

# THE GUIDER

VOLUME 50 - No. 11 - NOVEMBER 1963 - PRICE NINEPENCE



*'... time to stand and' — talk things over  
at the Chief Commissioner's Conference at Foxlease in July  
Lady Jibowu, M.B.E., Deputy Chief Commissioner for Nigeria*



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# THE GUIDER

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

## Do You Know?

THAT this country is said to be the worst in Europe for litter?

Why is it that we cannot stop ourselves leaving sweet-papers, cigarette-packets, newspapers, ice-cream cartons, bottles, and worse, on the streets and in the fields?

Nobody could call it a desirable habit in any way, and yet we go on doing it.

What can you as a Guider do to stop this unnecessary spoiling of our country? Surely at least we can find ways of helping to train the youth of this country to be Anti-Litter Bugs.

## Comment of the Month

'Your Guide Company grows like you.'

MISS M. SHANKS *at a Waddow Training some twenty years ago.*

THESE WORDS have never been forgotten by a Guider who at the time was rather shaken by the statement, but has since learned how true it is that the girls inevitably 'catch' from their Guider, with or without her intending it, her enthusiasms, her pride in the Movement, her concern for the individual, her standards, and . . . . .

What would you add?

## 'DISCOVERERS' CHALLENGE

THE START of the 'Discoverers' Challenge is now drawing near. There will be a coupon in THE GUIDE in the issue of 6th December.

This must be sent, by each Patrol wishing to enter, to the local Challenge Secretary with a stamped addressed envelope (for the return of the Challenge Card). Counties or Countries will notify their Guiders of the name of the Challenge Secretary, to whom they must apply through the usual channels. Have you discovered the name and address of your Challenge Secretary?

A Challenge coupon will be issued in THE GUIDE in the first week of each month of the Challenge. This coupon, with their Challenge Card, must be taken by the Patrol to the tester. The syllabus for each Challenge will appear on the last week of the month preceding the test. Each Challenge must be completed by the last day of the month of the test. Patrols will be eliminated if their card is not signed by the last day of the month of the test.

At the end of the Challenge, all completed cards must be sent to your own Challenge Secretary.

Each Patrol entering the Challenge should have a minimum of four and a maximum of eight Guides in it. Each member of the Patrol should do each test, unless otherwise stated. If, through extenuating circumstances (i.e. disability or illness), this is impossible a written explanation must be submitted to the tester.

Recruits coming new to a Patrol during the Challenge will take part.

It is essential that during the period of the Challenge you should have access to a copy of THE GUIDE.

All Patrols in Great Britain completing the Challenge will be invited to 'Discoverers' Camps. Make sure your Company will be represented!

## GUIDE INTERNATIONAL SERVICE

WE DEEPLY REGRET that, owing to a printer's error in omitting a line of typescript, there was an unfortunate mistake in the October GUIDER. Would readers who are keeping Miss Anstice Gibbs's article about the G.I.S., for reference and later use, please note in the magazine that the sixth paragraph should read as follows:

Meanwhile, a New Zealand Relief Team was busy for some months in Malacca. An Australian Canteen Team sent to Malaya transformed themselves to meet a desperate emergency. Merely by a change of name, they became a Mobile Medical Unit and were made responsible for an isolated jungle area in north Malaya, where, by vaccinations and inoculations, they saved thousands of lives.

We apologize to all readers, and also to Australian and New Zealand members of these G.I.S. Teams, for the omission.

## COMMONWEALTH KNOWLEDGE

THE NEXT article, on Hong Kong, in the series 'Commonwealth Journey', will be in THE GUIDE of 8th November, and Lady Gibbs suggests that if Guiders wish to refresh their knowledge of Hong Kong, in order to help their Guides, the following books would be useful:—

*A Many-Splendoured Thing*, by Han Suyin (Cape 18s., and Penguin, 3s. 6d.)

*Fragrant Harbour*, by D. F. Ommancey (Hutchinson, 25s.).

Public libraries are sure to have these books.

A map published in THE GUIDE of 11th October includes countries mentioned in 'Commonwealth Journey': it will be useful to all Guides, especially those working for 'Commonwealth Knowledge' badge.



# horses—I love them

I spend most of my spare time with them. And I'm just living for the day when I have a horse of my own. It will cost money, of course. But I've got that organised. I let the Westminster look after it. My salary goes into my current account, which is a great help in keeping the day-to-day matters under control. But they think of everything at the Westminster. And when they suggested *Savings Accounts*, I knew that this was really the way to make dreams come true. I did a jolly good day's work the day I went to the Westminster.

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November 1963

## THE WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

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(as from 18th World Conference in Denmark,  
June 1963)

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Ireland  
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Italy  
Japan  
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\*Lebanon  
Liechtenstein  
Luxembourg  
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\*Monaco  
Netherlands  
New Zealand  
Norway  
Pakistan  
\*Peru  
Philippines  
South Africa  
Suomi-Finland  
Sweden  
Switzerland  
United Arab Republic  
United States of  
America

**TOTAL: 38**

\*New Full Member  
Countries

#### New Tenderfoot Member Countries

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Republic  
Chile  
†Republic of China  
†Congo (Brazzaville)  
Costa Rica  
Cyprus  
†Dahomey  
El Salvador  
Ghana  
Guatemala  
†Iran  
†Ivory Coast  
†Jamaica  
†Jordan  
†Madagascar  
Malaya  
Nigeria  
Republic of Panama  
†Portugal  
†Sierra Leone  
Spain  
Sudan  
†Tanganyika  
†Thailand  
†Togo  
†Trinidad and Tobago  
†Uganda  
Venezuela

**TOTAL: 29**

**GRAND TOTAL: 67**

#### Conditional Tenderfoot Membership

The World Committee was given power to accept the following countries when certain conditions have been fulfilled:

Kenya—on attaining political independence  
Congo (Leopoldville)



# Choosing Your Play

by Anne Fairtlough

'LET'S PUT ON a show!' For one good cause or another this seasonal call to action is likely to be heard in the coming weeks. But even the wildest enthusiasm is likely to evaporate as the labour of choosing the play proceeds.

No doubt the happiest choice is made when one just happens on a play that inspires a determination to put it on come what may! Seeing a poor performance of a good play is an unfailing source of inspiration to many producers; but most of us don't have such luck, and we must just plod on with the search.

We know all the rules, we've been told them so often. 'Only the best is good enough for us amateurs.' 'There is too much rubbish being churned out, published, bought, and, worst of all, painstakingly performed.'

'Use your common sense,' they say. 'You don't have to be an expert: apply your own standards of good taste to theme, plot, and characterization.' We are told the questions we should keep in mind. Ask yourself: What is the play saying? and Is that thing worth saying? Does it illuminate some aspect of life, and in doing so show us real human values? (The simplest of dramatized folk tales may do this.) Or does it merely skate over the surface of life displaying facile sentiment and false emotion, drawing characters that are one-dimensional, mere types that cannot command our interest or sympathy? Has it got entertainment value? Does it fulfil its purpose—whether that be to make us laugh, give us a thrill, or by giving us an insight into a particular human problem help us to an increased understanding?

Can you believe in the story and will it grip and hold the onlooker? Is the dialogue vivid and convincing, apt to character, and satisfying to speak? Or do you feel that it is over-wordy, in need of pruning, and that words must be altered or transposed before they can be easily learnt and spoken?

Is the play one that is well within the capabilities of an enthusiastic but inexperienced Company? They will need a swiftly moving story with a theme that appeals to them, and clearly drawn characters whom they know or can imagine. Above all, they need the opportunity of displaying sincere and strongly felt emotion, so that they are encouraged to play from within, from their own experience of life.

A well-trying Company with many productions to their credit will need something to stretch their capabilities, both in acting and in imaginative range. If they have mastered the difficult art of 'timing' laughs and of holding an audience, you may choose farce or light comedy. If they are ready to give their imagination full rein, then the sky's the limit and they will want to tackle anything they can cast, from fantasy to tragedy.

All very well, all this, BUT where are these little masterpieces hid? Most securely indeed from most of us overworked amateurs!

There do exist, however, various sources of help and advice. First—the British Drama League, 9 Fitzroy Square, London, W.C.1. The Girl Guides Association has taken out a subscription that entitles Counties to join the League as full members for one guinea instead of the normal three guineas. The League's library comprises the largest and most comprehensive collection of plays and theatre books in Europe. This library supplies single copies of plays as well as sets of plays, and the Librarian and her staff will give advice on choice of play and on everything concerned with play production. Guide Companies whose County H.Q. joins the scheme will be able to take advantage of these services by application through their County. For those who are within easy reach of London a visit to the B.D.L. is well worthwhile.

The Religious Drama Society, 166 Shaftesbury Avenue, London, W.C.2 (subscription one guinea per year for individuals or groups) also gives an excellent service in advice on choice of play and in lending plays.

Our Public Libraries usually have good stocks of plays; the volumes of collected plays are especially helpful, and some Librarians are prepared to give advice.

The Play List compiled for the Girl Guides Association by Eileen Peake is being revised—the date of re-issue will be announced in *THE GUIDER*. There are plays and collections of plays in the Library at C.H.Q., as well as for sale in the Bookshop.

So good luck in your hunt for the play that is ideal for your Company—one that you and they really want to do—and can cast. Happy rehearsals and successful performances!

## TRADITIONAL DANCES

**Folk Dancing**, by Reginald Nettel (Taylor, Barrett, Evans and Co. Ltd., 15s. An Arco Handy Book). Many Guiders will welcome this book which contains a good variety of Singing Games, English Country Dances, Morris, Sword, and Scottish Dances, and American Square Dances.

There are very clear diagrams and full instructions for the dances. The bars of music appropriate to each figure are indicated and in a number of cases the actual music is printed. Each chapter concludes with a list of books on each type of dance and the numbers of the appropriate records.

A very comprehensive glossary with clear description of the various steps is a useful addition to the book. Apart from all the very practical information the text contains interesting notes about the history of the dances, old customs and some which survive today, and eight pages of illustrations show us many of the traditional dances described.

D.S.



## IN MEMORIAM

HER MANY Guiding friends will hear with deep regret of the tragic death of **Miss Phyllis Whitfield** in a car accident on 23rd September. Miss Whitfield was for many years a Brownie Trainer and has for the last 18 years been Division Commissioner for Malvern, Worcestershire. She was also an active Brown Owl of two Packs, one of which she had run for over 30 years. Innumerable Brownie Guiders, past and present, will remember Phyllis Whitfield with gratitude for the help she gave them in understanding the Brownie aged child, and in running their Packs: the training she gave was always full of sound practical help. In her trainings she never forgot that the object of it all was that the Packs should meet the needs of the Brownies, and herein lay much of her success as a Brownie Trainer. In Worcestershire and in her Division of Malvern, where we were privileged to know her so well, her passing has left an irreparable sense of loss, and a gap in our circle that can never be filled.

V.R.

**Mrs. Rupert Taylor.** Friends of 'Pip' Taylor will be grieved to learn of her death in August. While living in Bermuda she did much to forward the cause of

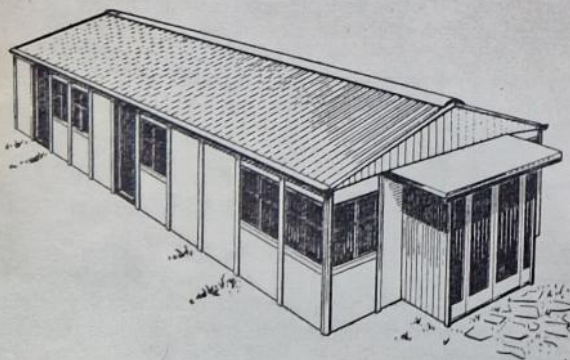
Guiding, as Ranger Adviser and certificated trainer. On her return to England, Mrs. Taylor became C.H.Q. Sea Ranger Adviser; besides carrying out these duties, she spent much time on board the training ship *M.T.B. 630*, helping with training and maintenance, where her assistance and advice were invaluable. As an experienced and skilful yachtswoman she was the first to take the then Princess Elizabeth out sailing, at Virginia Water. Latterly she had been unable to take an active part in Guiding owing to persistent ill-health, but the memory of her gallant courage in combating her illness must remain an example to all who knew her.

S.C.

It is with great regret that we have to report the death of Miss **Hilda Bloomfield**, who died suddenly on 15th August.

Miss Bloomfield would have completed her 41st year as Captain of the 1st Braintree Guide Company in November. For a large part of this time she had been District Captain for Bocking and Braintree. She had received awards for both Good Service and Long Service. She will be remembered with great affection and gratitude for her devotion and service to Guiding in Essex.

V.E.M.R.



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# COMPTON



# An Angel Introduced . . .

by Freda Collins

'WHAT CAN I say that is both kind and true?' thought the Producer's friend, making her way, as promised, behind the scenes at the end of the children's play. But she need not have worried.

'I'm so glad you enjoyed it!' said the Producer at once, beaming. 'You knew the play, of course?'

'I, er . . . thought I recognized parts of it,' admitted her friend. 'But I don't remember the angel.'

'The angel? Oh, yes, I introduced an angel to brighten things up. Of course, there wasn't an angel in the actual play.'

'Perhaps the author did not intend there to be an angel?' ventured her friend. 'The part did seem to me to be—well—just a trifle superfluous.'

'But what on earth does the author know of my circumstances?' demanded the Producer hotly. 'I always improve a play to suit my own convenience. I ginger up the end, or add a bit to the beginning, or put in a scene I like from another play. It makes it so much more original.'

'Oh!' said her friend. 'I hadn't thought of it like that.'

'You will, dear, in time. The more you produce, the more you will find that there never is a play that will quite fit in with your requirements. Now, in this case, there was poor little Nellie bursting for a part, and no part left to give her. So I turned her into an angel.'

