

THE GUIDER

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The 18th World Association Conference

Princess Benedikte, of Denmark, and Miss Anstice Gibbs, Chief Commissioner of the Commonwealth, with the delegates to the Conference held at Nyborg Strand, Denmark, attend a performance given by Danish Guides in an open-air theatre. The Guides were from Odense, Hans Christian Andersen's home town, and the items in the show were taken from his fairy tales. Miss Anstice Gibbs was the Chairman of this Conference; we shall publish an account of it next month.

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THE GUIDER

Official magazine of the Girl Guides Association
(Incorporated by Royal Charter)

Designed with YOU in Mind

CAN YOU get to a Guiders' Training every few weeks? Obviously not, but you *can* get similar help from the Training Pages. From next month onwards the Training Section will have a new look. Several new series will be starting, planned to give you ideas for immediate use.

Look out for:— a scheme of leading articles that Miss Elizabeth Carnegie will introduce in September; a Patrol activity and some Brownie activities each month; a new nature series; and a series called 'A New Field' introducing possible interests for the Senior Branch.

NOTES OF THE MONTH

'Experience of a Lifetime'

THE M.S. *Dunera* is used for educational cruises for school children, one of which was this year joined by handicapped Guides and Rangers, with the Guider escorts, as described in page 233.

This holiday for members of the Movement was made possible by the generous gift to the Girl Guides Association of £500 by Messrs. K. B. and T.E. Webb.

6th C.H.Q. Painting Competition

DESPITE additional prizes and the interest taken by Mr. John Mills, of the Associated Rediffusion programme 'Tuesday Rendezvous', the number of entries was disappointing this year, though Mr. Jameson, L.C.C. Inspector of Art, who as before took part in the judging, said that the standard had again improved. (A number of entries from Great Britain arrived too late!)

Have you thought of using this annual Competition as a fillip to training, perhaps as a new 'line' on, say observation?

In some entries the composition (pattern or layout) was praised, in others criticized: a few people had the main centre of interest on one edge, for example, so that the picture seemed to be tumbling over.

In some entries colour was used beautifully— Mr. Mills spoke of 'an orchestration of colour' in discussing one picture from overseas. Some people should have used colour more skilfully to differentiate between foreground, middle distance, and background.

Perhaps, as an exercise in observation, your girls could look out, when they see great pictures or reproductions of them, for the way artists plan the composition and colour (for example, notice how a picture is well balanced, and both the lighting and the composition of the detail lead the eye to the main centre of interest).

TV programmes about art are well worth recommending.

Could you get some of your girls to make a habit of carrying a sketchbook and making lightning sketches of people and animals in movement? ('Wooden' figures were criticized in some Competition entries,

and it's surprising what can be achieved with practice.) As B.-P. found, sketching is a useful and entertaining habit, and it stimulates observation; rough sketches, with notes, can help to identify plants and animals too. If there's a place for sketching in her Guide training, the girl who 'can't draw' may find new encouragement, and also learn to find interest in the work of great artists. It is a pity for people to feel 'arts not for me' when they could find a new world of interest by just being curious about it, and willing to find out.

We hope many members of the Movement saw the 'Tuesday Rendezvous' programme of 16th July, in which a Ranger appeared, when Mr. John Mills discussed some of our Competition entries. The winning ones have now been hung at C.H.Q.

Subscriptions

IT MAY be worth making sure that all your Guides understand that 'subs.' (for both C.H.Q. and the Unit) are the MEMBERSHIP SUBSCRIPTION for belonging to the Movement—NOT payment for coming to a meeting. Is it worth mentioning this at a Parents' Evening if you have difficulty in establishing a tradition of making up the sub. after absence?

Play-Acting

DO YOU find it interesting when authors raise the question of WHY we do various things? It's a good thing to stop and think about it now and again.

In writing her article on page 243 Miss Hardy had it in mind that 'We have to try to help each girl to gain in self-confidence and poise, and to increase her imaginative powers wisely—learning to put herself in the other person's shoes, to see both sides of a question, and to know instinctively what will help the other person. Even the simplest drama activity will call into use powers of observation and demand a degree of self-forgetfulness.'

Well, you don't need to be a drama expert to try out the simple activities she suggests—and she may also have given a useful lead for a talk about the hostess badge and the imaginative hostess.

London Guiders meet the Chief Guide

by A. J. Stickland

LADY BADEN-POWELL, G.B.E., World Chief Guide, was the Guest of Honour of more than 800 London Guiders and some Trefoil Guild members at a reception in Holland Park School, Kensington, on Saturday, 18th May. The Chief Guide was given a great welcome, and in her usual friendly manner very quickly created an atmosphere of sincerity and informality.

There was a short talk on the work of the Ockenden Venture. The Speaker told of the Venture's growth and development from its beginning several years ago in a house named Ockenden, where a small number of refugee children were given a chance to forget their early unhappy years and grow up in peace and serenity, until today there are sixteen of these little communities housing and caring for four hundred refugee children. Some of these children then sang and danced, looking very attractive and colourful in national costume. Eight girls from the home at Haslemere, Surrey, gave great pleasure with their Polish folk dances.

Lady Truscott, County Commissioner for London, welcomed Lady Baden-Powell. The Chief thanked the children and complimented them on their singing and dancing, and by introducing 'Lula', a camp song that sounds the same in any language, soon had everyone singing and swaying rhythmically with arms linked. She then spoke of her travels to visit Guides in every corner of the world, and told us about that great

personality, her husband, who gave us Scouting and Guiding, reminding her audience that 63 years ago that day 'London went a little mad' celebrating the relief of Mafeking. She spoke of Brownsea Island, where the Founder held his experimental camp and put his plan for Scouting for boys to the test, and told how she had very recently 'opened' the island, which has now become National Trust property.

The Chief also reminded her listeners that Guiding first began in London—at the Scout Rally at the Crystal Palace. She thanked the Guiders of London for all the hard work and effort they put into training and helping girls in their units. She said that to get to know these girls and their background; to cherish the parents of these girls and the Local Association members; and to seek whenever possible the help and wider vision of the Local Association—these are vital factors in a Guider's work.

Speaking of the high ideals and good in Guiding, the Chief said she would delete one O from GOOD, for everything good is of God, and God will win eventually. She besought her audience to be proud and hopeful and happy in the game of Guiding—proud of the past, happy in the present, and confident of the future.

After tea, the Chief Guide came and shook hands with everyone present, before making her way out through a press of enthusiastic Guiders lining the route to her car.

IN MEMORIAM

Lord Burnham

VERY GREAT numbers of people in addition to immediate friends were grieved to learn of Lord Burnham's illness and of his death on 4th July. In the press notices journalists, in addition to paying tribute to his distinguished career in Fleet Street and in the Army during the two World Wars, wrote at some length of the affection he had earned by his warm-hearted interest in individuals and his readiness to give help to the humblest beginner.

Lord Burnham was known—as the husband of Lady Burnham—to many members of the Movement, and any contact with that perfect partnership, however slight, will have given us great personal pleasure and also some understanding of the immeasurable loss that Lady Burnham has suffered. And that same kindness of heart that led the distinguished and busy Managing director of *The Daily Telegraph* to show interest in a cub reporter was manifest also in the charming host who, in greeting and farewell, made members of large Guide parties entertained by Lady Burnham in

their home feel that they were guests as welcome to him as any small party of personal friends.

We shall remember him, the many of us who have visited or camped at Hall Barn; but Lady Burnham's contribution to Guiding and the deep affection in which she is held extend so far and wide that she is known also to many thousands of our members who never met her husband. The deepest sympathy and the prayers of all her Guiding friends will be with her.

G.M.P.
Mrs. H. L. S. Hamer, who died on 19th May, was Division Commissioner for Blackpool for over thirty-one years. She was greatly loved by all who knew her, in the Guide Movement and in many other organizations with which she was prominently associated. The strength of character, determination, and affection she brought to all her interests made her a magnificent example to all her friends, and her Guide Medal of Merit was well earned. She will always be remembered with great affection and gratitude by her huge 'family' of Guides in Blackpool and elsewhere.

G.B.

Experience of a Lifetime

by Denise Gleaves, 1st Poole Land Ranger Coy.

ON FRIDAY, 10th May, four handicapped Rangers, eight handicapped Guides, and four Guiders met at Our Ark. You may not think that is anything to get excited about — BUT *this* group of Guides, Rangers, and Guiders from Companies in various parts of the British Isles were going on a **cruise** to Spain, Portugal, and Gibraltar.

We sailed from Tilbury on board *M. S. Dunera*. After steaming down the Thames and through the Straits of Dover we anchored in St. Aubin's Bay, Jersey, on Saturday afternoon to embark more passengers. We continued down the Channel and towards the Bay of Biscay, which was a little on the rough side to say the least!

Early on Monday morning we arrived in Corunna, on the Atlantic coast of Spain. On a coach tour we passed the glassed-in balconies on the waterfront twinkling in the sunlight—they are the reason why Corunna is often called 'The Crystal City'. We also visited a second-century Roman lighthouse, and the tomb of Sir John Moore in the San Carlos Gardens. On our way back to the ship we stopped at Santa Christian beach. We had some difficulty in explaining to the Spanish ice-cream vendor there that we wanted 15 ice-creams!

Slowly we made our way back to the *Dunera*, passing women and girls carrying baskets on their heads. Some of them leave their washing to dry by laying it on a slope and placing stones on the corners to stop it blowing away.

Later, some of the ship's officers (including the Staff Captain) came with us to buy souvenirs, very kindly offering to help the Guiders push the wheel-chairs around the town. When we returned to the *Dunera* most of us had bought a variety of souvenirs—from sun hats to Spanish bagpipes! Just before the *Dunera* left, a group of Spanish dancers gave us a wonderful display of folk songs and dancing, wearing their brightly coloured national costumes.

We spent the next two nights and days cruising down the Iberian coast, passing Oporto and Cape de Roca (near Lisbon). We passed the 'battle' Capes of St. Vincent and Trafalgar before arriving at Gibraltar on Wednesday evening. The Rock was a wonderful sight—much larger than most of us had expected it to be. It is about 2½ miles long and 1,400 ft. high.

Our next port of call was Lisbon, in Portugal. Before we arrived we had a lecture about its history and saw some slides of the various places we were to visit. (Before arriving in Corunna and Gibraltar we had had the same sort of lectures, given by the ship's Director of Education.)

On our journey up the River Tagus towards the city of Lisbon we passed Belem Tower, the memorial to Prince Henry the Navigator; this is traditionally the spot where Vasco da Gama spent the night before sailing on the voyage on which he discovered the sea-route to India. The *Dunera* berthed in the evening at Alcantara Quay, opposite the huge floodlit statue of

Christ the King across on the far bank of the River Tagus.

Next day, after spending about an hour buying souvenirs, we were met by a group of Lisbon's Guides



The Leader of the Party, Mrs. Ritchie, Captain, 60th Huddersfield Coy., discusses the route with Jennifer Sager, of Bradford

and Guiders, who were very charming. We went with them on a coach tour of the city and surrounding countryside. Lisbon is a rapidly expanding city of fountains, brightly shining tiles, black and white cobbles, and steep places. The tiles are used for facing the fronts of houses, and give them a very attractive appearance. Robust fish-wives carry trays balanced on their heads, and many of the students wear flowing black capes. At a school near Lisbon we had an enjoyable meal with our Guiding companions, and sang Camp-Fire songs with the Lisbon Guides.

Most of the afternoon was spent shopping at Estoril, a popular seaside resort, assisted in our choice by the Portuguese Guides and Guiders. Then we made our way back to the ship and at 6.30 p.m. we sailed—our homeward journey had begun. That evening there was a fancy dress gala evening, and two of the Guides won prizes.

On Tuesday afternoon some of the passengers disembarked at Jersey; then we continued on our way up the Channel, round Dungeness into the Thames Estuary.

On behalf of all the Guides and Rangers who were fortunate enough to be chosen to go on this unforgettable cruise I would like to take this opportunity of thanking all the Commissioners and Guiders who helped to make our trip on the *Dunera* possible. Many thanks to the Directors of Messrs. K. B. and T. E. Webb, the well-known Christmas card manufacturers, who paid for our passages. We all appreciate their GREAT kindness and generosity.

TV—Drug or Stimulant?

by Mary Corner

OVERHEARING snatches of conversation on a bus can be very interesting we all agree.

It was with some alarm, however, that I heard two mothers discussing their nine-year-old daughters' habits: no, on this occasion health was not mentioned, as the anxious mothers talked about their children's obsession for 'everything on the telly'. I was amazed at the amount of concentration their children displayed in watching T.V., for both parents were agreeing that it was switched on in the home at teatime and the girls watched everything until ten o'clock, because Dad insisted it was not to be switched off. Both women admitted they themselves disliked all the violence and shooting, and were horrified by the boxing that is so popular; but that their daughters 'loved it'.

Mr. Christopher Mayhew, M.P., has said, 'Some violence in children's television programmes is inevitable but... people who have to be killed should bite the dust without ceremony.'

