

THE GUIDER

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The Cross-Channel Relay Team (see pages 290-293)



Sally Rose starting the swim

Three Cheers . . .

THE swim from Cap Gris Nez to a rocky beach below Lydden Spout midway between Dover and Folkestone in 13 hours, 10 minutes will long be proudly remembered by the whole Guide Movement as a splendid achievement by the first cross-channel relay team of Guides. This is a record for a girls' team.

The six girls who achieved this feat through their swimming skill, fine teamwork and sportsmanship were chosen by Miss B. A. Fripp, the leader of the whole enterprise, and trained by Miss B. E. Strutt, Physical Education Teacher and Lecturer at Manchester University, who was in charge of the final training of the team during its 12 days at St. Martin's Plain Camp, Shorncliffe.

The order in which the girls swam was:

SALLY ROSE, a Sea Ranger from Burton Division Senior Branch Unit, Staffordshire.

SUSAN OLEY, 6th Harlow Guide Company.

WENDY DRAPER, 1st Hounslow Guide Company.

KAREN WOOD, 1st Neath Guide Company.

CHRISTINA WHITE, 19th Stockport Guide Company.

MARGARET GREENWAY, 1st Nanpantan Guide Company.

(Reserve: KAREN BUTTERS, 2nd Hebdon Bridge Guide Company.)

(Miss Fripp said that they would have been very happy to have had two teams as far as swimming ability went.)

Dr. Joan Martin was the doctor on board *Accord*, the boat which accompanied the team. Also on board were an observer from the Cross Channel Swimming Association, two French Rangers, Veronique and Marie-Odile Masselis, who were picked up at Cap Gris Nez, Mrs. Bartholomew, the Girl Guides Association's Press Officer, a press photographer and two young signalmen from the Staffordshire Regiment (they manned the ship-to-shore telephone) and, of course, Miss Fripp and Miss Strutt. On board *Fair Chance* with Miss M. Smith, a Guider from Manchester who assisted Miss Strutt, were the five other Guides. Our pilot was Mr. Val Noakes, skipper of *Accord*, and we owe our success in no small measure to his great experience of the Channel and his superb skill as a helmsman, not to mention his enthusiasm. Our grateful thanks to him and his crew and to Mr. Brazier, skipper of *Fair Chance*.

Gale force winds in the Channel throughout the week had almost prevented the swim taking place at all, but Friday night was clear and calm with stars overhead when, at about 3.10 a.m., a small party, including Sally Rose, the first swimmer, boarded the dinghy and made for the beach at Cap Gris Nez. Miss Fripp signalled from the dinghy (four short flashes with a torch) and this signal was immediately answered by the French Rangers, who let off a number of fireworks as the dinghy approached the shore. As it beached, the French Rangers tore into the sea and pulled the dinghy ashore, and Sally faced some French photographers and a host of questions.

When Sally Rose began her swim at 3.27 a.m. a crescent moon was low in the night sky and when her stint was finished, and Susan Oley took over, Sally reported 'the water's comfortably warm. My hour went by very quickly. We're having a whale of a time!'

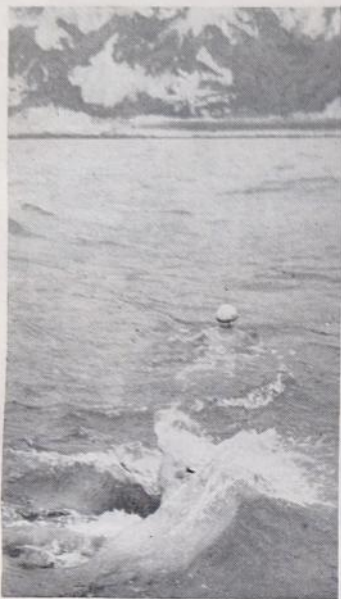
This cheerful news reached us in the 7.10 a.m. B.B.C. 'South East Radio News' in a broadcast from Miss Hibbs, based at the Army Rifle Range at Lydden Spout, Dover Cliffs, using the ship-shore radio link erected by members of the Staffordshire Regiment.

AT 4.45 A.M. Susan was reported to be in good form, doing a strong crawl. Half an hour later she was still swimming well but the sea was a bit choppy. During the two hours of darkness a fog lamp was used to keep the swimmer in sight. Miss Strutt gave instructions over the electronic loop system and music was relayed to the girls as they swam.

AT 5.37 A.M. Wendy Draper started to swim and an hour later Karen Wood, the youngest in the team, took over. (According to Cross Channel Swimming Association rules, on receipt of the time signal from the observer, a take-over must be made within five minutes of the end of the



Miss B. Strutt



The final swimmer streaks for Dover

preceding swimmer's stint. The new swimmer swims up from behind her predecessor.)

Soon after Karen began her swim *Accord* asked what the visibility was in Dover and was told '100 yards'. At this time the fog was not dense round *Accord* but later, at about 11.30 a.m., it thickened, and the swimmers were told to keep very close to the boat because they were then near the Goodwins where ships steam on either side of these shallows. For about two hours fog horns were heard and *Accord's* bell was rung from time to time and one of the crew travelled in the dinghy in case of accidents.

The fifth swimmer, Christina White, took over at 7.27 a.m. Mrs. Bartholomew reported 'The girls are in great form and show no signs of fatigue', and Miss Strutt said 'They're swimming as well as in any training practice, in fact it's less rough than what they have been used to. No one is showing any nerves and they're all doing exactly what they've been told.'

Christina swam in time to music from 'Radio Caroline' but for a few minutes, obeying orders, she had to tread water because of the wash of a large Italian freighter.

8.20 A.M. a request from *Accord* for a weather forecast and at 8.27 a.m. Margaret Greenway, No. 6, began her swim with a strong crawl.

10. 55 A.M. report from the five Guides on *Fair Chance* 'We've caught nineteen mackerel which we'll eat for lunch!' Not wishing to be outdone by *Fair Chance*, mackerel lines were put out from *Accord* and a number of fish were caught.

During the morning everyone was greatly encouraged by a telegram from the World Chief Guide, Olave, Lady Baden-Powell: 'The very best of luck to all the girls. I shall be swimming with you all the way.' Messages also came from several parents of the girls.

At 1.27 P.M. with Christina White, No. 5, in her second stint, the team

was five miles from Dover and quite soon a cry of 'land ahoy' rang out.

2.27 P.M. and Margaret Greenway was 'away like a bomb', although the sea was pretty rough. (The fog was blown away at about 1.30 p.m. by a light breeze but this developed into a near gale-force wind and Margaret was the first of the swimmers to face it). Sally, swimming for the third time, had to swim to the starboard side of the boat for shelter. She swam magnificently. The watchers on the Dover cliffs could now see the swimmer and both boats. 'It's only like 10 laps of 100 yards,' Miss Strutt shouted to Susan Oley as she left the lurching boat and streaked for the shore.

She was away almost before the dinghy which was to bring her back to *Accord* could be launched. Susan, as fresh as a daisy, clambered over the rocks and on to the beach and the relay was over—but not all the excitement.

On Folkestone quay, as *Accord* and *Fair Chance* came triumphantly in, were our Chief Commissioner, Miss Gibbs, who had watched the final swimmer from a coastguard station, proud parents and friends and the Assistant County Commissioner for Kent East. Susan Oley handed the greetings messages which the swimmers had been carrying from the French Guides to a Kent Cadet, who presented it to Miss Gibbs, with two French Rangers standing beside her.

The half hour's trip from the landing back to Folkestone Harbour was quite an adventure in itself. The *Accord* turned into the wind and headed for home in a heavy sea and near gale-force wind. All the gear had been stowed below and everyone on board stood behind or near the wheelhouse for shelter, but although the waves broke over the bows spirits were not damped.



A triumphant cheer from *Accord* as Susan Oley lands



Karen Wood poised for her second swim. In the water, Wendy Draper

CONGRATULATIONS!

'It's magnificent! You've done it—and you've done it in 13 hours, 10 minutes.'

(The message received from Miss Kelham Smith, Honorary Secretary of the Cross Channel Swimming Association.)

And so say all of us.

* * * * *

G.P.O. Greetings Telegram to Miss Anstice Gibbs,
C.H.Q.

Heartiest congratulations from their brother Scouts to your swimmers on their record-breaking achievement

CHARLES MACLEAN, (Chief Scout)

(Photo: by courtesy 'Kent Photos' and also the four pictures on pages 290-291)



Mid-morning in the Channel. Everyone on *Accord*, including the pilot and Miss Fripp (left), wait for No. 4 to complete her second swim

Photo: Mary Bartholomew

From the International Commissioner Scoutisme Féminin Français

JE présente mes souhaits à l'équipe des Girl Guides courageuses qui traversent la Manche à nage.

Je suis sûre que cette entreprise hasardeuse sera couronné des succès.

J'envoie mes vœux chaleureux à toutes les Girl Guides de la Grande Bretagne.

Haiti Boinard

From the Chief Commissioner, Guides de France

(The message, sealed in a plastic envelope, carried across the Channel by the swimmers)

LES GUIDES DE FRANCE
SCOUTISME FRANÇAIS

65, RUE DE LA GLACIÈRE
PARIS-13^e — TÉL. : PORT-ROYAL 85-59

Pour la première fois dans l'histoire des guides,
et peut-être de nos deux pays,
un message traversa la Manche, mis à fin mis,
fût au camp et aux activités sportives d'une équipe
féminine.

Nous voulons d'abord dire à celle qui accomplira
cette performance, un félicitation et notre fierté
de voir des guides capables de réaliser cet exploit.
Toutes les guides de Boulogne-sur-Mer et de la
France entière leur adressent un salut chaleureux.

Nous leur demandons quand elles atteindront la
côte anglaise de porter dans leur pays ce
message d'amitié.

Que le vent du large et la mer vigoureuse
soient pour nous un trait d'union, qu'ils
portent notre confiance en l'avenir, notre
fraternité, notre joie, aujourd'hui, d'être Guides.

M. Cheroute

Commission générale

Eldrydd Davies

THE death of Lady Davies has brought great sorrow to Wales where she was known to Guiding everywhere. She was a most lovable person and the charm of her quiet manner and her ready smile brought her friends everywhere she went. She had great integrity and strength of character and the ability to spot the one important point in any difficulty. A young Guide once said of her 'Lady Davies is as lovely as her face' and this was true.

In the Guide Movement she held many appointments. Starting as a Guide Captain, Lady Davies was later a Division and County Commissioner, International Commissioner for Wales and then Chief Commissioner. She served on the C.H.Q. Executive Committee and at the time of her death was Lone Adviser, a member of the Council, a Division Commissioner in Montgomeryshire and Chairman of the Broneirion House Committee.

It was Lady Davies' wonderful thought in offering Broneirion in 1946 as the Headquarters and Training Centre for Wales that was her most tremendous gift

to Guiding. This inspired idea, encouraged by her family, opened the doors to the development of the Movement in Wales which otherwise could not have taken place. In the last twenty years thousands of Guiders and Guides have come to Broneirion, not only from this country but from all parts of the world. Training, camping, big events, small Pack Holidays, all have had their place. Lady Davies has been continually there, advising and giving them the lovely welcome that made them all feel at home.

Her faith in Guiding, her interest in all facets of the work, whether at C.H.Q. or in Wales, never failed, but most of all, perhaps, her interest lay with the links of world Guiding.

Lady Davies had great gifts and many interests. She loved music and was an accomplished cellist. She was President of the County Musical Festival and founded the mid-Wales orchestra. She did a great deal of public work. As a Magistrate, and on many Committees, she played a leading part in service to the community. While at home she shared the interests of her sons and was joint master with Lord Davies of the David Davies Foxhounds.

Through these last sad months of her illness anxious enquiries have continually been made about her both locally and far beyond the borders of Wales. Though she will be missed at every turn the spirit of Broneirion which she founded will go on and she will not be forgotten. Of her it could truly be said:

*Her ways were ways of pleasantness,
And all her paths were peace.*

HETHER KAY



At Broneirion in 1960: Lady Davies talks to two Guiders from India, Mrs. Lata Tandon of Lucknow and Mrs. Kalyanivala of Bombay

BOOK REVIEW

Wild Flowers of the Countryside (Blandford Press, 5s.).

In this attractive little book fifty British Wild Flowers are described by A. J. Huxley and beautifully illustrated by C. F. Tunnicliffe. Some of them are old favourites whilst others are among our rarest treasures, but in every case interesting and unusual bits of information are given about the history of the plant, its medicinal uses, and delightful stories connected with local names. The house leek is well known to many of us, but it is fascinating to learn that it has, since ancient times, been regarded as a safeguard against lightning and fire, and in Scandinavia it is called thunder plant. Besides the coloured illustrations there are numerous black and white drawings giving further information about plants and simple instruction for the flower lover who is often discouraged by the technical terms found in most botany books. Throughout, the reader is urged not to dig up wild flowers, an excellent piece of advice. This would make a good prize for a Patrol Woodcraft Challenge for the modest price of 5s.

C.E.P.

THE FIRST CLASS HIKE

by Jean Dixon

'Take two Guides who have not themselves passed this clause for a half day hike to include cooking a meal out of doors.'

MANY and varied are the interpretations put upon this simple clause—and necessarily so—for conditions differ so much that some latitude must be allowed.

What is a First Class Hike?

Ideally, it should be a walking expedition with a purpose, planned and carried out by three suitably dressed and properly equipped Guides, who will behave in such a manner that they will be a credit to the Movement, and who will return having been satisfactorily fed and having enjoyed themselves.

Local conditions and numbers sometimes prevent the ideal from being achieved but Guides should try to keep as close to it as they can. For example, with the present shorter Second Class Test, there may be so many Guides entering for the test that a mass test has to be held and here the tester, and not the Guide, names the date and time. Lack of facilities for wood collecting and fire lighting may mean, too, a fixed locality for the cooking and, if this is so, the Guide needs to plan an exciting programme of value to the particular helpers she is taking. Maybe this will be an opportunity for practising lighting different types of fires, or stalking, or doing some form of woodcraft. Maybe it will be possible to include a visit to some place of interest either before or after meeting the tester. There can be no hard and fast rules. It is up to the Guide to plan her programme to take full advantage of the opportunities offered.

Suitable Dress

Opinions on this again vary according to whether the Guide is to pass through a town or travel on a public bus or whether she will be in the country the whole time, but a camp dress or camp shirt and skirt are perfectly acceptable, and it is not necessary to wear a hat or tie unless, having nothing else suitable, the Guide has chosen to wear full uniform. Shorts are not suitable for hikes as they tend to rub the legs, but in cold weather jeans may be the only sensible wear.

Proper Equipment

No Guide can keep perfectly clean on a hike, so she will need to have washing kit, comb, and shoe cleaning materials with her. It is presumed that a Guide will not enter for the First Class Hike Test until she has had some experience of hiking and has discovered for herself what is needed in the way of cooking utensils and sitters, First Aid and repair kits for emergencies, etc. With experience, too, the Guide will realize that, as all these things have to be carried, it is only common sense to take the smallest and lightest equipment to do the job efficiently.

General Behaviour

This involves respect for people and for the property of others. Is the Guide courteous? Is she quiet and unobtrusive in public places? Is she pleasant in manner? Does she give the tester a warm welcome and think to offer her a hot drink on a cold day? Does she

remember to say 'thank-you'? Does she thank the farmer for the use of his land if this has not previously been arranged by the tester? Does she respect the farmer's crops and refrain from pulling dead wood out of hedges? Does she keep the 'Country Code' and leave no trace of her presence?

