

# THE GUIDER

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## "WE THINK SHE OUGHT TO BE THANKED"

I WANT you to think of those men and women who are winning the war for us. Many of the women now working in the Forces, in munition factories, in hospitals, on the land and in other ways, have been Guides in their day. Learning to be Guides made them trustworthy and reliable, courageous, and able to turn their hand to anything. As they are serving their country in years of war, so you must be ready to serve your country in the peace years. The character of a country comes from its women-folk. You are training yourselves to be the sort of people our country needs."

THE CHIEF GUIDE (at Huntingdon).

"Remember that while your individual contributions may seem small to you, they are all tremendously important. You have promised to serve your God and to serve your country. That is an enormous promise and a whacking great job."

"The Guides of France were splendid Guides, and lovely and splendid, too, were the Guides of Poland, Belgium, Norway, who are praying for freedom again, longing, aching for the day when they could play the game of Guiding again. In gratitude for our freedom and comparative safety in this great little England of ours, so splendid and so strong, let us be prepared to help our sister Guides who are not so fortunate, by our prayers now, by our encouragement and help when our opportunity comes with final victory."

THE CHIEF GUIDE (at Carlisle).

"I am tremendously proud of all you have done, and because each one of you counts so much I want you to prepare yourselves in body, mind and soul for the tasks ahead. . . . You must remember the Guides in the occupied countries, linked to you through the same Promise and Law."

THE CHIEF GUIDE (in Surrey).

Over 7,000 Brownies, Guides and Rangers of the County of Birmingham Girl Guides Association will take part in an ambitious programme on Saturday, when Lady Baden-Powell, the Chief Guide, will visit the city.

Birmingham Mail (July 7th).

The Chief Guide completed a tour of Wiltshire by a visit to Salisbury on Sunday. She took part in a service at the Cathedral, which was attended by eight hundred Guides of the South Wilts Division, and



The Chief with Guiders, Guides



—and Brownies.

afterwards inspected and addressed them in the Palace grounds.

Salisbury Journal.

The Chief Guide has returned to England, and has been spending her time visiting the Guides in every part of Britain. On Wednesday afternoon it was the turn of North Westmorland, and rallies were held at Appleby Castle, Brougham Castle and Stobars Hall, Kirkby Stephen.

Cumberland Herald.

And so it goes on. . . . Nine rallies in one day. . . . then a journey of several hundred miles. . . . eleven rallies in a week-end. Home again for a couple of days to Hampton Court Palace. Then off again to visit the Guides of the West. . . . the South. . . . the North. . . . the East.

Wherever she goes she receives the same welcome, and the Brownies, Guides and Rangers are waiting for her, eager to show her their work, listening, spellbound, while she speaks to them. And wherever she goes she takes with her that enthusiasm, that inspiration which we call B.-P. spirit.

After she had left a rally the other day a Guider said to a small Guide:

"Did you enjoy it, Jean? Did you like the Chief Guide?"

"Oh yes, Captain! But—Captain—we think she ought to be thanked for coming. We thought she looked awfully tired. We do think she ought to be thanked."

The Chief Guide loves visiting her big family. She wants no thanks because she enjoys her busy life, and she is never so happy as when she sees thousands of children who are happier because of Guiding. But she needs consideration, and by giving her that Guides can show their Companies one way in which, when they wish to thank her, they can do so. There is, for instance, the matter of autographs!

Will Guiders please explain to their Guides that the Chief cannot sign autographs because if she signs one album, there is an immediate rush, and it is impossible for her to sign them all. Henceforth, then—

NO MORE  
AUTOGRAPH  
HUNTING



## RECONNOITRING

MUCH has been said and written about the practical preparations for the G.I.S., the equipment for the teams, the training of the volunteers and such things. There is another side to the preparations of which less has been said and written, yet of which everyone really concerned must be aware, and that is the preparation of the mind and spirit. These preparations are no whit less important than the others, in fact, without them the work of the G.I.S. would be superficial and unenduring.

Because of this, one Sunday not long ago some of those who had already been thinking about this matter, G.I.S. members and others, met together at St. Albans to give it further consideration. The meeting place was a lovely old garden set in the peace of a countryside with age-long Christian traditions dating right back to the third century. Here, Albanus, a British soldier in the Roman army, became converted to Christianity by a Christian priest seeking refuge from his persecutors. And here, when the Roman soldiers came to search, Albanus, in the garb of the priest, gave himself up in his stead and, proclaiming himself a Christian, was condemned to death. Thus, St. Alban became the first Christian martyr in these Isles.

This place in the peace and quiet of the countryside, where the Christian tradition has stood the test of centuries, seemed the perfect setting for deliberations concerning the things that matter most in Guiding. Viewed in this setting, the G.I.S. seemed to take its rightful place as just one part in the Guide scheme of things, and the need became more and more apparent for it to be regarded as part of a large and complete whole, one of several means of interpreting the ideals of Guiding.

True, the G.I.S. has its own special appeal as a form of thank-offering for the incalculable blessings that are ours, particularly the blessings of freedom from foreign domination. Then, too, it is a means whereby we can give practical proof of our sympathy and admiration for those who have been called upon to tread such direful ways. But unless given a very wide interpretation it is only one way of expressing these things, and, if divorced from the whole, a very incomplete way. One cause for our admiration of Guides in over-run countries is the way they have kept faith with their country, no matter what it has cost them. We, in turn, shall not deserve their admiration unless the same can be said of us: we need to be good citizens of our own country if we would be good world citizens. It has been suggested that volunteers for the G.I.S. will need firm convictions and strength of purpose to carry them through the day-to-day hardship, strain and monotony of the conditions they will encounter in Europe. The same qualities will be needed, possibly in even greater measure, to combat the dangers and disillusionment of peace in our own country, where there may erroneously be less sense of vocation and of setting out on a Crusade.

On that Sunday at St. Albans the need was established for concrete suggestions to be made for the building up of spiritual strength for the difficult times ahead. These suggestions will be passed on later. An exception is the suggestion that a moment should be set aside throughout the Movement for the remembrance of Guides in occupied countries, and the work of the G.I.S. there, for Guiding at home and those who serve it. It was felt that this plan should be put into effect at once, and noon or sundown were the alternative times suggested. We should be interested to know your views on which of these times would be best.

For the rest, it is felt that the foremost need is to reconnoitre the whole field before us. Viewed as a whole, what are the post-war aims of Guiding? They seem to be two-fold. On the one hand a deep-seated desire for Guiding so to live up to its ideals as to play a worthy part in the building of the world-to-be. In addition, or as a corollary to this, a determination to bring about the fulfilment of the aspirations and endeavours of those who, in this war and the last and back through the ages have striven and suffered in the fight for an ideal. In making the supreme sacrifice or the sacrifice of well-being, security or position, they have thrown the torch to us, and it is for us to feed its flame and carry it a further stage towards the goal.

*"To you from failing hands we throw  
The Torch—be yours to hold it high.  
If ye break faith with us who die,  
We shall not sleep. . . .!"*

As an alternative to the symbol of the torch there is that of a national and world treasure-house. A heritage which has been handed down to us. A store of good things to which all may add and upon which all may draw.

Yet again there is the conception of building a new world—helping to fashion it into the noble structure we would have it to be. This is a work in which all can take a hand and where deeds and qualities are needed no less than thoughts and aspirations. In this immense creative effort there must be not only thinkers but the craftsmen whose "handiwork . . . is their prayer."

But whatever imagery we employ we want it to stand for spiritual truths, for sterling qualities and for meritorious deeds. So that by caring for the things of the spirit, by keeping alive the qualities of those who counted them above all cost, and by accomplishing deeds of enduring worth, we act in the present, we build for the future and we keep faith with the past.

ROSA C. WARD,  
Chairman, British Guide International Service.

## WHY RANGERS?

PIONEERS, Rovers, Pilots, Torchbearers, Guideswomen, Eager hearts; these were some of the names offered, but, fortunately for us, not accepted, in 1918 when ideas were asked for in naming the newly-formed Senior Branch of the Guide Movement. The Chief Scout was consulted and replied, as Mrs. Mark Kerr has told us in *The Story of the Girl Guides*, "Well, I always think it is a good thing to take a rather vague name with which people have not got any definite association. Then one can put one's own meaning into it and create a tradition. When we were discussing names for Senior Scouts, 'Rover' and 'Ranger' were both suggested. We decided on 'Rover.' Why should you not take 'Ranger' for the Senior Guides?"

"A rather vague name . . . not any definite association . . . one's own meaning . . . create a tradition." The name is no longer vague. There is a definite association. But what meaning have we put into it, and what tradition have we created? It was a name full of possibilities which the Founder gave to us, a name suggesting roving (which means, among other things "being full of fun") spreading out, with special application to forests and parks and wide spaces, and yet, having as part of its meaning "to place in order."

In the past, Rangers have taken advantage of the wide scope of the name and of the training. They have covered a variety of subjects in their company work; they have served in numerous different and interesting ways; they have spread abroad during holidays; they have roamed in our own parks and forests and open spaces with pack ponies, trek carts and rucksacks. A certain amount of tradition has been created. But tradition is still in the making and it might be worth while considering whether we are taking full advantage still of the name.

Is it possible that we may limit scope of the H.E.S. training by too carefully perusing the requirements lest we prepare something not needed for the test, or by failing to keep up the standard when the Armet has been gained?

We may limit for the Rangers, the specialised training by our own bias towards one or another subject or by lack of zeal in seeking different kinds of expert training or of effort to co-operate with other organisations in providing this training.

There is no lack of opportunity for service but there is perhaps danger of limiting its scope through failure to develop an awareness of what is needed. Most Rangers are willing to give help if it is asked of them but fewer are learning to discover for themselves where things are wrong.

Our possibilities of spreading abroad in these days need not be too limited if we take full advantage of the present International contacts available within our own country; if we keep our Rangers in touch with the G.I.S. and its purpose and needs; if we take The Council Fire; if we encourage reading and the learning of languages! if we have in mind all Guides, whether in allied or enemy countries, who are still trying to live the Promise and Law; and, above all, if we are careful to avoid thinking of ourselves as the future saviours of the world when the beam is yet so large in our own eye.

As for roaming, it is difficult at present to do this to any great extent in the physical sense. Holidays are brief, travelling is discouraged, land work is in demand. But it is now perhaps that we could help Rangers to extend their enjoyment and appreciation of the more available things, stars seen between buildings, the better for the black-out, trees in the squares and the city parks, the arranging of flowers more scarce but more necessary now than before, the beauty of simplicity in utility china and furnishings. And we can prepare for roaming by introducing the great explorers and trying to develop through our training the qualities which made their achievements possible. "The lady gave the bus-conductor a penny and said, 'How far will it take me?' 'To the door of the Ritz,' was the answer, 'but it will not take you far inside.' Courage, or ambition, or love of notoriety, may take you to the Antarctic, or any other uncomfortable place in the world, but it won't take you far inside without being found out; it's courage, and unselfishness, and helping one another, and sound condition, and willingness to put in every ounce you have, and clean living, and good temper, and tact, and good judgment, and faith. And the greatest of these is faith, especially a faith that what you are doing is of use. It's the idea which carries men on."

Edward Wilson, of the Antarctic.

One aspect of our Ranger name is happily however, without limit now as always, "to place in proper order." We take fullest advantage of this when, first of all, we help the Rangers to think for themselves. If we decide for them or give too much advice, we create a limit. When we encourage the thinking out of problems, not only from one angle but from every possible angle, we help to stretch the mind. And if, by example, by right presentation and by discussion, we help them to choose, not only between good and bad but between the best and the second best, then we begin to justify the most worthwhile meaning of the name Ranger.

M. L. M.



# MAP WORK

by

EDWARD V. LANE, M.A.

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

## The Representation of Height

No map on a flat sheet can possibly be accurate, since the surface of the earth is curved and is not uniform height above sea-level. On the area represented by a single sheet of a one-inch map the earth's curvature is so small that it can be disregarded. Variations in height must be indicated by some conventional method or methods.

All heights on British Ordnance maps are based upon mean (average) sea-level at Newlyn, Cornwall.

The commonest and most satisfactory method of indicating height is by means of *contour lines*. A contour line joins together all points of equal height above mean sea-level. If one imagines an island sinking in successive stages of 50 feet at a time, and then re-emerging, the island at heights of 0, 50, 100, 150, etc., feet above sea-level. It should be noted that the land between a pair of adjacent contours is changing in height. For instance, a point half way between contours of 200 feet and 250 feet would probably be 225 feet above sea-level.

Contour lines indicate shape, height, gradient, and size. The trained eye can readily visualise the landscape, with its changing levels and slopes, from a careful examination of a contoured map. But long and frequent practice is essential to attain such proficiency.

In addition to contours, the one-inch map has *spot heights* (e.g., 469), which mark the height above mean sea-level of the points indicated. They are commonly marked along roads, where they assist in estimating gradients, and on hill tops. Spot heights are useful in revealing minor changes of level not indicated by the contours.

Changing slopes are sometimes indicated by *hachures*, a system of shading by "tadpole" strokes, with the thick end of the stroke on the higher ground. The hachures are heavy and close together on steep slopes, thin and wide apart on gentle slopes. Hachures are more frequently used on continental than on British maps, where their chief function is to mark cliffs or precipitous slopes.

A vivid impression of relief is given by the use of *layer colours*. The space between adjacent contours is shaded in one colour. Graduated shades of colour are employed, usually greens for lower ground, with browns, of deeper tones with increasing height, for higher ground.

The *vertical interval* (V.I.) is the height distance between two given points or contours. On the Popular Edition and the Fifth Edition one-inch maps the V.I. between adjacent contours is 50 feet. The *horizontal equivalent* (H.E.) is the horizontal distance between adjacent contours and is usually expressed in yards. The H.E. can, of course, vary widely, but will be regular on a uniform slope.

