

# THE GUIDER

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## SEA RANGERS HELP TO GIVE THE NELSON TOUCH TO LONDON'S SALVAGE DRIVE

LONDON is, without doubt, Great Britain's greatest seaport, and probably the greatest seaport in the world; and so it seemed natural that the Ministry of Supply should turn to ships and seamen for their Salvage Drive and to have as their slogan "SALVAGE SAVES SHIPPING." To demonstrate this, Trafalgar Square was transformed; and the central piece was a large tanker's ship's bridge, complete with the bridge house, funnel behind and mast. On one side was a model of Gibraltar's Rock and a 30-foot model of H.M.S. *Torrin*, used by Noel Coward in his film, "In Which we Serve," and on the other side a large model iceberg with a convoy of ships below. Each day a band played on the ship's deck and various speakers urged the large crowds present to "turn out their salvage" and the Sea Cadets manned the ship and gave demonstrations.

It was a great tribute to the Sea Section that Sea Rangers should have been asked by the Ministry of Supply to be the only organisation other than the Sea Cadets to give demonstrations, and to show that girls, too, can, and do, take part in a nautical training.

London, which is specially strong in Sea Rangers, having doubled its number since the last census, was asked to supply 60 Sea Rangers (at very short notice and with only time for two rehearsals) to demonstrate a display of Sea Ranger training twice daily for three days.

Whitsun proved a perfect week-end for weather, and on Saturday, June 12th, the 60 Sea Rangers, in charge and led by Miss Clarke (Commissioner for England's Sea Rangers) marched from Headquarters down the Mall to Trafalgar Square. They wore three kinds of uniform, 20 of each; the forward batch wore the summer No. 1 rig (white shirts); the 'midships batch the No. 1 winter rig (navy jerseys), and the stern batch the No. 2 rig for boating (white flannels and navy shorts). The turn-out was very neat and trim and the marching equally smart.

On arrival, the salute (given by Miss Clarke) was taken from the bridge by Miss Hopkins (Imperial Commissioner for Rangers), and then the 60 Sea

Rangers gave a display of massed semaphore, the messages being read out through a microphone by Miss Clarke and relayed throughout the Square. The messages were most appropriate, and consisted of:—

"SAVE SALVAGE TO SAVE SHIPPING."  
"SEA RANGERS SIGNAL YOU. HAVE YOU TURNED OUT YOUR SALVAGE TO-DAY?"

"GOOD LUCK, LONDON, TO YOUR SALVAGE DRIVE."  
The Sea Rangers then divided into three groups for further demonstrations, the most popular proving to be the 20 Sea Rangers who

quickly scattered in pairs over the ship and on the plinth of Nelson's Monument (surely Nelson must have looked down and approved) and against the lions' heads, and continued signalling messages, which were delivered to the bridge and relayed to the crowd. Another batch of Sea Rangers demonstrated knotting on a large jacksay and a running commentary on the knots tied was relayed. In the meanwhile, the Sea Rangers in the boating rig were giving a display of boat's drill, manning ship and boat ordered in a large ship's life-boat with oars 16 feet long, which proved unwieldy, but were ably managed by the "Seas."

The final display was the singing of five sea shanties—"Rio Grande," "Paddy Doyle's Boots," "A-Roving," "Blow the Man Down" and "What Shall We Do with the Drunken Sailor." Three Sea Rangers were the shantymen and the singing was led by one of the Sea Rangers, and the microphones relayed it all round Trafalgar Square, where it attracted large crowds, who collected to listen and watch.

The Sea Rangers then lined up and, after the salute, marched off to the strains of the band playing "A Life on the Ocean Wave."

Back to Headquarters for lunch, and then back again for a complete repeat of the morning's programme.

On Whit-Sunday Miss Hopkins and Miss Clarke were invited to meet Admiral J. C. P. Vivian, C.B. (Admiral Commanding Reserves and Sea Cadets) and to attend the Sea Cadets'



Photo: Fox.

Marching through Admiralty Arch to man Trafalgar Square.



[July, 1943]



Knitting on the jack-stay.



Manning the life-boat.

honoured that Lord Clarendon, the Lord Chamberlain, was present.  
The traditions of the sea and of the Sea Ranger Fleet were more smartly demonstrated than by these 60 London Sea Rangers who more than upheld the training given them, and who, by the thousands who saw them, showed the public the value of Sea Rangers and how the SEA CAME TO TRAFALGAR SQUARE.

THE "JEMIMA" HEALTH CHART. PRICE 6d.

This is to introduce Jemima to the attention of Guiders. The Chart, now to be had at Headquarters, portrays Jemima spending her day according to the Health Rules. If every Guide preparing for her Second Class could have one of these Charts to hang on her bedroom wall she might be inspired to spend her day as healthily and vigorously as Jemima spends hers. Being in picture form, it is hoped it will have an appeal to a child's mind, and that as she gazes on it each day she will make a friend of Jemima and follow her lead.  
The Charts can also be cut up into separate pictures and used by the Parents for games; they can also be used when testing the Guides, the candidates being taken through the day, picture by picture, to say what they are doing about it.  
In whichever way the Charts are used, we hope they will help you to help the Guides to reach that high standard of physique we all desire for them so much.

FOUND

Silver Tenderfoot Badge at Weston-super-Mare after the Chief Guide's visit. Please apply to the Secretary, Imperial Headquarters, 17-19 Buckingham Palace Road, London, S.W.1.

Church Parade from the Salvage Ship's Bridge. There were 1,000 Sea Cadets present, and the service was most impressive.

On Whit-Monday Miss Clarke again led the Sea Rangers, and this time Admiral Sir William M. James, K.C.B., M.P. (Chief of Naval Information) took the salute, and Miss Hopkins explained the value of Sea Ranger training to him.

For the afternoon's performance the rain came down in torrents, but, nothing daunted, the "Seas" and a crowd, which was estimated at 50,000, carried on, and the sun broke through in time. Miss Hopkins took the Salute, accompanied by Miss Anderdon (General Secretary, Imperial Headquarters).

The Sea Rangers were invited to tea by the Ministry of Supply and to man the ship with the Sea Cadets, which they much enjoyed.

During the afternoon the United Nations Day were "Honouring the Flags," and representatives of the United Kingdom, the Dominions, India and the Colonies marched up Whitehall and through the Admiralty Arch in procession. The Sea Rangers, together with the Sea Cadets, were allowed to view this from all vantage spots, including the plinth of Nelson's Monument. The Guiders climbed to the highest pinnacle, the roof of the bridge house, with officials from the Ministry of Supply. When the procession was over, very gingerly, with the structural engineer saying, "Gently, gently, don't crowd so," the 60 Sea Rangers climbed up, too, to the roof of the bridge house, and to the largest crowd, now estimated at 60,000, they sang their sea shanties.

Saturday, June 19th, the Sea Rangers repeated the whole performance again, even to the free tea; but this time, in the morning they arrived earlier and marched round Trafalgar Square an additional time, led by Miss Mabel Cooper (London's County Sea Ranger Coxswain), who had been prevented by illness from taking charge at the previous demonstrations. The "Seas" formed, with the Sea Cadets, a Guard of Honour for the Lady Louis Mountbatten, C.B.E. At the morning's display the salute was taken by Lady Cochrane (Chief Commissioner for England) and in the afternoon by the Countess of Clarendon (County Commissioner for London), accompanied by Miss Raphael (County Ranger Adviser). We were



Photos: Fm

Sea Shanties.



## SCOTTISH FOLK LORE

by  
K. M. BRIGGS



PURITANISM in Scotland has buried a great many stories well worth hearing, for Scotland must once have kept a fairy, a warlock or some grimmer creature in every bush, and every running stream or loch must have held its inhabitant. Searching for fairy stories in my own part of Scotland, I find that the only living ones are of the devil and witches; but not many miles away the Brownie Puddlefoot once splashed in the burn near Ballinluig, a redcap haunted Grantully Castle, and some Sabbath-breaking children were carried off to be eaten by a strange, elongated horse into one of the lochs near Aberfeldy.

Nevertheless, the chief folk stories we have are in written records. The greatest and most important of these is *Campbell's Tales of the Western Highlands*—one of the first really authentic folk lore books, and still a model to the collector, with its Gaelic and English translation side by side. It gives some of the most delightful of the Scottish Fairy Stories—Rushen Coatie, The White Pet, the Smith and the Fairies, the Battle of the Birds and a shortened version of the Katharine Crackernuts, which I give below in Jacob's fuller version.

One of the earliest writers on Scottish Fairy Lore was a 17th century minister, Robert Kirke, who was so absorbed by the subject that he is said finally to have disappeared into a fairy knowe and never to have been seen again. He describes the fairies in this way:

"These Siths or Fairies they call Sleagh Math, or the Good People, it would seem to prevent the Dint of their Ill attempts (for the Irish use to bless all they fear Harm of), and are said to be of a middle Nature betwixt Man and Angel, as were Demons thought to be of old, of intelligent, studious spirits and light, changeable bodies (like those called Astral), somewhat of the Nature of a condensed Cloud, and best seen in Twilight. These Bodies be so pliable through the subtlety of the Spirits that agitate them that they can make them appear and disappear at pleasure. Some have bodies or Vehicles so spungious, thin and dessicate that they are fed by sucking into some fine spirituous Liquors, that pierce like pure Air and Oil, others feed more gross on the Foyson or substance of Cornes and Liquors, or Come itself that grows on the surface of the Earth, which these Fairies steal away, partly invisible, partly preying on the Grain as do crows and mice."

Hugh Miller, the self-educated naturalist, has some delightful touches of fairy lore in his books. The best known is that which describes the passing of the Fairies. They were seen one Sunday morning by a small boy and girl, the only people who had not gone to church that day. "The horses were shaggy, diminutive things, speckled dun and gray, the riders stunted, misgrown, ugly creatures, attired in antique jerkins of plaid, long gray cloaks and little red caps, from under which their wild, uncombed locks shot out over their cheeks and foreheads."

The boy and his sister watched until all but the last had gone, when the boy said to him, "What are ye, little mannie, and whaur are ye going?"

"Not of the Race of Adam," said the Little man. "The People of Peace shall never more be seen in Scotland."

Walter Scott knew a great deal of the fairy lore of his time, and the old ballads, in whose tradition he was steeped, are many of them fairy stories. His books on the subject are valuable, and such a poem as *Alice Brand* is in the true folk tradition.

Scottish Fairy and Folk Tales—to come to more modern times—collects most of the best of the Scottish Fairy Tales from various sources, and gives them an easy form for reading or telling. It gives a really representative collection, so that you can gain from it some idea of the proportion of the various types of tale surviving. As you might expect, both from the history of the land and its scenery the gruesome, eerie and malevolent fairy is the commonest. Such creatures as Nuckleavee, shellycoat and the grim Border Redcaps would hardly be conceived in England. Then there are the beautiful fairies of the Rades who live in the fairy knowes. The Hobgoblin type, that is, the homelier household fairy, is well represented by the Brownies and the little people who live under houses, and the little wee boy who begged a jug of ale from the Laird of Co and saved his life in gratitude. There are giants, of course, and witches by the hundred, and some drolls like the Wee Bannock and the Hebetrot. In fact, every type of fairy has its representative, though some in small proportion.