The tester will judge what the Guide will do when out hiking on her own by what she sees at the test.

What is a Cooked Meal?

A Guide who is proving she is First Class should be able to light a fire easily, and cook on it a well-balanced, two-course meal and a hot drink in a reasonable amount of time. Additional credit will go to the Guide who attempts some part of the meal without utensils, but again there can be no hard and fast rule. A Guide who, having decided to bake apples in tin-foil, eats them raw because of adverse weather conditions should be given credit for common sense, while one who, in ideal conditions, cooks a very ordinary meal like bacon and eggs, followed by stewed apples and custard, should have a high standard of cooking expected of her. There might even be the occasion when the programme was so exciting and fire-lighting facilities were not easy, that a meal cooked upon a stove would be acceptable, but the tester would weigh the reasons for the use of the stove against the bulk and weight of the stove for carrying and the fact that the Guides were missing the fun of fire-lighting—and it is fun!

What the tester is really trying to ascertain is whether the candidate has sufficient skill and experience to take others hiking, to feed them adequately and to pass on to them good standards of courtesy and consideration for other people and their property which she herself is expected to possess.



Photo: J. B. Boyce

Scout and Guide Clubs in Universities and Colleges

THOSE starting a course this autumn at College will be glad to know whom to contact with a view to joining a Guide or Guide and Scout Club.

ENGLAND

Birmingham: Moira Gallagher (S. & G.C. Sec.) City of Birmingham College of Ed., 11 Bath Terrace, Gosforth, Newcastle-upon-Tyne 3, will send term's programme on application. A. P. Bebbington (S. & G.C. Sec.) Birmingham Univ., The Union, Edgbaston Park Road, Birmingham 14. **Bishops Stortford:** Miss J. Hooper (G.C. Sec.), Hockerill Coll., Dunmon Road, Bishops Stortford. **Bristol:** Jenny Jordan (S. & G.C. Sec.), Bristol Univ., 3, Pitch and Pay Park, Julian Road, Sneyd Park, Bristol 9. Miss M. J. Leat (S. & G.C. Sec.), Redland Coll., Redland Hill, Bristol 6. **Cambridge:** Univ. S. & G.C. includes all Colls. in Univ; Cambs. Coll. Arts & Tech. and Homerton (Olivia Hughes) and Saffron Walden (Barbara Porter) Colls. See reps. at Societies' Fair. **Canterbury:** Miss F. Brown (S. & G.C. Sec.), Christ Church Coll., Canterbury. **Clacton-on-Sea:** Linda Walden (G.C. Sec.), St. Osyth's Coll., Clacton-on-Sea. **Crews:** Madeley Coll. of Ed., Nr. Crews. Rep. for **Keele Univ.** S. & G.C., Barbara Roper, 46, Samuel Johnson Hall, Madeley. **Derby:** Miss J. L. Osborn (S. & G.C. Sec.), Bishop Lonsdale Coll. of Ed., Uttoxeter New Road, Derby. **Doncaster:** Jennifer Bridge (S. & G.C. Pres.), Doncaster Coll. of Ed., High Melton, Doncaster. **Durham:** Miss P. Holman (S. & G.C. Sec.), Durham Univ. St. Mary's Coll., Durham. **Eastbourne:** Marion Pudge (G.C. Sec.), Chelsea Coll. of Phys. Ed., Carlisle Road, Eastbourne. **Essex:** Amin Rojan (S. & G.C. Sec.), Univ. of Essex, The Union, Wivenhoe Park, Colchester. **Exeter:** Ann Munday (S. & G.C. Sec.), Univ. of Exeter, Thomas Hall, Cowley Bridge Road, Exeter. **Exmouth:** Sheila Ashington (G.C. Sec.), Rolle Coll. Exmouth. **Gloucester:** Miss G. M. Ridge (G.C. Ch.), Gloucester Tr. Coll., Oxtalls Lane, Gloucester. **Hereford:** Mary Llewellyn (G.C. Sec.), Hereford Coll. of Ed., College Road, Hereford. **Hull:** Diana Theobald (S. & G.C. Sec.), Hull Univ. The Union, Cottingham Road, Hull. **Isleworth:** John Valentine (S. & G.C. Sec.), Borough Road Coll. Isleworth. **Keele:** M. J. Rigby (S. & G.C. Sec.), Univ. of Keele, Students Union, Keele. **Lancaster:** Jennifer Fairclough (S. & G.C. Sec.), St. Martin's Coll., Bowerham, Lancaster. **Leeds:** Pauline North (S. & G.C. Sec.), Leeds Univ., The Union, Leeds 2. **Leicester:** David L. Roberts (S. & G.C. Sec.), Leicester Univ. Students Union, University Road, Leicester. **Liverpool:** Wynne McKinstry (G.C. Sec.), St. Katherine's Coll., Stand Park Road, Liverpool 16. Peter W. Smith (S. & G.C. Sec.), Liverpool Univ. c/o Students Union, 2, Bedford Street Nth., Liverpool 7. **London:** Miss E. Austin (S. & G.C. Sec.), Univ. of London, Westfield Coll., Kidderpore Avenue, N.W.3. Pamela Chubb (G.C. Sec.), Bedford Coll., Regents Park, N.W.1. Ann L. Bishop (S. & G.C. Sec.), Royal Holloway Coll., Englefield Green, Egham. Mary Rawles (S. & G.C. Sec.), Avery Hill Coll., Eltham, S.E.9. Miss J. Trease (G.C. Sec.), Froebel Institute, Grove House, Roehampton Lane, S.W.15. Miss L. A. Taylor (G.C. Sec.), Whiteland's Coll., West Hill, Putney, S.W.15. Miss P. Taylor (S. & G.C. Sec.), St. Gabriel's Coll., Cormont Road, Camberwell, S.E.5. Barbara Moon (G.C. Sec.), Coll. of All Saints, Tottenham, N.17. Student Sister M. Robb (G.C. Sec.), Church Army Tr. Coll., 27 Vanburgh Park, S.E.3. Chris Sander (G.C. Sec.), Digby Stuart Coll., Roehampton Lane, S.W.15. Miss S. Enoch (S. & G.C. Sec.), Southlands Coll., 65, Wembleton Parkside, S.W.19.

Loughborough: Ann Connell (S. & G.C. Sec.), Loughborough Colls. & Univ., The West Tower, Tr. Coll. Loughborough. **Manchester:** Janet P. Wanless (S. & G.C. Sec.), Manchester Univ., The Union, Oxford Road, Manchester 13. Dilys Treharne, Elizabeth Gaskell Coll. Rep. (Univ. S. & G.C.), Hathersage Road, Victoria Park, Manchester 14. **Newcastle-on-Tyne:** Madeleine Landreth (S. & G.C. Sec.), Newcastle Univ., The Union, Kings Walk, Newcastle-on-Tyne. **Norwich:** Vivienne Broadhurst (S. & G.C. Sec.), Univ. of East Anglia, School of European Studies, Wilberforce Road, Norwich 77H. **Nottingham:** Pete Fagg (S. & G.C. Sec.), Nottingham Univ., Students Union, Nottingham. **Oxford:** John Lardner (S. & G.C. Sec.), Oxford Univ., Trinity Coll., Oxford. **Reading:** Ann Cross (S. & G.C. Sec.), Reading Univ., St. Andrew's Hall, Redlands Road, Reading. **Ripon:** Sandra Jordan (G.C. Pres.), Ripon College. **Saffron Walden:** Barbara Porter (S. & G.C. Rep.), Cambridge Univ., Saffron Walden Coll., Saffron Walden. **Salisbury:** Janet Orchard (G.C. Sec.), College of Sarum St. Michael, 65, The Close, Salisbury. **Sheffield:** Miss A. P. Childs (S. & G.C. Sec.), Sheffield Univ. Union of Students, Western Bank, Sheffield 10. **Stoke-on-Trent:** D. E. Russell (S. & G.C. Ch.), 'Scott' Cheshire Coll. of Ed., Alsagar, Stoke-on-Trent. **Southampton:** D. Palmer (S. & G.C. Sec.), Southampton Univ., Highfield, Southampton. **Sussex:** Miss J. M. Ekins (S. & G.C. Sec.), Univ. of Sussex, c/o Students Union, Falmer House, Brighton. **Worcester:** Joan M. Payne (S. & G.C. Sec.), Worcester Coll. of Ed., Henwick Grove, Worcester. **York:** Judith M. Lewis (S. & G.C. Sec.), St. John's Coll., Lord Mayor Walk, York.

WALES

Bangor: Elizabeth R. Barratt (S. & G.C. Sec.), Univ. Coll. of N. Wales, 44 Dean Street, Bangor. **Cardiff:** Christine Beese (S. & G.C. Sec.), Cardiff Univ., c/o Students Union, Dumfries Place, Cardiff. **Swansea:** David W. Howe (S. & G.C. Sec.), Swansea Coll. of Ed., Town Hill, Swansea.

SCOTLAND

Edinburgh: Stuart Aitken (S. & G.C. Sec.), Univ. Union, Park Place, Edinburgh 8. **Dundee:** Joseph Edwards (St. Andrews Univ. S. & G.C. Sec.), Queen's Coll., Perth Road, Dundee.

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Inter-Collegiate Organisation: Ch. Philip Horton, 26 The Drive, Dore, Stafford.

Inter Varsity Organization: Ch. Peter Kemp, Caius College, Cambridge.

London Training Colleges Scout & Guide Federation: Ch. John Goffie, The College of St. Mark and St. John.

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Guide Clubs known to be in existence whose Secretaries' names are not known: Weymouth; St. Mary's, Cheltenham; King Alfred's, Winchester; Balls Pk., Hertford; Edge Hill, Ormskirk; City of Liverpool: C. F. Mott (Cadets); Liverpool School of Occupational Therapy; I. M. Marsh, Liverpool; Kirby, Liverpool; Nat. Coll. for Yth. Leaders, Leicester; Bishop Grossetest, Lincoln; Battersea; Manchester Coll. of Housecraft; Didsbury Tr. Coll., Manchester; Norwich Tr. Coll.; Kenton Lodge, Newcastle; Westminster, Oxford; Kesteven, Brighton; Bishop Otter, Sussex; Bradford Inst. of Tech; Yorks. Tr. Coll.

Colleges which have no Guide Club at present but students have indicated interest in starting one: Lady Mabel, Kent; Alsagar, Cheshire; Shenstone, Worcs. (G.C.=Guide Club : S. & G.C.=Scout and Guide Club)

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ORGANISATION OR CHARITY REPRESENTED			
ADDRESS OF YOUR HEADQUARTERS			
YOUR OWN POSITION IN THE ORGANISATION			
ARE YOU OVER 21?			
			Dept No 1

BLOCK LETTERS ONLY PLEASE

Letters to the Editor

The Guide Friendship Fund

Perhaps the way Guides in our Company raised money for the Guide Friendship Fund may give other people an idea to try. Several months ago two sisters in our Company read the appeal in *THE GUIDE* and started collecting old wool from friends and neighbours. The project snowballed and they decided to ask the rest of the Company to help. As we have Guides from six different villages we were able to get a good collection. Dads were roped in to help with transport, and altogether we collected just over 286 lbs. of wool.

Bernadette and Jackie David sorted, removed buttons and zips, packed, labelled, and sent away the wool to a firm in the North. As a result they received a cheque for £19 5s. 0d., and after paying for transport they very proudly handed over £18.

DOROTHY M. SAINSBURY
(Captain, 1st Broadway Guide Company, Ilminster.)

The Scout 'Advance Party Report '66'

I am writing to express my surprise that you should publish a letter in the August *GUIDER* from a correspondent who is only commenting on a report in the popular press of the Chief Scout's Press Conference, when naturally a very few items were picked out. I think that an article in *THE GUIDER* setting out the main proposals of the Advance Party Report would have been of interest to many Guides. There has not even been an editorial comment on it, and I think that this is one of the main faults of *THE GUIDER*, it is too inward-looking. The fact that our Working Party Report will be different is no reason for us not to hear about the Scouts' Report.

J. M. HALLIDAY
(District Commissioner, Birkenhead)

I am a warranted Guider and a warranted Scouter, aged 22, and I would suggest that if the 'Advance Party Report' is read with thoroughness, it will be obvious that the Chief Scout has not just fallen prey to modern gimmicks nor are standards being lost.

In the first place, modern phrasing has re-worded the 10th Scout Law, 'A Scout has respect for himself and for others.' This, if anything, extends the scope of the old 10th Law, 'A Scout is clean in thought, word and deed.' The Report does *not* delete the Law which says a Scout must obey orders from his parents; the new Law merely makes this more direct. The new Law 3, 'A Scout is friendly and considerate' includes the requirements of the old 6th Law, 'Friendly to animals.' The new Law says 'A Scout has courage in all difficulties.' This is more constructive than the old one of smiling and whistling. If the new Law—'A Scout makes good use of his time and is careful of possessions and property' isn't another way of

being thrifty—then why does the Oxford Dictionary quote thrift as 'profitable occupation' and 'saving'?

There is no lowering of the high standards set and demanded. The aim of the Association is to encourage the physical, mental and spiritual development of the young people so that they may take a constructive place in society. Everything which has a beginning must have progression to survive, to remain passive and not advance is to stagnate.

Let us hope that our Working Party Report will be as modern in its outlook.

'Good luck' to the future.

REMLA REEVE
(Lieutenant, 32nd Luton (St. Joseph's) Guide Company)
(Cub Master, 11th Luton (St. Joseph's) Pack)

The Age for Queen's Guides

I should like to follow up Monica Barnett's letter in the May *GUIDER* as until a short time ago I agreed with her about not imposing an age limit for a Queen's Guide. I still feel that, if girls are going to stay in the Guide Company until their 17th birthday, they should have that extra year in which to complete their tests. Obviously, I would have thought, it is far better for them to move on not later than 16, but that is not really the point here.

I have come to the conclusion that what is far more important is what each Guide has achieved, other than her First Class, by the time she has finished the tests for the latter. The greatest mistake is that Guides reach the age of 15½ without having gained a Patrol Permit or Woodcraft emblem, or the Commonwealth Knowledge badge, and have to be rushed into these tests for the sole purpose of gaining their Queen's Guide Badge.

At the end of last year we realised that our three Leaders were progressing rather slowly. We are a small rural Company, with a gap of at least two years between the ages of the Leaders and any other member of their Patrols, so we are giving the Seconds a chance of running the Patrols a good deal of the time, while the Leaders work on their own or with the help of the local Senior Branch Guider. This is working very well, and we shall soon find ourselves with a senior group and three very capable little Leaders of 12½. One Leader has her Patrol Permit, and the other two are taking theirs soon; one has her Little House emblem and the other two are almost there. All three are well on their way to Woodcraft emblem and should finish their First Class by the summer. They are all interested in the Commonwealth badge, and I think will take it anyway, even if they are not recommended for the Queen's Guide Badge, so they will have just their three months' service and Commissioner's job to do if they should be recommended.

All this sounds as though we have a well-established Company which pushes its older members, but this is not the case. The Company started in June 1963, so the Guides have been enrolled less than three years. Two of these Guides are just 14, the other just 15, and all they have done seems to have come about quite naturally. Now they have time to prove they are really First Class Guides before application is made to the District Commissioner, time to try out new skills, and time to go on enjoying their Guiding without feeling weighed down, as so many Guides are, with all that has to be packed into six months.

