

# THE GUIDER

VOL XXXI. No. 11

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## KNOCK THREE TIMES

and the curtain rises in the European theatre. The stage is still only dimly lit, and we, who have waited so long and eagerly for news of Guides "across the water," tense now, expectantly, as the story begins to unfold.

The pictures on this page were taken in Eindhoven, Holland, as Allied troops passed through. They were sent to us by the Ministry of Information, with the brief, official statement that they showed Dutch Guides on duty helping the local police to direct the traffic and care for civilian casualties. We did not need to be told. There is no mistaking those uniforms, brought out from hiding after years of Nazi occupation. But the pictures told us something else—uniforms may have been hidden, but training has not been for-



gotten; efficiency, if anything, has increased while grim reality planned the programme.

Simone and Elizabeth, of Belgium, are two Guide sisters of Ranger age. Their First Class training is responsible, a Polish General says, for the liberation of their town, for they crept out through the Nazi lines to the Polish Division charged to take the town, said they were Guides and offered to get information. Then they went back, found a sentry who was prepared to gossip, feigned lack of interest, but discovered all that the Poles needed to know, and returned to report. Next day Simone rode into the town on the first tank to enter it, and when, later, the rejoicing citizens marched past the liberating forces, the General recognised the sisters,





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PARIS, le 5 Octobre 1944

The Girl Guides Association  
17-19 Buckingham Palace Road  
LONDON, S.W.1  
GREAT BRITAIN



Elizabeth.

introduced them to the townspeople as their true liberators, and presented them both with the Polish Military Cross. At least one English Company has played an exciting wide game based on that story—but for Simone and Elizabeth it was the real thing, and discovery would have spelled tragedy.

A wounded British Padre writes from a Brussels hospital: "Suddenly the ward door opened and in came eight Guides and a Scout. They carried baskets of fruit which they had fetched from the country for the wounded, and they wore their uniforms—all fitting perhaps, but still Scout and Guide."

uniform. They wear them all day and cannot be parted from them." Last, but far from least, we publish a letter from Paris signed by leaders of both the French Movements. Guiders will welcome the news it brings us of French Guides.

Miss Wemyss' article on her experiences in a concentration camp speaks for itself and needs no introduction.

All this news is inspiring, and brings with it relief and pride, but there is also a sober thought. Elsewhere we publish Miss Buller's second article on Germany, with pictures of boy and girl prisoners who are obviously little older than the Eindhoven Scouts and Guides, than Simone and Elizabeth. They, too, are Youth, inspired by an ideal, but led by a Leader who exploited their enthusiasm. We are proud that Guide training gave the Dutch and Belgian Guides the skill and, perhaps, the courage to succeed, but let us remember that Youth, inspired and trained, can be led to any height or to any depth, and let us look well to the path that lies ahead, and to our own motives as leaders of a great International Youth Movement.

The heavy curtain is rising, and the drama is revealed. The lights are going up on the stage of Europe!

Dans la joie et la reconnaissance de la libération, les Guides de France et la Fédération Française des Eclaireuses envoient à leurs sœurs de Grande Bretagne un joyeux et fraternel message. Elles n'ont pas cessé de rester fidèles au scoutisme malgré les difficultés de l'occupation et se réjouissent aujourd'hui de pouvoir reprendre leurs activités au grand jour.

Elles espèrent rencontrer bientôt dans un camp international les sœurs Guides et Eclaireuses dont elles ont été si longtemps séparées et reprendre avec elles le beau travail de fraternité et de paix qui leur est cher.

Pour le Scoutisme Féminin Français.

*Y. Rodary*  
*in Bely*  
*C. F. F. F.*  
*Commissaire de France*

In the midst of their happiness and gratitude for their liberation, the Guides de France and the Fédération Française des Eclaireuses send to their sisters of Great Britain a message of joy and comradeship. They have never ceased to be loyal to Scouting, in spite of the difficulties of the occupation, and are rejoicing to-day at being able to resume their activities in the light of day.

They hope soon to meet in an international camp their Guide and Girl Scout sisters, from whom they have been so long cut off, and to take up again with them the noble work for fraternity and peace which is so dear to them all.

For "le Scoutisme Féminin Français."

Y. RODARY,  
Commissioner, Guides de France.  
M. BELEY,  
International Commissioner, Fédération Française des Eclaireuses.

## A GUIDER IN A CONCENTRATION CAMP

by ALICE WEMYSS

Before the war Miss Wemyss was Captain of the British Guide Company in Cannes. She was also lent to the Eclaireuses as Cheftaine of the Cannes troop. During part of this war Miss Wemyss held the position of Assistant Trainer to Chef Walther.—EDITOR.

AT the end of July, 1943, the Italians, who were occupying the Riviera, decided to send all British, American, Yugo-Slav and Dutch citizens under 65 "en residence fermé." The place chosen for me was Brides-les-Bains, a small watering place in Savoy. I settled down quite happily, taking wonderful long walks in the hills, though this was, needless to say, forbidden. The fateful 10th September, the Italian armistice day, arrived. We were all thrilled. Our guards, who had been on the whole very lenient, disappeared, and we were, for the time being, free. A twenty miles walk would have got me over the Italian frontier, which at that time seemed to us freedom, and I debate within myself if I should take the risk. However, I decided against it, thinking that I should not be able to get news to my mother and thus cause her unnecessary anxiety. Had I known my fate I might have perhaps decided otherwise. Freedom was too precious to waste, and the next morning I left for a long climb right up high into the Alps to visit a farm where Gruyere cheese was made, an expedition I had long meant to do. Before leaving I had taken the precaution to arrange for a code message to be sent to a local pub. should I be needed.

At 2 in the afternoon I reached the pub., to find that telephone message after telephone message had been coming through imploring me to return. Evidently things were pretty serious. In half an hour I got to Brides, 5 miles away by the road, to find the rest of the "residents" sitting on their suitcases, a frightened and forlorn group, under the supervision of a very fat German gendarme, who was threatening reprisals on the families of those who did not turn up. It did not take me long to pack my suitcase and rucksack, and to pay,

and I arrived in time to answer "present" at the roll call, a ceremony which was to be repeated eleven times on the journey. We were packed into a motor bus, which took us to Chambéry. We were a sorry crowd—old men, women and children. A more harmless-looking group of individuals was difficult to find anywhere, and the extraordinary military precautions taken by the authorities struck me from the beginning as extremely funny. We expected to be taken to an hotel: we found ourselves in the courtyard of a school which had been turned into a barracks. We looked at the Germans and the Germans looked at us. No one quite knew what to do about it. Finally, after some waiting, an orderly arrived with a message for the officer; a look of surprise came over his face and the word "Compiegne" was whispered. Compiegne at that time did not convey much to us, inhabitants of the so-called "zone libre," and this was indeed a case of "ignorance was bliss," for it had an evil reputation in the rest of France as being the first step to deportation to Germany. However, even then the idea of being sent north was none too pleasant. We were bundled into a third-class carriage and, under the armed escort of four gendarmes and a sergeant, travelled up to camp. Our guards were quite good to us, providing soup and grapes and doing what they could to make the journey comfortable, but one could not get over the fact that we were prisoners. On arrival at our destination the next day at 3 p.m., we were lined up three by three, first the women, headed by a mother pushing her two-years-old child in a pram, then the men, followed by a tumbler, the direct descendant of the one which took Marie Antoinette to the scaffold, where, sitting on the luggage, were the old and infirm members of the party. By



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then we were too tired, cross and frightened to have much hope as to the future, but it was a shock to find ourselves in the courtyard of the gloomiest variety of French military camp waiting for the authorities to decide our fate. They had obviously not been warned of our arrival, and though the men of the party presented no problem—indeed, they were taken straight off to the American Civil Internment camp—they did not know what to do with us. After a lot of shrieking and howling, which characterises the German army, it was decided that we should spend the night in the French women's quarters. We were solemnly warned that our fellow-prisoners were "dangerous communists" (to the German, anyone who works against him is a "dangerous communist"), and it is part of the "war of nerves" to sow as much discord as possible among their victims. The prospect of being with "dangerous communists" thrilled me. Unfortunately, my companions did not share my spirit of adventure. They were by that time thoroughly demoralised, and repelled the friendly advances of the poor women, who turned out to be peasants from Poitiers who had just come out of prison, where they had served a sentence for aiding Gaullists or perhaps even British airmen. I have never really found out which, as the etiquette amongst prisoners is not to ask questions. They were then expecting to be sent to Germany, which happened three months later. Their quiet courage and patience filled me with admiration and has proved a great inspiration to me since. It was here that we were introduced to the barraque. Imagine a long, grey, concrete, one-storied building roofed with red tiles. Off the corridor were six big dormitories holding normally 16 beds, but where the Germans have been known to put 40 people when they were short of room. Luckily we were spared this as we always remained a small party. At one end was the washing-room, consisting of a 5-ft. wall surrounded by a trough with 12 taps of water—quite the most inconvenient washing arrangements I have ever come across. Behind this was the "internees' kitchen. At the other end were five small rooms, n.c.o.s' quarters, which we turned into the nurseries and the infirmary and isolation wards. The furnishing was spartan to a degree. A wooden frame bed—double-decker in the French quarters, where there had been recently a large group of prisoners—a pailasse and a wooden stool or chair for each person. In the middle of the dormitory, three tables. As "civil internees" we were also given a small cupboard, each provided by the International Red Cross. This luxury was denied to the French. We were issued with three not very clean army blankets—a great favour, as the normal issue is one, or at the most two—two sheets; a bolster, a tin wash-basin, a metal cup, a fork, spoon, a plate and a napkin. In all this we were privileged, as the French only got a spoon, a cup and a small tin basin in which they had to eat and wash. By arriving in the afternoon we had missed the soup ration, which is the only hot meal in the day and is served at 11.30. However, the evening bread was supplemented by some jam and the French Red Cross gave us some gingerbread. We also had some tisane—a most filthy brew, issued twice a day, for breakfast and at 5.30—and which as soon as we got our parcels we never touched again. I do not think many of us slept that first night. The atmosphere was sinister; the perpetually revolving searchlights lit up the room, reminding us of the ever-present sentries whose duty it was to shoot at any moving object. We had been told not to leave the building after dark, and the shots which rang out from time to time told us that this was no idle warning. To make things complete a regiment of fleas, not to speak of other "creepy-crawlies," kept us scratching. It was a relief when day broke. At about eleven three very nice French prisoners, two Army officers and one naval officer, who had volunteered to come and fetch our luggage, arrived pushing a cart, escorted by the German sentry. They told us something of the conditions they lived under, and we passed through the 3,000 odd men who were there at that time, they greeted us with such friendly grins and placards of "Vive les Allies," "A bas les Boches." Naturally, they were forbidden to speak to us.

"Barraque C.8," which was to be my home for five weeks, was in a little compound of its own at the end of the American camp and separated from the rest of the world by a double fence of barbed wire. It was overlooked by two watch-towers. At the end passed a road, where one saw people bicycling and farm carts rumbling by, a reminder that there was another world outside. The large gates were duly locked when the sergeant was not there. It was through them that we had access, officially and unofficially, to the Americans, to whose camp we were attached. They were most kind, doing everything in their power to make things easier for us. Naturally, we also provided a new element of interest in their terribly monotonous lives. It was extraordinary how much we managed to see of them, although on principle we were not allowed to speak to them. There were times when, duly chaperoned by the sergeant, we were led into the men's camp either to the cinema (twice a week) or to the shower baths. For me this was one of the nicest times in the week. I soon got over the shyness caused by stripping before 10 or 12 other women, and the delicious feeling of cleanliness quite compensated for the lack of privacy.

The confusion of the first days was something appalling. No one except myself and one other Guide had ever lived under camp, or even community conditions. Nothing was organised and we had but little in common to pull us together. The first day someone had asked me to serve out the soup. Though I did it to the best of my ability, it brought on so many rows that I was delighted to find a pretext not to continue. The third evening, much to my astonish-

ment, the sergeant named me "Chef de Barraque," with the none too enviable task of trying to create relative order out of chaos and strict orders to serve all the food myself. It was not easy. The food was insufficient; about a pint of soup a day with some bread and a very small quantity of jam, butter, cheese or sausage. On Sundays we had a meat stew. The Americans who did our cooking made it as palatable as possible, but till we got our parcels, a week later, we were distinctly hungry, and hunger does not bring the best out of people. On the other hand, I was always forgetting that I was not running a Guide camp and that I could not expect my fellow-internees to have either Guide spirit or discipline. The hardest was to get them to understand that the rules I made concerning cleanliness and sanitation were not intended to be an unbearable form of Prussian militarism but simply safeguards for the health of the community. However, after a time we all settled down to our daily routine. Luckily, women always find occupation in washing and mending. We got a few books, though it was difficult to read as there was continual noise, both day and night, for when we didn't talk we snored; and after a time we managed to do a lot of cooking with the help of small electric rings. It is wonderful what can be concocted on these somewhat primitive instruments. Unfortunately, I hadn't much time to indulge in this pastime as I was continually kept busy with the thousand and one incidents that fill a Chef de Barraque's life; the days passed

(Continued on page 178)



THE FOXLEASE SENTINEL

Everyone who has been to Foxlease will be sorry to hear that the life of the great Sentinel has come to an end. Those who have been during the last eighteen months when the tree has been standing dead and gaunt will have mixed feelings. It will be missed greatly, but it has seen the house through its beginnings and past its coming of age as a Guide house, and its successor, planted by the Chief Guide a year ago, is healthily putting out new shoots. And one last word about the tree—as I walked up towards it feeling sad to see it lying—I realised that the chief thing I was conscious of was the quite lovely scent spread all round where the tree has stood.

Many people have estimated the height of the Sentinel; so to all of you who have—the tree was 87 ft. high. The great trunk was too crumbled with rot for it to be possible to count the rings, but up above the fork they count up to about 180. The wood is being kept to season; then perhaps pieces can be sent to any other Guide homes that would like a stool or table-top made of the wood of the Sentinel.



# GERMANY II—THE ANTIDOTE

by  
AMY BULLER

A FAMOUS Russian philosopher, Berydaev, once said, "Things happen in the reality of the mind long before they are made manifest in the external reality of history." The external reality of German history since Hitler came to power has been cast in brutal forms of military aggression on a vast scale.

In my last article I asked the question why was it that German youth gave their allegiance to so brutal and false a prophet as Hitler. I told you then that I believed it was largely because they had no faith and no work, and Hitler seemed to answer for them certain fundamental needs which were really religious needs.

I quoted part of a speech which Hitler made to a vast assembly of youth. On many other occasions I heard him and other leaders talk in terms which belong to religious conceptions, though I doubt if any of them knew what they were doing or quite understood how they had managed to call forth this religious response. But once it was there, they were very quick to exploit it by instituting all sorts of semi-religious ceremonies with mystical symbols, which helped to make youth more and more fanatical.

Let me quote a few of the things Hitler and his leaders said which illustrate what I mean by religious conceptions:—

*Infallibility.* "Some of the things other leaders in Germany have said were true, some were false, but I give you now something completely true. I give you also a way of life. This truth must be preserved, and we will have no mercy on any who try to interfere with it. The age of uncertainty is over for you. Your future and the future of Germany are now secure."

*Eternal.* "Your fathers—even you—have seen Government after Government fail, and there have been many experiments in Germany. I tell you that in two thousand years National Socialism will still be here. I give you something eternal. No more experiments, no more here. If a man or a nation is to be creative, it must be against an eternal background. You can now plan your lives." Again: "We go with the Führer feeling we have passed from mere existence into inexhaustible life."

*Comprehensive.* "Your lives have all been divided up into compartments—your social life, your educational life, your home life, your political life. Sometimes those compartments had no links with one another. National Socialism affects all of them and is greater than them all."

"Your life must no longer be in bits and pieces; it must be one whole and you must subordinate everything to this one aim."

"Our art and our music, our buildings and our teachers must give themselves to the underlying purpose of National Socialism and the resurrection of Germany."



"I give you something eternal."

And it all ended in this: German girl prisoners captured near Aachen.

Planet News Photo



Planet News Photo.

"Your future and the future of Germany is now secure." Fifteen-year-old Nazis on their way to a British prison camp.

"If your educational life is so organised to one great end, so you will find in National Socialism an internal harmony and a kind of spiritual integration."

"The foreign Press likes to cackle about the lack of freedom in Germany. It does that because it is envious of the great new freedom that has come to her because the youth of Germany have now only one aim and one purpose in life."

*Personal.* "Germany is far-famed as the most theoretical nation on earth, which only shows how far she had got away from real life. Germany has nearly drowned herself in theories, especially since the last war, for, as things got worse and worse, so we had more and more theories. The Führer doesn't offer you any more theories—he offers you a person in whom you can always believe."

All these ideas belong to religious categories; and as such they undoubtedly touched a very deep need in the lives of German youth at that time. It is easy enough to say that we should not have been misled by all this, but it is only fair to remember the background of the youth who were thrilled with the idea that at long last they belonged to something—the great German Reich, and their destiny was bound up with that. They felt for the first time that they were wanted and had big tasks to perform. The result of it all was that they were built up into the most terrible war machine the world has ever known, which has caused desolation through the world, and in the doing of it millions of Germans have died as well. Some have died bravely and still believing they were fighting for an ideal; some bitter and disillusioned; and some, whose souls were destroyed, have behaved like wild beasts wherever they have gone. In the end many of these will be killed by the people they have sought to destroy as they have laid waste country after country.

