADERS

If you consult *Policy, Organisation and Rules* you will discover



NOTES ON SECOND CLASS TEST WORK FOR MENTALLY DEFECTIVE GUIDES

Much fun and lots of jolly times can be combined with work and play for Second Class, and really the girls enjoy the time given, though it does take a long while to master the more difficult parts of the test. There are alternatives given in the Extension Book, such as simple eurythmics of gardening instead of Morse, but wherever possible, the ordinary test should be taken.

Morse certainly means a lot of time. International Signalling comes easier to these girls, as the movements are simpler, and they have not so many things to think of at once. The deaf and dumb alphabet is another alternative, but if Morse can be mastered, there is a much greater sense of achievement.

Woodcraft. At first, close observation of living things, such as animals and birds, may present a difficulty; so often the girls are noisy in voice and in movement, but practice in quiet observation and simple stalking and tracking are excellent training in self-control, which is usually so badly needed. If a Guider can manage to take a few girls at a time out alone, even in the grounds, the privilege and thrill are immense.

Knots can be learnt by dint of practice and games.

Fire Lighting. If laying and lighting a fire in the open is quite impossible (in some Institutions it is forbidden), the laying outdoors can usually be practised, or suitable things collected and built up on a tray indoors, the right kinds of wood shown and searched for, and games thought out to give some knowledge of woodcraft as an alternative to this part of the test.

Carriage and good posture can usually be improved. Pride in uniform is a great asset.

Rules of Health can be taught by games. Usually the older girls are keen on anything of this sort, and on simple first aid. Those in Institutions are often helped by the staff in practising and by lectures in first aid and home nursing.

As for Tenderfoot; the test takes a good deal longer than with normal Guides. It can, of course, be done in parts, and marked off on the Guides' cards as parts are passed, this giving a feeling of progress. The aim is always to encourage individual effort, and to pass the girls to a certain extent on the improvement and perseverance shown, but to become a Second Class Guide must be an honour to be striven for, and should not be too easily attained.

AN OFFER

A company that is closing down has generously offered the following equipment to a new hospital company who are unable to buy their own:—Patrol flags (Heron, Iris and Kingfisher), hand embroidered, three fitted patrol haversacks, black and green triangular ties. Please apply to Miss Smales, Southlea, Redhill, Worcs.

that the given qualifications for a Patrol Leader are that she must have been three months in the company, have passed her Second Class Test and must show a good knowledge of patrol drill. In many books that appear monthly in THE GUIDER, under the heading of "Books You Should Read" (for instance, *The A.B.C. of Guiding*), you may find valuable suggestions for Leaders' Election, so we won't waste paper or time by setting them down here, but go immediately to our self-examining queries!

Are your P.L.s elected? Or are you like the lady I once met who said it was easier to choose 'em herself? Why should P.L.s be chosen by the company rather than by Captain? We could bring up a whole battery of replies to this question, but the most pertinent are these—the children know each other far better than we mere grown-ups know them, and secondly, they know whom they can best follow, and we all give more faithful allegiance to a leader we have chosen than to one imposed upon us. Personally, I must admit there have been times when I have thought—and even confided to Lieutenant—"Ah, they've made a mistake this time!" But let me say quickly that I've always had to admit ultimately that the Guides were right and my opinion was wrong! You see, it is the Guides who know which Guide is really keen, truly interested in other people, anxious to see all the patrol getting on and not just eager to gain badges for herself, and who is most likely to inspire them with those ideals which make being a Guide so different from just belonging to the company.

Second query—how long do you keep your P.L.s? Do they "last for ever and ever," as one small recruit put it, or do

THE SCHOOL FOR POLISH CHILDREN

by

OLGA MALKOWSKA

The School for Polish Children, which was last year in South Devon, has not ceased to exist, in spite of many difficulties it had to face. It was transferred to Scotland, and became the only recognised Polish Primary School in Great Britain.

It occupies an old, roomy, country-house, situated on the edge of a lovely moor. The rooms are big and sunny, and the children have even a nice chapel all to themselves. A Polish chaplain comes once in a fortnight to say Mass and to give the children religious tuition.

The first thing that catches your eye when entering the hall is a big "V" made of white and red ribbons, with a Polish Eagle over it. This is our "secret sign," and we are working for it, everybody in their own way. There is also a secret chart where some "pluses" and "minuses" are marked every day. Each child does some daily bit of voluntary work, something which is perhaps unpleasant or difficult for the particular child (for instance, cleaning of a bathroom or of his comrades' boots, picking up bits of waste paper in the garden, practising reading aloud, etc.), and the result is entered every evening as a plus or minus on the chart. The jobs are varied, and the object of it all? Oh, its frightfully serious. It is to build up a strong, fine character, so that Poland should some day be proud of her children.

There is a mixed Brownie and Wolf Cub Pack. It is a small pack of only ten members, and it is called "Snow White's Court."



The School for Polish Children. Above: The Garden Chapel.
Left and Right: Playtime in the garden and on the sand.