BETTY J. EDWARDS,
(Captain, 1st. Cold Ash Company, Berks.)

Exhibition Idea

I thought an idea we used at an exhibition at the 15th International Promise and Law Conference at Toulon in May might be useful to readers who were preparing similar conferences or trainings. Delegates from twelve different countries attended the Conference, including six British Guiders, and each was asked to bring a selection of magazines read by young people. By looking at these we tried to discover how the girls reading the magazines saw themselves portrayed as young people and as adults. We presented our findings in statistical form, cut out the pictures to illustrate the various points and exhibited the findings in an interesting way. The results were often revealing and showed the magazines by no means always true to real life.

After this we considered the rôle the girl must play in society today in relation to her school, her parents, her Church, her friends and the assessing of values of the next generation as against those of the present one. The challenge came to us to consider how through Guiding a girl can be helped to fulfil her several rôles and to develop her own sense of values, not in any watertight compartment of Guiding or 'spirituality' but amongst the society in which she lives.

DIANA M. SANDFORD

Guider's Uniform

I completely agree with Vera Cannell's letter in the August GUIDER. Both Skipper and I like the present Sea Ranger Guider's uniform much better than the new one and, as mentioned in the letter, it is in naval tradition. Please don't let it have to be changed!

PAT ELY
(Lieutenant, 1st W. Watford Sea Rangers)

'Thank You'

May I ask you to publish a word of thanks to readers who sent us 'commemorative' stamps as we have received lots of parcels, many anonymously.

We are able to sell these stamps at 7s. 6d. per thousand, or more if in good condition, to a wholesale philatelist who exports them. We shall be grateful for a continuing supply.

FRED GARLAND
(Manager, Spastics Work Centre, Bristol Spastics Association, Dovercourt Road, Bristol, 6.)

THE WORKING PARTY REPORT

THE Working Party Report will be on sale on 14th September, price 7s. 6d. plus packing and postage 1s. It may be bought at C.H.Q., the Branch Shops, the Scottish Guide Shops and Ulster Headquarters. Mail orders will be dealt with from Commonwealth Headquarters, and purchasers are asked to use the order form below.

A Reception to launch the Report will be held in London on the morning of 14th September for members of the Press.

Cut here

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The Girl Guides Association, 32 Gt. Victoria Street, Belfast, 2. Northern Ireland.

'How Far?'

by Edward Patey, Dean of Liverpool

(The Dean of Liverpool will be glad to answer questions on the subject of this article and to send a list of books for further reading. Letters should be addressed to him c/o the Editor.)

EVERYONE knows that boys and girls are growing up more quickly today and many of them have to make up their minds about sexual morality early in their teens. It is common for girls of fifteen and under to ask the familiar question about 'how far' to let the boy friend go in love-making and seriously to require an answer.

This is too big a subject for adequate treatment in a short article but certain points can be made. First of all, we should never talk about sex in the *first instance* as if it were a problem. Of course it does face the growing boy and girl with some of the first really big problems which life presents, but the first impact of Christian teaching on this subject must be positive. Sex is one of God's good gifts, intended for the enrichment and enjoyment of life. It must first of all be seen positively rather than in terms of negative prohibition.

For this reason, the teenager must see that the adult can approach sex with a mixture of frankness and reverence. Frankness is important. We must not make a mystery of the facts. To be able to talk about sex with clarity, honesty, and without emotion can provide young people with a most important clue to the Christian claim that 'we are fearfully and wonderfully made.' When we talk about sex, we are talking about the way God made us. Yet frankness must not detract from the sense of wonder and awe with which the Christian approaches the human body and human relationships. There is a tendency in some modern sex education to allow frankness to give the impression that love-making is a technical activity of two computers, rather than the wonderful activity of two human beings.

The Christian honours and respects the body because it is 'the temple of the Holy Spirit.' In other words, the body is the instrument through which the human

spirit is expressed, so bodily activity can never be seen solely in physical terms. When a boy and a girl make love they are doing something to each other as persons and not just as bodies.

When we discuss pre-marital sex relationships with young people today we must always help them to question what it is they are doing to one another as persons in their love-making. Certain obvious facts have to be pointed out to those who ask 'Why shouldn't we go the whole way?' There is always the danger of pregnancy (no contraceptive is fool-proof, especially when used by fools). Venereal disease is still a menace. We cannot ignore arguments based on the fear of wrong consequence, but we have to go much more deeply than that.

We must examine frankly with our boys and girls the nature of personal commitment. When a man and a woman give themselves wholly to one another in marriage, they are expressing their total commitment and love to one another in terms of a full sexual relationship. How much *real* commitment can there be before their union has been publicly recognized by marriage and the mutual exchange of vows. Boys will glibly say that marriage can make no real difference to the depth of their relationship. Girls generally know better. They are able to differentiate more quickly between the profound and the shallow in human relationships.

Much help can be given in personal pastoral counselling and we have a duty to help young people to sort out the nature of their sex relationship and to distinguish between genuine love-making and a mere craving for sensation or satisfaction.

In such a way we may be able to help them towards the vision of a God whose purpose is not to hover over them with kill-joy laws and negative prohibitions but to enable them to make the best possible use of the wonderful gift of life.

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60 in.	9d	1/1	2/9			
72 in.	1/-	1/4	3/3			
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288 in.	3/11	5/6	13/6			
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60 in.	10d	1/2	2/11			
72 in.	11d	1/5	3/3			
144 in.	2/1	2/10	7/-			
288 in.	4/2	5/7	14/-			
36 ft.	—	—	21/3			

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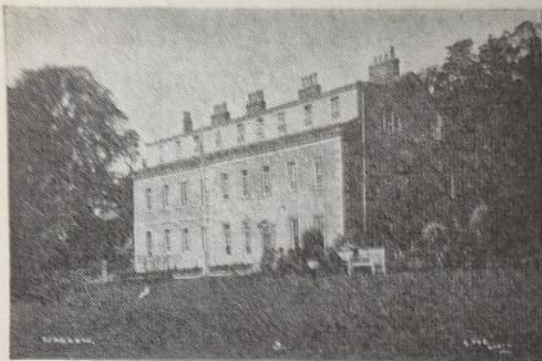
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Waddow, Clitheroe, Lancashire

WHERE TO TRAIN

TRAINING BURSARIES

GUIDERS attending trainings at Foxlease, Waddow, Netherurd, Broneirion, Lorne, and the Training Ship are eligible for Training Bursaries. A Guider may receive only one Bursary to help her to attend one training, and she must not have received a Bursary before. In exceptional circumstances, however, a Commissioner may recommend a Guider for a second Bursary. This applies particularly when a Guider is changing to another Branch or becoming a Commissioner. Travel Bur-

saries are available only for the nearest Training Centre.

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

Travel Bursary: Assistance is given to Guiders on the basis of four-fifths of their travelling expenses in excess of £1, and is available only for the nearest Training Centre.

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

of the same value as the fee bursary

Guiders who apply for *any* of these bursaries should do so through their District Commissioners who will write direct to the Secretary, Training Department, C.H.Q. When applying, the District Commissioner should state the name and date of the training. Application must be made at least a fortnight before the training. Many L.E.As. also give generous help towards this type of Guiders' Training and a request for such assistance should be made direct to the Local Authority concerned.

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 the appropriate deposit and a stamped addressed envelope. Please state in original application whether you are a Brownie, a Guide, or a Senior Branch (state Section) Guider. Guiders attending weekend trainings may leave on Sunday evening or early Monday if unable to stay for the whole weekend.

The Training Centres also accept other bookings from organizations outside the Guide movement (e.g., L.E.As, Church groups, etc.) which, owing to lack of space, are not listed.

Telephone calls are accepted between the hours of 8 a.m. and 8 p.m. only at Foxlease (Lyndhurst 2638) and at Waddow (Clitheroe 186).

FOXLEASE Lyndhurst, Hants.

SEPTEMBER

- 1-5 Commonwealth Chief Commissioners' Conference
- 9-16 Holiday Period
(For past and present members of the Movement and their mothers)

- 16-19 London Trainers
- 23-27 Wiltshire
- 30-OCT. 3 Adventure Weekend
(For Senior Branch members and young Guiders aged 17-20)

OCTOBER

- 7-10 Brownie and Guide Guiders
(Emphasis on training the Patrol Leader)
(Some places reserved for Worcestershire)
- 14-17 Brownie and Guide Guiders
- 21-24 1. Senior Branch Guiders
2. Guide Guiders
- 28-Nov. 1 Brownie and Guide Guiders
(For Guiders who have held warrants between two and five years)

NOVEMBER

- 4-8 Brownie and Guide Guiders
- 11-14 Hampshire
- 18-21 Camp-fire
(Special sessions on Acting and Mime Activities with Pack and Company)
- 25-28 Brownie and Guide Guiders

DECEMBER

- 2-5 Baptist Guiders

WADDOW Clitheroe, Lancs.

SEPTEMBER

- 2-5 Camp-fire—'Sing and Play'
(A song and dance weekend for S.B. members and Guiders under 30)
- 9-12 Diploma'd Trainers
(Emphasis on 'Current Trends in Adult Leadership Training')
- 16-19 Derbyshire
- 23-26 N.E. Lancashire
- 30-OCT. 3 Cheshire

OCTOBER

- 7-10 Brownie and Guide Guiders
- 14-17 Brownie and Guide Guiders
(15 places for Extension Guiders)
- 21-24 1. Brownie and Guide Guiders
(Pre-warrant for the Guider, Cadet or Ranger Helper aged 17-20)
2. Cadet Guiders
- 28-31 Brownie and Guide Guiders
Special sessions for Commissioners

NOVEMBER

- 4-7 Brownie and Guide Guiders
(Special sessions on Pack and Company entertainment)

- 11-14 1. Guide Guiders
2. Senior Branch Guiders
18-21 Brownie and Guide Guiders
25-28 Yorkshire Central
(By invitation)

Double room per day ... 25s. 6d.
(Minimum fee for
weekend £2 11s. 0d.)
per week ... £7 13s. 0d.

Fees at Foxlease and Waddow
Shared room per day ... 20s. 0d.
(Minimum fee for
weekend £2)
per week ... £6 0s. 0d.

Single room per day ... 30s. 0d.
(Minimum fee for
weekend £3)
per week ... £9 0s. 0d.
Deposit 12s. 6d.

TRAINING SHIP GOLDEN HINDE

SEPTEMBER
3-10 County Booking
10-17 Senior Branch

Applications, enclosing a stamped addressed foolscap envelope, should be sent to the Secretary to the 'Golden Hinde', c/o Branches Office, Commonwealth Headquarters, 17-19 Buckingham Palace Road, London S.W.1.

SCOTLAND

NETHERURD HOUSE, Blyth Bridge, West Linton, Peeblesshire

SEPTEMBER
16-19 Guide and Brownie Guiders
(Pre-warrant training)
23-26 Guide and Brownie Guiders
30-Oct. 3 Guide and Brownie
Guiders
(Places reserved for County
Durham)

OCTOBER
7-10 Guide and Brownie Guiders
14-17 Prospective Certificated
Trainers
21-24 Guide and Brownie Guiders
(Places reserved for Perth-
shire)

28-31 Guide and Brownie Guiders
(Places reserved for Glas-
gow South-West Division)

NOVEMBER
4-7 Cadets
11-14 Rangers
18-21 Guide and Brownie Guiders
25-28 Guide and Brownie Guiders

DECEMBER
2-5 Guide and Brownie Guiders
(Places reserved for Fife)
9-12 Advanced

Fees at Netherurd

Shared room per day ... 17s. 6d.
per week ... £5 5s. 0d.

Double room per day ... £1 0s. 0d.
per week ... £6 0s. 0d.

Single room per day ... £1 2s. 6d.
per week ... £6 15s. 0d.

Deposit 5s. 0d.

WALES

BRONEIRION, Llandinam, Mont.

SEPTEMBER
2-5 Senior Branch Members
30-Oct. 2 Herefordshire

OCTOBER
7-9 Prospective Trainers
14-16 Brownie and Guide Guiders
(Places reserved for Cardiff
and East Glamorgan)
21-23 Brownie and Guide Guiders
(Places reserved for Den-
bighshire)
28-30 Welsh Camp Advisers and
Pack Holiday Training

NOVEMBER
4-6 Drama and Handcrafts
11-13 International
18-20 Pre-warrant
25-27 Welsh Association of Youth
Clubs

DECEMBER
2-4 Mixed Activities
(A training Conference for
Scouters and Guiders in-
terested in organizing joint
camps, trainings, etc.)

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.

Please note deposit is increased to
10s.

ULSTER

LORNE, Craigavad, Co. Down

SEPTEMBER
9-11 Ulster Trefoil Guild
Conference
16-18 Finaghy Local Association
23-25 Belfast Trefoil Guild
30-Oct. 2 Patrol Leaders

OCTOBER
7-9 Adventure weekend (15-18
years, any Branch)
14-16 County Tyrone Patrol
Leaders

21-23 East Belfast Guiders
28-30 Cadets

NOVEMBER
4-6 Brownie Guiders
11-13 Brownie and Guide Guiders
(Emphasis on music and
drama in Pack and Com-
pany)
18-20 North Belfast Division
25-27 Guide Guiders (Belfast pre-
warrant)

DECEMBER
2-4 Brownie Guiders (Belfast
pre-warrant)
9-11 Brownie and Guide Guiders
(pre-warrant)

Fees at Lorne

Shared room per day ... 15s. 0d.
Single room per day ... 16s. 6d.
Deposit 7s. 6d.

TRAINING CENTRES' PROGRAMMES IN 1967

Trainings for the early part of 1967 will be published in the October GUIDER.

AN IDEA FOR C.C.I.Rs.

Have you ever run an International Day Camp? Edinburgh's C.C.I.R., Miss Anne Mackenzie Stuart, who had the idea at the Scottish C.I.Rs. conference last year, ran a very successful one for thirty-eight Guide Companies in the grounds of Penicuik House near Edinburgh, in June. Each Company, she tells us in the following article, represented Guides of one foreign country. Guide uniform, national dress, methods of camping, food, dances and songs were suggested as possible methods of representation but what the Guides chose to do on the day was left to them.

FROM the time of arrival in the morning, the Guides were given two hours to set up their Company camps, light fires, etc., and have their food ready. Then from 12 o'clock until 2 p.m. judging of everything except singing and dancing went on. The judging of the food entailed much sniffing and tasting and asking questions about where the recipes had been found, why they should be native to that particular country and so on. From this it appeared that many sources of information had been used; some had consulted libraries, some had asked people from their own countries living in Edinburgh and some had written far around the world for information and advice. At the same time the dresses, camps and general information about the countries was judged. Here again it was found that a great deal had been discovered and that most Guides had become very interested in their countries. We were particularly lucky to welcome some African domestic science students who helped with this part of the judging.

During this period an amusing diversion was caused by a Company representing the Ivory Coast who announced that they had to sacrifice their chicken before it could be cooked, and invited the judges and everyone else present to watch. We were all fascinated by the sacrificial dance with drums and translated song of incantation and by the demonstration of hair setting in mud as done in the Ivory Coast.

Many of the songs and dances were outstandingly good and it was most exciting to see Company after Company take the stand and perform a song or dance from, for instance, France, The Lebanon, Africa or Sweden.

The 41st Edinburgh Company, representing Sweden, was judged to be the winners as being the best all rounders. The maypole dance in national dress to a

violin accompaniment remains in my memory as one of the most delightful sights of the day.