What of those who survive? I am not going to speak of those over twenty years old, many of whose souls are destroyed by their evil deeds even if their bodies survive. They constitute a most terrible problem for the future of Germany and the world; but it is not the purpose of this article to discuss them and whether there are ways in which they can be re-trained and made into sane men again.

But what of those under 20 years of age? The bad side of the picture is easy enough to recognise, which is that many of these young people will never have heard any other philosophy of life except the Nazi teaching.

Can anything be said on the other side, and what can the youth of the world do to help?

First of all, it surely is important to remember that this generation of young Germans will see Nazism suffer a tremendous defeat, and will soon learn through the Armies of Occupation that Nazis are hated throughout the world. Just a few may become more fanatical because of this, but a great many will realise that it has all been a terrible failure and that it has brought hardship and suffering to Germany such as she has never known before.

Secondly, a younger generation, especially at times of great crisis



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very often thinks, and sometimes rightly, that what the old generation believed must have been wrong; and among many young Germans there will be a revolt against Nazi parents and leaders.

Thirdly, unknown to many in this country, there were before the war some very courageous parents and teachers in Germany, especially in the girls' schools, who did all they could without being caught to teach their children truer and better ideas. We do not know how active or brave some of these teachers may have been during the war, when, perhaps, the schools have not had so many Nazi inspectors going round as they will have been away fighting.

It is difficult to guess what is happening in Germany, but of one thing we can be certain, millions of young Germans, but of one illusioned and in great despair, for when a German is defeated he is completely downhearted. In any case, if they give up the Nazi faith they must have some other religion instead.

One of the strange things about the Germans is that although by their actions they make themselves more hated than any people on earth, they are a weak people and cannot bear to be hated. Now millions of quite young Germans, too young to have done the bad, cruel things many of their parents or brothers have done, will find themselves hated by the world and will be deeply distressed and long for friendship with youth of other nations.

Whatever the United Nations decide about the punishment of the guilty in Germany, and that will include punishment for all as Germany, it is terribly important for the rest of the world as well 20 years old should not be driven to feel they have no hope and no future.

They must somehow be re-educated and must be made to feel they have some part to play first in their own country and later in the world.

Nothing could be more disastrous, not only for Germany but for the world, than for a whole generation of young Germans to be brought up in Nazi teaching and given all the wrong purposes in philosophy and no vision of big tasks to be performed.

How can German youth be re-educated and given a new purpose as well as a new philosophy?

Two things are clear. Firstly, that the re-education must be done from within and mainly by Germans and that it must depend on a positive ideal; and secondly, there is no real hope for their re-education unless they are brought into touch with youth of other nations.

With overwhelming force the armies of the United Nations are going to insist that Germany must give up dreaming of great military conquests in the future. This bad dream has haunted succeeding generations of German leaders, who have then led the younger generation to war in the attempt to make it come true.

One of the most distressing things is the ease with which the Germans are led astray, and I do think one of the things we have got to do is to help them to see how this has happened. For it is true, I think, to say that one of the greatest gifts of our own nation is a certain sturdy independence in the individual, and this is one of the things we might help the Germans to cultivate. Above all, they must be given a new vision and purpose as individuals, as a natural part of this purpose must be to discover in what ways Germany can make a contribution to the life of a new world in which there shall be no threat of war.

It is a terrible characteristic of war that each war sows the seed of the next and the defeated tend to make their greatest aim preparation for revenge. What a magnificent thing it would be if the German youth could be made to see that they have an unparalleled chance of refusing to be caught up in this kind of swing of the pendulum and that, however severely they are made to pay for a war started by their parents, they will see to it that the fruits of suffering and occupation are not revenge, but a determination to lead the world in the ways of peace.

I can see no other task as big or as thrilling to put before the Germans. It seems to me it is the only hope you can give to a youth who must grow up under occupation and with all the signs of defeat within their country and around them.

The German youth will never achieve any great vision if they are conscious only of hatred in the world outside Germany, and is just here that international youth movements of all kinds will have their greatest chance. Two things are necessary if the youth of the world is to help. First of all we must have real knowledge of why Nazi-ism was such a false faith. It is no good recording atrocity stories unless we can show how this brutal behaviour sprang out of a philosophy based on force and the idea that they were a master race. Only if they are well informed can the youth of all nations explain to young Germans why the world hated the Nazi teaching, even while perhaps at the same time showing some understanding of how the German youth, without real faith or purpose in life, fell under the spell of this false doctrine. Secondly, and much more important, is that the youth in any country which wants to help German youth should have some faith and philosophy of their own which they think is worth passing on. When things are going well it may not seem so essential to have a faith, but it would be not only useless but even cruel to attempt to help a youth disillusioned as Germans will be, unless we have some faith to offer them.

Many of the occupying troops will have suffered terribly in their own homes from Nazi occupation and may not feel very interested in

helping German youth. But young people, especially from this country and America who belong to international organisations will have a unique chance to help young Germans give birth to a new spirit in Germany so that not only by powerful armies of occupation will the peace be kept, but because a new Germany wills peace and determines to make other contributions than bloodshed and war in the world.

It is a tremendous task and there will be much discouragement even in our own countries as we attempt it. We shall be told that the youth of other countries have first claim on us, and there is much truth in that; we shall be told that only brute force will teach the Germans, and there will be no truth in that; and we should do well to remember that that is the German idea of education.

In Germany herself, no doubt, some people will try secretly to inspire youth again with the idea that they must build their lives on the determination to make Germany powerful again, and by that they will mean powerful in a military sense, and with infinite patience we shall have to show them we believe that Germany's greatness must lie in other and more peaceful ways. Courage and determination and high qualities of friendship will be needed if we are to achieve this.

But let us return to where we started. The response of this country, and especially the youth of this country, to the challenge of war. In this war no task has seemed too big, no odds too great for youth to attempt. It is in this same dauntless spirit which refuses to believe in defeat that we can face the tremendous odds ahead as we set out to win the peace. This faith and courage, which refuses all discouragement, must be founded on faith in God. Only if we have a faith in the Fatherhood of God, which is invincible, and by which we are prepared to live, shall we win through in the maelstrom after this war. All vague sentimentality, all vague religiosity will go under as we meet the stern realities. Only a belief that truth must prevail and that Christian love cannot be defeated will see us through this test.

Few things are more untrue than the saying that "Love is blind." Sentimentality, yes; but love is not afraid to challenge wrong, and it will never be defeated till all God's children are within the family.

## B.-P. MEMORIAL FUND

**£94,684**

### FURTHER GIFTS SINCE SEPTEMBER 15th, 1944

	£	s.	d.	£	s.	d.
England ... ..	70	5	0			
Scotland ... ..	1	10	0			
Wales ... ..	7	11	6			
Total ... ..	79	6	6	79	6	6
<i>Dominions and Colonies</i>						
Northern Rhodesia ... ..	1	1	0			
Seychelles ... ..	29	5	0			
	30	6	0	30	6	0
				109	12	6
Total up to September 15th, 1944 ... ..				94,574	9	4
GRAND TOTAL of Fund to date (October 15)				94,684	1	10

### MORE REVIEWS

*The Magic Hat.* Norman Holland. (Harrap, 3s.)  
This is a collection of very short plays adapted from Stephen Southwold's stories. They have large casts and a good many animal characters with suggestions as to how they should be dressed but, as the author says, "The thing to remember is that you are only suggesting the character and there is no need to go about covered with feathers!" M. E. P.

*Good King Wenceslas.* Vera Arlett. (University of London Press, 9d.)  
In this play, recommended by the Religious Drama Society, four carol singers discuss "King Wenceslas" and the story, as told them by an elderly scholar, comes to life. Easy to stage and rehearse—the ten characters could well be played by girls. M. E. P.



# THE COMMISSIONERS' PAGE

## THE EDUCATION ACT, 1944

THIS will be a brief and in many ways incomplete summary of the main outline of the Education Act for which Mr. R. A. Butler must be given the gratitude of all those who care for the education of the child and of the people, for it extends its provisions far beyond the child of school age only, and as Mr. Butler himself said, "far beyond the Three R's—Reading, Writing and Arithmetic, to the three A's—Ages, Abilities and Aptitudes."

First, let me quote a passage from the Act itself and then make a few notes to show how the Minister has endeavoured to implement his general plan.

"The statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education and further education, and it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the moral, mental and physical development of the community by securing that efficient education throughout these stages shall be available to meet the needs of the population of their area."

1. The status of the Education Service has changed radically—

(a) The President of the Board of Education becomes Minister of Education and the nebulous Board a Ministry.

(b) The responsibility and powers of the Minister are greater than were those of the former President. He now has the responsibility of insisting that the provisions of the new Act are fully carried out by all authorities. In future therefore there ought not to be the great differences there were in the past in the Education Service of varying areas. There may still be differences in method, but not in the extent to which each authority offers education service to the people.

2. The status of the various types of school has changed. Whereas there used to be elementary schools, senior or central schools which ranked as elementary, and secondary schools, there will now be only two kinds: primary and secondary, the secondary schools embracing the former senior or central schools, which will grow in stature to be compatible with the status they will now attain.

3. The compulsory age for school attendance has been raised to fifteen years, with a definite promise that the age will be raised to sixteen as soon as possible. In actual fact, the date of raising the age to fifteen has been delayed to at least April, 1946, in order that sufficient teachers and premises may be secured.

4. After the age of fifteen, or in later days sixteen, the boy or girl, on leaving school, must continue further education. It is no longer left to the inclination of the school-leavers, or to the willingness of the firm who employs them. To this end County Colleges will be provided at which attendance for the equivalent of one full day per week will be compulsory. This education will extend until the age of eighteen is reached, the age at which other pupils attending the secondary schools will be leaving school. The date for the provision of County Colleges is 1948.

5. Plans are also to be made for the development of (a) further education, including Technical, Art and Commercial subjects, and (b) general adult education available for all over eighteen years of age.

6. The local authorities have been divided into two kinds only, county boroughs and county councils, with subordinate bodies in the counties to be known as Divisional Executives or Excepted Districts. There will no longer be any Part III authorities.

Into this framework the whole scheme of education will fit with many divergencies adapted to, or caused by, the immediate needs of the vicinity or by the originality and personality of the local authorities, the governing body or the headmaster or headmistress of the individual school. County districts will differ from city and town areas and one industrial area may differ from another. This may well be seen in the facilities offered by the County Colleges and in the plans made for further and adult education in various parts of the country.

Turning now to the more human and spiritual side of the changes to be found in the new Act, we must note:—

1. The insistence on the inclusion of religious worship and religious teaching in all schools. Where this teaching is not of a denominational character, as it would be in schools belonging to a special denomination, e.g., Roman Catholics, Church of England, Methodists, etc., a prescribed syllabus of religious teaching must be adopted. This syllabus is the responsibility of the local authority but must be approved by the Ministry. Local authorities will probably confer with suitable experts and either prepare their own syllabus or adopt one prepared by other authorities.

2. Whereas previously medical inspection was compulsory, it is now the duty of the local authority not only to inspect but also to

provide medical treatment. This applies to all schools and institutions of whatever type.

3. Fees have been abolished in all maintained secondary schools, including County Colleges and Junior Technical Colleges.

4. Local authorities now have the duty of providing an adequate number of Special Schools designed respectively for children who are defective mentally or physically. They may also, if they wish to do so, provide boarding schools, but this is not a duty imposed upon them by the Act.

5. The primary stage of education now begins at two years old, if so desired by the parent. Nursery schools will be provided for the two to five-year-olds. The compulsory age for attendance at school still remains at five years and the primary stage of education extends to a child who has not attained the age of twelve.

6. The Secondary Stage. Over this stage there has been, is, and will be much controversy, and probably many different methods will be tried out.

The Act provides for three types of secondary schools—grammar, technical high and modern schools. These are the three types adopted by the Norwood Committee, but it will be open to the authorities to provide these three types in different ways.

They may provide:—

(a) Three separate entities:—

A grammar school, a technical high school, a modern school; or

(b) a multilateral school containing within itself the three types mentioned above. This would of necessity be a very big school, accommodating a relatively large number of pupils; or

(c) one bilateral school and one other school. The bilateral school would combine within itself any two of the types and, in addition, there would be the third type of school left out of the bilateral school.

There would therefore be—

Grammar-cum-Technical High and Modern, or Grammar-cum-Modern and Technical High, or Technical High-cum-Modern and Grammar.

This account of the new make-up of the secondary school system brings me to a point I wish to make, and it is one which I think should concern all Guide Commissioners. In the past some of our most ardent and intrepid Commissioners coax or persuaded many of the headmistresses of the secondary and boarding schools in Great Britain into allowing the Guide Movement to come right into their school life. With the increasing number of secondary schools and the setting up of County Colleges there will be a vast opportunity open to Guiding, and it will be the responsibility of the Commissioners in cities, towns and rural areas to watch carefully and be ready once more to do pioneer work, make quick contacts with those in charge and offer the advantages of Guiding to the many new secondary schools. It is envisaged that in the County Colleges there will be a busy life in the evenings after the more academic work of the day is finished. Many kinds of clubs will quickly spring into being, and Rangers or Cadet Companies should take their place with the rest from the very beginning. Many excellent Brownie Packs, Guide, Rangers and Cadet Companies have thrived for years within our schools, and have proved that they offer a real addition to school life, and subsequently have brought many young Guiders to the Movement. Many teachers and headmistresses are Commissioners or Guiders and many others are very good friends to the Movement if not actively engaged in it. So we have much to give and much to gain by seizing our opportunities when they come.

I will finish this all-too-brief sketch of a great Act by quoting Mr. Butler's words on taking office as Minister of Education: "Let us see to it that the children and young people of our country derive real profit from this, the first measure of social reconstruction which has been passed in these historic days, and is born of a faith in the part that education has to play in shaping the future destinies of our country."

HELEN S. MAIR.

### PERSONAL ACCIDENT AND ILLNESS INSURANCE

#### Are you INSURED ?

#### A PENNY PER HEAD

will cover Guiders, Rangers, Guides and Brownies against accidents during any Guiding activities throughout the year, including accident and illness during camp.

The new policy STARTS on NOVEMBER 8th—Renewal notices have been sent to all those insured under the present policy. Full particulars on request—refer also to page 162 of the October "Guider."



# THE VALUE OF CADETS IN A COUNTY

W HO is that Guider over there, wearing a white tie? " The answer to that question varies very much, sometimes the reply comes at once: " She is Miss So-and-So, the Captain of our Cadet Company." On the other hand, the answer may be: " I don't know—something to do with Cadets, I think." What is the position of the Cadet Guider in your District, your Division, your County?

White ties at any Guiders' gathering must necessarily be in the minority; consequently, the Cadet Guide is sometimes a little apart. Her job is often a lonely one and, although the feeling is disappearing rapidly, she is still on occasion looked upon with a certain suspicion—a fear that she is the person who is about to kidnap the Company's best Leaders or the Company's best Rangers. There are sometimes misunderstandings, and consequently the true value of the Cadet branch in the County is never fully realised.

It is possible to make the Cadet branch in a County as much a living force as the Brownies, Guides or Rangers. On what does success depend? It depends on complete co-operation, and co-operation depends on understanding—understanding in the widest sense of the meaning of the words "To train for service in the Movement." The purpose of a Cadet Company is to train girls over the age of sixteen to become good Guiders. This does not mean that they are to be trained in nothing except Guiding—far from it.

This is where the importance of the Cadet Guider comes in. There are some who still do not understand why the Cadet Guider should have to be recommended by a diploma'd Guider. All Guiders have a difficult job, but surely hers is one of the most difficult; she has to help a girl through the transition period from Guide or Ranger to Guider, to give her practical Guide knowledge and teach her how to impart this knowledge, to help her to become a useful world citizen, to take an interest in and to give advice on the girl's special outside interests and work. All of this during a very few years (usually two) during the period when the Cadet has very little time to spare from examinations, first jobs, boy friends, games, night school, theatres, pictures, dancing and other interests and pleasures which are all essential to the development of her character at this stage but which make her day very full, whether in time of peace or in war.

The diploma'd Guider can spot the Guider who can lead a discussion, who can get her Guide knowledge "over," who is smart, correct and patient. The Commissioner knows the Guider who will understand the particular difficulties of young Guiders in her district. She will know the Guider who is tactful and who can co-operate, who is balanced and broad-minded, who has outside contacts and can draw in people to help her with the subjects she does not feel able to tackle, who understands the difficulties of the adolescent mind when it comes to discussing the meaning of the Promise and Law. Therefore it is obvious that these two must join forces to find the right person for the Cadet Company.

It is quite possible that the Cadet Guider may find that she is particularly successful in teaching very definite subjects, such as signalling, drill, compass and so on, in which case she may become a Headquarters Instructor and prove herself to be of still more benefit to the County.

The war has brought many troubles to Guiding, one of the worst of these being that in many cases we have had to give responsibility to young Cadets who are only partially trained. They have had to run Packs and Companies at the same time as being members of the Cadet Company, and they have done splendid work keeping Companies going which would otherwise have had to be closed "for the duration." If Cadets have to take such responsibility, it must only be for as short a period as possible and only after complete agreement between the Cadet Captain and the Commissioner.

ment between the Cadet Captain and the Commissioner.

Once a Cadet has taken her warrant, she should leave the Company, for she must now devote her time to her Guides or Brownies, except, of course, on special occasions when she is invited to a meeting of the Cadets. This may seem hard, but experience has proved that it is a necessary ruling. In some districts Old Cadet Clubs are formed, where the members meet two or three times a year, and by this means the Cadet Captain is able to keep in touch with her old members.