Do we as Brownie Guiders really know how characters 'bite the dust'? Or how much time our Brownies spend watching T.V.? After hearing the mothers' conversation on the bus I asked my Brownies about television in their homes and found:

1. $\frac{3}{4}$ of the Pack were allowed to view selectively.
2. Only one child out of 23 did not have T.V. at home but she viewed daily at her Grandmother's next door.
3. None of the Brownies was as concerned about knifing and shooting as many adults are.
4. Two Brownies admitted having been afraid of characters in programmes (one about spacemen and the other *Oliver Twist*).
5. $\frac{3}{4}$ of the Pack had attempted and succeeded in making handwork models, etc.
6. The majority of the Pack watched T.V. from teatime—until bedtime in some cases. They were allowed to watch certain programmes; of those mentioned, the one latest at night was 'Come Dancing'.

A Headmaster in the South of England wanting to know how children spent their leisure and what they enjoyed doing most discovered by questioning that of this time:—

36% was spent watching T.V. 10% doing domestic jobs.

12% reading comics. 12% playing out.

These percentages of leisure time showed him another fact; for when he asked what they enjoyed doing most, the children replied 'Playing out.' Is this a suggestion for 'out' programmes?

Do we in our Pack programmes make use of the T.V. characters that so impress the children? How many of us hear in Pow-wow of Huckleberry Hound, Pugwash, or Crackerjack? (Do your Pack use the word Pack! as a signal as efficiently as Eamonn Andrews gets his response to the word Crackerjack?)

Our road-safety training may have gained impact if we referred to Dixon's weekly advice when the Dock Green instalment ended with this.

Surely it is our responsibility to be aware of television programmes that can help us to know how very much wider our Brownies' knowledge is—and according to librarians children's reading habits have been extended.

Thinking on these lines we would disagree with the Headmistress of Derby High School for Girls who said in her annual report, 'The T.V. set is the enemy of imagination. It should be in its proper place with its face turned to the wall and probably a dunce's cap on top of it.'

On the other hand, after hearing of children being allowed to watch T.V. indiscriminately we must THINK about the influence of television on children. *How much do you know about T.V. programmes?* Try this quick quiz. Under what heading would you put the following programmes:

- | | |
|-------------------------|-----------------------------|
| 1. Laramie. | 13. This Week. |
| 2. Mr. Pastry. | 14. Wrestling. |
| 3. Dixon of Dock Green. | 15. Z Cars. |
| 4. Huckleberry Hound. | 16. Grandstand. |
| 5. Sketch Club. | 17. Compact. |
| 6. Fireball XL5. | 18. Popeye. |
| 7. Coronation Street. | 19. Panorama. |
| 8. Sportsview. | 20. A.B.C. at Large. |
| 9. People and Places. | 21. Raise your Glasses. |
| 10. 77 Sunset Strip. | 22. Oldtime Music Hall. |
| 11. Andy Pandy. | 23. Blue Peter. |
| 12. Monitor. | 24. Thank Your Lucky Stars. |

Sport	World Today	Children	Serials & Series	Light entertainment
8, 14, 16,	9, 12, 13, 19, 20	2, 4, 5, 11, 18, 23	1, 3, 6, 7, 10, 15, 17	21, 22, 24

Did you classify 'Blue Peter' as a children's programme? Last year my Brownies were thrilled to bring and discuss in Pow-wow dolls' furniture made from conkers, an idea inspired by the Blue Peter magazine programme. Brownies certainly get many ideas from T.V., and so should we.

As Brownie Guiders we are in contact with the children on only one evening a week, but we must whenever possible watch children's programmes in order to keep in touch with what is being provided for them, and also make opportunities within our programmes for discussing T.V. Only you can discover if T.V. is a drug or a stimulant to your Brownies.

RATING TABLE: 20-24, 'With it'. 10-20, Good. Under 10, Waken Up!

Why and How in Town and Country

by Barbara Ryrie

IT IS so easy for a new Guider to feel completely overwhelmed at the thought of giving outdoor training to her Guides. She may well shudder at her own lack of technical knowledge and long to put the whole subject into a safe pigeon-hole to be dealt with at some elusive later moment, but it really is not necessary to know all the answers!

B.-P. himself said that it is our job not to impart technical know-how but to develop character, using the many activities of Guiding as a means to an end. The real necessity is to have a genuine interest in and enthusiasm for the out-of-doors and an understanding of its importance in Guide training; for it is a theme that runs through all our tests (tracking, stalking, fire-lighting, nature, observation, Scout's pace, camping, hiking, mapping, etc.) and it cannot be shelved if our training is to be really practical.

B.-P. went on to say that 'Scouting is a brotherhood of Woodcraft and Service... It insists on an outdoor life in order to attain physical, intellectual, and moral health... It is an aid to school education by capturing enthusiasm and leading to self-education... It teaches an appreciation of beauty in Nature and Art and a realization of God the Creator... If we neglect it, we miss the general appeal which Scouting makes to the imagination... And once the germ of Woodcraft has entered into the mind, observation and deduction develop automatically and become part of the character. They remain, whatever other pursuits may afterwards be taken up.'

Here are a few ideas that may help you to include some 'out' in nearly all your Company meetings. Notice how much Patrol Leaders take responsibility, and how little or no technical nature knowledge is needed by the Guider.

QUICK 'OUTS'

1. In Patrols list all sounds heard in 5 minutes. Then compare.
2. All make a pastel or chalk drawing of the skyline, and have an exhibition. Could add compass direction from hall door or stars.
3. Collect 6 leaves and make crayon tracings (rather like brass rubbings), or shoe-polish prints. Cut out and mount. Name, using reference books.
4. Shop Window Observation: e.g. Patrols 'window shop' for a meal for family whose mother is ill. Keep accounts. Discuss.
5. Follow a given route listing instances of the Guide Law being kept. (Dog on lead on main road,

car stopping at halt sign, etc.) Try to do a good turn on the way.

6. Find 10 objects (flowers with 3, 4, and 5 petals respectively, feather, grass in flower, etc.). Consult books together for names or try to discover by next week.

[REMEMBER a firm TIME LIMIT. MAKE THE P.L.s. RESPONSIBLE. Guides in THREES if it's dark. CHECK on their Highway Code, courtesy, etc.—a job for Lieutenant. Anything else?]

SLIGHTLY LONGER 'OUTS'

1. Stalking. Tell Patrols—*Find lady carrying Radio Times somewhere between X and Y. She will be there between 7 and 7.20 p.m. only. Follow and report on actions (posting letter, buying newspaper, etc.). Return by 7.30.*

'Lady' (e.g. a friend of yours or a 'mum') checks authenticity of reports; you and Lieutenant deduct points for obtrusive following, crowding pavements, etc.

[NOTE opportunities here for training P.L.s. in organization and responsibility. See them beforehand.]

2. Give P.L.s. a starting code and sealed orders to be opened when they are told—

e.g. SHTIM SF OWODNI WEH TN IKOOL. (Look in the window of Smith's: see January GUIDER.)

There might be a card in the window telling them to Scout's Pace to the bridge and find the wind direction, etc. Also included could be practice in observation, local knowledge, mapping, and perhaps some actual testing. Points for speed and accuracy.

3. Give each Patrol a different twig. Go off and find a similar tree and 'Sherlock Holmes' it. Return and prepare exhibition, which could include silhouette, leaf and print, bark rubbing, fruit or flower, estimated height and width, undergrowth, etc.

4. Another week test burning qualities of the same tree's dead leaves, twigs, and wood; compare results. ('Borrow' an L.A.'s garden, go to a bare space, or do it on a tin of earth in the playground.)

5. Supper cook-out.

6. Rope ladders or bridges.

AN OCCASIONAL SATURDAY AFTERNOON

1. Hike, map-reading and cooking. (Bring back catkins or leaves for an elderly person?)

(Continued overleaf)

??

Any Questions?



DO YOU EVER feel despondent after reading THE GUIDER? Do you go home from trainings in despair? I do!

'I'll give it all up,' I think, as I read or hear of the wonderful Companies that I imagine other people have. Do you suppose sometimes, as I do, that all these writers and trainers must have nothing else to do all week but run their Guide meetings and prepare wonderful activities for the next meeting? Do they meet the same kind of girls as I do?

Is your Company like mine, I wonder?—with Susan, who's nearly First Class but is nearly always untidy and repellent? How can I recommend her? What will the D.C. say? But what will it do to Susan if I tell her yet again that she's not a First Class Guide. How does one say these things?



Susan,
1st. Class?

Have you ever been pleased at keeping a group of older Guides, and then found all the younger Guides leaving because all the older ones can think of is the latest boy friend or Cliff?—and then lost all the older ones at one fell swoop? Do your older Guides sit around and natter, or look bored? Do they demand new games but refuse to find any themselves or to play the ones that Lieutenant finds? Do you spend precious time planning a special game that doesn't go down well?

Do you have Guides from twelve onward who'd rather be seen dead than stalking or tracking (in case their boy friends see them)? Are your Guides more



The D.C.
What's she
thinking?

interested in looking pretty than playing wide games and climbing rope ladders? What do you do with Jane who won't sit on the floor as she might get dirty?

Do you have a job and/or a husband and family, and find it a rush to do a quarter of the things Captains are expected to do? Do you forget to send off an important letter because Jim has the measles or you're so tired you can't think?

Have you ever planned a weekend camp, after finding helpers with great difficulty, and then been held up by what appear to be mountains of red tape and seemingly obstructive C.As. or is it just that the Guides have lost their enthusiasm and won't go?

I can say yes to all these questions and so often I think 'Why do I go on with it? Is it worth it?' The answer is always yes to the second question. I sometimes wonder why! I suppose it's the idealism behind the Guide Movement that appeals, and the fact that I enjoyed Guides myself—though I can remember Susans and Janes when I was a Guide.

Thoughts of
the trainer??



IF THEY
ONLY KNEW

The articles and the trainings must set the ideal—at least we can aim at the stars. Perhaps that seemingly confident Guider has trouble in her Company. Perhaps her Guides are not as angelic as we imagined. Or are they? I'd dearly love to know! Perhaps I'll ask—next time.

QUESTIONER

Why and How in Town and Country

(continued from page 235)

2. Visit your County or Division camp-site.
3. Guides follow you through the shopping crowds.
4. Wide game, ending with cocoa and Camp-Fire.
5. Build Patrol shelters.
6. Go out fungus hunting, bird-watching, etc., with a local expert.

MAKE A START NOW

Whatever happens don't be afraid of the out-of-doors; start NOW and let the Guides glimpse as many different aspects as possible. Then they will perhaps follow up any line that particularly appeals

with Map-Reader or Woodman or Naturalist badges or Patrol Permits. There's no end to it.

And finally, 'Let all your woodcraft activities, whether in hall, on the bombed site, or in camp, aim at arousing an appreciation of beauty, and through this a wonder at Creation, leading on to a knowledge of the Creator, so that this interest and wonderment may help the Guide to keep her First Promise and not only to become a "better citizen" but a good and therefore a God-fearing citizen.'

SUGGESTED REFERENCE BOOKS

Observer series

I Spy series

A Flower Book for the Pocket



TRAINING PAGES



'We teach him that to do his duty to God means, not merely to lean on His kindness, but to do His will by practising love towards one's neighbour.'
—AIDS TO SCOUTMASTERSHIP

OGANGA*

by Estelle M. Moore

A YOUNG SCOUT stood on a doorstep in an Alsatian village, wondering whether he had not shown rather too much 'cheek' in presenting himself there. The Strasbourg Troops had organized a wide game in which one of the requirements was a brief interview with some worthy citizen to obtain his answer to a question. To the surprise of his Patrol, Bertrand had volunteered for this assignment, keeping to himself, in case it did not come off, the brilliant idea he had for its fulfilment.

Now his temerity had brought him out to Gunsbach to approach no less a person than the hero of all Alsace, the world-famous Dr. Albert Schweitzer, just home from his hospital in Equatorial Africa.

Yes, 'Monsieur le Docteur' would see him, he was told, if he would wait his turn, as there were other callers. It was really true, then, reflected Bertrand, that no matter how busy Dr. Schweitzer was, whether preparing a lecture, organizing supplies for the hospital, or writing one of his books on philosophy or theology, he always managed to spare a few minutes for even the most casual visitor. Except, thought the boy, when he snatched a little time to play his beloved organ in the parish church or in one of the Strasbourg churches, and then the word went round and people crept in quietly to listen.

At last Bertrand was shown upstairs to the study. It was only afterwards, when re-savouring his experience, that he realized how bare and austere was the room. The man who was honoured in all the universities of Europe and far beyond worked at a plain deal table, sitting on a hard chair. In a corner were several bulky laundry bags, stuffed, had the boy but known it, with letters from all over the world, awaiting personal attention, perhaps in the early hours of the morning.

At the moment Bertrand had eyes only for the tall, rather heavily built form, still so vigorous despite the years, of the man he had come to see, who was rising to greet him just as if he were grown-up. His nervousness melted away. His whole being was concentrated on the face he knew so well from pictures—

the shock of hair, the strong features, the tired but kindly eyes—and on the deep quiet voice asking his name, recalling having known his grandfather, and putting him completely at his ease.

Schweitzer showed great interest in the wide game and gave his careful attention to the vital question. Bertrand never forgot the deliberate way he gave his answer, nor his own surprise on hearing it:

'Your first duty towards your neighbour, my boy, is to have time for him.'