The children love the story of Snow White, some of them have seen it in the films, and so they turned themselves into the busy Dwarfs, who work for Snow White and love her and wait for her awakening. And who is Snow White? Why—Poland, of course.

The bigger children form three Guide and Scout Patrols, Swallows, Eagles and Falcons. The big park, with three lovely lakes and an island, make a perfect background for Scouting games. There are real deer to stalk and lots of rabbits, and masses of lovely birds.

Then, last but not least, there are our babies and toddlers, whose kingdom is in the nursery upstairs. One of them, little three-year-old Jas, used to weep a lot, whether he had any reason for doing so or not. One day a teacher saw him playing on the lawn, and asked: "What's happened, Jas, I haven't seen you weeping to-day?" "Cause it's Sunday," was the solemn reply.

As the house is very roomy, we could spare a part of it for our guests. Polish Scouters, Rovers who are in the Forces, some Rangers who are scattered over Scotland, come here to spend their leave, or come for short conferences or courses.

The house is sometimes so crowded that there seems to be no more space left free, but there is an old Polish saying that "A Polish house expands according to the number of guests," and our house has certainly acquired that habit.

THE PATROL SYSTEM—(Continued from page 169)

you have changes? Are you one of the people who say: "There's never any choice—we've rarely more than three Second Class Guides"? If this last meets your case, do you think that the "ever and ever" feeling about existing P.L.s has anything to do with it? Have you ever seriously suggested to the company the idea of an annual election of P.L.s? Such an arrangement has many good points. To put it at its lowest, it gives the company an opportunity of getting rid of any P.L. who has failed to live up to their expectations and her responsibilities; it also encourages other Guides to "qualify" by getting through their Second Class Test, and—most important of all—it gives opportunity for more Guides to profit by training in Leadership. Retiring P.L.s may, of course, be eligible for re-election, and the company should decide for how many years each person may be a candidate. I don't think many of you will offer an objection that was once made to me: "You can't expect a Leader to go back to being just a Guide!" My answer to this is that if the P.L. was truly worthy of her Leadership, she will be sufficiently "Guidey" to do so very happily; we must bear in mind that no one is fit to lead who has not learnt to follow! I'm quite sure that "B.P." considered being a P.L. the most important bit of Scout and Guide training, so we must not let it be monopolised by a very few!

When your Leaders have been elected, their training must begin, and in this connection we shall do well to remember what the Chief wrote in *Scouting for Boys*: "the great thing in this scheme is to delegate responsibility, mainly through the Patrol Leaders," and, again, "give full responsibility and show full confidence in your Court of Honour and in your Patrol Leaders. Expect a great deal from them and you will get it. This is the key to success in Scout-training"—and that "goes" for Guiding, too!

D. IVESON.

IT IS NOT ENOUGH

A short time ago I was invited to the cinema and asked to choose the film. I did so lightly, with an eye to romance, being rather war-weary. Seeking relaxation in other times, I chose to see "Lady Hamilton"—forgetful that the film had any connection with war. Approaching the cinema, one of the party laughed, pointing to the sky. The barrage balloons were going up, and just at that moment we passed a huge gap in the square. Somebody said: "That happened last time we came to this cinema—it was a cinema, too. Got your first aid case?"

There was chaff as we reassured ourselves, but I felt less happy. At least two of the party were very young. Had I the right to risk the same thing happening to them as had happened to that other cinema audience? But it was only a momentary pang of conscience. After all, bad raids are rare nowadays, I told myself, let them enjoy themselves while they may.

There was no news reel that night. Instead, we were shown one of the most dramatic events of the century—the meeting between the Prime Minister and the President of the U.S.A. With decks awash, H.M.S. *Prince of Wales* ploughed across the Atlantic. With shoulders hunched against the wind, Mr. Churchill paced the deck. There were glimpses of the crew—studies of the British bluejacket—grim, cheerful, even lovably comical. It is not for me to attempt to describe the meeting of the two greatest men of our time. I am concerned with the meeting of the ordinary men of two great races—the crews of the *Prince of Wales* and the *Augusta*—the tough, plain, stern faces of British sailors who have been at war for two years, faces that grinned delightedly when the President's gifts of tuck-boxes were distributed, faces that watched with anxiety and devotion the great man for whose safety they were responsible. Against these

set the faces of younger men of a younger race—serious, thoughtful faces, looking out with grave eyes at a grim future. Resolute, youthful faces, pledged to an ideal—almost sullen with the weight of the solemnity of the hour.

The picture ended and the big film began. The old story of Lady Hamilton—the daughter of a blacksmith—and Nelson. Keyed up and thrilled with the modern film, nevertheless I forgot to-day rapidly enough and became absorbed in yesterday until the picture was nearly ended. Then, suddenly, I was jerked back to the present. After all the unhappiness and separation of war there had come a respite—the two were together in the country, Nelson had taken up gardening, the peace with France, against all his advice, was about to be signed and it looked as though happiness and seclusion might at last be the reward of greatness. Then came Hardy with the news that invasion was imminent—Nelson must return. Lady Hamilton must tell him. At first her refusal is direct. He is delicate, exhausted, *he has given so much*. On his desk she finds a manuscript. It is entitled "Plan for the Defence of London in the Event of Invasion." Nelson, coming in from the garden, found her there—the woman who had backed him with her wits, who had won for him ammunition and armies while statesmen dallied with formalities, the woman who had graced equally an English gutter and the Neapolitan Court. Nelson returned to duty and to Trafalgar, and Emma was left with the shell of happiness.