What are the most noticeable results to be found in a County which is Cadet-minded? To find the real value of a Cadet Company we must turn to the Brownies and Guides. Have the Packs and Companies benefited because they have a Guider who has had a Cadet training? If there has been co-operation throughout, the answer is undoubtedly "Yes." Other noticeable results are smarter uniform, better camping and a gradual disappearance of the type of Company which is dull and uninteresting because the Guiders have never had experience with other Companies, or the type of Company where "Mary Smith," the Company Leader, becomes "Miss Smith" with her hat turned up—all in the space of one week. When a County becomes truly Cadet-minded, there are unmistakable signs of greater co-operation between Guiders of the different branches and

a greater understanding of the organisation of the Movement as a whole.

There are two mistakes we must avoid. First, although the young Guider has had a Cadet training, this does not mean she needs no further help. She must, indeed, be encouraged to attend County training classes, a course at a training school and residential trainings, but because she has been a Cadet these trainings will be of more benefit to her. She will know how to voice her opinions in discussion, how to hold her own in test work, and will not disgrace her patrol at inspection on Sunday morning (at least, we hope not!). The second thing is that we must not expect any two Cadet Companies ever to be alike; their programmes and tests must remain elastic. The high school Company; the Company which serves an industrial area, whose members are mostly workers in factories, mills and shops; the Company which draws from a scattered country district—all will use different methods to achieve the same end.

Who is going to carry out our post-war plans? The combined efforts will be required of those who have been able to remain in Guiding during the war, those who have been in the Services and who will have much to give us, and those who will be turning up their hats for the first time. Let us see that we have a solid, sound, practical Cadet foundation, and give them a good start for what will be a very difficult but very thrilling job.

M. V.

## A DISCOVERY PROJECT

THE other day I went to the Geffrye Museum in order to see an exhibition prepared by "The British Institute for Adult Education" for "The Council for the Encouragement of Music and the Arts" (C.E.M.A.). The purpose of the exhibition was the education of the ordinary citizen in the understanding and appreciation of painting. The basic elements of picture-making were explained by means of explanatory placards and illustrated by examples of the work of old masters and contemporary artists. This exhibition is now travelling the country, and Guiders, Cadets and Rangers who are interested may like to keep a look-out for it.

I went to see the exhibition; but what really thrilled me was the Geoffrey Museum. It is housed in charming old buildings, formerly almshouses belonging to the Ironmongers' Company. They were built in 1715 in what was then open country, but though they now face on to the Kingsland Road, Shoreditch, there is a quiet beauty and dignity about them which is refreshing. The London County Council bought the Almshouses, and in 1913 converted them into "a museum of woodwork and furniture for the benefit of the cabinet-makers and wood-workers of Shoreditch and the surrounding neighbourhood." Since then the scope of the museum has been enlarged, and it aims "at forming a background to history and a picture of family life as lived through centuries before our own, as well as being a collection of wood and ironwork for the use of students."

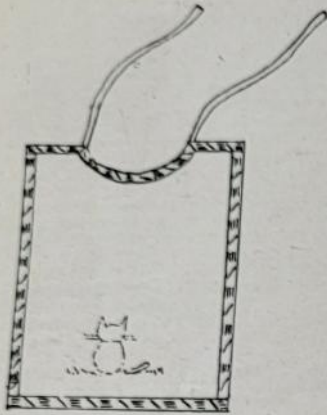
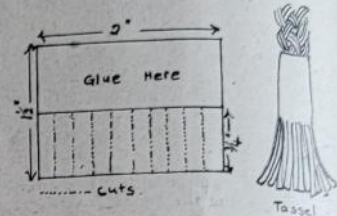
From 1600 up to the present time family life is shown by a series of period rooms containing furniture, ornaments and life-size, cut-out figures depicting the appearance of the owners of the rooms. There are also a number of models revealing how life was lived prior to 1600. Amongst the furniture are many fine pieces of the Chippendale school and others of the type of Heppelwhite and Sheraton. Messrs. Broadwood's first grand piano, built in 1795, has also found a home in the museum. There is a room designed by Sir Christopher Wren which contains carving by Grinling Gibbons; and Alfred Stevens's own library, the panelling of which was designed and carved by the artist.

The museum has been arranged with skill and imagination, and is obviously enjoyed by the children and grown-ups of Shoreditch. It is full of interesting relics of the life of our forefathers, and is just the place to make history come alive. As I wandered through the rooms I wondered whether it is known to all the Rangers and Cadets in London. It deserves to be. There must be many other places of a like interest up and down the country. Have we found them all out? It would be a fine project for the Rangers of a County to discover any museums and other places of interest in their locality. Besides cathedrals, churches, Roman remains and ancient British forts, there is much that is worthy of study. If I were keen on architecture, for instance, where could I find a good example of a Queen Anne or a Jacobean house? Have you a fortified manor house in your county? Can you show me cottages in the native tradition built before bricks, slates and machine-made tiles reduced the whole country to a drab uniformity? I can visualise a thrilling survey of the domestic arts and historical monuments of a county being made by Rangers who, having prepared an annotated list, would deposit it at County Headquarters for the use of members of the Movement. How exciting it would be if, when the Camp Adviser visited your site, she asked what were your particular hobbies, and, on hearing that Mary Smith was



## THE GUIDER

studying the village inn, she produced a list of all the old inns in the County and disclosed to you that the next village had an inn which had plied its trade ever since pilgrimages were made to the Shrine of St Aethbert in the 11th century. We are all keen on housing these days. Our understanding of the fundamentals of good building in the medium of to-day will be all the sounder if it is grounded in a real appreciation of the traditional architecture of our country.

BROWNIE  
CHRISTMAS  
PRESENTS

**W**HAT Brownie does not love giving Christmas presents, and there is always added joy in giving something she has made herself. Materials are not very easy to come by nowadays, but once friends know our need it is wonderful what will appear. The Brownies themselves can often bring scraps of wool, small pieces of material, cotton reels, etc. Pale or dull coloured material can be dyed a bright, clear colour. If the Brownies can have a good choice of different coloured material, wool and thread, they get excellent training through choosing colours which look well together.

Toys are expensive and not very plentiful, so the Brownies are sure to want to make some for small brothers and sisters. If making soft toys, be sure to get a good, simple pattern without too many pieces.

**Plaited Belt** (5-plait), made from dyed string. To make a 36-inch belt you will need five 8-ft. lengths of string, each dyed a different colour. Scraps of leather or felt for tassels.

Double each strand and fasten firmly, by tying a piece of string tightly round about half an inch from the end, before starting to plait. Care must be taken when using double strands to keep them flat. Instructions for plaiting in five can be found on page six of *Brownie Tests*. When you have done the required length of plaiting tie a piece of string tightly round, about half an inch from the end.

Cut a piece of leather or felt as in diagram. Glue slightly on the uncut part and roll round the ends of the plait covering the knots.

**Baby's Feeder**, cut from an old table cloth, serviette or towel. Choose a good piece, about 10 in. x 14 in., and cut a piece out for the neck.

Turn down half-inch hems on the right side and sew down with decorative tacking stitch.

A design may be embroidered on the bottom of the feeder.

Sew tapes at each side of neck.

**A Stocking Ball**. To make this ball you need an old pair of stockings—it does not matter how old they are—and some odd pieces of wool or embroidery cotton.

Directions for making:—Put your hand right down inside one stocking, and with the other hand catch hold of the toe and twist it round.

**NOTE**.—The Gelfrye Museum is on the right-hand side of Kingsland Road, going north from Shoreditch Church. It is open from 10 a.m. to 5 p.m. on weekdays and from 2-6 p.m. on Sundays. It is closed on Tuesdays and on Christmas Day. Trolley services 643, 647 and 649 stop at the museum; tram services 31, 55 and 67 stop at Shoreditch Church. Bus services 22, 35 and 69 stop at the museum; 6, 47 and 78 stop at Shoreditch Church; 76 and 76A stop in Kingsland Road, a little north of the museum.

Hold this twisted ball firmly with the hand inside and pull the stocking off outside in. Now put the other hand down inside and twist the ball again. Each twist increases the size of the ball and the stocking becomes shorter.

Continue in this way until all the stocking is used. Now place the twisted ball inside the other stocking and continue twisting as before. If woollen stockings are used one may be enough for a ball. Making the ball as round as possible, sew down the last fold of the top of the stocking. Stitch here and there to make the ball a good shape. Using the odd pieces of wool or cotton, start to cover the ball with blanket stitch, working in a circular manner as in diagram.

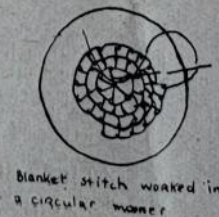
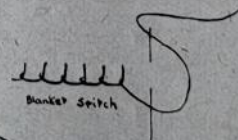
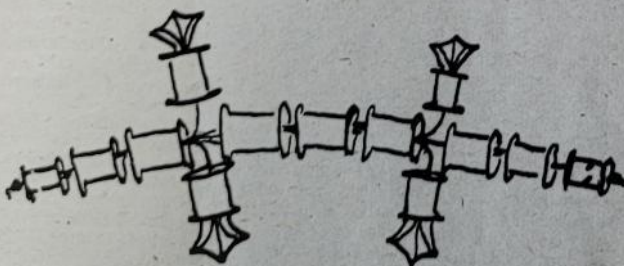
This sometimes puckers the ball, and to avoid this you can take a contrasting piece of wool and put in odd stitches between the blanket stitches (see diagram). This also makes the ball quite colourful.

You can vary the design of the ball by covering with stem stitch or chain stitch, using mixed colours, or you can cover the ball with weaving.

**Mitts**. Material: Odd pieces of non-fraying woollen material; coloured thread. To cut the pattern, place hand on a piece of paper and trace round the closed fingers and outstretched thumb. Cut two pieces of material, placing the pattern on the cross if possible. Closely blanket stitch all round both pieces separately. Then, placing them face to face, oversew the edging thread together. Leave open the wrist ends and a small piece of the side opposite to the thumb.

Work a pattern in wool on the back.

**Dragon**. Take  $\frac{1}{2}$ -yard of string and thread on three reels of different size—one small, one medium and one large—for the head. Take another  $\frac{1}{2}$ -yard of string and attach a webbed foot of cardboard and thread on one medium reel. Take another  $\frac{1}{2}$ -yard of string and repeat the same for the other foot and leg. Now draw all three strings through three large reels. Make two hind legs similar to forelegs and thread all five strings through one large, one medium and one small reel. Pull taut and make a large knot. Stick a small piece of red materials into the hole of the first reel for a tongue and glue on two beads or buttons for eyes.



The Finished Ball



# PRACTICAL SIGNALLING

## VISUAL

WHEN using the International Morse Code the symbols representing the letters, numerals, signs, etc., are expressed by two elements called a dot (or short) and a dash (or a long) which are signalled either singly or in combination. Whatever means are used in signalling the Morse Code, the dots and dashes and spaces between them should be made to bear the following ratio:—

1. A dot is taken as one unit.
2. A dash is equivalent to three units.
3. A space of time taken between any two elements of a symbol is a unit, and between two symbols is equal to three units.
4. The space of time between two words or groups is equal to five units in Naval signalling.

1. Flag.
2. Sound signalling, by long or short blasts on the whistle, fog-horn, buzzer, radio transmitter.
3. Flashing, made by:—

- (a) Exposing and obscuring a light.
- (b) "Making" and "breaking" a light.
- (c) By using a movable mirror.

Lights can be used for making Morse by:—

- (a) Training directly on the reader.
- (b) By using the beam in the same way as a morse flag, i.e., waving it through a vertical arc in an angle of 30° and back to the vertical, representing a dot; an angle of 90° and back, a dash.

### FLASHING.

#### Method of Instruction.

The alphabet should be learnt by reception. In the first lesson the six simplest letters should be learnt (E, I, S, M, O). As soon as you are confident of reading these letters the second exercise should be commenced. (See exercises.) This consists of a mixture of words with H in addition. Subsequent lessons each add one letter in the same manner, the order of lessons being:—

1. E, I, S, T, M, O	7. J	12. N	17. G
3. H	8. C	13. D	18. Q
3. A	9. R	14. B	19. Z
4. U	10. P	15. K	20. F
5. V	11. L	16. X	21. Y
6. W			

When the alphabet is mastered numbers should be learnt.

### THE MORSE CODE.

Meaning.	Symbol.	Meaning.	Symbol.	Meaning.	Symbol.
A	— · — · —	I	— · —	R	— · — · —
B	— · — · — · —	J	— · — · — · —	S	— · — · —
C	— · — · — · — · —	K	— · — · —	T	— · —
D	— · — · — · — · —	L	— · — · — · —	U	— · — · —
E	— · —	M	— · — · — · —	V	— · — · — · —
F	— · — · — · — · —	N	— · — · —	W	— · — · — · —
G	— · — · —	O	— · — · — · —	X	— · — · — · —
H	— · — · — · —	P	— · — · — · —	Y	— · — · — · —
		Q	— · — · — · —	Z	— · — · — · —

Numerals.	Meaning.	Punctuation.	Sign.	Symbol.
1	Full stop (.)	AAA	— · — · —	
2	Decimal point	Spelt out	POINT	
3	Comma (,)	Spelt out	COMMA	
4	Oblique			
5	stroke (/)	XE	— · — · —	
6				
7				
8				
9				
10				

In all signs such as the above XE, with a bar over the letters, the whole symbol is made without breaking up the letters.

#### Exercises when Teaching Morse.

Lesson 1. Letters E I S T M O.—Is fome motto mete semi it mist miss some sit mote its tit set toss site toe tom so meet tote most mess moss settee stem.

Lesson 2. Letter H.—His them hoe oh host eh moth these he those him tosh shot shoot hose hot hit home hiss this hist oho she mesh hem.

Lesson 3. Letter A.—At am ham tame moat hate teat ate that shame same taste tam team heat sham sat has east tea hat neat sin haste mamma mat sotat mate steam toast oath.

Lesson 4. Letter U.—Mum shut muse south sum must mouth mute suit amuse use oust thus hut tush assume sue thou hush out smut emu us must museum hum hue.

Lesson 5. Letter V.—Vesuvius vesta vive vie via veto visit save move mauve stove stove rote rat shave have shove vomit hives movies motive avis steve hove mavis vast vote move vest vet.

Lesson 6. Letter W.—Saw was wash waste what waist vow stew wish owe whit cwt mew swam wait whose wit wave mow stow watt white ewe Swiss wives weaves swat wheat two sweet swish wave sweat we tow west swim await wisest view whist whom hew.

Lesson 7. Letter J.—Joist Jew James jest jout joust jar jet jaw jam jot Jim jute.  
A J U S T O J M E J B W U S H J T M O U W J S O J E T  
U J O M W J U O E J A U J S J H J A U J M J A S H J T  
O J M O J W H E J M.

Lesson 8. Letter C.—Come coo cut witch Mitcham cow cot case matches cave cost covet watch sect came vice scat catch coma cause nice cove cat comet vouch twice cute thatch chute chum voice each itch act Chatham which.

Lesson 9. Letter R.—Rice strove jester rejector reservoir weaver rich trove rajah wire worm strive rise rim major where coaster schemer roam ram riot star warm were rove tram traitor tart coster tract tire virtue rover cart treasure river resister receiver jar weather.

Lesson 10. Letter P.—Protect price pat report swamp pappa camp project prove prior copper romp peeve stamp pepper port prop compass wept paper trumpet peat post mope pew strop strip wipe pumice stop proper propose power prices cap jam prism rope pants vesper vapour repose.

Lesson 11. Letter L.—Lope leave level tell luscious split loop limp will pull shell slipper law chew letter jill stool spell swell liver lips mill spool slow swirl lump low till wool slip spill lecture let well cool slim slew.

Lesson 12. Letter N.—Tent John ran when Roman pence joins spent month lane canvas mansion win cannon Joan strain loan even thrown runner June cancel rein new stone crown never spoon vane phone note Spain lance shine tentative strenuous ventilate ant plane envious spine.

Lesson 13. Letter D.—Drain made lord maid had do cad dinner and head steed and sad wood would did pod dove candidate strood adopt murder mood puddle depart sandal code adjust dunce dust jade divide add loud admiral drawn dinner should wed doctor doll.

Lesson 14. Letter B.—Boat sabre beer sob bee Boadicea binder absent banish abuse visible abrupt hibernate bell basin button abandon swab bridle banner able scribe label candle vibrate job jib liberate Strube band tribe aboard labour cobbler babe bad ballast barn bib.

Lesson 15. Letter K.—Check strike lock chicken wick leak rack keel Keil slack like invoke stricken ilk skill jack jacket keppel stroke moke sick wheelk lark steak pack joke know coke lick kills back make speak wake knot cock kick keep stank weak sleek kirk.

Lesson 16. Letter X.—Extra exam laxative Baxter index taxi exact explain Ajax wax fix Mexico example expire saxophone maximum exercise lexicon vixen vexed sex mixed codex extend ox Xmas Oxo sextant maxim next Maxwell exit six elixir lax luxurious vapex external extol.

Lesson 17. Letter G.—Gone grow beggar bugler mingle ego string egg segregate group strong general again vagrant stag megger badge mug wing gang bag gaunt hedge bridge college jug log bangle struggle gorse gallop megaphone Negro engine midget morgue ago gale ring aged mangle.

Lesson 18. Letter Q.—Sequence consequent queer white queue quote conquest queen torque toque question equip equal equation inquest enquire quill barque liquor quorum piquet quail quack quad quote sequel banquet quip.

Lesson 19. Letter Z.—Zebra Ezra Zero Zulu Zenith haze hazard maze lizard zonophone buzzer Zanzibar Zodiac dozen Czar magazine benzine Izal zip zeppelin Zoo zoological ooze breeze azure buzz Mazda Zion Czech.