In the fairy stories of a land, past conditions are preserved like flies in a lump of amber, and the earliest of these stories give us sudden, vivid glimpses back into a world very different from our own, when kingdoms were a few miles square and the Kings were homely people, whose wives hobnobbed with the henwife and whose daughters poked in the ashes and cooked the meals—a world where combs were magical and valued possessions and horses were rare enough to be magic, too; where a few aborigines still raided the newer settlers and carried their daughters into hill dwellings. Then, rather later, are the Western stories, overshadowed by the hills and coloured by the dark lochs from which unknown things could come. There

are grim Border Stories of haunted Peel Towers and sheep fanks on the swelling, featureless Border hills, there are later, homelier stories from the Lowland straths, where canny, well-doing people lived with a humorous twist of thought and speech. Sometimes the stories strike on Scotland's thin, rare streak of poetry, in ballads like *True Thomas* or *Tamlane*, or kindred stories in prose, like the lovely anecdote of an old woman, whose every word falls somehow like poetry on the senses:

"In the nicht afore Roodmas I had trysted wi' a neebor lass a Scots mile frae home to talk anent biggin' braws. We hadna suttin lang neath the haw buss till we heard the loud leuch of fowk riding, with the jangling o' bridles and the clinking o' hoofs. We banged up, thinking they wud ride ower ur. We kent nae but it was drunken fowk, riding ae the fair in the forenicht. We glowered round and round, and soon saw it was the Fairy Fowk's Rade. We cowered doun till they passed by. A beam of light was dancing ower them mair bonnie than moonshine; they were a wee, wee fowk wi' green scarfs on, but ane that rade foremost, and that ane was a good deal larger than the lave, wi' bonnie lang hair, bun' about wi' a strap whilk glinted like stars. They rade on bonnie wee white naigs, wi' unco long swooping tails, an' manes hung wi' whustkes that the wind played on. This an' their tongues when they sang was like the soun' of a far awa psalm. Marion and me was in a braid lea fiel' when they cam by us; a high hedge o' haw trees keep it them frae going' through Johnnie Corrie's corn, but they lap a' ower it like sparrows, and galloped into a green knowe ayont it. We gaed in the mornin' tae look at the treddit corn, but the feint a hoof-mark was there, nor a blade broken."

There is no room here to retell more than one story, but here is a list of some that are worth telling and of some books where you may find them. Here are some stories:

Habetrot, The Laird o' Co., The Smith and the Fairies, The Wounded Seal, Whuppity Stoorie, Child Rowland, Rushen Coatie, The Water Horse and the Water Bull, The White Pet, Kate Crackernuts, Tamlane, The Brownies' Ride. And here are some useful books:—*Campbell's Tales of the Western Highlands*, *Keightley's Fairy Mythology*, *Chamber's Popular Rhymes of Scotland*, *Jacob's English Fairy Tales*, *Scottish Fairy and Folk Tales* (the Scot Publishing Company). You will find in those tales enough to hold the attention of little Scots children, and of others, too, for many a happy hour.

### KATHARINE CRACKERNUTS

There was once a King and Queen who had each a daughter, and each was called Kate. The Queen's Kate was bonnie enough, but no one would look at her when the King's Kate was near. The girls thought nothing of this, for they loved one another like sisters, but it was a bitter blow to the Queen, and she cast about this way and that to alter it. At last she went to the henwife and asked what she could do.

"Send the lassie to me," said the henwife, "and see that she weats naething afore she comes."

So the Queen said to her stepdaughter. "Gae tae the henwife's and ask her for some eggs to our breakfast."

The King's Kate set out, but it was a sharp morning, and as she passed through the kitchen she picked up a bannock to eat on her way. When she got to the cottage the henwife said to her. "Go and lift the lid off the pot, my dearie, and look in." The King's Kate looked in, and out came a whiff of steam and nothing else.

"Here are the eggs," said the henwife, "and bid your minnie keep her cupboard door better snibbit."

So the next day the Queen went with Kate to the door, to see she ate nothing. But as she was going along the road to the cottage she met the reapers at work and spoke kindly to them, as she did to everyone, and they gave her a handful of corn, and she ate it, and went back to the palace as bonnie as before. So the next day her stepminnie took her to the door, and when she looked in the pot her pretty head fell off and she got a sheep's head in its place. Then the Queen was satisfied, but Kate Crackernuts was very angry, and she wrapped Kate's head in a cloth and took her by the hand and they went away together.

They walked and walked until they came to a grand house, where there was a King and Queen with two sons, but the eldest son was

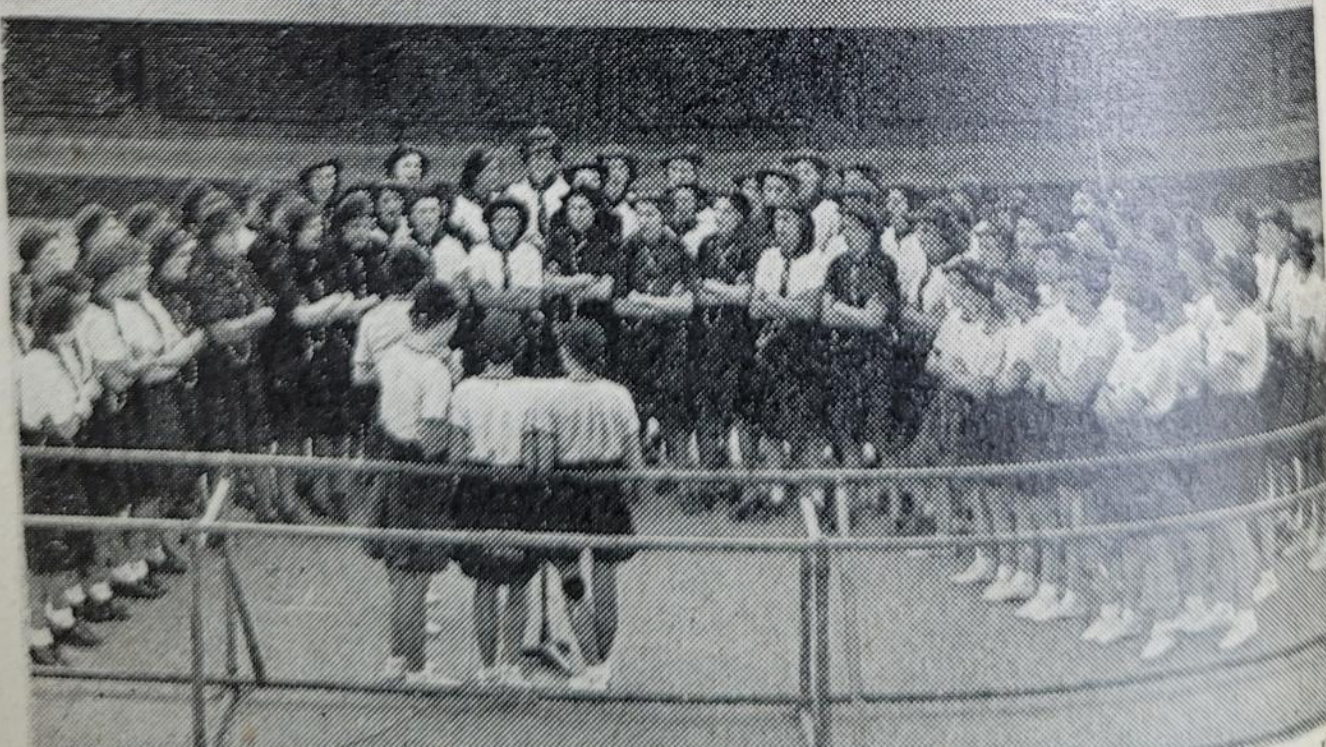


**SAVE**

THROUGH WAR SAVINGS

LONDON'S GREAT SALVAGE DRIVE JUNE 5-19

PUT OUT MORE SALVAGE AND SAVE MORE SHIPPING





July, 1943

For First Aid Post

1. Make a list of all the equipment you need (assuming that the post will send all serious cases to hospital).
2. Send to H.Q. for stores and parcel them up, to be kept in reserves.
3. Improvise a rack for jugs and basins.

*For the Canteen*

1. Write up on the blackboard a menu for dinners and supper (remember food values and rationing).
2. Give name and address of nearest butcher.
3. Put up a line for drying tea towels.

For the Billeting Committee

1. Map reference of house to which children are to be sent. How far is this from the home town? How can it be reached, by rail or road? Where can the children be taken to church?
  2. Make a sketch map showing the way to the nearest school.
  3. Make up a menu for the children's meals on the first day.
- The "visitors" might be as follows:—

### Factory Canteen

1. Worker who reports electrical breakdown in kitchen and brings plug with worn flex.
2. Worker reports fuse broken—cannot mend it herself, but brings fuse holder and wire.
3. Casualty—hand cut while carving.

*First Aid Post*

1. Casualty—shock and hysteria due to air raid.
2. Rescue squad asking to be directed to streets where incidents are reported.
3. Casualty—arterial bleeding.

*Billeting Committee*

1. Mother who wants to know what winter clothes to send to her child.
2. Child evacuee brought in who has been rescued from pond.
3. Parent complaining about meals given to the children—they prefer fish and chips.

Before the exercise commences, each group may be given a message relating to their particular job, to be remembered and repeated by the Captain at the end. For example, the First Aid Post might be given the message: "Collect 14 stretchers from room 23b, Park Road School on Thursday, March 20th, at 6 p.m." Points are awarded for every detail remembered.

## MORSE

*Find Your Partner.* The COMPANY is divided into two teams and the members of one team have electric torches. The other team write their names each on a separate piece of paper. These papers are then jumbled and given out to the signalling team. If the numbers are not equal, each signaller may be given more than one paper. When the lights go out, the signallers flash the names they hold, while the rest try to find out who is signalling their own name. The first to claim her own partner from the signalling team and bring her to Captain wins!

## ELECTRICAL REPAIRS

*Flashlight.* Each Patrol is given the parts for assembling a lamp, and the lights are put out. The first Patrol to flash S.O.S. with the completed lamp wins. This may also be played with buzzers if enough are available.

### KNOWLEDGE OF NEIGHBOURHOOD

*On The Spot.* Each couple is given a map of the district and a packet of flags (on pins). The flags have written on them "Fire Station," "First Aid Post," etc., and each couple tries to place them on the map correctly in the least possible time. If desired, they may be asked to place the flags on the fire station, etc., nearest to some given point, e.g., Company H.Q.

**Brains Trust.** Let the Company elect a Brains Trust from its own members, and tell the rest to bring questions on "health and beauty" next week. Questions are written on slips of paper and drawn out of a hat. Captain may put the questions and sum up the answers.

**Treasure Hunt.** If the Company can have the run of a blacked-out building, an exciting treasure hunt can be arranged. The first clue may consist of map references, the initial letters of the villages thus found on the map forming a word. Before the hunt commences each Ranger hangs a scarf through her belt. If a member of another Patrol can seize this, she uses it to put a sling on the right arm of its owner, who is then less useful to her own Patrol. Clues are read by the light of torches.

