

THE GUIDER

VOL. XXXII. No. 11

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NOVEMBER, 1945

CHIEF GUIDE'S OUTLOOK

WHEN we think and speak about Guides of nations other than our own we are rather apt to refer to these in the larger and more thickly populated countries, which through being big are therefore in the way of numbers and influence apparently of

can get but little encouragement and no support or thrill.

We who can gather together in vast numbers get new impetus and vitality from close contact with other Guides, we can become re-inspired by the touch of friendly Guide hands, feel ourselves sur-

rounded by like-minded people, and gain inspiration from the spoken word of those who care.

But to those small groups for whom such things are impossible we need to send our constant loving thoughts and prayers, as they too carry on their own bit of Guiding.

They are each in their own way doing their bit in the whole great game. And in the circle of "World Guiding" the small country holds equal position with the large, paying its quota (£1 per thousand Guides) to keep the World Association and the Bureau going, and as all countries

Luxembourg Guides.

The Exhibition of Guide Handicrafts.

greater importance and public interest.

The smaller ones don't come into the lime-light and so, for instance, little Cuba, little Iceland, little Guatemala, and little Luxembourg and those smaller members of our family, though never forgotten, do not get quite the same publicity as others.

But never, never can we forget or omit them from our thoughts and our close interest. Personally, if anything I care the more for the tiny far away cut-off groups of our Guides who

Luxembourg Guides.

The Song of Farewell.



both large and small recording its one vote at World Conferences, so playing its part in keeping the principles of freedom and friendship secure, and the spirit of Guiding high and pure.

So as I sped on my way back from Italy in June, flying high over miles of France spread out like a map below me, I felt so glad that at last I was to visit Luxembourg, the littlest country. I think at present of all those which have fully recognised Movements in the World Association.

There are others who have started Guides, in South America and elsewhere, and are termed "Tenderfoot Members" awaiting official recognition when they prove themselves to be working on definite Guide lines laid down and given to us by the Founder, and there are others who are approaching that category as well.

But Luxembourg holds the proud position of having been one of these countries where the Movement began over twenty-five years ago, and of having joined the World Association at its inception.

It was grand to meet the Guides there, and to hear at first hand of their bravery through the occupation, of their determination not to be beaten, and of how they continued their Guiding in spite of everything.

The Grand Duchess has given the Movement patronage, her three daughters came to the big Rally at the Chief Guide's home, the Burgomaster gave an official reception in honour of the Guides and my visit, and a nice little Exhibition of Guide Handicrafts was held in the Town Hall of the lovely old historic town of Luxembourg itself.

Mercifully, this unique town was not damaged at all, for though the enemy came sweeping back and forth across the Duchy, it was saved by the Allied Forces, whose protection came only just in time. In fact it was saved from probable destruction only by a matter of hours.

The blessedness of this struck one the more forcibly when touring through the countryside, where villages were demolished, and damage was horrible.

Almost the most deeply moving place that I visited on this tour was Echternach.

Here a little newly-formed Company of Guides and Troop of Scouts met me at the edge of the ruined street, and, with flags flying, marched me along through the battered shells of houses and shops. It was all just a jumbled mass, there was hardly one whole house left standing. What people there were, who had returned after the bombing and shelling, were living in cellars and caves under the skeleton-like walls and remnants of what had been their homes. Communal meals were being given in the bleak, battered halls of what was left of the famous old Monastery. From there we walked across the river into Germany, to stand and gaze at the beautiful ridge of wooded hills marking the Siegfried Line.

Here I met an outstanding old Scout, who gave me perhaps the most striking tribute to Scouting that I have ever heard.

I shall always just think of him as "Robert of Echternach"—dark and lean and worn, his face vigorously alive, but grave and haunted, for he had only just returned to his shattered village from Buchenwald, and all that implies. He talked a little of what he had gone through, and much of what he remembered of his early days of Scouting when he had been a Scout himself, later to become its leader.

It was the spirit of Scouting, he said, that had helped him to stand his ordeal, that had supported him through his torture time, that had so upheld his courage that he could endure the years of privation and horror. It was Scouting, he said, that had given him *une vie intérieure* which enabled him to rise above it all—and live.

From Luxembourg I went on to Belgium, to rejoice in a ten days' hectic round of Guide festivities.

Great plans had been made, and there was not an idle minute, and I seemed to hare round from one thing to another, fitting in like a jig-saw puzzle all the various items that came to be done, from visiting hospitals, broadcasting, committees meetings, camp fires, Guiders' meetings, Scout gatherings, official meals and entertainments, and rallies.

The history and position of the Guide Movement there is probably well known by many, but for those who do not know I should explain that here, as in most of the countries, there are the two "Associations" in existence, held together by one national body at the top.

The "Girl Guides de Belgique" were started first and were helped greatly by Mrs. Ferrall (née Ann Kindersley) who took Guide literature from England and contributed her own personal wise advice and service. They adopted dark blue as their uniform, and many of

their members have been seen at International gatherings, and over here at Camps and Conferences. Their distinctive badge, of three-coloured interlocked rings with the Guide Trefoil superimposed, is very well known.

Later the "Guides Catholique de Belgique" were founded, they adopted khaki as their uniform and took as a model for their badges those of the "Guides de France," as being their Roman Catholic counterpart in the neighbouring country, and this Association has now the greatest number of Guides in its membership.

Though the two Associations keep to their own individual uniform and methods, they join hands for special occasions and in matters of policy; and the most lovely Rally of over 6,000 Guides of both Associations was held in the "Grand Place" in Brussels.

It was just wonderful to see that famous old square surrounded by the unique ancient buildings, filled with massed groups of alternate dark-blue and khaki-clad Guides, radiating out from the centre platform. The Allied flags flew from tall flag staffs.

Patrol Leaders and Seconds only were allowed to take part in the "March In" from the surrounding streets, and they came pouring, like a never-ending stream, in from the corner of the square, carrying their bright Company Colours and their National Flags, and headed by three of our British G.I.S. team, carrying the World Flag.

These three stalwarts had come over from Holland in their lorry the day before, to share in the celebrations, and it was a very gracious gesture on the part of the Belgian Rally organisers, that they should thus be given the place of honour on so very great an occasion.

Time and space does not allow of my writing more now of my stay in Belgium, though I hope to write more about it by degrees in THE GUIDE.

But here is a message that was handed to me to bring to England, as I went to the airfield at Brussels.

The words were written for you to read; and behind them all is a very lovely friendship, and the work and the achievements and the life of the Guides of Belgium can be an inspiration to every one of us.

Brussels, June 28th, 1945.

"Lady B-P. nous a apporté de vos nouvelles et a ouvert toutes les fenêtres de notre pays sur les vôtres.

A notre tour nous travaillons avec ferveur a plus de compréhension et plus d'entente, afin de contribuer avec vous toutes a la reconstruction de la Paix Mondiale.

Nous attendons avec impatience le moment de reprendre contact avec vous, et vous envoyons, au travers du sourire lumineux de la Chief Guide, notre message d'amitié et de confiance dans l'avenir."

Lady Baden Powell you have brought us news and have opened for us the windows of our country. In our turn we will work with enthusiasm and a greater understanding and co-operation, finally to contribute with you all to the creation of world peace.

Chief Guide.



Luxembourg.—The little daughter of an Old Guide greets Lady Baden-Powell with a left handshake.

HOME CRAFT TRAINING CENTRE, PAX HILL

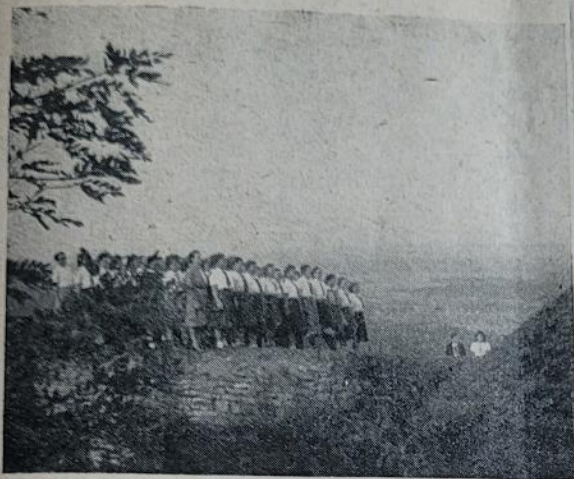
Required, as soon as possible, an Assistant Trainer. Experience of Guiding and some aspect of Homecraft necessary.

Apply,

Miss Mathews, Towton, East Grinstead.

FRANCE AND THE (F.F.E.) NATIONAL CAMP

By ALISON TENNANT
International Commissioner



Morning Colours.

NOT long after V.E. Day the British Girl Guides Association invited guests to this country from liberated and neutral countries, and the Fédération Française des Eclaireuses invited Great Britain to send representatives to several camps; the Foreign Office promised every facility. Then, it seemed too good to be true. Now, we can record that twenty-four French have visited different parts of England, Scotland and Wales, and fifteen British (which includes four Guides) have camped in France and stayed in French homes. The National Camp was the culminating point in an exchange of visits that has strengthened the old and forged new bonds of friendship between the two countries.

Victoria Station held a new thrill when the sign board London—Paris personally affected one, and in fifteen hours we reached Paris.

The centre of Paris is virtually unchanged in appearance, but turn from the old familiar buildings to the streets, look in a shop window or talk to a French man or woman: there you meet the aftermath of war at every turn. There are no buses, no taxis, few cars; many lorries, all American; many bicycles, all French; as there is more space they all seem to go faster than ever, including the bicycles. The inflation is grim: £10 for a scarf, £20 for a modest handbag. I got lost in the calculations of thousands of francs for shoes and essential garments. All this is not merely the effect of the exchange; the French have to spend their all on the necessities of life.

Even more grim is the black market. The Germans took such vast quantities of food, clothing, petrol, etc., that the little that remained soared to unprecedented prices, and this flourishing black market is the result. In large cities the meagre ration meant slow starvation; those with the highest principles had to "aid and abet" this soul-destroying institution to live. Only the return to plenty and an efficient transport system will enable trade to flow through honourable channels at prices reasonable to all pockets. To-day, above a certain income, people are not actually hungry; we fared royally but lived tremendously on starch: macaroni might be the French as well as the Italian national dish. Meat is almost unknown; milk, sugar, fats, salt are scarce; but a strange air of luxury is given by camembert cheese, salad oil, and meals served in the train, accompanied by an apéritif, red wine and a liqueur, if one chose to order them. Far from luxurious is the tobacco situation: men get a small ration; women have had no cigarettes for six years. A luxuriously fitted bathroom still means hot water in a saucepan, or possibly from a geyser.

The camp itself was near Besançon, in the Jura foothills with Switzerland sixty miles away. An old fort was our site, complete with a moat (dry), ramparts, terraces and vaults, for all the world like an air-raid shelter. The fort commanded the surrounding countryside for miles in all directions and the view alone, the sunshine, sometimes the mist in the valleys, often the cow bells far below, all combined to make one feel: "Is it a dream? It can't be true."

This was a conference in camp. Any warranted Guider or Com-

missioner in the F.F.E. could come and over 200 from all parts of France were met together, many for the first time since 1939. In addition there were two representatives of Scoutisme Français (which unites the two girls' and the three boys' organisations into one Association for official purposes); and there were two Belgians, two Poles, Falk (Guider) in charge, Our Chalet and six British; this whole party was known as "Le Monde." The very first night each Province sang a song and one was required of Le Monde; English was the language chosen, without consulting the British; Clementine was the song selected by our two male representatives, on the plea of knowing no other, and two verses of Clementine it had to be!

Five "circles" formed the backbone of the programme: one elected to follow Brownies, Rangers, Wide Games, Decoration or Singing, and there were usually two sessions a day devoted to these subjects. In addition there were discussions on problems within the F.F.E. and sessions on subjects outside Scoutisme, such as The Referendum, the Future of French Education, and British Educational Reform. One Commissioner, Principal of a Teachers' Training-College, had recently visited England and had been shown a modern Open-Air School, a Village College, the training of teachers in progress, and the most advanced experiments of which we can boast, chiefly in Cambridge and the surrounding country; she outlined the provisions of our recent Education Act, and the questions that followed led to lively discussion. A brief account of education in our Services and possible developments in post-war adult education prompted further questions; the recruitment of women for the Services and for industry is the subject of interest and admiration: "c'est magnifique."

One morning an account of Ravensbruck and another concentration camp was given by two "deportées," both Eclaireuses and both quite young. One had been in enemy hands over four years and had finished in what the Germans themselves call "N and N" camps: "Nach und Nebel" (night and fog), i.e., camps for those condemned to certain death. There have been many accounts of this physical and mental torture, of human degradation, of mass murder, and each pales before the next chronicle of horror; yet reading, even with the most vivid imagination, is comfortable in comparison with listening to those first-hand accounts of atrocity beyond human conception. Both spoke simply, without drama, without emotion; it was the audience that was in tears by the end.

But the camp had its lighter moments. On one occasion large numbers went off in different directions on a "grand balade," a "petit balade," or "grand jeu"; in one a river had to be crossed but the boats were on the far side. Bathing dresses were produced for any volunteers; two British plunged in, in fine style. Later they joined in a very real "battle," but another group with superior strategy managed to make its cup of tea while the fight was going on (embers had to be carried the whole way from camp) and so won the protection of the overlord.

What of France as a whole? She is eager for our friendship, our understanding; she is sick but recovering; she has a long and uphill way ahead, but she has courage and faith. To illustrate, I quote from a letter from a leading Chef d'Éclaireuses:—

"It is so good to feel understanding and affection like this, above all from Great Britain that we love and admire so much, but whose judgment sometimes makes us feel a little anxious.

We are like people who have suffered terribly, physically, and even

more in their soul. We are acutely sensitive and easily hurt by a hasty judgment or one that perhaps seems harsh in our eyes.

We know well, alas, that our unhappy country is still sick; it is not necessary to remind us; but we know also that she has wonderful reserves of courage and intelligence and we look to the future with real hope."

As a country, may we not fail her in her need; as a Movement, may our contribution be worthy.

STORIES TO TELL

BY
TIRZAH BARNES

IN a recent article on Camp Fire Singing in these pages it was pointed out to us that we in our Movement have a unique opportunity of keeping alive and adding to our national heritage of folk music at our Camp Fires. This is equally true of another camp fire activity through which we may help to preserve our national heritage of folk lore and legend.

Story-telling is a very ancient art. Before men could write they kept alive the memory of early history and the deeds of their great ancestors by word of mouth in oft-told tales. Perhaps the greatest example of this oral history is to be found in the Bible, the allegory of the creation, the tales of Noah, Abraham and his descendants, of Moses and of Joshua, and that grand poem we know as the Song of Deborah were told and retold for hundreds of years before they were written in the form in which we have them now. And how great would have been the loss for the world if these great epics had not been fixed in the memory of men round the fireside in hundreds of homes. In every part of the world, in Latin and Greek homes, round the camp-fires of the Red Indians, in Chinese gardens, in Indian temples and on the high steppes of Peru stories of great men have been kept alive and their listeners have been stirred by the heroism of the ancestors and have learned by their examples. And though we can now keep records of our heroes and heroines in books, it is when they are told by someone who is himself inspired by these tales that the people in them come alive and a deep impression is made on the minds of the audience.

As early as the first invasion of Britain by the Saxons, in the misty, far-off days of King Arthur, every great chieftain had his minstrel, not only in our own islands, but all over Europe. Their function was to recite to the accompaniment of their harps the brave deed of the chieftain and his doughty warriors, and thus to stir the laggard and the faint-hearted to valourous action, so well recognised was the power of the well-told tale over the hearts of men. It is worth noting here that in these recitations there was often action and mimicry, so the miming that is sometime the accompaniment to our camp-fire songs and stories is as ancient a practice as that of story-telling.