"Plan for the Defence of London in the Event of Invasion." Above the cinema the barrage balloons brooded vigilant in the night sky. On the screen the Victory led the line into battle—and Nelson, the little one-armed, one-eyed son of an English country parson, watched.

"We're almost on them now, sir," Hardy reported.
"Good. Then run up a signal. I'll amuse the Fleet. But make it quickly. I have another signal to follow—'Engage the enemy.' But first: 'England confides that every man this day will do his duty.'"

"It would be quicker to use 'expects,' sir."

Then—the signal. The flags fluttering up. The anxious, expectant faces spelling out the message, breaking into a smile, and a young Sea Ranger beside me murmuring:

"Look—they're the same men."

There was no mistaking her meaning. Those faces spelling out the immortal message were the same faces that watched Winston Churchill as he paced the deck of the *Prince of Wales*. They might have been the identical men. Actually, of course, being actors in a part, they were at least of an identical generation. But my Sea Ranger was beyond reasoning on those lines—she was so carried away with the story that the picture she saw was to her reality, as real as the story it portrayed. And following her train of thought, I knew that, could we dress those men in modern bluejacket's uniform, they could mingle with the crew of the *Prince of Wales* and never be noticed.

Threat of invasion, 1805. Threat of invasion, 1941. The same story—the same people, still pledged to the same cause—the destruction of a tyrant.

For Nelson there might have been rest, a quiet home life in an English village, and oblivion. He might well have rested on his laurels—he had given so much already. Instead, there was a shot in the back—death in the hold of the *Victory*—and immortality.

For us, to-day, there might be rest and comparative peace. We have stood the test of the Battle of Britain, we have taken the strain of the raids. It would be easy to close our eyes to the fact that across the Channel lie the invasion ports—as they lay in 1805, ready to the last man, the last gun. But if we choose to ignore that fact, to shut our eyes and ears to the warnings of the Radio and the Press, if we choose to play at victory and peace, we shall betray the spirit with which we met the blitz—and, worse, we shall betray the spirit of Nelson, of Emma Lyon, of all the men and women who made this island great.

As Nelson was dying, Hardy came to him, jubilant. "Fourteen of them are ours, sir."

He moved his head, weakly. It was the old gesture of impatience, weary now, but still unsatisfied. "It is not enough," he whispered. "Twenty—twenty."

We dare not relax. We have a trust bequeathed to us throughout the centuries—a trust which is as precious to the world to-day as it was in the days of Philip of Spain and Bonaparte. Across the Atlantic the eyes of the New World are watching, grave with faith and burning with the light of an ideal. From behind the prison bars of suffering Europe the eyes of the captives look to us for Freedom.

We have done well. We were battered, and we did not flinch. But the tyrant is still free. And from the hold of the *Victory* the voice of Nelson cries to us:

"It is not enough."

I went out into the black-out, and there, towering dark against the darkness, framed in the trees of Trafalgar Square, I saw a little man who might have chosen happiness. Above the column floated the silhouette of a barrage balloon. "It is not enough," I thought. "We have to give until there is no more to give. And then we must give again."

MARGARET TENNYSON.

OPPORTUNITIES

EMPLOYMENT OFFERED

MATRON for East London Settlement rest home in Essex. 20-25 inmates mostly elderly women and raid casualties. No bed-ridden cases, but nursing experience desirable. Applicants must be prepared to undertake catering and supervision of house and garden. Salary £100 per annum resident. Write, giving details of experience to the Secretary, Toynbee Hall, London, E.1.

Royal Waterloo Hospital for Children and Women WATERLOO ROAD, S.E.1

(Recognised Training School.)
There are vacancies for PROBATIONER NURSES for three and a half years' training. Age 18-35. Salary £20, £22, £30, £40. Board, lodging and some indoor uniform provided. Candidates will commence training at the Base Hospital out of London. For particulars apply to Matron.

ROYAL NORTHERN HOSPITAL HOLLOWAY, N.7

PROBATIONERS. Candidates of good education, between the ages of 19 and 33, can be received into the Preliminary Training School for 7 weeks' training before entering the trade. On completion of three years' training selected nurses have the opportunity of taking the C.M.B.—Apply to Matron for full particulars.

BRISTOL MENTAL HOSPITAL

Applications invited for ladies (18 to 30) to train for mental nursing. No previous experience necessary. Modern Nurses' Home. Free 2½ days weekly. 54-hour week. Commencing wage £2 4s. 4d., less residential charge of 17s. 3d. Average education and good health essential. Apply to Matron, Mental Hospital, Fishponds, Bristol.

OLDHAM ROYAL INFIRMARY, OLDHAM 186 Beds.