## AN H.E.S. EXERCISE

(To occupy at least  $\frac{1}{2}$  hour)

In a company of three Patrols, No. 1 represents staff of a First Aid Post, No. 2 staff of a factory canteen, No. 3 a committee for billeting evacuees. Captain is the H.Q. of all these institutions, and assigns a room or part of the hall to each, with some equipment. Each group is given three questions to answer, and during the exercise each will have to deal with three "visitors." These may be Rangers chosen for acting talents, or strangers.

The written questions may be as follows:—

(Continued from page 105)

grand opportunity camp provides for resting ourselves? We tell our Guides that "A Guide washes all over every day," and they often live in conditions which make such a standard well-nigh an impossibility. With bathrooms and hot water, we hardly know what they have to put up with; so in camp, where we are often dog-tired, and it is not so easy to wash all over every day, it is up to us, isn't it?

The whole art of "living in a rucksack," depends on the arrangement of its contents. If everything is jumbled together inside the result is misery. The thing to do is to have things in easily recognizable bags, then there is no need to have camp hold-alls or any other contraptions dotted round the tent, and all one's belongings can be found with the greatest of ease. I keep my clothes in waterproof bags, my cleaning things in a small cotton bag, by toilet things in another and my cutlery and plates in another. Flour bags are excellent for this purpose. My washing things travel in a waterproof bag and my bucket and basin in another.

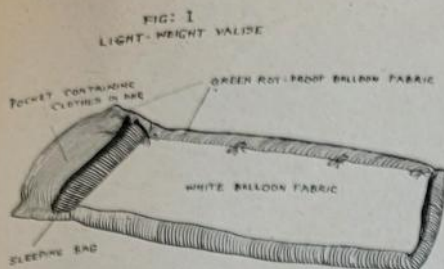
Guiders generally have very little time in which to arrange their own tents. This is how I do mine. A tripod, made as described in the JUNE GUIDER, supports my bedding. My rucsat sits on its frame and is supported at the top by a forked stick. My washing things hang from another forked stick. My attaché case (without which a Commissioner for Camping seems unable to travel!), my spare shoes and my gas mask and books (in a haversack) sit on two stout sticks resting on forked sticks. My coat hangs on a stick lashed to the tent pole and my hat sits on another stick. The whole thing is put up in a very short time and everything is quickly to hand and easily packed up at the end of camp.

It would be safe to say, I think, that none of the ways in which I keep my belongings is original. Every camp I go to I keep my eyes open, and I am constantly getting new ideas and picking up fresh dodges. The great thing is to adapt to your own needs and to try out different ways and to plan things to suit yourself. It is a fascinating business planning and making your own camp equipment; far more difficult in these days, of course, but don't be defeated by that. During the next month or two I hope THE GUIDER will publish many ideas on equipment from other people so that you will be able to study them all and decide which appeals to you most.

What is the "end" of equipment? Perhaps we might find a worse definition than the quotation at the head of this article. Our tents like our homes, should have order, stability and comeliness.

ANGELA THOMPSON,  
Commissioner for Camping.



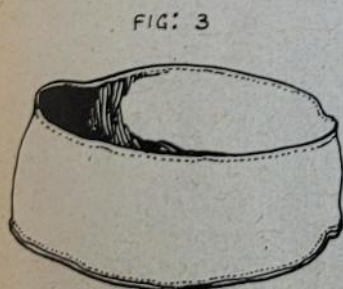


WE have thought in these articles about the reasons why we camp, about the kind of people we want to become and of how camping can help us to attain our objective. This time I want to discuss with you the kind of personal equipment that, for us Guiders, will best serve our purpose.

In collecting one's equipment it is essential to bear in mind the ends for which we camp, so let us briefly run over some of them again. Firstly, camp is our great chance of living Guiding with our Guides, of showing them a Guide community in action and of teaching them what a Guide day is like. Secondly, it is the best place for all practical Guiding. Thirdly, it is the best of schools for character training. Fourthly, by removing the props of civilisation, it gives to the Rangers and Guides the fun and adventure for which they crave. It throws them back into a simpler kind of life and shows them the dependence of man on the land. Fifthly, the beauty of the natural world leads them through wonder to reverence and worship.

I remember once speaking to the Annual General Meeting of a Local Association. I made what I considered was a lovely speech on camping! I said a large piece about the Guiders living the Guide life with their Guides, but when I had finished I was confronted by an irate Guide mother who said, "That may be what the Guide Movement preaches, but it is not what it practises. Last summer my child went to camp. Never again! They had fearful weather and were all washed out of their tents, all that is, except the Guiders, and they were comfortably raised off the ground on beds!"

Now, obviously, there are some people who have to have beds for reasons of health or because they are not as young as once they were. One of the most valiant people I know has to sleep on a bed or she could not go to camp at all; even so, bed and all, she is a lesson to the rest of us. But when every possible allowance has been made for Guiders who would be wrong not to sleep on beds, are there not quite a number of us who sleep on beds who could perfectly well sleep on the ground? I slept on a bed for some years because of rheumatism, but after a while I went back to the ground again, and I do not think it has made any difference to the rheumatism. So, when collecting equipment let us remember the proverb, "What you ARE shouts so loud I can't hear what you say." We cannot preach adaptability, simplicity, resourcefulness and ingenuity to the Guides if we rig ourselves out with portable wash-stands, packing-cases on pegs and all the rest of it. It is just the same with all Guiding. The Guide Law, for instance, is adapted to the age and stage of development of the individual. Does that mean that as we get older we make excuses for ourselves and that Guiders have a lower standard



PORTRAIT OF MY BASIN

of honour, loyalty or purity than the standard they hold up for their Guides? I was talking the other day to a Commissioner, who told me that it was only quite recently that she became convinced of the value of Guides' Owns, the reason being that, as a young Guider, she had attended Guides' Owns taken by a Commissioner who took them quite beautifully and gave the most eloquent addresses, but the young Guider knew that the Com-

## TO WHAT END?

"TO KEEP ORDER, STABILITY AND COMELINESS"

missioner's life did not tally with what she said, and so she was sickened and put off.

But to return to the question of beds. A Guider told me once that she took a bed to camp because there was never time to make one's bed at night, and if one had a camp bed one could make it for inspection in the morning and then it was ready to drop into at the end of a perfect day. But that can be done just as easily without a camp bed. A good many of us have made ourselves lightweight

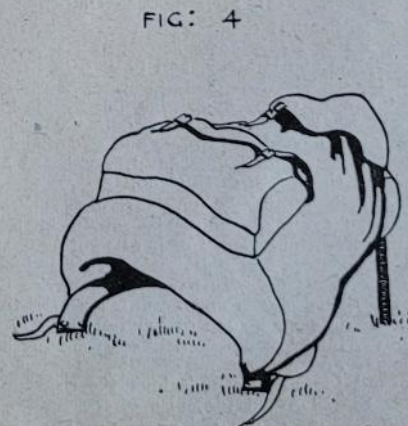
valises. Mine is made of a remnant of rotproof balloon fabric underneath and plain balloon fabric on top. It is made of two materials simply because I had not enough of one to make the whole thing, but I find the plain white shows up nicely in the black-out. I use a ground sheet, so it is not proofed. I make my bed in the morning, roll it up and stack it on a tripod, and all I have to do at night is unroll it and get in. The valise adds to one's warmth by keeping the bed intact!

The great secret of lightweight bedding is to put as much as possible on your body—a couple of jerseys are much lighter to carry than a blanket. I use the skirt of an old quilted dressing-gown and a shawl under my sleeping bag, and one lightweight rug which goes under and over. All the rest goes inside my sleeping bag, on me; that is, thick bed socks, warm pyjamas, two jerseys and a shawl. When I am likely to be very disturbed by Adolf, or it is very cold, I wear a pair of slacks over my pyjamas. In really warm weather I do not need as much. The clothes I take off in the day are carefully folded, put in a mackintosh bag and slipped into the pocket at the head of my valise to become my pillow. My night clothes go into the same bag in the day time.

Straw palliasses are a fearful nuisance, littering straw over the tent unless one is very careful, and they can be very uncomfortable unless they are filled with just the right amount of straw and are shaken up every day. The ground is far more comfortable than people imagine, especially if one hammers down the knobs with the tent mallet and hollows a hole for one's hips.

When it comes to washing, my own view is that one wants to strike a happy medium between the minimum of equipment required for an overnight hike and the Army wash-stand. I take a small

canvas basin, which I place on the ground, and a canvas bucket. For towel I take a washleather; it is light, dries quickly and does not feel clammy when damp. Some people prefer a length of butter muslin; either takes up less room in a rucsac than a towel. A stick of shaving soap in a case solves the soap problem. The above is my gear for an ordinary standing camp. While we are on the subject of washing, have you noticed what a



MY RUCSAC SITS ON ITS FRAME SUPPORTED BY A STICK

(Continued on page 104)



## QUEEN VICTORIA'S OWN CORPS OF GUIDES

THE name "Guide" was taken from the famous Indian Frontier Force Regiment, "The Guides" (The Queen's Own Corps of Guides). This is a famous Indian Regiment, the men being specially adaptable, able to turn their hand to anything, and being specially good in time of emergency.

The Guides owe their name to Sir Henry Lawrence, who died at Lucknow. In the beginning they were Guides to other troops, and being trustworthy men were capable of collecting authentic intelligence beyond, as well as within our borders. It was the Guides who, first wore khaki, for as Lumsden said: "The uniform was for use, and not for show"—and so the red was abolished. Then fifty years later it became the fighting dress of all the regiments of land forces.

In choosing his men Lumsden took only the best. He expected a lot. For one vacancy in the Corps there were sometimes 30 men waiting, and Lumsden would tell them to shoot it off among themselves, and the winner of the contest would be congratulated on his good luck and given the vacancy.

A notorious highwayman—called Dilawar Khan, of good family, who had "taken to the road" through his love of adventure—had a price on his head as he was an outlaw, and Lumsden realised what him down. They could not capture him, and Lumsden realised what an extensive knowledge of the passes and paths in the district, as well as an excellent intelligence department, this man used, and thought what a good man he would be for the Guides. He sent for him—writing him a polite note, and giving him a free pass to enter. Dilawar Khan could not have accepted such an invitation with safety from his own countrymen, but he knew that he could trust British integrity.

"Now look here," Lumsden said to him, "you are a brave man, living an adventurous life, but when I catch you, as I assuredly will—some day—I will hang you, and that is a poor ending for a fine soldier. Now I will make you an offer which you can take or leave. I'll enlist you, and as many of your band as come up to my standard, in the Guides. With decent luck you should very soon be a native officer with a good fixed pay and a pension in your old age; and in the meantime as much fighting as the greatest glutton could wish for. Well, what do you say?"

Dilawar Khan was thunderstruck at the novelty and unexpectedness of the suggestion. It tickled him, too, and he roared with laughter, but said it would not do. As he went away, Lumsden called after him:

"Mind, I'll catch you, and hang you."

Then he thought no more of it, till one day, six weeks later, Dilawar Khan walked into camp without a passport or a safe conduct, or any paper, but just a serene confidence in the British officer.

"I've been thinking," said he, "and I've come to enlist—and as many of my men as you will take on."

"That is sensible," said Lumsden.

"But there is one condition," said Dilawar Khan, "I must be let off doing the goose-step. I cannot be made a laughing stock among a lot of recruits."