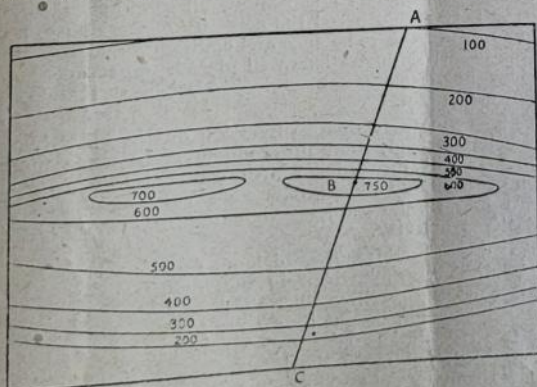


Fig. 8 Contour map of a ridge

## Section Drawing

One can learn a good deal about a landscape by examining the changing levels and slopes of its profile or section along selected lines. In drawing a profile or section we show what the land surface would look like if we could cut out a vertical slice. For example, the vertical section of an orange would be roughly a circle; that of a cone would be a triangle; that of a cube would be a square.

Figure 6—Simple contour map of a hill. Scale 1 inch to 1 mile. V.I. 100 ft.

Fig. 7—Section along the line AB of map Fig. 6. To draw a section along the line AB (on map, fig. 6), lay a straight edge of paper along the line, and mark off upon it every point whose height can be ascertained from contours or spot heights. Transfer the position of these points to a horizontal scale (which will naturally be that of the map), and erect perpendiculars from each point to the correct height in accordance with a selected scale of vertical height. Identify on the section important points on the map (see fig. 7).

## Land Forms in Contours

An essential part of map reading is the identification of land forms; one should learn to distinguish valleys, hills, steep slopes, gentle slopes, concave or convex slopes, and so on. It is a great help to study side by side photographs and maps of the same areas, and even more advantageous to study the actual countryside with the map before one.

The map in fig. 6 represents a hill rising 525 feet above mean sea-level. As revealed by the section (fig. 7), the close contours (on the west) denote a steep slope, and the contours more widely spread (on the east) indicate a more gentle slope.

## Exercises

1. Imagine yourself walking across the ridge represented on fig. 8 from A to B and on to C. Note the changing character of the slopes, and state which is *convex* and which is *concave*. On which side would you have an uninterrupted view from B of the foot of the ridge? Draw a section through ABC to confirm your impressions.

2. Examine the contours of fig. 9. It is not possible to tell the type of country represented unless the contours are numbered.

Copy the map and number the contours at intervals of 50 ft., with the highest contours in the north; mark what you think would be likely spot heights for the points A, B, C, D and E. Imagine yourself walking from A to B, and from C to D. What features of the landscape are represented? Draw sections through AB and CD to confirm your opinion. Note that in a *valley* the contours bend back

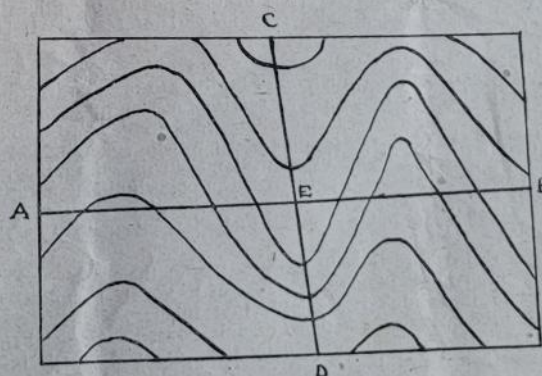


FIG 9 CONTOUR MAP of?



into higher ground. Contours jutting out into the lower ground indicate a spur, which may be part of a ridge.

3. Copy fig. 9 again, but this time number the highest contours in the south. Complete the remainder of the exercise as with the previous map.

4. Examine your one-inch map and try to find examples of convex and concave slopes, ridges, spurs and valleys. Carefully copy them, and draw one or two sections of each.

5. Try to find on your one-inch map examples of the following land forms, and make copies of tracings of them, and draw at least one section of each. A hill is a detached area of high ground. The higher hills are called mountains. A knoll or hillock is a small detached hill. A plateau is an elevated plain, probably separated from lower land by a steep edge. A col is a neck or ridge joining two hills or mountain tops. If the neck of land is rather broad and of gentle slopes it is usually called a saddle.

A gap is a clear break through high ground. If a stream passes through it is a water-gap; if without a stream, it is a wind-gap. An escarpment or scarp is the steep edge of a ridge, plateau, or line of cliffs. A gorge or ravine is a deep, narrow valley or opening in high land. A promontory is a piece of high land jutting into the sea or into lower ground, and generally ending in steep cliffs.

6. Identify as many of the topographical (i.e., scenic) features named above which appear in the maps, figs. 10, 11, 12. It may be a help to draw sections to reveal the nature of the land forms, and to imagine yourself walking across the country shown in the maps, noting the changing slopes and scenery.

7. Make models of land forms in clay or plasticine. Place each model in a trough; pour in water to depths of one inch at a time, and mark in the water-levels—the contours—with a pencil or other pointed instrument. Remove the model from the trough and draw a map of its contours as seen from vertically above. Sections can be illustrated by cutting vertically through the models.

8. Write a description of a selected area (say, about four square miles) on your one-inch map, referring to height, land forms, rivers, woods, occupations, settlements, means of communication, etc. Then attempt similar descriptions of larger areas.

(The third 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.)

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## COMMISSIONERS' NOTES

The following is a short précis of the Board of Education's Circular 1630 "Training and Service for Girls of 14-16." It is not possible to obtain copies of the Circular.

"1. The registration of older boys and girls and the stimulus which it has given to the provision of facilities to meet their demands for opportunities of training and service must not be allowed to obscure the claims of those in the younger age-groups (14-16) to have their needs met so far as is possible under war-time conditions. The attention of the Board has in particular been drawn to the needs of girls in this younger age-group for whom opportunities for training and service, carrying the attraction of some direct relation to the present national effort, may appear to be less adequate than those open to boys of the same age.

2. The Board have been in consultation on the matter with the Girls' Group of the Standing Conference of National Juvenile Organisations and they think it desirable that further publicity should be given to the work of the national organisations. The special training for national service undertaken by these organisations is briefly summarised below and the Board would ask authorities and their Youth Committees to give them every possible encouragement and support in the development of their work."

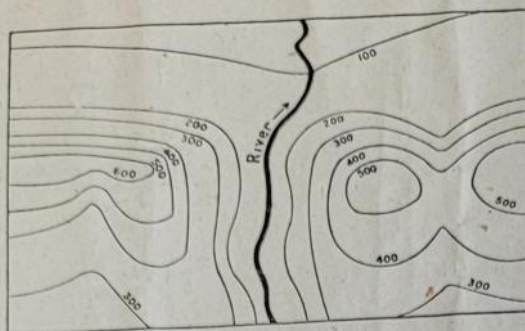


Fig. 10

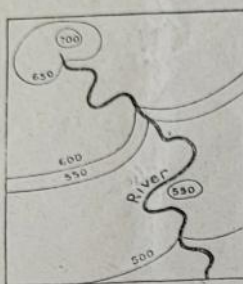


Fig. 11

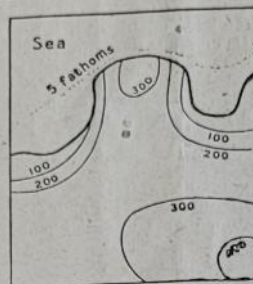


Fig. 12

Contour maps

clude, in addition to the basic training, a number of optional subjects, both recreational and practical. Full details will be announced by the Association in due course."

Will Commissioners please note that similar extracts will appear from time to time on this page.

## LONE CONFERENCE

The Lone Branch held a conference, the first since 1938, at Imperial Headquarters on Saturday, July 3rd, 1943. Twelve counties were represented.

Lady Cochrane was in the Chair in the morning and opened the Conference by assuring the Lone Guiders that they were doing an essential and very worth while work in bringing Guiding to many who would otherwise be outside the Movement. She thanked Miss Hall for all she had done and was doing for the Branch and urged County Lone Secretaries to keep in touch with their Counties on all and every occasion.

Lady Ponsonby then gave a graphic picture of Norway in normal times, describing the exploits of the Norwegian Merchant Navy, the third biggest in the world. She said that in proportion there were a greater number of women in professions and though they did not very largely participate in politics yet most of them took an active part in Municipal and local committees. She spoke on housing and education and ended by a brief reference to Norway under the Occupation and emphasised the high moral standard, patriotism, keen sense of humour and resistance of her people.

In the last session before lunch Miss Hall gave most helpful hints on Company Letters and urged the necessity of working to a definite programme so as to ensure balance and continuity and also of making them attractive with illustrations well placed. Miss Hall showed the Guiders how much nicer a page looked when surrounded with a border, however plain.

In the afternoon there was a discussion on the older Lone Guide and it was felt strongly that provision must be made for her. A suggestion was put forward for area companies, to prevent the absorption of so many Guiders, it was also suggested that training in Mothercraft and similar subjects were needed and also some kind of International activity.

In the final session Mrs. Beer demonstrated parts of the H.E.S. Ranger training, more particularly the intelligence and emergency tests, and then Mrs. Phillips illustrated how clearly and efficiently these suggestions could be put into pages for the Lone Rangers. All present showed great keenness over Mrs. Beer's training and went away determined to stir up the intelligence of their Lones whether they were Rangers or not! The singing of "Taps" brought a most enjoyable Conference to a close.



# "LARGER THAN THE FAMILY"

## THE GUIDER

IN the days of Alfred the Great there was an Anglo-Saxon word "gelgildan," which meant "a group of persons larger than the family." Long before the rough northern language coined the word, which was to modify itself into one of the most romantic terms in history, the Roman craftsmen had had their clubs, or associations of members of one trade, their "mutual benefit societies" among the slaves, and the poor. There had been similar institutions in Greece, in Babylon, among the Jews, and far back, under the Pharoos and the Reed Kings of Egypt. It seems to be the natural instinct of men, whose trade is the same, to form that "group larger than the family," and to band together, partly for protection, partly for instruction, and partly, certainly, for sheer conviviality and good cheer.

By the twelfth century, with the increase of trade, and the possibilities which the Crusaders were beginning to discover, of travelling from country to country, the Guild system, as we know it in this country, began to develop. The aim of these Guilds was to watch over and protect the interests of the crafts or trades, to see that they were honourable, as well as solvent, and to help needy members. Each had a body of officials—Masters in their own craft—to oversee matters, and to regulate the instruction of the young apprentices. They have sometimes been likened to our modern Trades Unions, but, in point of fact, these are a poor substitute for the original, which provided not only for the material, but also for the spiritual welfare of members—and undertook to assist any who "fall into poverty, or be injured through age, or fire, or water, through thieves or sickness." Men and women alike belonged to the Guilds, and, as far as we know, shared equal rights. They were graded according to their skill and their experience: First the Apprentice, who after a long period of instruction—seldom less than seven years—became the "Journeyman"—able to support himself by his work, as he travelled about from place to place, either selling his wares, or serving for a time in some established place of business, but everywhere learning new ideas, and bettering his own craftsmanship by comparison or instruction. After the Journeyman might come, through skill and thrift, to the degree of "Mastercraftsman"—the owner of a business, teacher of Apprentices, knowledgeable in his trade.

Sometimes a Guild would begin with a mere handful of workers in some small city, but often it grew into a powerful institution, worthy to receive a Charter from the King. The Merchant Guilds of the 14th century did wholesale trading on a large scale in distant lands and were immense concerns, as witness the Hanseatic League, with its powers in the Baltic countries.

On the whole, the Guilds were adaptable associations. The Mercers Company, for instance, emerged from the Brotherhood of St. Thomas of Canterbury, while an offshoot of it became the famous Company of Adventurers. Meetings of the Guilds were not always at regular times, though they generally met about four times a year, and were sometimes known as the "Mornspeech." All members had to attend them, and were fined one penny for non-attendance, unless "he make proper excuse." Also "he must come in time, and if he sit him down and grumble, he must pay another penny." At the Mornspeech none must "speak maliciously or disparagingly of a brother or sister of the guild, and must have good behaviour and good manners."

The Craft Guilds upheld for many years the high standards of workmanship throughout the trades. They enforced it by fines and punishments for bad work, and by offering prizes and rewards for honest and sound craftsmanship. They acted as travel agencies to their members, furnishing them with papers of introduction to members of the same trade working in other countries, and ensured their being passed on from one set of brethren to another, and helped and protected on the journey. With the dissolution of the Monasteries they added the care of the sick and poor to their duties. St. Bartholomew's,

St. Thomas's, and Christ's Hospital in London owe their foundation to Guilds. (Though Rahere, "the Jester who saw God," had the vision of St. Bartholomew's, its early history is interwoven with the story of the merchant guilds.)

The Craft Guilds developed, as time went on, a great love of pageantry. They took an active part in civic processions, and were always to the fore in the festivals of Corpus Christi, May Day, and Midsummer Eve. When, for instance, Henry the Seventh's queen entered the City of London there were "many worshipful commoners chosen out of every craft" in their liveries, in barges freshly furnished with banners and streamers of silk, richly beseen, with arms and badges of their crafts, to meet her. These arms and badges were first used to distinguish one craft from another. When a Guild attained to real importance, it applied to the College of Heralds, for a grant of arms. Until this was possible, the Guild took a "Merchants Mark," not unlike a trade mark to-day. This usually had a cross, together with some clear, distinguishing sign, intermingled rather like a monogram. The mark was stamped on the goods sold by members of the Guild, and carved on any buildings connected with its work.