For me, personally, another impression stands out most strongly. It has nothing to do with my side of



'Guatemala' in Edinburgh!

Guiding as C.I.R. and I mention it only because I feel it is of at least as much significance to Guiders as any international knowledge. It is of the quite startling difference in the spirit of the Guides in those Companies in which the Guides answered the judges' questions as compared with those in which the Guider did so for them. In the first, whether the results of the work were good, bad or indifferent, there was a spirit of bustle, energy and fun and in the second a sort of foot shuffling, hang-dogishness which was very sad to see. There were very few Companies in the second category but in those few it was as if the Guider, by taking over the work which the Guides should have been doing themselves, had removed from them most of the independent spirit of Guiding.

Although the camp was run on a competitive basis the main object was that the Guides in each Company should learn as much as possible about the Guides in their allotted country. For most this did, I think, happen, and certainly no Guide present could have failed to have been impressed by the different faces of Guiding to be seen on looking round the Camp. I hope that, like me, they will remember the many different uniforms, the gay national dresses, the flags, the tents and huts, the songs and dances, and the curious and delicious smells which came from the camp fires around lunch time, and this will help them to realize that they are part of a great family drawn from nations and cultures as different from each other as they can imagine but bound together by the common ideals of Guiding.



A dance from the Ivory Coast

Raise the Roof in a Week

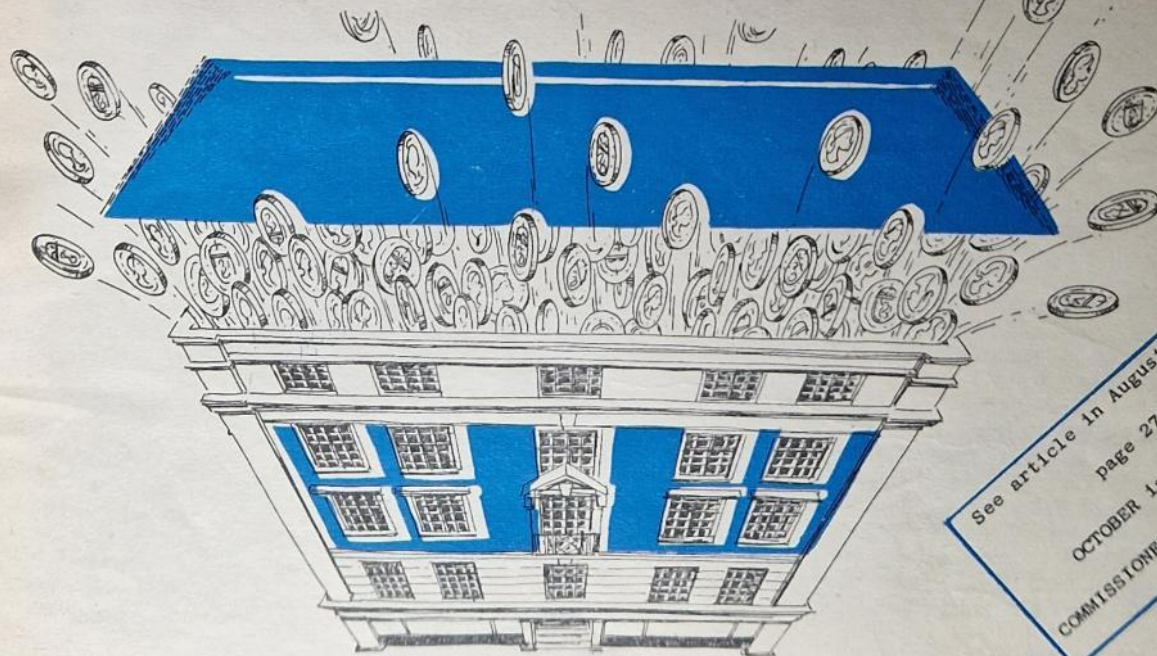
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EAST MOLESEY,
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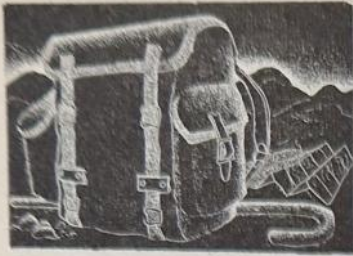
I say - isn't this exciting!
We - I mean YOU - are going to do
a really big job, and show how well
and quickly you can complete it.

So I am sending out this call to
you to get busy and "raise the roof";
and, with all your shillings, make
your Guide Headquarters fit for its
task as you are equal to yours.

Olave Baden-Powell



See article in August GUIDER
page 270
OCTOBER is the Month
COMMISSIONERS have the details



A SENSE OF DIRECTION

by Elizabeth Carnegie

IN one of Stephen Leacock's novels there is a character called Lord Ronald who, at a moment of high excitement, 'flung himself upon his horse and rode madly off in all directions'. His enthusiastic gesture will perhaps provide a fitting moral for these Training Pages.

September in Guiding is by custom the month of the crystal ball and the thinking cap, but this September in Great Britain we have to try to look ahead even more perceptively than usual. This month we can acquaint ourselves with the results of the ideas which we and everyone else have pooled via the Working Party, and soon we shall begin to put results into action.

There has perhaps never before been a more interesting time to be a Guider or Commissioner, and certainly our rôle as leaders has never been more important. It is no exaggeration to say that the continuing progress of Guiding, as something completely up-to-date and at the same time full of the magic of its original inspiration, is going to depend largely on how each one of us responds to what is new. Whether we are in charge of the smallest Pack or the largest County, of a District, Division, Committee or Country, each of us must at this moment be thinking hard how we can give the lead that is needed during the next year or two.

Fortunately, the saying that leaders are born, not made, is only half true. Some people are natural leaders and some find it more difficult, but there is not one of us who cannot, with a little thought and practice, improve our ability in this direction.

The following is a quotation from a report of a speech made by Sir John Hunt, leader of the team which first conquered Everest: 'These are the attributes of leadership: vision and a clear purpose, integrity and sincerity; preparation and knowledge; determination, courage and confidence; enthusiasm and humility.' A brief look at this list in relation to our own job in Guiding may be a good starting point for our thinking.

Vision and a Clear Purpose

The leader on a mountain climb needs, obviously, to know where he is going, and so does the person who leads a group of Brownies, Guides, Rangers or, indeed, a group of Guiders. Without vision the people perish. Always, and now particularly, we must be as clear as possible in our own minds about just why it is that we are Guiders or Commissioners, what we hope will

happen for the young people because of Guiding, and how this can be achieved. Are we thinking enough on these lines, or are we contenting ourselves with a vague idea that everyone must do her bit and this happens to be ours?

Integrity and Sincerity

The successful leader is one who can be trusted, and this is specially important when the terrain ahead is as yet unknown—whether it is on a mountain, or a game in the dark, or simply when a group of grown-ups is considering trying out something new. People need security, and they are helped to find it when they know they can believe what their leader says, that she will not let them down or betray a mutually accepted code of behaviour.

Preparation and Knowledge

It is not possible for the mountain expedition's leader to know as much about doctoring as the doctor or as much about how men breathe as the physiologist; not every Guider can actually walk seven yards on two flower-pots nor is every Commissioner an expert camper. Yet the more informed a leader can be about the activities of the members of the group, the more realistic and understanding will be her leadership. Are we already busy with preparatory thinking about how we shall introduce new ideas and how we shall learn what we need to know so as to give a good lead from the start?

Determination, Courage and Confidence

The way of leadership, up a mountain or through the activities of Guiding, is not always smooth. At times people become dispirited, get on each other's nerves, stick in a rut; the leader herself is sometimes discouraged, overwhelmed, depressed. Are we ready to make a really determined effort to get new things going, to press on through difficulties, to remember to be confident that, if we do our best, the rest is not in our hands, but God's?

Enthusiasm and Humility

On a mountain or a hike, or at a committee meeting, leadership without enthusiasm is worse than no leadership at all. As Evelyn Underhill wrote: 'The one thing which matters is the contagious character of your own certitude, never the argument with which it is expressed.' Enthusiasm is vital, and if we take the trouble to catch the vision and acquire the knowledge, enthusiasm comes.

Illustrated by David Clarke

Humility for a leader means simply knowing her place. She must have her own vision and know her facts, she must set an example, and she has her own special function to fulfill, but she must remember always that she is just one person among other people, each having a job to do, each with her own ideas, each of infinitely precious worth. The leader who considers that her position gives her a divine right to impose her own ideas, or to refuse to contribute them, to take it easy while others work, to interfere with what is not her job, or to talk about 'my' Guides or Guiders as if she owned them—that leader is not a leader at all. In the same speech from which we have been quoting, Sir John Hunt put it thus: '... the leader operates from inside his group, not from above it.' Are we pondering on all this, as we look ahead?

Developing a Sense of Direction

What is the effect of the leadership which is the sum of these qualities? One dictionary defines a lead as 'direction given by going in front.' People who are being well led find, often without realizing quite why, that they begin to know collectively where they are going and how they want to get there—that they have developed a sense of direction. Unled, or badly led, the same people will tend to fling themselves upon their horse and, like Lord Ronald, ride madly off in all directions.

During the next couple of years in our Guide history we need, above all things, a strong sense of direction. In every sphere good leadership is needed—the very best leadership which each of us can give.

Helping the Leader to LEAD

by M. Joan Martin

LEADING THE PATROL comes from practice so that the best time to help the P.L. is during the Guide meeting, but unless the Guider gives thought to the way in which she will present the various items of the Guide programme she will miss opportunities of helping the Patrol Leaders.

We must not expect our P.Ls. to 'run before they can walk.' To the very young new Patrol Leader, the mere fact of getting five or six Guides quickly into a certain formation is quite a task. Include in your meeting plenty of orders such as 'get your Patrol lined up in your Patrol corner, everyone with her own piece of rope.' To add 'last week we got Patrols organized in 15 seconds, could we make it 10 this week' all adds to the fun for the young Guide.

They Need Practice

To some Guiders this may seem very elementary, but there are many Companies where the leaders could do with a lot of practice in getting immediate attention and quick response from their Patrols. A good tradition in a Company is a great help, but personnel changes rapidly and so standards alter. It is worthwhile from time to time to stand back and look again at your Company. Are we expecting too much from inexperienced P.Ls.? Are we giving them enough help? There is nothing more discouraging than having a job that you are not qualified to do. Methods of getting attention and response from their Guides would be discussed at P.Ls' trainings.

Points to Get Over

Next, expect the Patrol Second to be getting equipment, etc. while the P.L. listens to further instructions for the activity. Remember to ask her if she has understood before sending her back to her Patrol and then give her adequate time to get the instructions over. Help on how to do this, such as getting the Guides' attention and complete silence before beginning, in-

sisting on no interruptions but questions at the end, giving time for the Guides to absorb one point before giving the next, etc., would be given at P.Ls' training.

Now move on to a lot of activities where the P.L. is given definite instructions of things her Patrol has to do. She must then organize her team. Warn her against doing everything herself and having the Patrol standing round. It is this type of activity that needs careful preparation. If it is a race then the good P.L. will give each member of the Patrol the job at which she excels. That is good leadership, but not very helpful to the Guides who never learn or practise things at which they are not very good. The Guider must sometimes plan the activity so that the leader must organize her Patrol on different lines, and in the check-up compliment the leader who, for instance, used the Guide who is about to learn some First Aid for the patient or the Guide who has just passed square-lashing to help with the flagstaff.

Can P.Ls. Use Initiative?

So far we have been thinking of giving the P.L. practice in organizing her Patrol to carry out definite instructions, but the real leader not only can carry out an order but can use her own initiative to see what is needed in certain circumstances. Introduce lots of activities such as 'There has been an accident outside the hall in which a coach of women and children was involved. There are no serious injuries but the people are being brought in to rest until the relief coach comes. Get your Patrol organized to receive them.'

Having trained our Leaders to the stage when they can lead their team in these imaginary emergencies, inspiring each member to contribute to the best of her ability, surely that P.L. is ready for the Senior Branch. Help her to move on, and you as a Guider start all over again. The world needs leaders. That is our job.

(See also page 313)



Training P.Ls.

by Diana Sandford

'AN At Home for Patrol Leaders. Can you come? Bring sugar, butter, bread, apples . . .'

There was an air of speculation about it and none of the Leaders was sure what was going to happen! On arrival, they found a large notice on the door saying *'A Do-it-Yourself At Home. Come In.'*

Inside were Captain and Lieutenant in their overalls, kitchen utensils on the table, a packet of table napkins and an enormous vase of flowers. Recipe books were produced and in no time at all the P.Ls. were making Danish open sandwiches, toffee apples, kabobs, pancakes . . . They could have been there all night but two hours was the limit so talking had to be done over the cooking.

'Could they have a party?' 'When?' Finally Hallowe'en was decided upon. Each Guide would bring a friend. Different Patrols would prepare different items of food. The toffee apples could be done on the gas stove, the pancakes on tin cans over candles and the kabobs on an open fire with chestnuts roasted in the ashes. Cooking would go on as the visitors arrived. The plans were well away and, having set the imaginations going, the Leaders really did take over.

Have your Patrol Leaders' trainings taken on this sort of tempo? Are they really the hub of your Company's life or have you found another method whereby it is easier for you to do most of the running of the Company yourself? The spark of enthusiasm your Leaders have need not be showing, it is not always the fashion to show oneself enthusiastic! Trigger off the idea of the Patrols working on their own with something the Patrol Leaders really want to do! An invitation to tea at your home? An evening out? The use of a friend to help the P.Ls. with their Weatherman's badge or with compass work? It is a mistake to let the business of getting through tests be the whole aim of their Guiding and these other ideas are important. Enthusiasm is catching: if the P.Ls. enjoy Guiding with you so they in turn will help their Patrols to enjoy it too.

Not only will you have to encourage often but when the P.Ls. want to take their Patrols out with a map or a frying pan they will need your help in how to set about it. They must decide with their Patrols what to bring, where to meet, when they will be back, where they are going. These must have your approval and there should be a telephone number to contact if they are to be away from their own vicinity. Perhaps your P.Ls. have not reached this stage and you will have to begin by taking the Leaders out yourself. Have an exciting outing, the sort they could have with their Patrols. At the same time try out some hike cookery,

route planning, using a map, observing old houses, unusual landmarks, Inn signs, waterways and, if your ideas are limited, keep an 'I-Spy' book up your sleeve!

Help your Leaders to lead, give them the know-how, give them the experience, help them to make plans with their Patrols and give them time to do it. They want to do things on their own, they want to find out that their leadership matters and that in Guiding there is scope for them to do things. Are you prepared to help them perhaps even take their Patrols to camp? Baden-Powell called Scouting 'A man's job cut down to boy's size.' The P.Ls. must be helped to lead by being given the right amount of responsibility, without being weighed down with it, and the amount of scope with which you are prepared to trust them.

Treat the P.Ls. as adults but at the same time remember they are only young and the picking up of the pieces from mistakes will only too readily be left to you! Rather than be reminded of them continually they will discover their responsibilities through opportunities you create—in games sometimes over a wide area where working as a Patrol really is fulfilled; in mock First Aid casualties where knowledge and leadership are both needed; in real projects of service, thought out and planned by each Patrol and carried out instead of the usual meeting a week later.

Encourage Patrol Corners to be places of fun. Begin now to learn songs for camp and help the Guides contribute. At the next P.Ls.' training provide dried peas, plastic soap containers and other objects to make camp-fire instruments (see THE GUIDE of 15th July, 1966, for other ideas). Later perhaps the Patrols will also follow suit!