"Nonsense," said Lumsden, "the goose-step is one of the foundations of the British Army. I had to do it. If the King himself joined—he would have to do it."

So the goose-step was done!

Before long Dilawar Khan had reached the highest position possible for a native officer, and he was a peerless soldier and the terror of the Border. Years after he joined the Guides he said to Lumsden:

"Yes, Sahib, I thought you were one of the most unsophisticated persons I had ever come across. All I took on for was to learn your tricks and strategy, and how British troops were trained, and how they made their plans for war. Then I intended to walk off and make use of my knowledge, but by the kindness of God I soon learned what clean, straight people the sahibs are, dealing fairly by all, and devoid of intrigue and underhand dealing, so I stopped on where I am, and here am I, my beard growing white, in the service of the Queen of England."

During the Mutiny he took part in the march with the Guides to Delhi, and again afterwards he saw much service in the Frontier skirmishes, getting plenty of hard fighting. Then came the call of duty, which asked of the staunch old warrior to lay down his life for the foreign Queen, in whose good service he was employed. In 1869 the British Government wanted a man to go on a special and important mission, a man of infinite resource, well educated, hardy and brave, for he would need to carry his life in his hands for many a long day and many a weary mile. The man chosen was Dilawar Khan, and joyfully he undertook the risks, and with him went a comrade named Amed Jan, also of the Guides.

After many hardships they had reached the territory of the Mehtar of Chitral, and were nearing the completion of their task. Seated one day under a tree, and partaking of their mid-day repast, while chatting to some fellow travellers, they were suddenly surrounded by soldiers of the Mehtar and hurried back under close guard.

Seeing danger ahead, Dilawar Khan managed to drop certain incriminating documents into the river, and reports of a secret nature which it was important should not fall into strange hands.

They were kept in prison for a long time, being brought before the chieftain from time to time, and asked the same questions:

"Who are you?"

"I am Mullah Dilawar, on a religious mission."

"No," came the answer, "you are Dilawar of the Guides, a heretic and an infidel."

"Yes, that was quite true once," said Dilawar, "but now I am a Mullah. I am willing to discuss my doctrine with the priests to convince you."

"Confess your Government's secrets," said they.

"I have none," was the reply, "but allow me to proceed, and on my arrival at the cemetery I will make a special offering on your behalf, and extol your generosity."

But the Mehtar had straight information, and it was the custom to kill all strangers who could not answer for themselves, for said they:

"One English comes, as a traveller, two come and make a map, then comes an army and conquers the country."

So the two Guides were sent back to prison, and it was decided to stone them to death.

"It is the will of God," said the brave men, but it was not yet time, for they were kept in prison for two months more because their enemies were afraid to take extreme measures, as the British are notoriously far-reaching, and serious trouble might come. In the end the prisoners were set free. Dilawar and his companion managed to get as far towards India as the range of mountains which divides Chitral from Bajaur, and they attempted to cross it by the Nuksan Pass, the Pass of Death. For four days they struggled through deepening snow and cold. Amed Jan was the first to die, and on the fourth night the brave old soldier gave out, too. He said to the few survivors:

"If any of you reach India alive, go to the Commissioner of Peshawar and say: 'Dilawar Khan of the Guides is dead,' and say also that he died faithful to his salt, and happy to give up his life in the service of the great Queen."

After the mutiny of the 55th Native Brigade the Guides started their famous march to Delhi at six hours' notice, fully equipped, both cavalry and infantry. They left Marden at six in the evening, and joined the British force at the siege of Delhi early on June 9th. The distance is 580 miles, and the time taken was 26 days and 14 hours. From this must be deducted 5 days and 9 hours for halts "by order," when they were employed for sundry skirmishes en route, and also awaiting orders. This march of 580 miles done in 21 days was at the hottest season of the year.

The moral effect of the arrival of the Guides in Delhi was even greater than the fighting strength. The fame of the march from the far distant frontier, the fine physique and martial bearing of the soldiers drawn from warlike tribes, new to the eyes of their British comrades, and the encouraging and heartening effect of the arrival of reinforcements, however small, all tended to give the arrival of the travel-stained Guides a high significance.

It is interesting at this distance of time to find recorded the impression of an eye-witness who was among those who watched and cheered as the Guides, after a 30-mile march, strode manfully into the camp at Delhi on the morning of June 9th, 1857.

"Their stately height and martial bearing," said the onlooker, "made all who saw them proud to have such aid. They came in with a tread as firm and as light as though they had walked but a single mile."

One would have thought that the Guides would have had rest and peace for a few days, but no—a Staff officer came galloping up and asked when they would be ready for action.

"In half-an-hour," was the gallant reply. Lumsden did not take part in the march to Delhi, the officer in charge was Daly.

In half-an-hour they went into action, and many a Guide had made that strenuous march but to lay down his life before even he had broken bread or pitched his meagre tent. In that attack all the officers were wounded or killed. Daly was among the wounded. When it was over there was a special reception for the Guides in Peshawar. By order of Major-General Sir Sidney Cotton the whole of the garrison was paraded to receive the remnants of the famous regiment. They set out for Delhi 600 strong, but their casualties were 350, and the whole strength of British officers was renewed four times, as all were killed or wounded.

Marden is the headquarters of the Guides, and the life there is much the same as in any other Indian cantonment. There is a parade in the early morning, growing earlier as the painfully hot weather creeps on. Stables follow for the cavalry, and twice a week the Durbar which in an Indian regiment takes the place of the orderly room of a British regiment. It is held in the open under the trees, or in any convenient spot, the idea being that any men in the regi-



ment may be present to hear, and if needed, to speak. It is a sort of open court, where not only delinquents are dealt with, but also all matters connected with the welfare of the regiment, but also of green. Houses have spread around, the first things to be added were a church and officers' quarters, but now it is quite a colony, and even the fort has lost its grimness and there are gardens and orchards. On the walls of the mess there are captured banners and swords and many treasures of great value. This is a portrait of Queen Victoria, and ones of King Edward and Queen Alexandra, presented when they were Prince and Princess of Wales. The regiment, formerly known as the Queen's Own Corps of Guides, is now called Queen Victoria's Own.

**A C K N O W L E D G E M E N T**

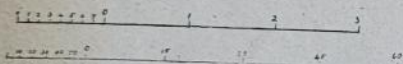
We regret that our knowledge of the article entitled "Chessmen from Cotton Reels," in the June number was rather incomplete. The article was reprinted from a pamphlet published by the Home Economics Department. The article was written by Mr. J. H. Coates, Edinburgh at the request of the Scottish Headmaster's Association. We are sorry that we were unable to secure the original manuscript, which would have been most valuable. We hope that the response from the Chessmen will be sufficient to make up for the loss of the original manuscript. We are grateful for the loan of text and illustrations.—EDITOR.

**N**OW that the Guides have an understanding of compass and have learnt the conventional signs, they are ready to embark on sketch mapping. As a preliminary to it, it is a good plan to get them to make a neat copy of the most used signs, printing clearly alongside what they signify. If they can do this neatly, they have gone a long way to actual map sketching. Essential for this is a really well-pointed pencil. Never let them draw with blunted pencil or on a crumpled bit of paper; no artist could do good work thus handicapped!

(1) *Plan the paper.* What is the main direction in which you will be travelling? Start accordingly, so that your space is used to the best advantage.

(2) *Draw a compass sign.* Remember, North is not necessarily at the top of the paper. Some schools of thought face the main travel direction to the top.

(3) Somewhere at the bottom a *Linear Scale*. This may be in miles or yards, and any convenient measurement, with the secondaries ruled conveniently thus:—



(4) From your starting point make a tiny spot where your road meets the first turn or special object to be noted, and draw to it with strong, definite lines. Weak, indeterminate roads and signs are what ruin the look of maps. This may need a little practice, but it will be well repaid in the long run.

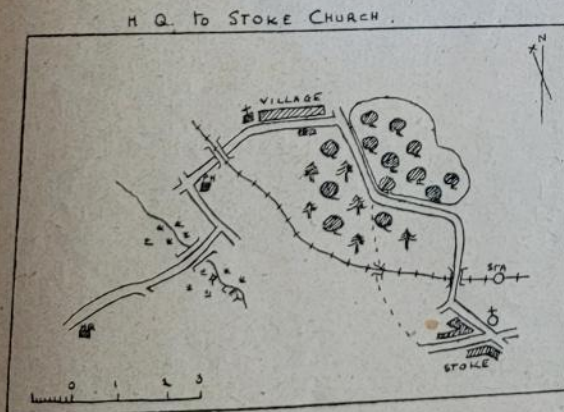
(5) Put in conventional signs as you go along, but see to it they are upright. They have a strange tendency to lean in the general travel direction, which must be resisted at all costs! Writing (block capitals and small printing) should also be upright as often as possible, but may follow the course of roads and rivers.

(6) Keep referring to the scale as you go along, so that proportions are kept pretty exact.

(7) As this first map is probably an imaginary one, you can intersperse woods, orchards, marshes, railroads, rivers and towns as you think fit.

(8) The map may be drawn with coloured chalks, which makes it much more attractive, but Guides should be able to draw a clear one in pencil as well.

Now here is a type of country map they should be able to draw; the second one is a town plan.



## V. M. SYNGE

These recipes were all used at the Glamorgan County Camp at Whitsun, and very good they were, too!

A. A. T.

### Ingredients

Some chopped bacon. 1 lb. flour.  $\frac{1}{2}$  lb. oatmeal. 1 tin of mixed vegetables. 1 tin of tomato soup. 1 packet of Paxo Stuffing. A little cold porridge. About three dried eggs.

### Method

Mix all together, form into balls and fry.

### LENTIL CUTLETS

### Ingredients

Lentils, about a handful per person. Semolina, 1 dessertspoonful per person. Seasoning. 1 tin tomato soup or a little Bovril or Marmite.

### Method

Wash the lentils and cook slowly with a little water and the tin of soup. When cooked add the semolina. Mix to a paste, boil till thick. Pour into dishes, and when cold cut into slices and fry.

## • WOOLTON PUDDING

### Ingredients

Beans and peas. Any other vegetables. (Tin of mixed vegetables is nice.) Seasoning. Suet paste.

### Method

Soak beans and peas overnight, cook till nearly soft. Cook other vegetables if not tinned. Line stone jam-jars or pudding bowls with paste and fill with vegetables. Cover and steam for about two hours. Serve with gravy. Broad beans and fresh peas can be used.

## SEMOLINA CHEESE

### Ingredients

2 oz. semolina to 1 pint milk or milk and water. Grated cheese.  
Salt and pepper.

### Method

Boil milk, sprinkle in semolina, add cheese and seasoning. Cook for about a quarter of an hour, stirring all the time.

## GOLDEN FRITTERS

### Ingredients

1 potato per person. Flour, egg and milk.

### Method

Boil and mash the potatoes, add beaten egg and milk and flour to make a stiff paste. Drop spoonfuls in hot fat and fry golden brown each side and serve with syrup.