'But was she quite the type? I mean, if you just wanted her to feature in the play, couldn't she have been a sheepdog?'

'Well, dear, Nellie is rather plump, I know. But I thought all that spangly stuff on her made her look just like a fairy.'

'Angels aren't fairies, though!' The protest was firm. 'They are quite different. Angels are real and fairies aren't.'

'But they both have wings!' announced the Producer triumphantly.

'I prefer my angels in a play not to have wings,' said her friend a trifle wearily; then, seeing the Producer's horrified expression, she added, 'At least, not wings attached with safety-pins. I have their arms draped with stuff that hangs well. I think it's more dignified.'

'But not half so pretty,' defended the Producer. 'Could you imagine my Nellie tonight without her wings? Why, it would have been as bad as mutilating a dragon-fly!'

'Her wings waggled.'

'Not often, darling. They were wedged on to her behind with safety-pins. I told her to stand as stiffly as possible; and if she had to move, just to give the tiniest shrug, so that the safety-pins could adjust themselves.'

'I noticed her hitching,' acknowledged the Producer's friend. 'It didn't matter so much perhaps in this play, as the angel was purely—er—supplementary; but what do you do in a Nativity play? Does the Archangel Gabriel hitch? Or do you have a row of hitching angels? Or perhaps'—she spoke hopefully—'perhaps you don't have a Nativity play?'

'Oh, but we do. I have lots and lots of safety-pins for the angels. Of course, they mustn't turn round. I tell them to keep an eye on me, standing at the side, and if any of their wings begin to slip, I just tip them the wink.'

'But surely that distracts their attention a little from the play?'

'If they can see me all the time, it gives them such confidence, don't you think? Especially during the last scene round the manger, when it *matters* so much that they should look nice. "Eyes on me," I remind them; "and if they're slipping, just a *tiny* hitch and you'll be *quite* safe.'"

'I prefer them to keep their eyes on the Babe in the manger.'

'Oh, no! The Babe can't help them. *I* can. You really must come and see our Nativity Play. It's amazing!'

'I'm sure of it. Just tell me one more thing about *this* play. Why did the angel Nellie hold a trumpet?'

'We had one in the acting-box, and I thought it matched the colour of her spangles. Dear little Nellie does so much like trying to dance, and I thought it would give her something to flourish as she tripped on.'

'I'm sorry, but I still think the episode was out of character with the rest of the play.'

'I don't know what you mean.'

'Let me try to explain it this way. Suppose you ordered a new suit from the tailor, cut in modern style.'

'Yes.'

'Suppose the tailor had an assistant who needed employment, and, although the suit was well in hand, for compassionate reasons he handed the thing over to her to improve.'

'Yes.'

'Well, suppose, having a passion for bustles, she inserted one in your suit.'

'A bustle? I don't see the connection.'

'No. There isn't one. That was my point.'

'But what has it to do with my play? I can only think you are raising objections to annoy me. We just don't see things eye to eye. You were always so horribly conventional. Now I like to let myself go, and do things really artistically . . .'

*The 'Brock Brownie Book' The Good Turn Hunters, by Freda Collins, will be reviewed next month (available from C.H.Q., 8s. 6d., postage 1s.)*



## THE COMMONWEALTH CIRCLE

THE COMMONWEALTH Circle will meet on Thursday, 14th November, at C.H.Q., from 6.30 to 9 p.m. Our overseas guests, overseas students and nurses, who are members or ex-members of the Movement, have been invited to meet the Chief Guide and Chief Commissioner for Overseas Territories. Refreshments will be served and a film shown.

## C.H.Q. MUSICAL INSTRUMENTS

**The Violoncello** by T. Smith (lent by Miss Jennings) has been awarded to MARY R. TAYLOR, 1st Buckie Coy., Banff.

**The Steiner Violin** (given by Mr. Busbridge) has been awarded to JACQUELINE HELEY, a Cadet from Romford, Essex.

**The William Forster Viola**, 'Esther' (lent by Miss Gwyneth Parry Morgan) is again available. Selection of the next holder will be made by the Music Adviser, C.H.Q., and the Secretary of Headquarters Musical Instruments, on the basis of reports on the applicant's work, and on her need for a better instrument. Before making application, candidates can obtain a list of conditions by sending a card to the Secretary, C.H.Q. Musical Instruments, 17-19 Buckingham Palace Road, London, S.W.1. The closing date for this competition is 31st December, 1963.

## CAMPING AND OUTDOOR LIFE EXHIBITION, OLYMPIA, 1964

### Scout and Guide Camp Cooking Competition

A REMINDER that entries for Stage 1 (written cooking quiz) must be posted to 'Camp Cooking Competition', 100 Cromer Street, London, W.C.1, not later than 14th November.

The competition (prizes: valuable camp equipment) is open to Guides/Rangers/Cadets in teams of three, and is sponsored by H. J. Heinz Co. Ltd., who will be paying travelling and any accommodation expenses for the 2nd Stage, which will be practical camp cooking on the combined Guide and Scout Stand at the Camping and Outdoor Life Exhibition, Olympia, London, 2nd-11th January. Full details were published in the October GUIDER and SENIOR BRANCH NEWS, and also in THE GUIDE.

If you cannot consult any of these, write for quiz leaflet and entry form to Public Relations Department, 17-19 Buckingham Palace Road, London, S.W.1. Please enclose a stamped addressed envelope.

## STAFF VACANCIES AT C.H.Q.

**Secretary/Shorthand/Typist:** an interesting post for a member or ex-member of the Movement, age over 25.

**Clerk** for record-keeping; neat handwriting and accuracy essential, age 17-20.

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For full details apply to The Personnel Officer, 17-19 Buckingham Palace Road, London, S.W.1.

# C.H.Q.

## A SKI-ING HOLIDAY AT OUR CHALET

It is hoped to make up a party of Guiders and members of the Senior Branch to visit Our Chalet for a ski-ing holiday. The party would leave London on Saturday, 25th January, and arrive back in London on Sunday, 9th February. The overall expenses from London will amount to approximately £28 but could increase to £32 if there were not enough to warrant party rates (this includes cost of accommodation at Our Chalet). If interested in this opportunity, please write to the International Secretary, C.H.Q., as soon as possible, giving details of your age, any previous travel abroad, and ski-ing experience (though this is not essential) and enclose your Commissioner's recommendation. Applications will not be accepted after 30th November.

## POSTBAG

OWING to high cost of postage we will not in future acknowledge letters. Sorry! All letters welcome.

**COMMENDED HANDCRAFT BY THE PANEL**  
Guiders may find the following list of books useful for Guides taking handcraft badges.

### Basket Maker

CANEWORK, by C. Crampton (Dryad, 10s. 6d.).

WILLOW BASKET WORK, by A. G. Knock (Dryad, 3s.).

### Knitter

THE KNITTER'S CRAFT, by J. Norbury (Brockhampton Press, 5s.).

MARY THOMAS' KNITTING BOOK, by M. Thomas (Hodder & Stoughton, 12s. 6d.).

### Lacemaker

LACEMAKING—Buchs Point Ground, by C. C. Channer (Dryad, 5s.).

### Toymaker

WOODWORK & TOY MAKING, by B. T. Richards (Bell, 6s.).

WOODEN TOY MAKING, by W. Horton (Dryad, 6s. 6d.).

DECORATIVE SOFT TOY MAKING, by E. Edwards (University of London Press, 12s. 6d.).

TOY MAKING, by L. Miller (Pitman, 10s. 6d.).

FELT TOYS, by E. Mochrie and I. P. Roseaman (Dryad, 3s. 6d.).

DRESSED SOFT TOYS, by E. Moody (Dryad, 4s.).

HAND PUPPETS & STRING PUPPETS, by W. S. Lancaster (Dryad, 3s. 6d.).

### Spinner

NOTES ON SPINNING & DYEING WOOL, by M. Holdring (Skilbeck Bros., 5s.).

YOUR HANDSPINNING, by E. G. Davenport (Sylvan Press, 9s. 6d.).

THE WEAVER'S CRAFT (includes Spinning), by L. E. Simpson and N. Weir (Dryad, 17s. 6d.).

N.B. Dryad leaflets at 1s. each are good value and most informative. They include the following: Basketry, Cobbling (slippers), Lace Making, Needlework, Spinning, Stitchery, Toymaking.



# Notices

## CONGREGATIONAL GUIDE FELLOWSHIP

AT A MEETING on Saturday, 30th November, a Congregational Guide Fellowship will, it is hoped, be initiated (Broadway Congregational Church, Hammer-smith, London, 10.30 a.m. - 6 p.m.). Miss A. M. Walker, Secretary for England and Secretary of the C.H.Q. Religious Panel, will speak on 'The Funda-mental Aim'. Morning coffee, lunch, and tea will be served, and another talk and demonstration will be entitled 'Christian Drama—Its value in Guiding'. All Congregational Guiders are invited. Particulars from: The Congregational Youth and Children's Depart-ment, 208 Memorial Hall, Farringdon St., London, E.C.4.

## NOTICE BOARD

### ALL-ENGLAND AIR RANGER 'CONTACT' WEEKEND, 1964 PRELIMINARY NOTICE

THIS IS to be held at the Underlea School, Liverpool, from 3rd to 5th April, 1964. The cost per Ranger will be 30s. Further details are being circulated to Flights, and application forms and details will be available in due course from Miss Ann Redfern, 27 Dulverton Road, Aigburth, Liverpool, 17.

Make your plans now to come to Liverpool next April, no matter in which part of England you may live. This is an All-England weekend and we want representatives from Flights all over the country.

### WESTMINSTER & SOUTHWARK KIRO TRAINING

OUR LADY OF SION Convent, Chepstow Villas, London, W.11. Refresher course for all who have certificate. **16th Nov.**, 2.30 p.m. Names to Mrs. Holton, 11 Hill Crescent, Worcester Park, Surrey, by 9th November.

### CHRISTMAS SEALS

CHRISTMAS SEALS of the Chest and Heart Association are now available, in sheets of five dozen attractive flower designs. By buying a sheet of these seals for 5s. you can help this voluntary Association's pioneer wel-fare and health education work for Chronic Bronchitis, Lung Cancer, Tuberculosis, and Heart ailments. Write to The Chest and Heart Association, Tavistock House North, London, W.C.1.

### PESTALOZZI CHILDREN'S VILLAGE TRUST

THIS YEAR'S Pestalozzi Christmas Card designs, re-produced by kind permission of the artist, Her Grace the Duchess of Leeds, are: drawing, 'Madonna and Child' (cards 10s. per dozen); painting, 'Flowers', (cards 12s. per dozen). Overprinting 4s. per dozen (only for orders for over four dozen cards). Orders to or details from: The Secretary, Pestalozzi Child-ren's Village Trust, 81 High Street, Battle Sussex.

### PROMISE AND LAW TRAINING

A PROMISE AND LAW training for Jewish Guiders and Scouters, and those with Jewish girls and boys in their Units, will be held at Baden-Powell House on Sunday, 1st December, from 11 a.m. to 6 p.m. All Commis-sioners and Guiders will be welcome. Full particulars from Mrs. Sterman, 30 Manor View, London, N.3.

### COLOUR TRANSPARENCIES—GUIDES AND EXTENSION GUIDING

JUST OUT—two more sets in the series of colour trans-parencies on various aspects of Guiding:—

**The Guide set** includes badgework, ceremonial in camp, and fun on a home-made raft.

**The Extension Guiding set** includes a Brownie decorating a cake, Guides and Rangers pitching tents, and a Brownie doing testwork.

Both sets of three slides are packed in attractive transparent cases and are obtainable from C.H.Q. or Branch Shops, price 7s. per set, postage 6d.

An idea for Christmas presents?

### OUR ARK—OLAVE HOUSE

THE SECOND of the houses belonging to the World Association of Girl Guides and Girl Scouts was opened in Palace Street, London, in 1939, so this year, 1963, we shall be celebrating our **Silver Jubilee**—twenty-five years during which time thousands of Guides and Girl Scouts from all parts of the world have made it their temporary home.

In 1959 the lease of Palace Street had almost run out and the 22 beds there were not nearly enough for all the guests wanting to stay at Our Ark, so a new and bigger house was bought by the World Associa-tion—and a move was made from Palace Street to 45 Longridge Road, London, S.W.5.

The money used to buy this lovely new home was largely given by Guides and Girl Scouts in all parts of the world in Centenary Year, as a birthday gift for the World Chief Guide, Olave, Lady Baden-Powell.

As a tribute to her and to celebrate the Silver Jubilee, the name has been changed to Olave House, and on 5th November the World Chief Guide will perform the re-naming ceremony.

K. H. M. JENKINS  
[Member of Olave  
House Committee]

### A NEW CALENDAR

AN ATTRACTIVE GIFT for friends whether or not they are members of the Movement. For the first time the World Association has produced a Pictorial Calendar—it contains twelve excellent pictures of Guides/Girl Scouts in many different lands. Obtainable at C.H.Q., now at the **reduced price of 2s. 6d. (postage 4d.)**.

### CHARLES RUSSELL MEMORIAL LECTURE

GUIDERS within reach of London are invited to attend a Lecture on 'Adolescent Maladjustment' by Dr. Nigel Walker, Reader in Criminology, University of Oxford, at the Small Hall, Friends House, Euston Road, N.W.1 (opposite Euston Station) on Tuesday, 12th November, at 7.30 p.m. Tickets are not needed, but those wishing to attend should notify the Trustees, 17 Bedford Square, London, W.C.1.





### 'A Rose is a Rose is a Rose'

IN THE uniform supplement accompanying the May GUIDER I read with amusement the statement under the heading 'Dresses, Regulation Pattern' the Special Note: 'A belt is provided to enable the dress to be worn out of uniform'.

Surely its author isn't serious. A uniform is a uniform, and no belt can make it otherwise.