The world to-day is full of tales of heroism, but they are, as it were written on sand, recorded only in the newspaper that goes to salvage, or the wireless talk that is heard once and never again. We can do for these stories what the old minstrels and recorders did. Now is the time to collect them, write them down or stick them into a scrap book together with those we have read or heard told and which appeal to us as being suitable for use at enrolments or the camp-fire.

But you may be one of those to whom words do not come easily. Then what about telling a story you can learn by heart? We possess a great treasure house of ballads in this country. They are not the original minstrel songs referred to above, but versions of them that were written in verse from the time that our English tongue became the universal language of this kingdom. Tacitus says that ballads were the only annals of the Germanic tribes, and from them northern writers of a subsequent date drew materials for their national histories. There is no doubt that ballads helped to form national character, to direct thought, to establish tradition and to mould the minds of the rising generations. Edward I was so much aware of this that when he set about conquering Wales he first tried to destroy its bards. In the days of Queen Elizabeth when England was awakening to its future as a world of power, "upon the Sunday and holy days the multitude of all sorts of men, women and children of every parish do meet in sundry places, either on some hill or on the side of some mountain where their harpers and crotchets sing them songs of the doings of their ancestors."

But these ballads tell not only of the great and brave, but also of the lives and loves of simple people, the country squire, the village maiden, the nameless soldier and the seafaring man. And so they give us an insight into the manners, customs and habits of thought prevailing in the different ages which they portray. Is not this just the material we need, the real folk lore which it is our privilege to keep alive, told either in the verse in which it is written, by those of us whose vocabulary is slight, or in our own words by those of us whose memory is short?

Besides these stories told for the sake of inspiring and informing the audience, there is the story that is told for fun. First among these comes the cumulative story, also a very ancient type, with its constant repetition in which the listeners love to join. We are

familiar with some of them from early childhood, the House that Jack Built type. Our folk lore is rich in these, too, and they have been used as models by modern writers. They satisfy us by their ebb and flow, a steady rhythm that goes on while the story is built up to its climax, and so are a very valuable study in story form. They are, of course, specially suitable for the young Brownie, but older children enjoy them occasionally, as it is fun for them to see if they can be ready each time to join in the ever-growing chorus of such a story as The Little Red Engine. A nonsense story demands a nimble tongue and brain, for it must go at great speed with never a hesitation or search for a word, and it needs a lot of practice. But this practice is worth while for by it we learn a great deal about the building up of a story, the choice of the right word and the importance of a clear delivery so that the audience can enjoy the story to the full. The training given in preparing this sort of story should be invaluable when the narrator begins to make up her own stories, as eventually every real story-teller will want to do.

Other sources will suggest themselves to us—Bible stories, where we shall find the best short stories in all literature—natural history—voyages and discoveries—but whatever the subject there are some fundamental rules to be observed.

1. Keep your stories short and to the point.
2. Avoid sentimentality like the plague.
3. Do not tell stories that have no point, remembering that the point may be to produce a good laugh.
4. Do not point the moral (do you remember how that enraged you when you were a child?). If you are telling a story that has something to teach, let the story teach it, not you.
5. Do not tell a story till you have recited it often to yourself and really know it. Saying it aloud to yourself will show you where you hesitate for a word, and not till there are no fumbblings for the right word are you ready to tell it. Nothing kills a good story as quickly as a succession of—er—um!
6. Tell it simply and directly, using your voice naturally, but remembering it is a musical instrument on which you may legitimately play to produce certain effects.
7. Remember the audience will watch the story-teller, so no fidgety tricks or affected gestures. A funny story will sometimes seem all the funnier if told with an unmoved face, while at other times the expressive face will help it along. Get some honest and courageous friend to tell you if you have any mannerisms which might irritate your audience and distract their attention from the story itself.

But none of these rules will avail if you have not got a stock of stories to tell. You must become a sort of magpie, pouncing on everything you see with the twinkle of a story in it, and carrying it off to your nest to make it your own. When you have got a good story and made it your own, then the telling of it will give real pleasure, as all works of art do. For the artist there will always be a measure of anguish—that is the price of creation—but after that there comes the joy and satisfaction arising from the making of something that is good of its kind and of real value to the world.

ENTERTAIN YOURSELVES

"Suggestions to Amateurs prepared by the Combined Arts Groups." The National Council of Social Service, 26, Bedford Square, W.C.1. 2s. 6d.

This well-printed little book is addressed to amateurs who favour a "combined arts" programme, short plays and sketches, among miscellaneous items, dances, acted songs and so on. Guide Companies need no urge to adopt this sort of thing; they have been trying to do it for years in what we call "camp fire," now a comprehensive term that stands for the fire itself and all that goes on round it. The book makes no mention of children, but indeed the silent acting that we (quite wrongly) call mime, the poetry speaking and acting, the dramatised or danced songs and the story-telling are forms of art that children often find easier and do better than grown-ups.

Guiders, however, must beware. As acting games and exercises these things are delightful and beneficial, and great fun. Lifted out of camp-fire and set on a platform before an audience they often fall stone dead. They are very short—the audience hardly begins to attend before the item is over; they are difficult to work at in rehearsal because spontaneity is their charm and that needs talent, or at all events experience on the part of the actor. Begin and end with a good play, and they make a charming and amusing filling for the sandwich; and also use up all the people who can't be worked into the plays. This book will be found very helpful; it is friendly and enthusiastic and practical. Those of us who have read "Travelling Players," Lillian Elder's book about the travelling theatre she managed for eighteen years, will recognise the wisdom and experience that lies behind her introduction.

Send 2s. 6d. and postage to 26, Bedford Square, W.C.1. Headquarters are not able to supply it.—K.S.

The
OPENING
 of the
TREFOIL
SCHOOL
 by
H.R.H.
PRINCESS
ELIZABETH

September
 26th 1945



H.R.H. Princess Elizabeth with some of the Scout/Guide family at the Trefoil School.

THERE was a happy thrill of expectation running through the family at the Trefoil School on September 26th. The week-end before had been one of hectic activity, for the painters who had been on order for some time had cast all other jobs aside and sent in a small army of men to get the school trim and in shipshape. Beds were hastily removed with the assistance of people would be found to resolve itself into a boy in a chair as a foundation, with a mattress on top of him! Such a happy bustle for so happy an event, and such complete disorganisation of school, meals and bedding were grand.

Although the great news only came on the Wednesday before, by the morning of the 26th all was ready, but some people were still busy to the last moment. About half an hour before Her Royal Highness arrived, the youngest inhabitant, aged five, gave the interesting piece of news to the hard-worked Secretary: "We're just tidying up, because the Princess is coming."

The biggest problem was the key, for a new key was necessary if the Princess was to open the door without grazing her knuckles, such was the peculiar nature of the lock. The local joiner came to the rescue, and produced a key which was quite unique, so long and thin was it; but it worked and that was the main thing.

Long before eleven o'clock a small crowd of parents (one of whom had come all the way from Perthshire) and interested friends gathered opposite the door, while the Executive Committee of the School and members of the Scottish Girl Guides Executive flanked the entrance. Four hundred Guides and Rangers from West Lothian lined the drive, and so shared this day of days with the children of the School. A Guard of Honour was formed by the Guides, Scouts, Brownies and Cubs of the Trefoil School. Invalid chair balanced invalid chair on either side, and those who required support leaned on the chairs, and thus two lines were formed, one on either side of the portico.

Soon after eleven o'clock the Princess arrived, wearing her uniform as Commodore of the Sea Rangers. The door of the car was opened for her by the Patrol Leader of the Eagle Patrol, George Robertson, and she was welcomed by the Chairman of the Executive Committee, Captain Salvesson, the Deputy Chief Commissioner, Mrs. Greenlees, and the Honorary Secretary, Miss Wallace Williamson, County Commissioner for Edinburgh.

After the presentations had been made, the Princess advanced to the door, where David Cruikshank, seated in his chair on the left, and Margaret Cooney, standing to the right with the key on a silver salver, awaited her. These two have both been in the School at Cowdenknowes since 1940. David asked Her Royal Highness if she would graciously consent to open the school, and the remarkable key (which by now had acquired a coat of gold paint), was presented to the Princess by Margaret. All held their breath until the key turned

in the lock and the door was swung open by Tommy McDougall, the youngest recruit to the Cubs.

The first persons to greet the Princess when she entered the hall were two of the youngest children in the School, pushing themselves along in a walking frame. Beyond them were gathered some of the helpers, past and present, and a number of presentations were made by the Guider-in-Charge, who thereafter conducted the Princess over part of the premises.

The hall, with its table of toys, and the little girls' room with its blue beds and blue coverlets (one of the latter the work of Canadian Guides), the long white-walled schoolroom with its high windows and modern desks, and the spacious boys' room were visited. In the schoolroom, Her Royal Highness showed great interest in a model village which the older boys had made and fitted with electric light in their free time. The kitchen premises, storerooms and larders also aroused her interest. Unfortunately, Montgomery the kitten, had withdrawn himself, and so missed the chance of a lifetime.

In the office the Princess inscribed her name in the first page of the Visitors' Book, using the pen with which her grandfather, King George V, signed his name at the opening of the Thistle Chapel in Edinburgh.

While coffee was being served and members of the Scottish Executive Committee and others presented, the children were all gathered outside, and as the Princess came out she was greeted with a spontaneous cheer. Thady Lavelle thanked her for coming, and by transferring both sticks to one hand, managed to give a smart salute, and little Ruth McKenzie, aged five, with a little support, was able to stand and present a bouquet of carnations. Thereafter the Princess crossed over to the group of children and spoke to them, taking her place among them so that a photograph could be taken. As the car drove off the children cheered lustily, the more active helping the others to wave Scout hats on poles.

It was difficult to settle down to everyday things again, but there was an air of happy content about everyone. Each child had to hold the pen the Princess had signed with, and see the key, and the signature in the Visitors' Book. Every parent was thrilled with the Princess's visit, and all felt that the School had a magnificent send-off. Princess Elizabeth, by so graciously sparing the time to come, had not only opened a school when she turned that remarkable key, but had opened a door of opportunity to children whose lives might otherwise be shut in within narrow limits.

This official opening marks the culmination of the war service of Guides and Rangers at Cowdenknowes under the evacuation scheme. It is the beginning of a new chapter in the establishment of a School for Cripple Children founded on Scouting and Guiding.

HER ROYAL HIGHNESS PRINCESS MARGARET at the PARADE OF ABERDEEN YOUTH ORGANISATIONS

HER Royal Highness Princess Margaret, Patrol Leader, dealt with an emergency and scored a triumph on September 16th at Aberdeen, when Princess Elizabeth's accident prevented her carrying out her engagement to inspect the Aberdeenshire Youth Organisations.

Four thousand boys and girls paraded at Dyce Airfield, ten thousand spectators were present, and the roar of cheering which greeted Princess Margaret, left no doubt of the appreciation felt by the crowd for the way in which she had stepped into her sister's place, determined that the young people should not be disappointed.

In drizzling rain, the Princess spent twenty minutes inspecting the ranks and speaking to the county leaders of the various organisations. When she met Lady Diana Buchan, the Assistant County Commissioner for Guides, one of her first questions was whether the Craithie Company was among the eight hundred Guides on parade. Princess Margaret takes a very great interest in the Craithie Company when she is at Balmoral Castle.

Returning to the platform, Her Royal Highness gave permission for the parade to be stood at ease, after which she went to the microphone and spoke for two minutes:—

"My sister, Princess Elizabeth, wishes me to tell you how very disappointed she is that she cannot be present this afternoon at this parade of the Aberdeenshire County Youth Organisations," she said.

"She would like you to know of her great admiration for the part you have played in the past when you have generously given of your leisure time to the service of your country in her hour of need."

"Now that the long years of war are over and victory won, we must look forward with equal courage and determination to the tasks that lie ahead and, with love of our country strong in our hearts, work together to win the peace."

"My sister and I take a great interest in your many activities, and to-day, when her thoughts are especially with you, she asks me on her behalf to wish you God-speed and every success in the years to come."

The cheers which echoed over the airfield at the conclusion of the Princess's speech expressed the admiration of fourteen hundred people for the manner in which the Princess had carried out alone

her first big public engagement. Her poise and enthusiasm and by confidence, coupled with the eager interest which she feels in everything she undertakes, had won her the delighted appreciation of a vast crowd, and all of those who were privileged to talk to Her Royal Highness were charmed by her the complete lack of nervousness with which she approached an occasion which became for her a personal triumph.



Photo: Aberdeen Press and Journal.
H.R.H. Princess Margaret makes her first public speech.

THE NEW CHIEF COMMISSIONER FOR ULSTER

MRS. HAUGHTON has been actively associated with the Guide Movement since 1918, and has been Brown Owl, County Secretary, County Commissioner for Co. Antrim, and, more recently, Deputy Chief Commissioner for Ulster. She is a member of the St. John Ambulance Brigade, having joined in 1918 and served as V.A.D. during that year.

On the outbreak of war in 1939 she was appointed Ambulance Officer for the Ballymena Nursing Division and was also attached to the Cullybackey First Aid Point.

Mrs. Haughton was a prominent member of the Women's Voluntary Service. She served for over two years, first as County Organiser for Co. Antrim and then as Regional Adviser for Northern Ireland. She is Vice-Chairman of the Northern Ireland Council of Social Service, and Chairman of the Women's Committee, having been a member since the formation of the Council.

She is Vice-President and Member of the Committee of the Samaritan Hospital, Belfast, of which she recently relinquished this chairmanship after holding that office for ten years. She is Vice-Chairman of the Co. Antrim Committee of the Queen's Institute of District Nursing; Vice-Chairman of the Co. Antrim Library Committee; a Governor of Cambridge House School, Ballymena; and a Member of the Women's Housing Council, the Standing Conference of the Women's Organisations, and of the Ballymena Cottage Hospital Committee.



Photo: The Belfast News Letter, Ltd.
Mrs. Haughton.



Photo: Aberdeen Press and Journal.
Princess Margaret Inspects the Guides.

THE TRAINING SUPPLEMENT

PROGRAMME for a LEADERS' TRAINING

(One persons ideas about our Leaders' Training, looked upon as a model for all time or all Companies.)

Not to be

TRAINER: Captain.

TRAINEES: Four Patrol Leaders.

SETTING: A Church Hall in an industrial town.

CAPTAIN arrives before the Leaders. They follow soon afterwards and greet her cheerfully, with a salute and a "Good evening, Captain." As it happens, Captain is standing at the platform-end of the hall, a distance of fifteen yards from the doormat, it has to be shouted or is inaudible. Captain, therefore, finds this a good opportunity to discuss with the Leaders what the nature of a greeting—any greeting—should be (e.g., friendly, personal, polite), and they decide that it is not really possible to be any of these things at more than arm's distance. They agree, therefore, that every Guide, on arrival at the Company Meeting, must hold her salute until she has walked to where Captain is standing. ("That will be hard on the shy ones," says one Leader. "Very good for them," says another. "And won't it help with posture, Captain?" inquires a third. "I mean—if you know Captain's looking at you as you walk up the hall—" "I shan't be!" says Captain. "I shall be too busy, but it is not a bad idea to spread abroad!")

During the discussion, two or three different forms of greeting are mentioned. The Leaders become interested and begin to compile a list. (The curtsy, the bow, the kiss, the nose-rub, the clenched fist, etc.) "Let's see which Patrol can produce the best list next week and act it for us," suggests Captain. "It will be a new way of teaching our recruits about the Guide salute, because that must be included with the rest."

The discussion over (it was no part of the planned programme, but no Captain ever misses an opportunity because she hasn't "got it on the list") the training proceeds.