Help your P.Ls. to cope with situations and find out for themselves that people matter. What is the best way of making the new recruit feel welcome? Should the girl who is growing up fast and longing to be in another Patrol with her friend change Patrols? Discuss these questions with the P.Ls. Have regular Courts of Honour and help your Leaders represent

(Continued on page 313)



Illustrated by
Elizabeth Wall

Developing Leadership in Sixers

by Jean Francis

CONFIDENCE is probably the prime reason for a willingness to take the lead—confidence born of experience, knowledge and ability. It will readily be seen how opportunity governs the first two, and opportunity can make possible the discovery of ability.

Applying this to children, and in particular Brownies in our Packs, we see how it may work out in practice. We aim to provide chances for the child to experience many things—new things, different things, quiet things, exciting things, creative things—for her own development and to prepare her for the next occasion when she meets this, or a similar, situation.

Experience may, and sometimes must, have small beginnings. We must begin where the child is. Our knowledge of her background is so helpful in this context. If her experience is very limited we would probably be destroying chances of building confidence by thrusting the child into a situation demanding a great deal of her, unless we could be sure that her knowledge and ability could make up for this lack of experience.

The First Aid training we give in the Pack is a good example. We may simulate the emergency but not give the exact experience which reality gives, but training is essential to prepare, through acquiring knowledge, how to deal with possible emergencies. After attending her first meeting a Brownie recruit watched the method being practised of dealing with clothes on fire. That same week her knowledge enabled her to save her small sister's life in her own home. She certainly had no experience, but her knowledge gave her the confidence to deal with the situation very successfully. Such dramatic and impressive incidents are very rare, but the principle applies equally to very much more ordinary experiences.

Ability may be a talent, or gift, or it may be acquired but it isn't likely that our ability will grow without discovery and opportunity. It is extremely difficult to discover all we might about the Brownies in our Pack but, having discovered an ability, we can then create opportunity for its use.

All these factors contribute to a sense of confidence, and the converse is true of a sense of reluctance to take the lead. Everyone has experienced that feeling of inadequacy at some time stemming from a lack of knowledge, ability or previous experience, and will know the 'sinking' feeling of dread that one might be called upon to contribute in some way and be unable to do so.

As Guiders in Brownie

Whom we choose is sometimes a problem



Packs, we hope that we will be able to give our Brownies opportunities to grow through experience, gaining knowledge and discovering their abilities. They will emerge as both leaders and followers, depending upon the circumstances. I believe that, as in every natural community one meets a mixture

of ability and skill, so it is essential for children from an early age to recognize this, and to see themselves as a part of the whole, with a contribution to make and something to take from the rest.

Our Six system gives us opportunity to give children the chance to lead their Six, not just for one activity but in the general activity of the Pack. There are three possible dangers of the system—over confidence, over-zealousness and bossiness. Over-confidence results in swamping the rest of the group and over-zealousness has a similar result, but caused by a desire to do it themselves rather than delegate or share the responsibility. Bossiness is a bad mishandling of responsibility, and needs a tremendously careful, watchful eye as it is as bad for the bossier as the bossed.

Having consulted our observations of the child and duly presented the Sixer's stripes as token of her appointment, we hardly wait for magic to transform this little girl into a 'born leader'. She will have been experiencing throughout her life in the Pack the experiences which prepare for responsibility through confidence. Also one hopes that the atmosphere we create will be that of tolerance and understanding.

Whom we choose is often a problem, whether we select the oldest, the most obviously capable or the one who 'needs the chance'. Maybe there is no right one—for it is so largely dependant on the situation, the other children, the numbers and you. It is important that we observe the relationships in the Pack. Do they accept Mary? Is Jane too shy or would responsibility 'bring her out?' Could Susan control her own enthusiasm or would she be doing everything for her Six instead of letting the Brownies do it for themselves?

It has often been said that Brownie Sixers can only be responsible for 'things' and not people. We may partly believe this, and give our Sixers charge over various pieces of Pack equipment, but undeniably she is the Sixer—the leader of her Six, the one to take the lead. More and more in education children are being called upon to work in groups and leaders emerge who, in many respects, replace the rôle of the teacher. We

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Illustrated by Catherine Towner

Everyone has experienced this feeling of inadequacy

Leadership Training in the Youth Service

by C. A. James, General Secretary, National Council for Catholic Youth Clubs

I SOMETIMES wonder what all the fuss is about. If you didn't even know there was a fuss, then I envy you your innocence, but it really is too bad if you have survived thus far in the Youth Service without at least hearing about the great debate. This is the way it goes.

A long time ago all sorts of Associations working with young people used to train their leaders, or whatever the title was, so that they could carry out their work more efficiently. Most of them had a manual or handbook which mapped out the training in the context of the declared aims of the Association. Occasionally some brave soul would invite a speaker from another Association to speak to his (or her!) leaders. It broadened their outlook. Trainers with extraordinarily progressive views even invited school-teachers or industrialists or trades unionists to say their piece. It showed how the other half lived.

When It All Began

At the beginning of the last war a civil servant started to refer to all these associations as the Youth Service and suggested that the local education authorities had a responsibility to develop their work and to extend it to young people who didn't belong to the Associations. Furthermore, the Board (which became the Ministry, which became the Department) of Education, was also interested. So they called it a partnership, and everyone felt very cosy, provided no one tried to interfere.

There was so little interference that the government appointed a committee in 1958 to look after the matter. This committee issued in 1960 the document which we affectionately call 'The Albemarle Report', and all of a sudden things started to happen or, at least, we became aware of things happening. Youth Committees began to feel important again, buildings started to go up, trained full-time leaders began to appear in comparative profusion and we invented the word 'unattached' to describe those young people who couldn't stand the sight of us. Nothing daunted, we appointed 'detached' youth workers to skim around in the void outside us, for all the world like an astronaut outside his capsule. Occasionally we get encouraging noises down the umbilical: the young people out there are human. They work, they play, they even pray, and a lot of them would like to establish contact. And so we get nearer to a realization that all young people are 'our' young people, that whatever their affiliation or lack of affiliation, they are the children of our one society, sharing the same experience of the environment we have all created. The work of us all in the Youth Service is, in our several ways, to equip ourselves to support them in their search for maturity.

At which point we all begin to feel that it's all get-

ting rather technical, even professional. Not a bit of it. The Youth Service is manned almost entirely by voluntary personnel. What must concern us is that the wealth of human experience which we collectively contribute is used to the very best advantage in the service of the young. That is what the fuss is all about, because the natural outcome of these considerations is that common inspirations and common experiences suggest that our training would be more effective if we shared our thoughts with others: the slogan might be 'We are all youth leaders now!'

The opportunity to have a part in this sharing is to hand in almost every part of the country. Training courses devoted to developing the common skills required of part-time and voluntary workers are now attended by leaders from all sorts of organizations: indeed, in the sponsoring, tutoring and administration of these courses you will find persons of every Youth Service persuasion, both voluntary and statutory. The philosophy of such ventures is not so much that duplication is wasteful as that isolation is crippling. Leaders trained by this shared experience should not, and will not, save an Association any money, rather they will demand more of the distinctive trainings of their chosen groups from the insights they have gained.

Of course we all feel threatened by what we believe might be the implications of these co-operative ventures. We fear the larger world like the small boy in the new school. We may even be rather smaller fish in this larger pond. We wonder whether our distinctive blacks and whites will merge into an uninspiring grey, and we simply haven't got the time for all this training. Anyway, the last time we encouraged a leader to sample such a course she went off and became interested in a different sort of youth organization.

The Youth Service is I!

If these are our attitudes have we really any right to talk about 'challenge' to our young people? Are we not more concerned about our own needs than the needs of those we profess to serve? Have we so little faith in the effectiveness of our Association that we believe that it will go under if breathed upon ever so lightly by other people's ideas?

The Youth Service is not the local education authority youth officer, nor the Department of Education and Science, nor even the Standing Conference of National Voluntary Youth Organizations. It is I, face to face with these young people against the total background of the society in which we live. How well equipped am I to assist them in interpreting all that they experience if the mere mention of training outside my organization throws me into a panic of self-justification or, even worse, finds me in a lethargy of self-satisfaction?

The Vital Years

by Mary Nixon

BEMUSED by words, sometimes we wonder if the Patrol Leaders in a Guide Company are the only ones who are experiencing leadership training, but eventually we realize that Patrol Leaders lead only in one specific context, and that, ideally, our intention of helping each girl separately to be individual in her selection among badges and the other opportunities encourages enthusiasm, discrimination, practical ability and personality. In the Senior Branch this becomes clearer.

If the Senior Branch is to develop this desirable aspect of maturation, and if a Ranger or Cadet is to have leadership potentiality developed, she needs at least two kinds of knowledge, one resulting in confidence in herself and the other the strength of some skill successfully mastered. Two ways of achieving these aims are clear; first, through one's friends, acquaintances and colleagues one can introduce a Senior Branch unit to many widely divergent activities—drama, embroidery, canoeing, debating, photography, cookery, ski-ing, home decoration, astronomy, amateur filming are only a few on an endless list—and, next, we can help Senior Branch members to challenge themselves to reach some particular peak of achievement. Perhaps this may come as a result of some specific challenge, a regular or difficult piece of service; climbing, literally or metaphorically, the mountain when it would be pleasanter to laze by the lake. But valleys are seldom for leaders and comfort is not necessarily happiness. Leadership is based on the safe minimum of experience of that in which one leads, on a realization of priorities and on personal integrity.

If, at the end of their time in the Senior Branch, some of the members have joined adult specialist groups—the camera club, the cavers, the Red Cross, the ski club, for instance—a foundation has been laid for one kind of leadership and one source of steadiness through life. By paradox, one of our greatest successes is to lose our members to such groups.

In the Senior Branch we are likely to have vocal members, who are enthusiastic, imaginative as they may never be in their lives again, hearteningly persistent where their beliefs are affected, so that our programmes are often self-determined by the unit's own immediate interests and enthusiasms, and we act largely as facilitators. Perhaps we should also see that there is some pattern through all this indirect training—something for mind, for soul, for body. This does not mean direct instruction from us, nor necessarily moral instruction or exercise as such. The body is often in tune if its owner is happy; the mind may be broadened without a word from the Guider by a visit to a local drama festival, an exhibition, a holiday abroad, a town council meeting, anywhere indeed where people communicate, be it through speech, painting, photography,

conversation, music or motion. The soul may find its balm in service, in a view, in co-operative work, in a poem.

We must use many methods, among them the mass media of tape recorders, record players, films, slides, and there is many a television programme which can be used wisely. It is almost too fashionable nowadays to decry these methods. We can do a positive service to humanity by using these constructively in the unit. We are not very much help in our units if we are completely out of touch with the times.

We cannot know all the facets of the characters of our members, but we should look beyond how they appear in the unit to their various environments, and search for complementary activities for them. A girl studying to be a primary school teacher is possibly better able to invent Brownie ploys than we are; better for her to organize a buffet supper maybe. A lecture in beauty culture may be no treat to our hair-dresser member, but a hunt in a likely area for semi-precious stones with an expert or a day's pony-trekking may be.

A very limited view of our main aim in the Senior Branch is to get immediate leaders for the Movement. Surely our real intention is, as 'The Bessey Report' puts it, to help them to grow up happily. We want them to be leaders in any context where they are knowledgeable and personalities in any sphere. We do not want to develop a steady, and possibly monotonous, pattern of rigidly directed interests, but to offer a mosaic of opportunities from which each girl may choose that interest which will become particularly hers.

We are not trying to take out an insurance policy for the Movement but, rather, one for the girls themselves. Living is an art and a difficult one to teach. Each day for the person who has achieved her identity is a new challenge, a new excitement, and brings a new depth of understanding. Throughout our lives automation and strong group compulsions fight against all of us. Adolescence is the best time to learn to fight back. Our weapon to help adolescents is our own experience used wisely for our units.

Only the Guiders and girls who compose any particular unit know what leadership training involves for them. No pattern can be laid down, but the necessity for leadership training must be in the forefront of the Guider-leader's mind.

Leadership for Commissioners

'Getting Down to Brass Tacks'—an article for Commissioners by Pamela Robotham will be published in October.



Growing in Responsibility

by C. M. Smith



ALL good leaders understand how to employ to the full the talents of those who work with them and for them. Our adult contribution to the Guide Movement is not to increase our own power of organization, but to exercise true leadership by encouraging and developing the talents possessed by our Guides, and to help our Patrol Leaders to do the same with the members of their Patrols.

To do this each Guider needs to know, intimately, each Guide in her Company, and must help her P.L.s. to appreciate the individuality of each girl in her charge. Often P.L.s.—and sometimes Guiders—feel that a successful Patrol or Company is one that meekly absorbs all that is set before it. A P.L. who works flat out while her Patrol waits about, bored with having everything done for them, is imposing herself on her Patrol, not leading them. How much richer is the meeting where every member is contributing individuality and skill, learning when to lead and when to follow. These suggestions may spark off ideas or serve as a basis for discussion between Guiders and P.L.s.

When a Guide possesses special aptitudes or skills in the Guide test work, try to give her:

- (a) Opportunities to teach others in twos or threes (Do not allow any problems of discipline to intrude here).
- (b) The chance for inventing games and competitions in her particular subject.
- (c) The job of vetting those who are sure they are 'ready to be tested'.
- (d) Time to produce Patrol demonstrations in her pet skill. This could be done working with her P.L. or, occasionally, taking temporary charge while her Leader is receiving special training. The Second would, of course, have to be consulted about this.
- (e) The idea of inter-Patrol challenges, via her P.L., who should have had previous discussion with her Guider as to how she can best use the talent available.
- (f) The opportunity via her P.L. of taking a responsible part in a Patrol ploy of perhaps a month's duration. The P.L. should have discussed and planned this with her Guider so that she understands how to use her Guides' various interests and skills. This ploy could be the taking of a special badge, members of the Patrol working for alternative clauses. The serial 'A Song for Sixpence' published in *THE GUIDE* (from May to August) is a good example of how widely differing personalities contributed to a Patrol effort. Many service projects can be carried out by Patrols. The care of

an elderly person could provide a Patrol with many interests—gardening, domestic work, entertaining, decorating.

- (g) Responsibility for certain equipment. The keen First-aider might take charge of the Company's triangular bandages and the simple First Aid materials that should be available during Company meetings.
- (h) Encouragement to develop her own interest beyond the test requirements. The ardent knoter might enjoy collecting information about types of cordage and being given a little time to pass on her new knowledge to the Company.

All these activities need to fit into the Patrol System and to have the P.L.s' support. By discussing matters with her Guider, the Leader is learning to delegate responsibility, to be willing to learn from a 'junior' and to recognize and use the talents of others.

There are a few dangers that should be guarded against:—

- (a) Over-specialization by an individual.
- (b) Discouragement of the weaker sister in one particular skill or in offering contributions of a less spectacular kind.
- (c) The moment when the 'Queen' meets her match and finds her dethronement too difficult to surmount!

Many of our Guides are very capable and mature youngsters. A great many responsible jobs can be carried out by them. The artistic can be trusted with the jumble sale or concert posters, with the flowers for the special occasion, the decorations for the party. The Guides with orderly minds can take over many details for Company or Patrol outings, check bus times, restrictions for cheap day tickets, opening times of exhibitions, historic buildings, etc. Sometimes Guides will hand back some of the arrangements to their Guider. If this is particular and not in a general manner they are certainly learning to delegate responsibility and make use of available talent!