Just that, when one had expected, indeed wanted, to be told to train to be a doctor and go off to the ends of the earth! Bertrand wondered if his Patrol Leader would say he might have got a more impressive answer from someone else. Yet, somehow, the more he thought about it, the more it fitted in with Schweitzer's own life, and the more demanding it seemed. Was this why he had abandoned, at the age of thirty, an intellectual and musical career as promising as can ever have been open to any man? Was giving time perhaps the beginning of all proper giving?

To have time, not only to help, but to listen. How often must Schweitzer have chafed at the demands made on him in two continents by the garrulous, the importunate, the foolish. How difficult amid the many-sided work of directing a hospital community in the depth of the primeval forest, when one scarcely ever had a moment for oneself, to listen sympathetically, not only to the symptoms of African or European, but to their fears and sorrows as well. How tiresome, and yet how important, to spend a precious hour in arbitrating between two quarrelling patients, one of whom, wanting to go fishing, had taken the other's canoe without permission.

It was while bringing medical aid to the wife of a friend, which entailed travelling by boat 150 miles up the Ogowe river, sharing the cooking pot of his native companions and mentally wrestling as so often before with the riddle of existence, that Schweitzer first formulated a thought that had been stirring in his mind since early manhood. He tells us that just

* or the Medicine Man, as Schweitzer is sometimes called by Africans.

as, incongruously enough, they were threading their way through a herd of hippopotamuses, there flashed on him with almost blinding clarity and simplicity the words 'Reverence for Life'. This was the conclusion of a quest through years as student, professor,



Dr. Albert Schweitzer, O.M.

*By courtesy of the
Methodist Youth
Department*

preacher, writer, and finally doctor, a quest that had led him to serve the suffering, neglected people of central Africa, not as an act of benevolence but as a fractional repayment of what he regarded as the overwhelming debt owed by white civilization to the coloured races. Here, in Africa, had finally come, unforeseen and unsought, the simple phrase that was to prove for him the key to unlock all philosophy.

While it would be necessary to read Schweitzer himself on his doctrine of Reverence for Life in order to realize its remarkable fullness and completeness, it may be summed up as an attitude that provides an answer, if not a solution, to the endless

baffling mysteries and miseries of the human race. It is love in action; fellowship in suffering as well as in joy and in effort; it includes feeling as one's own all the circumstances and aspirations of one's fellow men. No comfortable doctrine this, however! It says 'You are happy, therefore you are called upon to give much. As you seek to preserve, promote, and enhance the values of life beyond your own life, you must neither be deterred by failure nor unduly elated by success. Existence will become harder for you than if you lived it for yourself, but at the same time it will become richer, more beautiful, and happier. Instead of mere living, you will gain a real experience of life.'

One of the first to observe that the primitive races need psychiatry often even more than medicine or surgery, Schweitzer strove to release his patients from the bondage of fear, the burden of age-long traditions of taboo, ju-ju, fetish, and the power of the witch-doctor. We see him on the eve of a much-needed furlough taking leave of a murderer, a mental patient who, in the darkness of his mind, had killed a woman. The terrified villagers had bound him and were about to hurl him into the river, but someone had brought him to the hospital where he had responded to treatment and was now allowed to be free in the grounds. Hearing that the Doctor was going away, he asked anxiously, with tears in his eyes, 'Have you given orders, Oganga, that no one can send me away while you are in Europe?'

'Certainly, N'tshambi, no one can send you away without first having a great palaver with me.'

Of the many farewells he had to make as he tore himself away from the Africa that had become for him a second home, this, he says, was the one that touched him most.

(Eagle Book No. 28, 'They thought he was mad' (E.H.P., 1s., postage 6d.) gives the full story of Schweitzer's life)

'From minor good turns the boy goes on to learn First Aid.'

—AIDS TO SCOUTMASTERSHIP

First Aid Activities for Guides

by Jennifer Lines

IN THE EARLY days of Guiding those white haversacks with their red crosses seem to have been an essential part of the uniform and we read of the enthusiasm with which the Guides practised bandaging and bringing in the 'wounded'. Today they may not show their enthusiasm (this seems to embarrass them), but there must be plenty of girls coming to us with secret dreams of spectacular 'Rushings-Out and Rescuings'—and let us not disappoint them. This desire to be helpful can develop into a truly practical spirit of service if they can find in the

Company sound testwork and the stimulus of the daily Good Turn.

The skill with which they render First Aid in an emergency will depend on:

1. Sound technical knowledge.
2. The confidence to apply it that comes from having had heaps of practice.

First Aid, Joint Manual (from C.H.Q. price 4s., postage 10d.) gives all the treatments we need to teach for Second and First Class and some Guiders are lucky in having an expert amongst the parents

or a friend who will help. There is no lack of interest today in *learning* First Aid but any suggestion that the Guides should practise again what they believe they already know is, to them, boring and leads to fooling about, which is worse than useless where First Aid is concerned. Our job, therefore, is to present plenty of activities that provide opportunities for practising these skills in ways that will stimulate their imagination and interest.

PATIENT OR VICTIM

Setting a standard of consideration towards a patient is easier if your casualty knows how to react to her treatment. This is where your budding actress is of enormous value for the better she plays her part the less likely are her rescuers to giggle, and the reality of the practice will perhaps help them to show true compassion when they have to deal with a real accident.

When staging accidents vary the character of the patient: a nervous granny, a howling child, a deaf person, a foreigner, etc.

PROPERTIES

The real thing is important here too—Guides need to do First Aid, not just say what they would do. Bowls of water and muddy cuts can make a lot of mess in a meeting but some young Guides are not dexterous at things which may seem to us too simple to need practice and the mess is worth it if it prevents a septic wound later.

Can we keep our practice materials fit for use? (Did I accept an off-white handkerchief from the bottom of the Patrol Box as a 'clean dry dressing'? Have I dropped a hint recently that there's a Good Turn waiting to be done in washing the triangular bandages?)

Many people are upset by the sight of blood but made-up wounds can help Guides to get over this fear. Press flesh-coloured Plasticine or candle grease on the skin, make a cut in it and fill with 'blood'. Have a competition to see who can manufacture the most realistic 'blood'. (Try a thin flour and water paste tinted with red water colour paint.)

Use a kettle, bicycles, an electric iron, steps, etc.

Demand stretchers when you are far from the much used poles in the Guide cupboard.



OTHER ACTIVITIES

A. Progression for the Know-alls

Challenge them to try the simple skills under increasingly awkward conditions, e.g. put an arm sling on a partner using

- (a) only one hand
- (b) only their 'wrong' hand
- (c) in the dark (blindfolded)
- (d) in the dark with one hand

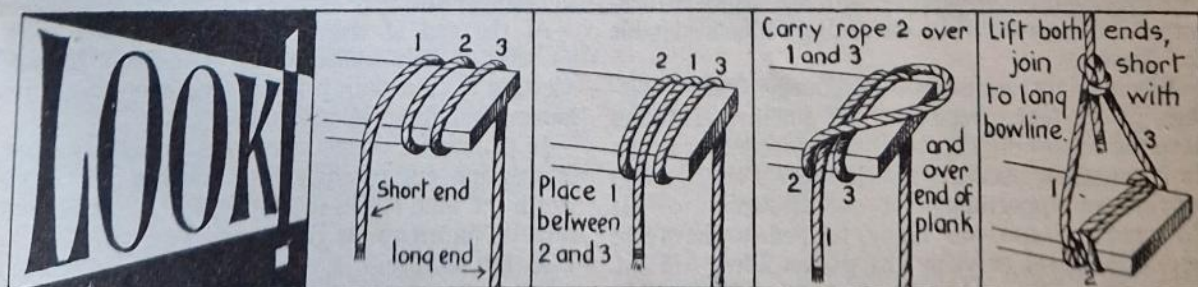
B. Use Your Uniform

1. Patrols produce from their persons all the articles that might be useful in giving First Aid and explain how they would use each one. To prove they can, arrange for casualty to run in, e.g. with cut hand, call one Patrol to cope, the others watch and comment later.
2. Each member of Patrol to use her tie to show different uses of triangular bandage. Have First Aid books available. Give special marks for ties next week!

C. Using Stories

Can the Guides demonstrate the story of the Good Samaritan as Christ might have told it today?

Do you run out of ideas? The newspapers are full of incidents on which you can base Patrol Activities that will involve some aspect of First Aid. A cyclone, a marathon walk, a prison break-out, a mountain rescue team's exploits, etc., all make good foundations for exciting evenings. And have you asked the Guides? If they are challenged to set the scene for another Patrol to cope with, you will have to be ready to give judgement on their methods of dealing with anything from a nose bleed to cutting down a body hanging from a beam; but, provided you have allowed *plenty of time for the checking up and discussion*, each incident will have brought your Guides a step nearer being able to give skilled service in an emergency.



Here's the **SCAFFOLDING HITCH** — it is also a useful hitch for rope-and-rung ladders — in which case the bowline is not needed.



First Aid for Brownies

by Peggy Moor

'LAH, LAH, LAH, Lend a Hand' chant the Brownies in many parts of the world. In just how many ways this is put into practice will never be known but, step by step at each stage of testwork, the Brownie should become more independent, practical, and capable of being a much more useful person than when she first heard of that phrase 'Lend a Hand'.

Not until she reaches Golden Hand level is she expected to show any proficiency in First Aid (unless she has taken First Aider badge) but, as with most other tests, let us not make this her first experience of it.

It is essential that Brownies have opportunities to have direct teaching of this knowledge (the single-handed Brownie Guider may like to invite occasional help from an expert).

However, all things taught are soon forgotten unless there are constant opportunities for practice. We must help our Brownies to deal with emergencies in case they are ever needed to cope with a real one. In this training in First Aid it is essential to remember the importance of the word FIRST. A Brownie can be a real AID but she must realize from the start the importance of seeking help from a grown-up. Are your Brownies able to use a public telephone? This may be a Guide Second Class test, but it is surely a useful modern device to be known as soon as possible. It could prove invaluable knowledge to a Brownie seeking help in a real emergency. Knowledge of quick access to Fire and Ambulance Services are a necessity to anyone learning First Aid.

One of the most important facts to teach Brownies is that prevention is better than cure. Many accidents in homes are often caused by carelessness: e.g. saucepan handles sticking out beyond the stove, no fireguard in the presence of young children, etc. Local Fire Services often have Accident Prevention Campaigns, when exhibitions make the public aware of dangers in the home. The Local Fire Chief usually is most co-operative with the Guide Movement and may provide interesting leaflets suitable for Brownies.

When minor accidents occur during Pack Meetings, do we remember to let our qualified Brownies have the opportunity to bind up the wound or do we do it ourselves because it is quicker? Pack Outings provide an opportunity for our Brownies to 'Be Prepared'. Sixers are really thrilled to have the responsibility of carrying the pocket First Aid kit. On Pack Holiday older Brownies enjoy being assistant nurse with Brown Owl in 'surgery time'. They can prove invaluable in treating minor cuts, although

it must be remembered that the patients need a little sympathy from Brown Owl.

A Brownie's natural love of acting and her vivid imagination enable us to put our teaching into practice in a play way.

1. ACTING ACTIVITIES

Each Six is given three words that they must use in a play involving a minor accident, e.g. picnic, apple, cut finger. Brownies act play to the rest of the Pack after allowing time to plan. Sixes must have real First Aid kit available in order to deal with it in a practical manner. Do not rush this type of activity as the value lies in the discussion afterwards.

2. MIMING

Brownies mime something needing First Aid treatment, e.g. a girl grazes her knee at Brownies. Leave out something important, e.g. not bathing the wound. Other Brownies guess what has been forgotten.

3. A THEME MEETING — 'HOSPITALS'

On arrival, Brownies read this notice left in an obvious place: 'Student Nurses urgently needed at Brownieland Infirmary. All Brownies to see the Matron in this hall tonight to hear particulars.'

Brown Owl and Tawny, acting as Matron and her assistant, inspect for clean hands and nails. Brownies to wash hands if necessary.

Brownies proceed to change Six Homes into sections of the Out-Patients Department. It adds to the excitement if Sixers can have Nurses' Outfits to wear. Bowls, soap, towels, and First Aid kit needed for each Six.

Matron divides nurses into two groups to be taught treating a grazed knee and cut finger.

Clinic

Younger Brownies become 'patients' visiting the hospital for treatment for minor cuts (lipstick marking position of wounds). After treatment 'patients' are occupied with some quiet activity probably test-work apparatus.

At the end of the meeting subs can be taken, probably to help someone who is really in hospital. Meeting to close with prayers, especially for doctors, nurses, and those in hospital.

In planning a theme meeting much care is needed in working out details, but it usually proves well worth the time taken. If possible let it be a complete surprise on arrival at Brownies.

If our Brownies are reminded of dealing with emergencies in a play way from time to time, they will probably be calm and confident when a real emergency arises.



'Hobbies have their value; through these the boy learns to use his fingers and his brain, and to take pleasure in his work.'

—AIDS TO SCOUTMASTERSHIP



HANDCRAFTS IN CAMP

by Tavia Maclean

Beech Mast Head
Acorn Body
Matchstick Legs

CAMPING GIVES many opportunities to show resourcefulness, ingenuity, and imagination, and not least in the field of handcrafts.

Crafts

The first opportunity that springs to mind is the making of **gadgets**, which can do much to add to the comfort and health of the camp.