JEAN M. CHESSON

[Brown Owl, 1st Waltham New Town Pack, Herts.]

### Our Magazine

I AGREE with Sandra Thomas's letter (April GUIDER): many articles do not take account of our limited facilities.

Surely, too, each Guider deals with each Guide as an individual: articles on what to do with the jealous, bossy, or shy girl are often a little impractical. Most Guiders are accustomed to dealing with people, especially children, and instinct and experience are better aids than a book of psychology.

As for visiting homes, surely it is better to make the parents feel that the doors of the Guide Hall are always open to them, rather than let them think that Captain may pay a social call, unheralded, at perhaps a most inconvenient moment? We invite a new Guide's parents to her enrolment, and tell them about the Supporters' Association.

We find that, by welcoming the parents to our meetings and letting the child talk to us whenever the opportunity presents itself, we obtain a good knowledge of the Guides' backgrounds and home conditions, without any necessity to visit.

ELAINE HARRINGTON

[Lieutenant, 12th Plymouth (St. Andrew's) Coy., Devon]

**ST. MARGARET'S HOSPITAL, Epping, Essex.**  
General Hospital of 430 beds

### TRAIN TO BE A NURSE

Vacancies occur for Student Nurses for three years training for State Registration. This is a busy General Hospital in pleasant country surroundings, one hour's journey from London, and offers excellent experience. There are comfortable Nurses' Homes, tennis courts and riding available nearby. A limited number of vacancies for pre-training experience are available for girls of 17 years of age from January 1964. Applications should be made to Matron, who will send attractive brochure on request.

### Keep Guiding 'Different'

C. A. TOPHAM's letter in the July GUIDER prompted me to the following train of thought.

I am sure everybody will agree that the Girl Guides Association must keep its ideas in line with modern Youth. But many of the things that B.-P. said are still surprisingly in line with modern educational thought. Furthermore many of the activities carried out by Miss Maynard and the other Pioneers of Guiding would still seem very daring and ultra-modern, and cause raised eyebrows in some quarters even today. It might possibly be that in Guiding at least we might be better advised to look backwards into our own history and not sideways at other Youth Clubs. Remember originally it was we who were the Pioneers and it was they who copied us.

Anyway, why do we want to 'compete' with other Youth Clubs by just copying them? I wonder if just lately we haven't spent too much time and energy trying to be 'all things to all men', though you will often find that many Youth Clubs specialize only in selected activities. It might be better if we decide what Guiding specializes in, and stick to it—but do it well. In this way we might be in a better position to really 'compete' with Youth Clubs.

I feel we make a similar mistake in another related field. When Guiding started, State Education provided only the bare essentials and it was Guiding that broadened many girl's education. Education is different today, and school clubs, activities, and after-school clubs do as well, and sometimes better, things that only Guiding provided before. We all know the occasion when our Guides or Rangers are torn in two by conflicting demands of both school and Guides—and, let's face it, 'keeping up with the Joneses' is much more important at school, so that is a battle we are always doomed to lose. So couldn't we also stop competing with schools?

One final plea for Guiding to remain 'different'.

We are told it is the 13, 14, and 15 year-olds we are losing from Guiding. It is precisely this age of child who often belongs to the local Youth Club and one or two school clubs as well as coming to Guides. If Guiding offers only the same mixture as the other clubs then we are certain to lose her.

M. McDONOUGH

Captain, 6th Wimbledon Guide Coy.

[I have a great deal of (purely personal) sympathy with much of what you say, but am not quite clear about how you mean we should avoid competing with schools. Cutting out Saturday activities, altering our programme—or what?]

—EDITOR

(Continued on page 344)



# TRAINING PAGES

*The Strings of the Harp*

## Eyes and Ears

by Elizabeth Brimelow

AS A MAN IS, so he sees' is one of the more obviously true phrases written by the visionary William Blake. The close awareness of the trained eye or ear of the expert, the appreciative regard of an enthusiastic amateur, the casual glance of the haphazard, and the unseeing stare of the 'couldn't-care-less' are all indications of character and personality. In Guiding we want each girl to develop as a person to her fullest extent, and this means doing all we can, first to open her eyes and ears, and then to train them—and the mind with them—to be perfectly tuned and responsive 'strings of the harp.'

If we dip into *Scouting for Boys* we get an impression of the Scout as B.-P. saw him—alert, alive, appreciative, responsive, and interested in all things. What a different picture is presented by many boys and girls today—unaware, uninterested, indifferent to beauty, and bored by practically everything.

Perhaps it is because there is now so much more to look at—with advertisements, films, television, spectator sports, and easier travel—that people really SEE less and less. Certainly one finds one listens less in this modern world of background 'pop' records, carols relayed while we do our Christmas shopping, and portable 'canned' noise!

A Guide J.P. told me recently that teenagers coming to court have 'empty minds'—they have seen nothing, remembered nothing, don't know where they went at a particular time or whom they were

with. Are these young people satiated by sight and sound to the point of nausea? If so, it is perhaps with a surfeit of artificial sweets or a too-mixed mental diet—and perhaps they have never experienced the natural and the home-made. A Guide at Foxlease recently, on finding badger hairs, deer-slot, and a holly tree half an inch high, said in all sincerity and with some awe, 'I think being interested in nature is just wonderful.' And a group of London teenage Guides, bird-watching at the Reservoir near Blacklands, told a curate who enquired if we had 'seen anything interesting'—'They're *all* interesting to us.'

The problem is real; the need is obvious; our help is vital. Let us therefore think out the means whereby we can cultivate the seeing eye and the hearing ear, and link them with the questioning intelligence and the responsive heart.

The most important factor of all is OUR OWN ATTITUDE—we must be interested and observant people ourselves or we waste our time. Nothing is so infectious as a genuine passion for seeing and hearing and enjoying everything this teeming world can offer—except perhaps the deadly disease of indifference! This is not to say that we must always be pointing out and instructing, or continually seeing things *for* the girls: Miss Maynard wisely says, 'Teaching stops curiosity'; and it is also true that curiosity is catching.

### HAVE YOU TRIED THESE?

Next—simple activities all help.

#### 1. Looking for ...

BROWNIES. Hide cards, a different colour for each Six, with letters that make up the names of animals. Sixers stay in Corners, others go and bring back one letter at a time. When name of animal is discovered, Six make noise of animal.

Variations. Use cut-up picture of each animal instead.

GUIDES. *Patrol Game*. P.L. puts number of articles in a different area outside for Patrol to find: e.g., wool hanging from tree; button on a flower;

etc. Much more difficult—put leaves, fruits, etc., from one tree on another.

SENIOR BRANCH. When having a town Wide Game, get friendly shopkeepers to put objects they don't sell in their windows for Rangers to spot—an old but fascinating game.

#### 2. Looking at ...

GUIDES: *Patrol Game*, tested in pairs. Each has white card with outline of animal. One goes 100 yards away and pins some half-inch black circles on the animal. Partner approaches until she can reproduce positions of the black spots. Find Patrol champion—75 yards is very good.



**BROWNIES.** Each Six has a natural specimen to look at closely. They describe this to other Sixes, each Brownie contributing one item. Aim is to describe so well others can recognize. If names are not known, Brownies can find matching specimens.

### 3. Looking and Remembering

**BROWNIES.** Half the Pack put one shoe each in middle of room, and then go to a partner in other half. Each 'Prince' looks at his 'Cinderella's' shoe and goes and finds its partner from the heap; then puts it on his Cinderella and both go to Brown Owl.

**GUIDES.** Everyone draws round each of her hands, cuts out silhouettes, and mounts them on brown paper. Put left hands, numbered, on one side of room, and right hands, lettered, on the other. Aim is to pair them all up without moving them.

**SENIOR BRANCH.** Have you tried 'Learning through Looking'? Someone gives a demonstration of a skill—e.g., 'How to tie up a broken collarbone'—the others watch, then go and try to reproduce what seen. Can be tried with a variety of skills, and trains girls in watching closely.

### 4. Looking and Comparing

**GUIDES.** *Patrol Game.* P.L. gives Patrol a fingerprint of a 'criminal' to examine. She removes it, then gives them 6 or 8 fingerprints. Aim is to find the original one.

**BROWNIES.** Give everyone a card cut into a definite shape: e.g., circle, heart-shape, etc. All go and find a natural object of matching shape.

### Listening and Comparing

**SENIOR BRANCH.** Miss Collins suggests comparing sounds of different musical instruments in her article on page 340.

**GUIDES.** Have several bells of different tones. Give each a letter and let Guides hear which bell stands for which letter. Then send words by ringing the different bells—a good Patrol activity.

### 5. Looking and Deduction

**GUIDES.** Show a Patrol several objects from which they have to reconstruct the story: e.g., bathing-cap, sun-glasses, sandals, purse with small change, comb, and hairclips—found on a beach. What happened? **RANGERS** enjoy this too.

**SENIOR BRANCH.** Collect a series of objects **Rangers** may not have met before and get them to deduce their use or origin by examining: e.g., mute from a trumpet; silent dog whistle; left-handed potato-peeler, etc.

### Listening and Deduction

In dark make a series of sounds. Patrols to reconstruct a likely story from them in correct sequence.

### 6. Looking Critically

**GUIDES.** Give a list of things to be brought that require estimating: e.g., a stick  $7\frac{1}{2}$  inches long; a string the height of Captain; a paper cup to hold exactly  $\frac{1}{2}$  pint, etc.

**BROWNIES.** At Inspection get each Brownie to tell you which she thinks the best bit of her uniform that week—and inspect just this one thing. Another time try the worst thing!

**SENIOR BRANCH.** Arrange to have a 'critical quarter of an hour' the next week. Decide what will be criticized—hairstyles, shoes, lightweight equipment, as the girls choose; then leave it to them to do the criticizing of one another, not forgetting good points. If you are appealed to, say what you think. This type of activity needs sensitive presentation..

### 7. Looking and Appreciating

See Lady Elizabeth Pleydell-Bouverie's articles on appreciation activities on nature. Also try the following.

**BROWNIES.** Each has 4 papers, and draws pictures of an eye, a nose, an ear, and a finger. Then she goes and finds something she likes to see, hear, smell, and touch, and writes or draws on the papers. Discuss at Pow-wow.

**GUIDES.** Each Guide has slip of card. She finds a natural specimen she likes—brings it back and writes on her card WHY she likes it. Patrols arrange a display with cards and specimens. Always an interesting result!

**SENIOR BRANCH.** Everyone brings an object she likes, of a previously decided type—e.g., clothes, pictures, records, household articles—whatever they have chosen. All show one another with appropriate comments as in a Fashion show, art lecture, etc. Can also be done in reverse—'I hate this because . . . .'

## OTHER WAYS OF TRAINING THE EYES AND EARS

Such simple activities as the above help, but there are many other ways in which we can train eye and ear, mind and heart.

**Co-ordination** of hand and eye—all aiming games help; and handskills too. Encourage girls to whittle, carve, mould clay, draw—anything that involves initial close looking, and then co-ordination. Skills such as axemanship give enormous satisfaction if we train the girls to reach a high standard of skill.

**Tracking and Stalking**—excellent training in looking and listening.

**Artistic pursuits**—all our singing games, Camp-Fire songs and stunts, and concerts and shows give training in the use of ears and eyes combined with the critical faculty that demands a high standard. Poetry, through solo or choral speaking, is often neglected in favour of singing, but can give as much pleasure and satisfaction to all ages. Stories and yarns that used to be a feature of Brownie meetings and Guide Camp-Fires provide marvellous opportunities for getting across ideals and standards as well as enjoyment and the art of listening. (See also page 340).



**Tests.** Many of these besides the obvious ones involve observation. First Aid if presented realistically calls for looking and deduction; semaphore demands accurate seeing; map-reading relates the symbols with the actual features when really used in unknown country where skill in observation can prevent one coming down into the wrong valley, or following a stream up instead of down! But notice that only when tests are as real and as demanding as possible do they really call out high standards of observation linked with deduction or reasoning. But the tests must be valid ones—snap cards or written descriptions are no substitute for tying actual knots or finding real wood.

#### Using Observation

The eyes and ears are not to be trained for our pleasure alone. An observant person should be all the quicker to spot the good turn awaiting, the place

where another pair of hands or younger feet or eyes can help. We need, too, to help each girl's critical faculty to develop, so that she can see the good and the beautiful in everything around her, and also see her own limitations and where her standards need raising.

With all enjoyment should come gratitude and praise. We can often seize a moment of shared delight in sight or sound to voice our appreciation for the gift; and perhaps later at Pack or Company or Camp prayers, someone can express the praise and thanks to the Giver.

Inevitably the trained eyes and ears of our own Brownies, Guides, and Rangers will turn to us. We shall influence these young people—so let us humbly strive to have *our* eyes fixed on the Light and *our* ears tuned to hear the directions of our Guide.

'As a man is, so he sees.'

# NOVEMBER

by

Elizabeth

Pleydell-Bouverie



**T**HIS IS a month for shooting stars and lovely red sunsets; also, alas, for fogs, coughs, and suchlike. There is a great temptation to stay in a nice warm hall till it's time to go home, so it is a good plan to do your outside activity *before* you go in and take off coats. (I still have 'at least 10 minutes' in mind!)

The leaves will mostly be off the trees by now, which makes it easier to see the shapes of the trees themselves, to examine the bark, and to notice which trees have roots above the ground. If you look in holes in trees you may find someone's winter larder: a bird's or a mouse's (mostly at the base, under the roots), or a squirrel's (this will have more nuts than the others). It is easy now to see which trees are ever-green; and it is a good time to do a good turn to trees by freeing them from ivy: a clean cut through the gripping stalk as near the ground as possible will do this.