## CHOCOLATE PUDDING

### Ingredients

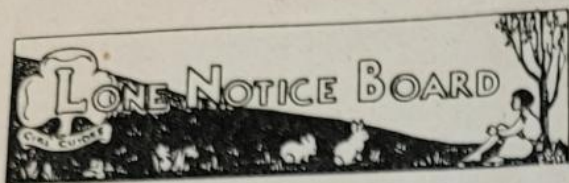
*Ingredients*  
 $\frac{1}{2}$  lb. margarine.  $\frac{1}{2}$  lb. sugar. 2 dried eggs.  $1\frac{1}{2}$  lbs. flour. Milk.  
 3 tablespoonfuls cocoa. 3 teaspoonfuls baking powder.

### Method

*Method*  
Beat margarine and sugar to a cream, add egg, flour and cocoa and baking powder. Steam in jars or pudding bowls for 2½ hours. Serve with chocolate sauce.



## THE GUIDER



## Part III—Messenger Work

At first sight it might seem to a nurse, or other busy Lones, that the clauses on Messenger Work were not going to help her very much in her career but, if each clause is taken separately, it can be shown how they do help a Lone, whether she is training as a nurse, doctor, teacher or any other profession.

The first clause teaches one to memorise messages. A good memory is a great help when cramming for examinations. The members of one Company train their memories by getting someone to give them a message, writing it down and sealing it in an old envelope and, after a time—starting with one hour and gradually extending to a whole day, when they improve—noting down the message as they remember it and comparing it with the message in the envelope. Scout's Pace can be practised during the half-hour's exercise.

All Lones should be able to use the telephone, as that is part of most jobs nowadays. A clear, low-pitched, distinct voice can be cultivated and apart from its use over the telephone, it is helpful in everyday life. So many people make an indistinct murmur for "Yes" and "No" and it is annoying for both listener and speaker to be asked, or to have to ask anyone to repeat words.

It is essential that anyone who has to take down lectures—this includes members of the G.I.S.—should be able to take down verbal instructions briefly, clearly and accurately. Lones can practise on their own, first, by condensing some newspaper article into as few words as possible, if they are not used to doing précis at school, and then by taking down the news or a talk on the wireless. Hints on the short, clear setting-out of notes can be given on Company Letters. A copy of the Highway Code should be obtained, its contents read and its rules observed.

Signalling makes one intelligent, alert and helps one to concentrate, but it is more of a problem for Lones. Unless they can get a local expert to teach them, it is best not to attempt Morse signalling by flags. Morse should be learnt by buzzer, making the dah, or dash, three times as long as the di, or dot, while Semaphore can be learnt by standing in front of a mirror when learning the correct angles to make. You must have a helper when it comes to reading and Lones in the past have been driven to teaching the alphabet to some long-suffering aunt. Nowadays it is easier to find a companion if you possess a buzzer and, if you do not, why not make one, as some Companies are doing? One Ranger held a weekly practice with a Home Guard, a member of the A.T.C. and a Guide, who were all as pleased as she was for the chance to learn Morse thoroughly.

Finding your way by day or night can be done on your own by day but it is wisest to take a companion when exploring at night, and it is best to find out the prohibited areas in daylight before going over unknown ground in the dark. Lones can start practising by finding their way about quickly in the dark passages of a blacked-out hospital or large house. If an incendiary landed on the roof, could you find your way to it quickly in the dark? A sense of direction can be cultivated, so that you know when you are going north or south, in town or in the country, and your direction can be checked by the sun and the stars. Observation plays a large part in this test and a road seen by day should be easily recognised at night. Incidentally, any nurse becoming a district nurse will have to find her way about quickly, in town or country, by day or night.

## HOW TO MAKE AN INEXPENSIVE BUZZER

By F. M. D. LEWIN

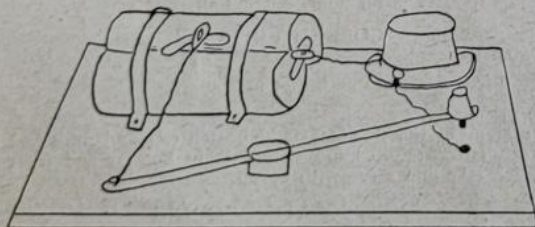


FIG I

Required the following:—

- 1 electro-magnet for buzzer (3s. 11d. from an electrical shop).
- 1 cycle torch battery (11d.), 1 piece of board (approximately 8 in. by 5 in.).

- 1 6-in. strip flexible metal (steel corset bone will do).
- 3 short pieces of wire. 2 corks. 5 drawing pins.
- 2 slide-on paper clips. 1 staple or bent nail. 3 screws.
- 2 short strips of elastic or tape.

## Method of Construction

1. Screw the electro-magnet on the board, in position shown in

Fig. 1.

2. Fasten a cork to one end of the metal strip by either (a) or (b).

(a) Passing a screw through a hole drilled in the end of the strip.

(b) Pushing the strip through a slit in the cork. In this case, also fasten a short length of wire to the strip, at the end, and then

longitudinally round the cork to prevent it splitting. Stick a drawing pin in the end of the cork and finish by holding the free end of the wire down with it as shown in Fig. 11.

3. Cut the other cork, as shown in Fig. 3, and insert the middle of the strip in the slot so made, and fasten to the board with glue or sealing wax. This forms the key.

4. Attach a short length of wire to the free end of the strip, and fasten down with a staple or bent nail.

5. Fasten the battery to the board by means of elastic or tape, as shown in Fig. 1.

6. Join a paper clip to the end of the wire leading from the key, and slide it on to the top terminal strip of the battery.

7. Attach a paper clip to another length of wire and slide it on to the side terminal strip of the battery. Attach the other end to the terminal on the electro-magnet.

8. Attach another piece of wire to the other terminal on the electro-magnet and fasten the free end to the board, with a drawing pin, in

such a position that when the key is depressed the screw on drawing pin on its under side

makes contact. This completes the circuit and the buzzer should now work. N.B.—Be sure that all points of contact are bright and clean.

Fig. II

Fig. III

OVERSEAS NOTICE BOARD



**Northern Nigeria.** In Kaduna there is a Ranger Company, Guide Company and Brownie Pack made up of ten different tribes, each with its own language and customs. Despite the differences between each tribe, the girls get on very well together. In addition to their own languages, all speak English and most of them speak Hausa.

**New South Wales.** Many Rangers are making a useful contribution to the war effort and are to be found in all the Women's Services. A country Ranger was the first country girl to qualify as a W.A.A.F. radio operator. A Lone Ranger Guider, writing in the current issue of *The Waratah*, calls her Lones "Unsung Heroines." One girl helps her father on his Northern Rivers cattle run, doing such jobs as swimming cattle across flooded rivers. Another milks 50 cows, does the separating, feeds the calves, sees to the pasturage of the herd and helps in the house, still finds time to knit! Yet another acts as boundary rider on her father's property on the far western margin of this State.

**Queensland.** Guides are flourishing in spite of so many of the older girls joining the Services. From the youngest Brownie they are doing excellent war work in various ways. Two years ago we started a British Bombed Children Fund. The children and their friends knitted and sewed so well that we sent over 46,000 garments to our Agent-General . . . owing to clothing rationing and lack of shipping space we, very reluctantly, had to close this fund. The committee have now started a small café, the net proceeds of which are divided between the prisoners of war and the Guide Association. Already the Queensland Guides and Brownies are keeping four prisoners, and earned the necessary £4 weekly by doing without sweets, walking an extra tram section to school and other acts of self-denial. Now, with help from the café, the number has been increased to nine a week.

P. W. H.

## SECOND CLASS

It should be noted that the syllabus of the Guide Second Class is as published in the last issue of "The Guider," and the Shortened War-time alternative test should not now be used.



# MAP WORK

by

EDWARD V. LANE, M.A.

(Author of "Map Work for Cadets and Others," University of London Press.)

As with all worth-while activities, one can become proficient in map work only by the frequent study and practical use of the maps themselves. A great deal of map reading can be practised indoors; but the most effective work must be done in the field. It is a wise plan to make oneself thoroughly at home with maps by using them as frequently as possible at home with maps by using them in anticipating and following upon maps every journey one makes—whether it be walking, cycling, motoring, or travelling by railway. The understanding and enjoyment of many books of travel, and of such novels as Jerome's "Three Men in a Boat," and Wells' "The Wheels of Chance," are greatly enhanced by a study of the appropriate maps. The proficient map reader can visualise a countryside from an examination of the map, before seeing the ground itself; such proficiency is an accomplishment worthy of attainment.

## Equipment

For effective map work it is advisable to have the following equipment:—

1. Six-inch and one-inch maps of one's home district.
2. A pair of dividers or compasses for accurate measurement.
3. A ruler (inches and centimetres).
4. Pencils, both hard and soft.
5. A magnetic compass.
6. A protractor, for measuring bearings. An ordinary geometrical protractor is more effective in use if a length of black thread (say 9 inches) is attached to a hole through the middle point of the base line, with the thread across the upper surface. This makes it unnecessary to draw pencil lines on the map.
7. A drawing board and drawing pins.
8. Tracing paper and drawing paper.
9. A reading glass for detailed study.

## Preliminary Studies. 1—Marginal Information

In studying a map one should first examine all the marginal information. The most significant items are generally arranged as follows:—

- (i) *Top Margin*—Title (usually the name of the chief town or towns appearing on the sheet), together with the official number of the sheet.
- (ii) *Right-hand Margin*—Diagram to show the magnetic variation or declination; i.e., the angle between the true north and magnetic north.
- (iii) *Bottom Margin*—Key to conventional signs; statement of scale, representative fraction, and scale lines; vertical interval of contours; diagram to show relationship to adjoining map sheets; date of publication.

The marginal lines on both sides of the map may have indications of latitude in degrees and minutes; the top and bottom marginal lines would also mark meridians of longitude.

## 2—The Grid System

On the map itself there will be a grid system—a network of parallel lines, one set running north-south and the other east-west. On the Popular and Tourist Editions of the one-inch maps these lines are drawn at intervals of two inches. The spaces between the lines are numbered (1, 2, 3, etc.) from west to east, and lettered (A, B, C, etc.), from north to south. References to the location of various features can thus be stated as square C3, square D6, and so on. On the Fifth Edition one-inch map the grid lines are drawn at intervals of 5,000 yards, and form part of a uniform grid system covering England and Wales.

## 3—Conventional Signs

On a large-scale map it is possible to show many features in ground plan drawn to scale. But with the smaller scale maps it is necessary to make extensive use of conventional signs. These are simple drawings, some in plan, others in elevation, but all suggesting the features they represent. The exact location of the feature is the centre point of a plan drawing, or the middle of the base of a sign drawn in elevation.

## 4—Scales

The first item to be noted in examining a map is the scale—i.e., the relationship of its size to that of the area represented.

The scale is usually given in three ways:—

- (i) By a statement, e.g., one inch to one mile.
- (ii) By a representative fraction (R.F. for short), e.g., 1/100,000. This means that one inch on the map represents 100,000 centimetres, and can be applied to any system of measurement.
- (iii) By a scale line—a straight line of four to six inches in length, subdivided to represent (for example) miles, furlongs, thousands and hundreds of yards.

## Exercises

1. Find a number of given locations on the map from their square references.
2. Give map references for a number of selected points on the map.
3. Carefully copy and learn the principal conventional signs, and give map references for at least one example of each.