Preparation for a Patrol Drill Competition (Training points: The Leaders lead, i.e., they are in entire charge of their Patrol. Improves the general standard of drill, with all that this implies of quick response, improved posture, muscular co-ordination, etc., in a very short space of time. Always enjoyed by the Guides.) Captain drills them for ten minutes, as she wishes them to drill their Patrols at a later date. She concentrates on the simple movements—Fall in—Attention—Right dress—Stand at ease—Right and Left and About Turn—Fall out. She explains and demonstrates the important points which go to make good posture. Then she steps into the squad, and the Leaders, in turn, take the drill, so that she may help them with their drill commands. ("Don't forget that pause before the executive word of command.") "Patrol! Right (pause) turn!" It gives people time to think and prepare. And snap out that 'turn,' too. Don't let your voice drop—raise it slightly. No need to shout, but speak in such a tone of voice that people feel they must move.")

When the drill is over, they plan the competition. The first rehearsal is to take five minutes, no longer, and then each Patrol is to drill in front of the others and if anyone in the Patrol makes a mistake, they are all out. ("Makes them much keener the next time," says Captain.) The second rehearsal is to last five minutes, too, and then comes the second round. ("How much time shall we allow for it altogether?" "Half an hour," say the Leaders, "and the last time each Patrol can drill right through, and we'll

count the mistakes." "The Patrols shall judge each other in the last round," says Captain, "good observation practice!")

Signalling Practice (Training points: Useful for the Leader as a candidate for Signaller's Badge). Each Leader in turn signals a block of letters to the others. Captain check up on style.

When serious practice is over, Captain introduces a "di-dah-di" challenge. Each person is over, Captain introduces a "di-dah-di" "Go," she runs up to any other person and challenges her with a letter of the alphabet spoken in morse, e.g., "di-di-dah." The one challenged must reply with the next letter of the alphabet before the is forfeit. "Let's play it." They do so. The Leaders make a dead set at Captain and all her tokens are removed from her without much difficulty.)

Mapping and Stalking Game (Training points: Mapping practice for embryo First Class Guides; stalking and outdoor exercise for everybody). The whereabouts of dumps of "treasure" has been marked on sketch maps which are given to two of the Patrol Leaders. The others have the same sketch map, but the dumps are not marked on it. The first pair are given time to hide themselves somewhere on the route, but not within fifty yards of the dumps, and at the end of that time the second pair set out to "police" the route. The first pair have to try to bring the "treasure" back to Headquarters (one piece at a time only) and the second pair have to try to find out where the treasure is hidden. If they succeed, they may pocket it whole!

Map jigsaw (Training points: Fun for those who know and very instructive for those who don't.) Captain gives the Patrol Leaders a picture of some open country, and a jigsaw which, when completed, will present them with a proper scale map of the picture. ("Did you make this jigsaw yourself, Captain?" "Yes. It was fun doing it." "Where did you get your picture?" "Out of a magazine." "We could play both these games with our Patrols, couldn't we, Captain? I mean, quite independently, and without waiting for each other?" "That was what I hope you would do.")

Health Challenge (Training points: Involves considerable activity but can be carried out indoors and in a small space. Provides the lighter—and indispensable—side of health teaching.) Captain challenges the Leaders.

How supple are they? (They stand in pairs, back to back, with a handkerchief knotted into a ball on the ground between them, sufficiently far away for each one just to be able to reach it without moving her feet. At the word "Go!" which one can pick up the handkerchief most quickly?)

How strong are they? (They stand in pairs, as evenly matched as possible for size and weight, side by side, facing opposite ways. They clasp inside hands.) At the command "Take the strain," they lunge away from each other with the outside foot, keeping inside feet touching, so that they are at full arm's length and just "feeling" each other's weight; at "Go," they pull.

How fast can they run? (They run from side to side of the hall for a given length of time. Who makes the crossing most often?)

Do eye and hand work together? (Captain demonstrates throwing a tennis ball behind her back and over her shoulder and then catching it, first with the right and then with the left hand.)

And now, time is nearly up. "Any Patrol Time queries?" asks Captain. Yes, two of the Leaders need help. For their problems, and the solution of them—see next month's GUIDE.

ELIZABETH HARTLEY.

OTHER PEOPLE'S IDEAS

OTHER people's ideas have a habit of appearing much more original, exciting and generally worthwhile than one's own. Whether they are or not depends often on the careful working out which must follow before the idea, however brilliant, can be put into practice. Wingate of the Chindits always maintained that any man could dream the dream but that only the real leader had the patience, the determination and the skill to make that dream become a reality. It may seem a far cry from Chindits in Burma to Patrol Leaders in Oxfordshire, but perhaps when you read the following Patrol Competition, which we publish with permission, you may see that there is a connection.

BULLINGDON DIVISION GIRL GUIDES

Upperton Croft,

Brightwell Baldwin,

Oxford.

31st, August, 1945.

Dear Leader,

Do you think your Patrol would like to help some British children of Guide age who have been rescued from a Japanese Prison

Camp? These children are not yet well enough to make the long journey back to England, but we want to make them feel that they are welcomed, and to prepare them for living in England. They have been prisoners for such a long time now, none of them can remember clearly what it is like over here. The British Red Cross are sending them food and medicines, but there are other ways in which Guides can help. Your Patrol could work together during the next six weeks and collect a parcel containing the following things:

1. A really interesting Nature Log Book made during the next six weeks telling the children what it is like in England now.
2. A chart explaining to them very simply how to keep healthy. There was no soap in the Japanese camp, very little water, and they have no idea what a tooth-brush is or how to use it, or anything like that.
3. A chart telling them about the Union Jack and how to fly it, as they did not see one for nearly four years and are too young to remember.
4. A model flagstaff with guy-lines on it, and a "cleat" lashed on, and halliards tied correctly to a baby flag (you can probably buy or borrow one of these and just sew a toggle to one corner and

a loop to the other), so that they can erect the Union Jack on their bed or locker.

5. Something useful, such as a bag to keep their belongings in, or a housewife—mending materials are very scarce—or even a home-made toy to amuse them.

6. A Patrol Log Book telling them briefly about each member of your Patrol; her name, age, the date she enrolled as a Guide, any tests she has already passed, or badges or stars she has gained. Then an entry each week to say what Guide test she has passed, or special Good Turn she has done, during each of the six weeks you are preparing the parcel.

A different member of your Patrol must be responsible for each

of these six things, but you can all help with entries for the Nature Log and suggestions for the other things. If you have less than six Guides in your Patrol one Guide must be responsible for two things.

I do hope each Patrol will make a parcel. Captain can send the best one from your Company to me. She must post it not later than 3rd November, after that will be too late, so hurry up, there is no time to lose!

Yours sincerely,
(Signed) GRACE ROBOTHAM,
Division Commander.

THE 1944 EDUCATION ACT IN 1945

BY
HELEN S. MAIR

IT is a strange irony in the history of British Education that great wars, great disturbers as they are of the complacency of human thought, should be the birth-time of new plans for educational development. The irony lies in the fact that it is at these periods of upheaval, disorganisation and destruction that it is most difficult to put the plans into even partial execution, still less to bring them to completion.

In the November GUIDER of 1944, I made a brief survey of the main aspects of the Butler Education Act, acclaiming it as an onward step in the right direction, recognising its merits in so far as it makes a fuller and longer education possible for all young people according to their aptitudes, ages and abilities.

In this article I want to draw the attention of Commissioners and Guiders to various points of interest in the unfolding of the plans and purposes of the Act. The difficulties that surround the whole problem are so enormous that one might be forgiven if one was entirely pessimistic and thought that nothing had been done or could be done in the present circumstances. The Act carries with it for its application the need for many more teachers, many more schools, many better school buildings, great quantities of new equipment, much scientific and technical apparatus and many books, and the need for all these things is imperative, and immediate. At the same time we know that not one of these needs can possibly be met imperatively or immediately.

What then must we say? Is nothing being done? Can nothing be done to begin to put the Act into execution? To the onlooker who knows little of what is going on behind the scenes the answer would seem to be, "No, no progress can be made just now." But this would not be correct. Much is being done in many ways. To use an army metaphor, before any advance can be made there must be first a great decision, a great plan. So far, in education there has been this decision, this plan. What next? Does not the military staff then get to work on the "Build-up," often taking months or even years to perfect it before the plan can unfold.

The months between the passing of the Act and the present moment have seen a stupendous effort in preparation, in the build-up. Circulars, memoranda and regulations have flowed from the Ministry to the Authorities, asking for information and advising as to the making of schemes. Everywhere Local Authorities are considering their own individual needs, their present facilities, their future requirements, by which the new Act will be fully implemented.

Certain of the difficulties I mentioned have already been tackled and progress is visible even now. The need for teachers is being met by the opening of several Emergency Training Colleges with a very creditable degree of speed. Other colleges are due to follow very quickly. In spite of the gloomy prognostications of many people as to the unsuitability and ineffectiveness of these newly-found and quickly-trained teachers, those who have met them or been training them are pleased with the ready adaptability of these newcomers who feel an urge to teach. There seems to be a belief that, while possibly less stereotyped in their methods and their background, they have a freshness and a breadth of experience that may prove very useful in the schools of the future.

Existing Training Colleges are also taking immediate steps to fill their Colleges to capacity and to accept additional members by temporary extensions. Slowly but surely more teachers are coming back from the Services, and with the end of the Japanese War one may hope that this need will be one of the first priorities of release. The new Minister of Education can be depended upon to press the claim of this all-important service at the moment, when plans are being made for a world at peace, in which a most urgent need will be for a self-disciplined, educated and thoughtful youth.

What about buildings, equipment and books? So far, naturally in the months behind us nothing more could be done than has been done. How far it will be possible to recognise the need for new schools as of first-rate urgency remains to be seen. Until we get them, much of the Act must remain a plan, not an achievement. The date for the raising of the leaving age is now 1947, so that there is time for something to be accomplished if the will

is there, as I for one feel it will be in the present Minister of Education and the Government which she serves. As an earnest of the Minister's will to raise the leaving age as early as possible, Authorities have been told that they must hurry on with whatever temporary accommodation can be provided without waiting for permanent buildings. They have also been asked to reserve or acquire building sites at once for future buildings.

Another important matter was vigorously tackled by the late Government. The Act provided for two types of education, primary and secondary, and by the merging of central or senior schools, previously considered elementary schools, into secondary schools, the whole question of the scale of salaries had to be considered. There had been two scales of salaries previously, secondary and elementary. This dual scale had to go, and it has already gone. So much has been accomplished by the new Burnham scale of salaries. The general framework has, therefore, been freshly made. The teachers in senior and central schools with similar qualifications to those teaching in secondary schools are now being paid at the same rate. At the moment the work carried on in these central and senior schools must remain more or less as it was before, owing to the lack of adequate facilities for a different kind of education, and not as it is likely to be as soon as conditions can alter and these schools can truly become secondary schools of a modern or technical type. Into the whole vexed question of whether this is a downgrading of the one or an upgrading of the other it is not my purpose to enter in this article, but it is as well for readers to know that there is a controversial issue here, and much, it seems to me, will depend on the wisdom and far sightedness of the Authorities in the use they make of the powers they have to give solid additional payments for special services rendered by teachers with outstanding organising or intellectual powers. This must be done if the new scales are to work out reasonably fairly, and if they are to be an encouragement to men and women of first-rate ability to enter or remain in the teaching service.

The Authorities up and down the country are now trying to decide how best they may serve their areas. Whether they need multilateral, bilateral or unilateral secondary schools. How many nursery schools they need. How many and what kind of schools for the physically or mentally handicapped children, and all these plans have to be sent to the Ministry for consideration and approval by April, 1946. All this thought and careful consideration is the necessary build-up of which I spoke.

It would not be correct, however, to give the impression that as far as the human element, the individual child is concerned, everything is having to wait even for such an early date as April, 1946, and that nothing has been altered already. The abolition of fees took effect for all compulsory full-time education, except in direct grant-aided schools, from 1st April, 1945. Regulations and guidance have been issued to Authorities by the Ministry relating to the award of scholarships and other benefits to enable students to take advantage of continued education up to and including the university stage, and financial aid is much more substantial than it was formerly.

There has been a tremendous expansion in the school meal services, an expansion which is being vigorously accelerated. This is a preliminary to the Government's scheme of family allowances.

In the realm of Further Education, Circular 61 has now enjoined Local Authorities and Responsible Bodies, including Universities and University Colleges, Workers' Educational Association, the British Institute of Adult Education, etc., to prepare programmes for extensive development of all forms of adult education. The large grants to be paid to responsible bodies should make it possible for big strides to be made during the coming winter, for this work would not be held up by the lack of buildings.

Much more could be written, but I think enough has been said to prove that both the Ministry and the Authorities are urgently engaged on all the preparatory work that must be done before the nation can have the full benefit of the Butler Act, and that considering the phenomenal difficulties that total war has brought with it very considerable progress has already been achieved.

The Colour Party—Part 4

The Colour Party for Two Colours

If you have two Colours in your Company, a Union Jack and a Company Colour, you can for an Enrolment Ceremony choose whether you will have two Colour Parties or Three, one for each Flag, or a Colour Party of five for the two Flags. For a Church Parade or when marching with Colours it is correct to use the Colour Party of five for the two Colours.

Two Colour Parties of Three.—If you are having the two Colour Parties for an Enrolment the procedure and Falling In, etc., is the same as for one Colour Party. When coming in to position for Marching On, the Union Jack Party can come up to position for the Horseshoe and the Company Colour up the left, side of shoulders as they slow march across the sides and cross, passing left into place, the Jack on Captain's right and the Horseshoe and Colour on her left at the ends of the Horseshoe.

Colour Party of Five for Two Flags.—For this you will need two Bearers and an Escort of three. They are placed as in Diagram I, To Fall In a Colour Party of Five, both Colours are uncased and stood side by side, the Union Jack on the right, and the Union Jack Bearer is in charge of the right, Colour Party, and gives the commands. She stands with her back to the Union Jack and gives the command "Colour Party Fall In." They Fall In two paces from her as in Diagram 2. She then steps into the Colour Party and About Turns. Both Bearers step forward together and which they place in their carriers at the Carry, then About Turn and step back into the Colour Party and About Turn. Colours are brought down to the Slope. To get into the position to March On at an Enrolment they can either Form and march up the room three abreast, or if there is not room for this use the Single File method. When doing a Form, the three in front Form as for a Colour Party of three, the two rear escort do not move on the turn, but step sideways into their places as the two in front come round to their new position. If using the Single File method, the Union Jack is on the left when the Colour Party is fallen in. After the Colours have been brought down to the Slope the Union Jack Bearer gives the command "Colour Party Left Turn," the Colour Party is then led off by the Union Jack Bearer in single file, the Colour Escorts coming in behind the Company Colour Bearer. When they arrive at the top of the Horseshoe, the first three Halt and the two rear Escorts take their places on the right side of the Bearers. Union

C.C. □ □ □ U.J.
□ □

Diagram I

A □ □
A □ □

Diagram 2

Jack Bearer then gives the command "Colour Party Left Turn." Colours are brought to the Carry, and they are ready to "March On." The Union Jack is now in the correct position on the right hand side of the Colour Party, Diagram 3.

To march on they slow march across the top of the Horseshoe and take up their place on Captain's right, after two Left Turns and a manoeuvre, making the continuation of the Horseshoe. The Colour Party should not march too close to the ends of the Horseshoe in order to have room to Form. After "Marching Off," if the first method has been used, the Bearers bring the Colours down to the Slope and the Bearer gives the command "Right Form." They march down the room to the place where they "Fell In." The Bearer gives the command, "Colour Party Halt," "Left Form." Colours are brought up to the Carry. Both Bearers take two steps forward and About Turn, each gives the end of her Flag to the escort in front of her to help roll it up. The entire escort stands ready with the cases. When both Flags are cased the Company Colour Bearer steps back into her place and About Turns. The Union Jack Bearer then gives the command "Colour Party Fall Out." All turn to the right and break away, and join on to the end of the Horseshoe to be dismissed with the Company.