It seems that birds, especially the small ones, tend to collect up in flocks from now onwards, more perhaps after Christmas than before. Often the flock is

all cocks or all hens; so if you or the girls find it difficult to distinguish male from female, this tendency may help you. If you go outside at the beginning of the meeting, you may see the rooks or the starlings coming in to roost; and if you look out of your bedroom window, even in a town, as soon as it begins to be light, you will see them set off for the day to find food.

You all probably know of one or two old people living near you. How they will welcome bundles of kindling wood, if it is well dried and chosen for good burning qualities. Town Guides can collect too: it is surprising how many small sticks can be picked up in a short time in back gardens or a park.

November is a good month for that 'Six-mile expedition'. Even in the town it is never very far to a park or open space, and most Guides enjoy exploring. Let them pick out on a large-scale map some patches of green (if possible within the distance so that they do not have to go any of the way by bus), and suggest they bring back a piece of



information about each patch. They should go in parties of at least three, and in daylight, for obvious reasons. The information might be such things as 'Football ground; club wears pink shirts', or 'Churchyard; there was a tombstone dated 1763', or 'Golf course; we saw a man hit a ball into a stream; they fished it out with a sort of butterfly net'. This is not exactly Nature, and definitely not in a ten-minute limit; but it entails observation and map reading, and enjoyment, and the girls may see some birds or even (on waste-ground) a RAT, or find some stonecrop on a wall, or spot ivy berries.

It would be fun for Brownies perhaps to go and look in a florist's window, and get to know the names of the flowers and also whether they have wild counterparts. [See also *THE BROWNIE*, 23rd Oct.]

November would be a good month, too, to go and have a look round the museum, specially if it has a local nature section. Schools do this sometimes, but not always. Some kind of quiz makes it more fun, but may require a previous visit by the Guider, making a different set of questions for each Guide Patrol; or each Patrol could prepare a set of questions as they go round, to be answered by another Patrol at the end, or at the next meeting.

Have you tried tin-can cookery? Again this takes more than ten minutes, but is fun. Provided there

is a small piece of backyard or garden, a simple supper hike is possible. Each Patrol needs at least one can with a removable lid (syrup tins, many baby-food tins, some sweet tins, etc.). Pierce three or four small holes on one side near the top of the tin, and cut out a semi-circle at the bottom on the side opposite the holes. If you have no tool to do this, pierce a semi-circle of holes near to one another, and then use a tin-opener to cut the tin between the holes. Light a fire in the bottom: the smallest twigs, shavings, scrumpled-up paper even, will give you enough heat to fry in the lid. If you take the lid off, you could boil a small can on top for soup or coffee. Be sure to wet the ashes well before tipping them carefully into the dustbin.

A thing you might do, even if the weather makes going out impossible, is for everyone to try her hand at whittling or modelling. A lump of chalk, or a good thick piece of wood (not too hard a sort), or Plasticine, and a sharp knife are all you need—besides, of course, a good carpet of newspaper to catch the bits! Learn how to sharpen your knife on a small stone and teach this to the Guides. Try a very easy shape to begin with: 'My Aunt Greet', for instance. Country Guides could make whistles out of elder, which has a soft pith centre easily gouged out, or bamboo may be used.

## Building a Programme

# CAROLS

by Hettie Smith

THE FAMILIAR makes us feel secure but the unusual stimulates our thoughts and emotions, so when we plan our Carol Service or Concert let us aim at a balance between the two.

If we deliberately draw our music from different countries we are more likely to get a variety of mood and an enlivened approach to the Christmas story. Books from which we can select our carols are so numerous, however, that the problem is which ones to use.

The *Oxford Book of Carols* (12s. 6d.) can supply us with a wide choice of international material. To suggest but a few: there is the dancing lightness of the French carol, 'Bethlehem', arr. Gounod; the lilting Dutch melody with the English words, 'If ye would hear the Angels sing', and the delightful insistence on homely chores; yet another French tune with modern words, 'People, look East'; the German carol, 'O Little One Sweet', with the comforting solidarity of Bach's harmonization; and there are many English ones from which the 'Sussex Carol' and 'Now the Holly bears a Berry' could be chosen to provide sturdy brightness.

It is worth buying (or borrowing) a copy of *Five Fantasies on Polish Christmas Carols* (Chappell, 6s.)

for the wonderful excitement in both 'Merrily to Bethlehem' and 'In Nightly Stillness', whilst the 'Tyrolean Cradle Song' (*Queensway Carol Book*, Evans, 5s.) brings us back again to quiet contemplation.

It is as well to study the familiar carols that have been suggested to see if they can be given a new look. If the choir is going to process to 'Once in Royal David's City' try having a recorder group playing at the back of the church to introduce the tune. Brownies are frequently capable players on the descant recorder, while Guides often play the tenor and trebles as well; so let us ferret out this talent and make good use of it. 'Stilly Night' is always popular. A recorder ensemble could happily accompany this carol, using the delightful arrangement in *Christmas Suite*, by William Appleby and Frederick Fowler (O.U.P., 4s.)—the second part here is 'a gift' for those who know how to play only five notes! For more variety the descant from the *First Clarendon Book of Christmas Carols* (O.U.P., 4s. 6d.) is particularly satisfying to sing.

A Division Service is often particularly successful, as large numbers breed confidence where singing is concerned. It is wise, however, to form a choir and



rehearse this group separately; and, though it may be easier to choose a Company with a musical tradition, it is fairer to invite one musical Guide per Patrol from each of the Companies.

If you are the Guider responsible for organizing the Service or Concert and you feel inadequate musically, do seek the help of the semi-specialist, but make sure that she has the 'light touch' before asking her to come and rehearse your choir. Even in these busy days people are still glad to be asked to help, and if the helper is made an honoured guest at the Service she will feel rewarded. Here is a chance for a Guide to make her a special, illustrated Service Sheet or Programme by way of saying thank you.

At rehearsals keep your choir happy, however weary or anxious you may feel. Make sure that you have at least one rehearsal under performance conditions. If it is to be in church, take time to arrange the choir so that they look their best—then tell them how attractive they look. They will sing all the better for it.

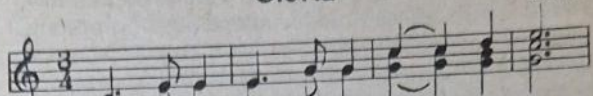
Before rehearsals, decide on a few definite points and aim at improving these. For example: words must be crystal clear but not so syllabic that they spoil the shape of the phrase; make the *fortissimos* electrifying but never harsh (e.g., 'This, this is Christ the King' from 'What Child is this?' to the tune Greensleeves) and, equally important, make the soft passages a real contrast, with extra lip-work to ensure that the words still come over.

Always maintain a dynamic approach to bring forth from the Guides (Brownies, Senior Branch, Guiders, etc.) singing that is truly alive. It is often safer to avoid a direct reference to the matter of keeping in tune. If the group is relaxed and happy they probably will. A humorous remark will do wonders: it will lift the corners of the mouth and the tone as well.

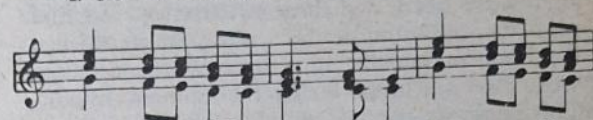
It is naturally easier to use instrumentalists—and use them we should—in a Concert than in a Service. It is possible to use good players in a church, but they need to be experienced and well rehearsed,

## Gloria

Austria



1. Glo - ri - a, Glo - ri - a, Gott in der Höh,  
1. Glo - ri - a, Glo - ri - a, Lord God on High;  
2. Glo - ri - a, Glo - ri - a, Glo - ri - a,



sing - en die En - ge - lein, sing - en so  
An - gels a - round His feet Sing - ing so  
Glo - ri - a, Glo - ri - a, Glo - ri - a,



lieb und fein: Glo - ri - a, Glo - ri - a, Gott in der Höh.  
won-drous sweet: Glo - ri - a, Glo - ri - a, Lord God on High!  
Glo - ri - a, Glo - ri - a, Glo - ri - a, Glo - ri - a!

From the singing of Inge Peinlich. English by Max Exner  
© 1959 by Cooperative Recreation Service, Inc., Delaware, O

Reproduced by courtesy of Co-operative Recreation Service Inc., Delaware, U.S.A.

otherwise their anxiety over tuning, manipulating copies and stands, etc., may shatter the reverent atmosphere.

In a Concert programme such secular carols as 'Figgy Pudding' (*Kingsway Carol Book*, Evans, 5s.), the various Wassails and Patapan (*Oxford Book of Carols*), and the Spanish carol, 'Fum, Fum, Fum,' (*Four Carols from Abroad* O.U.P., 1s. 3d.) give opportunity for discreet percussion.

In a Service the order of carols will probably be determined by the readings selected (for choice of reading material, see the article by our Drama Adviser in *THE GUIDER* of October 1962). In a Concert, group your carols under mood and work towards a climax.

Should you wish for a paean of praise to end either Service or Concert, do try the above Gloria.

## 'The Story, Always Old and Always New'

by Frances Marsh

THE STORY TELLER takes his or her part in a great tradition. Before writing was invented tales were told and sung. During the long centuries when only a few folk could read and write, the history, the folklore, and the news were in Europe passed on by the troubadours. Such men who could recount the exploits of heroes and villains were privileged persons, frequently having the same safeguards in their travels as ambassadors. Today the teller of tales is still a privileged person; and, like the people of past ages,

we in Guiding enjoy our stories best round the glowing Camp-Fire.

Why do we include stories, or as B.-P. called them 'yarns', in our programmes? Chiefly, you will agree, because they are so greatly enjoyed, and also because they may effectively convey great truths. I stress the theme of enjoyment, for story time must be a delightful experience shared by teller and listener: the story is of little value if it is merely a sugar-coated pill.



Besides the rumbustious Camp-Fire stories full of humour where all can share in making appropriate sounds and actions, as in 'The Lion Hunt', we need to remember that not all our well-told stories are gay stories. As Walter de la Mare said, 'So with the sorrowful and tragic, even a terrifying tale: that too may feed the imagination, enlighten the mind, strengthen the heart, and show us ourselves.' We find too in stories opportunities for sharing our knowledge of the Founder and the growth of World Guiding. Several titles are given in the P.O.R. book list, including books written by and about B.-P.

Brownies and Guides have lively imaginations, are full of curiosity, possess a strong sense of fair play and a growing critical awareness. Thus they respond to the challenge of stories illustrating the significance of the Law and Promise. Suitable hero stories are found in *The Standard Bearers*, by Elizabeth Clark. Extracts from autobiographies and biographies provide examples of courage and fortitude: e.g., *The Story of My Life*, by Helen Keller; *The Small Woman* (the story of Gladys Aylward), by Alan Burgess; *Madame Curie*, by Eve Curie. Stories can be found in *God's Mighty Men*, by Lillian Cox, (R.E.P.), *They Seek a Country* (Refugees from many lands), by Iris Clinton (Edinburgh House Press), *Christmas-Tide Stories* (N.S.S.U.). A list of other useful books is given on page 347.

Guiders, like the rogue Autolycus in *The Winter's Tale*, need to be 'snappers-up of unconsidered trifles.'

Frequently, useful stories to illustrate various points can be found in newspapers and periodicals—and from personal experience (everyone can tell successfully of some event that has affected her closely). Surely it is helpful for the girls to realize that courage, honesty, friendliness, unselfishness, loyalty, and truthfulness are as important for living today as ever they were in the past; B.-P. knew this and used current events and history, famous folk and obscure ones, in his yarns in *Scouting for Boys*.

Testwork is enlivened if a story sets the scene for tracking, knotting, first aid, etc. I have found this approach particularly helpful in maintaining the Brownies' interest in Semaphore. Many games can be based on original stories, but Guiders who feel apprehensive about their creative ability can start with a story such as *Treasure Island*, *Hiawatha*, *The Kon Tiki Expedition*, or *The Jungle Books*; later, new ideas will come, and the story you tell will be uniquely yours.

Stories for work and play, for important occasions, Thinking Days, Enrolments, and Flying-Up ceremonies, for Revels and Camp-Fire, all have a place in the game of Guiding. And Lewis Carroll has a word of advice:—

'Where shall I begin, please, your Majesty?' he asked.

'Begin at the beginning,' the King said gravely, 'and go on till you come to the end: then stop.'



by  
Barbara Thornely

THE COMING OF the dark winter evenings means that we have to make new and different plans for Pack meetings—and we may be able to think of occasional ways of keeping in touch with the outdoor world.

#### The Promise in Action

Recently we enjoyed a few minutes out of doors at the beginning of our meeting clearing the entrance to our hall, where leaves, paper, and so on had accumulated. The real value of this, of course, lay in the following short discussion as to WHY we had done it—lending a hand? good turn? duty to the Queen? It is worth keeping an eye open for odds and ends that Brownies can do as (very young) citizens, which inevitably bring in thought for others. Could we manage a different 'Duty to the Queen' good turn each week for a month?

#### Outdoor Observation in Winter

Each fortnight this term each of my Brownies is going to try to bring to Pack meeting something

interesting from out of doors. She will tell the Pack what she has found out about it, and later we will use the collection of objects in some form of Kim's game adapted for Brownies.

As Brownies often throw away or lose things they collect, we shall mount our flowers, twigs, leaves, feathers, etc., on two sheets of stiff card (stitching them on neatly). If each card is then covered with thin polythene and names are written on the back, we can use the cards for reference, games, etc.

These cards look attractive, and can be glued on to material to form a cover for a book. (If you show the Brownies how to put plain card as a back cover, with pockets—allowing an inch of material between the cards—they will be able to make writing-paper holders for Christmas gifts.)