From the beginning, the Guilds took an active hand in local government, and stood for service to the community in its most practical aspects. They were among the finest educational factors in the Middle Ages. The young apprentice—often little more than a child, was taken into the household of a Master Craftsman, there to be taught the "mystery"—not only the secrets of his trade, but the greater mystery of the good life. He was bred up in religion and manners, as a Christian and a citizen, and he was taught the fine integrity that is the flower of honest trading. The "group of persons, larger than the family," which the Guild represented, widened the outlook of each member, giving him practical allegiance to something larger than himself. The Mystery and the Craft were in his hands—their honour, their reputation came before his own. He grew up within the Guild, as an apprentice, and later, if his worth and his prestige increased, the Guild might grow with him. Men like Walworth the Fishmonger, and Whittington the Mercer, both Lord Mayors of London, friends, advisors, and bankers of Kings, were the fine flower of the Guild system, proud of their trade and origin, proud to remember that they had begun as London prentices, though they ended with ventures in the four corners of the world. They gave back a hundredfold the good that they had received in youth to the Guild that had fostered their skill and led them to honour. The humbler craftsman remained within the shelter of his Guild, a worthy member of it in his working years, cared for by it as old age or sickness came on him, buried by it, with the comforting assurance that candles would burn for him, and masses be said for his soul, in the chapel of his Guild, where the younger Brethren were carrying on the tradition in which he had lived and died.

C. M. C.

## A LETTER TO THE CHIEF COMMISSIONER

The Boy Scouts Association,  
25, Buckingham Palace Road,  
London, S.W.1.  
July 14th, 1943.

The Chief Commissioner,  
The Girl Guides Association,  
Buckingham Palace Road,  
London, S.W.1.

My Dear Chief Commissioner,  
I have been travelling through the country quite a bit during the last few months, and I have been immensely struck by the number of Rangers who are running, or helping to run, our Cub Packs in the different parts of the country. I do just want to ask you to convey to your Executive and to the Association generally my keen appreciation of and gratitude for this practical help which your Rangers are giving. Under present conditions it will be hard to compute the value of the services they are rendering and, from all accounts, the enthusiastic way in which they are carrying out this service. They all look so cheerful and happy, so I feel in some way they are enjoying the experience. That happiness comes from service to others, is one of the old Chief's urgent beliefs.

Yours very sincerely,

*Tommy*

Chief Scout.

## TREFOIL GUILD

The question of the over 21s was fully discussed by the Executive Committee with all the Branch Commissioners and it was agreed to form a Trefoil Guild. Details will appear in the September GUIDER and in the meantime Commissioners and Guiders are asked to refrain from writing to headquarters on this subject.

to remember that they had begun as London prentices, though they ended with ventures in the four corners of the world. They gave back a hundredfold the good that they had received in youth to the Guild that had fostered their skill and led them to honour. The humbler craftsman remained within the shelter of his Guild, a worthy member of it in his working years, cared for by it as old age or sickness came on him, buried by it, with the comforting assurance that candles would burn for him, and masses be said for his soul, in the chapel of his Guild, where the younger Brethren were carrying on the tradition in which he had lived and died.

## HERB COLLECTION

### PLANTS TO COLLECT IN AUGUST

*Foxglove seed* will be at its best in most parts of England. As many depots as possible should bulk their collections before despatch to the manufacturers.

*Raspberry leaves* can also be collected.

*Rose Hips.* Sacks, labels, leaflets and posters for the rose hip collection are now ready and the preliminary arrangements should now be made for this season's harvest, which it is hoped will surpass all previous records.

DO YOU WANT TO BE TRAINED?—Then see page 131



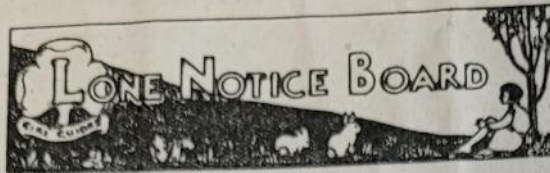
[August, 1943]

# RANGER H.E.S. FOR LONES

## PART IV.— EMERGENCY TRAINING

Lone Rangers should try to attend lectures on First Aid and A.R.P. Hints, articles and competitions may be given in the Company Letters to help the Lones, but these are practical subjects and cannot be taught entirely by post. The British Red Cross Society's Short Course in First Aid, as given to Wardens, covers the required syllabus of burns, severe bleeding, suffocation and shock in four lectures, and this Course is given frequently in most parts of the country nowadays. If the Lone wants to qualify for a certificate, she must take the full course of eight lectures but the four lectures would qualify for the H.E.S. Lectures in A.R.P. are held in most hospitals and schools and if you have not had one lately, why not suggest it through the proper channels? Any Lone living in an isolated village should get in touch with the head of the local First Aid Post and the Head Warden and ask if she might join in any practices or lectures which they are having. Members of the Red Cross and St. John Organisations, Wardens, Police, Home Guards and Firemen, though usually too busy to give Lones individual attention, often welcome Lone Rangers and Sea Rangers to meetings, if they go in uniform, and are keen, polite and ready to make themselves generally helpful.

All Lone Rangers should be able to do stirrup-pump drill and I expect most of them are already members of a fire-watching team, but if a Lone should live in a place where there is no organised fire-watching, she can always form a team with her family and neighbours and get the local A.R.P. Warden to coach them in fire-fighting. Lones living in country districts can do good National Service by fire-watching at harvest time, taking turn at protecting valuable crops. Anyone who could do this should offer her help to the nearest farmer.



To light a fire out-of-doors and produce a hot stimulant in twenty minutes takes some practice. This part of the test gives your Woodcraft Ranger a chance to show her ability. Most people can do this test once, but only the true lover of woodcraft can do it every time, under any conditions. Lones should take every opportunity

to practise and can challenge themselves and each other to light a fire, with one match and boil their improvised "billy cans" in the rain, after a day's rain, even in snow and by woodside, lakeside, on an open moor, on the seashore or in a blitzed street. This part of the H.E.S. should lead to fun and adventure. It must be emphasised that, when practising, Lones must ask permission *always* before fire-lighting, they must be careful to do no damage, see that the fire is really out before replacing the turf and leave nothing behind except their thanks.

A book or article on Elementary Electricity should be studied and boys of the A.T.C. are usually knowledgeable and ready to help with the repair of fuses, etc. Remember that electricity is dangerous and always switch off the main or master switch before starting investigations or repairs. The best way to learn about the assembling of buzzers is to make your own buzzer.

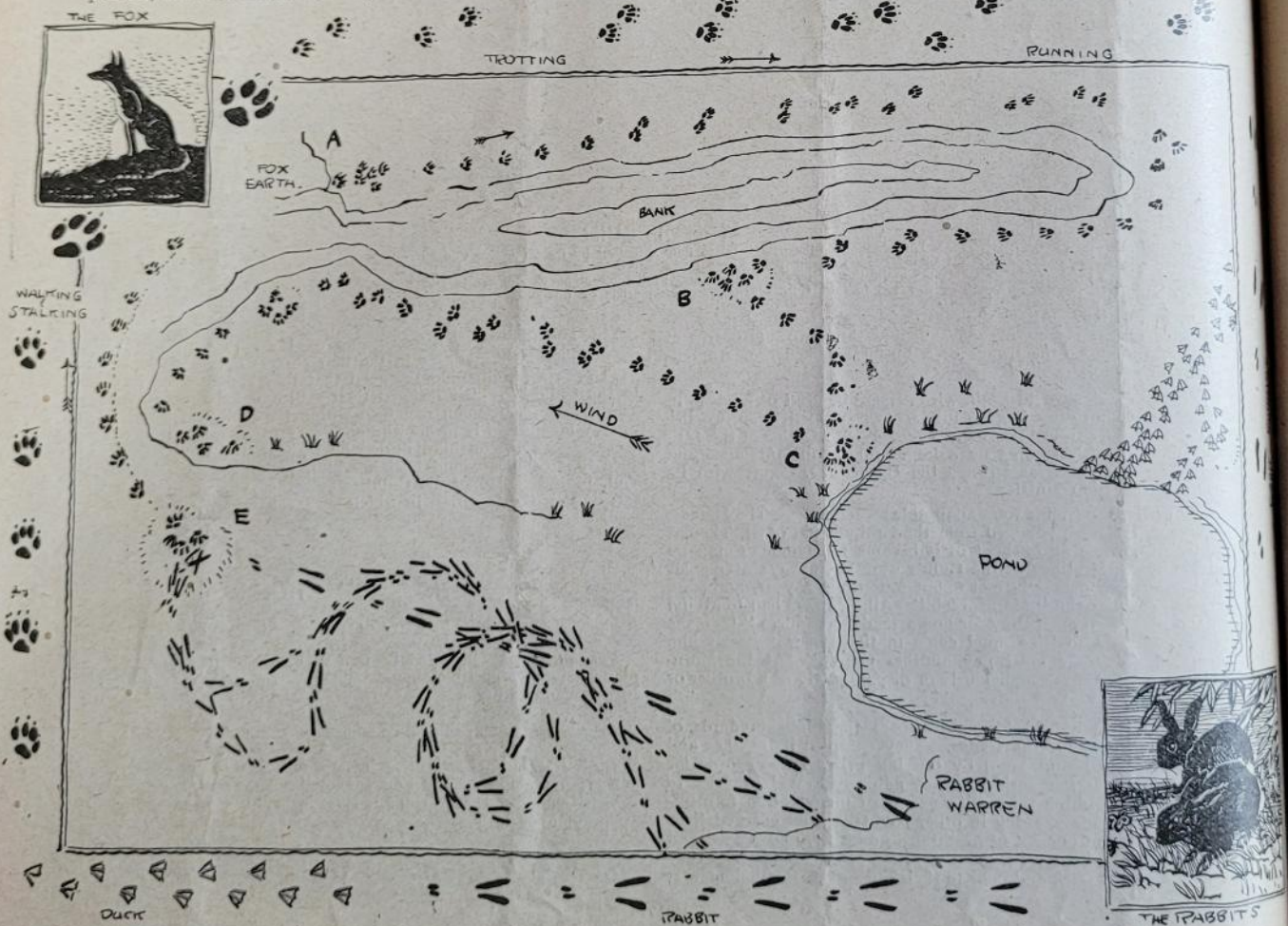
After six or nine months' training the Lone will be thinking about her Armlet and her Captain should write to the County Ranger Advisor who will notify her of any tests which have been fixed. Lones take the entire test at once and should, if possible, be tested with Actives. Good luck to all Lones working for the Armlet and I hope you will all achieve it in time.

NOTE.—Any Lones wishing to have further details about the H.E.S. test are invited to write to the Commissioner for Lones: Miss Hall, Ashleigh, Balmoral Road, Parkstone, Dorset.

## WHAT HAPPENED HERE?

Yes, what *did* happen? Do you know? Can you read the story printed in the earth? Have a shot at it, anyhow, write down your version, and compare it with the story which will appear in the September GUIDER. We will be publishing a series of these tracking pictures, and each month we will print the solution to the previous

month's picture. We hope that you may find the pictures useful as games for your Company, too. If you are of an inventive frame of mind you will be able to think of several ways in which you can use them. Perhaps they may inspire the Guides to look for the real stories in the earth.—THE EDITOR.





## THE OPEN ROAD

FOR some it is the hills, for some the country roads, for some the mighty rivers, for some the deck of a ship. For the countryman, plodding beside his horse homeward across the stubble, it is the downland with the cottage at the end of the lane. For the townsman it is the loveliness of little grassy spaces and Peter Pan's statue in Kensington Gardens. But the lovers of all these things, the men and women who derive health of body, mind and spirit from contact with these, are the great ones of the earth. We must not misunderstand the word great. It has nothing to do with riches or position, but it has everything to do with the acknowledgment that God has created beauty to bring health of body, mind and spirit to the men, women and children of this much-battered world. We live in a time of change and perplexity. Those who have the great honour and grave responsibility of leadership must be vitally aware of these changes and bravely conscious of the perplexities. It is impossible to meet either of these things with the mind and soul and, less important but still very important, the body in a state of ill-health.

Once upon a time there was a very wise man who lived to a great age, and he spoke words of wisdom. He loved with a deep and abiding love all things pertaining to life in its finest sense. He was full of vitality, and he founded the greatest Youth Movement that may ever be known in the history of the world. Many were the thoughts that he put into words on the subject of Health, and therefore on the subject of Happiness. He maintained that the one was synonymous with the other. He loved to think of life as an open road teeming with millions of happy and healthy people, who, through following the example of the good and the great ones who had gone before them, were able to enjoy to the full the blessings and the beauty of the world. This sounds as if he was a dreamer and idealist—both are true of him, but he was also a practical man. The open road was not only a place of pleasure and delight. It was a place of hard testing, and it was a place where the man or woman who reached the highest standard through their own effort and perseverance would eventually receive the prize. The Chief, for it is of he that I speak, was fond of quoting from the IXth chapter of Corinthians, where we read:

"Know ye not that they which run in a race run all, but one receiveth the prize . . . and every man that striveth for the mastery is temperate in all things . . . I therefore so run not as uncertainly; . . . but I keep under my body and bring it into subjection lest that by any means, when I have preached to others, I myself should be a castaway."

On one occasion, referring to this in connection with health, the Chief emphasised the fact that the example of those who lead is everything. The hair, the nails, the feet, the clothes, the carriage, the whole feel and appearance of a leader must be clean and straight as a die otherwise he or she can never walk the open road or lead the youngsters there, but must remain for ever in the narrow lane or alley.