Lesson 20. Letter F.—Effort fail figure left defect offer often face afar fair staff loft fluff friend confer cuff conference griffin coffee false sift paraffin office baffle frantic raft famine confirm affair fresh fall flair frequent frame frenzied feather foolish fellow flop fluid.

Lesson 21. Letter Y.—Fry Egypt bye Byron easy lazy frenzy many joy vary query typhoon python lively toy hazy baby xylophone loyal coy royal loudly style away telegraphy joyous May-day straying.

#### Flashing Procedure.

When making a message by flashing, the transmitting ship calls up by making the pendants of the receiving ship continuously until the receiving ship answers by making "K" (go ahead). The transmitting ship then makes the message as shown in the examples below, mitting ship then makes the message as shown in the examples below, the receiving ship making "T" after each word or component correctly received. If the transmitting ship makes a mistake, she transmits the "erase sign" and then the last word or group which was sent correctly. The receiving ship then makes "T" and the transmitting ship continues the message.



## THE GUIDER

Meaning.	Procedure Signals and Signs.	Symbol.
Unknown ship or aircraft call	AA AA AA etc.	VE
General call	KKKK etc.	EEER etc.
Answering sign	EEER etc.	AS
Erase	AS	
Wait		
Carry on. (Ending sign when an answer is required)	K	
Ending sign. (When no answer is required.)	AR	
Written as +	II	
Break sign	BT	
Long break. Only used at beginning and ending of text message	IMI	
Repeat sign	C	
You are correct	V	
From	R	
Message received		
International Code group follows	PRB	

(To be continued)

## SEMAPHORE IN THE PACK

IN the September GUIDER there appeared the first article on Semaphore Signalling and Brownie Guiders probably noted with horror that the method of sending H, I, O, W, X, Z was different from that to which they are accustomed! These articles have been written after careful research to clear up the different opinions on how we should signal in semaphore. This is the method of signalling largely used by Sea Rangers and the published style is the one they will now adopt.

But the Brownie Guider may ask herself "What has all this got to do with me, why can't I continue to signal with my Pack using the style I have always used?" The answer is that it has a lot to do with us! It would be extremely confusing to have two styles used by the Guide Movement and as the child gets her first introduction to Semaphore signalling in the Pack it is only fair to teach her the style she can continue to use as a member of the Guide Movement. Also in many places Brownie Guiders have given a great deal of help to Sea Ranger Crews by teaching and testing semaphore and it is only by bringing themselves up to date that they can continue to give this assistance.

The following are the answers to questions which have arisen since these articles appeared:—

Can I turn my body? Clause 8, September GUIDER.

"The sender should keep the body straight and square to the direction of signalling." Guiders must adopt this style and so should Brownies unless their arms are too short to reach across their body and then they may be allowed to give a slight turn in order to make their signalling readable.

Must a Brownie change her style if she is almost ready for Golden Hand?

No. If a Brownie is practically ready for Golden Hand she may be tested on the style she has learnt, but every effort should be made to change the Pack over to the new style as soon as possible.

What standard of semaphore is a Brownie Guider expected to teach for her warrant?

Guide Second Class standard, "Receive and answer a message across a reasonable distance." For this a few procedure signals will be necessary in addition to the alphabet.

Brownies enjoy signalling and if simple semaphore games are played with the whole Pack the Brownies know how to read and send a few letters and are anxious to learn more when they come to work for Golden Hand. If the Brownies are used to playing semaphore games at regular intervals from the moment they join the Pack signalling ceases to be a stumbling block to Golden Hand. When practising for this test Brownies should learn to send and read words from the start and if the order of teaching the alphabet is taken from the September GUIDER there are progressive lists of words given which can be used.

The following are suggestions for games which can be played with the Pack after the Brownies have learnt a few letters. The groups of letters to be learnt are taken from THE GUIDER.

**Pictures.** (Apparatus: pencil and paper for each Brownie.) Teach the Brownies the letters in Lesson 1. Sixes number and in turn a letter is signalled to each member. The Brownies draw a picture of something beginning with the letter they received. Too long should not be spent over the drawings as the object of the game is to read semaphore and not to produce finished pictures, and the Brownies will want several turns.

**I Spy.** (Apparatus: pictures made in previous game. It is better to name each picture in case of argument!). Scatter the pictures around the room; Brownies stand where they can see the Guider who says "I spy something beginning with . . ." and then signals a letter. Brownies run and find a picture beginning with this letter. All who are right score one point. The first to bring a correct picture scores two points and takes the next turn of saying "I spy . . ." and signalling the letter.

When the Pack has mastered the letters in Lesson 1, Lesson 2 can be taught on the next occasion these games are played.

**Orders.** (Apparatus: two sets of letter cards for each Six. These can be made by the Brownies and need only include the letters known by the Pack. The Guider needs a list of suitable words taken from the lessons which the Pack has learnt.) Sixes in groups at one end of the room; the Guider stands some distance away and the letters are scattered on the floor behind her. The Brownies number in their Sixes. The Guider says "All be . . ." Number ones now run up to her, she signals the first letter of the word, these Brownies run up to her, she signals the next letter while Nos. 2 run up to read their signalled letter and so on. As the Brownies find their letter card they take it back to their Six and when they have spelt out the word they act (ex. crab). Instead of saying "All be . . ." the Guider can say "Turn into . . ." If this order is given the Six form themselves into the ordered shape, as in the game "I wouldn't be a girl" (ex. bag, bed, bun, etc.). Score one point to each Brownie who has brought the right letter and two extra points to the first Six to act the word or form the shape.

**Variation.** To give extra practice to Brownies working for Golden Hand. (Apparatus: Letter-cards and list of words taken from the lessons which the advanced Brownie has a group of those who know so that each advanced Brownie read the semaphore and they tell that only the advanced Brownies read the semaphore and they tell the others in their groups, in turn, which letter they are to fetch

## PRACTICAL SIGNALLING—VISUAL

The article appearing in the September GUIDER entitled "Practical Signalling—Semaphore (Visual)" states: "7. In changing from one sign to another the arms should be kept straight and swung through to a vertical plane. In sending the letters H, I, O, the left arm forms the lower position. In W, X, Z, the right arm forms the lower position."

"8. The sender should keep the body straight and square to the direction of signalling. The arms, when disengaged, should be dropped smartly and kept in front of the sender's legs. When on a steady deck or on the ground, the heels should be kept together and the legs straight; the body should not be allowed to sway from side to side. If on an unsteady deck in a seaway, the feet may be apart; so as to preserve the balance."

In view of some inquiries which have reached us regarding the correctness of the explanation:—

The question of the most up-to-date methods of teaching signalling has been gone into; and this is the method used by the Navy and Naval Cadets. Instructors are anxious that trainers should not depend on circles, but should be able to recognise from the first individual letters, and the above positions also give a clearer outline. This method should be used by Sea Rangers and Guiders; for Brownie Guiders, see the above article by Miss Clayton.

MARJORIE SHANKS,  
Commissioner for Training, Imperial Headquarters.

## FIRST CLASS FOR GUIDERS

## OFFICIAL STATEMENT

There is no age limit to the taking of the First Class test. When a First Class Guider becomes a Guider she need not pass any additional test—she merely changes her cloth badge for the Guiders' enamel one. (It is, of course, up to every Guider to see for herself that her knowledge of the test is up to date and up to standard.)

When First Class tests for Guiders are being planned they should be arranged just like Guide tests and should be really practical. There is no reason why Guiders and Guiders should not enter for the test at the same time.

There is now no question of a Guider passing First Class on a teaching basis. All Round Lanyard. The test for the All Round Lanyard is a teaching one and the subjects to be taught include those contained in the All-Round Cords test. That is to say that the candidate must be prepared to reach any part of First Class, including the proficiency badges (Cook, Child Nurse, Needlewoman) and also the following badges:—

First Aid or Sick Nurse or Emergency Helper.  
Swimmer or Signaller.

Two other badges chosen by herself of which one at least must be one of the following outdoor badges: Astronomer, Boatswain, Birdwatcher, Gardener, Hike, Horsewoman, Landgirl, Naturalist, Pathfinder, Pioneer, Stalker or Woodman.

MARJORIE SHANKS,  
Commissioner for Training, Imperial Headquarters.

## BLACKLANDS

The ban on camping at Blacklands has been lifted and unless further notice is given the normal rules and conditions are in force. Blacklands provides facilities for autumn holiday-making which should have a great appeal to those with free week-ends. Apply to the Warden, Blacklands Farm-Camping Ground, East Grinstead, Sussex.

## LETTERS FOR READERS' FORUM

## Uniform and Post-war Plans

These subjects are both under consideration at present and we cannot therefore give answers to questions relating to them. Ideas in connection with either subject will be welcomed, but no further letters on these matters can be published in the Forum.

## Letters for Publication

Letters for the Forum should be accompanied by the name, address and rank of the writer. Letters which do not comply with this rule will not be published.



## READERS' FORUM

## THE GUIDER

Dear Editor,

Now that we are at least, we hope, within sight of the end of the war in Europe, it seems to be time to consider the future of the full-time Guider. It has been necessary, while we have all been over-worked, for a certain number of Guiders to give full-time service to the Movement in order that standards of training, etc., should not be unduly lowered. When demobilisation begins and women who have been in the Services look for peace-time work, many of them will undoubtedly seek in Guiding and in other youth organisations a job which they can do and enjoy. Guiding will be grateful for their help and for the wide experience which they will bring with them. But I think that we need to consider very carefully whether we shall be wise to continue to have the full-time Guider at all when the war is over and we have more time to do our own work.

Guiding was never intended to become a full-time job, and many Guiders feel that we are already becoming over-organised with our Advisers for an ever-increasing variety of subjects and numbers of full-time trainers. That this is felt also by those outside the Movement will be seen in *Alternative to Death*, by Lord Portsmouth.

Before the war, when most people had to fit in their Guiding on top of a busy life, few had time to waste on trying to organise the whole country to work according to their own pet theories; but given a number of full-time Guiders, they have ample opportunity during hours to make all sorts of plans which, while probably excellent in themselves, are the bane of busy Guiders who suddenly find themselves expected to conform to them. So many of these plans seem to bear the mark of the office chair rather than the Company or Pack meeting. They cause comments such as the following from a bewildered P.L. struggling with a recent alteration in Second Class: "But, Captain, the people who suggest these things ought to be made to try them first, then they'd know that they won't work."

Finally, and the most important point, anything which is a full-time paid job tends to become a job like any other. How far can we be sure that Guiding, in the hands of an increasing number of professional Guiders, will still keep the right balance and sense of proportion? And can we be certain that everything they do will be done for the children? It is so very easy to have so much fun and interest in Guiding while doing the barest minimum of work with the children themselves.

It seems possible that the Movement would be better, more friendly and less tied up with red tape if we returned to the trainers who trained in their spare time, and eliminated the danger of professional Guiding.

Yours sincerely,

(Signed) NOEL B. WOODWARD,  
Division Commissioner, Green Cord.

Brays Cottage, Hyde Heath, Amersham, Bucks.

Dear Editor,

After reading the article in the September GUIDER—"Choices Before a Guide of 14—to Become a Cadet"—we feel that we would like to put before you our opinion, that while we realise to the full the importance of attaining and keeping up a high standard of Guiding, the article sets a standard which it would not be possible for many Cadets to attain, even though they will make very satisfactory Guiders on completing their training.

The programme suggested in the article is a very full one and leaves little time for activities outside Guiding or the development of an interest in cultural matters, which we think are most important.

Each individual Company knows the abilities of the different types of girl which are its members, and it would be preferable that the Investiture Test be drawn up by the Company rather than that each new member be perhaps overwhelmed by being asked to suggest her own test especially if she were new to the Movement. It would take many girls the whole of their first year as Cadets to pass a test in overnight hiking.

We think that the Cadets should spend their time in trying to understand the psychology of Guides and Brownies and in practising taking simple games and drills with the Cadet Company, so that on becoming a Guider they will be better able to handle their Companies.

Surely a Cadet, new to the Movement, must learn the fundamentals of Guiding in general and the psychology of children in preference to acquiring a highly specialised knowledge of one or two subjects.

The working-class Cadet in an industrial area becomes, on completing her training, a very capable Guider in an industrial Company, and needs a general Guide training and help with Company management, not a detailed technical knowledge.

We feel that we want to produce from a Cadet Company Guiders with a broad outlook and varied interests, and not a Guider, very efficient in Guiding, but with no other interest or spare-time activity.

Yours, etc.,

SIX CADET GUIDERS,  
S.E. Lancs.

Dear Editor,

Mrs. Dunsheath, who in the October GUIDER pleads for Youth Clubs, with an "ultimate creed of loyalty," may be interested to hear of the Square Centres venture made by the Scottish Executive Committee of the Girl Guides Association.

In 1940, Miss Greta Collins was appointed to experiment in a

new housing area in Edinburgh where the need was very great. It was felt that the principles of guiding and its methods were capable of wider application, in order to reach the large numbers of older boys and girls unattached to any organisation. "The Square Centre," opened primarily for girls of 14 to 18 years, for a few nights a week, was very soon a mixed centre, open every evening, with new junior groups continually becoming inevitable.

Although at first unaware of the relationship of the Centre to Guiding, its members, mainly through their discussion group, known as "The How and Why Club," discovered that their Centre was founded on the ideals of loyalty and service—loyalty to God and the King, and service to others. The Centre has now a membership of about 800 boys and girls, and is self-governed by Committees elected by its members. There are many activities besides all branches of Guiding and Scouting; handicraft, baking, music, drama, games, dancing, discussion groups, library and epilogues are just a part of the whole training for citizenship.

Guiders are now being accepted for training as "Square Centre" leaders, and full particulars may be had from the Organiser, Miss Collins, 39, Learmonth Grove, Edinburgh. Two other Centres, at Coatbridge and Methil, have been running successfully for some time. More Centres are to be opened as leaders complete their training, and although Scotland is leading the way, it is hoped that England and countries even farther afield will very soon be sharing in this wider work of the Girl Guides Association.

Yours faithfully,

(Signed) E. ROWLAND,  
Edinburgh.  
Square Centre Leader-in-Training.

## WHERE TO TRAIN

## FOXLEASE TRAINING WEEKS

Oct. 27th-Nov. 8rd—Ranger (Intermediate).	Jan. 23rd-30th—Brownie, Guide and Ranger.
Nov. 7th-14th—Guide and Ranger (Pre-Warrant).	Jan. 30th-Feb. 27—Spring cleaning.
Nov. 17th-24th—Commissioners.	Feb. 27th-Mar. 6th—Guide.
Nov. 28th-Dec. 5th—Brownie and Guide (all grades).	Mar. 9th-16th—Brownie and Guide.
Dec. 22nd-28th—Christmas Party.	Mar. 20th-27th—Ranger and Guide.
December 29th-January 4th—C.C.A. Conference.	Mar. 29th-April 9th (Easter)—Brownie, Guide and Ranger (ten days).
January 5th-9th—English Headquarters Instructors.	April 13th-20th—School Guiders.
January 12th-19th—Guide and Brownie.	April 24th-May 1st—Brownie and Guide.
January 23rd-30th—Brownie, Guide and Ranger.	May 4th-8th—Woodcraft (week-end).
January 30th-February 27th—Spring cleaning.	May 11th-15th—Headquarters Staff (week-end).
Dec. 29th-Jan. 4th—C.C.A. Conference.	May 18th-28th (Whit)—Guide and Ranger (ten days).
Jan. 5th-9th—English Headquarters Instructors.	June 1st-5th—Ranger (week-end).
Jan. 12th-19th—Guide and Brownie.	June 8th-15th—Brownie and Guide.
	June 19th-26th—Extensions.
	June 29th-July 8rd—Guide and Ranger.

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

## FEES (Except for Christmas Party).

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

## For Easter and August Bank Holiday 10-day Trainings.

	£ s. d.
Single room	4 0 0
Double room	3 4 0
Shared room	2 10 0

## Grants on Railway Fares.

Where a Guider finds difficulty in attending a training week at Foxlease on account of train fare, the following reductions may be obtained:—  
For return fare exceeding £2 a grant of 5s. will be made.  
For return fare exceeding £3 a grant of 10s. will be made.  
For return fare exceeding £5 a grant of £1 will be made.  
The application for rebate should be made through the Guider's Commissioner direct to Foxlease.

## Free Places.

Five free places are available for each training week at Foxlease. Applications should be made through the County Secretary.  
If a Commissioner feels a Guider would benefit more from a Pre-Warrant training although a warrant may have been obtained by the date of the training week, a note to this effect with the Guider's application will be accepted.

## LONDON

*Brownie Guiders' Training Evening.* Monday, November 13th, Headquarters, 6.45 p.m., fee 3d. A Christmas Scene for Brownies will be rehearsed by Miss Eileen Peake, Drama Adviser.

## SCOTTISH TRAINING

A Central Training will be held in the Christmas holidays at Belmont, near Alyth, from December 26th-30th.

There will be two courses running concurrently, with some combined sessions: one for Cadet Guiders, and the other for Brownie and Guide Guiders. Commissioners will be very welcome at either. It is hoped that the Imperial Commissioner for Training will be present for part of the time.

Applications should be sent as soon as possible to the Secretary, Miss F. M. MacLeod, Dalvey, Forres, Morayshire, from whom further particulars can be obtained. The closing date for entries is Friday, December 15th.



# THE GUIDE INTERNATIONAL SERVICE REPORTS THAT—

Scotland is holding a special G.I.S. Week from November 30th. We wish them luck.