Many Guides have certain musical talents and much 'music making' is taught in schools and via B.B.C. or T.V. programmes. Let these Guides take charge of small portions of camp-fire and, as confidence grows, contribute more. The maternally-minded Guide might undertake to oversee the safe home-going of the younger girls.

Once responsibility is given the Guider should leave the job to be done. This takes a great deal of courage, there is the awful doubt that one's faith may have been misplaced. We need to be constantly checking our priorities. What matters most—a tidy meeting running exactly to plan or Guides growing in responsibility and leadership?

Illustrated by Juliet Clarke

Developing Leadership in Sixers—continued from page 309

cannot in our Packs lessen the opportunities for responsibility compared with those they naturally assume in their play and those they are delegated at school.

A Sixer, then, is more than a mere leader in the Six dance around the toadstool—she is the one chosen by the Guiders of the Pack to help her Six. She will help them in a variety of ways as we see fit, but we will have chosen her because she is capable of helping.

IN YOUR SIX

Find the Champion

- (a) Knot tier (who can tie a reef knot the fastest?).
- (b) Badge (the shiniest back as well as front).
- (c) Pocket (all prepared?).

This is not a competitive activity, but one designed to encourage the Sixers to look for skills and competence in the members of their Six. Other ideas which could be substituted might be: one who could sit still the longest, the one with tallest reach, the one with the softest tread and so on. These could then be incorporated in an activity where each has a part to play and Sixer has the job of leading her group.

Making a Scrapbook

This is an activity needing a leader to organize it. Could the scrapbook be one intended for exchange with another Pack in another town or even country? Sixer will not only need to organize the compilation

but also will need to see that everyone makes a contribution and that talents (e.g. a neat writer, careful colourer, good artist, etc.) are used.

Acting a Mime

This familiar activity which we all include in our Pack programme from time to time is one which calls upon the Sixer to organize her Six and get the Brownies working together. Whether it is a familiar nursery rhyme to act (which is a good starting point if it is a new activity in your Pack) or an original scene to act, the same type of handling is needed, and there is the same opportunity for you to see how well your Sixer is working with her Six and where she needs help.

How about a Sixer's Notebook?

This would take time to make but perhaps a Pack Leader could help.

Suggestions: 1. A page for names and addresses of her Six. 2. The Brownie Rhymes. 3. Brown Owl and Tawny's addresses and telephone numbers. 4. Commissioner's name. 5. Dates to remember. 6. Things in your pocket, etc.

(The best type would be one with loose, punched pages, for alterations. I would think pocket size would be ideal.)

Training P.Ls.

(continued from page 308)

their Patrols at it and report back relevant information. Help them to share in decisions that matter. In this way you will help them to grow into understanding people, people who care and who can see the issues in similar situations they may encounter later.

All girls want to chat and to discover each other, and to give your Leaders time to do this is important. Finding out each other's points of view at a deeper level can be the object of discussion too; 1. The latest pop records played and talked about will encourage critical listening. 2. The contents of a sponge-bag or vanity-case discussed item by item to decide which products are the best value for money. 3. Stimulating thoughts on spiritual issues can spring from such topics as 'If you were the first to land on the moon and found people there, how would you tell them there was a God?' Such discussions as these will help your Leaders to grow, to think for themselves and to assess their own sense of values.

Help your Leaders to lead by giving them opportunities in meetings to be on their own with their Patrols, to prepare, to plan, to chat, to work for tests and to discuss. Help them to lead by discussing their problems and topics suited to their age. Expect them to be reliable for they may not be when they begin. As they grow in experience so they will grow as people and as Leaders and when they are leading well it may be time for them to move on from the Guide Company and for others to have the opportunity.

Helping the Leader to LEAD

(continued from page 307)

DO WE REALLY GIVE OUR Leaders training in the opportunity of getting to know their Patrols and finding out and making the best use of each member's skills and interests—both in the Patrol or to further their own hobbies?

To help the Leaders with this, each is told her Patrol is going to launch a new teenage magazine which aims at giving useful hints and help to its readers rather than being just a story type magazine. The Patrol has to think of a name and design a cover for it.

The Leader then has to find out what sections the magazine can cover, using her Patrol's interests. For instance—one section could be on hairdressing, another on care of pets, making clothes, collecting stamps, etc. The layout could be discussed and articles planned if the activity is to take most of the meeting.

This activity has been tried successfully with young, fairly new leaders and led to a further evening when some people demonstrated the subject covered in their articles—one eleven-year-old brought her angora rabbit and talked about it, and another Guide had us all trying to knit the Continental way as her French pen-friend was teaching her to do.

This activity does help the P.L. to get to know her Patrol, sometimes produces surprises and often leads the Guides to take unusual badges.

SHEILA BRUCE

Headquarters' Notices

AWARDS

Good Service Beaver

MISS DINAH CADOGAN, Captain, Cardiff and East Glamorgan, County Cadet Company.

MISS MABEL HOWARTH, Captain, Lancashire South-East County Cadet Company.

MISS CHRISTINE MACAULAY, Brown Owl, 49th City of Glasgow Pack.

Laurel Leaf

MISS MARIAN COATES, Captain, 2nd Prestwich (St. Gabriel's) Company, Lancashire South-East.

MRS. NIGHTINGALE, Captain, 11th Rochdale (St. Chad's) Ranger Company, Lancashire South-East.

MISS SHEENA PRIE, District Commissioner, Campsie, Stirlingshire.

MRS. J. E. WHITTAKER, County Secretary, Yorkshire W.R.N.W.

Oak Leaf

MISS W. K. D. AYRES, Brown Owl, 2nd Windsor Pack, Berkshire.

MRS. F. CHATTELL, Brown Owl, 26th Leicester Pack, Leicestershire.

MISS LILY CROSS, Captain, 44th Newcastle Guide Company, Northumberland.

MISS M. FOLWELL, Captain, 9th Leicester (St. Philip's) Guide Company, Leicestershire.

MISS N. GUGGISBERG, Captain, 7th Caterham Guide Company, Surrey East.

MISS DOROTHY HORAN, Captain, 2nd Clevedon Guide Company, Somerset.

MRS. R. PENDRY-JONES, Brown Owl, 1st Wolston (St. Margaret's) Pack, Warwickshire.

MISS MARGARET LOMAX, Brown Owl, 4th Bolton Pack, Lancashire South East.

MISS J. A. MANLEY, District Commissioner, Muswell Hill, Middlesex East.

MRS. MASTERS, Captain, Clevedon Division Cadet Company, Somerset.

MISS W. A. MONK, District Commissioner, Crouch End, Middlesex East.

MISS PAULINE RICHARDS, Captain, 6th Welling (St. John) Guide Company, Kent West.

Meritorious Conduct

Star of Merit

SUSAN KIRK, Brownie, aged 8, 41st Southport Pack, Lancashire South West. Susan has been a very good patient on each of the five occasions, and afterwards, that she has had operations on her eye. She is always cheerful and happy, has never been heard to complain and does her best to join in everything the Pack does.

CARINA MARGARET DIXON, Guide, aged 15, 6th Chorlton-cum-Hardy Company, Manchester. Carina has accepted a disability of her back with cheerfulness and adaptability and has learnt to live with it. She takes a full and active part in Company activities

beyond what would be normally expected of her and has gained her Second Class and several Proficiency Badges.

MISS PATRICIA BARR, Lieutenant, 6th Motherwell (St. Mary's) Guide Company, Lanarkshire. During her time in hospital for several major operations over the past six years, Miss Barr has given an example to others of courage and fortitude and she is an inspiration to fellow Guiders.

GAIL WHITE, Brownie, aged 9, 1st Holt Pack, Denbighshire. By her calm and helpful behaviour when her father suddenly became ill, and she was the only other person in the house, Gail played an important part in starting treatment for her father. She used her initiative, phoned her mother and the doctor and, by her prompt action, provided an example for everyone.

Training

Camp Training Diploma: Miss E. S. Alker, Lancashire South.

COMING EVENTS

Commonwealth Circle: There will be no meetings of the Circle during September.

A meeting will be held at Commonwealth Headquarters on Thursday, 6th October, when the speaker will be Mr. Rex Hazlewood, Editor of *The Scouter*.

There will also be a visit to Waltham Abbey and Gilwell on Saturday, 8th October. Applications from members should be made direct to the Honorary Secretary of the Commonwealth Circle.

The County Extension Advisers' Conference will be held at Elfinward, Haywards Heath from 28th-30th October. Application forms and further information are available from the Secretary, Branches Office, C.H.Q.

APPOINTMENT

Director of the Church Army Guides: Sister Violet May (vice, Sister Audrey Shilling).

REFUGEES '66

Sixteen European countries, including Great Britain, will take part in nation-wide campaigns during the week **24th to 31st October**, under the title 'Refugees 66', to help refugees. Money can be sent to any of 21 named organizations or it can be sent to European Campaign for World Refugees, 26 Bedford Square, London, W.C.1, from whom explanatory leaflets, which include a list of the organizations, can be obtained.

RED LETTER DAYS IN 1967

Waddow's Ruby Jubilee

16th-18th June

Book the date in your diary now
See the January GUIDER for full details

C.H.Q. ART AND HANDWRITING COMPETITION, 1966

ENTRIES FOR THE ART section of the competition for two older age groups exceeded those of 1965 but there were fewer entries in all other sections, a total of 1,036 compared with 1,424 last year. Unfortunately late arrivals had to be disqualified. We were delighted to have entries in the Art section from Australia, Cyprus, France, Germany, New Zealand, North Borneo, Portugal and Tanzania and in the Handwriting section from Aden, Australia, Bahamas and Tanzania.

Once again the Girl Guides Association is indebted to Mr. A. K. Jameson, of the L.C.C. Art Inspectorate, and to Mr. John Mills for judging the art Section. They were joined for the first time by Miss R. Blake of the Society of Education Through Art and members of the C.H.Q. Handcraft Panel assisted. Dr. Alec Hay kindly judged the handwriting section.

The art judges considered the general standard, though reasonably good, to be lower than in previous years, especially in the 11 to 12 age group. The handwriting was well up to standard and on the whole better than in 1965.

Names of Brownie prize-winners will be published in THE BROWNIE of 7th September, names of Guide prize-winners and Senior Branch prize-winners will appear in THE GUIDE of 9th September and in the September SENIOR BRANCH NEWS.

NOTICE BOARD

'Women Speakers for the Commonwealth' provides voluntary speakers who give accurate and up-to-date information about the Commonwealth, its people and their problems. The speakers are either nationals of Commonwealth countries or British women who have lived or travelled extensively in the Commonwealth. It should be pointed out that it is unlikely that these people are able to speak specifically about Guiding.

Apply to the Secretary, Women Speakers for the Commonwealth, c/o Women's Corona Society, 2 Sanctuary Buildings, Great Smith Street, London, S.W.1. When applying, give size and type of audience, countries and subjects preferred and say whether an overseas visitor is particularly welcome. Fare or petrol, plus meals when necessary, must be given, but no fee is charged.

Duke of Edinburgh's Award: The September issue of 'Award News' will be available in mid-September. Please apply with a stamped addressed foolscap envelope to Branches Office, C.H.Q.

Applications for a **Rock Climbing Weekend** for Senior Branch Guiders and Rangers of 16 and over at **Bowles Mountaineering Gymnasium, Eridge, Sussex**, from 30th September to 2nd October, should be sent to Miss Heys-Jones, 23 Denbigh Gardens, Richmond, Surrey, enclosing a S.A.E.

A Penny for Your Thoughts: We have been advised that this Guide film will be shown shortly at the following cinemas: **Leeds:** 8th Sep: Electric, Marsden (3 days). **Newcastle:** 17th Oct: Empire, Maryport (2 days). **Cardiff:** 11th Nov: Palace, Perranporth (2 days).

LEARN TO SKI

A winter holiday with the chance of learning to ski is being planned for Guiders and members of the Senior Branch from Great Britain, Denmark and the Netherlands at Our Chalet, Eggetli, Abelboden from Saturday, 21st January to Saturday 4th February. The cost will be approximately £35, including return fare and accommodation.

If you would like to join this party, send your application to the International Secretary at C.H.Q. on a C.H.Q. nomination form (dated January 1966) not later than the 15th November. A letter of recommendation from each applicant's Commissioner should be enclosed. It is not essential to have had previous ski-ing experience but if you have, please mention this on your form. Applications will be accepted in the order in which they are received.





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Full range in Metal and Plastic
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Obtainable from all Scout and
Guide depots

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These PERFECT replicas of wounds in soft, washable plastic can be attached to the skin in seconds, saving valuable time for training, and they can be used repeatedly. Knowledge without confidence is of little use, but having trained with "real" injuries your girls will be prepared to deal with emergencies.

Send now for further details:—Explanatory leaflet —4d. in stamps. 16-page booklet in colour giving full details, casualty faking hints, etc.—1/- in stamps.

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Rule 42**BROWNIE FIRST CLASS**

Clause 4. *Delete and substitute:* Plant and take care of a seed or bulb.

Rule 44**BROWNIE PROFICIENCY BADGES****ANIMAL LOVER**

Delete present syllabus and substitute:

1. Look after a pet (animal, fish, or bird) for at least three months.
2. (a) Know how to take care of the pet and keep it healthy, showing that she understands e.g. housing, feeding, exercise, grooming, cleaning.
(b) Know where to go for help for a sick animal.

BOOKKLOVER

Add: NOTE: Welsh-speaking Brownies may apply to the Brownie Adviser for Wales for alternatives to clause 1.

PONY RIDER

Delete present syllabus and substitute:

1. Catch a pony and put on a head collar; lead a pony in hand.
2. Mount and dismount correctly.
3. Ride without a leading rein.
4. Know how to ride along and across a road, and how to say 'thank you' while mounted.
5. Have an elementary knowledge of the care and feeding of a pony off grass.

SIGNALLER

Clause 1. *At end of clause add:* Out of talking range.

Delete Clause 3.

WOODWORKER

Delete present syllabus and substitute:

1. Collect and identify small specimens of: 3 ply wood, 6 ply wood, balsa wood, dowel rod, and 3 other woods of her own choice.
2. (a) Using a fretsaw, make one of the following:
 - (i) A jigsaw puzzle not less than 8 in. by 6 in.
 - (ii) 6 animals for a farm model or Noah's Ark.
 - (iii) 4 Brownie emblems.

NOTE: The articles in (ii) and (iii) must stand up and are to be painted.

- (b) Know how to put a new blade in a fretsaw.
3. Using hammer and nails, and screws if necessary, make a simple, useful article.
4. Know how to stain and varnish wood.
5. (a) Identify and use correctly: a small hand drill with drills and countersink; a screwdriver; a hammer; a panel or tenon saw.
(b) Identify: panel pins, small oval wire nails, ordinary round nails, countersink screws, round-head screws.

Rule 58

Clause 13 Alternative *add* or Pathfinder badge.

Rule 63**GUIDE PROFICIENCY BADGES****ARTIST**

Delete present syllabus and substitute:

1. Bring to the test examples of her work in more than one medium, showing at least three different subjects, e.g. landscape, portrait, figures, still life, abstract, flowers. Dimensions of the art work are to be not less than 11 in. by 7½ in. Copies of other people's work are not acceptable.