An Englishman wanted to fight a duel with a Red Indian. The Indian smiled and said he would fight, but it would go badly with him. When asked his reason for saying this, he said that he had noticed that the Englishman habitually kept his mouth half-open, so he had no fear whatever of a man who did that as it was the sign of a weak character. The Chief, in commenting upon this anecdote, said: "How true, and far too common a sight amongst youngsters to-day, largely due to lack of education on the subject of health." The Chief was once asked by a high authority on education whether he thought that large sums of money should be spent on erecting gymnasiums in every town, as it would develop health and strength. He replied that the two strongest races he knew were the Zulus and the Bhetani peasants of the Himalayas, but that in neither country had he ever noticed a gymnasium. Here are his own words: "There was plenty of God's fresh air and lots of walking and running and climbing to be done in the daily work of these people, and I believe that these are good enough tonics for any man." Take these two stories and you have embodied here some of the main essentials for health of body, mind and spirit. Breathe properly and train your character in strength and endurance. Take exercise in God's fresh air and thank Him for it, and may the example of the Chief lead us far on the open road.

MARGUERITE DE BEAUMONT.

## FEELING WELL

by M. HILTON ROYLE

WHAT does it mean? We should never expect to paint a picture without the necessary colours, or to make a cake without the correct ingredients, but many of us expect to feel fit, not only without doing anything about it, but also in spite of all kinds of deficiencies.

Surely it means striking a balance in daily life, mental, moral and physical. When our day balances we walk on air next morning; when it does not we suffer from all kinds of hang-overs which we are apt to describe as "black Friday" or to say we feel Monday-ish, etc.

In less degree the Guides suffer in the same way, and it is up to us Guiders to do something about it.

If we can make our Guides obey the health rules, which we have made attractive to them, and when they realise that sunlight, fresh air, rest, plain food, sensible clothing and exercise are better than patent medicines, we shall be well on the way to our objective of fitness.

## Respiratory Fitness

Except for correct chest measurements in the Athlete Badge, this is often neglected, and yet it is the keynote to fitness.

Respiratory balance can be tested by activity. Girls who cannot stand up to games and running without becoming breathless are either not breathing properly or the effort demanded is too great. They are very apt to hold their breath when going all out, and this, too, requires proper training. There are many ways of increasing chest expansion.

First of all the nasal passages must be cleared, so it is a case of "present handkerchiefs!" "Blow." Then hands should be placed on the side of the chest and mid-rib breathing continues quite freely and without command for two or three minutes. The reason for free breathing rather than controlled is that the breathing times vary in individuals.

Another method is to place the hand on the top of the head and breathe diaphragmatically, noting how the soft, upper part of the abdomen just below the sternum, moves forward on breathing in and retracts on breathing out. If nothing is happening the hand may be placed over this area, trying to force the fingers forward with each respiration.

Singing on the march is another way of developing the chest, but a silent period should alternate with the singing period. Singing during exercises can also be used with body bending and turning, arm and leg movements, but not with jumping. Girls rather enjoy trying to increase chest measurements, and more especially if the measurements are charted and a record kept.

## Muscular Fitness

This is extremely important, as posture depends very much on muscular balance and skill in games, sports or crafts calls for good muscular control.

This is the easiest kind of fitness to achieve, as it includes all the jolly things that girls love to do, and interest can be sustained by challenges to achievement either by individuals or patrols.

The effect of training can be seen to-day in the Services, where men in varying degrees of fitness are put through a progressive training and come out fighting fit.

## Metabolic Fitness

This includes a balanced diet both in liquid and solid food, and an appreciation of metabolic processes. It includes regular meal times and proper mastication and a short period of rest after food has been taken, also a proper conception of elimination. There is ample guidance in the large variety of food pamphlets which can be obtained free, and the number of cookery demonstrations arranged in every town. Body processes can be read up in elementary physiology books under the heading of digestion, absorption and elimination.

The girls are taught quite a lot of this at school, and by games and talks can be made to apply it to themselves. If they can be made to see that the body is a factory, with imports and exports which arrive and leave daily, and that if exports are not carried away the whole business ceases to work, they see reason for it all. They must be made to realise that a clear skin and bright eyes and a feeling of well-being is dependent on this daily evacuation of waste material which the body has rejected.

## Mental Fitness

This arises naturally out of a healthy body; if the day commences with physical exercises of any kind, the outlook is set fair and a mental alertness is noticeable; whereas people who regularly get up late tend to have a mental inertia and often a "liver." It is essential to go to bed in time to get a sufficient night's rest, for lack of sleep is one of the great causes of irritability and lack of enterprise.

Guiding is particularly good training for mental fitness, because of its character tests and lack of spoon-feeding. It is training both of leaders and followers, and it is essential as far as possible that the Guides should find out things for themselves. It is the Guider's job to put the means into their hands!

It is much easier to help lame dogs over stiles, but in the mental sense they are much better dogs if they find a way over themselves. Puzzles and cyphers and codes could be used more than they are, and observation tests and intelligence tests such as the Services use are invaluable.

## Moral Fitness

This can be divided into ethical and sex problems, and the answer is contained in the Law and Promise. A girl of Guide age knows the difference between right and wrong, and must be expected to play the game and be held responsible if she fails, but she must be given many chances and not victimised because she is a Guide.

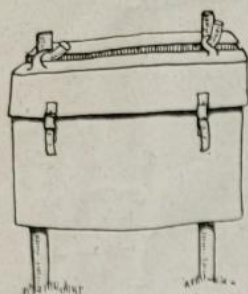
The schools are taking up sex instruction, and the girls of to-day are not ignorant as a rule. The Guider is responsible for answering

(Continued on page 124, column II)

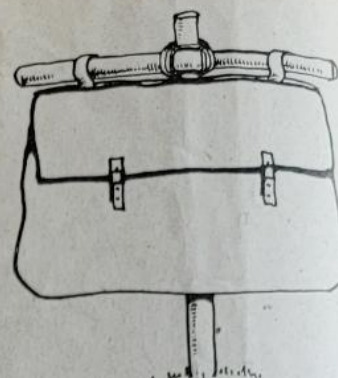


# CAMP EQUIPMENT

Edited by  
ANGELA THOMPSON  
(COMMISSIONER FOR CAMPING)



SADDLE-BAG GADGET



HANDLE-BAR BAG

SEVERAL Green Corders crowded round me when I went to a meeting the other day. They told me that I had provided the joke of a lifetime. I knew at once what they meant and so will you if you read the article in last month's *GUIDER* in the Series "To What End?" It really was a good one! "While we are on the subject of washing, have you noticed what a grand opportunity camp provides for resting ourselves?" Remove R and put T and you have the correct answer, but it's not nearly so amusing!

Since the war many English campers have welcomed their Commissioner for Camping who has turned up at their camps on a bicycle complete with all her gear. Here are Miss Jackson's tips as to how it should be done. They are followed by various bits of advice from three Green Corders.

## BICYCLE EQUIPMENT

Many details concerning cycling equipment will be decided by its actual arrangement on the cycle, so it is important first to consider one or two points that bear on this.

(1) As far as possible put everything on the bicycle, not on the person. Avoid carrying a rucksack if you can. It is hot to wear, drags on the shoulders when you have your arms forward for steering and, if heavy, is inclined to upset your balance. Furthermore it is a waste of energy to propel your bicycle and carry the weight yourself. If you can get a carrier it is possible to improvise saddle bags, failing these, a rucksack without a frame can be strapped on the carrier.

(2) The weight should be evenly distributed. A bag or basket on the handle-bars is useful but this should not be too heavy or it will affect the steering. The saddle-bags should be weighed and the weight adjusted to make them equal.

(3) Keep everything as light as possible. About 7 lbs. in each saddle-bag and 8 lbs. on the carrier can be carried comfortably.

(4) Things should be so packed and arranged that the ones wanted first on arrival at camp are easily to hand. If the tent and bedding roll are fixed on to the carrier the tent can be pitched before anything else is removed and the rest can all be taken straight off the bicycle into the tent before being opened. This is obviously a good thing if it is raining.

## Suggested Method of Packing Personal Kit

First saddle-bag—Spare shoes, change of clothes, small pillow, shawl, and very light blanket, extra jersey.

Second saddle-bag—Plates, cutlery, canvas bucket and basin, spare overall, sleeping bag, pyjamas, shoe cleaning outfit.

Bag on handle-bars—Toilet things, mug, first aid, odd rations, cycle cape on top.

On carrier—Tent, light blanket wrapped in ground sheet.

## Arrangement in the Tent

The saddle-bags have short straps for attaching to the carrier, these should be done up, and then, with two forked sticks driven into the ground, they can be hung up back to back so that things can easily be got out of them. As with a rucksack, one's possessions should be packed in bags. If one or two buttons are sewn inside at the top of the saddle-bags small bags may be hung there, thus making their contents readily accessible. If overalls are packed flat and not rolled, tape or elastic (if procurable) can be stitched across the flat back of the saddle bag and the overall put behind this. The front bicycle bag can be hung on a cross stick gadget, strapped on to the cross bar.

NOTE.—It is worth noting that soldiers' packs make excellent saddle-bags and they will probably be sold off very cheap after the war.

## MISCELLANEOUS TIPS

### How to Make a Blanket

Odd pieces of blanket material (usually sold for cot blankets) can be bought by weight. These should be fitted together to make a

blanket and double stitched. Large press studs from Woolworths turn it into a sleeping bag. The weight is just under 2 lbs. and the cost (in 1942) was 9s. 6d.

## How to Make and Collect Bags

There are many large shopping bags of oilskin or other waterproof material on the market. These make excellent bags in which to carry bedding, spare clothes, etc. Pixie hoods are still obtainable. If these are fastened up the front they make excellent, small waterproof bags. Bags can be made from old mackintoshes. The sleeves can be cut into lengths, and then all they need is sewing up at one end and hemming with a draw thread at the other. When hemming the oilskin it is an advantage to turn over a double hem unless the material is very strong, as it tears easily. A very quick and reliable way to make bags of oilskin is to stick the hems together with sticking plaster instead of sewing them. Before the war a cheap variety was sold by stationers. Bags should not be made too small. Larger bags are more readily interchangeable, they are not so likely to tear if they are not packed too tight; moreover, dirty clothes usually take up more room than clean ones.

If waterproof bags are unobtainable, odd scraps of material can be used, or the bags in which flour, dog biscuits and some fertilisers are sold, can be collected and washed. If all the bags are of similar material and non-transparent, it is an advantage to fasten them with different coloured threads, or to distinguish them in some similar way.

## ENGLISH LAND WORK CAMPS

### HOP-PICKING—HEREFORDSHIRE

We have two urgent appeals from farmers for help with the above.

The camps will start the last week-end in August, and as help is so urgently needed, Guides of 14 and over will be accepted if they have at least one year's service and have camped. They should obtain their Captain's permission before applying.

Applications should be sent as soon as possible to Miss Usher, Seend, Wiltshire.

Fares: Under 16, half single fare for return journey.

Over 16, single fare for return journey.

Camp Fee: 5s.

## FEELING WELL—(Continued from page 123)

honestly any questions the Guide may ask. An excellent solution to the sex problem is to mix the girls and boys instead of segregating them, so that they become friends and comrades and respect each other and do not get excited and moon about.

Let them croon their love-sick songs in the open, and work off their energy in games and dancing, rather than slink away to mate promiscuously like young animals.

## Types

Finally, it is necessary to remember that standards of fitness must be related to the individual. We have not all the same make-up. Some are slim and agile, suitable for dancing and acrobatics; others are broad and stocky, made for strength and stability; and in between is the intermediate type, either strong or agile, as necessity demands. All these are normal physical types. It is useless to expect a cat to jump a hurdle, though some do, and no one would expect a fox to stand about eating grass all day. In the same way humans can be trained in relation to their predilection and adaptability. Feeling well may become an actuality and not a beautiful dream.

## POSTERS FOR BROWNIES

Safety First Posters for Brownies are on sale in Headquarters shops, at 6d. each.



# A PLEA FOR STORY-TELLING

by

ELIZABETH CLARK

"COULD you tell them a story?" said my mother dubiously, having attempted any such thing. It was a question of a parish entertainment, hopefully described as "A Pleasant Evening." We were a very remote village, well away from any main road, nine miles from a town and five miles from a railway station. The date was about 1908 and the season mid-winter. There were no motor buses in those days and the season mid-very cut off from outside help.

Our stock-in-trade in the way of possible diversion seemed very low. We could furnish several "readings," comic and otherwise. There was a gramophone with—I think—three records (gramophones were still uncommon and miraculous in those days). There were one or two singers, notably the son of the landlord of the "Fox and Goose," who was always ready to oblige with an unaccompanied ballad entitled "The Old Apple Tree"—about fifteen verses of it, and all very mournful. The village loved it and joined whole-heartedly in the doleful chorus after each verse.

But it did not seem much of a programme and in the end I did tell a story. In fact, I told two—"The Little Match-girl" and "The Princess and the Swineherd"—both as everyone knows, by Hans Christian Andersen.

I remember standing up to tell them, with my knees quite literally knocking together with fright (but skirts were longer in those days and nobody knew). And I remember, too, my surprise and delight at finding how warmly the stories were approved of. It was not merely because story-telling was a novelty. It certainly was not that they were very well told. I was so preoccupied with remembering the words that I am afraid there was not very much freedom in the telling. But they were good stories, and they were *told*, not read. They came straight to the listeners—face to face as it were, with no book, no printed word between speaker and listener. That made an enormous difference in the reality and appeal.

That was the beginning of story-telling for me, and since then—in the past thirty years or more—there have been many and varied audiences. I have really had an extraordinarily happy time—telling stories. And it has never ceased to be a wonder and a delight to find how much pleasure stories can give—how much sympathy and kindness they can evoke.

And yet—after all—why not? The ancient art of story-telling goes back, I suppose, to the very beginnings of the race of man, to the far distant time when prehistoric man began—with queer clicks and grunts and grimaces and gestures which were the first approach to language—to relate his adventures and experiences. Telling and listening to telling, giving out and taking in, supplementing each other like cup-and-ball, are primary instincts of human-kind. Man is by nature a "teller," a recounter, relater, reviewer of all that impresses him, whether it be joy or sorrow, laughter or grief, fear or adventure, pleasure or pain.