(Recognised Training School for Nurses.)
There are vacancies for PROBATIONER NURSES. Age 18-30 years. A good standard of education is required. Training for three years. Salary at the rate of £30, £35 and £40. Nurses have the loan of uniform during their training. For particulars apply to the Lady Superintendent of Nurses, Oldham Royal Infirmary.

Everywhere we meet the victory slogan **LEND TO THE LIMIT**. Everywhere too we meet men and women wounded and defeated in the Battle of Life. Are YOU helping to heal the wounded and support the defeated by bringing them to the **ONE WHO GAVE TO THE LIMIT** that all might gain the victory? The Church Army offers free training to young women aged 21-35 (37 in very exceptional cases) who feel called to the great work of **EVANGELISM**. Salary. Pension. Write for particulars to Miss Carlile, Hon. Sec. Women Candidates, 55, Bryanston Street, London, W.1.

THE VIOLET MELCHETT INFANT WELFARE CENTRE FLOOD WALK, CHELSEA, S.W.3

Training for educated girls in care of babies and small children, including Nursery School work, at evacuated Nursery. Students prepared for the National Society of Day Nurseries Examination. Pocket money given. Apply Secretary.

PENTRE MAWR, GWAYNYNOG Near DENBIGH, N. WALES

Boarding School for Girls (6-18 years)

Recognised by Board of Education

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

Tel. Denbigh 66

ARE YOU EFFICIENT?

[illegible]

To take the practical first step of the simplest tests, and you they could have been asked to do one of the simplest things to their Guides.

When Guides are asked to assume to teach them it is not always what it could have been asked to do one of the simplest things to their Guides.

As well as training the Guides, it does seem vital that Guiders should continue to train themselves and to see that they are efficient. After all, our job is quite as important as many other kinds of national service, and people seem to find time to train for them, and to go to a course of six first aid lectures without a murmur, while they are quite prepared to say they cannot manage to do any Guide homework.

The great advantage of the latter is that much of it can be done in our own time; some outside help may be needed over practical details at the beginning, but it is practice which brings efficiency, and that we can offer is a private reading and discussion. Two words which perhaps the best recipe is intelligent reading and discussion. The ideas, followed if need is spiritual efficiency—two words which

[illegible]

As a follow-up to the above article, it has been suggested that efficiency which makes these two a living force, which, although efficiency which makes these two a living force, which, although efficiency which makes these two a living force, which, although

As a follow-up to the Efficiency Challenge, there should be a Revealing Document. It can be marked privately and surreptitiously, so even strict honesty, when it should prove to be a Revealing Document. It is obviously only a selection from the vast number of possibilities which spring to mind, so even if you give yourself a 100 per cent. pass, it does not necessarily mean that you are a complete model of efficiency! You may think there are many more important things which should have been included; if so, continue the idea and make up another collection of questions for yourself.

Max.
Marks.

in every detail (e.g.,

As regards mental and spiritual efficiency, it is impossible to treat these in the same way, with marks, etc., as the practical part of the challenge, as they are both essentially a personal and individual matter—in fact, it would be quite a good challenge in itself for any one to make up what she considers to be a revealing set of questions.

Here, however, are one or two suggestions, do you:—

- Here, however, a decision is offered.
 1. When responsibility is assumed?
 - (i) Accept it automatically?
 - (ii) Refuse it automatically?
 - (iii) Accept or refuse it after due consideration?
 - (iv) Delegate it intelligently?
 - (v) Try to avoid it?
 2. When you have to make a decision, do you:—
 - (i) Get in a panic?
 - (ii) Make a quick decision, and afterwards regret it?
 - (iii) Take a very long time to make up your mind?
 - (iv) Decide quickly and clearly, having weighed up the possibilities?
 3. When dealing with the First Promise with your Guides, do you just tell them the rather conventional and obvious things about it, found in every handbook, or have you thought out for yourself what duty to God means, in your estimation?
- E. C. S.

E. C. S.

OVERSEAS NOTICE BOARD



Lady Denham, who has been Lady Clarendon's Deputy Overseas Commissioner, and has helped in matters concerning Guides in the Colonies, is unable to continue owing to pressure of other work in the country. We are very sorry to say good-bye to her temporarily, but welcome Lady Stubbs, whom the Executive Committee have appointed in her place.

Owing to the appointment of new Governors, several Colonies have lately changed their Presidents. Before going out to the Leeward Islands, Lady Jardine was enrolled as a Guide by the Chief Commissioner, as was also Lady Bushe on the eve of her departure for Barbados. She was presented by the Guides and Wayfarer Guides Association to the Governor by Lady Clarendon.

The Mobile Canteen presented by the Guides and Wayfarer Guides of Northern Rhodesia was formally handed over by Lady Clarendon for the use of the Y.M.C.A. in the presence of the members of the Imperial Executive Committee and Headquarters Staff on August 12th.

Two further Mobile Canteens have been ordered as the gift of the Guides of New South Wales.

The Overseas Commissioner sent a cable of greeting to the Guides from Canada and the British Colonies assembling at the Western Hemisphere Encampment as the guests of the Girl Scouts of America. We look forward to giving you further news of this camp.