## TO SCOTTISH GUIDERS

Dear Guiders,

During St. Andrew's Week, Scotland is going to make her special effort for the G.I.S. Fund, and I want to ask you to make this effort as big as you can and as successful as you can. I have been moving about Scotland a good deal lately, and everywhere I have been, from Orkney to the Borders, I have been asked the same thing—"Do tell us more about the G.I.S."—so I know that everyone is interested and I know that everyone wants to help. Our first team has gone, and I'm sure many of us wish we could go with them to help in the wonderful work that lies before them. Alas! We cannot all do this, but we can help to see that they get everything they need to enable them to make this work as effective as possible. They will be constantly in our thoughts and prayers, and Scotland's good wishes go with them.

Let us also support them in a practical way and contribute as generously as we can to the Fund which has been formed to keep them in the field.

*Walter Forsyth*  
Chief Commissioner.

## FROM THE G.I.S. POST BAG

More letters have come from the First Team—cheery letters, full of enthusiasm, letters that lay stress on the fun of the job, and only mention bugs, sandstorms, poisoned mosquito bites and such things in passing. The sort of letters one might have expected from that particular bunch.

Just lately the Team has been split up for some special training courses, with driving and languages well to the fore. The only murmur of hardship they have made, to date, concerns having to attend seven lectures a day when there are things of a practical nature that they would prefer to be doing about the camp! It is easy to read between the lines that the work they do, even during this semi-training period, is hard enough to justify all the plea for



Volunteers teaching Greek children to play again.

"toughness" that has been made for Volunteers in the past. One of the routine jobs has been going round the tents of the big refugee camp, where they are still working, and "seeing to things." The tents are E.P.I.P. ones (small marquees). There are no actual specified numbers of people in each tent, but I should think the average is about sixteen. The families use bits of the side walls of the tent to make partitions. Inside these "rooms" in the tents you will find every conceivable thing. Some leave a good deal to be desired, but others are very clean. A good deal of de-bugging has to go on, both of bedding and people!

So much for routine work, which, like traditional mother's work, is presumably never at an end! Here is a sidelight on some of the training activities:—

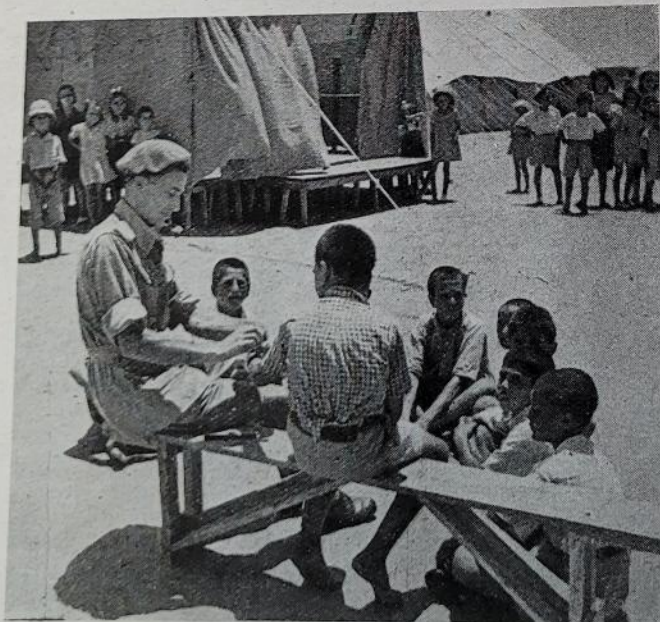
We practised putting up an E.P.I.P. tent. It is like a medium-sized marquee with a flysheet. When we arranged to do it it was more than usually hot, but by the time that we actually got to work there was a pretty strong gale blowing, and we could hardly see for sand. Apparently that kind of thing happens at this time of year. We were quite pleased to take shelter inside once we had got the sides up. Believe it or not, it took us about an hour and a half to get that thing up! The pegs take a tremendous amount of getting into the ground, as it is not just soft sand, but seems more like rock underneath. We managed to break two marquee mallets in the process. The sand got in everything—in our rooms, in our beds, in our food—and it went on blowing until the early hours of this morning, so we that we had to sleep with all doors and windows closed. However, we were told it was nothing to the real thing, which comes in a month or more!

Driving, for some of the Volunteers, presents excitement. One of them writes:—

"This morning I received a note asking me to take a truck and go into the town for stores. . . . The road is an interesting one when it gets near the town—it is bordered by a stream, in which many things occur. Washing is done, cattle and water-oxen watered, children and whole families washed, fish caught, vegetables prepared, water-bottles filled, also quite a bit best left to the imagination—all this goes on by the roadside in about one-mile length. The date palms are heavy with fruit now, and white ibis flap overhead, and hoopoes are fairly common—all these things to be seen at once, when the road is needing all your eyes, and a spare pair you haven't got. So you see it can be nerve racking. . . ."

This month there is little space for all the news the team has sent home, but here is one closing sentence from its Leader's letter:—

"We are longing to hear if a second team stands a chance of coming out soon. They are very short at this end—we know."



Geoffrey Crane gives a knotting lesson.

IS YOUR COMPANY  
GOING IN FOR  
"THE GUIDE"  
CHRISTMAS GOOD TURN?

Full particulars can be obtained from the Editor



November, 1944]

# THE GUIDER

## G.I.S. (B) FUND FORM

TOTAL AS WE GO TO PRESS £34,874

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

Company (Title as Registered)  
NAME  
ADDRESS

COUNTY TO WHICH ATTACHED FOR GUIDING  
DIVISION  
DISTRICT

Donations should be sent to:

ENGLAND  
G.I.S. (B) Fund Sec.,  
The Girl Guides Association,  
118, Buckingham Palace Road,  
London, S.W.1.  
SCOTLAND  
The Secretary,  
Scottish Girl Guide H.Q.,  
16, Coates Crescent,  
Edinburgh, 3.  
ULSTER  
The Secretary,  
Ulster H.Q.,  
50, Upper Arthur Street,  
Belfast.  
WALES  
Miss E. C. Pryce,  
Crossford,  
St. Asaph,  
Flintshire.

Cheques and P.O.'s should be crossed and made payable to:  
The Girl Guides Association.  
Girl Guides,  
Scottish Headquarters,  
Ulster Girl Guides,  
Welsh Girl Guides.

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

2. **Equipment and Uniform.** Each volunteer is given an equipment and uniform allowance of £25, out of which she is expected to purchase such items as she does not already possess. In addition the following are, at present being provided, and a limited number of clothing coupons can be obtained, if necessary, through the G.I.S.

1. Khaki uniform, underclothing and footwear, as issued to the A.T.S.
2. G.I.S. Badges and flashes.
3. Felt hat for wear with Guide uniform when not in khaki.
4. Material to be made up into ties for wear with Guide uniform.
5. Identity disc engraved with name, identity number and blood group.
6. Holdall for bedding.
7. Lightweight groundsheet.

8. **Insurance.** Volunteers are insured by the G.I.S. against accident and illness whilst on active service.
9. The G.I.S. takes over payment of National Health and Unemployment Insurance.
10. The G.I.S. will take over the payment of premiums for any professional superannuation or pensions fund for the period of service, but cannot undertake any private life or other insurance policies.

4. **Private Accounts.** If desired, individual volunteers can deposit a sum of money for their private use with the G.I.S. This is then credited to them with the team treasurer, from whom they can draw as required. It is, however, very much hoped that such credit would be regarded only as an emergency fund, as the G.I.S. particularly requests that every volunteer should keep her personal expenses within the amount allowed for pocket money.

## GUIDE INTERNATIONAL SERVICE (BRITISH)

### TRAINING CAMPS

The following camps have been arranged for advanced training in lightweight and mobile camping:—

1. November 23rd to 29th in Wiltshire or S.W. England.
2. December 8th to 15th in Derbyshire.

Application for either of these camps should be made to the G.I.S. Secretary at Headquarters as soon as possible, as numbers are limited.

NOTE.—In future application for G.I.S. Camps organised by H.Q. must be made on the special application form only. These can be obtained from the C.C.A. or recorder. No application will be accepted without the signature of the C.C.A. or her representative.



### Hospitals and Cripples Companies' and Packs' Competition

This was based this year entirely on Second Class work, so that it would come in the ordinary programmes of the Packs and Companies. It was therefore very disappointing to receive only three entries each from Companies and Packs. Notices of the competition were sent out to every Company and Pack, through the County Extension Secretaries, so as this led to considerable expense in printing and postage, one does not feel that this is justified in these days if the competition is not wanted. We would therefore, suggest that anyone who wants a competition in 1945 should write and say so before February 1st, giving if they like, ideas for it. If a large enough proportion do not write, there will be no competition in 1945.

The entries for this year's competition were of a high standard, and the winning Company and Pack fully deserve the cup and shield.

1st Leasowe (Cheshire) Company has won the cup, with a beautifully made and designed booklet about the Union Jack. Even the cords and tassels used for tying the booklet together were hand-made, and the stories of the Saints were dramatically and originally told. Other items of history and information about the flags all go to make the booklet a valuable Company possession for teaching recruits.

9th Coventry Company came second, with a very neatly made and well finished entry.

52nd Doncaster Company sent in a very good entry with most artistic drawings.

1st Leasowe Pack fully deserves the Brownie Shield, with a well-designed child's bib showing very effective running stitch. The crosses of the flags and their emblems were well drawn and designed.

6th Ely (Lincoln) Pack also produced a very well-made bib, and their drawings of the emblems were especially naturally done.

Queen Mary's Hospital sent in actually the prettiest bib, but their flags and emblems were not so well drawn and coloured as the other entries.

P. G. LATTEY  
(Assistant Commissioner for Hospital Companies and Packs).

V. E. T. MARTIN  
(Secretary).

## ADDITIONS TO POSTAL LIBRARY SINCE OCTOBER, 1944

- GENERAL
- Evolutionary Religion. By Roger Ward. (S.C.M.)
  - What has Christianity to Say? By Wm. Paton. (S.C.M. 1938.)
  - Christ and Swastika. By Frey. (S.C.M. 1938.)
  - Christianity and World Order. By Bishop of Chichester. (Penguin Special.)
  - The Dynamics of Reconstruction. By S. D. T. Kelsey. (Clarke. 5s.)
  - Peace and Reconstruction Year Book, 1944.
  - The Price of Leadership. By J. Middleton Murry. (S.C.M. 1939.)
  - Helping the People to Help Themselves. The Story of U.N.R.R.A. (H.M.S.O.)
  - Unhappy Europe. By R. I. I. A. (O.U.P.)
  - No Other Road to Freedom. By Leland Stowe. (Faber. 12s. 6d.)
  - In the Margins of Chaos (Relief Work, 1915-1938). By Francesca Wilson. (Murray. 7s.)
  - Leadership in Democracy (Wallace Trust Lectures). By Lloyd. (O.U.P. 2s.)
  - Czechoslovakia. By Mackworth and Stransky. (Cross Roads Series. 5s.)
- GREECE
- Against Civilisation. By Sir Henry Lunn. (Epworth.)
  - Church of the Greek People Past and Present. By Kephala. (Williams and Norgate. 6s.)
  - The Orthodox Church. By Christianides. (Williams and Norgate. 6s.)
  - Guide to Greece. By Hourmoures. (Evans. 6s.)
- POLAND
- Poland's Progress (1919-1939). By Michael Murray. (Murray. 10s. 6d.)
  - The Survival of Polish Civilisation. By A. Bruce Boswell. (Eng. Historical Assn.)
  - I Saw the Siege of Warsaw. By Alex. Polonis. (Hedge and Co.)
  - Poland, Key to Europe. By Buell. (Cape. 10s. 6d.)
  - First to Fight. By Peter Jordan. (Foster.)
  - The Eastern Boundaries of Poland. By A. Bruce Boswell. (Polish Publications.)
  - Poland. By Ligocki. (Cross Roads Series.)
  - Polish Bomber Squadron, 1940-43. By Jordan and Janter.
  - Polish Flag over Cassino Monastery. (Polish Library.)
  - Some Facts About Poland. By Yalowski. (Free Europe.)
  - Poland—Unknown Europe. (Liberty Publications.)
  - A Worker's Day. (Liberty Publications.)
- PSYCHOLOGY.
- The Backward Child. By Cyril Bunt. (London U.P. 22s. 6d.)
  - The Young Delinquent. By Cyril Bunt. (London U.P. 21s.)
  - The Outline of Psychology. By Wm. McDougall. (Methuen. 15s.)
  - The Psychology of C. B. Jung. By Dr. Jolan Jacobi. (Kegan Paul. 12s.)
  - Young Offenders. By Carr, Saunders, Manheim and Rhodes. (Camb. U.P. 7s. 6d.)
  - Seven Stages of Childhood. By Dr. Elizabeth Sloan Chesser. (Jenkins. 7s. 6d.)
  - Study of Childhood. By Mildred Nevill. (Pilgrim Press.)

## FINANCIAL LIABILITIES OF VOLUNTEERS

### During Training

Volunteers are expected to pay their own training expenses as far as possible. If they are unable to do so, these will be defrayed either by the county or the G.I.S. as follows:—

(NOTE.—Except in the case of test treks, it is hoped that volunteers will make a point of not undertaking longer journeys than necessary.)

1. Each volunteer will be allowed full expenses for two trainings, either camp or lecture week-ends, prior to being tested.
2. If the expenses of any training exceeds 5s., a claim for refund of the excess can be made either to the county or the G.I.S., up to a maximum of four trainings.
3. Full expenses for test treks will be paid by either the County or the G.I.S. Thus it will be seen that the volunteer can obtain:—  
Two trainings free of cost.  
Four trainings at a cost of 5s., and  
will have no expenses for the test.

### AFTER CALL-UP FOR ACTIVE SERVICE

In brief, there is little or no financial liability on the volunteer after being called up.

1. **Maintenance.** Volunteers will, where necessary, receive a maintenance allowance up to £3 weekly between the time of leaving their employment (or otherwise holding themselves at the disposal of the G.I.S.) and proceeding overseas. Volunteers are transported, maintained and receive medical treatment at Government expense during service.

An adequate sum for incidental expenses is placed to the account of the team, or to a volunteer on individual work, in the county to which they are sent, and each volunteer receives from 5s. to 10s. personal expenditure allowance. This is paid to them weekly—or as convenient—by the team treasurer and will vary according to the circumstances under which the volunteers are living.



## NATIONAL SERVICE

## WHAT OF THE FUTURE?

by

DAME HELEN GWYNNE-VAUGHAN

*With her great experience of the Women's Services in two wars, and a long association with Guiding as Chairman of the Executive Committee from 1928-1938, Dame Helen puts forward a suggestion which will, we feel certain, stimulate much interesting discussion. We should welcome the views of Guiders on the subject of compulsory national service in peacetime.*

EDITOR.

**B**ECAUSE of my long connection with the Girl Guides Association I have noted with very special interest the good work that Guiders are doing in so many forms of national service. Rangers have indeed carried their promise into a very much wider world. With the coming of peace new problems will arise which demand constructive thought, and Rangers will be better able to consider such problems because of the work they have already done. Some will affect them personally, the study of others will be part of their duty as citizens and, in due course, as voters. Ranger Guiders will already have many such questions under discussion. Here, for example, is one which, I suggest, might form the basis of a useful and interesting session: the desirability—or otherwise—of a period of continuous service to the State. Part of its interest is the ways in which national service, should it come, might extend to larger numbers some of the principles of Guiding.

It is inevitable that, very soon, this country will have to consider how the security won by the United Nations is to be maintained. Twenty years ago the solution of a similar problem seemed to be disarmament, but incomplete disarmament only brought war nearer. Not improbably a measure of training and preparedness on the part of the individual citizen may prove to be the price of peace. Already the Militia Act of 1939, which requires every fit man to spend six months in military training, is part of the law of the land. Is this going to continue, and, if so, what about women? Women are full citizens; they must be ready to take their share in any duties the well-being of the community demands.

It is, at any rate, interesting to speculate on the tremendous possibilities of universal service. Scouting and Guiding arose as the inspiration of a soldier, based on his experience in war and in preparation for war, but applied to the ways of peace. It would not be surprising if military training in future were to follow lines which Scouting and Guiding have shown to be of value and, like them, were to lay special stress on citizenship. Obviously young men must be trained in the use of arms, but that need not take all their time. For young women the position is simplified by the fact that, in their case, the primary arts of peace and war are identical. In order to run their own homes, and in order to play what is, apart from nursing, their most characteristic part in emergency, they must acquire skill in cookery, in house-work and in first aid. We have been told almost too often that an army marches on its stomach, but it remains true that good food wisely selected and properly cooked and served, has an incalculable effect on health and therefore on morale. The power to improvise cleanliness and some measure of comfort, the power to deal with minor injuries, are scarcely less necessary. Two other things should be added: child care, which is nationally too important to omit and the rudiments of a service trade in which the learner would maintain and extend her proficiency up to the age of (say) 31. Here an ample choice would be available and the service trade would normally be linked with the occupation in civil life. The future hospital nurse would learn to be a nursing orderly, the typist to be a clerk, the girl with domestic interests would increase her knowledge of cookery beyond that of her comrades. Among the many duties now entrusted to wrens, auxiliaries and airwomen there would be something for capacities of every kind.