We are all of us "tellers," all the time. Our jokes, our grievances, our thanks, all the large and small change of everyday life are passed from one to another—a perpetual currency of experience.

And out of this mass of recounting, relating, reviewing, this turning over and over, this sharing, the old-world stories, the folk-tales and legends have grown—and still are continuing to grow. True stories direct from life, old and new tales of heroic deeds and great adventures; myths and legends which are the stories of man's quests and wanderings after truth, his spiritual adventures and discoveries; folk and fairy tales, homely nonsense stories and wonder-tales of witches, dragons and princesses in far lands "east of the sun and west of the moon"; friendly stories of everyday life and its ways. One way and another they are all the sharing of experience. There have always been stories and there have always been story-tellers, practising consciously or unconsciously this most ancient of all arts.

Story-telling seems, it is true, to be something of a Cinderella in these days. The time has gone by, at any rate in the Western civilisation, when story-tellers were welcomed and honoured in palaces and great houses, when from village to village and town to town, journeymen and wandering craftsmen carried and spread the ancient tales and the news and gossip of the countryside. The days when folk sat by the fire in the long, dark winter evenings and whiled away the time with stories—all these days are gone and, sad to say, many of the old tales are gone with them.

In the East, the story-teller still flourishes, gathering his audience around him in the market place, at street corners, by the well-side, or under the trees in the cool of the evening. But here, in our Western lands, we go to the cinema to see a story, or to the Library to find one to read. Story-telling is apt to be looked upon as an old, out-worn art, or at best as something only fit for children. And even where children are concerned, the average parent or ever-useful aunt, or great-aunt (fount of stories in my young days when hard-pressed parents were busy) usually declines upon one or other of the

many attractive books that are published nowadays for children's reading.

And that is a pity, because, as I have said, there is something close and personal and alive, something warm and friendly about the relation between story-teller and listener that mere reading cannot give. Anyone who has told stories to a group of children will know what I mean. There is a giving and sharing, a freedom of interchange, a community of interest. The story-teller gives with voice and face, with eyes and hands. The whole self goes out and the audience does not only listen it lives in the story and with the teller.

And this freedom and delight in telling and listening does not apply only where children are concerned. The art of story-telling may be something of a Cinderella, doing small tasks and sitting humbly in a chimney-corner. But Cinderella can be very busy in her corner and sometimes emerges as surprisingly beautiful.

I have seen many "grown-ups" listening entranced to stories; and in these last few years since the war came upon us I have seen so many tired, worried people resting as they listen—relaxing, laughing, forgetting for the time. "War, Work and Worries all gone for an hour," as a member of a British Women's Legion said at the end of an evening.

And there has been too the unexpected experience of telling stories to convalescents at a military hospital—never to be forgotten. The rather desperate hope that the polite, but decidedly poker-faced audience would approve—the sudden chuckle that told that one had been fortunate enough to choose the right story to begin with—and then, throughout the hour, no children could have listened with more complete confidence and absorbed content and certainly no children could have shouted with such Homeric laughter!

Story-telling is a great game. The pity is that more of us do not play it. It is, as I have already said, a game that we all do play to some extent without thinking about it. We are—do not forget it—"tellers" by nature—even those of us who protest that we have no memory, no words and no gifts of expression. We tell our jokes, our grievances and our thrills. We do remember; we do find words to tell them; we are often far more dramatic than we realise. We have the root of the matter in us. Why not try to cultivate and make use of it?

We may feel certain we can never be brilliant story tellers. That remains to be seen. But certainly many of us could be *reliable*—and very useful—story-tellers.

What, then, goes to the making of a "reliable" story-teller?

*First:* A stock of the right kind of stories. One builds this up by degrees, choosing, trying, telling and so learning the particular kind of story that one tells best—a nonsense tale for some—a tale of true adventure for others—a fairy-tale—a quiet, everyday story. A story-teller's bag should contain all sorts to suit various audiences; but naturally there will always be some that we tell with special ease and pleasure. One learns by experience.

One learns, too, that every story that one enjoys is not necessarily a good story for telling. Some are too long and to cut them down would spoil them. Some are too wordy. One may enjoy reading long descriptions, but beautiful though they may be they are seldom listened to with enjoyment. Long conversations are always difficult to keep clear and untangled in the telling. And both may hold up the action of a story tediously. Your listener wants to know above all "What happened?"

Broadly speaking, stories that are best for telling are those with a good, clear plot, straightforward words and a satisfying ending which may be quiet and comfortable, joyful, tragic, ridiculous, surprising—but which must in any event leave the listener feeling that the story has ended *right*.

As to length: over three minutes and up to ten minutes is a rough but useful gauge of the duration of a story for telling. This, again, is only broadly speaking, because in deed and truth it matters little about the length of a story if you can hold your audience throughout. Twenty minutes—even forty minutes can go by unfelt, un-noticed like Jacob's seven years of service for Rachel "that seemed to him but a few days, for the love he bore her." But it takes a very good story and an experienced and devoted story-teller to achieve it. I have found ten minutes is a good, useful length for teller and audience in most cases.

But I seem to be putting the cart before the horse. "What is the use of stories," you may say, "if one cannot handle them?" Very true—and so:—

*Secondly:* A reliable story-teller *knows* her stories. And that does not mean merely knowing the words. Words are necessary, they should be right, clear and ready to hand. But they are not the story; they are the clothing of the story. If they are all you are holding on to, any wind may snatch your story from you—a difficult or fidgety audience, a persistent noise, an interruption, nervousness, or sudden lapse of memory—the words vanish and only halting and confused fragments remain.







# HOW TO MAKE A HAMMOCK

**Tools.**—Netting needle—1-in. gauge.

**Materials for Net.**—Thick cod line or strong fishing line, cotton or hemp cord or string with 60 lbs. breaking strain or/and string with the same breaking strain.

**Bolt Rope.**—Hemp or manila guy rope.

**Spreader.**—Two 3-ft. poles of strong light wood, about 1 inch in diameter, with grooves each end.

The best place to obtain these materials is from yacht or ship

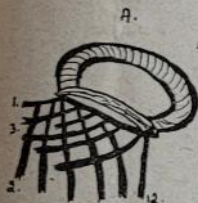


Fig. 1 Bolt Rope.

**To Make the Netted Centre of Hammock** 6 ft. x 3 ft. Measure off 18½ feet of the guy-line for the bolt rope, which lies all round the outside of the hammock. This should be joined at the side by a splice. Six inches of rope is allowed for this (Fig. 1).

**To Cast On.**—Fill netting needle, join string at A. (Fig. 2) with a clove hitch and pass over a 1-inch gauge and up behind and tie again on to the bolt rope, thus making one mesh. Continue this until there are 25 meshes along the top of the bolt rope. This will make the width 3 ft. Finish the line by tying the string on to the side bolt rope with a clove hitch and then turn the work over. If work is hung from bar on hooks it is easier to keep netting even.

**The Netting Stitch.**—The netting can now be started (Fig. 3). Put the gauge on the top of the bolt rope and just below the first mesh, bring the needle up through the first mesh, bring the rope on to the top of the gauge and hold in place with the thumb, carry the string over the thumb, on top of the mesh and then behind it and pull tight. This makes the sheetend or weaver's knot, which is the netting knot. Continue this along the line into each mesh, clove hitch on to the bolt rope



ROPE HELD BY WHIPPING

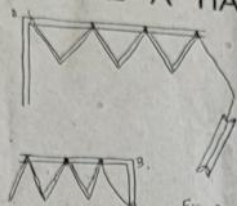


FIG. 2

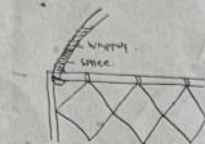


FIG. 3



FIG. 4

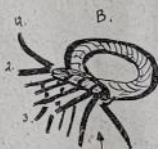


FIG. 5

FIG. 6

at the end of the line and turn over for the next line and continue. Work 6 ft. of this. For the last line clove hitch each loop on to the bottom bolt rope.

**The Clew.**—A clew is needed at each end of your hammock to support it and so that you may sling it.

Get six pieces of guy-line about 4 ft. long, lay them together and tie firmly together at the centre, whip sufficient length at each side of the centre to form an "eye" and then bend together and whip for about ½ inch (Fig. 4). Take the hanging ends and separate them, alternately up and down (Fig. 5). Cross the two outside ropes through the space formed and then cross all the others over each other, the ones "up" to "down" and vice versa. Leave the first two ropes hanging free, and take the next two outside ones and cross over as before. Continue till there are only two ropes left. Knot these together.

To join the clew to the netting. Lay both out flat, pass the first clew rope round the top bolt rope and back splice and whip (Fig. 5) or tie with a sheetend and whip ends.

Space the clew ropes out along the top and join each in the same way. Make another clew for the bottom of the hammock and join in the same way.

**The Spreader.**—When the hammock is slung the spreaders are fixed top and bottom of the hammock to hold it taut, the side bolt ropes lying along the grooves.



FIG. 6

**Errata.**—Fig. 2. The loops appear as two strands, this should be one. In fig. 8 the first mesh should not show through the needle and should be fixed to the side bolt rope with a clove hitch.

FOR DETAILS OF FORTHCOMING TRAININGS SEE PAGE 131

## EXTENSION GUIDERS AT FOXLEASE—(Continued from page 126)

decided that no change should be made until the perfect alternative title is found.

The Training Week was most fortunate in its visitors. Miss Hill, Woman Power Officer for the Southampton area and formerly Secretary of the Central Council for the Care of Cripples, organised a most interesting tour of the Government Training Centre at Redbridge, and gave an extremely helpful talk on the question of employment for handicapped people; the Chief Commissioner, Lady Somers, was the chief speaker in the session on the problems of the "over-thirties," and the visit of the Chief Guide was a real happiness and inspiration to every Guider there. We were also most glad to welcome two of H.M. Inspectors from the Board of Control, whose sympathetic understanding of the special problems of Guiding in institutions will undoubtedly be a valuable help to Guiders of Companies for the mentally defective.

Thirty-four Guiders, twenty-eight from England, one from Scotland and five from Wales, were at the Training—only a very small proportion of the total number of Extension Guiders in the British Isles, but by no means unsatisfactory considering present conditions. They undoubtedly went away stimulated by fresh contacts and ideas and with a clearer understanding of the possibilities of Guiding. It is hoped that other Guiders will do their best to get into touch with them so that they can at least at second-hand share some of their experiences and some of the inspiration of the Training Week.

## LONDON GUIDERS WEEK-END OF MUSIC AND DANCE

A week-end of music and dance was held at Headquarters on July 3rd and 4th. This week-end, the first of its kind to be held in

London since the war, was planned by Miss Andrae (Music Adviser) and Miss Peake (Drama Adviser) and was attended by a representative group of fifty Guiders.

Miss Andrae opened the programme with camp-fire singing when she taught songs and rounds from many nations as well as putting a polish on some of the old favourites which, just because of their familiarity perhaps, have become rather dulled!

Sessions of Country Dancing and Folk Singing were taken each day by Miss Elsie Avril of the E.F.D.S. To dance to Miss Avril's fiddling is always exciting and it was interesting to discover with her the variety to be found among English country dances. "The Hole in the Wall," slow and stately with its lovely haunting air, "The Morpeth Rant" from Northumbria, with its quick, gay little polka step, and the more intricate figures of the Playford dances.

Miss Peake taking the sessions on singing games, pointed out how valuable these may be, when properly taught, as a means of instilling in the children the first elements of movement, control and rhythm.

Miss Nora Huxley gave great pleasure with her two lectures. The first, "The Dance in Music," was delightfully illustrated by Mr. Peter Mountain, violinist. The second, "Music in Worship," was combined with a Guiders' Own on Sunday evening and was illustrated by Miss Olive Cloke, pianist, who played transcriptions of several chorales and some of the variations by Haydn on the theme to which is sung "Praise the Lord Ye Heaven's Adore Him." Other illustrations were provided by the Guiders themselves who sang some fine hymns, already practised with Miss Andrae.

This made a fitting end to the programme and sent the Guiders away much refreshed in mind and encouraged to help their Guides to find the same pleasure in good performance as they themselves had experienced during the week-end.



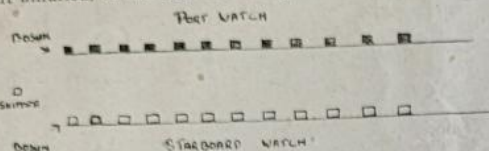
## SEA RANGER CEREMONIAL

THERE are probably quite a number of new Sea Ranger Skippers who are not sure of the procedure for taking Divisions at their Musters, and, in consequence, are still using the ordinary Roll Call Drill.

As this procedure has not been published (though it will appear in the new edition of *Sea Sense*), methods vary a good deal in different Crews, but the following is one that is frequently used.

The quarterdeck is situated aft in a ship, and should be imagined so in the clubroom.

The Skipper stands on the quarterdeck, facing forward, her back to the Ensign, which has previously been attached to the halyards, but left unfurled, at the base of the flagstaff.



(A)

Sea Ranger Lieutenants stand slightly behind and to either side of the Skipper.

"Ship's company, fall in."

Crew come smartly to attention and march into position, Port Watch on Skipper's left hand, Starboard Watch on her right, facing inboard; Coxuns at the end of the rank nearest quarterdeck; Bosuns standing one pace in front and in the centre of their Watches.

The Colour Party (which may consist of either one or two Sea Rangers) and the Quartermaster take up their positions by the flagstaff and the ship's bell at this point, or they may be fallen out, as follows:—

"Ship's company, shun."