From a recent list of Commissioners in India we learn that Guides have been started in the Andaman Islands. We hope that Guiding may bring happiness to this new branch of our "family."

As well as many smaller gifts, we have received £40 from the Guides of Lagos, Nigeria, for the Guide Relief Fund, and £22 from the North Toronto District. Twenty-five cases and bales of clothing have come from Victoria, six bales from New South Wales, six cases from Canada and one from the Gold Coast.

BOOK REVIEW

Two Rebels and a Pilgrim. By Carol Forrest. (Pearson, 2s. 6d.)

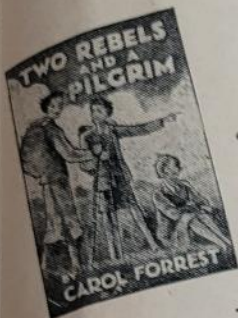
Chris and Penny are two Patrol Leaders who think they have squeezed the orange of Guiding dry. All they want is to clear out of their company as tactfully as possible. However, a walking tour with Aunt Flick, an inscrutable, mysteriously-occupied aunt such as few Guides, alas, possess, changes all that. Off they go, collecting kit at Buckingham Palace Road, where they find Flick knows everybody surprisingly well, and away on the road to Avebury. (The book makes one want to go to Avebury, too.) Adventures begin at once, and when the biggest of all, the war, makes its disruptive start, Aunt Flick disappears, called up for an urgent job, and they are left to their own devices. At last they get home, after many encounters, including being engulfed in an outgoing flood of evacuees, to find only a remnant of the company that now they wouldn't leave for the world. The orange is more full of juice than ever. Half the people they had met—the best half, anyway—had been Guides or Scouts.

This is the very book for Guides. The two heroines make the mistakes, laugh at the jokes, have the panics and rescuing moments of courage, the successes and failures of all Guides. The author is the Editor of *THE GUIDER*, and knows what she is writing about.

K. S.

- | | | |
|---|-----|----|
| if so, consult
for yourself. | | |
| 1. Is your uniform absolutely correct in every detail (e.g., position of warrant badge on tie, lanyard and whistle properly attached to each other and to belt, etc.)? If you are in doubt about any points, get an expert Guider to dress you properly | ... | 10 |
| 2. Are your clothes, papers, etc., so arranged that you could give telephone instructions as to where any of them could be found at a moment's notice? | ... | 10 |
| 3. Do you know how to put on, take off and adjust your gas mask properly? | ... | 10 |
| 4. Can you use all types of telephone found in your neighbourhood (e.g., dial, call box, etc.) without having to read the instructions? | ... | 5 |
| 5. Do you know the current postal rates for letters, parcels, books and papers? | ... | 4 |
| 6. Can you use a time-table intelligently, and look up train connections? | ... | 5 |
| 7. Did you fill in your ration book absolutely correctly? | ... | 4 |
| 8. Do you answer letters within two days, and send in applications forms, etc., by the desired date? | ... | 10 |
| 9. Do you know how to:— | | |
| (i) Mend and over-run blind cord, and put in a new one? | ... | 2 |
| (ii) Repair an electric fuse? | ... | 2 |
| (iii) Turn off your water at the main? | ... | 2 |
| (iv) Put a new washer on a tap? | ... | 2 |
| 10. Can you:— | | |
| (i) Make a dress? | ... | 2 |
| (ii) Knit a pair of socks? | ... | 2 |
| (iii) Cook a meal? | ... | 2 |
| (iv) Bath a baby? | ... | 2 |
| 11. Can you take a temperature? | ... | 3 |
| 12. Can you open a packing case? | ... | 2 |
| 13. Do you have a copy of the newest edition of <i>Policy, Organisation and Rules</i> , and have you noted in it any alterations made since it was published? | ... | 5 |
| 14. Can you tie ALL the Second Class knots, including Packer's Knot and Square Lashing? | ... | 10 |
| 15. Can you draw a properly proportioned Union Jack? | ... | 10 |

Put These On Your Book List



TWO REBELS AND A PILGRIM

By CAROL FORREST
(Margaret Tennyson, Editor of "The Guider")

Chris and Penny were tired of Guiding: they felt it was just a "kid's game" until an aunt took them on a walking holiday. Then their Guide training saved the day in more than one emergency, and when the holiday was over a special surprise awaited them.

2/6 net (By post 2/10)

HARRIET— THE RETURN OF RIP VAN WINKLE

By CATHERINE CHRISTIAN
(Editor of "The Guide")

Originally announced under the title of "The Return of Rip Van Winkle," this story tells how Doctor Harriet Gore returned to England after ten years abroad and decided to find the members of her old company. They met at a Vicarage in Surrey, and their subsequent adventures make absorbing reading.

2/6 net (By post 2/10)

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- "Seabell" Sea Ranger Record Book. Loose Leaf, 9½" × 6½". Very complete. 4/6 (per post 5/-)
- "Radnor" Ranger Record Book. Loose Leaf, 8½" × 6½". 4/6 (per post 5/-)
- Brownie Register. 10" × 8½". Attendances, Subscriptions, Records of Tests, Accounts, etc. 2/- (per post 2/3)
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for Industry*

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c/o J. & E. WATERS & CO., LTD.
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HULME, MANCHESTER, 15

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- TO WHOM PAYMENT SHOULD BE MADE.