#### Testwork

As so many of us have difficulty in getting sufficient help, and usually time for testwork is limited if we are quite alone, it might be suggested



in Pow-wow that this month we try turn-and-turn-about testwork. This means that one section of the Pack—perhaps the Golden Bar Brownies—work alone at testwork games, etc., while Brown Owl works with the others. Next week it will be the turn of the Golden Bar section to have Brown Owl's attention while the rest work alone. This needs careful planning on the part of the Guider and real self-discipline from the Brownies (they must be sure to COME and play their part, and when they are in the self-help section they must not demand Brown Owl's attention that week). Brown Owl, of course, makes sure that everyone does get her fair share of attention.

Testwork games included in the programme are fun and help to put and keep everyone in the picture.

### Semaphore

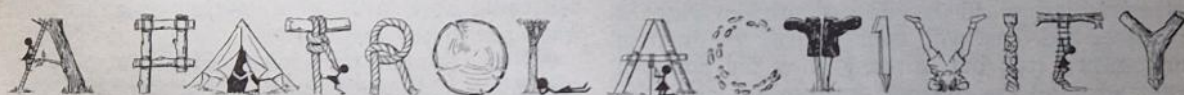
Semaphore requires planning to make it fun. Could we, this month, decide to concentrate on a few letters each week? Teach these early in the meeting, and later use them in a game such as 'Semaphore Pictures'. You might like to start with five, say A to E, and then add two or three in the other weeks.

Divide the Pack into pairs (a Brownie who is likely to know the letters paired with a weaker one).

Each pair have, say, five quarter-sheets of newspaper. Brown Owl signals one of the five (or more) chosen letters. The pair tear out the shape of an animal or object beginning with that letter and take it to Brown Owl, who if it is correct puts the picture into a 'picture gallery'. If it is incorrect, the Brownies keep it. Pairs with the least number of pictures at the end are winners.

### Fear of the Dark

With the onset of winter we often find some Brownies fear the dark. Can we help to allay these fears by making use of the dark in our games? For example, the old favourite 'The Bear and the Honey Pot' could be played in a darkened room with a torch instead of a pointing finger to point out the noisy footstep. Could our observation game include one round of **passing an object round in the dark** and telling what we can find out about it by touch? Help the child to feel that there is nothing to be ashamed of in fearing the strangeness of the darkness, but help her to overcome that fear by understanding and by sometimes pointing out to her the wonders of the night time—and, of course, arranging for someone to go home with her if she is not met.



by Tavia Maclean

A GOOD P.L. knows her Patrol—not only their names, their ages, and the schools they attend, but also their hobbies and talents. She should be trained to know when to use the Patrol expert and when to use the slow Guide who needs more practice in that particular activity: e.g., who lights the Patrol fire on a cold wet day? and who lights the fire when conditions are ideal and there is no hurry for the meal?

### Training the P.L.

These two questions could be used as a lead to a P.Ls.' Training. Then ask the P.Ls. whether they know who is their best fire-lighter? who is their best runner? who is their most reliable first aider? Suggest that they could find out in a series of challenges. Show the P.Ls. a list of some possible challenges and try some of the challenges, recording the name of the champion after each challenge.

#### FIRE-LIGHTING

1. Who can keep a match burning longest time?
2. Who can be the first to collect three twigs from good burning trees, and some dry punk? (If the Guides cannot go out where there are trees, take some twigs of different trees to the meeting.)
3. Who can boil water the quickest in a paper cup? (Fire out of doors, or on a tray of soil indoors if the caretaker does not mind.)

4. Who can boil  $\frac{1}{2}$  pint of water on a candle? (This can be done on three plant pots quite safely indoors. The candle stands inside the first pot and this pot does not get hot; the second pot is inverted on top of the first pot; and the third pot goes the right way up on top of the second pot. The billy-can stands on top of third pot, which gets very hot).

#### RESCUER

1. Who is the fastest runner over 100 yards?
2. Who can do Scout's Pace for 2 miles in 20 minutes and arrive in good condition?
3. Who can remember the most articles from a shopping-list that is read once only?
4. Who can deliver a message of 20 words correctly after  $\frac{1}{2}$  hour?
5. Who can tie a double overhand at the end of a lifeline and throw the line 9 yards?
6. Who can tie a reef knot the quickest with both hands, with one hand, with eyes closed?

### The P.Ls. Use the Activities

Each P.L. could make a chart of challenges for her own Patrol, and add further challenges of her own. Challenges can be based on all basic testwork and the P.Ls. can be encouraged to think of the purpose behind each test—How many tests will help us to keep our motto? How many to help other people?



## A New Field

# CLASSICAL MUSIC

by Milly Collins

*'Familiarize herself with three musical masterpieces through concerts, gramophone records, and/or broadcasting; and give reasons for her choice.'*

THIS WAS the item in the Service Star that the Rangers said they would like to work on next, and I knew that my knowledge of this subject was almost nil. We discussed the best way to tackle it, and decided to get an outside expert in; so I went along to a member of the Church Choir, who I knew lectured on 'Appreciation of Music', and asked him if he could come along to our meetings and help us with this clause, explaining the requirements. He very kindly agreed.

Unfortunately, as is often the case, he was too much of an expert to be able to bring his subject down to the beginner's understanding, and, being a beginner myself, I very soon realized this and was left far behind. He had asked us to listen to the full orchestra playing and then discuss with him what the composer had done with certain parts, the different instruments, etc.; but as many of us did not even know what all the different instruments were, this was indeed a new field so far as we were concerned!

Realizing that, if the Rangers were to get anywhere with this subject, I must do something more, I went to the local music shop and asked if they had any good books showing what the different instruments looked like, and if they could suggest any records on which one could hear these instruments played individually—I felt if we could learn to recognize the instruments when we SAW them, we could then learn to recognize them when we HEARD them.

I got a very good book called *A Child's Book of Instruments* (Novello) that cost 2s. 6d.: it gives excellent pictures of the different instruments, and these we cut out and put to good use in activities devised to help us learn to recognize them all by the pictures. We progressed from here by dividing them into their different sections: Strings, Woodwinds, Brass, and Percussion.

With the help of another little book, *A Music Quiz for Secondary Schools*, by J. Crabtree (price 2s.), we learnt more about each instrument: what it was made of, how held, how it produced its sound, its position in a full orchestra, and any particular points of interest—e.g., the Oboe gives the orchestra

the correct pitch for tuning; and in the woodwinds, the shorter the tube the higher the note, because the vibrations are quicker.

The records suggested to me were a Golden Guinea product, *Children's Introduction to a World of Good Music*, Britten's *The Young Person's Guide to the Orchestra*, and Prokofiev's *Peter and the Wolf*. These I managed to get, and played them to myself; I then realized that played straight through the records would be far too juvenile for Rangers, so I managed to pick out the various parts I wanted to use and tape-record the instruments individually, then in sections, and then together. This gave us great scope for further activities, when we gradually learnt to recognize the various instruments by sound and could work up to being able to pick them out when played together.

All this material provided activities not only for our serious and quieter moods but also for our more hilarious moods. We could now quite happily sit and listen to records with greater interest; for we could recognize the instruments playing and could visualize the whole orchestra at work. If we were in a hilarious mood, we could each take a card bearing the name of an instrument and sit ourselves in the correct position for playing in a full orchestra. When we were all correctly seated and the conductor had taken his place, we would listen to a record and, whenever we heard our instrument played, we had to imitate playing it.

The important thing is that, as an outcome of all this, the majority of us are now far more interested, knowledgeable, and appreciative of musical masterpieces than we were before, and are now ready to receive further help from the expert. It is not necessary to be an expert in a particular subject yourself before you can help your Rangers, but you must have the interest and desire to explore new subjects with imagination and initiative.

Many of our Rangers are unaware of their own potential interests and capabilities because of lack of experience; but by the presentation of the many and varied subjects included in the Service Star, we have the opportunity to introduce our Rangers to new subjects and new opportunities.





# The Construction of the Mind

*A résumé of Miss Hitchfield's lecture compiled by M. A. Bamber*

IN HER LECTURE at the Brownie Guiders' Leadership Training Miss Hitchfield made it clear that she valued highly the special contribution that the Guide Movement is making to Education in its fullest and truest sense; while her masterly presentation of the child's growth and development from birth and of the aims and methods of School Education today *vis à vis* our Guiding work was both helpful and stimulating. I regret that we have space only to quote a few points:

'I like the word "education" [rather than "instruction" or "teaching"] . . . . to educate is to lead children according to each individual child's ability.'

'When we say age, aptitude, and ability . . . we don't just mean the chronological age . . . you have the social age or the emotional age of the child as well as the physical age to consider . . . if you are going to help the child to develop well . . . You have the child coming into your Pack at 7½, confident; after the first meeting she'll settle in, make friends, follow instructions, and rush off to learn the Brownie Law—all this without any difficulty. But you also have the child of 7½ who is much more like a 5-year-old, who sucks her thumb, bites her nails, hangs back, won't speak up, rather tends to hang round your skirt for several weeks until she becomes more familiar with the situation . . . .'

'The growth of the mind starts when we are born, with the first squeal and the first few random movements. Piaget [a Swiss educationist] has shown that the mind begins to grow through action, and that it is from action in the real world that we construct this internalized form of behaviour that we call "mind".'

' . . . by about 6½ or 7½ years the physical development of the nervous system is complete—but not finished. The rest of a child's life is really given to the development of the organization of patterns within that nervous system. The kind of thing that happens in thinking is, for example, this . . . . You wouldn't allow a young child to cross busy roads. Brownies do, because we know that they are able to take two things into consideration—the distance and the speed of a moving object . . . . Therefore we feel now is the time to train them because they are capable of this judgement.'

'I asked today, "Why is it considered so important for Brownies to do plaiting?" I was told that it's because originally children had long hair and they had to learn to plait it; also that it does involve a certain amount of manipulation with your hands, which you will need in doing other kinds of handwork activity. This was fascinating to me, because I know that you cannot plait with hands alone: you must also do it in your mind. You go right under left; but then you've to know, when you put right under left, where it comes out—and you've probably seen Brownies struggling with that: they put it under and forget

what's happening to the other ends. Unless you can do it in your mind first, so that your action follows what you know, then you can't do it . . . I think that if a child can plait it gives you a sign that an important stage in mental development has taken place—that the child can, in fact, reproduce actions internally.'

'Now I would just like to say what I think is basic to Guiding and to education [in school]. Both the teacher and the Guider must know the children, and they must be known individually. There seems to be just no escape from this one: it is first on the list. And then we mustn't try to impose ourselves on them, but rather try and channel what they do into constructive ways . . . . For instance, those simple Brownie acting games are ideal, because there is a simple structure to each game that anyone can read and master quickly. But within that structure there is freedom for the children to think and to do, and to plan, and to talk about what they are going to do. This is what we want: this simple structure that we may impose, but with tremendous freedom for children to make their contribution.'

'Secondly, I think a very important thing for both teachers and Guiders is to sharpen ALL the senses—not to give children only visual experience. You know they get enough of that, this second-hand experience, through television, etc. What they need is help to get their OWN experience, to do the looking, to do the hearing, to do the feeling. Your game 'Tip, Tap Toe' is, for example, an excellent way to do this.'

'The third thing is learning: although it is individual, and we can only do it on our own, we do need to do it in a group situation, so that we are stimulated by others, we are supported by them when we make our failures, and we are encouraged by them when we make our successes. The kind of group activities that are encouraged in Brownies must be encouraged in Primary Schools. In the best Primary Schools you will see children . . . working with their friends . . . the better ones helping the poorer ones.'

'There are two main things I would like to get from the Guide Movement into Education. The Guides and Brownies seem to accept everyone: they don't say, you can't do this, you can't come . . . . It seems to me that a child, no matter how handicapped, no matter how shy or nervous, no matter how difficult, is readily accepted. In teaching I don't think there is always this welcome [for the children of lesser ability] . . . . We teachers should be able to accept every child and say, 'Welcome—as you ARE: I will help you, the way you are, to the next stage.' You know THAT in Guiding; we don't know it totally in teaching.'

'I struggle in Primary education to get rid of stars and bars, because I find that in school children get

*(Continued on page 343)*



## ADVERTISEMENT

# A NEW EXTENSION FOR T. E. WEBB AT HALESOWEN

ONLY two years after having a new headquarters at Halesowen, T. E. Webb & Co. Ltd. have inaugurated extensions that quadruple the amount of space available in their original structure.

They are always looking ahead at "Fine Art House" and have to, because, as suppliers of many millions of Christmas Cards to Voluntary Organisations, the firm must be designing, printing and building up stocks many months in advance.

So far as the backroom boys are concerned, Christmas 1963 is a thing of the past and their attention is firmly fixed on Christmas 1964 and January's brand new Everyday Range of Birthday and Easter Cards, Stationery and Sundry items to be sold all the year round.

Additional storage room, semi automation, in both the office and the warehouse—what does this mean to Webb's customers? The Company produces an unbeatable range of cards, real value for money and allowing handsome profits for the Organisations who sell them for funds. Right from the moment when an order is received, it gets top priority treatment from the staff because it is not just another order to be dealt with, it is another request from one of their friends and they know their friends have come to rely on the speedy accurate service offered.



Greetings galore. A scene in part of the bulk storage warehouse showing cartons containing millions of cards.

*Photograph by courtesy of The Birmingham Post*

To achieve this the order follows a set procedure. In the first place the order is checked for obvious mistakes (to avoid misunderstandings later), the invoice is photocopied and the amount of the invoices debited to the correct account. This is why reference numbers are so important, to ensure that the invoice is connected with the right person. It is gently steered through all these operations by the friendly staff pictured alongside. The order then passes on to the appropriate despatch department, of which there are

two, one for unit orders (the blue form) and the other for odd quantity orders (pink form). Each order is assembled with care and packed to a convenient size, both for the Post Office and from the customer's point of view in handling the goods when they are delivered. They are checked once more before sealing and final despatch, all within 24 hours of originally receiving the order, no matter how many might be passing through at that one time.