The next obvious occasion is the wet day when Guides spend part of the day in their wet-weather shelter: they might **whittle wood** or make **plaster casts** of leaves, etc. There are still, however, quite a **number of handcrafts** that call for no expensive materials, and little or no specialized knowledge on the part of the Guider. These crafts can go on throughout the camp. Once the Guide has started to create something, having first found her own materials, she will continue until it is finished. How to start handcraft is often a problem, but a challenge either for the Patrol or for individuals should set them going. This **challenge** could be used on most camp-sites:

1. Can you make a **whistle** or a **kayan mula** from elderberry? (*Kayan mula* is a Nigerian musical



1. Remove pith from all sticks. 2. Lash sticks together as for Notice Board. 3. Make strings of thin wire or fishline.

instrument that is played by the herdsman when he is leading his cattle. He plucks the strings to play it.)

2. Can you make **rope** long enough and strong enough to tie your bedding-roll? (In some parts of the world Guides make their own ropes to tie their knots for their Tenderfoot test.)

3. Can you make **decorations** out of straw? (This is a craft from Sweden.)

4. Can you make an **animal** out of beech mast, acorns, etc.?

5. Can you make a **picture** using leaves, flowers, and fruits to provide the colours?

Materials

Do you know which materials to use for all these? They can be discovered by experiment.

Strong rope can be made by plaiting the bark from the stool shoots of lime; brambles are also good when

they have been divested of their prickles.



Pine Cone Body,
Acorn Head,
Beech Nut Beak

The best straw to use for decorations is rye; the others are rather brittle. (In Sweden the most delightful Christmas decorations are made from rye straw, including the Christmas crib and the attendant figures.)

When making a picture with natural dyes it is best to use white paper. Charcoal from the fire can be used for outlines; some clays and also some vegetable roots can be used as crayons. Blue-black is easily obtainable from flowers and fruits. Red is not very durable. Green is easy but it sometimes turns yellow after a few days.

Ideas 'on the Site'

On certain camp-sites you will be able to add other challenges according to the material available.

Willow, privet, and snowberry can all be used for making baskets.

Rushes will make rattles and simple baskets.

Beech will make tent pegs, and a protrusion from the trunk of a fallen tree can be hollowed out to make a cup.

Sycamore and alder can be used for whittling, and will make clothes pegs.

Clay can make small pots; also it can be smoothed



Rush Basket 1. Twist two thin twigs to make a handle. 2. Slot rushes through the twists. 3. Tie ends of rushes to complete basket.

to make tiles, with fruit and seeds pressed into it to make a decoration.

'Their Value'

These crafts pursued in camp can not only give a Guide great pleasure, but can also give her greater awareness of nature, and possibly lay the foundation of a hobby to be continued at home.



Things for Brownies to Make

by Elizabeth Towner

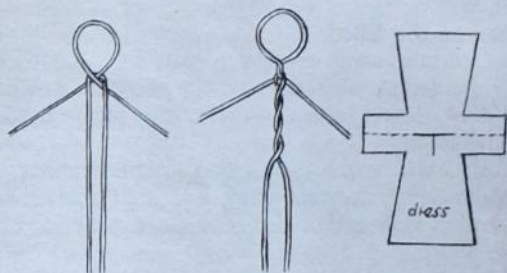
THERE ARE hot summer evenings when even Brownies don't want energetic games, and these are the moments to sit quietly putting one's imagination and ingenuity to work MAKING THINGS.

'WORLD BROWNIES' DOLLS

The new World Brownies proficiency badge might well be a starting-point, and interest in overseas Brownies be aroused by making dolls dressed in the many different uniforms.

The dolls could be peg dolls or pipe-cleaner dolls. For the latter the head and arms are made from one pipe-cleaner and the body and legs from another. The doll can then be fattened up by wrapping it round with cotton wool: this is held in place by winding cotton round and round it.

The diagram shows a simple shape for a dress that involves very little sewing. It is easiest if the dress is made from felt or some other material that does not need hemming. If the Brownies are given a



template, cut out in card, they should be able to draw round it with a coloured crayon and cut out their own dresses. Before sewing up the dress the Brownie will need to put it on the doll!

WIRE ANIMALS

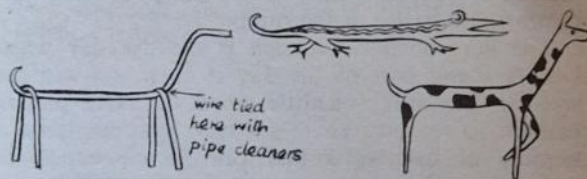
Some splendid animals can be made quite easily on a simple wire structure. The thickness of the wire depends on the size of the animal to be made. For any four-legged creature the construction can be the same, the Brownies varying the length of legs or neck according to what their creation is destined to be—a dachshund or a deer, a giraffe or an ox.

Great fun can be had with flour-and-water paste and strips of newspaper. Each strip should be dipped in the paste and then wrapped over the wire. When the wire is covered with this papier mâché and has dried, the animal can be painted with water-colours and varnished.

A SEA-SHELL COLLECTION

Brownies on Pack Holiday by the sea might like to make plaster casts of their collection of shells. A fine reference collection could be built up in this way, each plaster cast being carefully labelled.

To make a plaster cast, take some clay or Plasticine and into this press the shells. Press each shell



firmly enough to leave a good impression in the clay. Next place your piece of clay in a small, lidless cardboard box—matchbox for a very small shell—and prepare your Plaster of Paris (Plaster of Paris can be bought from chemists in small quantities). You should mix equal parts of water and plaster and stir well. Before it has stiffened up, pour it into your box and allow it to set; then take away the box, remove the clay, and there is your plaster cast. The name of the shell could be scored into the side of the plaster.

Instead of white plaster always being used, it could be mixed with coloured paint water, and some pleasant tints achieved.

These plaster casts might lead on to an interest in fossils, which are splendid things to collect.

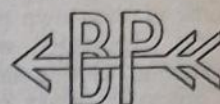
CARVING CUTTLEFISH

Other things to collect while at the seaside are cuttlefish, and you will find that they are soft enough to be carved quite easily. A curved piece of tin—just the top of a tin of baked beans or something of the sort—bent over like a gouge makes an excellent tool. For Brownies it is safer to use if the end that acts as a handle is wound round with a piece of cloth to cover any sharp edges on the tin.

Holes can be cut right through the cuttlefish, which transform it into a frightening miniature African mask. Cuttlefish takes paint well, and with a bit of Brownie imagination some fearsome creations will appear.

PLAY-ACTING

by Eileen Hardy



THE ABOVE dictum of B.-P.'s has often been echoed by people outside the Movement who did not realize that he had 'said it first'. We are also often told that 'Play-acting and drama activities are good because they stimulate the imagination.'

Self-expression? Yes, we hear a lot about that nowadays, and sometimes it seems only to mean letting the child do exactly what it pleases! On the other hand, we have probably met the girl who seems tied up inside herself, whose personality hasn't found any release, and who is consequently lacking in self-confidence, and probably has a chip on her shoulder into the bargain. To help her we have got to find some means of enabling her to express herself in some medium or other.

Imagination? Yes—but we know that can run riot too, and some young people can and do live in a world that is half-fantasy. But have you ever stayed with a hostess who *hasn't* any imagination? If you have, you will appreciate to the full the other hostess who really has put herself in your shoes, and has taken all thought for your tastes and comfort.

The use of drama activities in your unit has something to do with both **self-expression and imagination**; and obviously, if they are to be of real value, somewhere or other **discipline** has to come in too—and self-control, in concentration, and in team-work.

Drama in Guiding

In using drama in Guiding, we are not setting out to teach anyone the techniques of acting. We are using this particular method of creative activity to help us in the achievement of our aim of developing the girl to the utmost of which she is capable, and of enabling her to serve others.

Opportunities for drama activities obviously come up in the weekly meeting, but perhaps even more so at Pack Holidays, and during Guide and Ranger camps and holidays. A small amount of planning beforehand can enliven a wet day, provide fun and contrast at your Camp-Fire, or, if your Rangers are travelling abroad, enable them to offer some worthwhile item representative of their country. It is a great help if you can take some dressing-up material on your Pack Holiday, even if it is only a small case, with such things as old hats, odd jewellery, ribbon, coloured cord, scarves, and one or two plain curtains (and, of course, plenty of safety-pins!). These will add tremendously to the excitement of performing.

Brownies

In the Brownie programme there is wide scope

for drama. **Ceremonies** are in themselves a form of dramatic activity, and doubly valuable where the Brownies themselves contribute towards their creation. In addition there are many **acting-games** used in the Pack where the Brownie has to become something or someone else—achieved very easily at this un-self-conscious age. Try telling a very simple story with each Six cast for a different part: e.g. the dragon, the soldiers, the various animals, etc. Each time their 'character' is mentioned the Six has to get up and act its part. This can lead on to a full-scale dramatic activity if it proves popular, with individuals cast in leading roles; and if the Guiders will join in too, it is even more successful, particularly if the ideas and dialogue, etc., can come from the Brownies themselves. Brownies will readily mime rhymes or little scenes on a given subject. In singing-games there has been from time immemorial an element of mime, as for instance in 'Oats and Beans'.

Guides

Guides are at a more self-conscious age than Brownies, and to start with may need a greater degree of guidance in dramatic activities. It is not so easy to find the thing that will appeal to them, and in which they will join readily. **Crowd work** is great fun to do, and will get them relaxed quickly into a mood in which they want to go on: e.g. a holiday crowd queueing up at a railway-platform barrier, with impatience and excitement mounting as the train comes in and they finally surge on to the platform.

Try giving each Patrol the same **three props**—say a two-foot stick, a scarf, and an enamel bowl, and see what different scenes they will produce, using all three objects.

Another ploy that nearly always proves popular is '**Sound Effects**', for which you give each Patrol a slip of paper on which is written some recognizable set of sounds, such as 'The Bird House at the Zoo', 'A Farmyard', or 'The Children's Nursery'. Five minutes to rehearse—then each Patrol does its piece and the others guess what it is. Shadow play work is fun with all Branches, but especially good for the Guide age group, as working behind a sheet does help to overcome self-consciousness.

Senior Branch

Finally, what of the 15's and over, who will be more ready to experiment and branch out? They do not need the world of make-believe so much as to study people and situations, and to learn by their

observations. In so doing, and in acting out a particular scene, they may quite unconsciously solve some of their own problems. Crowd work again has great advantages, with everyone doing and no-one watching. Giving small groups the same last line or a dramatic climax (such as a bell tolling) to a two-minute scene can produce a variety of different approaches and moods. Much useful discussion can be promoted when real-life situations are introduced into scenes being acted: e.g. a stranger arriving at a party, or someone fainting in church!

'Stunts' for International Gatherings

Finally, a word about the sort of item we can offer when asked to perform at an international gathering. So often one sees the very poor 'stunt' very badly done, and so often we are put to shame by the poverty of our material. We have many good

songs that can be used dramatically, a store of legends for acting, mummers' plays and miracle plays, to mention but a few of our resources. A short, simple item performed with sincerity and dignity can be memorable, where the so-called humorous item may have little impact unless it is really first class.

Value of Dramatic Activities

A Company that uses dramatic activities as a normal part of its programme has somehow an extra alertness and a sense of fun and adventure that is all too often missing. Don't be afraid to experiment—you will have nothing to lose, and your Brownies, Guides, and Rangers will gain tremendously, both as individuals and as a team, in working creatively, in increased perception, and in learning how to play their part to the full in the drama that is life.

On Being 'With It' by Elizabeth Hartley

To close the series of Training Page articles based on quotations from the chapters of AID TO SCOUT-MASTERSHIP, Elizabeth Hartley has written for us this thought-provoking article. Readers might find it worth their time to look at the whole series from January to August and realize afresh how B.-P.'s words have a message for us all today.

'IF I HAD one wish,' said a friend of mine, 'it would be to have all the time I need to get through these.' She gestured towards a pile of leaflets. 'They pour in, and now and again I seize one in a frenzy and find it so interesting that I cannot bear the thought that something equally interesting may be lurking, undetected. Take this one, for instance...' We took it, together. It was written by Peter Kuenstler of the Department of Social and Administrative Studies at Oxford—title *Group Study for the Youth Leader*. 'Listen,' I said: 'Sir John Maud, then Permanent Secretary to the Ministry of Education, defined the aims of the Youth Service: "To offer individual young people in their leisure time opportunities of various kinds, complementary to those of home, formal education, and work to discover and develop the personal resources of body, mind, and spirit, and thus to better equip themselves to live the life of mature, creative, and responsible members of a free society".'

'Sir John Maud?' said my friend. 'Pure B.-P. to me.' 'What about this then? "A youth leader should be simultaneously concerned about each club member as an individual and about the welfare and progress of the club as a whole and groups within it".'

'Individual, Company, Patrol—I was reading just that in *Aids to Scoutmastership* . . .' I interrupted her with a crow of triumph, 'Page 9!' 'Lord Baden-Powell's outstanding contribution to the organization of youth work was the 'Patrol system', the breaking up of a large group into a number of smaller 'self-led' sub-groups.'" My friend reached for another

pamphlet. 'Try this,' she said. 'That man must have been a Scout.' 'This' was called *Professional Skill in Social Group Work*, by Joan Matthews, a Tutor in Social Science at the University College of Swansea. I turned the pages, and read 'The general rule is that club leaders should give members as much "rope" as they can possibly handle in the management of the club's affairs and should increase the amount as their capacities increase. The general tendency among leaders is to give too little rather than too much most of the time. This is sometimes due to a confusion of ends and means in their minds and is often encouraged by a desire to be able to demonstrate some "end product" to sponsoring committees and other authorities who tend to judge a leader's work on this superficial but tangible level.' 'Commissioners, please note,' said my friend. 'Some Commissioners,' said I, rather frigidly—'and what about the Guider who won't give her P.L.s. their full share of responsibility? According to these experts B.-P. is still absolutely "with it", isn't he? I'm afraid it is often we who are not.' 'Then we should get out,' said my friend, 'and leave it to those who are.'