If the single file method has been used after marching off and bringing the Colours to the Slope, the Union Jack Bearer gives the command "Colour Party Right Turn." They march on in single file as they come up. On arriving back at the place where they Fell In, the first three halt and the escort comes into their places on the Bearer's right. The Colour Party turns left, Colours come up to the Carry, and then are cased as above.

For Church Parade, etc., the procedure is the same as for the Colour Party for one Colour.

I.M.

HOME MAKING

THERE is much in Ranger Training that comes under this heading. Directly or indirectly everything in the Ranger Service Star test is related to it.

PART I.

The thrill of collecting lightweight equipment and going off on expeditions would seem at first sight to be directly opposed to Homemaking; and yet one has only to look deeper to see how very much of value in the Home comes into these clauses. The value of collecting suitable equipment, of storing it neatly, of caring for it; the art of making a home quickly and satisfactorily in almost any place; being able to differentiate between the essentials which must be taken and non-essentials which can be left behind; also, but by no means least, an essential in the make-up of the successful homemaker, that capacity to make the very best possible out of any given circumstances, and to overcome the difficulties that are unavoidable!

PART II.

(1) Here the connection is more obvious, and the direct possibilities greater. How many are the girls who walk into matrimony and from that into houses and have little or no ideas about what makes for the comfortable running of homes or of improvements on what they themselves have lived in. So much can be done in even the poorest circumstances, and the better the circumstances, the greater the opportunities.

Ranger training in these matters must be strictly practical and each Captain will need to see that the discussions which take place and the homes that are visited have a direct bearing on the type of homes from which the Rangers come. If they emerge from their training with an eye trained to notice the types of houses their friends live in and instinctively to note the good and bad points, they will be better able to select (if they have any choice!) or to make the most of their own houses in the future.

(2) The homes of the town-dweller and country-dweller alike owe much to the local authorities: to the amenities they provide, or should provide, such as water, electricity and sanitation, on the one hand, and on the other—and this applies more generally in towns—to the opportunities there are for learning about and caring for children, the greatest responsibility of the home.

(3) What can knowledge about other countries have to do with homes here? Just this: the happiest homes can be destroyed after years of making in one instant by atomic bombs or other weapons of destruction; the greatest contribution we can make to international security is understanding and friendship between the peoples.

PART III.

(1) In this country the art of producing a good meal has come before the public eye much more during war years. It is difficult in war and the Government have done much to help. This underlines the importance of well-cooked and well-chosen meals to good health and well-being, and what other single item does more to make for contentment, and even for pride in the home!

(2) It is well before embarking on marriage and homemaking to know something about babies and how to handle them, to know some of the underlying principles that make for the baby's happiness. There is no more disturbing factor in a home than a fractious child! There is also the question of the mother dividing her time between the child and the father. "To whom does a mother owe the greatest loyalty, her husband or her baby?" The Ranger who has debated this has faced in advance, and will be prepared for a predicament which many of them will later experience!

(3) Colour and line in dress and decoration is an absorbing subject, and full of value to the future homemaker. "Background" matters so much; it helps to create an atmosphere for peace or for disturbance. A home that is good to look at, like a girl who is well-turned out, is attractive and pleasant. The standard of beauty in most English homes is very low and it is not so much money as ideas that are needed to improve matters considerably! Again it is a question of awakening interest and opening the eyes of the Rangers to the restful possibilities of plain spaces and quiet colours. The value of simple shapes and lines against over-fussy and gaudy colours. Rangers who are fortunate enough to have their own clubroom or den will have a great opportunity through this clause—and as a result of Ranger Training in years to come the British home will be more beautiful to behold!

The fact that it is necessary for each to make or to decorate is a real practical step towards homemaking; for lucky indeed is the

housewife who can have everything she needs for the beautifying of her home made or produced by other people. Another subject for a debate might be—Is such a housewife, if she exists, really to be envied or not?

(4) This part is commonly known as "cultural." The home is enriched by culture. The wider the interests the more varied the guests, and in the entertaining of guests is the flowering of the home.

PART IV.

HEALTH. Homemaking is exacting. It calls out every quality a woman possesses. She must organise, she must create, she must work, she must plan, and, above all, and no matter how busy she may be, she must keep an even temper and understanding mind, thinking of the others in her home more than of herself. Good health is a most vital factor and the wise housewife will give it due attention in her personal life and in her home. Homemaking is an art in the highest sense. Success brings the truest joys and happiness to those who are lucky enough to live in the home.

Ranger Guiders, there lies in this homemaking side of the Ranger programme, a challenge to each one of you! A challenge first to look to your own homes, and then to set the feet of your Rangers on the path of wise homemaking. For it is the strong soil of a good home that produces a people fit to inherit the earth.

VIOLET MERTHYR.

ON CHRISTMAS CAROLS

By MARY CHATER

SOMETIMES a chance remark will remain in our memory for years, pointing a warning finger like a signpost. When the subject of carols comes up at this season of the year, I always remember a friend of mine who was very fond of music and a great lover of the Christmas feast, saying: "I think I'm getting rather tired of carols."

I believe the reason was a sound one; many people get a little tired of carols artificially produced and sung by girls' voices only. The original carol parties were the "weyghtes" or waits, who went from house to house like the mummers, and who, in the natural vigour and crudeness of their performance had more affinity with the little boys who shout "Christmas time is coming" and "Hark, the Herald" in the letter-box than with the decorous parties of girls and boys who sing well trained carols in a village hall or school.

In our right desire to promote reverence and dignity in our carol singing, we must beware lest we forsake altogether the old tradition of the carol party, lantern lighted, chin muffled and often hoarse throated, which visited our houses and delighted us with the old and simple songs of the season.

It is true that not enough of those old and simple songs are known, and that it why I address this article to those Guiders who are preparing to take a carol party round to visit the houses of friends who will welcome them, and to sing for the benefit and enjoyment of hospitals and institutions. Their chief difficulty is always the same; to sustain a varied and interesting programme with treble voices only and no accompaniment. It may be a help to some if I give a short list indicating a few of the carols best suited for the purpose.

It is a good plan to divide your carols roughly into three or four types, and to make sure that you include some of each.

First, the best and oldest type of native carol, those which tell the story of Christmas with a cheerful refrain at the end of each verse. I place "God rest you merry" first among these because of its lovely words and ancient tune which needs no decoration. Then, "A Virgin most pure," another exquisite carol of the same type, and "The Lord at first did Adam make," with a haunting Christmas eve refrain. All these, with "The First Nowell" (which mixes the Christmas and Epiphany stories) are well known, and can be found in *The Oxford Carol Book* (O.C.B.) the Stainer Collection *Christmas Carols Old and New* (which I will refer to as "Novello") and in other collections of traditional songs. They need some variety in the apportioning of the verses, and the audiences should be invited to join in the refrains. If they are clearly sung with due regard to the words, they do not need decorating with harmonies or with descants, and often are better without them, though there is no reason why they should not be used with discretion.

Less well-known carols in the same category are "The Yeoman's Carol," a perfect gem (No. 20 O.C.B.), and "The Somerset Carol" (No. 8 O.C.B.) and there are many others.

"While Shepherds Watched" should take its place among carols where it belongs. Although it is usually sung to a fine hymn tune, it has many local traditional melodies, the oldest being No. 33 O.C.B. (Another is the well-known Yorkshire tune "Ilkla Moor"). Nearly related to these "chorus carols" (and in many cases indistinguishable from them as a group) are the shorter carols which instead of telling the story rather emphasise a feeling, or dwell on one aspect of the feast. These carols live mostly by virtue of their lovely and haunting tunes, the words being in many cases curtailed or corrupted through many versions, so that they give ideas rather than a connected narrative. Among this group I would put "The

Holly and the Ivy" (O.C.B., Novello, etc.), "The Coventry Carol" (O.C.B., Novello, etc.), "Sussex Carol" (O.C.B. 24), "I saw three ships" (O.C.B. and Novello) and others.

"Good King Wenceslas" comes in for much abuse nowadays, for its "pseudo-Gothic" words, written by Dr. Neale to replace the words of a spring carol which originally belonged to its fascinating medieval tune. Still it holds its own stoutly, and I myself cannot associate the remote cadence with anything but the coldest snow. "Puer Nobis" (O.C.B. 92) is a carol from the same Latin source, with a glorious tune, but in my opinion it needs accompaniment, in the absence of male voices.

At least one of the Wassail Songs should be included in the programme, if possible; "Here we come a wassailing" is the best known (O.C.B., Novello and others); it has an alternative tune from Yorkshire in O.C.B. which is equally suitable for unaccompanied singing. "The Gloucestershire Wassail" (O.C.B. 31) needs substantial quality in the voices; it is such a good tune that it cannot be reserved for men, though it does need their voices to do it full justice.

Then come the lullabies, many of them German. "Holy Night" (in various Community Song Books) and "The Cradle" (O.C.B. 84 and others) are among the best known, and the Czech "Rocking Carol" (O.C.B. 87 and others) is now immensely popular. These all lend themselves to easy harmonization. The best known English traditional lullaby is "This Endris Night" (O.C.B. 39 and the English Carol Book: Mowbray). This is a tune which seems to invite a descant and the one given in the Mowbray book can be used without accompaniment with very slight adaption.

Some of the Irish and Welsh lullabies are most lovely.

Lastly some Rounds and Canons should be included for variety. There are not enough of these among Christmas carols, and I can only name the beautiful Christmas canon, "To us a Child" (Songs for all Seasons, O.U.P. 9d.), "Green groweth the Holly" (O.C.B. 63), "The whole world is a Christmas tree" (The World Songs), and the round "Nowell, Nowell," which is in the Girl Guides collection of Christmas Carols, a 6d. leaflet published by Headquarters.

In this list I have not mentioned modern carols, and have hardly touched on any but English traditional melodies, but these form a very good basis for an "English-speaking" carol party. The Welsh could make a list of their own and the Irish, too; Scottish carols are mostly survivals of the same medieval tradition as the English, though there are some fascinating Scottish tunes adapted to carol words, notably "Rorate" (O.C.B. 125) which has the same quality of exultant joy as the Irish "Ding Dong" (O.C.B. 6).

This list is only meant to serve as an introduction to various types of carol, chosen for their suitability for girls' unaccompanied voices, and divided not according to history or nationality, but simply from the practical view point of a leader who wishes to build up a programme.

Carols should give immense pleasure both to singers and hearers. They should be spontaneous and lively, and they should be first and foremost an expression of faith in terms of music and not always the prelude to an inevitable collection for even the most deserving charity.

EDITOR'S NOTE.—Advice on the choice of carols may also be obtained from County Music and Drama Advisors.

DUTY TO THE KING

BROWNIES have very varied ideas as to what constitutes their duty to the King. Recently a Brown Owl and a small eight-year-old were discussing this together, and after some considerable thought the would-be Brownie said: "Well, Brown Owl, I think my duty to the King is this—If I saw a little boy going to be run over by a 'bus I would save his life and then he would grow up to be a soldier and fight for the King." This typifies one extreme, the Brownie who sees herself doing the most heroic deeds for the sake of King and Country. At the other extreme are some Brownies who have never seen the King, and to whom he is someone quite remote. These children often find it difficult to believe that anything they do can help the King.

As Brown Owls it is our job to try to make this part of the promise practical for each separate one of our Brownies. Guiding is founded on our promise, so it is of the utmost importance that this foundation stone should be well and truly laid in the Pack. It is essential that each recruit should have the chance to express her own ideas, and a wise Brown Owl starts from these, and, in the light of her knowledge of the child and her background, she tries to make practical suggestions about a Brownie's duty to the King.

In some ways, this is closely allied to her duty to God. For example, it is a Brownie's duty both to God and the King to keep as healthy as possible. Care of other people's property and of the countryside, preserving beauties given to us by God and belonging to us as a nation can also be discussed. Practical Christianity and good citizenship after all are closely allied. Here are some things Brownies have said about duty to the King

to illustrate this: "You ought to tell the truth." "You ought to do the best what you can to other people." "You ought not to be cruel and force people to do things." "You ought to be made just before the end of the war in Europe." This last remark

It is important that Brownies should realise how hard the King has to work. A scrap book with pictures cut from newspapers and cuttings telling of the activities of the King and of the members of the Royal Family over a certain period, does bring this home to children of Brownie age. Each recruit can make a collection for a week or for a fortnight to form part of the book. People from other countries are struck by our very real pride and affection for our Royal Family. The voice of our King is now known to many children through the wireless, and they are able to sense his interest in the children of this country.

During the war years there were often opportunities of national service which were possible for Brownies. Still there are things to be saved and others to be collected for the good of the Country. Not long ago a Brownie said: "My duty to the King is to save rubber. Any chance of service to the nation, however small, should be encouraged."

The interest of an eight-year-old is centred on herself and her immediate surroundings, so it can be pointed out that obedience to the rules at school or to civic laws which affect children are really part of a Brownie's duty to the King.

After she had made her promise at her enrolment, a Brownie's idea of duty to the King ought to grow broader and deeper as she grows older. It should be discussed again, particularly when learning about the Union Jack and later when studying the National Anthem.

Brownies are interested to know that Pack Leader, like all Guides and Tawny and Brown Owl have made a promise to do their duty to the King.

Sometimes, perhaps on Thinking Day, Brownies can be told of the promise made by other Brownies in countries which have no King. We are indeed fortunate to have as our national head, a King whose example is an inspiration to us all.

ANDRINA WILSON.

CHILD NURSE BADGE

THE new syllabus for this badge appears on another page. The following notes were written by the *Ad Hoc* Committee which was set up to consider the syllabus, and which consisted of: A Red Cord Diploma'd Guider, an H.I. and County First Class Tester, a S.R.N. and Matron of a Day Nursery, a District Commissioner and two mothers from different types of districts.

"It was unanimously agreed that the fault with the present syllabus for the badge was the difficulty of practical teaching or testing. Also the content of the test was considered too advanced for a child of Guide age who was not specialising on this subject. It was felt that the present test assumes that the Guide has herself been brought up in a well ordered home."

It was agreed that if the badge were left as part of the first-class test this test would then be somewhat unbalanced, and it was recommended that the badge be separated from the first-class test, and a clause be substituted in the test.

In separating the test into two parts the committee were bearing in mind the two things. Part one, (Theory) was planned with a view to the Guide as a future mother, whereas part two (Practical) is what a child of Guide age can reasonably be expected to do with possibly strange children. We realised that our Guides at the present rate may be mothers in as little as four or five years time.

The age of the child, it was agreed, should be from three to five, rather than the present two to five. It was pointed out by the matron of a nursery school that there was a considerable psychological difference in the treatment of an average two-year-old, and a three-year-old. For example, a three-year-old should be consistently clean, whereas a two-year-old, though clean at home with his mother, may with a stranger be surprised into dirty behaviour.

It was also pointed out by a mother that a child of three can be clearly understood by a stranger (which is not always the case with a two-year-old) and can tell her what he should wear, and where his clean clothes are kept, etc. Over food, it was pointed out by the matron that a three-year-old would, for instance, tackle strange food, which would only cause a storm with a younger child. The question of play, also, was considered by her to be important. Whereas a two-year-old is usually at the woolly toy stage, a three-year-old is using constructive play, and this stage is progressive, i.e., the child of 3 to 5 is using a progression of the same type of constructive play.

TESTING

We were anxious to avoid the possibility of mass testing, as we felt this to be bad for the Guide and lowering to the standard of the badge. We felt it most desirable that the Guide should be tested in such a way that she sees the proper routine of a child's day as well as putting her knowledge into practice."