Members of the office staff in the large and airy offices that the extensions have made possible. It is here that orders and enquiries are dealt with in a warm friendly manner.

*Photograph by courtesy of The Birmingham Post*

It is the friendly service that they are most proud of at Webb's. As soon as one comes into "Fine Art House" one is conscious of the friendly atmosphere and it does not matter to whom one talks, a Director or a girl on a packing bench, the response is the same, a ready desire to be of help to the thousands of Groups raising funds the "Webb" way.

Visitors are always welcome, so if you are near Halesowen do come and see for yourself the organisation that ensures your getting the finest support for your Fund Raising efforts.



Part of the despatch department where the accent is speed with efficiency.

*Photograph by courtesy of The Birmingham Post*

THE GUIDER



the idea that you do something for a star and not that you learn because the thing itself is important. This may not happen in Guiding, because the skills you teach are in fact useful things, and they are presented to the children when they see the use for them; but

I would ask you to think about that. ....

'Everything I have said is within Miss Brambleby's book *THE BROWNIE PACK*—and more; and if I could have only one book to put into the hands of the students I am training to be teachers, it would be this.'

## The Proficiency Badge

by Mollie Walker

THE STRUGGLE with the bedding roll is over; the fire has been lit with two matches and a good deal of puffing and blowing; the Captain makes an entry in the Company Record Book; the final star or tick, or whatever token of achievement is used on the Second Class Chart, is added; a check is made that the Second Class badge is in stock, and a note made that time for the presentation must be allowed at the next meeting: a stage in the progressive testwork of a Guide is completed.

The Captain is very familiar with this procedure. It happens with great regularity. The time taken for the test varies a little. Some Guides need careful, patient teaching and testing, others appear to take it all in one big stride. It may be all too familiar to the Guiders and even perhaps to the Patrol Leader; but to the actual Guide this happens to her only once in a lifetime. To her this achievement—this bedding roll, this telephone, this nature, this fire, this Scout's pace, etc.—is of very great importance. She is not concerned with the fact that this progressive testwork is part of the fundamental method of the Guiding programme. She is concerned with the fact that she has now reached that honoured state when she can 'go it alone' and is now free to choose the next step in her progression.

Up to now, she has had no choice. It has been laid down that she must do the Tenderfoot test and the Second Class test, but now she has before her some 70 proficiency badges from which she can choose—from Aircraft to World Friendship. Of course there will be advice from the Guiders and the Patrol Leader. There will be the current fashion to influence her. There will be persuasion to take the badge that will help to a further major step in progression, the First Class test. She may even be influenced by a like or dislike of the design of a particular proficiency badge. She may surprise all concerned by showing an interest in something that appears to be quite out of her sphere.

Progression is a perfectly normal feature of growth, mentally and physically; but the progression of the testwork within the Guide programme is an inducement for the growth to be steady and harmonious and whole. The choice before the Guide at this stage is varied. It caters for all interests and there is no limit. That is how the Founder meant it to be—opportunity to choose an interest; incentive to achieve a standard in that interest for her badge test; and in certain cases, such as first aid, the need to maintain that standard.

A large proportion of the pages in *P.O.R.* is given over to the subject of proficiency badges. There is an enormous machinery in action from Company level to C.H.Q. Thousands of badges are made, sold, and

presented in every year. Thousands of certificates are made out and tests arranged. Members of the Trefoil Guild and Local Association, parents, friends, and expert acquaintances are brought in to help with the mammoth job of testing.

Is it possible to assess the value of it all? How healthy is this section of our programme? Is it a lively and useful section of the whole? What are the results?

Let us consider carefully how we would answer a few questions concerning the girls we know. Are the seeds of lasting hobbies sown through the syllabus of a proficiency badge? Do badges provide a valuable outlet for those temporary enthusiasms that are a normal part of Guide-age development? Do they provide a step towards something bigger and harder? To what extent do they form a challenge? If our verdict is that this section of the Guide programme is working well, then we need go no further; but if we have doubts, what might be the reasons for those doubts?

Has the whole business become too complicated, too big? Are we overlooking the fact that nowadays there are in some subjects other ways in which a girl can find an outlet for a specific interest, probably with more qualified teaching and testing and with better equipment than we are able to provide? Are we giving sufficient encouragement to initiative in the selection of badges that present real challenge and adventure to the particular Guide?

Are we too restrictive, and is the idea of free choice, self-learning, being overlooked: should much more freedom and responsibility be given to the Guide to go away and arrange for her own tuition? (One has to be careful not to over-quote the 'old days', but at that time a GROUP of girls taking the same badge was almost unknown: the individual, armed with the syllabus and her own determination, pursued her particular interests.)

Are we sometimes inclined to confuse EFFICIENCY with PROFICIENCY? The Founder said, 'Badges are merely intended as an encouragement to take up an interest and to progress in it. They are not intended to signify mastership, and if once we make Scouting into a formal scheme of serious instruction in efficiency we miss the whole point and value of Scout training.'

We may not have geared our machinery to the numbers it now has to contend with, with the consequence that there may be long periods of waiting and the moment of enthusiasm and interest be lost. This in itself is a great tragedy. Have our tests become big 'events', when the importance of the individual is lost in the crowd?



Too often local restrictions creep in for the convenience of the adult and not for the Guide. Tremendous care is taken over the content and wording of each clause of each badge, and P.O.R. shows how the syllabus is meant to be—nothing added, nothing deleted. Any alteration to any of the rules in P.O.R. regarding proficiency badges constitutes a bye-law, which would have to be presented to the country's Chief Commissioner through the usual channels. Of course, there may have to be some restrictions as to when some badges must be taken; but perhaps the time has come when all concerned with this vital step in the growth of the Guide in her Guiding should get

together and look at the matter very fairly and squarely, and see that the machinery and administration have not crowded out the **Guide** who has just passed her Second Class test and has reached the stage when she can now 'go it alone', when the achievement of badges will be a vital part of her Guiding progress, and of her growth and wellbeing.

As John Thurman says: 'Every badge a boy wears should be an indication that he is better able to fulfil his promise, and should not be an indication of how clever he is, or how clever you are to have helped him to earn the badge.'

## Postbag—continued from page 332

### Nature Tests

IT IS very encouraging to see Guiders' difficulties aired in THE GUIDER, and I am sure many will sympathize with P. P. Blyth's problem. If a Guider who is herself interested in Nature cannot enthuse her Guides, what about others?

We have most of us heard or sensed the child's common reaction, 'Oh, not a nature walk, Captain!' or 'Nature, Captain? There is such a lot of it!'

Now a definite question awakens curiosity—we all know how much the B.B.C. uses this method to awake new interests. But we cannot use this in fixed Tests, because the answers would soon be known; so I went back to learn from B.-P.'s book *Scouting for Boys*, and in my 1932 Edition I found this Nature Test: 'Be able to recognize and name from a list submitted by the Scout six common trees, and know the value of their wood for fires.'

Here we have illustrated B.-P.'s four fundamental points of a good test, seen (as he always saw) through the eyes of a child.

SHORT AND SIMPLY STATED. What a Scout had to do. DEFINITE. A Scout could test himself and knew when he was ready to pass.

USEFUL. It was an obvious answer to the child's question, 'What's the use?'

INTRIGUING. Linking him with pioneers and explorers. Fun to use in games.

Our business is only to set the ball rolling. B.-P. said, 'Once the germ of woodcraft has entered into a boy, observation and deduction will follow automatically.' How true! I could not count the number of ex-Guiders and Guides who have found a lifelong interest in birds because they once *had* to know six birds by sight for their Second Class test. Granted that in many Companies these were only pictures, but the thrill one day of discovering the real bird would set them off bird-hunting for life.

Use *Hints on the Guide Tests* (C.H.Q., 6s. 6d., postage 10d.) and make nature tests a definite challenge; if you do this, you can at once bring in that powerful aid to energy COMPETITION: in other words, make a game of it. A game that helps with test passing is welcome, but many other games the girls think waste of time (how often I have heard, 'Yes I was a Guide, but we only played games, so I left.') If possible, make an outing of it occasionally. Take Trees, for instance.

GAME 1. Guides follow a tour of numbered trees. Write down their names and return with twigs or leaves. A key at base for learners to return to as they wish. No help for those being tested.

GAME 2. Guides go off with these twigs and find similar ones beyond a certain distance. A time contest, to give practice in spotting trees at a distance.

GAME 3. (for a wet day). Put up a list of questions the answer to which may be found by examining specimens placed round the room—quite simple ones, picture postcards not excluded: e.g. different formation of tree twigs; place of white on birds: etc.

Remember that as B.-P. said, a child is not a sitting animal—keep your girls on the move.

A. M. MAYNARD

### Handicapped Rangers can Help too

I ATTENDED the Extension Training at Foxlease, and during one of our group discussions we considered Ranger Service applied to a handicapped girl, and within our own Movement (there is also, of course, a wider field of opportunities).

I have experience of Service as a handicapped Ranger, having been asked if I would help with a Brownie Pack near my home. It was a wonderful experience. Not only was I being helpful to the Pack: I felt I was receiving a great deal of help too—such things as confidence, new friends, and the warm affection of children.

I really don't think it matters how handicapped the Ranger is so long as she is fond of girls of Brownie or Guide age. In my case I found it difficult to demonstrate things like knots, First Aid, etc.; but with a helpful Pack Leader or older Brownie to help demonstrate, a handicapped Guider or Ranger can learn to give verbal instructions so clearly that both she and the Brownies gain useful experience.

I have helped with Guides too—and there enjoyed taking the most active of games: I could never take part in them myself, but the effect was most stimulating.

So through THE GUIDER, I am suggesting to you that if you are living near a handicapped Ranger and would like a Ranger helper for your Pack or Company—either permanently or just to give her the chance of getting her Instructor's badge—I am sure it would be well worth while to invite her to help you.

JOAN ROSS

[Acting Lieutenant,

1st Tottenham (Handicapped) Rangers)]



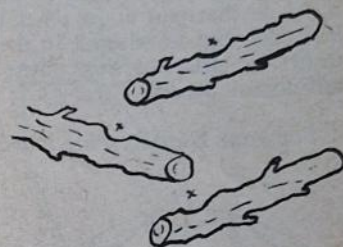
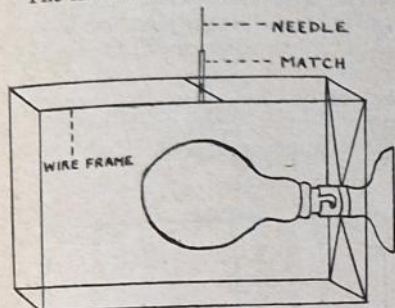
# Making a 'Camp-Fire' for the Winter

by Jean Webb

IT'S AN old idea to make an imitation Camp-Fire using pieces of wood, red crêpe paper, and a torch, but this is a way to make it look more realistic for a 'special occasion'.

The fire is made in the usual way by square-lashing

Make a rough framework of wire to surround the bulb and fix it to the lamp-holder or use a small shade frame. You will probably find it better to turn the bulb on its side to make it fit into your fire, but don't let it actually touch the floor. Take a piece of wire across



pieces of wood into a cob-house (a nice job for the would-be Second Class Guide) and this is then lined with crêpe paper. Paper flames can be added if desired.

You will need an electric light bulb and holder, a plug, some flex, and wire. These can be bought quite cheaply from a multiple store; but a hunt round amongst some jumble would probably reveal an old lamp, or one could be borrowed from home for the evening. Find someone to fix up the bulb for you if you are not happy with electricity. The other equipment needed is a dead match, a needle, and a small piece of metal foil (the stiff type that frozen foods are packed in).

the frame directly above the bulb, and to this bind a match with a needle stuck into it point upwards.

Cut out a circular vane, 3-4 in. in diameter, from the foil, snip it as shown (FIG. 2) and bend down the edges of the cuts. Make a small depression in the centre of the vane and bend down the perimeter rather like an umbrella (this is the easiest way to make it balance).

Finally, balance the vane on the point of the needle, put the whole framework inside the fire, switch on the light, and watch it flicker as you gather round to sing 'Camp-Fire's Burning'.

## Postbag (continued)

### Two Views on Uniform

I HEARTILY agree with every word written by Miss Synge. As a Guider of 45 years, I have seen many changes in our uniform and this newest one just beats the lot: in fact, it is not uniform at all, as anyone can wear a jacket and skirt like it.

The belt, always smart, is surely an essential part of our uniform. Are we supposed to borrow a whistle from a P.L. when we need one?

According to 'Big Ben' we do not need a collar and tie either: would 'Big Ben' like to see us all in, as Miss Synge aptly dubs it, the 'satin blousie blouse'?

Of the 14 Guiders in my District, five have never been Guides or Rangers. They are mostly young moderns. I find they LIKE a collar and tie—where else would they wear their Warrant badges? They LIKE belts, because they are both smart and useful.

No wonder the public do not recognize us for what we are when we chop and change our uniforms so often.

Who look smarter than Red Cross Officers in their well-shaped jackets? Not Guiders!

Sorry, but I just don't like it.

BERTHA F. LLOYD  
[East District, Dudley]

## POSTAGE ON PERIODICALS

THE INCREASE in postage on magazines sent to countries outside Great Britain is costing ½d. per magazine despatched.

### Overseas Subscription

In total it is costing C.H.Q. £20 per month extra to despatch the magazines. This includes some parcels of 12 or more magazines on which we do not charge postage; but if any individual subscriber would care, in due course, to contribute the few extra pence that her magazine will have cost as from 1st July, 1963, to the end of subscription, it would be helpful. The new subscription rates have been announced in the June GUIDER.

### Receiving Your Magazines by Post

We very much regret that the postal cost is now 2d. per copy (2½d. to readers in Great Britain) but this is a factor beyond our control. We can assure readers that overseas copies are posted well before publication date, to get them to their destination as early in the month as possible. (Readers in Great Britain should without fail receive their copies on the first of the month, by post or from a shop.)