You will notice that all these things, except a few of the service trades, are already taught in Guiding; they are things that we approve and want to see developed. Would it not be for the general good if every girl were required to spend six months, or better still, a year, in their practice? Even in a year proficiency in these five skills could not be expected, time must be allowed for recreation, for discussions, for games and for physical training, but a foundation would have been laid on which all subsequent experience could build. Meantime other things would have been happening. Fresh air, good food and regular exercise would have had time to take effect. More important still, those virtues essential to community life would have been practised, discipline, comradeship, co-operation, forbearance, concentration on the service of the State. A useful form of training might be for squads under their own instructors to work for a time in hospitals (as kitchen helpers and ward-maids), in institutions or even in homes where illness or misfortune justified special help.

National service, on such lines as these, would be a great training for peace, but its other aspect, as an insurance against war, must not be forgotten. The cooks must be accustomed to a military cook-

house, the clerks must understand military terms. This can best be achieved if training is under the guidance of one of the three services. A military organisation—using the term in its widest sense to include the Navy, the Army and the Air Force—has certain advantages. A common uniform, as we know in Guiding, enables everyone to start fair and gives an excellent training in democracy. In a service women from every walk of life come together as equals and learn to respect and appreciate each others' qualities. It is a pleasure to hear the whole-hearted admiration of gently-born recruits for the less educated but thoroughly practical sergeants under whom they work. In a service (as the centurion in the gospels pointed out) the orders are given only by those who are under the same orders. The opportunity is provided for practical as well as for theoretical citizenship.

The most suitable age for such training would probably be 18 but, within the limits of (say) 17 to 25 acceleration or deferment should be allowed. Short spells of refresher training should be provided after the period of continuous service has come to an end. Motherhood certainly, marriage possibly, should excuse from service. Under such a scheme it would be both the right and the duty of every citizen to give a year to the service of the State. Because of their obvious military value, it is not unlikely that this may be conceded in the case of young men. If, at first, it proves too difficult to confer the same privilege on young women, at least a start should be made with those who volunteer, and the training might well be regarded as a necessary qualification for positions of authority or of trust under the Crown. Otherwise a new artificial inequality will be built up between men and women, the result of which can only be to hinder co-operation and to handicap women in their professions and trades.

## A GUIDER IN A CONCENTRATION CAMP—continued from page 167

quite quickly. Actually, life in a concentration camp need never be dull. Even for those who had no definite work to do. There were opportunities of learning languages and of playing games; we had a deck tennis net and a medicine ball. There were the endless rumours which filled the camp both as to political events and our own fate. These rumours, carefully fostered by the Germans as part of their "war of nerves," were the bane of my life as they made everyone jumpy. After having been taken in by them for some time I began to see through them, but though they no longer affected me I never managed to get the majority of my fellow-internees to take them at their real value. This war of nerves was the only definite hardship inflicted willingly on us by the authorities. They were very "correct," adhering strictly in letter, though perhaps not in spirit, to the Geneva Convention, under whose protection we, unlike our unfortunate French colleagues, were lucky enough to be.

We saw very little of the Germans except for our sergeant, who had absolute authority over us. He had a large family somewhere in Germany, of whom he was very fond, and though I have no doubt that he would have shot me without hesitation had he been ordered to do so, we got on very well, and he often did little acts of kindness which lightened my task.

From time to time newcomers came in, all with their own tales of sorrow, and my experience as a Guider with the new Guide came in very useful. In fact, Guiding really helped to deal with every problem, both public and private, that presented itself. Wide games had taught me to hide food and messages which we passed to the French who from time to time passed through our compound to fetch stores. Camping had taught me to make myself comfortable under the most adverse conditions, being a Guider had taught me how to run a community. Not only did I know how to organise the material part, but the experience of many camp fire entertainments had shown me the psychological value of a "good time." We had a splendid fancy dress party, where high spirits reigned. In fact, it ended by us singing Tipperary, the Marseillaise and God Save the King at the top of our voices, and it was only in bed that I remembered that we were in a concentration camp. My slumbers that night were somewhat disturbed by the thought of the possible consequences, and I was relieved the next day when the sergeant asked me, with an enormous wink, how I had enjoyed the "Lustigen Abend." But it was specially the Law and the Promise which proved my greatest inspiration, the first by showing me the path to follow, the latter by reminding me where I could find the only Source of Strength and Courage which allowed me to carry out my task.

On November 3rd the liberation sergeant came in waving a paper in his hand. It was to tell me that I had 35 minutes to pack and present myself at the Kommandatur. Thus ended the queerest camp I have ever run. I was quite sorry to go. I had not on the whole been unhappy. The work interested me, coming as it did after a prolonged and painful period of inactivity, and if there had been bad moments there had also been very good ones. I had an opportunity to get to know people who under normal conditions I would never have met. It gave me an experience in handling situations which I hope may come in useful later on, but especially it has made what it is to be "behind barbed wire."

Now I am back, free at last from their shadow, but my thoughts often turn to all those known and unknown whom I have left behind, and I pray that perhaps one day I may be amongst those whose happy though difficult task it will be to help them to return to normal life again.

ALICE WEMYSS.



## CHRISTMAS SCENE

## THE GUIDER

[Note.—The Carol, *Three Kings in Great Glory*, by Selwyn Image, is reprinted by permission of Mrs. Selwyn Image.]

## Characters:

Leader of the Carol Party  
Mary ...  
Joseph ...  
Three Kings ...  
Three Shepherds ...  
Six Guardians (or Angels)  
Six or more Carolers.

Who controls the singing and makes any announcements that are required.

Members of the Carol Party who take on these characters during the scene.

This scene has been arranged for performance with the minimum of equipment and costumes. It has been effectively done with only putting on cloaks (curtains in various shades of yellow and brown) when they act their parts.

The Guardians in Guide uniform form a pleasant background for Mary and Joseph. If costumes are available it could be done in medieval dress. All the actors in dark cloaks with dress according to character underneath. In this case the Guardians can become Angels, their cloaks being lined with a light material which would show when they spread out their arms.

## Properties:

A stool for Mary.  
Staff for Joseph.  
Gifts for Shepherds and Kings.  
Five poles with sprigs of holly.

The singing should be unaccompanied. With the exception of "Three Kings in Great Glory" the Carols and Rounds used are those in the Carol leaflet published by Headquarters.

Here we come a-wassailing,  
Among the leaves so green;  
Here we come a-wassailing,  
So fair to be seen.

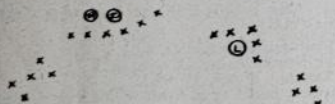
Chorus: Love and joy come to you,  
And to you your wassail too,  
And God bless you and send you a  
happy new year,  
And God send you a happy new year.

We are not daily beggars,  
That beg from door to door,  
But we are neighbour's children  
Whom you have seen before.

Chorus: Love and joy come to you,  
And to you your wassail too,  
And God bless you and send you a  
happy new year,  
And God send you a happy new year.

1.

## DISTANCE



(M) MARY  
(J) JOSEPH  
(L) LEADER

## AUDIENCE

## FOUR PART ROUND.

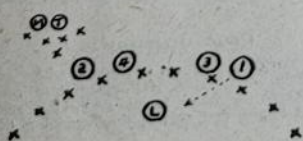
Nowell, Nowell, Good News I tell,  
And eke a wonder story,  
A Virgin mild hath borne a child,  
Jesus, the King of Glory.  
(Reprinted from *The Cowley Carol Book* by permission of A. R. Mowbray & Co., Ltd.)

This is announced to the audience by one part singing it through and then the others taking it up.

## THE HOLLY AND THE IVY.

This is danced to a slow walking step (one step to a bar), the Players form up thus:—

2.



## Words.

The Holly and the Ivy,  
When they are both full grown,  
Of all the trees that are in the wood,  
The holly bears the crown.

Chorus: The rising of the sun—  
And the running of the deer,  
The playing of the merry organ,  
Sweet singing of the choir.

The holly bears a blossom,  
As white as lily flower,  
And Mary bore sweet Jesus Christ,  
To be our sweet Saviour.

Chorus: The rising of the sun—  
And the running of the deer,  
The playing of the merry organ,  
Sweet singing of the choir.

## Movement.

First two lines sung by Leader then all join in. All stand in position for the first verse and chorus. Those in semi-circle hold hands.

An arch is made between two dancers in the semi-circle and No. 1 from behind moves into the centre.

The semi-circle is broken and the two lines turn inwards and change places, while the two in the centre turn each other.

3.



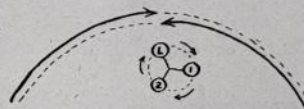
No. 2 enters to centre.

The holly bears a berry,  
As red as any blood,  
And Mary bore sweet Jesus Christ,  
To be our sweet Saviour.

Chorus: The rising of the sun—  
And the running of the deer,  
The playing of the merry organ,  
Sweet singing of the choir.

The dancers in the semi-circle return to their original places. The three in the centre move round with their right hands up in the centre.

4.



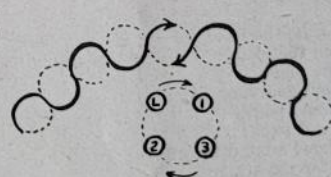
The holly bears a prickly,  
As sharp as any thorn,  
And Mary bore sweet Jesus Christ  
On Christmas day in the morn.

Chorus: The rising of the sun—  
And the running of the deer,  
The playing of the merry organ,  
Sweet singing of the choir.

No. 3 enters to centre.

Those in semi-circle turn inwards as before. The two central dancers start a Progressive Hey which will bring them to the outside—the others joining in. While four move round in a ring in the centre.

5.



The holly bears a bark,  
As bitter as any gall,  
And Mary bore sweet Jesus Christ  
For to redeem us all.

Chorus: The rising of the sun—  
And the running of the deer,  
The playing of the merry organ,  
Sweet singing of the choir.

Fourth enters to centre.

Those in the semi-circle move back to their original places as they came. The five in the centre move round with right arms up in the centre.

The holly and the ivy  
When they are both full grown,  
Of all the trees that are in the wood  
The holly bears the crown.

All stand in position for the last verse and chorus.

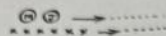


# THE GUIDER

[November, 1944]

Chorus: The rising of the sun—  
And the running of the deer,  
The playing of the merry organ,  
Sweet singing of the choir.  
The Dancers form two groups leaving the centre  
for entrance of Mary and Joseph, thus:—

6



As I sat on a sunny bank,  
A sunny bank, a sunny bank,  
As I sat on a sunny bank,  
On Christmas day in the morning.

I saw three ships come sailing by,  
Come sailing by, come sailing by,  
I saw three ships come sailing by,  
On Christmas day in the morning.

And who should be in those three ships,  
In those three ships, in those three ships,  
And who should be in those three ships,  
But Joseph and his fair lady.

Oh! he did whistle and she did sing  
And all the bells on earth did ring,  
For joy that our Saviour He was born  
On Christmas day in the morning.

Guardians move into the centre  
—Joseph and Mary hidden  
behind them.

Guardians face front.

They turn outward to each side  
and form up behind Joseph and  
Mary, who have moved forward.

Mary and Joseph look at each  
other happily and then at the  
Baby.

7.



Two Guardians put a stool in place for Mary,  
meantime the Kings and Shepherds have taken on  
their characters and collected their gifts.

Spoken.

(Guardians) Three Kings in great glory of  
horses and men,

(Kings) Of horses and men,

(Guardians) In haste come a-riding o'er moun-  
tain and fen,

(Kings) O'er mountain and fen.

(Guardians) For their King is awaiting and lo  
they would bring,

(Kings) And lo they would bring,

(Guardians) The best of their treasure to give  
to their King,

(Kings) To give to their King.

(Guardians) Poor shepherds lie huddled to-  
night on the plain,

(Shepherds) Tonight on the plain.

(Guardians) Their silly sheep guarding from  
danger and pain,

(Shepherds) From danger and pain;

(Guardians) For the wolves howl around them,  
and bitter the air,

(Shepherds) And bitter the air,

(Guardians) That blows o'er the snow-field all  
frozen and bare,

(Shepherds) All frozen and bare.

(Guardians) Come monarchs, and enter, your  
Monarch is here,

(L. Group) Your Monarch is here,

(Guardians) Doff crowns, on the bare sod fall  
down and revere,

(L. Group) Fall down and revere.

(Guardians) For the best you can offer is little  
I trow,

(L. Group) Is little I trow,

(Guardians) To the Lord God of Heaven you're  
a-kneeling to now,

(L. Group) A-kneeling to now.

Kings echo the words  
as if to themselves.

Show gifts.

At the other side  
round their fire.

Kings move forward  
and kneel, offering  
their gifts.

(Guardians) Come Shepherds and fear not, He  
will not despise,  
(R. Group) He will not despise  
(Guardians) The gifts that you bring Him,  
though rude in men's eyes,  
(R. Group) Though rude in men's eyes.  
(Guardians) See He's not arrayed here in  
purple and gold,  
(R. Group) In purple and gold,  
(Guardians) God's lamb lies as helpless as lamb  
of your fold,  
(R. Group) As lamb of your fold.

(Guardians) Then simple and gentle, and  
foolish and wise.  
(L. and R.) And foolish and wise,  
(Guardians) Come adore the great Lord of the  
earth and the skies,  
(L. and R.) The earth and the skies,  
(All) Who deigns for us all on this night  
to be born,  
(Guardians) This night to be born,  
(All) This night that is fairer than  
midsummer morn,  
(Guardians) Than midsummer morn.

All are now kneeling round Mary and Joseph except the Angels, in  
these positions sing two verses of "O Come, All Ye Faithful."  
During the last line the Guardians move round Mary and Joseph and  
stand with heads down till the end of the hymn.  
The Guardians then turn to face the audience and this is the sign for the  
players to drop their characters and all become carollers again.

Canon: I pray you sirs both more or less  
Sing these Carols at Christmas.

Players bow to  
audience.

Here we come a-wassailing among the leaves  
so green.

The Players go out  
as they came.

Here we come a-wassailing so fair to be seen.  
Love and joy come to you, and to you your  
wassail too,

And God bless you and send you a happy new  
year,

And God send you a happy new year.

## REVIEWS

The Noise of His Boots. Frances Mackenzie. (Year Book Press, 6d., 31, Museum  
Street, W.C.1.)

There is something very touching and very true about this sketch. Mrs. Burns'  
two neighbours come to congratulate her on getting rid of her evacuee. Peter, whose  
boots made such a noise on the stone floor and upset the invalid Mr. Burns upstairs.  
But Peter's mum has gone on munitions and in he walks again—to get the welcome  
he knows he will get. Three women and a boy—but a carefully chosen girl might do.  
Rangers who like something real should buy this.

### Religious Drama Pamphlets

Guides who are hoping to do a Christmas play with their Companies are recom-  
mended to send for some of these fourpenny pamphlets issued by the Religious  
Drama Society:—

Past, Present and Future, by E. Martin Browne;

Why, by Freda Collins;

How to Begin, by Diana Carroll;

Choosing a Play, by Helen Lamb;

The Producer's Part, by Pamela Kelly.

Address: (postage extra): The Religious Drama Society, S.P.C.K. House, North-  
umberland Avenue, London, W.C.2

Drama for Youth. Eric Newton. (French's, 1s. 6d.)

Production for Youth. Eric Newton. (French's, 1s. 6d.)

Acting for Youth. Eric Newton. (Fox's, 1s. 6d.)

The author has written these books as a result of his experience with Youth Clubs  
and all his advice is sound and will be useful to Rangers. "Drama for Youth" is  
concerned with the introduction of drama to a youth group and gives many ideas  
for acting games, spontaneous scenes and group work. "Production for Youth"  
is guidance for the inexperienced producer and "Acting for Youth" gives hints  
to the individual actor.

M. E. P.

To Meet the Occasion. Programmes of music and drama by Jennifer Greenwood and  
Diana Carroll. (French's, 8d. 6d.)

The authors have arranged these programmes in their capacity of Music and  
Drama Advisers to the Y.W.C.A. They give very full notes as to how the various  
items can be used and adapted for large or small groups and according to the time  
available for rehearsal. Among the good things in this book are: "To Meet the  
Orchestra," "The Circus," a burlesque mime, "I Hear America," and two Christmas  
items, a Carol Outline for a small number of players and a Christmas Mime for a  
larger group. Rangers, or Rangers and Rovers planning some joint activity should  
find this book useful.

M. E. P.

Pianist and Leader. The Central Council of Physical Recreation, 58, Victoria Street,  
London, S.W.1. (Not stocked at Headquarters.)

This new publication of the Central Council of Physical Recreation should prove  
to be very useful both to the pianist who is inexperienced as accompanist for keep-fit  
classes and also for the Leader who is not musical herself and finds difficulty in  
helping the new pianist.

It has obviously been compiled as a result of practical experience both from  
Pianists' and Leaders' points of view.

## A NEW VENTURE

A New Children's Theatre started its career last week when a dress rehearsal of  
"The Snow Queen" was given at Toynbee Hall prior to a provincial tour. The  
Company is to give performances in many towns under the auspices of the local  
education authorities and it is hoped that this is the beginning of a most successful  
and interesting experiment.



# THE GUIDE GUIDERS' CONFERENCE LONDON

OCTOBER 15th

## EXTRACTS FROM SOME OF THE SPEECHES

*Sir Stafford Cripps' opening speech and Miss Maynard's talk on Guides will be published later*

### Extracts from Lady Reading's Speech

Lady Reading said that Guides are not talked about because "they are taken for granted and are part of the country, but as she goes through the country she knows how much they are to be relied upon, England would not have stood as strong but for the countless Guides and Scouts. They will be able to contribute greatly towards the rebuilding of the world."

The strength of the nation through this war has been, said Lady Reading:—

- Devotion to duty.
- Selflessness of contribution, and
- Courage of action.