She scuffed under the pile of books and brought out a copy of *Aids*. 'I've been re-reading it,' she said, 'since quotations have been appearing in THE GUIDER. You read it and then . . .' 'Resign?' 'Certainly not,' she said. 'You'll want to be as "with it" as B.-P. is.' 'In fact I shall "dig" the Patrol System?' My friend supposed you might put it that way—and we went on with our reading.

Please read the note on page 231 about the new scheme for the Training Section

Christmas in August | by Joan Gunning

IT WAS ONE of those wet and blustery evenings; for our Camp-Fire in the marquee we lit a hurricane lantern, set it on a tea-chest covered with a sheet of tinfoil and decorated with cones and flowers, and above the light hung strips of the foil. These turned and twisted in the heat and glittered as they were caught in the beams of light.

Mackintoshes and gum booted figures speeding for shelter burst in through the doorway, stopped as they saw the light, smiled, and huddled with the others seated on groundsheets. We were nearly all there when one of the last flying figures stopped short with the cry, 'Oh-o-o, just like Christmas!'

In Canada, 'Christmas in August' is no new idea; in many areas it is traditional to exchange gifts you have made in camp on 'Christmas Day'. It seemed too good an opportunity to miss; we explained what happened in Canada and the Guides seized upon the idea. We planned to make the following day 'Christmas Day'. Quickly we wrote our names on slips of paper, queued to take one from the pile and stole a glance at the name, each averting her eyes from the person who tomorrow would receive her gift.

'Christmas Day' dawned and remained wet; it could not have mattered less, we were all too busy

making our gifts. I was a little anxious in case someone would not finish, or would even not begin—I should not have had so little confidence in my Guides, no one was disappointed.

Camp-Fire was again in the marquee, the lantern showing in its glow a decorated fir branch; the gifts were brought and placed around the 'tree': coat hangers, book marks, table napkin rings (there were a number of silver birch logs stacked by the gate), tiny canoes whittled from small pieces of wood, drawings of the site, a necklace made from melon seeds (visitor's day just past!), a piece of smoothed wood on which a clover leaf had been fixed and the gift wrapped in a 'conker' case. My present? I received a basket made of bark with a plaited handle, the inside lined with moss, and piled high with the juiciest blackberries.

One could feel the success of that day, the happiness of making, giving, and receiving. 'Christmas in August' had meant that we all had something to take home, more than tangible gifts. The message of Christmas came over in our prayers and worship fresh and new in this odd season; the need of keeping the first Promise was more vital, as we remembered God's gift to mankind.

An Art Exhibition in Camp | by E. Codrington

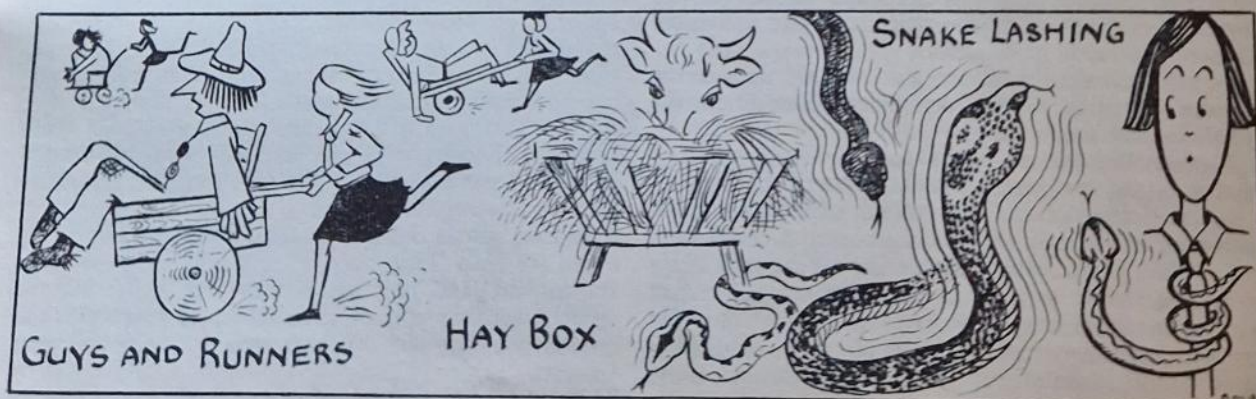
AN ART EXHIBITION at camp? Yes, odd though this may sound it is perfectly possible: in fact, it is an activity that all the Guides will enjoy, whether or not they are artistic. It also has the advantage of being something they can pursue on their own whenever they have a few spare minutes—and obviously it is not an activity that one would expect to complete in one short afternoon!

Given the incentive and plenty of time, the search for coloured dyes can be fascinating. We all know to our cost that blackberries leave a purple stain and that certain weeds will colour our fingers green. But how to use these juices is a matter of trial and

error—and then comes the question: A two-tone picture, or shall we hunt further for reds, blues, or yellows?

Rules for the Exhibition must depend to a certain extent on the possibilities in and around the camp. It will probably be agreed that drawing and colouring materials must be natural; and although paper may be provided, a picture produced on a natural 'canvas' would be very highly commended.

Which wood will produce the best charcoal for drawing? Here is a chance for the not so artistic Guide to take part by experimenting with wood from different trees.



Children's Libraries

by Mary McBride

CHILDHOOD is possibly the time, more than any other, when most sheer enjoyment is gained from reading. Adults may be more consciously aware of literary pleasures, trends of writing, authors' style, etc., but for complete and willing 'suspension of disbelief' it would be difficult to equal a child absorbed in a thrilling adventure story or lost in a world of fantasy. Unfortunately, a child's taste, all too often blunted by the battering of mass-media, can be dulled to such an extent that she will read only the easiest books available, those requiring no imaginative effort at all on her part, or she may even reject books entirely in favour of television and comics.

On the brighter side of the picture is the enormous increase in the supply of really good children's books from the publishers and the fact that these are bought and read in ever-growing numbers. Given a good selection of books from which to choose, it is still true to say that many children will read and enjoy the best.

And this is where the public library comes into the picture. As with other commodities, good books are usually expensive books. This is not to decry the many (and interesting) series of reprints of outstanding children's books that are now appearing, but good new children's books are very largely too expensive for the average child to own in any numbers.

The importance of children's libraries in this country has been increasingly realized in the years since the war, and a great deal of excellent work is being done. The best of these libraries are often manned by trained and qualified librarians who are willing and eager to give help and advice wherever it is needed. Most libraries today admit children of any age, and their stock usually includes books for children just beginning to read right up to novels suitable for teenagers. Many libraries have a special section of books chosen to appeal to the 13-15 age group to help bridge the gap between childhood and adult reading.

It is, of course, impossible to generalize about children's libraries all over the country. They are financed and managed by the local authority (municipal or county) and the standard of the service provided depends upon the attitude of the individual authority towards its libraries.

A good children's library will provide, in varying degrees according to local demands and tradition, the following services:

1. A collection of books for the very young—picture books, easy reading books, nursery rhymes, etc.
2. A selection of the best children's fiction available, including editions of standard authors and classics.
3. Books of information covering all subjects likely to be of interest to a child, either as supplementary reading to school-work or to help satisfy the 'satiating' curiosity of most children. Books of travel, biography, sport, history, domestic subjects, science, nature-study,

poetry, music, and hobbies are only some of the subjects covered by children's books today and the general standard is high.

4. A reference section, where encyclopaedias, atlases, dictionaries, books of quotations, and other reference books of this type may be consulted though not borrowed. This section is especially valuable as an aid to homework.

5. A selection of children's periodicals. The standard of these varies considerably, but they are enjoyed by enthusiasts in their various subjects.

So much for the books. But the mainspring of the library is usually the children's librarian herself (there are men doing this work but they are rarities!).

Where the library authority has appointed a trained and qualified children's librarian, she will have a wide knowledge of the books available and will know what is likely to appeal to a particular child. She will be very glad to help both individual children or groups. I am sure she would welcome an invitation to attend a Pack or Company meeting and discuss books with the children, or it might be possible to arrange for part of a meeting to take place in the library if times and geography make this practicable. Many libraries run so-called 'extension activities', the words having a different connection from that usually given by Guiders. These activities have nothing to do with disabled children (though no doubt the librarian would be willing to help there if required) but consist of various 'extras' such as story-hours, readers' circles, library clubs, lectures, film-shows, etc. The value of these events varies enormously, but the object is usually to make children more aware of the range and quality of books available to them. Children's librarians would probably welcome any publicity Guiders could give to these activities and some sort of mutual co-operation might be possible.

A problem with which the children's librarian may be able to help is that of the unwilling reader whose interests usually far outrun her reading age. The tendency is for this type of child to read practically nothing but comics and to graduate all too quickly to the cheaper variety of women's magazines. Several publishers are now producing series of books especially designed for these children. They are stories, often by established children's authors, printed in fairly large type with good illustrations and with plots and themes in advance of their presentation. Your children's librarian will be able to give you details of these books, suitable for children who are daunted by a full-length book but scornful of the babyish contents of those they could manage to read.

Finally, please remember that librarians like to be asked for help. They may often appear too busy to be interrupted (and they are usually very busy) but the most rewarding part of their job is to give help and advice, and they will welcome your enquiries and your interest.

Through the Rift Valley by Bus

Taking films and news of handicapped Guides to Africa

by Vera Prentice

(Photographs by author)

EARLY ONE MORNING we stood waiting for a bus on the outskirts of Nairobi. We were on the way to Molo, about 125 miles up country, to stay with a District Commissioner, Mrs. Rowlandson, who had found an African handicapped girl who wanted to become a Post Guide. The bus didn't arrive for some time, but eventually it did come and our driver, an African, came and took our cases and escorted us to the 'mini-bus', which seated seven people; he opened the back door and pushed the bundles, boxes, and vegetables until he could make room for our cases.

In the front seat was an African woman with her baggage tied up in a bundle under her bare feet and a very large basket of plums between her and the driver. In the back seat, intended for three, were an Asian mother with her four small children under five, another woman in a most colourful sari, and a small boy of about seven, travelling alone. He had with him a brass can with a handle, something like a vacuum flask, in which he had his food for the journey.

We were invited to sit in the seat behind the driver, beside an African who spoke a little English. As we squeezed into our two seats with cameras round our necks and our B.O.A.C. bags in our hands, our travelling companions were intrigued by the bright turquoise bags with their zip tops.

It is surprising how far you can get with a smile

them how we had travelled from London in a B.O.A.C. Comet 4 Jetliner that had come most of the way above



Miss Naomi Nandwa receives her Blue Ribbon from the Chief Guide on the day of the opening of the new Training-Centre in Nairobi. (She trained in Britain last year)

the clouds; and with the aid of the African, who spoke English, we told them that we had been visiting deaf, blind, and physically handicapped children in special schools in the country, and that we were on our way to see a handicapped girl who wanted to become a Guide.

The countryside varied from the most brilliant shrubs of bougainvillea, red, pink, and yellow poinsettias, and many-coloured hibiscus, to scrub and bush and forest in the high hills. As we approached Nakuru in the Rift Valley we saw many flamingoes by the lake, Masai starlings with their electric blue feathers, and marabou storks, the scavengers of the countryside.

Mrs. Rowlandson was waiting for us when we arrived at Molo, and it wasn't long before we were on our way along a very bumpy road to her farm some miles away. She is a very enthusiastic Guider and soon we were sharing ideas and hearing some of the difficulties that beset Guiding in Africa, such as Brownies having to walk five miles to a meeting, or the number of children in the little village school who want to join the Guide Company but cannot because of the shortage of Guiders. Another problem is the lack of equipment; while the different tribal languages make it difficult to know if a girl realizes what she is promising when she is enrolled. One Guider asked, 'Does she really know what *honour*, *loyalty*, and *thrift* mean when there are no words that mean the same in their language, and some of our ideas are contrary to their tribal customs?'



Boarding the plane at Nairobi on the way to Mombasa—one of the other Journeys

(See June SENIOR BRANCH NEWS)

and a few actions. Before long we were shaking hands with our African friend in the front seat and sharing fruit pastilles with the children in the back. We told

Unfortunately, we were unable to show our films, as there was no electricity in the house—only oil lamps. These films would have given a clear idea of how we, in the Guide movement, try to treat a handicapped girl as a normal child and how she can go to camp and do the usual Patrol duties. Instead, we showed Post Guide and Brownie 'meetings' and explained how they are ordinary Guide and Brownie meetings adapted and put on paper in the form of a magazine for the physically handicapped child in her own home.

We told stories of Guides in camp and how some

can even wash up with their feet if they are unable to use their hands.

We were taken to visit a Guide Company in an African school and we told some stories about our Guides. The Headmaster interpreted for his children and afterwards he said: 'I was very sad when you began telling us your stories, but now I am happy. I see that it is part of God's plan.'