2. Bring to the test one of the following:

- (a) A design for a poster.
- (b) A notice for a Guide event.
- (c) A design for a book cover or a greetings card.
- (d) A pen drawing depicting a scene from the history of the Guide movement or her own company.
- (e) A repeat pattern. This may be in black and white or one colour and white, or in several colours, and may be in the form of shapes or a lino cut or a potato print.
- (f) A detailed drawing in pencil or pen and ink of different parts of plants or flowers.

3. At the test make an illustration, not less than 11 in. by 15 in. in size, on one of her subjects to be chosen by the tester after seeing the work submitted under sections 1 and 2. This may be in water-colour, tempera, poster or oil colours, ink, collage or charcoal, the medium to be chosen and provided by the candidate.

BOATSWAIN**II Sailing**

- (a) *Delete* the word 'single-handed'. Clause now reads: Sail a dinghy and know how to manage it under varying conditions.

COOK

Delete present syllabus and substitute:

1. Bring to the test a letter from her mother or home economics teacher to say that she has prepared, cooked, and served a complete dinner and cleared away afterwards.
2. At the test cook at least two foods, to be chosen by the tester, from any two of the following groups:

- (a) Fish or meat.
- (b) Cheese or eggs.
- (c) Fresh vegetables.
- (d) Short crust pastry.
- (e) Hot and cold puddings.
- (f) Scones or cakes.
- (a) Make tea or coffee, and serve on a tray.
- (b) Know how to make cocoa.

3. Lay a table for two people for a mid-day meal.

4. Wash up competently utensils, boards, etc, used at the test.

5. Through discussions with the tester, show a knowledge of

- (a) prices and nutritive values of foods and the reasons for various methods of cooking.
- (b) the problems of buying, storing, and using frozen and canned foods.

After **COUNTRY DANCER** insert new badge

CRAFT (A Pot with Mosaic Superimposed)

1. Pass three of the following clauses:

- (a) Embroider an original design.
- (b) Print a piece of material using a lino block, potato cut, or screen.
- (c) Make a puppet.
- (d) Whittle an object from natural wood.
- (e) Model a figure, or an animal, or a mood, in clay, plasticine, or wax.

(Continued on page 318)

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. (Uniforms 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 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 advertisements.** 10% discount for series of 12.

The Guide Club would welcome new members. Past and present members of the Movement and members of Trefoil Guilds and Local Associations are eligible.

Entrance fee: £2 2s. Annual subscription: £5. 5s. (From 1st July-31st December, 1966, £2 12s. 6d.) Juniors (18-22 years) entrance fee: £1 1s., annual subscription: £3 3s. (From 1st July-31st December, 1966, £1 11s. 6d.)

Luncheon members, £1 10s. Overseas membership: Entrance fee, £2 2s. Annual subscription: 10s. 6d. plus 15s. for every four consecutive weeks when using the Club.

All single rooms have hot and cold water. Single room, bed and breakfast, £1 5s. Double room (with basin), bed and breakfast, £1 2s. 6d. (without basin) £1.

Members may bring guests, including husbands, to stay at the Club. Particulars from The Secretary, 46 Belgrave Square, London, S.W.1. Tel. Belgravia 7616.

OLAVE HOUSE

Olave House (World Association of Girl Guides and Girl Scouts) is open all year to members, ex-members, and Local Associates. Bed and breakfast, 13s. 6d. to 21s. Residents: special terms. Warm comfortable house. Garden. Easy access to all parts of London. Nearest Underground station, Earls Court. Applications to the

Guider-in-charge, 45 Longridge Road, London, S.W.5. Telephone: FRObisher 2574 (Guider-in-charge): FRObisher 2605 (Guests).



FOR SALE

Fund Raising? Ball Pens are used by everyone. We supply Platignum ball pens at reduced wholesale rates. Your Company title, etc., can be diestamped 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 8770/3205.

Advertising Pencils, superb Ball Pens, Combs, Brushes, etc., gold-stamped Company name, raise funds quickly, easily. Bran Tub Toys. Details Northern Novelties, Bradford, 2.

Funds, Bazaars, Fêtes: Raise funds with our parcels of attractive and inexpensive costume jewellery sent on sale or return. 50 per cent profit on cost. You pay only for what you sell. The rest you return. Send for details to actual manufacturers:—E. & M. Davies Ltd., 166 Goldhawk Road, London, W.12.

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.

Rosebud dolls for dressing, 6½ in. tall, blonde or brunette. 3s. 3d. each, including postage. Minimum order six, 24 or more 3s. each. C.W.O. to D. Glover, 344 Wakefield Road, Bailiff Bridge, Brighouse, Yorks.

Send Today! See Talisman's delightful Christmas Card and Stationery range. Generous profit margins, 33½% to 50%, on outlay. Sell confidently to members and

friends. Approval parcels. By return service. For brochures, etc., write: Talisman Greetings Ltd., 21 Titchfield Gardens, Paignton, Devon.

Printed British Ball Pens 40s. gross. This includes 36-letter advert. Advertising pencils 35s. gross. Postage 3s. Pioneer Pencil Company, Victoria Road, Huyton, Liverpool. Established 1900.

Make your Christmas Bazaar a greater success than ever! Come and see our extensive range of toys, stationery and Christmas lines and novelties. Top quality selections of Christmas cards in packets and boxes to retail from 1s. 6d. for six and a special gross assortment complete with envelopes, £2 7s. value for only £1 2s. 6d. Alternatively select from hundreds of attractive items at wholesale prices (40% profit on outlay) listed in our catalogue, or order our famous pre-packed parcels:— 144 6d. toys, or 72 1s. toys, or 48 1s 6d toys, or selection Christmas cards or stationery or jewellery at 52s. each parcel (4s. postage on orders under £10). J. E. Thomas and Son, (Cuffley) Ltd., 2A Handsworth Road, London, N.17.

Do you know??? that it costs no more than 5d. each for the supply of full-length ball point pens die-stamped in gold with your Company or charity. Minimum quantity one gross. Please print your requirement (maximum 30 letters) and send 60s. total cost for 144 pens. J. E. Thomas and Son (Cuffley) Ltd., 25 Handsworth Road, Tottenham, N.17.

ACCOMMODATION

Holiday accommodation, Sussex. Bed, breakfast and evening meal, or full board, weekends October—March; Apply Mrs. Jebb or Miss Cox, 7 Willowfield Road, Eastbourne (29572).

New Forest. Comfortable accommodation available for quiet holidays. Apply Miss Sandy, Goldfinches, Brockenhurst, Hants., who will be pleased to send details.

UNIFORM

As there are so many answers to advertisements with Box Nos. for uniforms and the first applicant probably gets the uniform, if an answer is required please enclose a s.a.c. with your application to the Box No.

For Sale: 1 Guider's skirt, size 40, 1 old style beret, large, 1 new (old style) tie. Offers taken. Ingamells, 15 Mont le Grand, Exeter.

Guider's uniform, new style, B.36, W.28, H.40, £3 15s. Navy wool gaberdine raincoat, B.38-40 £4. Miss Reynolds, 12 Strawberry Vale, Twickenham, Middx.

For Sale: Guider's new style uniform B.36/38, H.38/40. Belt, as new £7. Mrs. Whateley, St. Anne's Cottage, Epwell, Banbury, Oxon.

For Sale: Commissioner's old style uniform with 2 shirts. H. 42, B. 38. £2 Box No. 440.

EMPLOYMENT OFFERED

Lady Cook required for boys' boarding preparatory school. Self-contained flat available on premises. Common sense and experience of communal life of greater value than catering qualifications. Apply to the Headmaster, Duncan House School, Moffat, Dumfriesshire. Telephone Moffat 2339.

P.O.R.—continued from page 316

- (f) Make a carving in a medium soft enough to cut easily e.g. clay, plaster, wood, soap, salt.
- (g) Throw a pot.
- (h) Make a basket.
- (i) Weave a scarf or piece of material of a suitable size for some other article.
- (j) Make an article in leather.
- (k) Make a decorative floor covering in a suitable material e.g. rag, sisal, baler twine.
- (l) Make a mosaic.

2. Bring to the test one unfinished article on which the candidate can demonstrate her ability to the tester.

After ENTERTAINER insert new badge:

FARMER (A Sheaf of Corn)

1. Have spent at least eight days on a farm, not necessarily consecutively, helping as much as possible, and watching and learning in detail how one of the following is done:

- (a) Drilling or planting, and the necessary cultivation and manuring of corn, or potatoes, or sugar beet.
- (b) Harvesting of corn, or potatoes, or sugar beet.
- (c) Hay-making.
- (d) Silage making.

or

Have helped in cowshed or dairy for at least eight consecutive milkings.

2. Look after, feed, and keep clean regularly for a month, one of the following: calves, pigs, a goat, a stabled pony, a pet lamb.

3. Show some knowledge, including their special uses, of two breeds (preferably local) of pigs; or sheep; or cattle.

4. Have a fair knowledge of the different types of farming practised in the district, and describe the yearly sequence of one of these.

5. Describe the function of six of the following farm implements: plough, harrow, Cambridge or ring roller, combine drill, combine harvester, forage harvester, mowing machine, swathe turner, baler, fertilizer distributor.

HOMEMAKER

At the end of clause 1 delete and 4 and substitute: 4 and 5.

HORSEWOMAN

Delete present syllabus and substitute:

Pass one of the following sections:

I (a) Riding

The candidate is to be judged on the turn-out of pony and rider.

1. Have a seat independent of the reins, maintain the correct seat and position of the hands.

2. Be able to control her mount, and use the correct aids in elementary movements, i.e., turning, circling, increasing and decreasing speed, including aids for the canter on a named leg on a circle.

3. Jump low fences in good style.

4. Alter stirrups and tighten and loosen girth when mounted.

(b) Driving

1. Harness and drive a pony/horse and cart on the road; demonstrate turning and backing.

2. Know how to balance the cart correctly.

3. Know the rule of the road as it affects horses and horse-drawn vehicles.

4. Understand the care needed when riding in the countryside and across farm land.

II Horsemastership

1. Identify the essential items of the grooming kit and know their uses.
2. Have an elementary understanding of the care and cleaning of saddlery.
3. Have an elementary knowledge of feeding and watering and understand the importance of cleanliness in the stables.
4. Demonstrate saddling, bridling, and rugging-up.
5. Understand the care and working of a pony off grass.
6. Pick up and pick out the feet; recognize a loose or worn shoe, risen clench, and excessively long foot, and know what action to take.
7. Know the points of a horse.

NOTE: A holder of the 'C' certificate of the Pony Club qualifies for this badge.

LANDGIRL

Delete this badge.

MINSTREL

Delete present syllabus and substitute:

1. Play
 - (a) The National Anthem from memory.
 - (b) A march or folk dance
 or for **Brass**: Two hymn tunes
 or for **Guitar**: Melodies of two camp-fire songs, and one by a modern, composer.
2. Play two contrasted pieces, one by a classical, and one by a modern, or for **Guitar**: Accompany 3 camp-fire songs (sung by herself or others) in different keys, using a good variety of chords, and different accompaniment patterns.
3. Read simple music at sight.
4. Play scales and arpeggios as set for her particular instrument as follows:

Piano: Play scales and common chord arpeggios for major and relative minor keys up to four sharps and four flats.

Recorder: Scales C major, two octaves and F major, (Descant or Tenor): G major, D minor, one octave. *Arpeggio* C major, two octaves.

Treble: As above, but transposed down the fifth.

Strings

Violin: Scales and arpeggios G major, 2 octaves and D minor, 1 octave.

Viola: Scales and arpeggios C major, 2 octaves and G minor, 1 octave.

Cello: As for Viola.

Double Bass: Scales one octave of G, B flat or F major and minor.

Woodwind

Flute: Scales and arpeggios D major and melodic minor, 2 octaves.

Oboe: Scales and arpeggios C major and melodic minor, 2 octaves.

Clarinet: Scales and arpeggios G major and melodic minor, 2 octaves.

Bassoon: Scales and arpeggios D major and melodic minor.

Brass: Scales One octave of B flat, E flat or F major and G minor, C minor or D minor.

Guitar: Scales chromatic, 2 octaves beginning on E, G major and minor, and A major and minor, 2 octaves.

NOTE: (i) A simplified piano version of the National Anthem is obtainable from H.Q. shops.

(ii) A candidate who has passed a recognized musical examination (Grade IV or higher) qualifies for the badge provided she passes clauses 1 (a) and 1 (b).

(Continued on page 320)

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| £200 | Ladies' 9 ct. gold wristlet watch or Black & Decker 2-speed 5/16" Electric Drill or Remington 25 Shaver |
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ORGANISATION/CAUSE _____

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Are you over 21 years of age?
YES/NO (delete as applicable)

GD5



After NEEDLEWOMAN insert new badge:
OBSERVER (An Eagle)

I General observation

Pass one of the following clauses to be chosen by the tester:

1. Follow a ½-mile trail and answer correctly questions based on the route covered (for instance, 15 out of 20).
2. Deduce a scene from given clues.
3. Spend 15 minutes in the open and make a list of sounds heard or listen to a tape recording and identify sounds.
4. Identify 9 out of 12 substances by smell.
5. Identify 15 out of 20 objects by touch.

II Project

Pass one of the following clauses to be chosen by the candidate in consultation with the tester:

1. Make a sketch-map of an area showing the position of trees and shrubs.
2. Make a survey of the plant life of an area.
3. Visit a chosen area and report on sounds heard.
4. Keep a daily record of the weather, to include notes on temperature and amount and type of cloud.
5. Watch a chosen area and report on its bird life.

NOTE: The suggested period for clauses 4 and 5 is one week.

III Identification

To be chosen by the candidate in consultation with the tester.

1. Identify 12 trees.
2. Identify 20 plants.
3. Identify 10 birds.
4. Identify 8 constellations or stars.
5. Identify 10 sea shore specimens (shells, seaweeds, etc).
6. Identify 10 different aircraft, or ships or cars.

NOTE: The tester may appoint some other responsible person to test this section.

PATHFINDER

Clause 4. *Alter second sentence to read:*

Know the sixteen points, and find direction by the sun and stars.

Alter third sentence to read: . . . an Ordnance Survey map and a street map.

PHOTOGRAPHER

Clause 3. *After:* photographs insert: which she has.

SWIMMER

Clause 6. *Add:* or tread water for two minutes in a vertical position with the hands clasped behind the back.

WOODMAN

Clause 2. *Delete:* first year seedlings and substitute: young seedlings (under three years).

At end of Rule (P.70) delete HANDCRAFT and OBSERVER badges (for Extension Section only).

Rule 70 THE CADET TRAINING

1. *Scheme of Training after (e) add:*

NOTE: As an additional part of her training a Cadet may qualify for the Senior Branch Leadership Bar, and where particularly requested, for the Ranger Service Star.

Rule 83 RANGER CERTIFICATES
(P.112) *Delete RANGER INSTRUCTOR and substitute*

SENIOR BRANCH LEADERSHIP BAR (A White Bar)

The candidate must have been helping with the same company or pack for at least three months. She must show that she understands the importance of her own example.