This has been generated by the strength and patience of all those who have gone before.

In the years ahead Guides and Rangers can help, and the country needs:—

1. *Self-discipline*, consisting of team work, unselfishness, the pooling of effort, dovetailing, so that the people can have homes again and to help those who have suffered more than we.
2. *Integrity*. The ability to know oneself and face up to facts. This means individual domination, personal decision. If we fail, the nation will be the poorer.

3. *Vision*. We must collect all our strength—training, advice, associations, and leadership. Apply all that one sees, discard all useless data and recognise the truth. Never prepare for self, but so that other people will not suffer.

We must have the vision to help others through clear thinking, objectivity and freedom from detail. Through vision the world may be enriched.

The W.V.S., Lady Reading continued, has been richer for what Guiding has done in the country, and the world is richer for what the Guides have done towards peace and onward through peace to Eternity.

Finally Lady Reading gave the Guiders the following message to take back with them:—

- The country needs the cultivation of—
- Steadfastness of purpose,
- Clarity of vision,
- Purity of motive.

Lady Reading said that she was proud to have been allowed to come.

### Miss Jeans on Movement

I have been looking forward with pleasure to this session, with the attractive title of Beauty in Everyday Life—but I feel I am a poor substitute for Miss Bronwen Lloyd Williams, whose experience is so much greater than mine. Her angle was a prosaic and practical approach.

What does beauty in every-day things mean to us? Is not it the things we have been brought up to admire, trees, sun on the grass, wind on the heath, babies, etc., beauty in mechanical things, engines, aeroplanes, etc.? How few people see any beauty in every-day physical movement, except perhaps the actor, dancer or trained gymnast? How many of us make a thing of beauty of sitting, standing, shaking hands—we English people are very bad at shaking hands (it gives us away!), pouring out tea, carrying a bag. How many people know what to do with their hands? We knit incessantly or smoke, as it gives us something to do with our hands—or make some sort of nervous gesture—this is so ugly. What about walking upstairs, how many people push their feet upstairs instead of lifting them? We are too lazy to lift our feet, so we push them instead, and this is a shock to the body—"Oh, to see ourselves as others see us."

Wear the right type of shoes, and pay enough for them, or your feet will give you trouble, and you will never again feel the effervescence of life.

Unless we have expressed good movement ourselves how can we understand the control which is necessary for good dancing. In everyday movements people often use everything they have instead of what is necessary. Every movement we make uses up more energy than is really necessary—economy of effort is a popular catchword. Do we apply it to ourselves? Have we learnt the art of relaxation? In short, have we arrived at a real love and appreciation of the beauty of movement, or are we still progressing in a

series of jerks both mentally and physically, wearing out both ourselves and those with whom we come into contact?

Women of the future is a grand title and at present those women are in your Company.

Up to seven years of age there is very little beauty of movement—muscle and brain are quite unco-ordinated. Between eleven and sixteen is the most awkward physical stage. We should aim at movement as a perpetuation of beauty. Body and brain are for the time being only partially working as a unit.

The educational world is making a great effort to increase the physical activities, particularly on the æsthetic side (dancing). The raising of the school leaving age will help—but so far not much progress has been made. We are up against bad housing conditions, unsuitable bedding, bad ventilation, bad seating at home, and sometimes school, tight clothing, uninformed and unobservant parents.

The Guide Movement does more to help hygiene and health than any other organisation—theoretically. Headquarters wisely insists on small numbers, so that Guiders can (or should) learn the home conditions of each child. The only way to help Guides is to know their home conditions.

The present generation will not make any better mothers unless good training is given in the near future.

Visualise your Guide Company ready for inspection. Do you see the beauty of a dead straight line, the lifted head, the healthy skin

and alert mind? Do you feel there is something very appealing about a Company like that, or do not you see the poking head, the slack shoulders, the dragging feet or that stiff and rigid poise which is sometimes mistaken for good posture. A little stiffness is good, but not too much. Beware of rigidity, which is often found in uninformed organisations. The services are different—the stiffened up, therefore they are

members join when older, and have bound to get some rigidity.

Up to the age of eleven you do not as a rule get much trouble, the bad deformities creep in after that. Children will often take correction better when in uniform. The combined effort of school, home and Guider can do much—your attitude towards the normal part of your work, inspection, drill, the insistence on doing things well, however small.

You will gradually train yourself to see beauty in clean hands, well-brushed hair, and above all the proud poise of the body, the mind and body eager and alert to give of their best.

### Miss Marindin's Talk on the Characteristics of the Guide Age

I wonder if I may claim your indulgence to start with over the actual title. It has been given as Characteristics of the Guide age. This is an appallingly wide subject. It is very dangerous to generalise too much and I feel unqualified to talk about the whole range of the Guide age. It is years since I had a Guide Company and I have since been mainly concerned with the upper Guide age, 13½-16 and it will be more worth while for me to speak about what I know. I do not want you to think that I am shelving the issue, because I feel that this question of raising the school age within the next two years means we have got to give a great deal of thought to the youngsters who are of school leaving age. We may find that while none of our main principle aims or methods alter, the outline of our programme for the 13-15 may alter, and probably it is wise for me to spend this three-quarters of an hour considering as our subject the school leaving age.

In doing this we can say straightaway that these youngsters of 13½-16 have two main streams of change.

First there is the physical and emotional change beginning, which we hear so much about from lecturers on psychology, and which is considerably written and spoken about. They are beginning to enter the stage of changing from being a child to a grown-up. By 18 they must have their own individuality, they must be ready to choose whom they will marry, a profession, etc., and have poise, and no longer depend on Mother for an opinion. Thirteen to sixteen is the first half of this change. It happens at a varying rate and takes varying forms. Some develop physically first. It is a stage of insecurity for them as they are not used to these physical and mental changes, and yet it is at the same time a period of promise, as they have that lovely feeling of the whole world being in front of them.

In secondary schools this change comes over a period of years,



## THE GUIDER

and it is often easier, in that, their outer circumstances do not change. For most children, however, the second change comes at the same time as the first, and the child leaves school and goes to work.

I suggest talking to you about those who go into unskilled labour and then we will see it in the raw as it were and can get it better, and we can soften the outline in easier cases, where the change is less sudden. For example in a rural community the child knows everybody and in her work in the village shop, or in service the change is less sudden as the people are not strangers to her.

If we walk in any industrial town on a Saturday afternoon, we will find the 18-year-old doing all the odd jobs—carrying home the shopping for mother, looking after the younger children, or wheeling the laundry home on a push-cart. She is the worst dressed member of the family you will find.

A year later she will be popping out of a factory with red lips, white nose, and smart clothes to go home to the supper which Mum has laid on the table. She has the status of a wage-earner and this new grown-up status must be coped with.

We are apt to be rather nonplussed to see sophisticated young women stepping in. But do not be alarmed—it is often only a way of bolstering oneself up as a grown-up wage earner. With boys it often takes the form of "We are all men together," and standing on the street corner. With girls it may take the form of make-up in order to look as grown-up as possible. Then there is always the "mate" and they will go together to buy a new coat and probably both choose a violent colour, and dress alike, irrespective of their different colourings, which is all very well until they fall out—but are still dressed alike.

Physically, the work may make them tired in some muscles, but not necessarily tired all round. Rhythm is popular—dancing, etc., and they will only want to concentrate on things for short periods.

What of their attitude to the lurid statements they hear, the question of whether you scrounge anything you can and work as little as you are forced? They hesitate to ask their parents because they feel too grown up and partly because education has improved during the past 50 years and the parents might not understand the question or the point of view raised.

We must be prepared to give them the information they need quite impartially. Tell them the answer we gave to a tricky question somebody asked us recently and they will ponder over this. You can offer them steadiness at a time when they are unstable. The girl who is in a frightful mood or quite outrageous one night can be made to feel that this is all over the next week and that we all known it was only a lapse from her normal behaviour, and although their difficulties are enormous and require all your attention, they are not the end of the world.

Girls may react to leaving school for work in three ways, such as:

1. They want to cling to the familiar things the Guide Company, etc., which they already know, as everything else is so new and unfamiliar. They may not, however, want too much responsibility, as their confidence is not quite what it was, with all this coping with the unfamiliar. They may cling to the Company longer than they should do, which is a form of escapism and is bad, and they must be gently moved on.

2. They go through this stage extremely normally and take everything in their stride.

3. They want to put on one side all that belonged to their child life, Sunday School, Guide Company, etc. This is an extremely natural re-action. They must go on and explore a new world before they come back to the old. We must be ready to tide them over this stage in a completely selfless way and co-operate with them to find the right technical school, or mixed club or whatever they need. They may come back to us for service later on.

I believe we are going to need all our wits about us during the next two years. We do not know whether the raising of the school age will mean that the switch over will take place while at school, or will be delayed. This must be worked out in the light of circumstances.

Guiders often ask: Are we playing our right part in the service of youth, if we serve so much the 11-14 age group, and then lose many of them after this age? I do not think you need worry because you do such good work between the ages of 11 and 14 that when later on we get them in the clubs that although Guides have never been mentioned the girl with Guide training stands right out by reason of her willingness to help, her initiative and the acceptance of responsibility.

#### Miss Leslie on the Art of Seeing

I will tell you about some of my personal pleasures in the hope of adding fuel to the fire of enthusiasm. If it seems outside your usual line of country, remember skill in seeing comes with practise, skill is gained, and is worth gaining. The best way is to paint, it is as natural as speaking, but if you do not feel you can, try and watch some competent people painting—and see the subject as they see it.

**Space.** We all dislike being crowded, but we do not always look at space or plan our lives in order to have it or enjoy it. The architect is a sculptor in space. In Westminster Cathedral you can see unusual and magnificently arranged space. There must be space in pictures.

Take something simple enough for a child to draw—a vase of flowers on a plain background—the space around the flowers is just as important to the beauty of the whole as the vase itself.

**Order.** Everything in the universe is law and order—disorder is

death. We do not enjoy being in a muddle. Order is an essential part of beauty, and tidiness is no merit in itself, it is part of order and therefore beauty.

There is beauty in uniformity. Why do we want our houses to be different? They are more beautiful if they match. There is beauty in the repetition of beautiful sound, movement, etc. An exception of matching are things on a table, a certain amount of variety here can be beautiful, providing everything is good.

**Light.** Light in water, sunlight, crystal—light is the source of everything. Colour is entirely emotional. All colour is relative to the colour around. Winds affect colour.

The first people to paint light were the French Impressionists. Do not only think of colour as different hues but as different intensities of the same hue. Do not have violent contrasts.

**Line.** A pencil is not a good thing for a child to start drawing with. Pure line is beautiful but not easy. There is no line in Nature. Cutting out with scissors, and clay modelling is better for beginners. It is better to tie a knot well than to do embroidery badly. Good workmanship is a most important thing with regard to Guide rooms, etc., remember the beauty of space and light, and do not keep the same picture up for ever.

Miss Sygne would like to thank all those who have written her such very kind letters about the Guide Guiders' Conference and Rally. She is not able to respond to them all personally, but very much appreciates them.

#### S.O.S.

#### EMPLOYMENT OFFERED

The Editor of THE GUIDER requires an efficient Secretary-Assistant. Quick typing essential. Shorthand speed less essential. Must have initiative and be adaptable. Knowledge of filing absolutely necessary, and should be a member of the Movement. This is not a reserved occupation, therefore applicants should be exempt. Salary according to age and ability. Apply to the Editor.

#### WANTED IMMEDIATELY

Quick, intelligent Ranger or Guide, aged 16, for work on GUIDE and GUIDER despatch. Must be methodical and accurate. Apply to the Editor.



#### LONE NOTICE BOARD

The Lone Branch in Scotland is a small but flourishing community. Its numbers generally about 200, though the membership is always fluctuating. This is due to the fact that there are always some 40 or 50 Lones transferred to the active branch as opportunity arises during the year, and, of course, new ones are constantly coming in to take their place. A large proportion of Lone Guides live on islands off the west coast, too remote and too sparsely populated to support an active Guide Company. Many Lone Rangers are on the mainland, nursing or working on munitions and in jobs generally where it is not possible for them to do active Rangering, but they manage to keep in touch with the Movement and do an amazing amount of work, including H.E.S., through their Lone Companies.

We have Lone Companies (some Ranger and some Guide) in Aberdeenshire, Argyll, Ayrshire, Dumfries, Edinburgh, Inverness, Kirkcudbright, Perth, Renfrew, Selkirk, Wigtown, and, in addition, we have "Headquarters" Lone Ranger Company for "oddmens" and a Lone Sea Ranger Crew S.R.S. Kittiwake, run by a Guider now serving in the W.R.N.S.

Last year, in October, the Chief Guide, attended by our Scottish Chief Commissioner, Mrs. Elliott Carnegie of Lour, M.B.E., made a tour of nearly every county in Scotland, and this afforded many Lones the opportunity of meeting the Chief for the first time.

The Lone Ranger Branch is an especial boon to Scotland, providing, as it does, the only pre-National Service training for isolated individual girls. In the Highlands and islands where transport is difficult, or even non-existent, and where the population is small and very scattered, many girls become enthusiastic Rangers, and very often ultimately transfer to Active Rangers when they go to work later in or near towns.

One of our greatest problems is to arrange for these isolated Rangers and Guides to be tested and enrolled. This very often entails extremely lengthy and complicated journeys, and in next month's GUIDER Miss Sapsworth, Captain of our 1st Argyll Company, is going to give a description of her recent visit to the Island of Gigha to enrol some of her Guides.

New Zealand Lones have recently sent us a splendid Letter, which has been circulated round all Scottish Lones, and in return we are now sending a Scottish Letter to Australia and New Zealand, and also others to Canada and South Africa.



# THE GUIDER



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

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

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

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

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

## MEETING OF THE COMMITTEE OF THE COUNCIL OCTOBER 11th, 1944

### APPOINTMENT

Mrs. Forrest as Island Commissioner for St. Vincent, British West Indies.

### REAPPOINTMENT

Lady Cochrane as Chief Commissioner for England.

### ALTERATIONS TO THE BOOK OF RULES

Rule 8 (d), page 8, Religious Policy. To be re-worded as follows:—  
"A Guide Company is a self-governing body. All matters of internal administration, discipline and finance are managed by the Court of Honour, of which the Captain is usually the Chairman. (See Rule 42.)"

Rule 13 (a), page 13, Chief Commissioner for a Country. The first paragraph to be re-worded as follows:—  
"The Chief Commissioners for England, Scotland, Ulster and Wales are appointed through the Chief Commissioner in consultation with the country concerned. The suggested appointments are ratified by the Executive Committee."

Rule 25, page 24, Brownie First Class.  
Intelligence. 1. To read:—  
"Know the alphabet in semaphore, be able to send and read three letters out of four correctly and send and read simple words."

Rule 29, page 62, Sea Ranger Uniform. Add:  
"Patrol Leaders and Seconds: Special Bo'sun or Coxswain badge may be worn on left breast."

## AWARDS

### LIFESAVING

#### Silver Cross

Guide Jean Griffith, age 15, 1st Messina Company, North Transvaal.

Jean was on her way home after a bathe when she met a native nurse-girl who asked if the Lagoon was safe. She was told that she could quite safely wash herself in the water, so she removed her clothing and waded in. Shortly afterwards Jean heard a scream and saw the native girl's head disappear under the water, and seeing that the girl had fallen into a sandhole, dived under and attempted to drag her to a shallow stretch nearby, but the nurse-girl clung desperately to Jean's body so that she too was in danger of being drowned.

With great presence of mind, Jean shook herself free, pushed the drowning girl away from her and swam to shallow water. Then she raced to the bank, grabbed a three-foot long piece of wood, and again dived down to the woman.

Clutching her hand, Jean pressed the end of the stick between her fingers, swam to the surface and landed the nurse-girl safely on the lagoon bank.

By this time other bathers had hurried to the spot and gave first aid treatment. Jean herself was carried home in a completely exhausted condition.

Guide Rosemary Millner, aged 12, 82nd Manchester, Alkrington Congregational Company, S.E. Lancashire.

Rosemary is the junior swimming champion for her school, and was practising lifesaving with a friend in the River Keir, when she heard cries for help from about 75 yards away. Rosemary ran along the bank and saw a woman in the water; she jumped in at once and rescued her without great difficulty, although she was very exhausted.

Hearing that there were two more people in the water, Rosemary dived in again, and brought out a little boy, and yet a third time to bring out a girl. The two children were, however, dead when the doctor arrived.

### Certificate of Merit

Patrol Leader Joan Huntsman, age 14, 20th Halifax (Princess Mary High School) Company, Yorkshire, W.R.N.

A little boy was in a boat on the river with his uncle; he caught hold of a branch while passing under a tree and was dragged out of the boat into the river which at that point is 6 feet to 7 feet deep. Joan dived into the river, fully dressed, and held up the boy until the boat could be brought round to pick him up.

### GOOD SERVICE

#### Silver Fish

Miss Newnham, Guider in Charge, Foxlease.

#### Beaver

Miss Mona Burgin, Commissioner for Training, New Zealand.

#### Medal of Merit

Miss E. J. Clarke, Provincial Camp Adviser, Transvaal.  
Mrs. Hurndall, Territory Wayfarer Guide Commissioner, Bechuanaland.  
Mrs. Laver, District Commissioner, Middleburg, Transvaal.

### Certificate of Merit

Miss Mary Johnson, Extension Secretary and Captain, Basutoland.

### FORTITUDE

#### Badge of Fortitude

Miss Grace Moll, Captain, 18th Leeds Company, Yorkshire, W.R.N.  
Ranger Flossie Jennings, 5th Essex Post Rangers.