How right he is. Guiding is part of God's plan and it is with pride that we know there is a place for every girl who wants to join the Guide movement as long as she can grasp the meaning of the Promise and Law.

PRE-WARRANT TRAINING FOR PROSPECTIVE BROWNIE GUIDERS

at Craiglockhart R.C. College of Education



EACH year a Scottish Trainer visits the College to take a training with these teacher training students. This year, in addition to the students, the training was attended by the eight nuns seen in our photograph, four of whom will become Brownie Guiders in Scotland. Speaking to Mrs. Keppie, County Commissioner for Edinburgh, is sister Paula, who will later be teaching in Africa, and hopes to include Brownie Guiding in her work; next to her in our photograph stands Sister Boniface, who is a Chinese-born African, and on return to South Africa will become a Brownie Guider; to the right of her stands Sister Catherine, from Kampala, who works in educational administration; and to the right of the photograph is Sister Agnes, who is also returning to Uganda, to teach and to take up Brownie Guiding. The trainer, Miss E. Robertson, found that all the nuns were particularly interested to discover the strength of our international bonds in Guiding.

SIXTH C.H.Q. PAINTING COMPETITION

7½ - 9 years

- 1ST PRIZE — PRIYANI WEERASINGHE, 2nd Mount Lavinia Pack, Ceylon.
 2ND PRIZE — ELISABETH LUMSDEN, 3rd Croxley Green (St. Oswald's) Pack, Herts.
 3RD PRIZE — IRENE MATHESON, Haroldswick, Shetland.
 COMMENDED — ANN FORDHAM, Putney, London, S.W.;
 SUSAN MORTERS, Harlow, Essex W.

9 - 11 years

- 1ST PRIZE — CHRISTINE BUNTING, Bakewell, Derbyshire.
 2ND PRIZE — KATHERINE COWMAN, Abergavenny, Mon.
 3RD PRIZE — WONG HOI CHUNG, 14th New Territories Coy., Hong Kong.
 COMMENDED — HO WAI YUE, 6th North Kowloon Coy., Hong Kong.
 ROSEMARY BROOKSHAW, Selsdon, Surrey E.

11 - 13 years

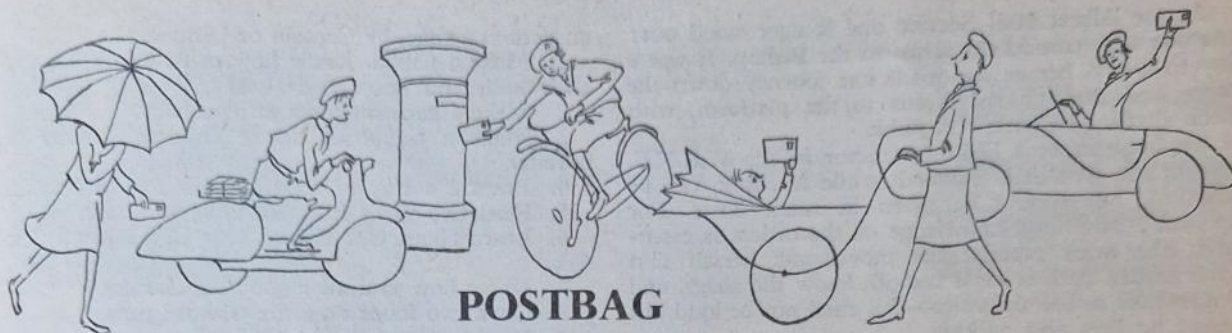
- 1ST PRIZE — DIANA MOO YOUNG, Kingston, Jamaica.
 2ND PRIZE — STEPHANIE PLATT, 1st Wallington Coy., Surrey E.
 3RD PRIZE — BERNADETTE HANLON, Harrow, Middx. W.
 COMMENDED — CHEW YUK KING, 14th New Territories Coy., Hong Kong.
 ESTELLE WINNING, Clitheroe, Lancs. N.E.

13 - 16 years

- 1ST PRIZE (Tie) — LORRAINE MEYRICK, 4th Llanrumney Coy., Cardiff and East Glamorgan.
 LAUREL WILLIAMS, Kingston, Jamaica.
 2ND PRIZE — CHANDRA RUPASINGHE, 1st Mount Lavinia Coy., Ceylon.
 COMMENDED — DENISE HERRY, 1st Mauritius Land Ranger Coy., Mauritius.
 JOSETTE NORRIS, No. 3 St. Vincent (Girls High School) Coy., St. Vincent, W.I.;
 UMILIA JOHN, 18th Port of Spain Ranger Coy., Trinidad;
 GILLIAN HEAPS, Wilmslow, Cheshire;
 NIRMALA PATEL, 16th Elgon Coy., Uganda;
 CHITRA NANDANI ABEYSEKERA, 1st Mount Lavinia Coy., Ceylon.

16 - 21 years

- 1ST PRIZE — JUDITH DINMORE, 2nd Upminster Land Rangers, Essex W.
 2ND PRIZE — SWINITHA FERNANDO, 10th Moratuwa Coy., Ceylon.
 3RD PRIZE — ROSEMARY RAMSAHYE, 1st Mauritius Land Rangers, Mauritius.
 COMMENDED — SUBALAKSHAMI DISSANAYAKE, 1st Kandy Coy., Ceylon.



POSTBAG

Camp Capture—A Guider

I WAS interested to read in *THE GUIDE* last year, a letter from Alison Bishop of Gately, Cheshire, in which she asked whether any other P.L.s. knew of the difficulty of getting sufficient Guiders!

I was a Brownie, a Guide, and a Ranger, and then lost touch with the Movement when I married and had children. But there came the link. My son joined the Cubs and my daughter the Brownies. Eventually she went up into Guides and went to camp. Camp was one of those very wet affairs where everyone thoroughly enjoys herself and spends most of the time getting dry again. My husband and I went to pick up her gear and a tousled head popped out of a tent and said 'Good evening, Mrs. Brown, I'm your daughter's District Commissioner and she tells me you used to be in the Movement. Would you consider becoming a Guider?' Almost before I had time to think, I had half-promised to do so and within days, I had a letter inviting me to the meeting.

Soon I was working for my Warrant and enjoying myself immensely. Now I have been a Guider for two years, have visited Our Chalet, and went to Foxlease for a Guider Training, taking the baby with me.

Between my daughter and the District Commissioner making the most of the opportunity, the Movement has gained another Guider (admittedly a nervy one at first, but rapidly gaining confidence). Surely, this can be repeated. There must be many Mums who were Guides and, with a little persuasion, would be prepared to help again.

GWENDOLINE BROWN
[Lieutenant, 28th Ipswich (St. Thomas's) Company]

The Brownie Transfer Age

It is much duller to write a letter supporting the current position than one advocating a change, but I feel I ought to say that I find the present transfer age meets the varying needs of the girls in our Pack. In the *Pre-Warrant Training Course* (6. 2. Transition) one is advised that some children are ready for Guides at 10½, and our Guide Captain has always been willing—and able—to accept any under-11 Brownie whom I think ready for Guides.

I recollect four girls who joined the Pack in its first year, aged 9 plus; it seemed better that they should go straight to Guides on completing Golden Bar or Golden Ladder than to spend a few more months working at a syllabus there was not time to complete.

There were also two First Class Brownies: one had gone to Grammar School early and was mixing with a Guide group at school; and in the other case, the

Company was about to start rehearsals and common sense decreed the date of flying-up. None of these girls was at all difficult or reluctant to join in Pack activities; but the 10½ transfer has helped us to avoid having odd-men-out.

I am sure it is right to make the transfer to Guides before the transfer to Secondary School, of any type; but not too soon before, or Guides will be one of the childish things that are put away at 11 plus.

Your correspondent writes from Hounslow, and it seems reasonable to suppose that the difference between our experiences is the difference between city and country children. Does she find that her average Brownie can pass all the clauses of First Class at a reasonable standard before she is 10, or does she think the First Class syllabus should be reduced to suit the proposed upper age limit? And—more important—would the mothers of 10-year-olds be ready to trust them to a P.L. for expeditions, etc., or would the 10-year-olds involve Captain in responsibilities that the P.L.s. should bear?

May we hear from Guide Guiders about this?

MARGARET NEVILLE

[Brown Owl, 1st Culworth Pack, Northants.]

Dance, Drama, and Drill

THREE D's—and the last one has for the time being been lost because there is no mention of it in *P.O.R.* In a Movement like ours all can be of equal value, for all have in common RHYTHM, BALANCE, and POISE, as well as other factors. But by some Drill is disliked, by others pushed into the background. A very few realize that it is worth while, for in a uniformed Movement like ours it brings credit on its members when parading in public.

The lack of Drill was very evident in the Parade held last November. The Sea Ranger Section as a whole stood out in their marching simply because at Divisions drill is a necessity.

A great many Counties, I expect, had a concentrated Drill practice, but did this achieve really good results? It caused a certain amount of expense to the Rangers, and in one case the drill was only for half an hour owing to heavy rain.

The 'Carrying of Standards and Colours' needs a great deal of practice, and I would suggest that on any future occasion Headquarters *Drill and Ceremonial* (C.H.Q. 2s., postage 6d.) is used. It has most excellent pictures. For the Rally, could not Counties have chosen tall and strong Rangers as Bearers? If a Bearer's right elbow is tucked in against her ribs she loses all rhythm, balance, and poise.

At the Albert Hall Service one Ranger stood out: the one who carried the Alms to the Bishop. It was a joy to watch her as she made her journey down the steps and through the Arena to the platform, with such rhythm, balance, and poise.

Seven years as a Drill Instructor in the W.R.N.S. taught me that drill is worth while teaching, can be enjoyed, but should be given in small doses. For anyone instructing, knowledge of the orders is essential; she must practise the movements herself first (the garden path is most useful), know the snags, and know how to use the voice—this need not be loud but must be firm and audible.

One last point. Drill does make the Ranger hold her head up, instead of looking at her feet. Also it helps her to take pride in the Movement when on view to the public.

J. K. TAYLOR

1962 Census Figures—'Lost' Guides

THE MAJORITY of the Guides in our Company have flown up from our excellent Brownie Packs at the age of eleven. They are quick and intelligent children, and, even with the high standard set for the 2nd Class test, they can easily gain this badge before they are twelve. At this age most of the proficiency badges are too difficult for them, and the First Class test appears formidable. There is a feeling of marking time with no immediate hope of a worthwhile badge.

A Guide of twelve is still young enough in outlook to be spurred on by having Captain pass her for tests and having these filled in on a chart, and with this in mind I think an intermediate syllabus might be arranged that could lead up to First Class. I make the following suggestions for the test, which I think would give a feeling of progress and achievement to the twelve-year-old, and all can be taught and passed,

an item at a time, by Captain or Lieutenant.

1. Make a tripod. Know how to tie a bowline and chair knot and know their uses.
2. Make a garment for a refugee baby.
3. Make a scrapbook for a children's home or hospital.
4. Prepare a tray of food suitable for an invalid.
5. Read two yarns from *Scouting for Boys*.
6. Learn about Our Chalet, Our Cabaña, and Our Ark.
7. Know how to draw a good sketch-map.
8. Cook two foods on a fire without pans.
9. Further first aid and artificial respiration.
10. Be re-tested on any two items from 2nd Class Test.
11. Renew the Guide Promise (with the Laws).

No doubt our Advisers and Trainers could improve on or add to this.

Although 'homework' is often the reason given for leaving the Movement, I feel most girls can cope with it if they are really keen to get on as Guides. I find that if I can keep a Guide until she is thirteen she will stay until she is fifteen.

No amount of 'pushing' by Captain will then get her to Rangers. It is up to the Ranger Companies to 'sell themselves' by letting the Guides see them doing interesting and exciting things, by going back to their Guide Companies in Ranger uniforms on informal visits, and helping at camp and at District activities. A representative from Rangers in each Guide Company, similar to the Pack Leader in a Brownie Pack, would help to give a link with the Senior Branch.

It would be interesting to know if other Guiders have opinions on this.

MARGARET BROOKS

2nd Irby Guide Coy., Wirral, Cheshire

BADEN-POWELL HOUSE — SUMMER EXHIBITION

'Spotlight on Greece'

1st July to 31st August

JULY and August will see thousands of Scouts making their way towards Marathon, Greece, for the 11th World Jamboree.

To mark this very important Scouting Event, our Summer Exhibition this year has been arranged to illustrate life in Greece and put the spotlight on their Scout Movement and in particular on World Jamborees.

Through the courtesy of the Greek Embassy and Travel Centre our exhibits will include displays of Greek art and culture, collections of money and postage stamps, photographs, leaflets, and colour slides. Items illustrating Greek Scouting will include uniform, badges, literature, and other souvenirs.

Special emphasis has been placed on telling the story of past International Scouting Events.

Throughout this period Film Shows on Greece and Scouting will be held in the Assembly Hall every Wednesday at 8 p.m. and every Saturday at 7 p.m.

The Exhibition will be open daily from 10 a.m. to 9 p.m., and admittance to both this and film shows will be free to members of the Scout and Guide Movements.

(From the House Warden)

THE GUIDER

SEASHORE ACTIVITIES FOR BROWNIES

Observation: The seashore at low tide can be an exciting place for nature observation.