# Costumes for your Nativity Play

by T. Mary Jackson

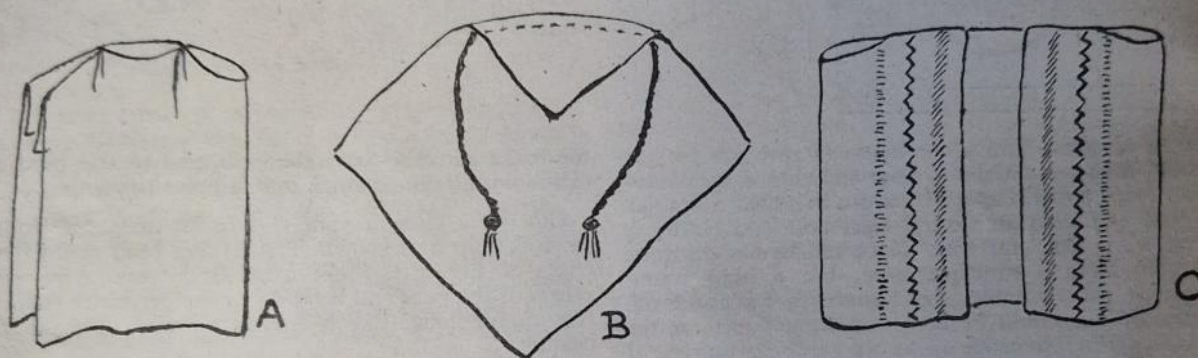
**D**RESSING-UP is not only fun, but a most important part of putting on a play. As well as making an attractive picture for the audience to watch, costume helps to define the characters and gives them reality. It is always a good idea to plan your costumes very early, so that you know what the stage 'picture' will look like, and to rehearse in them as much as possible, until the girls can wear them naturally and without self-consciousness.

For your Nativity Play it will be quite easy to find

(C). This is excellent for Joseph and the Innkeeper, and can also be used for a King.

Choose your materials carefully: cotton or woollen in stripes or plain bright colours (not pastel shades) for humble characters, and rich silks, brocades, or velvet for the Kings. A long-sleeved, plain cardigan or jersey is very useful if put on first of all, to cover the forearms.

Now for head-dresses, perhaps the most important part of any costume. For Joseph, Innkeepers, and Shepherds, towels or woollen squares are splendid; and

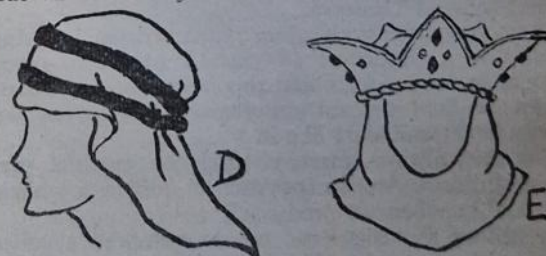


suitable materials—sheets, blankets, curtains, towels, bedspreads—which can be joined with strong tacking stitches, or even safety-pins, and returned, undamaged, to their original functions after the performance.

To make a basic garment from, say, a blanket, fold it in half length-wise, put the fold under one arm and join the edges on both shoulders, then tie a scarf or cord round the waist, tucking in the open sides under the other arm. If even the short side is too long, don't waste time turning up a hem: fold the edge under along the top before joining (A). You can use this method with a small sheet, over a white cardigan, to make a dress for Mary, or for an Angel, or with silky curtains or bedspreads as under-ropes for Kings, or with blankets, striped tablecloths, or hessian for the Shepherds.

There are endless ways of draping materials for outer garments, which you can find by experimenting; but two of the most useful are these. 1. For a cloak, turn one corner of your bedspread over a dressing-gown cord, and tack strongly below the cord, so that it is held in a slot and can be tied under the arms to hold the cloak securely in position (B). 2. For a coat, adjust your blanket to the right length by turning over along the long side, then put the middle of this side at the back of the neck, fold the ends forward and join along the shoulders, leaving a hole for the arms

a tightly twisted skein of knitting-wool will hold them in place and look very like the real 'haik' made of camel hair. If the towel is not big enough to be folded and put on corner-ways, do remember to tuck the sides back so that they do not hide the face (D). A blue veil for Mary should be easy to find, but if you



put a white one, even a man's handkerchief, under it, it will help to light up her face and look much better. For the Kings you can use almost anything, but it is a good idea to hide girlish necks with a piece of material put under the chin and fastened on top of the head to hang down behind as well, before you put on the crown or turban. Crowns cut from stiff card, with wine-gum jewels stuck on, can be reinforced with wire or spills, and will look much more convincing if you sew a piece of rope round the base and perhaps outline the top edges with thin cord (E). The crown of an old felt hat makes a good foundation for a turban; you can twist a couple of bright scarves round it, and put a big brooch in the front (F).





Angels can be dressed in many different ways. If you want 'stand-up' wings, cut out the shape in stiff card and stiffen them with two bamboo canes from the garden shed before covering with cut paper feathers in white, silver, and gold. Fasten two long pieces of



gold braid or cord by the centre to the inside back of the wings (G). Dress your angel in the basic garment made from a sheet, or pale coloured curtains or bed-

spread, then place the wings in position, tie the lower cord round the waist and the upper one over the shoulders and under the arms, fastening at the back.

If you don't want to make special wings, you can get a very good effect with two small sheets or bedspreads. Turn one long side of each under until the



short side is the right length for the Angel; then put these two folded sides together and join them from the ends towards the middle, gathering evenly till each side is the length of the Angel's arms, leaving a space for the neck. Fasten the open sides very tightly under the wrists. As the Angel lifts her arms, or folds her hands forward, this gives an appearance of wings, particularly if you use two colours: say, a pale pink sheet for the front and a deep red bedspread for the back (H).

Observation and imagination, and the taking of some pains with the folding and pinning together, will enable a play to be very well-dressed without any hiring, buying, or dressmaking at all. And the Guides and members of the Senior Branch, even some Brownies, can be very successful in carrying out such ideas, if the Guider inspires them with her enthusiasm.

## BOOKS: STORIES TO TELL

Recommended by Frances Marsh (see page 337-8)

### Stories for Brownies and enjoyed by Guides

*Here and There Stories*, by Rhoda Power (Evans, 8s. 6d.).

*Ten Minute Tales*, by Rhoda Power (Evans, 9s. 6d.).

*Stories from Everywhere* (Evans, out of print but probably obtainable from a library).

*Twenty Tales for Telling*, by Elizabeth Clark (U.L.P., 8s. 6d.).

UNESCO publications.

*The World's Children*, published by the Save the Children Fund.

Missionary Society publications.

### Stories for Brownies

*Stories to Tell and How to Tell Them*, by Elizabeth Clark (U.L.P., 7s. 6d.).

*Tell Them Again Tales*, by Margaret Baker (U.L.P., 7s. 6d.).

### Stories for Senior Guides and Rangers

*The Story of my Life*, by Helen Keller,

*They Seek a Country*, by I. Clinton,

*Madame Ambassador: the life of Vijaya Lakshmi Pandit*, by Anne Guthrie,

*The Man who discovered Penicillin*, by W.A.C. Bullock, *Books on Guiding History*.

### Stories for Guides aged 11-14

*The Knights of the Golden Table*, by E. M. Almedingen,

*The Storyteller's Choice*, by E. H. Colwell (Bodley Head).

## FOUND—ONE HAT

WILL the London S.E. Guider who left her hat behind at the Gate Cafe, on the A.2 road, on 10th August contact Mrs. A. Kennedy, 67 Campfield Road, Eltham, London, S.E.9.





Foxlease

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 exceptional circumstances a Commissioner may recommend a Guider for a second Bursary. This applies particularly when a Guider is changing

# Where to Train

## TRAINING BURSARIES

to another Branch or becoming a Commissioner.

**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, and is available only for the nearest Training Centre.

**Angela Thompson Bursaries:** These are available for any Promise and



Lorne

Law training (not necessarily held at a C.H.Q. Training Centre) and are of the same value as the Fee Bursary mentioned above.

GUIDERS should apply for these Bursaries through their District Commissioners, who will write to the Secretary, Training Department, C.H.Q. When applying, District Commissioner should state the name of the Guider, the Training Centre, and date of the training. 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 direct 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 weekend trainings may leave on Sunday evening or during Monday if unable to stay for the whole weekend.

### FOXLEASE Lyndhurst, Hants.

**NOVEMBER**  
1-5 Guide and Brownie Guiders  
8-12 Surrey North  
15-19 Senior Branch Guiders (all Sections)  
22-26 Guide and Brownie Guiders and Commissioners  
\*29-DEC. 3 Public Relations  
**DECEMBER**  
31-JAN. 7 Guide and Brownie Guiders  
**JANUARY**  
10-14 (a) Guide and Brownie Guiders  
(b) Handcraft  
17-21 Guide and Brownie Guiders (Preparations for Camp and Pack Holiday): special sessions for Commissioners  
24-28 Music and Drama  
**FEBRUARY**  
28-MAR. 3 Our programme and the Promise. (Commissioners and Guiders of all Branches)

**MARCH**  
6-10 Commissioners (by invitation)  
13-17 Wiltshire  
20-23 Guide and Brownie Guiders  
26-31 Guide and Brownie Guiders (Easter)  
**APRIL**  
3-7 Guide and Brownie Guiders  
10-14 Guide and Brownie Guiders (Out of doors in Town and Country)  
17-21 Roman Catholic Guiders  
24-28 Guide and Brownie Guiders (The Individual Guide); special sessions for Commissioners.  
**MAY**  
1-5 Guide and Brownie Guiders  
8-10 Oxfordshire  
15-19 Guide and Brownie Guiders (Whitsun)  
22-26 Guide and Brownie Guiders (Emphasis on Tests and Testing)  
Special sessions for Commissioners  
**JUNE**  
1-6 Holiday Period  
9-16 Guide and Brownie Guiders  
19-23 Guide (Special sessions on The Patrol) and Brownie Guiders  
26-29 Hampshire  
**JULY**  
3-7 Senior Branch (All Sections)  
3-10 Guide and Brownie Guiders  
14-21 Guide and Brownie Guiders Commissioners (Mothers and Babies)  
24-26 Guide and Brownie Guiders  
\*Applications for this weekend should be made through County Commissioners.

### WADDOW Clitheroe, Lancs.

**NOVEMBER**  
1-4 Church of England  
8-11 Commissioners, Guide and Senior Branch Guiders (Emphasis, 14-16-year-olds)  
15-18 Guide and Brownie Guiders  
22-25 Guide and Brownie Guiders  
29-DECEMBER 3 Drama Party  
**DECEMBER**  
30-JAN. 8 Guide and Brownie Guiders (New Year Party)  
**JANUARY**  
31-FEB. 4 Guide and Brownie Guiders  
**FEBRUARY**  
7-11 S.E. Lancs. (Camp Training)  
14-17 Guide and Brownie Guiders  
21-25 Senior Branch Guiders (all Sections)  
28-MAR. 3 N.W. Area C.As.  
**MARCH**  
6-10 Guide and Brownie Guiders  
13-17 Guide and Brownie Guiders (Preparation for Camp and Pack Holiday)  
Special sessions for Commissioners  
20-22 Cheshire  
26-31 Leadership Training (for Easter) 15- to 18-year olds)  
**APRIL**  
3-7 Camp-Fire  
10-14 Guide (Special sessions on 'The Patrol') and Brownie Guiders  
17-21 Guide and Brownie Guiders  
24-26 Lancs. S.  
**MAY**  
1-3 Derbyshire  
8-12 Guide and Brownie Guiders (Out of Doors in Town and Country). Special sessions for Commissioners



MAY (cont'd.)

\*15-20 Patrol Leaders' Training  
(Whitsun)  
29-JUNE 2 Guide and Brownie  
Guiders

JUNE  
5-7 Lincolnshire North  
12-14 Yorkshire North Riding  
19-23 Manchester  
26-30 Guide and Brownie Guiders  
(Emphasis on 1st Class)  
Special sessions for Com-  
missioners

JULY  
\*25-AUG. 5 Patrol Leaders' train-  
ing

### \* Patrol Leaders' Trainings

GUIDERS are reminded that only two Patrol Leaders can be accepted from any one Company and that they must be 13-14 years of age and have not attained their 15th birthday by 1st August, 1964. They must not have attended any previous training at a Training Centre and must be able to stay the whole time. Guiders are therefore asked not to apply for places at more than one Centre. Places will be allocated on 1st March, 1964, and applications, with deposits, should reach the Training

Centre by that date but not before 14th February. (This date does not apply to the Patrol Leaders' Training at Waddow at Whitsun, for which applications may be made earlier.) A stamped addressed foolscap envelope should be enclosed.

### 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.

## ENGLAND

THE FOLLOWING trainings will be held at Commonwealth Headquarters. Application to be made to the Secretary, English Training, C.H.Q., enclosing the appropriate fee, and a stamped addressed envelope.

GUIDE GUIDERS. A training for Guide Guiders, with emphasis on the needs and interests of the older Guides, will be held on Saturday, 23rd November, from 11 a.m.—6 p.m., and on Sunday, 24th November, from 2—6 p.m. Fee 8s. for the weekend, which includes tea on both days.

SELF-DEFENCE. A demonstration of simple methods of Self-Defence will be given by Mr. Joseph Edmundson, Head of the Physical Education Dept., Regent Street Polytechnic, and a small team of helpers, on Thursday, 28th Nov., 7—9 p.m. Guiders will find these methods interesting and suitable to teach to members of their units. Fee 1s.