THE GUIDER

WHERE TO TRAIN

FOXLEASE TRAINING WEEKS

November 6th-13th—Commissioners.
November 16th-20th—Lone Guiders.
November 23rd-30th—Guide and Brownie.
January 1st-8th—H.I. Refresher Course.
January 11th-18th—Guide and Brownie Week.
January 22nd-29th—Guide Week.
February 26th-March 5th—Ranger Week.
*March 8th-12th—Music and Drama Conference.
*Music and Drama Conference for County Music and Drama Advisers, and Camp Fire Headquarters Instructors.
All applications should be made to the Secretary, Foxlease, Lyndhurst, Hants., and be accompanied by a deposit of 5/-, which will be returned if withdrawal is made two full weeks before the date of training. It is appreciated if Guiders enclose a stamped addressed envelope with their application.

FEES

Single room £2 10s. 0d. a week, 7/6 a day.
Double room £2 0s. 0d. a week, 6/- a day.
Shared room £1 10s. 0d. a week, 5/- a day.

Free Places

Five free places are available for each training week at Foxlease. Application should be made through the Commissioner and County Secretary.

Grants on Railway Fares

Where a Guider finds difficulty in attending a training week at Foxlease on account of the train fare, the following rebates may be obtained if the Commissioner applies direct to Foxlease:—
For return fare exceeding £2 a grant of 5/- will be made.
For return fare exceeding £3 a grant of 10/- will be made.
For return fare exceeding £5 a grant of £1 will be made.

WADDOW TRAININGS

*November 2nd-6th—First Class Testers' Conference.
November 9th-13th—Stockport Division.
November 16th-20th—Guide (Week-end).
November 23rd-27th—Homecraft (Week-end).
January 3rd-9th—C.C.A. Conference.
January 11th-15th—Guide and Brownie Week-end.
January 18th-22nd—Guide and Ranger Week-end.
January 25th-February 1st—Guide and Brownie Week.
February 8th-12th—S.E. Lancs. Commissioners' Week-end.
February 15th-19th—Open for County Reservations.
February 22nd-25th—North-West Lancs. Week-end.
March 8th-11th—Cadets' Week-end.
March 15th-20th—Commissioners' Six Days.
March 22nd-29th—Guide and Ranger Week.
April 5th-9th—Woodcraft Week-end.
April 12th-16th—Guide Week-end.
April 18th-25th (Easter)—General Week.
April 30th-May 7th—School Guiders' Week.
May 10th-17th—Brownie Week.
May 21st-28th—Ranger and Guide Training Week.
May 31st-June 4th—Law and Promise Week-end.
June 7th-17th—General (ten days, Whitsun).

* In order to make this conference as representative as possible, places have been allotted as follows:—England 17, Scotland 11, Wales 5, Ulster 2. Applications should be made through the County and will be dealt with in strict rotation in the above proportions. Only one entry per County will be accepted.

† This training is intended to help all Guiders of whatever branch in the teaching of simple homecraft in their companies. Application should be made as soon as possible.

‡ Cadet Week-end. Cadets will be accepted in order of application—two from each company, but further names will be placed on a waiting list.

Applications, with 5/- deposit and stamped envelope, should be made to: The Secretary, Waddow Hall, Clitheroe, Lancs., who will send full particulars. The deposit will be refunded if withdrawal is made two full weeks before the Trainings.

Fees.—Fee, free places, grants on railways, as for Foxlease (see above).

IMPERIAL HEADQUARTERS TRAINING

Ranger and Sea Ranger Conference.

An Imperial C.R.A. and C.S.R.C. Conference is to be held at Elfinsward, Haywards Heath, Sussex, from December 7th to the 10th, 1945. Further details will be sent direct to Counties as soon as possible.

G.I.S.

Category 1 Training and Test Treks: November 8th-14th at Waddow. December 4th-10th in the Lake District.
Category 2 Training Week-end: November 30th-December 2nd, in Surrey.
Advanced Training Week-end at Headquarters: Postponed until the New Year.

EXTENSION TRAINING.

A Correspondence Course for Post-Guiders will start early in 1946. With Guiders who wish to take part please write to Miss Blair, 69, Manor Way, Beckenham, Kent, as soon as possible, so that full particulars may be sent to them.

ENGLISH TRAINING

A Training for English Air Ranger Guiders will be held at Imperial Headquarters on November 9th, 10th and 11th, 1945.

Sessions:—Friday 7.0 p.m. to 9.0 p.m.
Saturday 10.30 a.m. to 12.30 p.m.
2.0 p.m. to 4.0 p.m.
5.0 p.m. to 7.0 p.m.
8.0 p.m. to 9.0 p.m.
Sunday Morning by arrangement.
2.0 p.m. to 5.0 p.m.

Guiders must make their own arrangements for staying in London. H.Q. Restaurant is not open on Saturday or Sunday, but if Guiders bring picnic meals, hot drinks can be served.

Fee.—6d. a session or 2s. 6d. for the whole training.

Names to the Ranger Secretary, I.H.Q., as soon as possible, and not later than 1st November, 1945.

COUNTY OF LONDON TRAINING

NORTH-EAST AREA—A Guide and Brownie Training will be held at Plaiestow Secondary School, Prince Regent Lane, on November 23rd and 24th: Friday, 7 p.m. to 9 p.m.; Saturday, 3 p.m. to 5 p.m. and 6 p.m. to 8 p.m. Fee 6d. per Session. All applications to Miss Andrews, 12, Roscombe Avenue, Leyton, E.10.

SCOTTISH TRAINING

NETHERURD

The following trainings will be held at the Scottish Training School for Guiders, Netherurd House, West Linton, Peeblesshire:—

- November 2nd-5th—Camp training (preparation for C.A. and Licence tests).
- November 9th-12th—County reservation.
- November 16th-19th—General training.
- November 23rd-26th—County reservation.
- November 30th-December 3rd—Trainers' week-end.

(Note.—General training includes Brownie, Guide and Ranger work.)

Commissioners and Guiders from all parts of Great Britain and from Overseas will be very welcome, and should send in applications in the usual way. These should be addressed to the Guider in Charge, Miss H. M. Bayley, at the above address, as soon as possible. Details about buses can be obtained from her or from the SCOTTISH NEWS LETTER.

Fees for residents are as follows:—

- 40/- per week.
- 15/- per week-end (including supper on Friday and breakfast on Monday).
- 6/- per day.

Guiders coming by the day will be very welcome, and should notify the Guider in Charge in advance as to the time of their arrival and departure. Netherurd is registered as a catering establishment, therefore no rations need be taken. In addition to their personal equipment (including gym shoes if possible), they are asked to take to trainings: sheets or sleeping bag, pillow case, towel and dish towel.

Note.—Netherurd will be closed from the beginning of December for a few months. The list of Trainings to be held there when it re-opens in the spring will be published as early as possible in the New Year.

WELSH TRAINING

A Training for Commissioners, County Secretaries and Blue and Brown Cord Trainers (limited number), will be held at Lake Vyrnwy, Montgomeryshire, from Thursday, November 8th—Monday, November 12th.

Trainers: The Chief Commissioner for Wales, Lady Merthyr, Miss Costabadié and Miss Howie

The Training will include:—Latest developments, including the new Ranger Programme. There will be some sessions for County Commissioners, and one for County Secretaries. Work in Districts and Divisions with Guiders, Public Relations, etc. Special request sessions for new Commissioners. Discussions and practical work.

The Training is limited to 40, and applications should be made as early as possible to the Secretary, Miss F. Gibbins, Longford Court, Neath, Glam. Commissioners from England, Scotland and Ulster will be most welcome.

CARMARTHENSHIRE.

A Residential Week-end Training, in three groups (Ranger, Guide and Brownie), will be held at Gwendraeth Valley Secondary School, Drefach, near Llanelli, from Friday, 2nd November, to Monday, 5th November, 1945. Fee 15s. For further particulars apply to the Secretary, Miss I. James, Gwendraeth Valley Secondary School, Drefach, near Llanelli.

CALENDAR OF EVENTS

CATHOLIC GUIDE GUILD, Dioceses of Westminster, Southwark and Brentford. To celebrate the formation of the above Guild a social for Catholic Guiders will be held at Guide Headquarters, S.W.1, on November 25th. (Tea provided, but please bring cakes, etc.).

His Grace the Archbishop of Westminster hopes to be present. The social will be preceded by Benediction at the Church of St. Peter and St. Edward. Please assemble outside Headquarters (Palace Street entrance), at 2.50 p.m. sharp. All particulars re Guild from Miss E. Bonser, Honorary Secretary, 4, Roland Mansions, Rosary Gardens, London, S.W.7.

EMPIRE CIRCLE

The talk at the Lunch Hour Meeting on November 22nd will be on Sierra Leone. There will be no meeting in December.

EMPIRE KNOWLEDGE

A list of books which will help those interested in the British Empire and Commonwealth, many of them are out of print, but can be borrowed from libraries. They are not obtainable from Headquarters.

CANADA

The French Canadian To-day, by W. Bovey, Dent, 15s., Penguin Special.

Canada, by B. Sandwell, Oxford University Press, 2s. 6d.

Canada, by Graham Spry, Oxford University Press, 4d.

Canada, by A. Siegfried, J. Cape, 10s. 6d.

Britain and Canada, by Gerald S. Graham, Longmans, 6d.

Canada: An American Nation, by J. W. Dafoe, Oxford University Press, 10s.

Fiction

Maria Chapdelaine, by Louis Hemon, Black, 3s. 6d.

Sick Heart River, by John Buchan, Hodder & Stoughton, 8s. 6d.

Blue Pete, Horse Thief, by Luke Allan, Jenkins, 7s. 6d.

Vengeance of Blue Pete, by Luke Allan, Jenkins, 7s. 6d.

Shadows on the Rock, by Willa Cathar, Cassell, 4s. 6d.

Whiteoak Chronicles: Young Renney, Jalna; Whiteoaks, Finch's Fortune; The Master of Jalna, Whiteoak Harvest, by Mazo de la Roche, Macmillan, 8s. 6d.

Wakefield's Course, by Mazo de la Roche, Macmillan, 9s.
Whiteoak Heritage, by Mazo de la Roche, Macmillan, 7s. 6d.
Susannah of the Mounties, by Muriel Denison, Dent, 6s.
Susannah of the Yukon, by Muriel Denison, Dent, 6s.
Susannah at Boarding School, by Muriel Denison, Dent, 7s.
Susannah Rides Again, by Muriel Denison, Dent, 7s.
Canadian Circus, by Evelyn Eaton, Nelson, 5s.
Quietly My Captain Waits, by Evelyn Eaton, Cassell, 9s. 6d.
Restless Are the Sails, by Evelyn Eaton, Cassell, 9s. 6d.
Black John of Halfaday Creek, by J. B. Hendryx, Jarrolds, 7s. 6d.
Blood of the North, by J. B. Hendryx, Jarrolds, 2s. 6d.
The Champlain Road, by F. D. McDowell, Macmillan, 8s. 6d.
Barometer Rising, by Hugh MacLellan, Harrop, 9s.
The Fur Masters, by Sinclair J. Niven, Murray, 3s. 6d.
Mine Inheritance, by Frederick J. Niven, Collins, 9s.
North-West Passage, by Kenneth Roberts, Collins, 6s.

AUSTRALIA

AUSTRALIA:

A Short History of Australia, by Ernest Scott, Oxford University Press, 4s.

Australia, by A. Haskell, Collins, 3s. 6d.

The Australians, by A. Haskell, A. & C. Black, 4s. 6d.

My Australia, by H. B. Eldershaw, Jarrolds, 7s. 6d.

Australia Since 1606: A History for Young Australians, by G. V. Portus, Oxford University Press, 4s. 6d.

Fiction

Haxby's Circus, by K. S. Pritchard, Cape, 2s. 6d.

The Little Black Princess, by Jeanie Gunn, Robertson & Mullens, 6s. and 1s. 6d.

We of the Never Never, by Jeanie Gunn, Hutchinson, 2s.

Such is Life, by Tom Collins, Cape 10s. 6d.

The Fortunes of Richard Mahoney, by H. H. Richardson, Heinemann, 10s. 6d.

The Montforts, by M. Mills, Constable, 3s. 6d.

It's Never Too Late to Mend, by Charles Reade, Collins, 2s. 6d.

Robbery Under Arms, by Rolf Boldrewood, Macmillan, 4s., 2s. 6d. and 2s.

Bill of Billabong (Series), by Mary Grant Bruce, Ward, Lock, 3s. 6d.

Seven Little Australians, by Ethel Turner, Ward & Block, 3s.

Jennifer, by Janet Whitney, Harrop, 9s.

Return to Coolami: A Novel, by E. Dark, Collins, 3s.

Geoffrey Hamlyn, by Henry Kingsley, Dent, 2s. 6d.

The Adventures of Ralph Rashleigh, by R. Rashleigh, Dent, 4s. 6d. and 2s.

NEW ZEALAND

New Zealand, by Marsh & Burden, Collins, 3s. 6d.

New Zealand, by W. P. Morrell, Benn, 21s.

Britain and New Zealand, by P. W. Morrell, Longmans, 6d.

My New Zealand, by A. J. Harrop, Jarrold, 7s. 6d.

The Quest for Security, by W. B. Sutcliffe, Penguin Special, 9d.

The New Zealanders, by Hector Bolitho, Dent, 5s.

New Zealand: Its Country and People, by Clyde and Molgan, Whitcombe & Tombs, 5s.

New Zealand, by W. Pember Reeves, A & C. Black, 5s.

The Long White Cloud, by W. Pember Reeves, Allen & Unwin, 10s.

New Zealand—Land of My Choice, by Ellen Roberts, Allen & Unwin, 10s. 6d.

New Zealand, A Short History by J. C. Beaglehole, Allen & Unwin, 3s. 6d.

Fiction

The Vintage Murder, by Ngaio Marsh, Bles, 2s. 6d.

Little Country, by John Brodie, Nelson, 3s. 6d.

So They Began, by John Brodie, Nelson, 7s. 6d.

Spur of Morning, by A. E. Mulgan, Dent, 3s. 6d.

Erewhon, by Samuel Butler, Cape, 7s. 6d., 4s. 6d., 3s. 6d., 2s.

Erewhon Revisited, by Samuel Butler, Cape, 7s. 6d., 3s. 6d.

Winds of Heaven, by Nellie Scanlan, Jarrolds, 7s. 6d.

Children of the Poor, by J. A. Leigh, Laurie, 3s. 6d.

Civilian Into Soldier, by J. A. Leigh, Laurie, 7s. 6d.

The Hunted, by J. A. Leigh, Laurie, 7s. 6d.

The Greenstone Door, by Walter Satchell, Whitcombe & Tombs, 1s. 6d.

PERSONAL ACCIDENT AND MEDICAL EXPENSES 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 188 of the October GUIDER.

THE COMMISSIONERS' PAGE

THE BROWNIE GUIDER

BY
JEAN CLAYTON

HOW is the Commissioner who has had little personal experience with children of Brownie age to be certain she is appointing the right person as a Brownie Guider? What will the Pack expect of the Brown Owl? Let it be said here that it is usually most unwise to appoint a Tawny Owl with the mental reservation: "I know she will never make a Brown Owl, but then I'm only asking her to be a Tawny." What will happen if Brown Owl leaves the district and Tawny thinks that she will automatically step into her place?

Now to return to the question, what will the Pack expect of their Guider? They will certainly want her to be a person who will plan Brownie meetings which are fun; each Brownie will expect the Guider to take an interest in her personally, but at the same time to see that each one has an equal chance, for children of Brownie age have a great dislike of favouritism. The Pack will also expect their Guider to be able to answer their questions and teach them what they want to know. All of which can be summed up by saying that the Guider will need intelligence and knowledge and a real interest in children of Brownie age.