How many different kinds of shells can the Brownies find? Show them that the shells are divided into two main types: *Univalves* with one shell, like winkles, dog-whelks, limpets and so on, and *Bivalves* with two shells hinged together, like the cockles, mussels, butterfish, saddle-oysters and others. Have you noticed that all shells with a spiral shape turn in the same direction?

Have your Brownies looked under seaweed or large stones at low tide? They will find many different kinds of crabs, sand-hoppers, limpets, barnacles, chitons, winkles, etc. hiding underneath or stuck to the stones. Explain that these creatures all need moisture for breathing and can only live in damp places, so should be covered up again very quickly.

Rock pools are fascinating places for observation. Sea anemones look like lumps of jelly stuck on the rocks at low tide. Put one or two in a jar of sea water so that the Brownies can watch them spread out their tentacles to catch food. Explain that these creatures depend on the changes of tide to bring supplies of food so they must be returned to their pools in the rocks.



Lorne

Where to Train



T.S. 'Golden Hinde'

TRAINING BURSARIES

GUIDERS attending trainings at Foxlease, Waddow, Netherurd, Broneirion, Lorne, and the Training-Ship are eligible for Training Bursaries. A Guider may receive only one Bursary to help her to attend one training, and she must not have received a Bursary before. Fare Bursaries are available only for the nearest Training Centre. In very exceptional circumstances, a Commissioner may recommend a Guider for a second Bursary.

Fee Bursary: This entitles a Guider to attend Foxlease, Waddow, Broneirion, Netherurd, Lorne, or the Training-Ship, at half-rate for a shared room.

Fare Bursary: Assistance is given to Guiders on the basis of four-fifths of the railway fare in excess of £1.

Angela Thompson Bursaries: These are available for any Promise and Law training (not necessarily at the C.H.Q. Training Centre) and

are the same value as the fee bursary mentioned above.

GUIDERS writing to apply for any of the above bursaries should get into touch with their District Commissioners, who will obtain the appropriate ticket or form from the Secretary, Training Department, C.H.Q. When applying, District Commissioners should state the date of the training the Guider wishes to attend. Application must be made at least a fortnight before the training.

COMMONWEALTH HEADQUARTERS

Application for trainings at Foxlease, Waddow, Netherurd, Broneirion, and Lorne should be made to the Training Centre concerned. Each application must be accompanied by a deposit of 7s. 6d. (in the case of Netherurd, 5s.) and a stamped addressed envelope. Please state in original application whether you are a Brownie, Guide, or Senior Branch (state Section) Guider. Guiders attending week-end trainings may leave on Sunday evening or during Monday if unable to stay for the whole week-end.

FOXLEASE Lyndhurst, Hants.

August
2-9 Guide and Brownie Guiders
13-20 Patrol Leaders
24-September 3 Cadets (aged 16-19. It is now possible to take more than 2 from one Company)
September
6-13 Holiday Week
13-16 Song, Dance Drama, Handcraft Circle
20-24 Guide and Brownie Guiders
27-October 1 Guide (*Training the P.L.*) and Brownie Guiders
October
4-8 Dorset

8-11 Commissioners (Mid-week)
11-15 Guide and Brownie Guiders
18-22 Guide and Brownie Guiders (Warranted and unwarranted in separate groups)
25-29 London S.W.
November
1-5 Guide and Brownie Guiders
8-12 Surrey North
15-19 Senior Branch (all sections)
22-26 Guide and Brownie Guiders and Commissioners
*29-December 3 Public Relations
*Application for this week-end should be made through County Commissioners.

WADDOW Clitheroe, Lancs.

July
27-August 7 Patrol Leaders
August
10-20 Patrol Leaders' Training (in camp)
21-31 Patrol Leaders
September
7-15 (a) Senior Branch Guiders (all Sections) (b) Senior Branch Members (over 17)
20-23 Guide (1st Class) and Brownie Guiders
27-30 Leicestershire
October
4-7 Durham Commissioners
11-14 Guide and Brownie Guiders

18-21 Guide and Brownie Guiders
25-28 (a) Guide and Brownie Guiders (b) Commissioners
November
1-4 Church of England
8-11 Commissioners, Guide and Senior Branch Guiders (*Emphasis on 14-16-year-olds*)
15-18 Guide and Brownie Guiders
22-25 Guide and Brownie Guiders
29-December 3 Drama Party

Fees at Foxlease and Waddow
Shared room per day... 15s. 0d.
per week... £4 10s. 0d.
Double room per day... 17s. 6d.
per week... £5 5s. 0d.
Single room per day... £1 0s. 0d.
per week... £6 0s. 0d.

TRAINING-SHIP 'GOLDEN HINDE'

APPLICATIONS, accompanied by booking fee of 15s., should be made to the Secretary, Training-Ship *Golden Hinde*, Branches Office, C.H.Q. Trainings will be cancelled if less than six applications have been received three weeks prior to the training.

Fees: £5 5s. per week
August
3-10 Guiders

ENGLAND

EXTENSION GUIDERS. A training day for all English Extension Guiders will be held at Rosehill School, Reginald St., Derby on Saturday, 26th October from 11 a.m.—5 p.m. Applications to be made to the Secretary, English Training Department, C.H.Q. (NOT to the Extension Secretary) as soon as possible and not later than 1st October, enclosing training fee of 3s. Further details will then be sent. Hospitality will be arranged for those requiring it.

SCOTLAND

Netherurd House, Blyth Bridge, West Linton, Peebles-shire		27-30 Roxburghshire and Selkirk-shire	22-25 Guide and Brownie Guiders
August			29-December 2 Glasgow N.N.E. Division
8-16	Patrol Leaders' Woodcraft Camp (fully booked)	October	December
9-16	Patrol Leaders (by invitation)	4-7 Renfrewshire	6-9 Prospective Certificated Trainers
20-27	Commonwealth Week	11-14 Guide and Brownie Guiders (aged 23 and under)	13-16 Trainers' Conference
September		18-20 East Lothian	
13-16	Glasgow N. E. Division	25-28 Camping Conference	
20-23	Guide and Brownie Guiders (places reserved for Aberdeen City)	November	
		1-4 Midlothian	
		8-11 Cadets	
		15-18 Rangers	

The fees at Netherurd are the same as those at Foxlease and Waddow.

WALES

Broneirion, Llandinam, Mont.		October	29-December 1 Aberystwyth Scout & Guide Club
August		11-13 Worcester	
1-8	Patrol Leaders aged 13-15	18-20 Brownie Training with Pack Holiday Sessions	
12-19	Patrol Leaders, Central Glamorgan	25-27 Guiders, Commissioners and Testers (<i>Guide First Class</i>)	
22-29	Guides 15+		
September		November	
2-7	Patrol Leaders aged 13-15	1-3 Camp-Fire	
13-15	Closed	13-14 Provincial Council of Churches	
20-22	Closed	22-24 L.E.A.	
27-29	L.E.A.		
30-October 9	King George VI Leadership Course		

Fees at Bronierion

Shared room	per day...	13s. 6d.
	per week...	£4 2s. 0d.
Double room	per day...	15s. 6d.
	per week...	£4 14s. 0d.
Single room	per day...	17s. 6d.
	per week...	£5 7s. 6d.

ULSTER

Lorne, Craigavad, Co. Down		November	Fees at Lorne
September		1-3 Duke of Edinburgh's Award	Shared room
13-15	Patrol Leaders	8-10 Brownie Guiders	per night... 12s. 6d.
27-29	Patrol Leaders Co. Tyrone	15-17 Co. Tyrone	per week... £3 15s. 0d.
October		22-24 Pre-Warrant	Double room
11-13	Guide Guiders	29-December 1 Camp Trainers	per night... 14s. 0d.
18-20	E. Division Belfast		per week... £4 7s. 6d.
25-27	Finaghy Local Association	December	Single room
		6-8 Pre-Warrant	per night... 16s. 6d.
			per week... £5 0s. 0d.

CAMPING AND PACK HOLIDAYS

Blackland Farm, East Grinstead, Sussex

Applications for Camp Sites should be made to the Warden. Indoor Camping facilities are available all the year round and 'Restrop' is furnished for parties of ten.

Hindleap Warren, Forest Row, East Grinstead; Details of these unequipped sites (solid shelter available) from Miss Swan, Ballards, Forest Row, Sussex.

COME TO LORNE

Come to Lorne for Summer Holidays: Lorne is open for holiday

bookings during the second half of July and the whole of August. It makes an excellent centre, within easy reach of the sea, country or town and there are many pleasant and interesting excursions possible by coach. Guiders may come on their own or bring parties of Guides, Rangers or Cadets. Guides must be aged 14 or over. Patrol duties are kept to a minimum. Uniform need not be worn. Packed meals can be provided for excursions or 2s. 6d. deducted from bill if visitors are out for a main meal.

Fees: 15s. per day including all

meals. Applications should be sent to the Guider-in-Charge, Lorne, with 5s. deposit.

Lorne Camp-Sites

There are two fully equipped sites at Lorne. The charge is 40s. per week; hire of tents and groundsheets is extra. Further particulars from the Guider-in-Charge, Lorne.

Irene McKibbin Cabin, in the grounds of Lorne, available for parties of Rangers and Cadets for summer holidays. Fully equipped for 12. Bookings and further information from Mrs. E. T. McBride, 17 Adelaide Park, Belfast, 9.

Classified Advertisements

The Girl Guides Association takes no responsibility for statements made in any advertisement here or elsewhere in the magazine, or for any subsequent correspondence in connection therewith. The right is also reserved to refuse any advertisement not considered suitable. Advertisements for the sale of second-hand clothing (except uniform) cannot be accepted. (Uniform for sale should not be sent to C.H.Q. Advertisers receive a communication from applicants.) All advertisements must be received by the 1st of the month for the following month's issue. Charge 2s. 6d., personal; 6s. per line, trade; Box No. 2s. 6d. (for members of the Movement, 1s. 6d.).

EMPLOYMENT OFFERED

Ipswich and East Suffolk Hospital (630 beds). Complete General Training School for Nurses. Applications are invited from well-educated girls wishing to enter as Student Nurses. For further particulars and advice re pre-training occupation, please write to: The Matron Superintendent, Ipswich and East Suffolk Hospital, Training School for Nurses, Anglesea Road, Ipswich.

Keen Guider required to revive Guide Company in Boarding School. Qualifications for teaching, nursing, or secretarial work will be considered. Apply Principal, Adcote School, Near Shrewsbury.

Required September, resident Assistant Games Mistress girls' Independent School, within easy reach of London. Would suit school leaver waiting for Training College. Comfortable bed-sitting-room, quiet residential neighbourhood. Good salary. Week-ends and evenings free except for Saturday matches. Box 204.

Helpful, reliable girl wanted as Mother's help in Guildford. Happy home, David 5½, Henrietta 1½. Dishwasher, etc. Please write Mrs. Gammell, 42 Poltimore Road, Guildford, Surrey.

Housekeeper or Mother's Help in Germany. Army family returning from Cyprus late August en route Germany in October requires Housekeeper or Mother's Help prepared to help with 2 children aged 5½ and 3. Those interested contact Lady Chilton, The Grange, Slindon, Sussex for further details.

FOR SALE

Fund Raising and Social Events. Attractive gift packs at special prices for bazaars, spot prizes, ladies' nights, etc. Personality Beauty Products Ltd., Ashby-de-la-Zouch, Leics.

Fund Raising? Ball pens are used by everyone. We supply Platignum and Bic makes at reduced wholesale rates. Your Company title etc., can be die-stamped as required. Pen case in various colours (including Girl Guide colours). Profit over 50 per cent on cost. Details/Samples on request. Thompson & Robinson Ltd., 20 Churchfield Road, London, W.3. Telephone ACOrn 8770.

Advertising Pencils, superb ball pens, brushes, combs—raise funds quickly, easily. Samples.—Price list from Northern Novelties, Bradford, 2.

Raise Funds. (Bazaars and Fetes, Sales of Work, etc.) with our parcel of attractive and inexpensive costume jewellery sent on sale or return. 10s. free gift with each parcel. 50% profit on cost. You pay only for what you sell. The rest you return. Send for parcel or full details NOW to actual manufacturers:—E. & M. Davies, Ltd., 136 Goldhawk Road, London, W.11.

Guiders find Talisman's Top Value Christmas Card assortments, with attractive terms and extended credit facilities, ideal for fund-raising. Write now for full details to Talisman Greetings Limited, 1A Hyde Road, Paignton.

Lowest Wholesale Terms for Christmas Cards, Stationery, Toys and Jewellery. Also parcels 144 6d. toys, 50s.; 72 1s toys, 50s.; 72s. Selection Jewellery or Stationery 50s. Carriage 3s. under £5. See advertisement page 227. J. Thomas & Son. Woodhouse, Games Road, Cockfosters, Herts.

ACCOMMODATION

For a quiet holiday or rest in the New Forest, apply Miss Sandy, Goldfinches, Meerut Road, Brockenhurst, Hants. (Late of Balmer Lawn House) who will be pleased to send details.

To let. 2 room furnished flat. Share bathroom. £3 10s. weekly. Gas cooker. Washbasin. Miss Gladstone, 22 Court Lane Gardens, Dulwich, London, S.E.21.

Ex Guide Captain, starting 2-year Child Care Officer Course September 1963 at Birmingham College of Commerce, requires accommodation. Car owner needs convenient parking. Prepared to baby-sit occasional evenings. Miss Santor, c/o Miss Hancock, West View, Rabley Heath Road, Welwyn, Herts.