*Help for your
company fund*

2/6

FOR EACH COMPLETE GROSS OF
EMPTY BOBBINS ACCEPTED

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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 JULY 22nd, 1941

PRESENT:

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

Miss Anstice Gibbs.
Miss Shanks (co-opted).
Lady Stubbs (co-opted).
Miss Ward.
Miss Wallace Williamson.
The Hon. Mrs. Fitzherbert Wright.

ANKLE SOCKS FOR GUIDERS

Guiders may wear ankle socks at Company meetings, at the discretion of the Division Commissioner, but stockings should continue to be worn on all ceremonial occasions.

COMMISSIONER FOR TRAINING FOR ENGLAND

Miss Mathews was re-appointed Commissioner for Training for England for another year.

RESIGNATION OF GENERAL SECRETARY

Miss Parker's resignation as General Secretary for personal reasons was received with great regret.

Coming to Headquarters a year before the outbreak of war, Miss Parker has held the position of General Secretary very ably during a most difficult period. Her unfailing kindness and sense of humour have done much to ease the strain of war for the staff, and she has carried the ever-increasing weight of responsibility with such cheerfulness and reliability that it was with very real regret that the news of her resignation, for personal reasons, was received. With gratitude for all she has done for the welfare of Guiding, we wish Miss Parker happiness and success in the future.

MEETING OF THE COMMITTEE OF THE COUNCIL

HELD ON AUGUST 12th, 1941

PRESENT:

The Hon. Mrs. Sydney Marsham, C.B.E.
Miss Gibbs.
Mrs. St. John Atkinson.
Miss Bardsley.
Miss Browning (co-opted).
The Countess of Clarendon (co-opted).
Sir Percy Everett.
Mrs. Griffith.
The Lady Merthyr.
The Lady Somers.
Lady Stubbs (co-opted).

By Invitation.
Mrs. Mark Kerr, O.B.E.
Miss Thompson.
Miss Anderdon.

APPOINTMENT OF GENERAL SECRETARY

Miss Anderdon, now Secretary at Waddow, has been appointed General Secretary. The Association is fortunate in securing the services of such a well-known Guider as General Secretary. Miss Anderdon has been Secretary at Waddow for several years, and is a Red Cord Diploma'd Guider. We are confident that she will carry forward the best traditions of Guiding.

GIFT FROM GIRL SCOUTS OF AMERICA

A gift of £371 5s. 9d. has been received from the Girl Scouts of America to be used as the Association thought fit. This has been put into the Guide Relief Fund, but earmarked to meet any special emergency in the future.

PATROL LEADERS' CAMP PERMITS

Patrol Leaders who have gained the Patrol Leaders Camp Permit should wear a piece of green braid at the base of the right shoulder strap.

GIRL GUIDE RELIEF FUND

JUNE 30th TO AUGUST 5th, 1941.

Donations Received: £170 2s. This includes £40 10s. from the Guides of Lagos, Nigeria; £22 6s. 2d. from the Guides of the North Toronto District, Canada; £14 6s. from the 30th Eastbourne Company.

Payments: £77 9s. 2d. On parcels and postage, £1 10s. 4d. On grants, £75 19s. 10d., which includes £25 for Guides from London to go to Camp and grants of £5 each for helping the Belgian and Czech Guide Companies to start, and £5 to Madame Malkowska for helping Polish Guiding.

YORK CONFERENCE REPORT

The Report of the Commissioners' Conference is now ready, and is obtainable from Headquarters, price 6d., postage 1½d.

CO-OPERATION BETWEEN BOY SCOUTS AND GIRL GUIDES

The Boy Scouts Association has set up a Commission on Post-War Scouting, and a Sub-Committee thereof is considering Scout relationships with other bodies, including the Girl Guides Association.

Informative ideas and suggestions on the relationship of Boy Scouts and Girl Guides in Counties and Districts would be welcomed.

Information is especially required as to whether:—
(1) There is everywhere an interchange of representatives on County Scout and Guide Councils, and on Local Scout and Guide Associations.

(2) Do Scout Troops and Guide Companies join as much as they might for events other than training?

(3) Is there co-operation between Rovers and Rangers?
Ideas and proposals will receive most careful consideration and Headquarters would like to have the views of Guiders as soon as possible.

PIONEER BADGE

The attention of Commissioners and Guiders is drawn to the fact that the Tester for the Pioneer's Badge must be recommended by the County Camp Adviser, as shown in the Pioneer's Badge, and in the Camper's Leaflet. The statement on page 68 of P.O.R. Rule 70, P.O.R., and in the Camper's Leaflet. The statement on page 68 of P.O.R. and under "Pioneer Badge" that a Camp Adviser approves the Tester is a misprint and incorrect.

ANGELA THOMPSON,
Commissioner for Camping for England.