To run a Pack successfully and to give the best possible training to the children, it is not sufficient to have just a liking for the 7½ year old, no, a real interest and understanding of this age is needed, for those who just "like children" tend to try and keep them young, so that they do not pass out of the dependent stage, the urge of all young things is to grow, and to grow in all directions, physical, mental and spiritual. The Brownie Guider must appreciate this desire and be a person herself who has felt this urge and has grown up, but at the same time she must also remember what it has felt like to be young, what things she wanted at Brownie age, and must be able and willing to join the Brownie games and "make believe"! All the time she will be helping her Brownies to grow up, to increase their knowledge and widen their outlook, to become more self-reliant until the moment comes when they are ready to join the Company and she passes them on to the Guide Captain.

This real interest in children will help the Guider to plan meetings which are fun, for she will recognise the Brownies' needs, she will know that children like to play, but that they also like to work; that they need freedom to express themselves and to try out their own ideas, but they also like the security of a firm and fair discipline; that they like imaginative games, acting and stories, but they also like to do the real job with the real tools. The Pack needs a real outfit for shoe cleaning and real equipment for learning first aid, etc.

I have said that the Brownies will expect their Guider to join in games of "make believe." If the Pack has decided to be Pirates, then the Guiders must be Pirates, too, if the Brownies are nurses doing first aid in a clinic, then the Brown Owl may find herself taking the part of the doctor. Imagination plays a big part in Brownie meetings, but it must not be all the Guider's imagination, in fact, if the Guider has a very lively imagination she may find that she has to exercise considerable control over it, for she is there to lead and not to guide the Brownies in the development of their own imagination and not to exercise her own to the exclusion of theirs.

And now to turn to the other heading under which can be summed up the Brownies' expectations of her Guider—intelligence and knowledge. Is the prospective Guider someone who is interested and intelligent enough to learn how to run a Pack? Will the Guider whom the Commissioner has in mind be able to profit by the training she will receive, and will she be able to interpret that training to the needs of her Pack?

Endless are the questions asked by Brownies and the ground covered by those questions is very wide, consequently the person of limited outlook and interest is not the one to be a Brownie Guider. As well as having the ability to answer a variety of questions in a way which the children can understand, the Guider will need to have the intelligence and courage to say "I don't know." No Brownie despises the Guider for saying "I don't know, but we will try and find out before next week," but what she does despise is the person who pretends to know and gives false, untrue answers.

Although the tests which Brownies do are simple for the grown-up person to master, this does not mean that the Brownie Guider can get away with a sketchy and inaccurate knowledge of her practical Guide work; she must know it so well that she never makes a mistake when teaching the Pack, and must have a thorough knowledge to be able to present tests in varied and interesting ways. Training helps here, and even the best and most experienced Guider needs the refreshment and inspiration which can be gained by attending a training and meeting others who are doing the same work as herself.

All Guiders need, and and expect, encouragement and constructive

criticism from their Commissioner. The work done in a Pack is never showy in a large way, and Brownie Guiders need the help of their Commissioners in order to see how the work they do with the Pack fits into the whole scheme of Guiding. It is essential that the Brownie Guider understands that her work is the foundation of future training and therefore is must be sound and good. Brownie Guiders appreciate being asked to District Guide functions such as rallies, Church parades and Thinking Day celebrations, because the Brownies are too young to attend it does not mean that Brown and Tawny Owls are also too young. So much inspiration can be had from these gatherings that it is a pity, provided space allows, for any Guiders to be omitted.

During the war years the responsibility of running Packs has had in many cases to be given to very young Brown and Tawny Owls, and they have undoubtedly done good work, but surely the time has now come when the very young should no longer be appointed as Guiders and asked to carry a responsibility which is too heavy for them. It is better in the long run for the Pack to be temporarily closed rather than to appoint the wrong Guider.

To return to the Brownies, and after all the Pack exists for them. This is how a Sixer was heard to explain Pack meetings to a recruit: "You'd better do what Brown Owl tells you; when she says 'No,' she means it. Meetings are fun and they are really nicer than parties though there isn't any food!"

B.-P. MEMORIAL FUND

£100,611

WE'RE THERE!

Further gifts since September 15th, 1945:

	£	s.	d.	£	s.	d.
England	39	14	0			
Wales	15	0	0			
Total	54	14	0	54	14	0
DOMINIONS AND COLONIES:						
Palestine	25	0	0	25	0	0
				79	14	0
Total up to September 15th, 1945				95,446	15	8
Interest by Investments				5,084	19	9
Grand Total of Fund to date (October 15th, 1945)				100,611	9	5

B.-P. BRASS TENDERFOOT BADGES

The last sale of these badges in aid of the B.-P. Fund was such a success that the Guider who sold them has been offered several others for the same purpose.

There are now 10 more badges for sale to any Guider qualified for them (enrolled before 1920). The badges will be sold to the 10 Guiders making the highest bids before December 1st; and applications should be made to: Miss Hellawell, 40, Carrwood Avenue, Bramhall, Cheshire.

Do not enclose money, and if you receive no acknowledgment after December 1st you will know that you are not among the lucky ones!

EMPIRE TRAINING AT WADDOW

BY EMERIN S. CHUTE

I HAVE recently returned from one of the most interesting, enjoyable and completely friendly gatherings that I have ever had the good fortune to attend in any country. Here were fifty-six women and girls from many counties and colonies, including some whose lives had been largely spent in absorbing the beauties, customs and friendships of three or four continents.

The majority probably met for the first time, or like myself, found only a few familiar faces in that vast blue-clad throng. Yet because of the wonderful power found in Guiding, and because a smile carries you such a long way, we all felt very soon that the warmth of Waddow's welcome and the inspiration found there had drawn us together as if we were old friends with shared memories. We then proceeded to talk, think and dream Empire for three crowded days, interspersed with varied games and country dances admirably led by Miss Shanks.

We had the good fortune to have with us four Guides from Africa. Mrs. Benka-Coker, of Sierra Leone, who is Deputy Provincial Commissioner and also Headmistress of a Secondary School in Freetown; Miss Richards, who is Provincial Commissioner of the Transvaal; Mrs. Brady, a District Commissioner from Nigeria; and last, but not least, Miss Steenitz, Commissioner for Training for Uganda.

Our first African session dealt with Sierra Leone, and Mrs. Benka-Coker explained that many tribal differences can only be merged through Guiding, though so far only one-tenth of the country has it. There are only seven companies, but thirty captains, many still in training. They wisely prefer quality to quantity, so are improving themselves before extending.

The lack of education is the great drawback, but all the Sierra Leone girls now training as teachers in this country will eventually alter that, and meetings of Guiders from Sierra Leone, the Gold Coast and Nigeria will also help.

Guiding in Gambia is not yet functioning. There are two thousand Scouts in Sierra Leone who are subsidised by the Government, and both men and women are found in the Executive Council and Local Association. There are Brownies, Guides, two Ranger Companies and one Cadet Company.

At the Guide camps, eleven miles outside Freetown, they have health lectures and domestic science training. If any African Guides studying here can be fitted into English camps and homes during holidays, it will go a long way towards solving the African problem. For arranging this, Miss Commander, Overseas Secretary, should be contacted.

The next speaker was Mrs. Brady, who gave us an idea of the vastness of Nigeria, when she said it was five times the size of France, but so far has only one thousand Guides and Brownies. Few Europeans can be persuaded to act as Guiders because the damp heat dulls their energy. In any case, they are constantly being transferred, so cannot do any consecutive work. Tribal law does not encourage married girls to leave their homes for Guiding, and even if it did, there are few educated natives to take over. Children, too, have many daily chores to do from infancy, and nursemaids of ten years old are a common occurrence. So even the children have little leisure for Guiding. The only Companies, so far, are school ones, some of which are supervised by the Catholic Mission Sisters when Captain is on leave.

There are no inter-company meetings because



Lady Stubbs, Lady Somers, Mrs. Percy Birley and Overseas Guiders at the Empire Training.

in Nigeria for badges, so they have blue embroidered ones and stiffer them. One Guide in Lagos makes all the proficiency badges. Guides wear white frocks and shoes and Brownies wear brown ones. Brown meetings are half in English and half in the native tongue, but Guide meetings are entirely in English. It is hard for African girls to get down to the spirit of fairyland and become Brown Owls. (As children they are expected to do the housework when they are out of school and while mother is at market, so it is hard to get them together for trainings).

Mrs. Brady used to take them on hikes once a fortnight to learn how many plants were edible and which had water in them, if peeled and sucked. A bird watcher also used to take all 29 girls on hikes. The only play that an African child gets is through Guiding.

On Saturday afternoon we had the session, which moulded all others together, both past and future ones. Professor Harlow's absorbing talk would require an entire copy of THE GUIDER to do it justice, so I must confine myself to a rough pen-portrait.

This lithe grey-haired, grey-suited man, with alert eyes and pleasing voice, leaning casually against a table as he talked, was quite unlike the proverbial professor. He reminded me more of the trained diplomat whose thoughts roam from one continent to another, taking everything in his stride, with the same casual ease with which mere mortals might take in the surroundings, and perhaps the history of a country stroll.

We followed him spellbound and breathlessly while he traced the growth of British sea power as started by our fishermen who went to Iceland centuries ago. Then the search for a sea route which would not clash with those of Spain and Portugal, followed by Richard Hakluyt's original idea of starting English communities in mild countries which could grow and send us the exotic commodities which this country lacked and craved. He lifted us out of a rather grey English day and transported us on a magic carpet of adventure. Although I am British only by ancestry and marriage, I was proud to count myself as one of you as he unfolded the story of the founding of the British Empire.

Let me pass on to you his urgent message to Guiders: "Inculcate in your Guides an understanding and tolerance of nations, races and creeds other than our own, and you will have gone a long way towards the goal of international peace."

Later on that day, Lady Clarendon gave us a most interesting talk on "Guiding in the Empire," while Miss Commander pointed out



Miss Shanks, photographed at Holyrood Palace after receiving the M.B.E.

THE GUIDER

each place on a large map, so we could gauge its vast expanse. Lack of space makes a resumé impossible, but we were thrilled over the mother of pearl badges which the Palestine Guides, mostly Arab Companies but a few Jewish ones, wear. And we tried hard to visualise the Fiji Guide camp on a tiny island, and in New Zealand, the "kind bees with no stings."

From all parts of her beloved Empire Lady Clarendon brought us tales of service, abnegation and fine achievement. But perhaps the most striking mental picture she left with us was that of the Guides of Newfoundland receiving their weekly Guide talk over the radio while they were both ice and fog bound.

Our fifth talk on that first day was given by Miss Richards who, though at the moment identified with South Africa, seems to know every other nook and cranny of the Empire quite intimately. This talk was on India, where her father was Chief Justice of a Province comprising 50,000,000 people. She always wore her Guide badge and often travelled in native buses. It proved an open sesame to palace and hut alike, and the one unifying influence between castes.

The Mohammedan State of Bhopal was then governed by a woman who had bare feet, only two front teeth, widow's garb, but a very friendly smile. She was worried about our tracking signs in case two sets of her Guides might eventually fight each other and each wooden guns, and Miss Richards had to talk her out of it. When she was taken to say good-night to the Begum's grandchildren, she found them in their gala clothes.

Purdah schools in India had high walls and a curtained bus to fetch the children, who even had to get into the bus through a curtain held over them. A picnic for Purdah children was a real treat. When they reached the jungle the bus driver had to disenthuse them while they played stalking games with the greatest possible

At a Hindu camp Miss Richards and two other Christians could not touch any of the common utensils. They never discovered why they were only allowed to pass the salt! The Guides wore saris thirteen yards long, which had to be washed every twenty-four hours. When the well rope vanished the cook wasn't allowed to cook until she was able somehow to have her bath. Hindus will not eat food from a Mohammedan kitchen, so mixed camps were too complicated. The cook must cook in a white robe and without a jersey, even if it was cold.

There are criminal tribes which live by one particular petty crime. Some live in settlements where Miss Richards had a Guide Company and found it quite impossible to instil complete honesty. They were a low class of Hindu.

Once an American Missionary brought three unexpected girls to a camp of hers, and when told it was inconvenient said: "I thought your motto was Be Prepared!" With that parting shot she went off and left the girls!

On Sunday Miss Walker gave us one of the most wonderfully understanding talks on "Children" that I have ever heard. Unfortunately, there is not space to quote from it here.

Later we had our usual daily quiz on the exhibition of Empire pictures, then a Guides' Own and a session on the West Indies taken by Lady Stubbs. She and Miss Shanks kept the ball rolling between them, pooling their common experiences in the Carribean. We heard of Jamaica Guides walking ten miles to their Company Meeting, carrying their precious shoes on their heads and wearing them at the meeting! Then trudging back over the ten miles with the shoes once more on their heads! We visualised the familiar loafah sponges growing like cucumbers in Granada. We marvelled at the twenty-two Czech nurses who volunteered to go to a leper settlement, where the supply exceeded the demand.

Guiding in this camp was started by one inmate who had been a Guide before the tell-tale spot had been discovered on her finger and her fate sealed. At leper enrolments the badge is dropped into the girl's hand and she pins it on herself quite as a matter of course. Barbados Guiders trained at Foxlease insist on sticking to the time-table they had there, rather than adapt it to a hot climate!

On Sunday night Lady Clarendon told us that she must reluctantly leave us the next morning, as home and family duty called her, just as calls most of us, from the highest to the lowest.

After the camp-fire we all adjourned to the kitchen for our usual evening tea and biscuits. There an African dance was in progress between Sierra Leone and Nigeria, to the tune of rhythmic beating by Uganda on the kitchen boiler, with the help of two runcible spoons! Other interested spectators assisted with the palms of their hands beating the kitchen table. England seemed very far away at that moment.

Dawn on Monday ushered in THE DAY. The Princess Royal was coming to lunch and tea with us! We all lined up in the hut to practise curseys on Lady Somers, who was patience personified with those of us who had attained quite a span of life without coming up against this particular need.

One o'clock arrived, and three patrols sped down to the main gate to form a Guard of Honour as soon as the Royal car was sighted. The fourth patrol stood at the garden gate to open it without letting in the sheep. All our Silver Fish and Africans and trainers were on the doorstep to provide a welcome to an otherwise deserted house.

Mrs. Percy Birley greeted the Princess Royal as she and Miss Kenyon Stanley stepped from the car.

Lunch went off according to plan, and those of us who arrived too late to get a seat facing the Royal table remembered our manners, but fervently wished that we had been born with eyes in the back of our heads.

After lunch the four patrol leaders and the representatives of Scotland and Wales were presented to Her Royal Highness during coffee. We then adjourned to the hut and lined up our patrols for presentation, each girl in turn. All went according to plan, including the African dances, songs and games performed for our President.

The only unrehearsed incident was supplied by a wasp hovering perilously near the back of her neck, which was quietly annihilated by Lady Somers with great determination combined with her usual gentle poise, then finished off by Miss Walker, just to be on the safe side!

In the meantime Miss Steenitz was telling us about Uganda. Their Scout and Guide Headquarters are on the spot where Lord Lugard first planted the Union Jack fifty years ago. She described their red clay roads, with either red dust or red mud. Their camps, where healthy young appetites tucked away seven pounds of yams (sweet potatoes) and plantains (green bananas) daily per person, so that the Q.M.'s job was no sinecure. Tummies had to be measured for belts before meals, but Miss Steenitz neglected to tell us what happened to the belts after feeding! They always took their mortar and pestle to camp to prepare ground nut (peanut) sausage. They were unable to bathe in Lake Victoria because of the crocodiles.

Most Uganda Guides belong to schools, and the Guiders are mostly African. These Guides used to wear white uniforms, but now prefer blue so as to be like us. They don't wear shoes or hats.

Their first camp was in 1933-4, with thirty-six Africans and Q.M. The food supply was rather uncertain, as it came from the Chiefs, and was either too much or too little. Other difficulties were provided by white ants and mosquitos, plus the trials of trying to get the Patrol system going among girls used to having native porters to fetch and carry wood and water. They couldn't understand why Miss Steenitz wanted to camp on the top of a hill when the water supply was at the foot of it! And in a hot country where frequent washing of clothing and person was necessary, the camp ended by employing a water-boy. The girls preferred a basin on the ground rather than lifted on a gadget. They soaped themselves all over and then splashed water over their bodies until the camp site was almost flooded.