"Colour Party, fall out."

Colour Party and Quartermaster take two steps forward, face aft and march to places.



(B)

"Ship's company, turn aft, right and left turn."

Both Watches turn to face quarterdeck, in line.

Skipper and other Guiders turn to face flag.

"Quartermaster, strike . . . bells."

If at the hour or half-hour, ship's time is struck on the bell. Immediately this is done, the Colour Party starts to hoist the flag, the National Anthem is sung, all excepting the Colour Party standing at the full salute. The flag should be hoisted slowly, and so timed that the flag reaches the top of the flagstaff as the last notes of the National Anthem are sung.

Quartermaster and Colour Party return to Watches without orders; Guiders turn to face the Crew.

"Ship's company, turn 'midships, right and left turn."

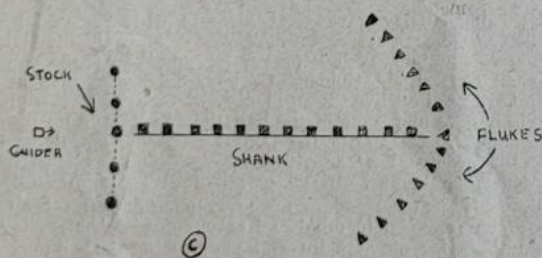
Crew then turn, facing inboard.

"Stand at ease."

If the Crew is to be inspected, this now takes place. The inspecting officer goes up to Bosun, who comes to attention, gives the order "Port (or Starboard) Watch, shun," salutes, and says, "Watch proved and ready for inspection."

The Bosun may be inspected briefly, but no criticisms should be made to her in front of her Watch.

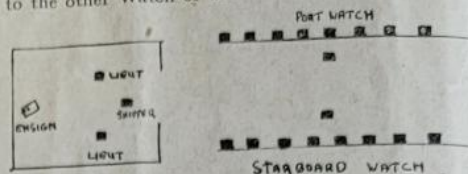
During the inspection the Bosun leads, the officer following, starting with the Coxun and going down the rank. At the end the Bosun



(C)

may give the order, "Watch, about turn," or she may lead the way up the back of the rank.

When the inspection is finished, both salute, and the officer proceeds to the other Watch or back to the quarterdeck.



(D)

It is perhaps preferable that weekly subscriptions should not be collected during Divisions, but if wished, they may be taken after the inspection; in this case, the order, "Bosuns, carry on," will be given. The Bosuns order the Watch to "Stand easy," collect subscriptions, report to Skipper and return to places in front of Watches.

"Ship's company, turn forward in line, dismiss."

Both Watches turn, facing forward (i.e., with backs to quarterdeck), salute and break away.

## BOWS FORMATION

Some Crews still use the horseshoe formation for enrolments, but a nautical touch may be given to the proceedings if the Crew is drawn up to form the bows of a ship, and a feeling of friendship and unity will be given to the new recruit who finds herself a part of the whole structure of the ship and Crew.

The Crew is fallen in by Watches, Bosuns at the head of the file, facing aft.

"Into bows formation, quick march."

The Bosuns, followed by their Watches, will countermarch down the clubroom, each turning sharply outward and marching forward, Port Watch on the port side, Starboard Watch to starboard. As they near the end of the room, they march inwards to form the shape of the bows of a ship, marking time as they meet, till the whole Crew is correctly spaced. The order, "Ship's company, halt; inwards turn," is then given, and the enrolment takes place, with the Bosun bringing up her recruit in the usual way.

## ANCHOR FORMATION

This formation may be used at the close of a Muster or on the occasion of a formal visit from the Commissioner, etc.

At the command, "Anchor formation, fall in," the Bosuns line up facing the Guider, leaving a small space between each—they form the stock. At the same time, the Port Watch takes up a position in file to form the shank, while the Starboard Watch divide themselves in half and fall in to form the two flukes.

If this movement is practised beforehand, and carried out smartly and without hesitation, with everyone in correct alignment, it is most effective.

## BOAT ORDERS

The following orders are for single or double-banked boats, with crews of two, four or more.

The Cox is in complete charge, and will detail crew and passengers.

"Crew, fall in." Crew falls in, in rank, on bank or landing stage, and are detailed to places in the boat.

"Crew, shun."

"Man the boat." Crew goes aboard, followed by Cox, who then hands in passengers, if any.

(NOTE.—The above orders are only used when suitable; on public landing stages it is often more desirable to man the boat quietly without orders.)

"Cast off moorings." The order is given to Sideboy, or Bow on inboard side.

"Hold on, Bow." Bow holds on with boathook.

"Fenders in, crutches out."

"Shove off, forward." Bow pushes off strongly with butt end of boathook.

"Oars out." Oars are placed in crutches and held horizontal, blades parallel with water.

"Stand by" or "Ready." The looms of oars are pushed forward, blades held vertical above water.

"Give way together." All commence rowing.

"Give way, Port (or Starboard)." Port or Starboard oars only commence to row.

"Oars." Order given while blades are in water, one more stroke is taken, then oars are held in horizontal position.

"Hold water." Blades are put vertically in water, oar kept firmly at right-angles to boat by leaning on loom.

"Hold water, Port (or Starboard)." "Pull, Port (or Starboard)." Orders used to stop the way of boat, or turn sharply.

"Back together (or Port or Starboard)." Blade is lifted from water and moved aft, by pulling loom to body. Blade is placed in water and pushed away from body.

"Bows." Bow boats her oar, unships crutch and takes up boathook, facing forward.

"Way enough." One more stroke is taken; followed by "Boat



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your oars." Oars are brought into boat and laid down quietly, blades forward.  
"Fenders out, crutches in." If the boat is not fitted with fenders, this order is omitted, and crew trained to unship crutches on boat-  
ing oars.  
No one moves until the boat is moored. Cox leaves the boat first, followed by passengers.  
"Crew ashore." Crew line up as before.  
"Crew dismiss." Crew turn to right and break away.

### NOTES

When the crew is pulling, any order should be given when the oars are in water: one more stroke is taken before obeying the order.  
The following orders may also be given:—  
"Pull easy." "Boats crew." "One stroke (or more) Port (or Starboard)."  
It is not generally desirable that Sea Rangers should toss oars, the movement being too great a strain for girls.  
On special occasions only may it be done with older girls in double-banked boats. Tossing oars should not be done in sea boats or if the masts are up. The orders are:—  
"Oars ready." "Oars up." "Shove off forward." "Oars down."  
Coming alongside:—  
"Bow." "Way enough," followed by "Toss and boat your S. G. CLARKE."

## B.-P. MEMORIAL FUND



"The shape of things to come."

### FURTHER GIFTS SINCE JUNE 16th

|  | £              | s.        | d.       | £              | s.        | d.       |
|--|----------------|-----------|----------|----------------|-----------|----------|
| England ... ..                               | 446            | 9         | 0        |                |           |          |
| Scotland ... ..                              | 220            | 6         | 0        |                |           |          |
| Ulster ... ..                                | 51             | 1         | 0        |                |           |          |
| Wales ... ..                                 | 12             | 14        | 0        |                |           |          |
| General ... ..                               | 4              | 15        | 6        |                |           |          |
| <b>TOTAL</b> ... ..                          | <b>£735</b>    | <b>5</b>  | <b>6</b> | <b>735</b>     | <b>5</b>  | <b>6</b> |
| <i>Dominions and Colonies:</i>               |                |           |          |                |           |          |
| Palestine ... ..                             | 50             | 0         | 0        |                |           |          |
| St. Kitts ... ..                             | 4              | 10        | 0        |                |           |          |
| Sudan ... ..                                 | 7              | 3         | 8        |                |           |          |
| <b>TOTAL</b> ... ..                          | <b>£61</b>     | <b>13</b> | <b>8</b> | <b>61</b>      | <b>13</b> | <b>8</b> |
| <i>British Guides in Foreign Lands:</i>      |                |           |          |                |           |          |
| Argentina ... ..                             | £50            | 0         | 0        | 50             | 0         | 0        |
| <b>TOTAL</b> ... ..                          |                |           |          | <b>£846</b>    | <b>19</b> | <b>2</b> |
| <b>TOTAL up to June 16th</b> ... ..          |                |           |          | <b>£88,539</b> | <b>11</b> | <b>2</b> |
| <b>GRAND TOTAL OF FUND to date (July 15)</b> | <b>£89,386</b> | <b>10</b> | <b>4</b> |                |           |          |

## OCCUPATIONS FOR THE PACK

LIKE so many other Brown Owls, I now find myself running the Pack singlehanded, which means certain modifications in the programme. Instead of Tawny taking one group, Pack Leader and another and the third group being with me, I find myself taking one section, watching another and having to provide occupation for the third.

The Golden Hand Brownies love to be left with *Stick Signalling*. For this we have a tin containing a large number of coloured sticks about 3 in. long (spent matches would do), and counters, on which faces are marked. Also in the box are strips of coloured cardboard, on which are written words made from letters in the first circle and including the letters R.U.N., e.g.:

BAR. CAN. RED.

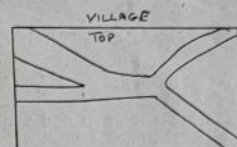
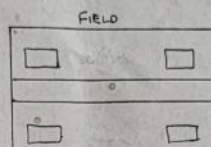
Each Brownie takes a blue card, and with the sticks and counters makes her words. When this is done I check it. Those who succeed take a green card, containing letters in the second circle, e.g.:

LAI. MEN. MADE.

Those whose first effort is inaccurate put it right while I am there, and try another blue card.

Another popular game for a small group is *Compass Pictures*. For this we have cards about 8 in. x 10 in. One is marked "field" on the back, another "zoo," another "village," etc.

The front is



To go with each card is an envelope containing a card with directions, and small pictures on cardboard. E.g., in the "village" envelope the card says:—

1. In the S.E. corner stands a church.
2. The windmill is in the N.
3. The car has just passed the cross-roads and is travelling S.E.
4. The van is in the N.W. corner.
5. The bus has just appeared on the road from the W.
6. The duck is on a pond between the roads that run N.E. and S.E.

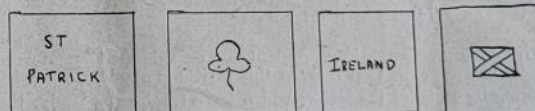
The object is to place the pictures in the correct position. When this done I am called to check. Then the card is turned over and, in red ink, are further simple instructions.

Draw this in crayons on a piece of paper.

1. A path runs from E. to W.
2. In the N.E. corner stands the school.
3. In the S.W. corner is a pond with a duck swimming on it.

This takes slightly longer to do, but is very popular, and occupies the quicker Brownies while the others finish the first side of the card.

For the Golden Bar Brownies we have *Happy Families*. One night we made sets of coloured cards. Each set consists of four cards:—



This is duplicated for England and Scotland. There must be at least one set for each child playing. The cards are shuffled and dealt. Each player looks at her cards and decides which to collect. About six cards each is ample. Mary then says, "Joan, have you the emblems of England, please?" If Joan has, she hands it to Mary, who must say, "Thank you." If "Please" and "Thank you" are forgotten the turn is lost. Mary then has another turn. If, however, Joan has not the card for which Mary asked, she takes the turn. When a player collects a set, she quietly lays down her cards. All the others do the same. The last one down is the loser. As a check, the winner then shows her set, to be sure it is correct. If it is wrong the game continues, but, of course, everyone has seen her hand, so she soon loses her cards.

The Brownie can only ask for a card if she possesses one of that set.

I think the game is well known to the children, who seem to understand the rules.

We have variations of this game. I find it better to have two small sets playing than to have one big set.

After a talk on the Health Rules, a group can be happily and, I think, profitably employed, setting up the model of the Town of Happy Healthville. The whole Pack spent two meetings cutting, painting, drawing and discussing before we completed the model. We now have, mounted on cardboard with struts at the back for standing purposes, various pictures. We have boys and girls both walking and running with good carriage; a girl on her way to the



## THE GUIDER

bathroom carrying towel and toothbrush; three little ducks carrying towels running quickly to Mother Duck, who is by a bath; and some children who are gardening. All these fit into a scene of clean bath in garden and several flower beds. Also in the envelope are pictures with windows wide open and curtains drawn back, a bird bath in the garden and several flower beds. Also in the envelope are pictures of dirty children, slouching boys, a boy yawning, and houses with all the windows closed and curtains drawn. The idea is to reject the ones which would not fit into a healthy town. Having set up the model, each Brownie in the group then chooses a slogan from amongst those in the same box. She puts it in position, while the others are rejected. E.g.: Healthy Helen says—"I go to bed early." "I skip, jump and run." "I clean my teeth every day." "I like salads," etc. The ones to reject are:—"I go to the second-house pictures," "I breathe through my mouth," etc.

To give further occupation, if time permits, each Brownie chooses a slogan and illustrates it. The Pack then helps to check the models and slogans, and all discuss the drawings. Once the Pack is used to this type of occupation, the Brownies thoroughly enjoy these tests, thus giving Brown Owl an opportunity to teach or test a few Brownies at a time.

M. WEATHERILL.

## CLOTHES-CO-OPERATION-CHARACTER!

TWO Secretaries bumped into each other in a corridor at Headquarters. One was staring at a post card, with a harassed expression, and had not heard anyone coming.

"You're looking very glum! What's the trouble?" the other challenged her.

"Take a look at that and you'll see why."

The other Secretary took the post card, read it, frowned at it, and read it again, aloud:

"Will you send me two copies of THE GUIDER for July. I am only here a month and the newsagents cannot get it. My address was 7, Westview Road, Irminster. Now Grange Hotel, Bournehampton."

She laughed. Then she said: "Who's 'me'?"