### PANEL OF HEADQUARTERS INSTRUCTORS

#### Brownie

Miss Barnett, S.W. Lancs. (Games, Singing Games).  
Miss Isherwood, S.E. Lancs. (Nature Lore, Health).

#### Guide

Miss Dickinson, Yorks W.R.N. (Health and Hygiene, Tenderfoot).  
Miss Lodge, S.E. Lancs. (Health, Camp Fire).  
Miss Mann, Yorks W.R.N. (Woodcraft, Compass and Mapping, Estimations, Games).  
Miss Bird, Cheshire (Camp Fire, Compass and Mapping).

#### Ranger

Miss Avery, Middlesex (Compass and Mapping, World Flag).  
Miss Cromack, S.E. Lancs (Compass and Mapping, Messenger Work).  
Miss Young, Lancs. S.E. (Messenger Work, World Flag, Tenderfoot).

#### Sea Ranger

Miss James, Birmingham (Pilotage, Boat Orders and Procedure).

## HEADQUARTERS NOTICE

### RELIGIOUS BOOK LIST

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

#### FOR GUIDERS AND RANGERS:

*The Greatest Drama in the World*. By D. Sayers (Hodder and Stoughton. 1s.)  
*Creed or Chaos*. By D. Sayers. (Hodder and Stoughton. 1s.)  
*Talking Things Over*. By Martin. (R.E.P. 3s. 6d.)  
*When Ye Pray*. By Dom Bernard Clements. (Student Christian Movement. 1s. 6d.)  
*The Man Born to be King*. By D. Sayers. (8s. 6d.)  
*Every Day Religion*. By E. S. Woods. (5s.)  
*Seven More Deadly Sins*.  
*Why Work?* (1s.)  
*Edward Wilson of the Antarctic*. By G. Seaver. (Murray. 10s. 6d.)  
*Temple Garden of Cairo*. By Padwick. (S.P.C.K. 2s. 6d.)  
*A More Excellent Way* (Catholic). By Goodier. (Burns Oates and Washbourne. 9d.)  
*The Creative Words of Christ* (Catholic). By Martindale. (Sheed and Ward. 9s.)  
*Saints for Sinners* (Catholic). By Goodier. (Sheed and Ward. 4s. 6d.)  
*A Bedside Book of Saints* (Catholic). By Fr. Sloyusius Roche. (Burns Oates and Washbourne. 6s.)  
*Bible Reading Fellowship Notes* (Youth Section). (2s. a year subscription.)

#### FOR GUIDES:

*Damien the Leper* (Catholic). By Farrow. (Burns Oates and Washbourne.)  
*Stories from the Book of Quaker Saints*. By L. V. Hodgkin. (Friends' Book Centre.)  
*Heroes of the Faith*. By Henry Cook. (Student Christian Movement. 5s.)  
*Saints Without Halos*. By Lillian E. Cox. (Student Christian Movement. 2s. 6d.)  
*The Great Outlaw*. By Geoffrey Hoyland. (Student Christian Movement. 7s. 6d.)

#### FOR BROWNIES:

*Six O'clock Saints*. By Joan Windham. (Sheed and Ward. 5s.)  
*More Saints for Six O'clock* (Catholic). By Joan Windham. (Sheed and Ward. 5s.)  
*Saints by Request* (Catholic). By Joan Windham. (Sheed and Ward. 5s.)  
*Saints who Spoke English* (Catholic). By Joan Windham. (Sheed and Ward. 5s.)

## GENERAL NOTICES

### CALLED TO HIGHER SERVICE

In the passing of Dame Alice Godman, Guiding has lost one of its most devoted and indefatigable upholders, and the whole Movement will share with Sussex Guiders in grief for the loss of their County Commissioner.

In 1918 Dame Alice succeeded the Chief Guide as County Commissioner for Sussex, and since that day her concern for the interests of Guiding in her County has never faltered. When the war came, bringing with it the inevitable difficulties which we all know too well but which necessarily affect the coastal counties more than others, Dame Alice's indomitable spirit rose to meet the challenge with a gallantry which was an inspiration to her County. She gave of herself tirelessly in the service of her country although she must, of late, have felt very tired. All those who knew her personally must have realised this and appreciated at its true value the grandeur of the spirit which never faltered but upheld to the end all the greatest traditions of British women throughout history.

A member of the Council, Dame Alice was well known at Headquarters, and we all mourn with Sussex in the calling to Higher Service of their County Commissioner.

In September, 1944, Mrs. Andrew Fleming, a pioneer of Guiding in Southern Rhodesia. She was the first County Secretary of Southern Rhodesia and later became Division and then County Commissioner. In later years she was a Vice-President of the Council. Guiding in Southern Rhodesia owes a great deal to her early enthusiasm and fine example.

September 20th. Mrs. Mary Farquhar, beloved Commissioner of Midsomer Norton District (Somerset), also Captain of 1st Oakhill Guide Company; her enthusiastic and inspiring work for Guiding is a tremendous loss.

### BOOKS FOR LIBERATED COUNTRIES

There is a great need for modern books in the liberated countries—books on Guiding, education, life in Great Britain during the war, religious books and others of general interest, e.g., Ministry of Information publications, "Mrs. Miniver," "The Serew Tape Letters," etc.

Would Guiders having any books of this kind send them to the International Secretary, Headquarters, who will despatch them as soon as possible.

## CALENDAR OF EVENTS

### GUIDERS AND RANGERS RETREAT

(Postponed from June, 1944.)

PLACE: House of Retreat, Pleshey, Chelmsford.

DATE: November 25th-27th.

FEE: 12s. 6d.

CONDUCTOR: The Rev. Father Edward, S.D.C.

All enquiries to Miss G. E. Cowmeadow, Elmhurst, Church Hill, Loughton, Essex.

### EMPIRE CIRCLE

The next meeting will be on Thursday, November 23rd, when the Speaker will be Miss Plummer, Commissioner for Nigeria.

There will be an Empire Circle Party at Headquarters on Sunday, November 10th. Members of the Circle may each bring a friend. The programme is as follows: 2.45 Empire News; 3.15 Speaker; 4.15 Tea (food to be brought and tea provided); 5.15 Talks.



[November, 1944]

# THE GUIDER

## Appointments and Resignations

Approved by the Executive Committee, October, 1944.

### ENGLAND

**BIRMINGHAM**  
NORTHFIELD.—Dist. C., Miss C. M. Sheverson, 10, Bishops Road, Sutton Coldfield.  
**BUCKINGHAMSHIRE**  
NORTH Bucks.—Div. C., Mrs. Matheson, Stable Cottages, Pinnodun, nr. Bicester.  
ASSISTANT COUNTY COMMISSIONER.—Mrs. Matheson.  
AYLESBURY.—Div. C., Mrs. Barry.  
NORTH Bucks.—Div. C., Mrs. Mead.

### CAMBRIDGESHIRE

HAYESHILL.—Dist. C., Mrs. Willmott.

### CUMBERLAND

NORTH CUMBERLAND.—Div. C., Mrs. Mounsey-Heysham, Castletown, Carlisle.  
**DORSET**  
WYKE REGIS.—Dist. C., Mrs. Tod, West Hill House, Wyke Regis, Weymouth.

### ESSEX

ROMFORD NORTH.—Dist. C., Mrs. French, 81, Northumberland Avenue, Gidea Park.  
ROMFORD NORTH.—Dist. C., Mrs. Twiss.  
ROMFORD SOUTH.—Dist. C., Mrs. Willes.

### HAMPSHIRE

PORTSMOUTH.—Div. C., Mrs. Field, J.P., 4, Beechcroft Road, Alverstoke.  
FISHINGHAM.—Dist. C., Mrs. Wotton.

### KENT

Connection: We are sorry that in last month's gazette the appointment of Miss Davidson, Gravesend and North Kent Hospital, Kent, as Dist. C. for Northfleet, was shown as a resignation. This was due to a printer's error.

KENT NORTH EAST.—Div. C., Mrs. Richardson, Littlebourne Court, Littlebourne, Canterbury.  
CANTEBURY CITY.—Dist. C., Mrs. Clifford, Thanington Court, Canterbury.

DEAL AND WALMER.—Dist. C. (Temp.), Miss B. Scalle, Brammar, Kingsdown.  
GRAVESEND.—Dist. C., Miss Wilshire, Heatherlea, Singlewell Road, Gravesend.  
MILTON.—Dist. C., Mrs. Page, Ivydene, 10, Leigh Road, Gravesend.

### RESIGNATIONS

ASHFORD No. 1.—Dist. C., Miss Hardwick.  
HAWKINGHURST.—Dist. C., Mrs. Martin Tomson.  
TENTERDEN.—Dist. C., Mrs. Hall.

### LANCASHIRE NORTH EAST

PADHAM AND BURNLEY RURAL.—Div. C., Mrs. Walsley, Acte House, Fence, nr. Burnley.

### RESIGNATION

PADHAM AND BURNLEY RURAL.—Div. C., The Lady Alice Reymonts, J.P.

### LANCASHIRE NORTH WEST

ASSISTANT COUNTY SECRETARY (FINANCE)—The Hon. Lady Hulton, Lynnhurst, Farington, Preston.  
ASSISTANT COUNTY SECRETARY (BANKS)—Miss A. Watson, 24, Kelsey Street, Fairfield, Lancaster.

### RESIGNATION

ASSISTANT COUNTY SECRETARY (BANKS)—Mrs. Bellhouse.

### LANCASHIRE SOUTH EAST

SOUTH MANCHESTER.—Div. C., Miss M. Vaughan, 82, Green Lane, Heaton Moor, Stockport.

### RESIGNATIONS

MANCHESTER SOUTH.—Div. C., Miss T. Mellor.  
MANCHESTER SOUTH WEST.—Div. C., Miss E. L. Poole.

### LANCASHIRE SOUTH WEST

LIVERPOOL NORTH.—Div. C., Miss Woodward, 128, Stanley Park, Liverpool.  
ASHTON.—Dist. C., Miss M. Cotton, 30, St. Oswalds Road, Ashton-in-Makerfield.

### RESIGNATIONS

NORTH LIVERPOOL.—Div. C. (Temp.) Miss G. Clayton.  
ASHTON.—Dist. C., Mrs. Bradbury.

### LEICESTERSHIRE

#### RESIGNATION

ASSISTANT COUNTY SECRETARY.—Miss M. Bland.

### LONDON

BROMLEY-BY-BOW NORTH.—Dist. C., Miss Peterken, 21, Bethune Road, N.16.  
BROMLEY-BY-BOW SOUTH.—Dist. C., Miss Peterken, 21, Bethune Road, N.16.  
ISLE OF DOGS.—Dist. C., The Hon. Mildred Lowther, O.B.E., 12, Cumberland Mansions, W.1.  
POPULAR SOUTH.—Dist. C., Miss I. Smith, 80, Denham Drive, Ilford.

### MIDDLESEX

EALING.—Div. C., Miss M. Jones, 92, The Grove, Ealing, W.5.

### NORTHUMBERLAND

TYNEMOUTH No. 2.—Dist. C., Miss C. Hurst, 5, Osborne Gardens, North Shields.

### STAFFORDSHIRE

ASSISTANT COUNTY SECRETARY.—Mrs. H. G. Pinner, Wendover, Romsley, Worcs.

### RESIGNATIONS

ASSISTANT COUNTY SECRETARY.—Miss E. C. Moat.  
COUNTY LONE SECRETARY.—(Temp.), Miss K. M. Walker.

### EAST SURREY

ASSISTANT COUNTY COMMISSIONER.—Mrs. Golds, Pinecrest, Homefield Road, Warlingham, Surrey.

### SUSSEX

#### RESIGNATION

COUNTY COMMISSIONER.—Dame Alice Godman, D.B.E. (Called to higher service).

### WARWICKSHIRE

#### RESIGNATION

CITY OF COVENTRY.—Div. C., Miss K. M. Smith.

### WORCESTERSHIRE

ABBEY.—Dist. C., Miss M. Evershed, The Abbey School, Malvern Wells.

STOURBRIDGE has been divided into two Divisions as follows:—

HAGLEY.—Div. C., Mrs. Pedley, Holbeache, Trimpey, Bewdley, containing the Districts of:—

BERBROUGHTON.—Dist. C., Mrs. Hand, Orland, Clent, Stourbridge.

HALESOWEN.—Dist. C., Mrs. Davies, The Vicarage, Halesowen, nr. Birmingham.

LANGLEY AND OLDBURY.—Dist. C., Miss B. Morris, 187, Abbey Road, Smethwick, Staffs.

STOURBRIDGE.—Div. C., Mrs. Goodwin, Gateways, Blakedown, nr. Kidderminster, containing the Districts of:—

INNER STOURBRIDGE.—Dist. C., Miss M. Chatlin, Woodleigh, Hagley Road, Stourbridge.

NORTON.—Dist. C., Miss M. Gosling, Three Oaks, Hagley, nr. Stourbridge.

SWINTON.—Dist. C., Miss E. Harrison, Ridge Street, Stourbridge.

### WORCESTERSHIRE

#### RESIGNATIONS

STOURBRIDGE.—Div. C., Mrs. Pedley.  
STOURBRIDGE.—Dist. C., Mrs. Goodwin.

### WALES

EAST GLAMORGAN.  
STOURBRIDGE.—Dist. C., Mrs. Goodwin.

ELY.—Dist. C., Miss B. Davis, 124, Cardiff Road, Ely, Cardiff.

ELY.—Dist. C., Mrs. Braddy.

NORTH.—Dist. C., Mrs. Phillips.

ABERGAVENNY.—Div. C., Miss W. Llewellyn, Treilion Park, Abergavenny.

ABERGAVENNY.—Div. C., Miss Festing.

ABERGAVENNY.—Div. C., Miss W. Llewellyn.

ABERGAVENNY.—Dist. C., Miss W. Llewellyn.

### SCOTLAND

#### DUNBARTONSHIRE

#### RESIGNATION

GARROCHHEAD, ROSENATH PENINSULA AND RHU.—Dist. C., Miss R. Hunter.

### CITY OF GLASGOW

#### RESIGNATIONS

COUNTY SECRETARY.—Miss M. Duncan.  
No. 4 DISTRICT (N.E. DIVISION).—Dist. C., Miss M. Ruxton.

### INVERNESS-SHIRE

Please note that INVERNESS-SHIRE Division now contains two Districts only:—

UPPER INVERNESS (formerly Inverness No. 1).—Dist. C., as before.

LOWER INVERNESS (formerly Inverness No. 2).—Dist. C. (Temp.), Mrs. Swain.

A new Division of CENTRAL INVERNESS-SHIRE has been formed containing the Districts of:—

LOCH NESS SIDE (formerly Inverness No. 3).—Dist. C., as before.

FRITH AND MONADILIAH (formerly Inverness No. 4).—Dist. C., as before.

### LANARKSHIRE

CARLUKE.—Dist. C. (Temp.), Miss M. Boyce, 4, Kirkstyle Avenue, Carluke.

Please note that LESMAHAGOW Division now contains two Districts:—

LESMAHAGOW No. 1.—Dist. C., Mrs. J. Barr, Craigieknowe, Coalburn.

LESMAHAGOW No. 2.—Dist. C. Vacant.

### RENFREWSHIRE

CARDONALD.—Dist. C., Miss E. B. Blackie, Parkview, 80, Cardonald Gardens, Cardonald.

OAKSHAW.—Dist. C., Miss E. McBean Reid, Inch Keld, 70, Gartmore Road, Paisley.

### ROXBURGHSHIRE

#### RESIGNATION

KELSO.—Dist. C., Mrs. Willink.

### STIRLINGSHIRE

BANNOCKBURN AND PLEAN.—Dist. C., Miss A. Hird, Beech Wood House, Stirling.

STIRLING BURGH (CASTLEHILL).—Dist. C., Miss J. Sim, 20, Bruce Street, Stirling.

WESTERN.—Div. C., Mrs. R. Orr, Lednabra, Balfour.

### RESIGNATIONS

WESTERN.—Div. C., Lady Orr Ewing.

BANNOCKBURN AND PLEAN.—Dist. C., Mrs. Barber Fleming.

### ULSTER

#### CO. TYRONE

STRABANE (New District).—Dist. C., Mrs. Smith, Ballyduff Cottage, Lifford, Co. Donegal.

### OVERSEAS

#### AFRICA

#### KENYA COLONY

#### RESIGNATION

MOMBASA.—Dist. C., Mrs. Stewart.

#### UGANDA

Please note that WEST UGANDA District has divided as follows:—

HOIMA.—Dist. C., not yet appointed.

WEST UGANDA.—Dist. C., Mrs. Markby, P.O. Box 16, Fort Portal, Uganda.

### BRITISH WEST INDIES

#### TRINIDAD

WEST PORT OF SPAIN.—Dist. C., Mrs. Trotman, 2, Second Avenue, Cascade.

#### RESIGNATION

WEST PORT OF SPAIN.—Dist. C., Mrs. Monsanto.

### WINDWARD ISLANDS

#### ST. VINCENT

ISLAND COMMISSIONER.—Mrs. Forrest, St. Vincent, B.W.I.

#### RESIGNATION

ISLAND COMMISSIONER.—Mrs. Ormiston.

## CLASSIFIED ADVERTISEMENTS

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### EMPLOYMENT OFFERED

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Boston General Hospital, Boston, Lincs. Affiliated Training School. Vacancies for Student Nurses, aged 17-30 years. Rushcliffe scale of salary. Holiday and sick allowance given. Use of uniform during training. Application forms from Matron.

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