Our last Empire talk was given by Miss Richards on "Guiding in South Africa." She said that in a country bristling with signs, "For Europeans Only," it was most difficult to follow our fourth law. When you said "South Africans" you meant the white minority, and when you said "Africans" you meant the blacks. "Bantu" are the African races south of the Zambesi. These live mostly in reserves, the men often going to towns or mines to make money to pay their taxes or to pay for a fine wedding on their return to the fold. There are also many Indians, descendants of Tamil labourers brought over to work in the mines. In the Transvaal there is even a Chinese Company.

Until 1925 there were no African Guides, and for a long time after that those that existed were called Wayfarers to distinguish them from the white ones. It wasn't until this year that the colour bar was to a certain extent abolished and all South African Guides united by the same name.

No account of this memorable Empire week-end would be complete without a special tribute to our camp-fire leaders, Miss Andrae and Miss Walker, who taught us many new English songs in addition to amusing African ones. Although I can't help feeling that the promoters of British and French music-halls have missed a great chance in letting Miss Andrae slip through their fingers, still we as Guiders have profited by keeping her with us, to enliven our camp-fires by her priceless mimicry.

Our first Empire week-end is over, but its influence may well be felt through succeeding generations.

For a list of books on the Empire see page 204.

GUIDING IN PICTURES

(1s per Set)

Under this title, Headquarters has on sale two sets of photographs intended to give a general survey of the Movement in its various aspects since its inception. The Guiders at the Conference on Guiding held last autumn were unanimous in asking for more help in the teaching of the growth and development clause in First Class, and these sets are designed to help Guiders and ment clause in First Class, and these sets are designed to help Guiders and

Guiders in this admittedly difficult section. Ultimately, Headquarters hopes to bring out two further sets so that each Patrol in big Companies can have a different one and yet cover the whole range, and the Company would then possess a very full collection. Each set comprises photographs of the Royal Family and the Chiefs; early history; branches; big events; Headquarters' properties; overseas; international and G.I.S., as well as the World Flag in colour.

The photographs are printed on a good paper for sticking into scrap books, and there are twenty-one in each of Sets A and B, published at 1s. per packet (set).

We hope that these packets of "Guiding in Pictures" will help the Guider to bring the history of the Movement more vividly before the Guiders, and that they will enjoy making attractive scrap books from them, and in so doing, learn more of the wonders of Guiding.

V. M. SYNGE, Commissioner for Guiders, I.H.Q.

as we shall see again next month. ... is very much alive and awake

BY MARGARET TENNYSON

...ent a worse cataclysm after the war. I remember, we must think long and clearly, and we must act upon thoughts with definite intention, otherwise democracy, which we produce a safe, sane world for our children to inherit, becomes a appalling nightmare dependent upon the few men, possibly as yet

It is mainly because I believe these things that I have a moment to resign my post as Editor of THE GUIDER. I seek to explain to all of you, even at the risk of introducing the note, that I am going away, but that I am not intending to "go away for a rest." It is true, the time has come when THE GUIDER needs new blood—an Editor who can give freshness which is required to keep up with the speed of the world. Fourteen years, six of them war years, is a long time for any one Editor to remain in her post. But I also feel the duty of all who write, or teach, or preach, at this time to spend much of their time looking for that crack of light which eventually prove the way out of darkness. It is in all this I say this. At Majdenek alone, a thousand writers died, who might have heard the whisper from beyond the darkness transmitted it. It is the special duty of the creative artist at this moment to listen for that "news of reality"—but the duty of everyone of you, of every living soul, to use this news and awareness, to listen for the voices of those outside to pass on their message and instructions. For the voice to continue to call while there are living ears to hear, and it is you who hears and interprets their message. It matters of course that the message be passed on.



CAMPING

NEWS has been received of Lone Camps in Yorkshire and in Essex. Fourteen Yorkshire North Riding Lones with a few from West Riding South camped with some active Guides and six Sea Rangers near Whitby. The Commandant (a Skipper and C.A.) expressed surprise at the sturdy independence and initiative shown by the Lones, but these are qualities we count on from them. The Y.N.R. Lone Company Leader gained a prize for being the best all-round camper and camp cook. Three Lones gained their Pioneer Badge, two their Entertainer, and several completed their second Class during the camp. Sea fog for a few days and torrential rain for three did not in the least damp the ardour of these campers or their enjoyment.

On August 12th nine of the 1st Essex Lone Guides arrived at Halstead and cycled four miles to their camp. Only one had camped before, but they were soon putting up tents like old hands. They had had camp articles for months before in their Company Letters, and were just longing to put their theory into practice. They had all drawn up their programme and helped to plan the menu by post, so were prepared for a merry camp.

The first day they started getting down to test work, practising Second Class and Cook's Badge. One who declared she was not going home till she had passed her Second Class achieved it on the last day! The cooking was really good, and two of the four who wanted to get their Cook's Badge managed it by the end of the week.

One day the Gosfield Guides came for an enrolment, supper and camp fire, and the County Lone Secretary enrolled a Lone Ranger at the enrolment of three Lone Guides. Their Lieutenant (now in the A.T.S.) spent her forty-eight hours' leave in camp, unfortunately being there for the wettest day, but no one seemed to mind the rain. One day was spent in picking fruit to send to London. The Lone Guides returned home at the end of a week's very happy and inspiring camp.

THE EDITOR'S POST-BAG

School of Stitchery and Lace, Bookham, Surrey.
15th October, 1945.

The Editor, "The Guider,"
17, Buckingham Palace Road, London, S.W.1.

EDITH JULIA PARKER

Dear Editor,

I am writing to ask whether it will be possible to get any help from Guiders for a crippled girl whom we are trying to get into the Home for Incurables at Putney at the November, 1945, election.

She is a Ranger belonging to the Essex Post Rangers and is a really most deserving case. She contracted infantile paralysis at the age of ten, and is now so weak that she can only sit up in a chair with support, and cannot even hold her head up without a steel support at the back of her neck.

With one leg amputated in 1940, she is now unable to stir, but in spite of all her infirmities she is a really grand person and most intelligent.

Apart from the short time she was here, she has spent her whole life within the walls of a hospital ward, so that when she proved too weak for our work it nearly broke her heart.

I am told that in the home where she now is, much of the attendance is done by girls out of remand homes, with what effect upon the inmates you can imagine.

If you would be kind enough to pass this information on to the right persons I would be more than grateful.

Yours faithfully,

L. STOKER, Secretary.

This case is strongly recommended by:-

Mrs. Cobb, Northenden, Esher, Surrey.
Miss Ross, The Hollies, Eppingham, Surrey.
Mrs. D. H. Thacker, St. Winifreds, Totland Bay, I.O.W.
Ronald Furlong, F.R.C.S., Pyrford, Surrey.

TO ALL WHOM IT MAY CONCERN

MISS ANNE PATRICIA THOMSON

News has been received that Miss Anne Patricia Thomson has been released from an internment camp. She is well and very anxious to hear from friends at home and overseas. Letters should be addressed to her, c/o Madame Lellemand, 455/211 rue Lafayette, Shanghai, China.

FOR TRAINING NOTICES

See page 203

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.

MSS., photographs and drawings cannot be returned unless a stamped addressed envelope is enclosed. No responsibility can be accepted by the Editor in regard to contributions submitted, but every effort is made to ensure their safe return should the necessary postage be enclosed.

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

"The Guider" is sent direct by post from Imperial Headquarters to any part of the United Kingdom at the rate of 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 10th, 1945

RESIGNATIONS.

Commissioner for Rangers, I.H.Q.—The Lady Merthyr.

England.

Commissioner for Guides for England—Miss V. Synge.

APPOINTMENTS.

Commissioner for Extensions, I.H.Q.—Mrs. Kenneth Nichols.
Commissioner for Rangers, I.H.Q.—Miss Mary Sutherland.

England.

Commissioner for Guides for England—Miss Gwen Clayton.

ALTERATIONS TO BOOK OF RULES.

Rule 85, p. 114. Award of Medals. Delete the present Rule and substitute the following:—

"Guide Awards."

Applications for Gallantry, Life Saving, Fortitude and Good Service Awards must be made on the appropriate forms, obtainable from Headquarters and without the knowledge of the recipient. They must be recommended by the County Commissioner before being sent to Headquarters for consideration by the Executive Committee. When in uniform, these awards should be worn on all ceremonial occasions, and the appropriate ribbon worn on the right breast at other times.

Rule 54, p. 41. Child Nurse Badge. Delete the present syllabus and substitute the following:—

Child Nurse Badge.

"Any Guide entering for this badge should have a high standard of personal cleanliness, a sense of responsibility, and the understanding that in dealing with a child, having said a thing she must stick to it, and that she must on no account resort to bribery. On passing the test she should be capable of taking charge of a child between the ages of three and five for any part of its day. She should realise the importance of reporting to the child's mother any irregularities of routine that may have occurred."

Part 1.

1. Have a thorough knowledge of the routine of a child's day, knowing the importance of rest, fresh air, cleanliness and punctuality.
2. Understand the importance of a balanced diet, and what foods are unsuitable for a child of this age.
3. Know how a child of this age should be clothed by day and night in summer and winter, and realise the danger of outgrown or unsuitable garments (such as matted vests, tight elastics, too small trousers).
4. Know how to prevent accidents to the child in the house or garden.
5. Know the preliminary signs of illness in a child, and the possible causes of a child being out of sorts.

Part 2.

1. Take a child's temperature.
2. (a) Where the test can take place in the home of the examiner or someone appointed by her the Guide should take charge of the child for half a day, under the supervision of the tester. This should include either giving dinner or putting to bed. It might also include washing or ironing for the child.
- or (b) Where a nursery is available, take part in the ordinary nursery routine for half a day. This must include amusing a child or group of children for an hour.
- or (c) Where the above two are impracticable the examiner should borrow a child whom the Guide must amuse for half an hour indoors, then wash him and get him ready to go out, and take him home, teaching verb drill on the way, and making the journey interesting. The Guide must also make out a list of clothing that this child would need to take away for a holiday for a week. (Type of holiday to be specified by tester.)

Rule 54, p. 48. Hostess Badge. The Hostess Badge is now to be an individual badge instead of as at present an individual or patrol badge.

Rule 25, p. 20. Brownies. Paragraph 1, second sentence should be amended as follows:—

"A Brownie may not be admitted to the Pack before the age of 7½."

Rule 39, p. 31. Guides. Delete paragraph and substitute the following:—
"Guides are girls between the ages of 11 and 16. In exceptional cases, recruits may be accepted at 10½, and Guides may go up to Rangers at 14 or 15, but only where special circumstances make this advisable."

Rule 55, p. 59. Rangers. Delete present Rule and substitute the following:—
"The Ranger Branch is the senior branch of the Guide Movement. The Ranger age is from 16 to 21 years inclusive. Girls of 14 and 15, however, may join a Ranger Company if their working conditions or other circumstances prevent them from attending Guide Company meetings up to the age of 16 years."

Where the appeal of the sea and boating is strong, Rangers may specialise as Sea Rangers, and so add to their training the discipline, traditions and romance of the sea.

In addition, where the appeal of flying or gliding is felt, Rangers may specialise as 'Air Rangers,' and so add to their training further 'interests' as well as traditions and adventure of the air.

The Aim. The aim of the Ranger Branch is to help each individual to develop physically, mentally and spiritually through:—

- (a) Character training, based on the ideals expressed in the Laws and Promise.
- (b) Training for citizenship and homecraft.
- (c) Opportunities for the practice of service.
- (d) The practical application of campcraft.
- (e) Understanding of the responsibilities of leadership."

Rule 82, p. 117. Street Collections.

Line 2.

Delete the words "sing carols," and add the following paragraph:
 Parties of Guides, Rangers and Cadets (including a Guider) may go caroling to private houses by invitation, provided that:
 (a) Consent is obtained from the District Commissioner.
 (b) Any money collected is given to charity and not to Company funds.
 All arrangements must be submitted beforehand to the District Commissioner concerned and at her discretion permission may be given to sing carols from door to door. The District Commissioner will be responsible for ensuring that a good standard of choice and performance is maintained."

AWARDS

LIFE SAVING.

Silver Cross. Miss Shirley Luke, Extension Guider, Melbourne, Victoria. A woman with two children (one in a pram) were starting to cross the railway line at a level crossing when Miss Luke saw that a train was coming along the line. She pushed the woman with the pram back on to the grass verge and also the little boy, and so avoided a bad accident. The pram was splintered against the train before it had time to pull up, but no one was hurt.

Girl Cross. Patrol Leader Elizabeth Clark, age 13, 240th Glasgow Company, slipped and fell in the water. Elizabeth, seeing what had occurred, ran to the tank, climbed over the protective fencing, and by lying down on the edge succeeded in catching hold of the boy and pulling him to safety. The depth of the water was 6 ft. 9 ins., and the police report says that there is little doubt that but for the promptitude with which the rescue was carried out that the boy would have lost his life. Elizabeth ran the risk of being pulled into the water by the struggling child, and the Assistant Chief Constable in congratulating her on this gallant action worthy of the highest traditions of the Girl Guide Movement, expresses the opinion that from the report he had received she would undoubtedly have entered the water herself to effect the rescue had this been necessary.

GOOD SERVICE.

Silver Fish.

Mrs. W. A. Cadbury, J.P., County Commissioner, Birmingham.
 Miss Anstice Gibbs, Vice-Chairman, Executive Committee, I.H.Q.
 Miss Wallace Williamson, County Commissioner, Edinburgh.

Medal of Merit.

Miss Cox, County Secretary, Cheshire.
 Miss Olive Crobie, County Badge Secretary, Hertfordshire.
 Mrs. Sther, Captain, 1st Livingstone Company, N. Rhodesia.

Certificate of Merit.

Miss Dorothy Parkes, District Commissioner, Birkenhead.

FORTITUDE.

Badge of Fortitude.—Miss Margaret Murphy, former Captain, 36th Blackburn.

BLUE CORD.

Miss Hamer, of South Africa.

EAGLE OWL.

Mrs. Kirk Taylor, of South Africa.

HEADQUARTERS INSTRUCTOR CERTIFICATE.

Ranger.

Mrs. Webb, Northants (Pre-Enrolment, Health).

Guide.

Miss D. A. Bain, Durham (Country Dancing).
 Miss Braddock, Surrey, West (Country Dancing).
 Miss K. T. Champion, Hants (Knitting, Drill and Ceremonial).
 Miss B. Clow, S.E. Lancs. (Camp Fire, First Aid).
 Miss M. C. Green, Middlesex (Traditional Craft, Story-telling).
 Miss H. M. Hall, Northumberland (Tenderfoot, Camp Fire).
 Miss E. K. Hill, Yorks (W.R.N.) (Drill and Ceremonial, Games).
 Miss B. St. Lawrence, Northumberland (Drill and Ceremonial, Games).
 Miss L. Morgan, Yorks (W.R.N.) (Woodcraft, Knitting).
 Miss Steadman, S.W. Lancashire (Camp Fire).
 Miss Swann, Yorks (W.R.S.) (Company Craft).
 Miss Twigley, S.E. Lancashire (Tenderfoot, Compass and Mapping).

Brownie.
 Miss Hirschel, Yorks (W.R.N.) (Test Work, Singing Games, Story-telling).
 Miss E. Laing, Aberdeen City (Games, Singing Games, Test Work and Handicrafts).
 Miss McCarrick, Hants (Handicrafts, Games).
 Miss B. Styles, Derby (Singing Games, Test Work, Health).
 Miss Wilson, S.W. Lancashire (Test Work, Games).