4. With a pair of dividers (or compasses), or a straight edge of paper, carefully measure the distances between given points on the map. By applying these distances to a ruler and to the scale line find the actual distances on the ground, according to the scale of the map.

5. Practise the estimation of distances on the map, checking your estimates by measurement.

6. There are 7 inches in one mile; the R.F. on one inch to one mile is therefore?

7. Write down the R.F. of (a) six inches to one mile; (b) four miles to one inch; (c) ten miles to one inch.

8. State in English measure the scales with R.F.: (a) 1/100,000; (b) 1/10560; (c) 1/253,440.

9. On a scale of 1/63,360 state the distances (in yards) represented by (a) 1/10 in.; (b) 1/8 in.; (c) 1/32 in.

10. State (a) the north-south distance, (b) the west-east distance, (c) the area, represented by your map sheet.

11. By using a tape measure draw a plan (map) of a room, indicating the positions of the door, windows, and furniture. State your scale in words, as R.F., and by Scale Line.

12. Practise taking uniform paces, and make out a scale of yards and feet based on the length of your normal pace. It is useful accomplishment to be able to pace yards, and little practice is required to achieve this.

13. Draw on the spot a rough plan of a field, sports ground, or other area outdoors. By careful pacing record on your rough sketch all the measurements necessary to produce a map, complete with scale.

14. In the same way as for Ex. 13 produce a map showing the route from your home to club room, school, or other building. It will be necessary to estimate the angles of road junctions or of changes of direction in streets.

15. Draw a map, based on your own measurements by pacing, to show the thoroughfares of your home district. Mark the location of the more important buildings.

(The second article will appear next month. The author is willing to answer any questions connected with map work. Letters should be addressed to Mr. E. V. Lane, Senior Geography Master, Bec School (London), c/o. County School for Boys, Lewes, Sussex.)

## PROPAGANDA CORNER

### LEICESTER GIRL GUIDES' EXHIBITION

April 17th, 1943.

For nearly six months the 2,700 Guides and Brownies in Leicester have been working at this Exhibition. The idea was twofold: (1) for propaganda and (2) to form the basis of the winter work. For instance, the International Section gave each Company one country to study—dress, customs, trade, etc., and so on with all Sections. It was opened by The Lady Zia Werner, who told us when a girl joins the Services she is nearly always asked if she has been a Guide. This is a great compliment to Guiding, and one that we should be very anxious to uphold.

Each room in the big school where the Exhibition was held was given up to one branch of Guide work.

Room 1, Brownies; Room 2, Guide Tenderfoot and Second Class; Room 3, Guide First Class; Room 4, Rangers and H.E.S.; Room 5, Proficiency; Room 6, International; Room 7, War Service; Room 8, Camping—a small camp being laid out in minute detail; Room 9, Extensions—Extension Guides arrived in special carriages, bath chairs, etc., and immensely enjoyed taking part in a big thing.

In the entrance hall we had a huge map showing all the countries where there were Guides before the war.

As Guiding made a very early start in Leicestershire, the two first companies having been in camp when war broke out in 1914, we had a marvellous collection of old photographs which were displayed as a record of Guiding through the years, and some almost incredibly old-fashioned uniforms took part once again on Guides of the present day in an excellent pageant of Guiding, which concluded the Exhibition. We asked ourselves "Is it possible that we ever looked like that?" as we watched Guiders in enormous hats, turned up at the side with a plume of feathers—in long full skirts and high laced boots, walked on to the stage, followed by Guides in straw hats, with quantities of impedimenta, including long poles, and who did a complicated drill with large sheets of brown paper, which they unfolded to numbers. At 10 every Guide was safely ensconced in the middle of her brown paper square and ready for the pow-wow. It was not considered safe for girls to sit on the grass—and the ground sheet had not been thought of.

Most amusing to look back on—and good to realise how the enthusiasm and devotion of a few, carried us over all difficulties to our present proud position, International, World Wide.

May we be worthy followers of those early pioneers.



## THE BROWNIES AND FAIRY STORIES

FROM time to time there is a cry raised among Brown Owls that the fairy side of Brownies does not appeal to the modern child. "It's all right for country Packs," they say, "but our children are town children, and much too tough to appreciate that kind of thing."

Because I know country Packs more intimately than town Packs, that used to intimidate me at one time, though I always reserved a secret doubt whether they told the right kind of stories in the right kind of way. But at the beginning of the war we had thirteen evacuees staying with us from what was reputed to be one of the toughest parts of Glasgow, and later I began to organise hostels for some of the Glasgow evacuees. Glasgow Brown Owls had always been specially emphatic about the impossibility of getting their children to appreciate fairy stories. Well, our little thirteen, from five to thirteen years old, got hold of every fairy story in the house and to thirteen years old, got hold of every fairy story in the house and romped through it. They pestered me for stories at all hours of the day, they played at being princes and princesses. They liked all kinds of books, but fairy stories were among their favourites. It was the same with the thirty-six girls in the hostel I started. So now I am no longer intimidated by the people who tell me that town children cannot enjoy fairy stories.

It would be a strange, sad and unnatural thing if children really ceased to find pleasure in the old folk stories, for they are made in the very shape of a child's mind. The old stories are about conflict and love and death, things of interest to everyone. They were made up for primitive men and women, and for centuries they have been rubbed down by unconscious omissions and accretions into the kind of thing that appeals to the average child. There is no condescension about them. They were not made by a grown-up to entertain children; they were made by grown-up children to tell to grown-up children. That is why modern, sophisticated, graceful fairy story is so inferior to the old folk story; it almost always has a touch of condescension and conscious prettiness about it. It is, too, a literature of escape and not a literature of power.

A child needs make-believe for two purposes—to educate itself about life and to rest from the pressure of life by a temporary escape into fantasy. For that matter, grown-up people need it for exactly the same purposes. Of the two, the first is obviously the more important and the less dangerous, though the second has its uses. There are two branches to education by make-believe—the acquisition of facts about life and the exercise of the imagination. Obviously, the fairy story does not set out to teach facts, but it is one of the earliest exercises in imagination, that is, the power of putting ourselves in other people's places. And the best fairy stories are true to the general texture of life. They tell us about creatures that never existed, but they tell us that courage and cheerfulness and courtesy are valuable assets, that it is well to know when to obey authority, that yielding to a trivial temptation may have consequences that it will take years to undo—all valuable things to learn. Find the stories that you yourself enjoy—those that awaken some reply in your imagination—tell them with zest, and you need have no fear that the children will be bored by them.

### THE BROWNIE STORY

Recruits to the Brownie Pack usually hear the Brownie Story with great interest, but it occasionally happens that it is not acceptable to the town Brownie. Certainly, it is more likely to appeal when told for the first time to the 7 or 8-year-old than to those Brownies who join the Pack later and who often have less feeling for the traditions and ceremonies they find there.

Each time in telling this story, too, the Brown Owl will study the recruits who are to be her audience, and she may find it best to slightly adapt the story so that both she and the Brownies may enjoy it to the full. Children reading to themselves read a stage younger, therefore those Owls who meet the exceptional case of the child who would not appreciate the story when told to her, should lend her the small abridged *Story of the Brownies* (H.Q., price 3d.) to take home and read for herself.

VIOLET SMITH,  
Great Brown Owl.

### FOR COMMISSIONERS

The Annual Report, which is fully illustrated, is one of our best forms of propaganda. Headquarters hopes that ALL Commissioners will order copies and give them to the educational and civic authorities in their areas; also to the heads of schools and the clergy.

### CHIGWELL CAMP SITE

Hiking.—It is not necessary to notify the Warden before hiking at Chigwell, but hikers must report on arrival. They are asked to remember that to leave the ground untidy is not good Guiding.

Bathing.—It has been agreed by the Committee that—

- (1) Guides shall be allowed to use the swimming pool up to 7.30 p.m. from Mondays to Fridays and up to 5 p.m. on Saturdays and Sundays.
- (2) No Guides shall be permitted to bathe unless in a party and in charge of a Guider who shall be responsible for collecting the fees.

## PUBLIC RELATIONS

WITH the development of the Youth Service, public relations have become an increasingly important part of the work of all the juvenile organisations, and the paragraph in P.O.R. on the general duties of Commissioners has taken on a new meaning. It reads: "To interest the leading local educational, religious and administrative authorities in the training of Girl Guides." Never was the Commissioner's job more vital than it is to-day.

In the past we assumed that authorities and the public in general know all about us. We had little competition to face, and it was enough for us to know that we were doing good work. But times have changed, and we must change with them. To-day there is a great new development in youth work, and some of the best brains in the country are planning its future, seeking to learn where the voluntary societies are strong or weak, where they are capable of expansion and are likely to need most help. This is our challenge, and it has come at a most difficult moment, because so much that we meant to do or would like to do is impossible owing to the call-up of our youngest and best leaders. For all that, we may be proud of our great traditions and glad that we have so much to show the world, so much experience to draw upon, and a great deal to contribute to the new and bigger future which lies just around the corner.

How are we to show those in authority what Guiding really means; how best explain its methods, aims, ideals of service and citizenship? How, in fact, are we to "put ourselves over"—for this is what we must do at the present time. Here the Commissioner comes in! It is her job to keep in touch with local education authorities and the public in general. She should be familiar with the Board of Education and the Scottish Education Department and current circulars on youth service. She must somehow find time to read topical books by authors of long experience, such as *Girls Growing Up*, by Miss Jephcott; *Education for a World Afloat*, by Sir Richard Livingstone, etc. She must take an active interest in the development of youth service in her own area—she is the link between Guiding and the outside world. We have, perhaps, kept ourselves too much to ourselves, being so happy in our own job and having little time to trouble about other people's. It is up to us to explain and to demonstrate at every suitable opportunity that this Movement of ours has its foundations deep in a well-considered and psychologically

correct scheme for youth; that we do certain things because they have been found to be the best way of developing character; that we have a carefully graded plan for our different age-groups and one that is in no way haphazard or simply "fun" alone. Education authorities want to know what we stand for, what we are really about, when we hold trainings, wear uniform and go to camp.

The Commissioner must be able to speak on the above to audiences of interested people (including experts). Certain aspects of our training appeal to these people more than others. In my own experience I have found that some educational experts admire our Ranger Branch especially, and consider us the best organisation for camping and all outdoor activities other than sports. They are also thrilled to hear of our G.I.S. and our International side—of which they seem to know practically nothing. Here we have a great "pull" over many of the newer organisations, and I think we are entitled to make the most of it.

County and Division Commissioners may have more opportunities of speaking in public and keeping in touch with authorities such as the Director of Education, the Youth Organiser, Local Standing Conferences and Youth Committees, than the District Commissioner, as they are more likely to serve on these committees; the latter's part, though smaller, is none the less important. She deals with the parents and local Associations—both very important sections of the community—and bodies which can do a great deal to help Guiding in the outside world. She should also know, and know about (quite a different matter), the other organisations in her district—the local girls' club, church societies and the new youth groups which have sprung up in so many places recently. I fancy we have all suffered from "water-tight compartments" in the past. Too often there may have been an inclination to jealousy between the different organisations—as if there were not girls enough and to spare for us all. Here I am thinking more of the towns and cities than of the rural areas. Guide Captains may know the club in the next street only as a name—and *vice versa*. Do let us be prepared to take the first step if necessary and invite leaders of such groups to our annual meetings, to our parties, and even occasionally to bring their boys and girls to a joint conference or outing. Each can learn from the other—and, after all, we are all seeking the same goal, by different roads.