To let, ideal for holidays, small furnished flatlet, N.W. London. Crockery, linen, for 1 person. 4 gns. weekly. Long or short let. Box No. 205.

PACK HOLIDAYS

S.O.S. Will Guider please take two reliable Brownie Sixers to Pack Holiday with their Pack? Own transport to and from site. Mrs. Vernon, 80 Silverhurst Drive, Tonbridge, Kent. Phone TON 2808.

Help needed for Pack Holiday at East Grinstead. From 17th-24th August. Miss Amer, 31 Albany Road, Crawley, Sussex.

UNIFORM

Battledress and Shirt (42 in.) tie, belt, beret (6¾) £5. Mrs. Shephard, Sth. Petherwin, Launceston, Cornwall.
Guider's Uniform Skirt 36 in. Blouse 34 in. Belt, Hat, Tie. £2 10s. Miss L. Higgs, 103 Kindersley Way, Abbots Langley.

TYPING AND DUPLICATING

All classes of Duplicating and Typewriting neatly and accurately executed by Guider. Prompt delivery. Discount to Guiders:—Alert Typewriting Bureau, 1, Peasmarsh, Gillingham, Dorset.

Duplicating and Typewriting. First class work at reasonable prices. May be sent by post, stating number of copies and date required. Estimates free. Woolwich Staff Agency Limited, Thames House, Wellington St., London, S.E.18. Tel. WOOLwich 7651.

COMING EVENTS

Rover/Ranger Conference at Hereford. 28th and 29th Sept. Limited numbers. Apply early. Rovers/Rangers/Cadets/Rover Squires. Details D. Tolson, 261 Ross Road, Hereford. S.A.E. please.

Leigh Lanes. Rover/Ranger Conference. 12th-13th Oct. 1963. Enquires to the Secretary, 17 Clarence St., Leigh, Lancs.

C.H.Q. NOTICES

APPOINTMENT

International Commissioner, C.H.Q. Miss BETTY FRIPP, O.B.E., will hold this appointment until the beginning of October, when, Mrs. MAURICE LIDDELL will begin her term of office.

AWARDS

Medal of Merit — Miss Kathleen Laurie, Barbados.
Oak Leaf — Miss Winifred Rogers, Bermuda.

C.H.Q. RESTAURANT

IT IS HOPED to re-open the Restaurant on Monday, 2nd September after extensive alterations and improvements to the kitchen, and with new modern furniture in the Restaurant itself. It has always been our aim to make the Restaurant a place where Guides from all over the world can meet each other and bring their friends to enjoy a meal at reasonable prices.

We shall be able to offer an improved service with more varied menus for about the same price—also we shall be open on a Saturday morning so that our customers in the shop may have their morning coffee at C.H.Q., and Guides can make it a Saturday morning rendezvous. (Closed: 19th August — 2nd September.)

WHITE TIES

THE Uniform Committee has asked Guide Companies to note that it is not permissible for Guides to wear white ties as this is the distinguishing mark of the Cadet Section.

Triangular white ties will continue to be sold by C.H.Q. Equipment Department for Guide Companies who wear a half-white and half-coloured tie.

CANOEING

PLEASE NOTE THAT when planning an expedition of a type mentioned by Miss Johnson in her article on Canoeing in the May issue of THE GUIDER, care must be taken to ensure that all the requirements laid down in our boating and camping rules must be carried out and the necessary qualifications held. If you are planning to explore unknown country and unknown waters the local Camp Adviser and County Coxswain would always be willing to advise.

COMMONWEALTH HEADQUARTERS STAFF VACANCIES

- Display Organizer Guide Knowledge essential.
Minimum age 23 years.
- Secretary Shorthand/Typist for responsible and interesting post.
Minimum age 25 years.
- Records Clerk of G.C.E. standard. Age 17-22 years.
- Senior Saleswoman for Camp Showroom.
Over 21 years.
- Junior Saleswoman. School leaver.
Age 15½-16½ years.

FOR DETAILS APPLY TO
DOMESTIC BURSAR

VOLUNTARY SERVICE OVERSEAS ANOTHER OPPORTUNITY— FIJI

SCHEME TO COMMENCE . . . January 1964, for one year.

AGE . . . Between 21 and 25 years.

BRANCH . . . Ranger Guider or Guider with experience as a Ranger.

QUALIFICATIONS . . . Good all-round experience of Guiding.

If possible, graduate (or teacher) who has attended a Youth Leadership Course and/or is hoping to take up permanent youth work.

Physically fit with good stamina.

Adaptable, patient, and having a pleasant manner and the ability to get on with all types of people.

PROJECT . . . To work with the Fiji Girl Guides Association and the Y.W.C.A.

GUIDE WORK: To establish and consolidate Ranger groups in country areas.

To work with Trainer and Guiders on all aspects of programme planning.

Y.W.C.A. . . . To assist Y.W.C.A. representative in all aspects of her work.

ACCOMMODATION . . . In a hostel in Suva, and when in country areas possibly to live with the local people.

SPONSORING . . . The Fijian Government will second the volunteer to Guiding and the Y.W.C.A. These two organizations will be responsible for her programme.

FINANCE . . . The V.S.O. will pay return passage.

The Fijian Government will be responsible for board and lodging.

1. SELECTION BOARDS

The V.S.O. will be responsible for the expenses of candidates going to their Selection Boards, whether successful or not. C.H.Q. might be able to help towards candidates' expenses for coming to their Selection, which we will try to hold the day prior to the V.S.O. Selection.

2. POCKET MONEY

It is hoped the volunteer can provide this herself. If not, help might be available.

ALLOCATION FOR C.H.Q. SELECTION . . .

England — 3	Ulster — 1
Scotland — 2	Wales — 1

APPLY IMMEDIATELY

ENGLAND: To your own District Commissioner, asking her to enquire about further details.

SCOTLAND: To Scottish H.Q.

WALES: To the Welsh International Adviser, through County Commissioners.

ULSTER: To Ulster H.Q.

P.O.R. AMENDMENTS

PLEASE note that clause 4(a) of the new Ranger Certificate **SKIN DIVER** should have read:—

Submerge basic equipment, recover by duck diving, and fit whilst treading water.

GUIDE CLUBS IN UNIVERSITIES AND COLLEGES

MEMBERS of the Movement who are starting courses at a University or College will be glad to know whom to contact for information about a Guide Club, details of which will be published in the September SENIOR BRANCH NEWS. For further information apply to the Education Panel Secretary at C.H.Q.

EQUIPMENT DEPARTMENT MAIL ORDER SECTION

MAIL ORDER DEPARTMENT will be closed from 12th - 25th August as our Despatch room is undergoing essential repairs. We regret, therefore, that we are unable to accept any orders for despatch by Parcel Post or British Road Services between these dates. We hope it will be possible for you to anticipate your requirements, which should reach us not later than Thursday, 8th August.

'DUTY TO GOD' TRAINING WEEKEND

for Church of England Guiders arranged jointly by the Church of England Youth Council and the Church of England Children's Council.

WHAT do we mean by 'Duty to God'? How can we make it real to girls today? What part can the Company or Pack play in the Church's work among young people? These are some of the questions that are being asked and to which many want answers.

The Duty to God course for Church of England Guiders at Waddow, 1st - 3rd November, 1963, will be seeking for answers to such questions and others that are raised at the time. The course will take the form of a consultation with practical activities. All Church of England Guiders will be welcome but the particular needs of those who lead 11 - 14-year-olds will receive special consideration. Application, accom-

panied by a deposit of 7s. 6d., and further enquiries to Guider-in-Charge, Waddow Hall, Clitheroe, Lancs.

FOR YOUR OWN AMUSEMENT

RUN DOWN? Battery flat? This won't do you or your Guides much good. Why not come to the Drama Party at Waddow in November to relax and recharge?

Tired of producing items for entertainment, rallies, pageants, and so forth, and all the many other tasks that the drama enthusiast gets landed with? This is your chance to come and enjoy yourself just taking part. (For details see page 251.)

Don't like Drama? Have you really tried or are you just rather scared at the thought? Why not come and try for yourself? You will be amazed at what you can do once you have taken the plunge. Remember that all of us act most of our lives, all be it unconsciously. We hope to do some play-reading, play some games, experiment with costume, mess about with make-up, and above all just have fun. This is our first Drama PARTY—it's up to you to come and make it a really good one.

SCOUTING AND GUIDING AND THE BIBLE

A HALF-DAY Conference for Scouters and Guiders at Baden-Powell House, Queens Gate, South Kensington, London, S.W.7. on Saturday, 28th September, 1963, from 3 p.m. - 7 p.m. Chairman: The Rev. Donald Lynch, Chief Secretary of the Church Army. Speakers: The Rt. Rev. Leslie Brown, Bishop of Warrington; The Rev. Harold Wilson, Education Secretary, Church of England Board of Education.

The Conference is sponsored by the Church Army, and is open to Scouters and Guiders of any denomination. Tickets, price 3s. including tea, may be obtained from: The Guide (Scout) Dept., Church Army Headquarters, P.O. Box 420, 55 Bryanston Street, London, W.1.

NOTICE BOARD

'HOW GIRLS CAN HELP TO BUILD UP THE EMPIRE'

IF ANYONE has a copy of the above book that they could spare would they please write to Mrs. Barnard, c/o Publications Dept., C.H.Q.

ENGLAND: OPPORTUNITY

— to climb

— to help your Rangers to enjoy the sport

CAN YOU CLIMB? Would you like to have the opportunity to become an experienced instructor, so that your Rangers may know the joy and thrill of achievement that is felt when a rock face is conquered? In order that Land Ranger Guiders (and Land Rangers over 20) may have the opportunity to learn to climb, or to improve their climbing ability, either for their own satisfaction or with a view to becoming experienced instructors, a weekend is being arranged at the Bowles Mountaineering Gymnasium, Eridge, Sussex, on 11th - 13th October.

Bowles Rocks are set in a most picturesque valley and lend themselves well to the efforts of both the novice and the more experienced. Instruction will be

given by qualified mountaineers in the use of ropes, safety in general, and basic rock climbing technique; there will be demonstrations and instruction on graded climbs of sandstone rocks.

For further details send a stamped addressed envelope to Miss Heys-Jones (Land Ranger Adviser for England), 23 Denbigh Gardens, Richmond, Surrey.

A GOOD TURN

WE HAVE HAD a request from the English Speaking Union to help them by making samples to demonstrate plain sewing to African women who meet in clubs to learn homecraft; for example, the teachers who are showing these African women how to sew and mend want to have samples of the different stages of a patch or the ways of making a seam.

If any Guide or member of the Senior Branch who sews well would like to help with this piece of service, she should write for full information to 'Plain Sewing', The English Speaking Union, 37 Charles Street, Berkeley Square, London, W.1.

Would Guiders encourage suitable girls to help? Notices have appeared in THE GUIDE and will appear in THE SENIOR BRANCH NEWS.

ANNUAL BEST-SELLERS

Published by special arrangement with the Girl Guides Association by Purnell

THE GIRL GUIDE ANNUAL

This famous annual comes out this year with a handsome 'new look'. Behind the striking full-colour pictorial jacket is a cloth cover with gold-blocked title and trefoil, making it more than ever a book every Guide will want.

'Husband of the Queen' is one of the great variety of outstanding contributions included. Another tells of careers in Guiding, while there are thrilling Guide stories, quizzes, novelties, articles on tracking, camping, Patrol activities, testwork, and dress, and a variety of other features of special interest to Guides.

Line-drawings and eight pages of photographs illustrate the annual, which is certain to be once again in big demand.



128 pp., 8 pp. of photographs, full-colour pictorial jacket, cloth-bound boards; size 10 $\frac{3}{4}$ in. by 8 in.
10s. 6d. Packing and postage 2s.



THE BROWNIE ANNUAL

This year the *Brownie Annual* comes in a highly serviceable laminated cover that will resist rough handling. It carries a vivid full-colour photographic cover picture, and there is no doubt that more customers than ever will be buying this annual best-seller.

Packed with items based on Brownies' own special interests and tastes, the *Brownie Annual* is the ideal 'buy' for adults with Brownie relatives. It contains stories, games, articles, quizzes, hints on testwork, and a special section of stories and verses written by Brownies themselves. This annual has a very special quality of its own and Brownies love it. It is lavishly illustrated with line-drawings and 8 pages of photographs.

128 pp., 8 pp. of photographs, full-colour pictorial laminated cover; size 10 $\frac{3}{4}$ in. by 8 in.
8s. 6d. Packing and postage 1s. 9d.

THE GIRL GUIDES ASSOCIATION

P.O. BOX 269, 17-19 BUCKINGHAM PALACE ROAD, LONDON, S.W.1.

ALSO BRANCHES IN

London: 124 Newgate Street, E.C.1; 183 Clapham Manor Street, S.W.4; 19 Green Lanes, Palmers Green, N.13. Birmingham: 5 Ryder Street, 4. Cardiff: 20 Working Street. Ipswich: 5 Tacket Street. Leeds: 62 The Headrow, 1. Liverpool: 20 Richmond Street, 1. Newcastle-upon-Tyne: 6 Oxford Street. Oxford: 17 The Turl (Broad Street End).

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