"Maybe we'll know one day when she writes to complain that she hasn't received her GUIDERS. Because, of course, they can't be sent to her. We simply haven't the time or staff, these days to spend several hours searching through thousands of address plates in the hope of finding one that will give us the name of an anonymous Guider."

That is a true story. Out of kindness to the Nameless One, the addresses have been invented, because it would be rather too cruel to give anyone the chance of recognising her. But perhaps, if she reads this she will understand why her GUIDERS have not reached her. If she will send a little more information, they shall be sent off at once.

However, that, unfortunately, is not all. If post cards like that were a rare occurrence, that story would probably never have got into print.

"That's nothing," the Equipment Secretary said. "Come and have tea and I'll tell you my troubles."

It emerged in the course of conversation that, while the great majority of Guiders are helpful, patient and considerate beyond words, there are a few—well, that is what this article is about!

Judging by some of the letters which have reached us lately, there are Guiders who have not much idea of the number and variety of problems which the war has caused at Headquarters. It is very annoying for a Captain, and bitterly disappointing for her Guides, when uniforms which have been ordered weeks ahead for some special event, fail to arrive in time for the occasion. But before writing to Headquarters to complain, could those Captains pause for a moment and consider the size of the Guide Movement in Britain? They will realise, then, that theirs is not the only Company waiting for uniforms and that now more than ever before orders have to be supplied on a first come, first served, basis. Time for reflection will help them to remember many reasons why their orders have been delayed. They may realise, for instance, that fifty per cent. of the manufacturers who supplied Headquarters in pre-war days have had their firms taken over by the Government for essential work. In some cases these firms have been partly taken over, and during a lull in Government work they are able to do a certain amount of their peace-time manufacturing. Because they are old friends of the Movement, and have served us faithfully for many years they give us first consideration during these lulls—but we, at Headquarters, appreciate that they are always working as it were, on thin ice. We know that at any minute, if a Government order comes in, our work must be laid aside until that order has been completed—and we accept that condition gladly because we know that this is yet another thing which Guiding can do for the country. Guiders will realise, too, that we are dependent to a great extent on shipping. It is of paramount importance to Mary that she should have her uniform in time for her enrolment, and the staff at Headquarters understands her feelings only too well (they are all Guiders, too!) but if the ship which was bringing the

where-withal for Mary's uniform has gone down in the Atlantic, Mary will have to be enrolled in mufti unless she, or her Captain, or her fellow Guiders can beg, borrow, or conjure a second-hand uniform for her to wear until it is possible to buy her a new one.

The Guider who has understood a little of what was in the mind of the Chief Scout when he devised his scheme of training will realise, in this connection, what a valuable opportunity has been given her to show Mary, at the very start of her Guide career, just what Guiding means. It may be important for her to realise her uniform, but it is so very much more important for her to realise from the beginning that she is only one of a huge family, many of whom are also wanting uniform. All the members of the family must be prepared to wait their turn for it while their country is engaged in defeating an enemy whose victory would mean the end of all the ideals for which that country, and that family, stand. Irate letters to Headquarters, written by Guiders or parents, only serve to harass the Equipment Secretary more than she is already harassed. They require answers, which take up the time of typists, who are scarce because so many of them have been called up. They use up paper which is in short supply because very little of the pulp which came from abroad before the war is now available, and last, but far from least, they need stamps—the money for which would be better invested in National Savings.

Some of the letters which we receive make us wonder whether the writers have been fast asleep for the last four years. We are accused of "gross inefficiency," of carelessness and callousness—our name is mud. People suggest to us that we might apply to the Board of Trade and the Ministry of Supply for special consideration. Do they really think that Headquarters has not already done so? If they could see the bulging files labelled "Board of Trade" and "Ministry of Supply" perhaps they would revise their opinion of our intelligence! In common with all other Youth Organisations the Girl Guides Association receives no concessions regarding coupons. The Guide Movement, being voluntary, is not Government equipped and we are proud that it is so. We should therefore be prepared, not only to enjoy the advantages but to put up with the disadvantages, of our status.

One of the things which is often said of Guiders is that they are "so contriving." We have a reputation for making something out of nothing, and there can be few Guiders who have never had reason to use that quality and be thankful for it. It is needed to-day more than ever before. Trainers, who spend much of their time travelling about the country, often remark on how much determination tells in the matter of uniform and equipment. It is still perfectly possible to turn out a smart and well-equipped Company if both Guider and Guides have the right spirit, the patience, and the wits to make and mend, invent, polish, and adjust. The Chief Scout used to say that a Scout kicked the *im* off *impossible*. There is no reason that I can see, why Guiders should be less able than their brothers in this respect.

There is one more thing which you can do, not only for Headquarters, but for your fellow Guiders and for yourselves. I am reluctant to admit in open print that some Guiders are frankly greedy, but unfortunately the time has come when it is necessary to do so. Guiders have been known to come to the shop and ask for a Guide hat. They need one hat, but, when told that there are only six in stock and that there will be no more for the duration, they pause for a moment, consider, and then: "I'd better take the lot," say they.

They are not pleased when the Assistant explains that there are other Companies whose need is just as great. They cannot see that while they are striving to outfit recruits who are at present non-existent, there are other Guiders, Tenderfoots and even Second Class, who have been waiting months for hats or belts, or whatever the article in question may be.

Perhaps, when you fail to get something you want at the Guide shop, you go next door to the Scouts and get it quite easily, or, if not there, at some other non-Guide or Scout shop. You think then, that Guide H.Q. is inefficient or defeatist because it could not supply your need. But had you come back in a week's time it is more than likely that you would have found the position entirely reversed. Supplies are sent out at different times. Had you left a waiting order at the Guide Shop, your goods would have been sent to you directly they were received here.

Finally, it is as well for us all to remember that Guiding is a training in character. It is not uniform alone which makes the Guide. There are Guiders in the Occupied Countries whose uniforms, put away for months because their owners may not wear them, have long since been torn up to make bandages. Those Guiders are not the less Guiders because they have no uniforms. Their understanding and carrying out of the Law is such that we are proud to think we belong to the same sisterhood as they. We have our chance now to prove that this is so.

## CALLED TO HIGHER SERVICE

On June 19th, at Ottawa, Canada, after a long illness most bravely and patiently borne, Mrs. H. S. Clark, formerly Commissioner for British Guiders in Brazil.



# THE GUIDER



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

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

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

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

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

## HEADQUARTERS NOTICES

### MEETING OF THE COMMITTEE OF THE COUNCIL

#### JUNE 14th, 1943

#### PRESENT:

The Hon. Mrs. Sydney Marsham, C.B.E.  
(in the Chair)  
The Lady Baden-Powell, G.B.E.  
Miss Anstice Gibbs.  
Miss Bardsley.  
Mrs. Elliott Carnegie, M.B.E.  
The Countess of Clarendon.  
The Hon. Lady Cochrane.  
Sir Percy Everett.  
The Hon. Mrs. Geoffrey Gibbs.  
Mrs. Helen S. Mair, M.A.

Mrs. T. W. Harley.  
The Lady Somers.  
Miss K. J. Strong.  
Miss Wallace Williamson.  
Miss Ward, J.P.  
The Hon. Mrs. Fitzherbert Wright.

Mrs. Fryer, Miss Hall, Miss Hopkins, Mrs. Macpherson, Miss Sandeman (representing Mrs. Bernays), Miss Shanks, Lady Stubbs, Miss Tennant.

#### VICE-CHAIRMAN

Miss Gibbs was reappointed Vice-Chairman.

#### APPOINTMENT, RE-APPOINTMENTS AND RESIGNATION

**Appointment**—Miss Inez Munro as Island Commissioner for Granada, B.W.I., in place of Mrs. Collier, resigned.  
**Re-appointments**—Commissioner for Overseas: The Countess of Clarendon. Commissioner for Equipment: Miss Anstice Gibbs.  
**Resignation**—Miss Jean Allan, Scottish Assistant Commissioner for Rangers (Sea Rangers).

#### TREFOIL GUILD

The question of the over 21s was fully discussed by the Executive Committee with all the Branch Commissioners and it was agreed to form a Trefoil Guild. Details will appear in the September GUIDER and in the meantime Commissioners and Guiders are asked to refrain from writing to headquarters on this subject.

#### CORRECTION—Headquarters Instructor

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

Routine business was transacted.

The date of the next meeting, Wednesday, August 11th, at 11 a.m., was confirmed.

## AWARDS

#### GOOD SERVICE

##### Certificate of Merit

Miss Turner, District Commissioner for Central Croydon, Surrey, East.

##### Blue Cord Diploma

Ranger and Sea Ranger; Miss S. Clarke, Devon.  
**Guide**: Mrs. Arkless, Northumberland; Miss M. Mark, Glam.

##### Eagle Owl Diploma

Mrs. Coyne, South Africa.

##### Green Cord

Miss Bubbers, London; Miss P. Holmes, Yorks, W.R.N.

## WHERE TO TRAIN

### FOXLEASE

|                                   |   |
|-----------------------------------|---|
| Aug. 10th-17th—Ranger and Guide.  | Oct. 22nd-29th—Ranger.                      |
| Aug. 20th-27th—Instructors' week. | Nov. 2nd-9th—Brownie.                       |
| Aug. 31st-Sept. 7th—Refresher.    | Nov. 12th-19th—Southampton Youth Committee. |
| Sept. 10th-17th—Guide.            | Nov. 19th-26th—Guide.                       |
| Sept. 21st-28th—Commissioners.    | Nov. 30th-Dec. 7th—Guide and Ranger         |
| Oct. 1st-8th—Guide and Brownie.   | Dec. 23rd-28th—Christmas Party.             |
| Oct. 12th-19th—Woodcraft.         |   |

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

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

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 8s. 6d. per day.

### ENGLISH TRAINING SCHOOL

The English Training Department in conjunction with County Training Committees have made the following arrangements for the autumn. Full details will appear in next month's issue. The courses will start in the last week of September or the first week in October and will last for approximately eight weeks.

**London and Home Counties.**  
**Guide Guiders.** (a) Pre-Warrant—Courses north and south of river; (b) Warranted—General course, S.W.1; (c) Warranted—First Class, other subjects, S.W.1.

**Brownie Guiders.** (a) Pre-Warrant—Courses north and south of river; (b) Warranted—S.W.1.

**Ranger Guiders.** East Central, six weeks.  
**Sea Ranger Guiders.** South-West 1, three evenings.  
**Commissioners.** South-West 1, four weeks.

#### Bedfordshire

Centres at Bedford, Luton, Dunstable.

#### Bucks and Middlesex

Centres at Slough, High Wycombe, Aylesbury, Bletchley, Uxbridge.

#### Birmingham

#### Lancs, S.E.

At Manchester for Brownie Guiders.

## COUNTY OF LONDON

### NORTH-EAST AND EAST AREA

A Training for Guide and Ranger Guiders will be held from September 18th to 19th and for Brownie Guiders from September 15th to 20th at Walthamstow Division Camp Site, Debdon Green, Essex. Guiders will sleep under canvas. Fee 3s. 6d. Applications with stamped and addressed envelope should be sent to Miss A. L. Mauler, 6, Whitehall Road, Woodford Green, Essex.

## WALES

### WELSH TRAINING CAMP

Place Llandilo, Carmarthenshire; Date—Tuesday, August 31st—Tuesday, September 7th; Secretary—Miss I. Hodgins, Gabalfa, Sketty, Swansea, from whom particulars and application forms may be obtained.

## OVERSEAS

A course of Empire Lectures is being arranged by the Overseas Department to take place weekly at Imperial Headquarters beginning on Wednesday, September 22nd, from 6.30 p.m.-8 p.m. The programme will be as follows:—

Wednesday, September 22nd—History of Guiding in the Empire, by the Chief Guide.

Wednesday, September 29th—Outline of Empire History.

Wednesday, October 6th—Canada.

Wednesday, October 13th—India.

Wednesday, October 20th—The West Indies.

Wednesday, October 27th—Guiding in the smaller Colonies.

Wednesday, November 3rd—Guiding and Religion.

Wednesday, November 10th—The Cultural side of Guiding Overseas.

Wednesday, November 17th—Where Guiding can help: its power for friendship: its universal appeal: its adaptability.

The names of the speakers will appear in the next issue of THE GUIDER. The lectures will be accompanied by films when possible, and there will be a period for questions.

Applications for the Empire lectures—either for the course or for individual lectures, to be made to the Overseas Secretary, Imperial Headquarters, 17-19, Buckingham Palace Road, Victoria, London, S.W.1. Charge: 3s. for the whole course, or 6d. per lecture.

## Appointments and Resignations

Approved by the Executive Committee, July, 1943.

### ENGLAND

#### BUCKINGHAMSHIRE

ASSISTANT COUNTY SECRETARY.—Miss K. M. G. Wyld, The Tile House, Denham.

#### CUMBERLAND

CARLISLE RURAL.—Dist. C., Mrs. Pedley, Kaveri, Wetheral, Carlisle.  
ST. AIDAN'S.—Dist. C. (Temp.), Miss M. A. Vickers, Braceless, Kirkcandrews-on-Eden, Carlisle.

#### RESIGNATION

CARLISLE RURAL.—Dist. C., Miss M. A. Vickers.

#### DEVONSHIRE

PLYMOUTH CENTRAL.—Dist. C., Mrs. N. Round, All Saints', Vicarage, Plymouth.

#### RESIGNATION

PLYMOUTH CENTRAL.—Dist. C. Mrs. Carden.

#### HAMPSHIRE

COUNTY SECRETARY.—Miss U. M. Fookes, Radfield, Middle Road, Lymington.

ASSISTANT COUNTY SECRETARY (FINANCE).—Miss D. M. Nicholson, Creek Cottage, Lymington.

ASSISTANT COUNTY SECRETARY (East Area).—Miss H. C. Oranne, Fair Rising, Steep, Petersfield.