BLACKBERRY PICKING

The Ministry of Food is very anxious that the greatest possible use should be made this season of blackberries and other wild fruits, such as bilberries (sometimes known as whortleberries, whinberries, or "hurts"), elderberries, rowanberries, crab apples and sloes, in order to ensure that there will be plentiful supplies of jam and preserves for the winter.

The Ministry is therefore appealing to all Guides to organise picking expeditions throughout the season. Guiders should get in touch with their nearest Women's Institute, or other fruit preservation centre, as soon as possible, to arrange details of where and when the fruit is to be delivered—it is important always to find out this beforehand. If the centre cannot accept all the fruit which you expect to be able to pick (or if there is no convenient centre in your district) ask either the centre Leader or your local Food Officer, or Girl Guide Headquarters, to put you in touch with the Women's Institute County Secretary (or in Scotland, the Divisional Food Officer) who will then see if there is any preserving factory which can arrange to collect it. Alternatively, pickers can make their own arrangements with a local factory if they prefer.

The Guides will enjoy the picking, and the payment received for the fruit—probably at least 2d. per lb.—will help your company funds. It will also be work of really first-class national importance. Please give a word of warning to your Guides—not to trespass while picking, to be sure and not walk on the crops, or leave gates open or do anything to annoy the owner of the property where they go.

AWARDS

Bronze Cross.

Miss M. Monk, Captain, 2nd Rotherhithe Company, London.

The Award of the Bronze Cross to Miss Monk for conspicuous gallantry is notable, not only for the fact that it is the first time in the present war that the Award has been made to a British Guide, but because the description "conspicuous gallantry" is barely adequate to describe the almost incredible heroism which Miss Monk has shown on repeated occasions during the heavy raids on Dockland.

On the first occasion Miss Monk was off duty, when an H.E. bomb fell nearby. She and Mr. Burgess—a Scouter, who has since been decorated—and a Miss Hooker ran out with First Aid appliances and were the first to arrive at John Bull Arch Shelter. The shelter had been hit by the bomb, which had exploded inside it. An adjoining shelter, where a number of children were sleeping on sawdust, had been hit by incendiaries and the sawdust was burning furiously. There was only one small hole by which entry could be effected, and Miss Monk and Mr. Burgess, without hesitation, forced their way through into the blazing sawdust, and were able to bring out four children. Miss Monk then got in touch with the Control Centre, giving explicit directions as to the extent of the incident and what was required. Finding that she could do not more at the shelter, she went off to open an emergency First Aid Post, leaving directions that all slightly injured walking cases should come there. She attended to many, thus helping to relieve the official First Aid Post and the hospital which were already heavily taxed.

September, 1941]

THE GUIDER

On a second occasion, Miss Monk, who is Quartermaster of the B.R.C.S. in Bermondey, was on her nightly round, taking nurses to their respective shelters for duty, and visiting other shelters for inspection, when the ambulance was straddled by incendiaries and fire which started around it and around the shelter threatened to cut her off. Miss Monk, who had only had a few driving lessons, and knew practically nothing of reversing a car, calmly got into the ambulance and backed it out of danger. There was a delayed action bomb nearby, and Miss Monk was forced to enter the shelter. In spite of this, however, she did so and endeavoured to rescue her nurses. Unfortunately, her heroic efforts were unavailing, as they were already dead.

We are tremendously proud to record Miss Monk's gallantry. She is a Guider of long standing, who has done splendid work for the children of Bermondey, where she is well known. The news that her great courage has won for her the highest Guide Award for Gallantry will be received with pride and delight by her many friends in the Movement.

Beaver.
Miss A. Hayward, Division Commissioner, St. John's East, Newfoundland.
Miss A. Phillips, Camp Adviser, Newfoundland.

Badge of Friendship.
Guide Margaret Tinkness, 2nd A. Camberley Company, East Surrey.
Guide Doris Pettitt, 5th Bury St. Edmunds Company, Suffolk.

Blue Cord Diploma.
Miss Cobham, Devon.
Miss Gordon, Bucks.
Miss Hartley, Surrey North.
The Lady Merthyr, Pembrokeshire.

Green Cord Diploma.
Miss Robinson, Warwickshire.
Miss Knight, Derbyshire.

Gold Cross.
Patrol Leader Joyce Cooper, 7th Hove (St. Leonards) Company, Sussex.
Cadet Patrol Leader Margaret Russell, 1st Bearsden Company, Dumbarton.

CALENDAR OF EVENTS

COUNTY OF LONDON GUIDES

An outdoor Camp and Woodcraft Training Afternoon will be held on Saturday, September 20th, at 2 p.m. Meeting place: The Spaniards, Hampstead Heath. Please bring sandwiches.

E. N. LEVERSON, C.C.A.

Appointments and Resignations

Approved by the Executive Committee, August, 1941.

ENGLAND.

BERKSHIRE.

RESIGNATIONS.

PINKNEY'S GREEN AND WARGRAVE.—Dist. C., Miss A. Fraser.
WINDSOR.—Dist. C., Mrs. Vonberg.

BIRMINGHAM.