Finally, let us remember that the best "advertisement" for Guiding is the all-round Commissioner of wide sympathies who loves girls as well as Guides, who in her busy life finds time to care about all the things that help youth and the future of youth; who, in the words of our Fourth Law, is truly a friend to all. She is the ideal Public Relation, and by her example, as much as by her work and speech, will "ensure the soundness of the movement in the eyes of the public."

A. S.



# CALLING UP—THE LITTLE HOUSE EMBLEM

It used to seem to me strange when people said in the old days: "Of course if you live in a town there are plenty of ways in which Rangers can carry out their promise of service and there are lots of good turns that Guide Companies and Patrols can do, but when one lives in the country there are so few opportunities!" Did we not think, even then, that it was indeed a lucky hamlet or village whose people lacked nothing that a neighbour could do for them? Did we not feel that it was not a question of having pre-conceived ideas of what our good turns would be but of considering what our friends and acquaintances needed or what would be of advantage to the community where we lived?

The country Companies have continued to bring in the sticks and the pine cones from the wood for the old people's fires, that they die in peace time, but they have also helped the Scouts with the salvage and washed-up at the W.V.S. canteen, or dug an allotment, and helped with the hay-making and harvesting, while the town Companies have acted as hospital messengers, as orderlies at the child welfare centre, picked moss for the Red Cross or—going out at week-ends—attended to the dandelions, nettles and foxgloves.

In Guiding when one passes a test one *begins*, for the test is not an end in itself. The Little House Emblem is the *beginning* of usefulness, at home and elsewhere. Guides with Little House Emblems and those working for them, as well as Rangers, Cadets and Guiders may find it possible to carry out good turns to old people living alone next winter and even sooner. There are jobs of this sort that Guide Patrols, too, could take on. They might adopt a household (in addition to each Guide adopting her own!) and go at least one day in the week to undertake all the outstanding jobs. One time it might be that one member fetched the rations, another did out the dog's kennel in the yard and swept and tidied the outhouses, while two or three turned out the sitting-room and another gave the staircase its weekly clean. Another time it will be a question of scrubbing out the kitchen and of cleaning the stove or perhaps of attending to the taking down and washing and ironing of curtains and table covers, and so on.

A black and white line drawing of a house with a chimney, framed by a large, stylized arch. The house has a gabled roof with a chimney on the left side. There are three windows on the upper floor and a large front door. The entire scene is enclosed within a large, thick, hatched arch that resembles a tunnel or a protective structure. The drawing is simple and illustrative.

G.I. VOLUNTEERS  
LEARN TO MAKE THE DISHES  
OF THE COUNTRY TO  
WHICH YOU HOPE TO GO

that G.I.S. volunteers will meet in Europe after the war, and that they must try to think of ways to help them. They should try to understand just how these people feel like in similar circumstances. They should try to understand and imagine what they would feel like in similar circumstances. People may refuse food when they are absolutely starving, and when it is essential that they should eat in order that they may survive to return to the homes of their own people. They should be exiled, but they may even though they may not have seen

Volunteers are asking the trainers which are the countries to go to. They can start to do today. They can learn to cook the dishes of the countries to go to. Such knowledge will be of double value to them, for they will be able to help themselves and will be the more independent when they go on foreign service."

A further, and more lasting advantage will be that perhaps, long after the war, when G.I. teams, happily will no longer be needed—there will be fewer British people holidaying abroad who "can't eat the queer food" and spoil their holidays for themselves and all who come in contact with them by sighing nostalgically for "meat and two veg."

*Djuvitch*

METHOD—Dice or shred the vegetables into a fire-proof dish, add the rice (about two oz. for six people), and the seasoning, and cook in the oven for about two hours, stirring occasionally. The tomato pulp should add half-way through. The hot water may be added during the cooking if they become too dry. Stir occasionally to prevent sticking. A dash of fat, if available is an improvement.

*Mousaka*

two or three minutes then add the mince meat, parsley, salt and pepper. Stir well and cook for five minutes. Mix some parboiled potatoes into a greased fire-proof dish. Spread on the mince, then another layer of the sliced potatoes. Sprinkle with salt and add small knobs of fat. Cover with sauce, either an ordinary white sauce, or one from dried egg and milk which need not be thickened (about two spoonfuls of egg to five of milk). Sprinkle on a little grated cheese if available and bake in a moderate oven for about half an hour.

## Salmi

METHOD—Fry some shredded leeks in a saucepan, almost immediately add the sausage meat, and then some uncooked rice (about  $\frac{1}{2}$  lb. of sausage to 2 oz. of rice). Cook all this for about ten minutes.

Roll a little of the mixture, about a dessertspoonful into a partly cooked cabbage leaf. The leaves should be cooked only about three minutes, till they are soft but not too breakable. Cut off the spines of the leaves, before using them. Spread a few extra leaves at the bottom of the saucepan, pack the rolls in tightly, as many layers as necessary, barely cover with water. Cook for at least an hour, adding paprika and tomato pulp half-way through.

## WHO WILL HELP?

*To the Editor*

The Health Department of the Polish Ministry of Labour and Social Welfare has organised a hospital for Polish tuberculosis cases in the north of England. The patients are from the Forces as well as civilians. This hospital is encountering a serious difficulty—a lack of sisters and nurses and even of domestic staff.

The conditions for candidates are as follows:—

Your, etc.,

MARYSIA KAPISZEWSKA.

For further particulars apply to The Polish Ministry of Social Welfare, 43, Lowndes Square, S.W.1.





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

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

Editor in regard to contributions submitted, but every effort is made to ensure their safe return should the necessary postage be enclosed. Subscriptions to be sent in to The Secretary, Girl Guide Imperial Headquarters, 17-19, Buckingham Palace Road, London, S.W.1. "The Guider" is sent direct by post from Imperial Headquarters to any part of the United Kingdom at the rate of 6d. per month (which includes postage). Post free for a year 6s. Foreign and Colonial, 5s. post free.

## HEADQUARTERS NOTICES

### MEETING OF THE COMMITTEE OF THE COUNCIL

June 9th and 10th, 1943

#### PRESENT:

The Hon. Mrs. Sydney Marsham, C.B.E. (in the chair).  
Miss Anstice Gibbs.  
Miss Bardsley.  
Mrs. Elliott Carnegie, M.B.E.  
The Countess of Clarendon.  
The Hon. Lady Cochrane.  
Mrs. Davies-Cooke.  
Sir Percy Everett.  
The Hon. Mrs. Geoffrey Gibbs.

Mrs. Mair, M.A.  
The Lady Merthyr.  
Mrs. Harley.  
The Lady Somers.  
Miss K. J. Strong.  
Miss Travers.  
Miss Wallace Williamson.  
Miss Ward, J.P.  
The Hon. Mrs. Fitzherbert Wright.

By Invitation—Miss Hopkins, Miss Shanks, Mrs. Macpherson.

#### APPOINTMENTS

Assistant Commissioner for Lanes—Mrs. Phillips (temporary appointment).  
Deputy Chief Commissioner for Wales—Mrs. Macpherson.

#### G.F.S. DIOCESAN DIRECTOR

Miss Greenwood has been appointed G.F.S. Diocesan Director for Carlisle in the place of Miss S. H. Williamson, who has resigned.  
Routine business was transacted.

#### BOARD OF EDUCATION

*Canteen Facilities for Youth Clubs and Centres.*  
The Board have been in consultation with the Ministry of Food, and are now in a position to notify local education authorities of an extension of the canteen facilities announced in Administrative Memorandum No. 128, which will be of particular benefit to youth organisations in rural areas. In future, eligibility for registration as catering establishments under paragraph 1 (B) of the Administrative Memorandum is extended to units, whether situated in rural or in urban areas, which meet at least two nights a week and have a normal attendance of not less than 15 members on each night.

#### THE MOTHERS' UNION CAMPAIGN

Purpose: 1. To reach out and to try to help the many young wives and mothers who have lost their faith or out of touch with any form of organised religion.

2. To bring more young wives and mothers into the Mothers' Union.

This campaign can be used to help parents to realise the importance of the First Promise and their duty in helping the children to keep it. Campaign speakers and workers throughout England and Wales will gladly come and give talks or take discussions on the First Promise at meetings for parents or at Guides Own, etc.

Apply to Mary Sumner House, Tufton Street, Westminster, S.W., for name of nearest Campaign representative.

#### HEADQUARTERS INSURANCE POLICIES

Full particulars of the Guiders' Indemnity Policy and the Personal Accident and Illness Policy were given in the May Guider, page 82.

#### HERB COLLECTION

June—Nettles, Coltsfoot and Fox-gloves.

Dandelion roots should no longer be collected but will be needed in the Autumn.

July onwards—Elder flowers, Parsley, Piert, Centaury, Lime.

Arrangements should be made with County Herb Committees or Women's Institutes as to where the herbs should be taken.

Headquarters can supply names of firms who will take herbs if properly dried and packed.

#### AWARDS

Blue Cord Diploma

Miss G. Clayton, S.-W. Lanes.

Eagle Owl Diploma

Miss R. Ramsden, Staffs.

Green Cord Diploma

Miss Murman, Berks.

Miss Bishop, Warwicks.

Miss Plummer, Warwicks.

Headquarters Instructor

Guide—Miss E. Speakman, Stirlingshire (Compass and Mapping; Hiking and Fire-lighting).

Brownie—Miss E. Shields, Lanarkshire (Story Telling).

GOOD SERVICE

Beaver

Miss Jackson-Barstow, Assistant County Commissioner, Somerset.

Mrs. St. John Manser, former Division Commissioner, Brighton, Sussex.

#### WHERE TO TRAIN

##### FOXLEASE

July 2-9—Extension Guiders  
July 14-19—County and Division Commissioners.  
July 20-27—Patrol Leaders.  
July 30-Aug. 6—Guide and Brownie.  
Aug. 10-17—Ranger and Guide.  
Aug. 20-27—Test Week for Headquarters Instructors.  
Aug. 31-Sept. 7—Refresher Course.

For particulars regarding Free Places, Railway Grants, Fees, etc., please see THE GUIDER for January, 1943.

Sept. 10-17—Guide.  
Sept. 21-28—District Commissioners.  
Oct. 1-8—Guide and Brownie.  
Oct. 12-19—Woodcraft.  
Oct. 22-29—Ranger.  
Nov. 2-9—Brownie.  
Nov. 12-16—Hants Youth Leaders.  
Nov. 19-26—Guide.  
Nov. 30-Dec. 7—Guide and Ranger.

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. It would be appreciated if Guiders would enclose a stamped addressed envelope with their applications.

For Guiders to whom it is more convenient to arrive in the morning, a picnic lunch will be provided (at 6d.) if the Secretary is notified beforehand. Otherwise, tea is the first meal of the Training week.

Buses which pass Foxlease gates leave Southampton at five minutes past each hour, and Brockenhurst at half past each hour. The last buses are 8.5 p.m. from Southampton and 8.30 p.m. from Brockenhurst. Taxis are seldom available.