FARNBOROUGH.—Div. C. Miss F. M. Lightfoot, Hartford House, Blackwater, Camberley.



# THE GUIDER

[August, 1943]

LYNDHURST.—Dist. C., Miss B. M. Pinchin, Heavitree, Brockenhurst.  
SOUTHAMPTON RURAL.—Dist. C. (Temp.), Miss C. C. Walker, Avonmouth, Providence Hill, Bursledon.  
WHITCHURCH.—Dist. C., Miss C. M. Monk, c/o Bank of England, Hurstbourne Park, Whitchurch.

## RESIGNATIONS

COUNTY SECRETARY.—Miss H. Ozanne.  
ASSISTANT COUNTY SECRETARY (TRENANT).—The Lady Helena Best.  
EXTENSION COUNTY SECRETARY (Western Area).—Miss P. Kerr.  
EXTENSION SECRETARY.—Miss D. M. Nicholson.  
ALDERSHOT COMMAND.—Div. C., The Lady Margaret Alexander.  
COLDEN COMMON.—Dist. C., Miss E. Howes.  
LYNDHURST.—Dist. C., Miss J. M. Newham.  
SOUTHAMPTON RURAL.—Dist. C., Mrs. A. J. Boyd.  
SOUTHAMPTON WEST.—Dist. C., Miss B. Ward.  
YATELEY.—Dist. C., Miss N. Guggisberg.

## HEREFORDSHIRE

HEREFORDSHIRE, NORTH.—Div. C., Mrs. Lionel Green, The Whittren, Lyonshall, Kingston.

## RESIGNATIONS

HEREFORDSHIRE, NORTH.—Div. C., Mrs. Crosby.  
BRAMPTON BRYAN.—Dist. C. (Temp.), Miss L. Worskett.  
HERTFORDSHIRE  
NEW BARNET.—Dist. C., Miss J. Copens, 37, Normandy Avenue, Barnet.

## RESIGNATION

NEW BARNET.—Dist. C., Miss E. Bowler.  
LANCASHIRE, NORTH-WEST  
PRESTON No. 2.—Dist. C., Miss E. P. Tomlinson, Thorncliffe, Watling Street Road, Fulwood, Preston.

## RESIGNATION

PRESTON No. 2.—Dist. C., Miss Smyth.  
LANCASHIRE, SOUTH-EAST.  
ALTRINGHAM AND BROADHEATH.—Dist. C. (Temp.), Miss H. Bailey, Brantfell, Navigation Road, Altrincham.  
SALE.—Dist. C., Miss S. Crawford, Beech Lawn, Broad Road, Sale.

## RESIGNATIONS

ASHTON WEST AND AUDENSHAW.—Dist. C., Miss I. G. Marsden.  
SALE.—Dist. C., Mrs. Prundergast.

## LANCASHIRE, SOUTH-WEST.

WIDNES.—Dist. C., Mrs. Kirby, 2, Garmetts Lane, Hale Bank, Widnes.

## RESIGNATION

ST. HELENS WEST.—Dist. C., Miss H. M. Reid.

## LINCOLNSHIRE

RIPPINGDALE.—Dist. C., Mrs. Dotington, Dunby, nr Bourne.

## RESIGNATION

RIPPINGDALE.—Dist. C., Mrs. J. E. Williams.  
LONDON  
OLD GUIDE RECORDER.—Mrs. D. M. Stewart, Thames Cottage, Shillingford, Okon.  
EAST ST. PANCRAS.—Dist. C. (Temp.), Mrs. Poland, 12, Lissenden Mansions, Lissenden Gardens, N.W.5.

WEST ST. PANCRAS.—Dist. C., Miss E. G. Murray, 306, Holly Lodge Mansions, Highgate, N.6.  
SOUTH SYDENHAM.—Dist. C., Miss I. Buckland, "Rockhills," Westwood Hill, Sydenham, S.E.26.

The Districts of East and Central STEPNEY have amalgamated as—  
EAST-CENTRAL STEPNEY.—Dist. C., The Hon. Janet Blades, 41, Upper Brook Street, W.1.

The Districts of South and West STEPNEY have amalgamated as—  
SOUTH-WEST STEPNEY.—Dist. C., Miss E. E. Laurence, 10, Earlsthorpe Road, Sydenham, S.E.26.

## RESIGNATIONS

CENTRAL STEPNEY.—Dist. C., Miss D. J. Lee Warner.  
MILE END.—Dist. C., Miss C. O'Connor.  
MILE END is no longer a District.

NORTH SOUTHWARK.—Dist. C., Miss C. Monk.  
RATCLIFF AND LIMEHOUSE.—Dist. C., Mrs. Godfrey.  
SOUTH SYDENHAM.—Dist. C., Miss A. M. Bennett, M.B.E.

## MIDDLESEX

EDMONTON DISTRICT (N.E. Middlesex Division) has divided as follows:—  
LOWER EDMONTON.—Dist. C., Miss G. Boswell, 21, Fir Tree Walk, Enfield.  
UPPER EDMONTON.—Dist. C., Miss I. Kellam-Smith, 54, Ridge Avenue, Winchmore Hill, N.21.

NORTH TOTTENHAM.—Dist. C., Miss M. M. Cowley, 1, Warwick Court, N.11.  
NORTH TOTTENHAM.—Dist. C., Miss M. L. Clout.  
NORTH TOTTENHAM.—Dist. C. (Temp.), Miss C. Bagter.

## NORFOLK

COUNTY BADGE SECRETARY (Temp.) Miss E. F. Kerridge, The Cottage, Gallants Lane, East Harling, Norwich.  
GUILTFLOSS AND SHROPHAM.—Dist. C., Mrs. Lubbock, The Warren, New Buckenham.

## RESIGNATIONS

COUNTY BADGE SECRETARY (Temp.), Miss R. Back.  
GUILTFLOSS AND SHROPHAM.—Dist. C., Mrs. Blair.

## NOTTINGHAMSHIRE

RETFORD.—Dist. C., Mrs. Foskett, Ordsall Rectory, Retford.  
SOUTHWELL.—Dist. C., Miss E. Peet, Kirklington Road, Southwell.

## RESIGNATIONS

RETFORD.—Dist. C., Mrs. Barber.  
SOUTHWELL.—Dist. C., Mrs. Foskett.

## OXFORDSHIRE

BURFORD, SOUTH (new District in West Oxfordshire Division), Dist. C., Miss E. M. Gwydne, Fiveways, Black Bourton, Oxford.

## SUFFOLK

DEBEN.—Dist. C., Mrs. Ballam, Capel Hill, Trimley St. Martin.  
DEBEN.—Dist. C., Mrs. J. H. Dawson.

## EAST SURREY

WALLINGTON.—Asst. Div. C., Miss M. Foster, Dinorben High School, Woodcote Road, Wallington.

## SUSSEX

STORRINGTON.—Dist. C., Mrs. Frostick, The Rectory, Storrington.  
STORRINGTON.—Dist. C., Miss N. Rhys David.

## WESTMORLAND

UPPER LUNESDALE.—Dist. C., Miss S. Jones, Bronte House, Casterton, Kirkby Lonsdale.

## WILTSHIRE

CRICKLADE.—Dist. C., Mrs. M. Harvey, Lanacks House, Braydon, Purton.  
WORCESTERSHIRE  
VIGORNA.—Dist. C., Mrs. Bathurst, 8, St. Catherine's Hill, Worcester.

## RESIGNATIONS

MARTLEY.—Dist. C., Mrs. C. Winnington, M.B.E.  
TENBURY.—Dist. C., Mrs. C. Winnington, M.B.E.  
YORKSHIRE, EAST RIDING  
PICKERING.—Dist. C. (Temp.), Miss E. Lard, 120, Boulevard, Hull.

## YORKSHIRE, NORTH RIDING

WESLEYDALE.—Dist. C., Miss M. Ritchie.

YORKSHIRE, WEST RIDING NORTH

ASSISTANT COUNTY SECRETARY (West Area), Miss M. M. Farnish, 83, Crow Tree Lane, Daisy Hill, Bradford.  
HALIFAX "A".—Dist. C., Mrs. Connell, 2, Heath Villas, Halifax.  
WOODHOUSE.—Dist. C., Miss P. M. Hopper, 10, Estcourt Terrace, Leeds, 6.

## RESIGNATION

ASSISTANT COUNTY SECRETARY (West Area), Miss K. Collett.  
YORKSHIRE WEST RIDING, SOUTH  
SELBY AND GOOLE.—Div. C., Mrs. Everard Carr.

## WALES

DEPUTY CHIEF COMMISSIONER.—Mrs. R. Macpherson, Aberhafesp Hall, Newtown, Montgomeryshire.

## GLAMORGAN

MERTHYR TYDFIL.—Dist. C., Miss M. Rogers, 8, Penybryn Villas, Penydarren, Merthyr Tydfil.  
TONYREFAIL.—Dist. C., Miss G. Evans, 59, Pretoria Road, Tonyrefail.

TREHARRIS (this District has been transferred to the Merthyr Valley Division).—Dist. C., Miss E. Stocker, 6, Brynteg Terrace, Treharris.

## RESIGNATIONS

DINAS POWIS AND SULLY.—Dist. C., Miss D. Green.  
MERTHYR TYDFIL.—Dist. C., Miss E. Griffiths.  
TREHARRIS.—Dist. C., Mrs. Robertson.

## MERIONETHSHIRE

The Districts of TOWYN and ABERDOVEY (South-West Merioneth Division) have amalgamated as:—  
TOWYN AND ABERDOVEY.—Dist. C., Miss A. M. Evans, Bryngolen, Towyn, Merioneth.

## RESIGNATION

ABERDOVEY.—Dist. C., Miss L. B. K. Winsor.  
PEMBROKESHIRE  
ASSISTANT COUNTY COMMISSIONER.—The Lady Merthyr, Hean Castle, Saundersfoot.

## SCOTLAND

### CLACKMANNANSHIRE

ALLOA.—Dist. C., Miss D. Baker, at Cowden Park, Alloa.  
FIFE  
COUNTY SECRETARY.—(Temp.), Miss M. Patterson, 32, Beveridge Road, Kirkcaldy.  
KIRKCALDY No. 2.—Dist. C., Miss M. Cooper, 1 Roseberry Terrace, Kirkcaldy.

## RESIGNATION

KIRKCALDY No. 2.—Dist. C., Miss M. Patterson.  
CITY OF GLASGOW  
No. 2 (NORTH-WEST DIVISION).—Dist. C., Miss H. Lindsay, 18, Baldwin Avenue, Glasgow, W.3.

No. 5 (NORTH-WEST DIVISION).—Dist. C., Miss I. Merryce, 6, Woodlands Terrace, Glasgow, C.3.

## RESIGNATIONS

No. 6 (NORTH-EAST DIVISION).—Dist. C., Miss M. Dunn.  
No. 2 (NORTH-WEST DIVISION).—Dist. C., Miss M. Johnston.  
No. 5 (NORTH-WEST DIVISION).—Dist. C., Miss I. Patterson.

## INVERNESS-SHIRE

ASSISTANT COUNTY SECRETARY (BADGES).—Mrs. Russell, The Schoolhouse, Aviemore.  
ASSISTANT COUNTY SECRETARY (BADGES).—Mrs. Clark.

## KINCARDINESHIRE

CENTRAL.—Div. C., Mrs. Mulligan, 27, King Street, Inverbervie.  
CENTRAL.—Div. C., The Viscountess Arbuthnot.

## RESIGNATION

LANARKSHIRE  
BISHOPBRIGGS AND CHRYSTON.—Asst. Div. C., Mrs. Duvoisin, 13, Kew Terrace, Glasgow, W.

MOTHERWELL AND WISHAW DIVISION has divided as follows:—  
MOTHERWELL.—Div. C., as before; Asst. Div. C., as before; containing—  
MOTHERWELL No. 1 and No. 2 (previously known as MOTHERWELL AND WISHAW No. 1 and No. 2).—Commissioners as before.

WISHAW.—Div. C., Mrs. Leach, Ardye, Wishaw; containing—  
WISHAW No. 1 (previously known as MOTHERWELL AND WISHAW No. 3).—Dist. C. as before.

WISHAW No. 2 (previously known as MOTHERWELL AND WISHAW No. 4).—Dist. C., Miss M. Little, Mossview, Newmains.

## RESIGNATION

MOTHERWELL AND WISHAW No. 4.—Dist. C., Mrs. Leach.  
ROSS-SHIRE  
MID ROSS.—Div. C., Lady Paget, Achnashellach, Ross-shire.

## WEST Lothian

LINLITHGOW.—Dist. C., Mrs. Rutherford, The Manse, Linlithgow.

## ULSTER

### CITY OF BELFAST

DUNCAIRN.—Dist. C. (Temp.).—Miss M. Watters, 10, Salisbury Gardens, Belfast.

## OVERSEAS

### WEST AFRICA

### GOLD COAST

### RESIGNATION

KUMASI.—Dist. C., Miss V. Clarke.

## BRITISH WEST INDIES

### TRINIDAD

LA BREA AND POINT FORTIN (new District in South Division).—Dist. C., Mrs. J. C. Murray, La Brea, Brighton, Trinidad.

## CLASSIFIED ADVERTISEMENTS

### EMPLOYMENT OFFERED

Kitchen Matron wanted for Girls' Emergency Hostel. R.C. preferred.—Apply Matron, 59, Gloucester Place, W.1. Wel. 2675.

### TYPEWRITING

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

### THEATRICAL

"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 (price 6d.), obtainable Headquarters. "In love are Empire's firm foundations set."

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

No Royalties. All plays prices raised 2d. each. Postage extra. Six on approval 7d.—Plays, Bamber, East Grinstead.