HEADQUARTERS NOTICES

COMMISSIONER FOR RANGERS, I.H.Q.

Lady Merthyr undertook to be Commissioner for Rangers when her husband was a prisoner in Japanese hands, and on the understanding that as soon as she heard from him that he was free she would be permitted to relinquish her appointment. While regretting her resignation, the Movement will wish to express its pleasure on hearing that Lord Merthyr is on his way home.

Miss Sutherland has been appointed to take her place immediately, and the Movement will give her a great welcome.

FOXLEASE

HOUSE STAFF.

There are now two vacancies on the House Staff at Foxlease. This should be of special interest to Guiders and ex-Guiders who are being released from the Forces and other essential work. Salary according to age and qualifications. Apply to the Guider-in-Charge, Foxlease.

REPAIRS AND DECORATION.

Foxlease has stood a heavy strain during the war and, like so many houses, it is showing sad signs of wear. Counties have been most generous in adopting rooms, but now a sum of £75 17s. 0d. is needed as soon as possible for the repair and redecoration of some of the passages. Will Guiders who have enjoyed trainings send small contributions to the Guider-in-Charge that the work may be done, Government permission having been obtained.

CALLED TO HIGHER SERVICE

On June 15th, 1945, Mary Baker, formerly Bucks County Lone Secretary and actively associated with Guiding in Eton and Slough, and until her death, beloved Captain of the 1st St. Margarets (All Souls) Ranger Company, Twickenham Division.

It has been suggested that a memorial to her memory should take the form of furnishing and equipping one of the pantechneon caravans at Blacklands. Anyone wishing to subscribe to such a memorial should send her donation to Mrs. N. W. Inge, 42, Weir Road, Balham, London, S.W.12.

(It is regretted this notice was omitted from the October "Guider.")

APPOINTMENTS AND RESIGNATIONS

Approved by the Executive Committee, October, 1945.

ENGLAND

BRISTOL

Bristol North 2.—Dist. C., Miss M. J. Sisk.
 Bristol North 3.—Dist. C., Miss W. Trowbridge.
 Princes Risborough.—Dist. C., Mrs. Pick, Mill House, Marsh, Aylesbury.
 Hetchley.—Dist. C., Mrs. Milne.

County Commissioner.—Mrs. Miles Burditt, Merton House, Grantchester, Cambridge.
 Assistant County Commissioner.—Miss M. A. Gaskell.

County Commissioner.—The Hon. Mrs. De Beaumont.
 Assistant County Commissioner.—Miss M. A. Gaskell.

Heaton Moor.—Dist. C., Mrs. Waterman, Edale, 44, Hyde Road, Manchester 18.
 North-West Cheshire.—Div. C., Mrs. Alfred Haworth.

North-West Stockport.—Dist. C., Miss P. Leigh-Bennett.

Cornwall West.—Div. C., Miss Hough, Westwing School, Boskenwyn, Penzance.
 Cornwall West.—Div. C., Mrs. A. Bolitho.

St. Buryan.—Dist. C., Mrs. A. Bolitho.
 Cuckermouth.—Dist. C., Mrs. Mackay, Kirkgate, Cuckermouth.

Cuckermouth.—Dist. C., Mrs. Handley.
 Chesterfield.—Div. C., Miss A. M. Haslam, Broom House, Sheepbridge, Chesterfield.

Chesterfield Central.—Dist. C., Miss K. Williams, The Knoll, Boythorpe Road, Chesterfield.

Chesterfield South-East.—Dist. C., Miss V. McKay, Brydekirk, Hasland Road, Chesterfield.

Ripley.—Dist. C., Miss P. Statham, Buckley Gables, Openwoodgate, Belper.
 Chesterfield.—Div. C. (Temp.), Mrs. Holland.

Chesterfield South-West.—Dist. C., Mrs. Holland.

Beaminstor.—Dist. C., Mrs. Holden, Old Sandpits, Broadwindsor, Beaminstor.

West Dorset.—Div. C. (Temp.), Elinor, Lady Salt.

Beaminstor.—Dist. C., Mrs. G. A. Pinney.

Parkstone.—Dist. C., Mrs. J. M. Hulson.

Wimborne.—Dist. C., Miss F. G. Stote-Blandy.

Durham.—Dist. C., Mrs. Kirkup.

Chester-le-Street.—Div. C., Mrs. Kirkup.

Chadwell Heath.—Dist. C., Mrs. Stone.

County Secretary.—Miss M. I. Scott, The Rowans, Lymington.

Horndean.—Dist. C., Miss P. Best.

Extension Secretary.—Mrs. Tabuteau.

LANCASHIRE NORTH-EAST

Craven.—Dist. C., Mrs. Glen.

Pendle.—Dist. C., Mrs. T. Leyland.

Manchester South-West.—Div. C., Miss E. Wallace, 159, Withington Road, Whalley Range, Manchester 16.

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Ashton-on-Mersey.—Dist. C., Mrs. Watson.

Formby.—Dist. C., Miss B. Dasher.

London.—Dist. C., Miss M. R. Grant, 10, Vale Lodge, Perry Vale, Forest Hill, S.E.23.

Putney.—Dist. C. (Temp.), Miss A. Matthews, 41, Lonsdale Road, Barnes, S.W.13.

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Resignations.

CLASSIFIED ADVERTISEMENTS

Charges:—3d. per word. 1/3 for box number.

EMPLOYMENT OFFERED

SURREY COUNTY COUNCIL—PUBLIC HEALTH DEPARTMENT
Epsom County Hospital, Dorking Road, Epsom; Farnham County Hospital, Hale Road, Farnham; St. Luke's Hospital, Guildford; Kingston County Hospital, Wolverson Avenue, Kingston-on-Thames; Redhill County Hospital, Earlswood Common, Redhill; St. Heller County Hospital, Carshalton. Vacancies for Student Nurses have occurred at the above Hospitals. Applications are invited from young women at least 17 years old who are zealous of undertaking a course of three years' training in accordance with the requirements of the General Nursing Council and candidates are prepared for State Examination for qualification of State Registered Nurse. Salary and service conditions according to Rushcliffe Committee's Report, viz.: first year £40, second year £45, third year £50, together with full board, lodging, laundry and uniform. After passing the final State Examination in the Council's Hospitals in preparation for the examination of the Central Midwives Board. Further particulars and forms of application from the Matrons. Advertised by permission of the Ministry of Labour. Student Nurses required, age 18 to 30. Rushcliffe Salary Scale, £40, £45, £50 with board, lodging and uniform. Period of training, three years, including two months in Preliminary Training School. Federated Superannuation Scheme applicable after first year. Apply for further particulars to Matron, Booth General Hospital, Liverpool 20.

Brighton County Borough Mental Hospital, Haywards Heath, Sussex. Applications are invited for the post of Student Nurses. Salary in accordance with the Rushcliffe recommendations, i.e., first year £70, with board, lodging and laundry. Regular yearly increments and the post is pensionable. The hospital is a training school for State Registration in Mental Nursing and also for the Royal Medico-Psychological Association's Certificate. Annual leave of 28 days and full weekly leave. Minimum age 17½ years. Applications in writing to the Matron.

Probationer Nurses required, 18-19 years. Salary £30, £35, £40, according to age, increasing per annum. Uniform provided. Apply to the Matron, Carshalton War Memorial Hospital, The Park, Carshalton.

General Assistant wanted for Junior Approved School in the county. Guide and Ranger Companies very active. All particulars from the Head Mistress, St. Mary's School, Kibworth Hall, Leicestershire.

Required, full or part-time, Assistant to the Northumberland County Secretary. Typing and book-keeping essential. Salary according to qualifications. Apply by November 17th, giving particulars of Guide record, to the County Commissioner, Mrs. Selby-Wood, Brunton House, Wall, Northumberland.

Junior needed for Insurance Broker's Office. Knowledge of shorthand and typing. Good wages for right girl. Apply Box No. 112.

Lady Cook and Assistant Cook wanted at once—140 people. Hollington Park School for Girls, St. Leonards-on-Sea.

Guider opening small hotel in November at Sandown, I.O.W., requires Experienced Cook to help her. Barron, Montreux, Avenue Road, Sandown, I.O.W. Resident Kitchen Maids required. Hitherington scale of salaries. Separate bedrooms, good off-duty time. Write with particulars to the Matron, Carshalton War Memorial Hospital, The Park, Carshalton.

Matron, one of two, wanted in January for small country school near Reading. 27 boarders, boys and girls, 4-12. Recognised by Board of Education. Must be someone who loves small children and who can combine discipline with understanding.—Box No. 114.

Independent School in the country near Reading wants two Resident Mistresses in January. (Froebel or with similar experience if possible.) Resident teaching staff five. 27 boarders, 20 day children, ages boys 4-9, girls 4-12. Recognised by Board of Education. Salaries new Burnham Scale, less residence.—Box No. 115.

WANTED.

Wanted to purchase, failing that to borrow, copies of "The Nature Lover," a monthly magazine which ran for a few years before the war and has now stopped publication. Please reply to Miss J. Guille, Oakfield Crown Hill, Plymouth.

Wanted.—Meccano Set; good condition; preferably with instructions; exam. purposes; state price.—Box No. 113. Bureau, 20, Rutland Road, Harrow, Middlesex. Harrow 1626.

TYPEWRITING AND DUPLICATING

News-Letters, Testimonials, MSS., etc., typed or duplicated.—Miss Midgley, 4, Harthall Lane, Kings Langley, Herts.

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

ACCOMMODATION.

Bungalow Guest House open all year, run by ex-Guider; two minutes sea and bus. From 3½ guineas. Ideal surroundings.—Apply "Summerhill," Banks Road, Sandbanks, Bournemouth.

ACCOMMODATION WANTED.

Member of Headquarters Staff wants to rent part of house (unfurnished) in or near London.—Apply Box 116.

PLAYS, SKETCHES, &c.

No royalties. Amusing Plays, Sketches, Duologues. Six on approval, 7d. —"Plays," Bramber, East Grinstead.

Trefoil School for Physically Handicapped Children, Polkemmet, Whitburn, West Lothian.—Vacancies on staff for nursery and household duties. Apply, stating qualifications and experience, to Secretary, Trefoil School, 33, Melville Street, Edinburgh.

Resignations.
South Wimbledon.—Dist. C., Miss E. M. Glazier.
Worcester Park.—Dist. C., Miss J. K. Taylor.

SUSSEX

Resignations.
Rye.—Asst. Div. C., Miss C. Chaplin.
Horsham Urban.—Dist. C., Miss M. G. Lewis.
WILTSHIRE
Coventry East.—Dist. C., Miss A. Wilson, 8, Second Avenue, Copaswood Estate, Coventry.
Coventry South.—Dist. C., Mrs. Beney, Herondale, The Firs Estate, Coventry.
Coventry East.—Dist. C., Miss M. Baird.

WILTSHIRE

Resignations.
Lone Secretary.—Miss M. Bennett, 79, High Street, Purton, Swindon.
Wootton Bassett and Clyffe Pypard and Broad Hinton Districts have amalgamated as follows:—
Wootton Bassett and Clyffe Pypard.—Dist. C., Mrs. Hall, 36, Euclid Street, Swindon.

RESIGNATIONS.

Extension Secretary.—Mrs. John Willoughby.
Lone Secretary.—Mrs. John Willoughby.

WORCESTERSHIRE

Resignations.
Droitwich.—Dist. C., Mrs. Hatchett, Lloyds Bank House, Droitwich.
YORKSHIRE NORTH RIDING
Middlesbrough No. 2.—Dist. C., Mrs. Elliot, 10, Kensington Road, Middlesbrough.
Resignation.
Middlesbrough No. 2.—Dist. C., Miss J. Stow Young.
YORKSHIRE WEST RIDING SOUTH
Doncaster North D.—Dist. C., Miss E. Storey, Craigie Lea, 4, Jossey Lane, Bentley, Doncaster.
Hallam.—Dist. C., Mrs. Hurst, 5, Slayleigh Avenue, Fulwood, Sheffield 10.
Selby Central (New District).—Mrs. Bailey, 53, Armoury Road, Selby.
Resignation.
Rotherham East.—Dist. C., Mrs. Weaver.

WALES

CARDIGANSHIRE

Resignations.
North Cardiganshire.—Div. C., Miss E. M. Williamson.
Aberystwyth.—Dist. C., Miss E. M. Williamson.
WEST GLAMORGAN
Swansea Central.—Dist. C., Miss A. M. Behenna, 54, Harlech Crescent, Sketty, Swansea.
Swansea North.—Dist. C., Miss I. McRitchie, Dunavard, Southgate, Swansea.
Resignations.
Swansea Central.—Dist. C., Miss N. Laverton.
Swansea North.—Dist. C., Miss A. M. Behenna.
MERIONETHSHIRE
Corwen (New District).—Dist. C., Miss Rees, Doctor William's School, Dolgelley.

SCOTLAND

ANGUS

Resignation.
Guthrie and Frickeheim.—Dist. C., Miss M. Lamb.
AYRSHIRE AND BUTE
North Cunninghame.—Div. C., Mrs. Ferguson, Northfield, Largs.
Upper Irvine Valley.—Dist. C., Mrs. Morton, Lindean, Newmilns.
Resignations.
North Cunninghame.—Div. C., Miss H. D. Forman.
Barvel.—Dist. C., Miss B. C. Gray.

EAST LoTHIAN

Resignations.
Pencaitland.—Dist. C., Mrs. Bruce, School House, Pencaitland.

CITY OF EDINBURGH

Resignations.
Bruntisfield.—Dist. C. (Temp.), Mrs. G. M. Thom.
St. Andrews.—Dist. C. (Temp.), Mrs. Scott Dickson.

FIFE

Resignation.
East Fife.—Div. C., Mrs. Anstruther Gray.
CITY OF GLASGOW
County Secretary.—Miss J. Blackwood, Braval, Milngavie.

RESIGNATIONS.

Resignations.
Northern.—Div. C., Mrs. Hugh Cassels, O.B.E.
No. 5 District (Northern Division).—Dist. C., Miss F. Stewart.
KINCARDINESHIRE

RESIGNATION.

Resignation.
South Kincardineshire.—Div. C., Mrs. Burnett.
LANARKSHIRE
Hamilton 4.—Dist. C., Miss A. Burns, 9, Auchincampbell Road, Hamilton.

RESIGNATIONS.

Resignations.
Motherwell.—Div. C., Mrs. J. C. Stewart.
Motherwell.—Asst. Div. C., Mrs. Fearon.
Bothwell.—Dist. C., Mrs. Vernon Laurie.
Gartcosh.—Dist. C. (Temp.), Mrs. Clark.
Hamilton No. 4.—Dist. C., Miss E. R. Wise.
Motherwell No. 2.—Dist. C., Miss M. Mowat.
Shotts.—Dist. C., Mrs. H. C. London.

ROXBURGHSHIRE

Resignation.
Hawick.—Dist. C., The Lady Polwarth, Harden, Hawick.

RESIGNATION.

Resignation.
Hawick.—Dist. C., Mrs. Munn.

WEST LoTHIAN

Extension Secretary.—Miss M. Harper McIntyre, Southfield, So Mid St., Bathgate.

ULSTER

CITY OF BELFAST

Resignation.
Cromac.—Dist. C., Miss J. Burnett Knight, 1, Downview Park, Belfast.

CO. DOWN

County Commissioner.—Viscountess Jocelyn, The Old Inn, Clanbrassil, Annsborough.

OVERSEAS

Island Secretary.—Mrs. J. Mullins, Macgreggor Road, Suva

RESIGNATION.

Island Secretary.—Mrs. Jardine.

MALTA

Island Secretary.—Miss R. Lanfranco, Heliopolis, Point St., Sliema.

SEYCHELLES

RESIGNATIONS.

Assistant Island Commissioner.—Mrs. De Lestang.

Island Secretary.—Miss M. N. De Lestang.