##### WADDOW

July 16th-20th—Guide.

August 17th-24th—Guide and Brownie.

These trainings will be held in the hut and grounds at Waddow. All other arrangements as in a camp, sleeping in tents, etc. Applications, with 5s. deposit and stamped envelope, should be made to the Secretary, Waddow Hall, Clitheroe, Lancs, who will send full particulars. The deposit will be refunded if withdrawal is made two full weeks before the trainings.

Fee 3s. 6d. per day.

#### ENGLISH TRAINING SCHOOL

There are still some vacancies for the residential Guide training at Parris Wood House, East Didsbury, Manchester, 20, from Wednesday, August 11th to Wednesday, August 18th, 1943. The training is open to all Guiders. Applications, with 5s. deposit and a stamped addressed envelope to Miss M. Cantrill, Organising Secretary, 100, Oxford Road, Manchester, 13.

The cost is 4s. 6d. a day. The closing date for entries is July 28th. Parris Wood House is situated in its own grounds which are most suitable for outdoor activities. There is an open-air swimming pool within three minutes of the house. It is easily accessible from the centre of Manchester, which is itself well served by rail communications with all parts of the country.

#### G.I.S.

There will be a special demonstration for G.I.S. members by men of an R.A.F. Regiment of the use of a new type of mobile canteen capable of providing hot meals for 600 people. The demonstration will be held at Youlbury, Boars Hill, Oxford, on Sunday, July 11th at 11 a.m.

An overnight hike for members attending the demonstration is being arranged at Beauwood Cottage, Farmoor, Nr. Oxford, on Saturday, July 10th.

For further particulars apply to Miss C. E. Bowen, Acting C.C.A. Oxfordshire, Headington School, Oxford.



July, 1943]

## THE GUIDER

### SCOTLAND

#### CONFERENCE AND TRAINING FOR SCHOOL GUIDERS

There will be a Conference and Training for Guiders and Ows of School Companies at the Beacon School, Bridge of Allan (by kind permission of the Headmistress), from July 10th-10th. Commissioners and Guiders of Companies not attached to schools will also be welcome but as accommodation is limited their names will be put on a waiting list until the closing date for applications—July 10th. Other information and application forms can be obtained from Miss F. MacLeod, Dalvey, Forres, Morayshire.

#### TRAINING

There will be a series of Residential Trainings for Commissioners and Ranger, Guide and Brownie Guiders at Loretto School, Musselburgh, Midlothian (by kind permission of the Governors), as follows:—

*Guide and Brownie Training*—Friday, August 6th—Tuesday, August 10th.  
*Commissioners' Training*—Tuesday, August 10th—Friday, August 13th.  
*Ranger Training*—Friday, August 13th—Tuesday, August 17th.  
(Each training will start on the evening of the first date and finish after breakfast of the second.)  
Applications should be sent as soon as possible to the Secretary, Miss F. M. MacLeod, Dalvey, Forres, Morayshire, from whom further details can be obtained. The closing date for entries is July 2nd.  
It is hoped that in particular Commissioners and Guiders who have not attended a residential training before will come to one of these, and that there will be representatives from all counties within a reasonable distance of Loretto.

### WALES

#### STUDENTS' AND YOUNG GUIDERS' TRAINING

Date—July 17th-20th. Place—The Hostel, Pencoe, Porthcawl. Secretary—Miss I. Hodgins. Gaballor, Sketty, Glamorgan.

#### STUDENTS' AND CADETS' TRAINING CAMP

Date—July 20th-27th. Place—Bryn Gwyn, Bwlch-y-bau, Montgomeryshire. Fee—15s. for the week, exclusive of fare. Secretary—Miss C. Inge, Kewstoke, Tynrhos Road, Neath.

#### TRAINING FOR COMMISSIONER, RANGER, GUIDE AND BROWNIE GUIDERS

Date—August 6th-14th. Place—St. James, West Malvern, by kind permission of Miss Alice Baird. Secretary—Mrs. Edwards Kay, Roman Road, Shrewsbury.  
The Chief Guide and the Imperial Chief Commissioner and the Chief Commissioner for Wales will be visiting the Training.

#### GUIDERS' TRAINING AND TESTING CAMP

September. Place—Carmarthen. For particulars apply to Mrs. Michael, Glynhr, 337, Gower Road, Sketty, Swansea, Glam.

### CAMPING NOTICES

#### EASTERN AREA PATROL LEADERS' CAMP

A camp for Guide Patrol Leaders from the Eastern Counties will be held at Danbury Park, Chelmsford, from Saturday, August 14th, to Saturday, August 21st.  
Commandant—Miss Audrey Bickerteth, C.C.A. Essex.  
Fee—£1 for the week.  
As the camp must be limited in numbers preference will be given to P.L.s who have no opportunity to camp in their own counties this year, so please state this when applying. Entries close July 16th.

#### EASTERN AREA CADETS CAMP

This will follow on the same site from August 21st-28th.  
Fee 2s. 6d. per day or £1 per week.  
Besides those in Cadet Companies anyone between the ages of 16 and 20 inclusive, who is a Guider (Warranted or Acting) or a prospective Guider may apply. Entries close July 22nd.  
Applications for both camps should be sent with a stamped addressed envelope to Mrs. Walther, West Lodge, Great Hallingbury, Bishop's Stortford, who will supply all particulars.

### CALLED TO HIGHER SERVICE

Suddenly on Sunday, May 9th, Eileen McEab, Post Tawny Owl of the Angus Post Brownie Pack.

Suddenly on May 7th, Ivy L. Barton (née Edgington), beloved Ranger Captain of Enderdale District Ranger Company, and previously for 20 years Brownie, Guide, Ranger and Guider in the Knowle and Shirley Companies, Warwickshire.

## Appointments and Resignations

Approved by the Executive Committee, June, 1943.

### ENGLAND

#### BERKSHIRE

ASSISTANT COUNTY COMMISSIONER.—Mrs. Downs, Grubwood Cottage, Cookham Dean.

#### BRISTOL

NORTH No. 1.—Dist. C., Miss N. F. Browning, 2, Bexley Road, Fishponds, Bristol.

#### RESIGNATION

NORTH No. 1.—Dist. C., Miss M. Hughes.

#### BUCKINGHAMSHIRE

ETON.—Dist. C., Miss D. Simpson, The Oast House, Wraybury.  
The District of IYER and STOKES POGES (Beaconsfield Division) has divided as follows:—

DENHAM.—Dist. C., Miss M. Gilbey, Lesser Halings, Denham.

STOKES POGES.—Dist. C., Mrs. Macindoe, Oakacre, Stoke Poges.

#### RESIGNATION

ETON.—Dist. C., Mrs. Macindoe.

#### CORNWALL

PADSTOW.—Dist. C., Mrs. Weeks, Trehayle, West Hill, Wadebridge.

#### RESIGNATION

PADSTOW.—Dist. C., Miss C. Neill.

#### DERBYSHIRE

BAKEWELL.—Dist. C., Mrs. H. W. Swift, M.Sc., "Holmefield," Ashford, nr. Bakewell.

CRICH.—Dist. C. (Temp.), Miss C. M. Topham, Sunny Bank, Cavendish Road, Matlock.

#### DEVONSHIRE

#### RESIGNATIONS

COUNTY COMMISSIONER.—The Lady Clinton

SOUTH MOLTON.—Div. C., Mrs. Scott Browne.

#### GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE.—Dist. C., Miss E. T. Barnes, St. Helens, Ladies' College, Cheltenham.

#### HAMPSHIRE

COUNTY COMMISSIONER.—Miss K. F. Wilson, Hill Croft, Lympington.

NEW FOREST.—Div. C., Miss J. M. Newnham, Foxlease, Lyndhurst.

BOURNEMOUTH, NORTH-WEST.—Dist. C., Miss F. E. Palmer, Larkfield, Castle Lane, Bournemouth.

BOURNEMOUTH, SOUTH.—Dist. C., Miss E. M. Habershon, Leas Court, Canford Cliffs, Bournemouth.

#### RESIGNATIONS

COUNTY COMMISSIONER.—Miss D. Fullerton.

NEW FOREST.—Div. C., Miss K. F. Wilson.

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#### BRITISH WEST INDIES

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## CLASSIFIED ADVERTISEMENTS

### EMPLOYMENT OFFERED

**Women's Land Army Headquarters, Balcombe Place, Balcombe, Sussex.**—Applications are invited from capable Shorthand Typists to apply for a post of national importance in connection with the Women's Land Army Benevolent Fund working at Balcombe Place. No uniform worn. Salary according to experience. Applications, stating recent speeds and experience, to be sent to the perience. Appointments in the above address.

**Good Cook Wanted** in September. Girls' boarding school. 70-80. Aga cooker, all-electric kitchen. Kitchen maid.—Box No. 73.

**Kitchen Maid** and relief holiday maid required. Wages according to age and experience. Reserved occupation. Ranger and Guide Companies in district.—Apply Matron, Haslemere and District Hospital, Haslemere, Surrey.

**Required Urgently**, Ranger or Guider as Assistant to the Editor and Press Secretary. Accurate typing essential, shorthand an advantage. Must be below or over calling-up age, or otherwise deferred. Salary according to age and ability. Apply The Editor, Imperial Headquarters, 17-19, Buckingham Palace Road, S.W.1.

**London County Council.**—Housemothers required at Ongar Residential School for mentally defective older boys. Salary £70—£80 a year—£2 10s., plus cost-of-living bonus (about £15), board, lodging and washing. Applicants must have experience in cooking and domestic work and be able to control difficult boys. Apply by letter, stating age and experience, to the Education Officer (S.S.5), London County Council, County Hall, S.E.1.

**Headquarters Restaurant** has a vacancy in the kitchen for a whole or part-time worker.—Apply Manageress, 17-19, Buckingham Palace Road, S.W.1.

### WANTED

**Wanted.**—Good quality Ridge Tent, Hiker or similar small tent, easy to erect, not Bell.—Write particulars to Mrs. Guinness, Wootton Wawen, via Birmingham.

**Wanted.**—Two poles and trefoils for mounting flags, and two colour carriers.—Wilson Smith, The Vineyard, Warwick.

**Wanted Urgently.**—Flag Pole for World Flag.—Apply Miss Griffiths, 24, Acton Gardens, Wrexham, Denbighs.

**Wanted.**—Flagpole with trefoil, suitable for carrying, state price.—Keen, 27, Victoria Street, Warwick.

### HOLIDAYS

**Ex-County Commissioner** offers small self-contained furnished flat (free) in own house, to two Gentlemen, or couple, in need of quiet country holiday.—Apply to Lady Lilian Digby, Lewcombe Manor, Evershot, Dorset.

### CAMP

**Will Guider camping August or early September** include six Guiders.—Particulars, Mrs. Badger, Farfield, Ullenhall, Nr. Henley-in-Arden, Birmingham.

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**"The Masque of Empire."**—Hugh Mytton's world-famous Guide play. The beautiful costumes of the Empire Society for this play are still available from 6d. to 1s. each. See book of play (1s. 6d.), obtainable Headquarters. "In love are Empire's firm foundations set."

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All communications with regard to Classified Advertisements should be addressed to Girl Guides Association Headquarters.  
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