SOHO.—Dist. C., Mrs. Gillies, 103, Hamstead Hall Road, Handsworth Wood, Birmingham, 20.

CAMBRIDGESHIRE.

HAVERRHILL (CAMBRIDGE DIV.).—Dist. C., Mrs. Willmott, The Manse, Withersfield Road, Haverrhill, Suffolk.

CHESHIRE.

ELLESMEERE PORT.—Dist. C. (Temp.), Mrs. Darbyshire, 42, Deeside, Whitby, Wirral.

ESSEX.

RESIGNATION.

BARNARDO.—Div. C., Miss B. Picton Turberville.

HAMPSHIRE.

ASSIST. CO. SECRETARY.—(Temp.), Miss E. D. Wilson, Fairfield House, Hambledon, Portsmouth.
HAMBLEDON.—Dist. C. (Temp.), Miss E. D. Wilson, Fairfield House, Hambledon, Portsmouth.
STOCKBRIDGE.—Dist. C., Mrs. Wilkinson, Stockbridge Rectory, Stockbridge.

RESIGNATION.

PETERSFIELD.—Dist. C., Miss M. G. Bois.

HEREFORDSHIRE.

RESIGNATION.

CREDENHILL.—Dist. C., Mrs. Davenport.

HERTFORDSHIRE.

Please note that RICKMANSWORTH DISTRICT is to be known as CHORLEYWOOD AND RICKMANSWORTH.

RESIGNATION.

WEST HERTS.—Div. C., Mrs. Bromley-Martin.

LANCASHIRE, NORTH-WEST.

RESIGNATION.

RIBBLETON.—Dist. C., Miss K. Sellers.

LANCASHIRE, SOUTH-EAST.

RESIGNATIONS.

ASHTON-ON-MERSEY.—Dist. C., Mrs. Richardson.

MONTON.—Dist. C., Mrs. McCormick.

SHAW.—Dist. C., Miss M. Leach.

LANCASHIRE, SOUTH-WEST.

NEWTON No. 3.—Dist. C., Mrs. Bradbury, 37, Rob Lane, Newton-le-Willows.

LONDON.

MANOR PARK.—Dist. C. (Temp.), Miss E. B. Westlorn, 87, Empress Avenue, Ilford.
WESTMINSTER.—Asst. Div. C., Miss I. Morrison, 34, Stanhope Gardens, S.W.7.

RESIGNATION.

BARKING, EAST.—Dist. C. (Temp.), Miss E. B. Westlorn.

MIDDLESEX.

EALING.—Asst. Div. C., Miss B. D. Windsor, 19, Amherst Road, Ealing, W.13.
WATLING.—Dist. C., Miss P. Tifford, 41, Goodwyn Avenue, Mill Hill.

RESIGNATIONS.

WATLING.—Dist. C., Miss Clark.

WATLING.—Dist. C. (Temp.), Miss P. Tifford.

NORTHAMPTONSHIRE.

ROCKINGHAM FOREST.—Dist. C. (Temp.), Mrs. Oliver, Three Ways, Weldon, nr. Kettering.

SHROPSHIRE.

ASSISTANT COUNTY SECRETARY (BADGES).—Mrs. Jagger, Batchcott, Richards Castle, nr. Ludlow.

RESIGNATION.

ASSISTANT COUNTY SECRETARY (BADGES).—Mrs. Clegg.

NORTH SURREY.

RESIGNATION.

WIMBLEDON.—Asst. Div. C., Miss A. Maynard.

WARWICKSHIRE.

BILTON.—Dist. C., Miss D. C. Everett, 100, Grosvenor Road, Rugby.
RUGBY.—Dist. C., Miss M. Harris, The Gate House, Rugby.

SUTTON COLDFIELD West B.—Dist. C. (Temp.), Mrs. Jacka, Princess Alice Orphanage, Chester Road, Sutton Coldfield.

Please note the following Districts have changed their names:—
COVENTRY, NORTH, to FOLESHILL.—Dist. C., Mrs. Smith, 943, Foleshill Road, Coventry.
COVENTRY, NORTH-EAST, to WALSGRAVE.—Com. as before.
COVENTRY, NORTH-WEST, to COUDON.—Com. as before.

RESIGNATIONS.

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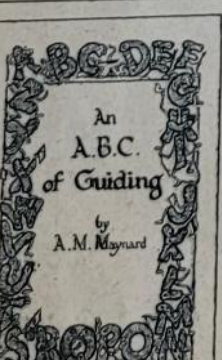
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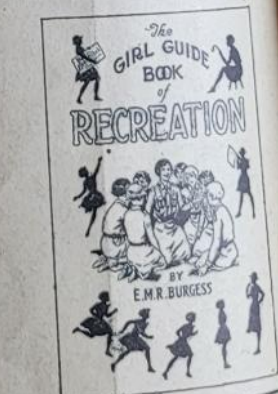
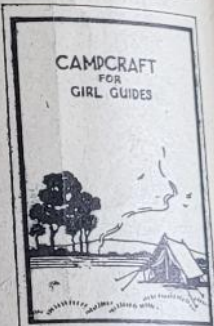
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