## SCOTLAND

Netherurd House, Blyth Bridge,  
West Linton, Peebles-shire

### NOVEMBER

14 Midlothian  
8-11 Cadets  
15-18 Rangers  
22-25 Guide and Brownie Guiders

29-December 2 Glasgow  
N.N.E. Division

### DECEMBER

6-9 Prospective Certificated  
Trainers  
13-16 Trainers' Conference

### JANUARY

10-13 Patrol Leaders

17-20 Advanced (By invitation)  
24-27 Brownie Guiders  
31-FEB. 3 Glasgow South Division

### FEBRUARY

7-10 Guide Guiders  
28-MAR. 2 Senior Branch Guiders  
The fees at Netherurd are the  
same as those at Foxlease and  
Waddow.

## WALES

Broneirion, Llandinam, Mont.

### NOVEMBER

1-3 Camp-Fire  
8-10 Central Glamorgan  
13-14 Provincial Council of  
Churches

### Nov.

22-24 L.E.A.  
29-DEC. 1 Aberystwyth Scout  
& Guide Club

### Fees at Broneirion

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

1-3 Brownie Guiders  
15-17 Co. Tyrone  
22-24 Guide Pre-Warrant  
29-DEC. 1 Camp Advisers

### DECEMBER

6-8 Brownie Pre-Warrant

### JANUARY

17-19 Cadets  
24-26 West Belfast Patrol  
Leaders

31-FEB. 2 Brownie Guiders

### FEBRUARY

7-9 Senior Branch Guiders  
14-16 Cadets  
22-23 West Belfast Guiders  
28-MAR. 2 Co. Antrim

### MARCH

7-9 East Belfast Scouters

### Fees at Lorne

Shared room per night...	12s. 6d.
per week...	£3 15s. 0d.
Double room per night...	14s. 0d.
per week...	£4 7s. 6d.
Single room per night...	16s. 6d.
per week...	£5 0s. 0d.

## CAMPING AND PACK HOLIDAYS

Foxlease and Waddow Camp-Sites  
APPLICATIONS for sites will be considered during the second week of January. They should be addressed to the Secretary and the envelope marked 'Camp.' Suggested dates

should be given with possible alternatives, and approximate numbers, and (in the case of Foxlease) whether an equipped site is required. At Foxlease, camps may begin on any weekday; at Waddow, Saturday is pre-

ferred. During the main season bookings may only be for one week.

Applications should reach the Training Centre by 7th January, enclosing deposit of 5s. (which is forfeited if the booking is cancelled)



## Where to Train — continued

and the necessary foolscap envelope.

An Equipped Site is now available at Waddow for Patrol Camps or Ranger overnight hikes. Situated near the house. Solid shelter available. Applications should be made to the Secretary, Waddow Hall.

### Ynysgarn, Criccieth, N. Wales

APPLICATIONS for details of this C.H.Q. unequipped site, situated near the sea, should be made to the Secretary, Commonwealth Training Department, C.H.Q., by 1st December.

### 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. It is also ideal for Pack Holidays.

### Hindleap Warren, Forest Row, East Grinstead

Details of these unequipped sites (solid shelter available) from Miss Swan, Ballards, Forest Row, Sussex.

### Pack Holiday House, Waddow

APPLICATIONS for Pack Holidays in 1964 will be considered on and after 1st January, 1964, and should be made to the Secretary, Waddow Hall; they must be accompanied by a written recommendation from the Guider's C.A.

## Lorne Camp-Sites

THERE ARE two fully equipped sites at Lorne. Bookings, which begin on 1st January, to Miss E. Henshall, 743 Shore Road, Newtownabbey, Co. Antrim.

### Ulster Camp-Site, Glen Road, Craigavad, Co. Down

Approximately 8 miles from Belfast on Co. Down coast near 'Lorne.' It is fully equipped for 40 campers (one large or 2 small camps). Excellent hut for solid shelter with Calor gas. Bookings, which begin on 1st January, to Miss M. Williams, 3 Riverside, Church Road, Holywood, Belfast, Ulster.

## NEW BOOKS FOR BROWNIES

Two Brockhampton Press Books, 8s. 6d. each (from C.H.Q., postage 1s).

### Three For Trouble, by Ailsa Brambleby

GOOD wine needs no bush, and neither the author nor the characters of this permanent record of the first adventures of these irrepressible and irresistible Tripletts need any recommendation from a reviewer!

Here, in the pleasant brown covers and sensible shape that Brock Brownie Books always have, is the

story of the first reactions of Kay and Sandra and Linda to Brownies—and all the fantastic yet possible 'troubles' that these produced. It would have been the greatest shame if Miss Brambleby's story and Miss Vise's illustrations had been allowed to appear only in the early issues of THE BROWNIE. Here they are again to delight further generations of Brownies and (let's not be shy about it) Brownie Guiders too. (When the instalments appeared in THE BROWNIE I am told that certain senior members of the Movement, living at a certain club in London, came down early to breakfast on 'BROWNIE Day' to get the next instalment before the crowd arrived!)

### The Brownies And The Golden Hand

by Verily Anderson

A BOOK with a message that doesn't creak—one with masses of help towards a real understanding of the inner meaning of the practical Brownie First Class Test—is something that many Brownie Guiders have been looking for for some time and in this new Verily Anderson book I think they have found it.

Using the known and loved background of *Amanda and the Brownies*, the author introduces a new character. Lucinda is an old friend (?) to experienced Brownie Guiders: the rather talented girl without any stickability, able to blossom while in the limelight, but without it selfish, wilful, and thoughtless.

As Lucinda progresses from Boggartdom to Browniehood we are gently led through all the tests of the First Class Syllabus. (One of the best bits of the book is the Pack's interpretation of the National Anthem.)

How Lucinda turns out and whether she gets her Golden Hand I leave you to find out. In her introduction, the Chief Guide, as always, strikes just the right note.

J.R.

Next month a third Brock Book will be reviewed—*The Good Turn Hunters*, by Freda Collins.

### REED'S EDUCATIONAL TRAVEL SERVICE LIMITED

3 New Square, London W.C.2. (Holborn 0171)

### TULIP TIME IN HOLLAND

8 day holiday at £15 17s. 6d.

Friday 27th March—Friday 3rd April

Friday 3rd April—Friday 10th April

Accommodation is in a Children's Holiday Hostel at The Hague (dormitories with bunk beds). Hotel accommodation in The Hague, Scheveningen, may be arranged at a small supplementary cost.

Holidays are also arranged for parties of ten or more to the Belgian Coast; Amsterdam; The Hague; Luxembourg; Innsbruck (Winter Sports); Switzerland; Brittany Coast; Paris and Denmark. We specialise in well organised and good class holidays, comfortable travel and suitable accommodation. All prices include travel from Victoria Station, London (reductions for Dover departures), insurance; accommodation; full board; transit costs and one leader free with every ten young people—Vacancies for individuals on our Winter Sports holiday. December 27th to January 6th. 31 gns. for adults; 28 gns. for children; including travel from London; ski-ing lessons and equipment; insurance; accommodation and transfers.



# 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 communications from applicants.) All advertisements must be received not later than the 1st of the month for the following month's issue. **Please note new charges 6d. per word personal** (uniform measurements count as one word); **1s. per word trade**; Box No. 2s. 6d.; for members of the Movement, 1s. 6d.). **Please send money with advertisement.**

## 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.

**Secretary/Personal Assistant** (woman, under 40) wanted at Flatford Mill Field Centre, East Bergholt, Nr. Colchester, Essex. Duties include general office work, accounts, and driving. Salary £300 by £25 to £350 per annum plus full residential benefits. Holiday one month a year. This post would attract a person who would like to live in the country, with an interest in natural history. Applications to the Warden, giving full details of age and experience.

**Clerk Typist required** by leading Camping Equipment Company, for London Sales Office. 5-day week. Apply in writing to Thomas Black & Sons (Greenock) Ltd., 22 Gray's Inn Road, London, W.C.1. (Ref: DRW).

**Wanted.** Experienced Secretary/Stenographer proficient in recording Minutes for Conferences/Committee Meetings. Apply with particulars marking envelope 'Confidential' to: The Director, World Bureau, The World Association of Girl Guides and Girl Scouts, 132 Ebury Street, London, S.W.1.

## FOR SALE

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

**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 cases 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. Tel. ACOrn 8770.

**Over £1 profit** on each of our nine different 50s. parcels: boxes of packets Christmas Cards; 144 6d. or 72 1s. Toys; Selections, dearer Toys, Stationery, or Jewellery. Postage 3s. Two or more parcels post free. Also 500 attractive items at lowest wholesale prices. Lists: J. Thomas and Son, Woodhouse, Games Road, Cockfosters, Herts. See page 323.

**North Surrey's Leading Uniform Supplier.** Commonwealth Headquarters Uniforms, Equipment, and Publications always in stock. The Q.M. Stores, 298 High Street, Sutton, Surrey. VIGilant 8655. Commonwealth Headquarters Official Agents.

**Funds raised quickly** by selling our attractive toilet soap stamped: 'Lord Baden-Powell said "Be prepared".' Write for details:—**The Standard Soap Co. Ltd., B.-P. Dept., Ashby-de-la-Zouch, Leicestershire.**

**We buy Foil Pie Dishes, Milk Bottle Tops, and Silver Paper, etc.** and will refund carriage; but please write to us for forwarding instructions, Price List, etc. H. J. Gordon & Sons (1959) Ltd., 181 Pitt Street, Glasgow C.2.

**Help to increase your Company funds with scent cards,** lavender, etc. Send 5s. P.O. or crossed cheque to R. Ramsdale Ltd., 58 Pall Mall, Chorley, Lancs.

**Raise Funds** (Bazaars and Fêtes, etc.) with our parcel of attractive and inexpensive costume jewellery sent post free on sale or return. Free gift worth 10s. 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.12.

## UNIFORM

**New Cadet Uniform**, skirt 38 in., blouse 36 in., £3 GLAdstone 7049, after 6 p.m.

**Tailored uniform**, old style, £2 10s. w. 30 in., h. 40 in., b. 36 in. V. Ferguson, 20 Atherley Road, Southampton.

**Wanted:** Commissioner's New Style Uniform B.36, W.28, H.38. Box 210.

**Guider's new style jacket**, B.34.30s. Box 211.

**Guider's new style uniform** for sale, Admiralty serge. B.34 in. W.26 in. H.38 in. Very good condition £4. Box 212.

## ACCOMMODATION

**Holiday Accommodation**, Eastbourne, Sussex. Bed, breakfast and evening meal, or full board, weekends October-March; three minutes sea. Apply Mrs. Jebb or Miss Cox, Alex House, 8 Willowfield Road.

**Modern farmhouse flat, Dartmoor.** Winter rent £3 12s. 6d. p.w., longer by arrangement. Miss Earle, Manaton, Devon.

**Wimbledon Guider welcomes visitors** to London. Bed and breakfast; comfortable double room; easy journey to town; moderate terms. Box no. 209.

**Brownie Pack Holiday House** to let, fully equipped. Details from Miss Bythell, Morville Hall, Bridgnorth, Shropshire.

## 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.

## COMING EVENTS

**Grimsby, Cleethorpes, and District Boy Scouts Association** present their 8th Gang Show, A.B.C. Theatre, Cleethorpes, Tuesday-Saturday, 26th-30th November. Tuesday to Friday 7s. 6d., 6s., and 4s. 6d. Saturday only 9s., 7s., and 5s. Special concession rates for parties of 12 or more on Tuesday and Wednesday evenings; 6s., 4s. 6d., and 3s. (postal bookings only). All applications to Mrs. R. S. Holborn, 28 Hinkler Street, Cleethorpes. Booking forms sent on request.

**Stourbridge and District Boy Scouts and Girl Guides Association** present 'Gang Show 63' at the Town Hall, Stourbridge, Wednesday-Saturday, **December 4-7.** Commences 7.15 p.m. Please apply for booking form, The Secretary, 21 The Parklands, Pedmore, Stourbridge, Worcs. Phone Stourbridge 5888.

When replying to any advertisement please mention THE GUIDER



## SUGGESTIONS FOR CHRISTMAS GIFTS

### GUIDERS' SLING BAGS

Made in Navy Blue Rayon Cloth backed with strong check lining

Bag pocket fastened with zips

Size: 10½ in. x 7 in. 15s. 11d. Packing and postage 1s. 9d.

For those requiring a more commodious bag we have introduced a larger one

Size: 11 in. x 9½ in. 25s. Packing and postage 2s.



### SLEEPING BAGS



'Pal'

'PAL' £3 11s. 6d. Packing and postage 3s.

Filled feathers, covered down-proofed Cambric. Rolls into attached container. Centre opening fitted 18 in. zipp, draw tape at neck for draught exclusion.

Top width 30 in. Length 6 ft. 3 in. tapering to 18 in. Weight 4½ lb. Rolled size 14 in. x 9 in. In Blue, Green and Russet.

'THE KARA' £3 9s. 6d. Packing and postage 3s.

Filled soft curled feathers, covered down-proofed fabric. Without pillow container, straight sides. Width 2 ft. 3 in. Length 6 ft. 6 in. Size when rolled 18 in. x 8½ in. Weight 4 lb. In Green, lined Scarlet.

'TYROL TERYLENE' £6. Post free.

Filled Terylene 25% above standard specification which is warm, light, rotproof, mothproof, and stays fresh. Covered cotton twill.

Side opening with 24 in. zipp. Draw tapes at neck. Rolls and fits into pillow container. Width 29 in. Length 6 ft. 4 in. Weight 4½ lb.

Colour: Royal Blue lined warm Ceylonette.

ALL SIZES, MEASUREMENTS AND WEIGHTS ARE APPROXIMATE AND FOR YOUR GUIDANCE ONLY

SPECIAL OFFER TO PERSONAL SHOPPERS ONLY  
CHRISTMAS GREETING CARDS

2d., 4d., and 6d. each

## THE GIRL GUIDES ASSOCIATION

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

ALSO BRANCHES IN

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

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