1. Have passed clause 11 of the *Ranger Service Star*.
2. Have attended a meeting of the Guide company Court of Honour and a Brownie pack Pow-wow.
3. Help the company or pack, with which she is working, to compile or add to its own selection of prayers.
4. With the use of visual aids, help the company to know more about the Senior Branch or the pack to know more about the Guide company.
5. With the help of Patrol Leaders or of the pack, prepare a ceremony that could be used on Thinking Day or devise an activity which will help to interest the company or pack in the international aspect of the movement.
6. With the help of her own lightweight equipment, plan and carry out a practical activity (out-of-doors where possible) designed to interest a Guide patrol in hiking or camping or plan and carry out a nature expedition with a small group of Brownies, devising some method of helping them to make some interesting discoveries.
7. Teach a skill to Patrol Leaders and devise a patrol activity that will make use of the new knowledge or teach some testwork to a small group of Brownies.
8. Pass one of the following clauses:
 - (a) Help to interest a small group in some form of drama: e.g. miming, dramatizing a song, acting in a play, making and using puppets.
 - (b) Take an item at camp-fire.
 - (c) Teach the pack a singing game.

Rule 92 UNIFORM

PART I: THE COMMISSIONER

A. The Adult Uniform

1. *Should now read as follows:*

Coat and Skirt official pattern	...	Navy Blue
or Dress official pattern	...	Guide blue, long or short sleeves
Belt official buckle	...	Brown leather (optional with blouse and skirt), brown leather or matching stitched belt with summer uniform dress
Cap official pattern	...	Navy blue blocked felt
or Beret official pattern	...	Navy blue blocked felt
Stockings	...	Neutral
Shoes	...	Brown or black polished leather, of a suitable pattern
Gloves (optional)	...	Brown or black (to match shoes)

NOTE: Overseas Territories see Rule 28, Section 2.

2. Common to all Commissioners and those listed in Sections 1-19

Shirt official pattern	...	White; or blue
or Blouse official pattern	...	Blue and white check
Tie (with white or blue shirt or summer uniform dress)	...	Navy blue or according to appointment
or Cross-over Ribbons (with blue and white check blouse or summer uniform dress)	...	Navy blue or according to appointment

(Continued on page 322)



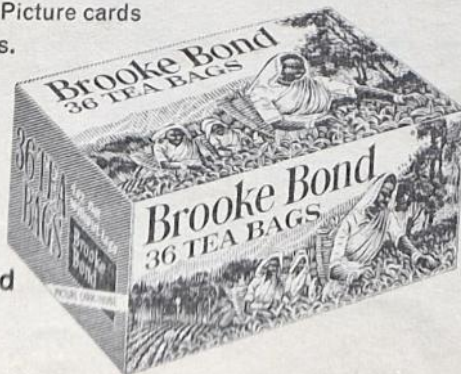
**Take it with you-
it's in the bag!**

Brooke Bond Tea in tea bags

When you go hiking or camping take your Brooke Bond tea with you — in Brooke Bond Tea Bags. They're so convenient — and it's tea you can really taste.

In 18's and 36's. Picture cards free in all cartons.

There's tea
you can
really taste
in Brooke Bond
tea bags



September 1966

“ O.K. Go ahead

tell us about Jim dropping both packets of tea half way up Cader Idris on early closing day. About Sheila producing a pot full of black goo because she couldn't find a spoon. About not being able to brew up on that scorching day in the dales because you'd no pot. But don't expect our sympathy. We got wise chum. we always

use Tea bags ”



THE GUIDER

- Cockade official pattern ... According to appointment
 Badge ... Silver
 Country, Territory, or ...
 County Badge ... Metal
 NOTE: The hat cord may be worn with the old style hat and cockade by Commissioners only.

B. DISTINGUISHING MARKS

3. The President
 Insert: Cockade ... Gold with silver butt
 Lapel badge ... Gold with blue enamel
 4. The Chief Ranger of the British Commonwealth and Empire
 Delete this section and re-number to the end.
 6., 7., and 8. (formerly 7., 8., and 9.)
 Delete Cord ... Gold
 10. (formerly 11.)
 After (b) C.H.Q. Department Secretary add: (c) Country Secretary
 and re-letter the rest of the section.
 12. (formerly 13.)
 After Cockade ... Silver add with gold tip
 Delete Cord ... Silver
 17. (formerly 18.) The President for a Country, Overseas Territory,
 or County (a) In Uniform. Delete this section and substitute:
 Cap official pattern ... Navy blue blocked felt
 Beret official pattern ... Navy blue blocked felt
 Lapel Bar ... President; gilt with navy blue
 NOTE: The Country, Territory or County badge is worn in place of the
 cockade.

18. (formerly 19.) (a) and (b)
 Delete: Cord ... Silver
 19. (formerly 20.) (a) (ii)
 Tie Delete: (with shirt or dress) and substitute: (with blue shirt or
 summer uniform dress).
 add: or Cross-over Ribbon
 (with blue and white check
 blouse or summer uniform
 dress only)
 After: Shirt ...
 Add: or Blouse ...
 After: Lanyard (optional) ...
 Delete column 3 (COCKADE ON HAT) and substitute new column:

B. DISTINGUISHING MARKS

- Brown Owl
 Tawny Owl
 Guide Captain
 Lieutenant
 Land Ranger Captain
 Lieutenant
 * Sea Ranger Captain
 * Lieutenant
 Air Ranger Captain
 Lieutenant

- Cadet Captain
 Lieutenant
 District Guider
 * If the tricornie is worn (with white shirt only) ... Special
 badge.
 Column 4, Before: BERET FLASH insert:
 CAP OR

- Column 5, After: WARRANT BADGE (official pattern) insert: (on tie only).
 At end of section insert:
 NOTE: A Guider who does not hold a warrant wears a single navy ribbon
 in place of the cross-over ribbons.
 21. (formerly 22.)
 Delete: Tie ... H.Q. red and substitute
 Cross-Over Ribbon ... Navy with one red bar
 22. (formerly 23.)
 Delete all reference to cords and ribbons. (A decision on this matter
 is awaited.)

PART III: THE SENIOR BRANCH

24. (formerly 25.) (a)
 (ii) Common to all Cadets
 Should now read as follows:
 Shirt ... Blue
 Blouse ... Blue and white check
 Tie (with blue shirt) ... White; open-ended
 or cross-over ribbons (with blue
 and white check blouse) ... White
 Investiture Badge ... White and blue
 Country, Territory or County
 Badge ... Metal
 Section Flash ... Optional
 NOTE: A Cadet wears a Guider's cap or beret.
 (iii) (b) For Camp or Informal Occasions
 after: Shorts or Slacks. Navy blue delete words in brackets.
 Boating rig
 (d) After: Shirt ... White or section colour
 delete: or (for Sea Section only).
 Rowing Vest ... White
 (formerly 28)
 (c) Oarsman Certificate
 Delete: Yellow bar and substitute: Pale blue bar

PART VI: HOW TO WEAR UNIFORM

32. (formerly 33.)
 In Uniform:
 (a) After: No jewellery insert: except weddings, engagement, or
 signet rings.
 After: Handbags delete: and umbrellas
 At the end of the sentence insert:
 Umbrellas of suitable colour and type may be carried by adult
 members of the movement.
 Amend to read: The beret or cap is worn with the flash above
 the left eye (for Guides) and on the left side (for Guiders).
 Delete Clauses (c) and (d) (Continued on page 324)

C.H.Q. STAFF VACANCIES

We have vacancies for **Senior Secretaries** on our staff and would be interested to hear of anybody looking for a responsible position.

We also have several vacancies for **school-leavers** and would like to talk to any of your senior **Guides** or **Rangers** who might be interested. The vacancies are in several interesting Departments, and we should be able to match the applicant to the job.

Registrations Department

Junior and Senior Clerks required. Accuracy and good handwriting essential. Members of the Movement preferred. The lettering of certificates is done in this Department and any girl interested in calligraphy might find a post here.

Equipment Department, Stock Control Office

Experienced Stock Control Clerk required.

FURTHER VACANCIES

C.H.Q. Shop

Sales Assistants, full-time, over 21 years.

Sales Assistants, part-time. Afternoons 12 noon-5.30 p.m.

(Membership of the Movement essential for all shop staff.)

Sale or Return Clerk—for assembling parcels of books for Conferences, Trainings, etc. and dealing with invoices for same. (Part-time, hours by arrangement.)

Despatch Department

Packer with some experience.

Assembly Clerks. Knowledge of the Movement a help.

Mail Order Office

Clerks, quick and accurate, over 18 years. Membership of the Movement preferred.

Junior Clerk, school-leaver for general office duties.

Experienced Clerk-Typist for typing invoices.

Also Needed

A **Junior Shorthand-typist** with some clerical duties; school-leaver would be considered. Membership of the Movement preferred.

5-day, 35 hour week for the office staff. Shop has a **5½-day opening** with a 5-day week rota for **Sales Assistants**. **Three weeks' annual leave**. Pension Scheme. Pleasant offices in easy-to-get-to part of London.

Apply **Personnel Officer**, Miss V. Chambers.

SALES ASSISTANTS

Sales Assistants are required in the **Liverpool Scout and Guide Shop**, 20 Richmond Street, Liverpool, 1, in the **Cardiff Scout and Guide Shop** at 20 Working Street, Cardiff and at the **Wood Green Scout and Guide Shop** at 19 Green Lanes, Palmers Green, N.13. Please apply to manageress in each place.

WADDOW

Resident Housekeeper required at Waddow. Salary according to age and experience. Further particulars from the **Guider-in-Charge**, Waddow Hall, Clitheroe, Lancs.

The Autumn Inter College-and-University Rally, open to all students, will be held in London from 18th-20th November. Full details will be sent to the usual Scout and Guide Clubs but if these have not reached you by 20th October please write for more information to Mr. Dai Hewkin, 129, Munster Road, Fulham, London, S.W.6. Other interested students should also write to Mr. Hewkin.

"We have one of the finest headquarters in the county—thanks to COMPTON"

says Mrs. Vera Baum, Chairman of the Building Committee, Harpenden Girl Guides Association.

There are many special features about the Compton Building in use as a Girl Guide Headquarters at Harpenden—yet they are all basic Compton Universal components . . . an outstanding example of Compton adaptability in practice.



Exceptionally spacious, with absolutely clear floor space since no roof supports are required, and extremely attractive in every way, the Harpenden Girl Guides headquarters shows what can be done with a sectional concrete building—when it's a Compton.

"No other building came near our requirements" Mrs. Baum told us. "We had to keep our expenditure below £2,000—and that we did, which for a building 65' x 24' is truly remarkable".

Mrs. Baum's committee found the Compton Planning Team most helpful—as will you if you ask their advice, which is sound, free and without obligation.

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105 TOYS 17/6

Plus 3/6 P. & P. (British Isles only)

IMPORTERS FANTASTIC OFFER

500,000 TOYS MUST BE CLEARED.

Ideal for Parties, Lucky Dips, etc: Letters of appreciation and repeat orders arriving by every post.
Boxes include: Jumping Dog: Baby Dolls, Topsy the Winking Black Girl: Bows & Arrows and Pistols which shoot safe rubber-tipped missiles: Watches, Clocks: Model Cars and Aeroplanes: Floating Boats & Yachts.
Beautiful Chinese Fans: Party Masks: Sunglasses: 8" Flutes: 6" Telescopes: Parachutists: Cap Bombs: Magnetic Compasses: Brush Comb & Mirror Set: 4-note Wizzers, Tricks, Puzzles and many other safe non-toxic toys.

Send 21/- now for prompt despatch. Money back guarantee. 2 or more parcels 5/6d. P. & P. only.

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New Market Buildings, Bridgnorth, Salop:

IT IS NOT TOO EARLY

to be thinking of your holiday for next year.

FIRST COME

FIRST SERVED!

Here are some of the new resorts specially selected for the joy of your party:

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An adventurous stay in an ALPINE CHALET near GARMISCH PARTENKIRCHEN etc etc etc.

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B. BADGES, DISTINGUISHING MARKS, ETC., AND WHERE TO WEAR THEM

- (a) The Guide Badge.
Amend second column to read as follows:
 Centre of tie, or centre of cross-over ribbon, or on tie-slot of overblouse, or at open neck of summer uniform dress, or (optional for Guiders only) on left lapel of summer uniform dress.
On loose inset sheet of new Guide uniform (now sold with P.O.R.) insert after overblouse (which may now be worn inside the skirt). After: Membership Badge of Affiliated Societies
Insert: Badges awarded by religious authorities Right breast

36. Guide Awards

- (e) Service Stars *Delete: Metal and substitute cloth.*
Delete: Guide and Substitute Guide or Brownie
Delete: (Rangers, see Section 41)
Delete: A Guide wears Guide Service and substitute: A Guide wears one Service Star showing total Guide and Brownie service. A Guide with Brownie service may wear in addition a gold star on a blue background.
 Last Sentence. *Delete: Cadets and substitute members of the Senior Branch.*

37. (formerly 38). Commissioners and Secretaries
 Country, Territory, or County Badge *amend to read: Base of old cockade; butt of new cockade*

38. (formerly 39.) Country, Territory or County Badge. *amend to read: Centre of cap or beret flash*
 Metal Badges and Bars *After: the Duke of Edinburgh's Award delete: (gained as a Ranger).*

39. (formerly 40.) Cadets Investiture Badge . . . *after Centre of tie insert or cross-over ribbon*
Delete: Cadet Ribbon (1/4 in. wide) . . . Round bottom of beret band
Delete: P.L.'s Bar (optional) Below County Badge.

40. (formerly 41.) Rangers *After: Armet insert: (optional)*
Delete: Service Star Right of belt buckle

Rule 96, 2. THE GUIDER'S CAMP PERMIT

Line 2 *Delete: including and substitute; excluding*

7. THE CAMP-FIRE LEADER CERTIFICATE

First sentence *Delete: and under 30 years of age. At end of sentence add: and is intended primarily to encourage the younger Guider in the leadership of camp-fires and similar activities.*

13. THE PATROL CAMP PERMIT

Test Clause 6. *Delete and substitute: Organize a woodcraft activity*

Rule 106

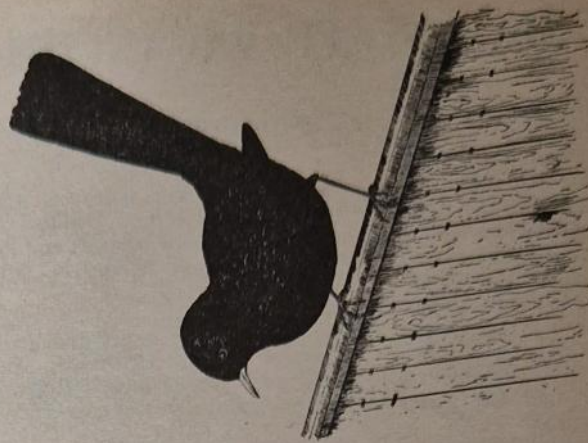
Second paragraph. *After: warrant insert: or an appointment*

AWARDS

HAVE YOU NOTICED?



1. That when a Blue-tit is angry or excited he raises a tiny ruffled crest on top of his head? At the same time he calls 'tse tse tsee', very quickly and quite loudly. What else can you discover?



2. How a blackbird uses his tail as a balancer when he alights? He swings it quickly upwards, and then brings it down to the usual position as he settles. Sometimes a hen blackbird, which is brown with a mottled breast, is mistaken for a thrush. If you watch out for that tail movement you will never make that mistake! What else have you found out about blackbirds?

MARJORIE BARWELL

THE 19th WORLD CONFERENCE

MANY good wishes to the delegates from sixty-nine member countries of the World Association of Girl Guides and Girl Scouts who will meet in Tokyo from 28th September to 9th October.

The theme of the conference is 'Love through knowing and understanding' and among other subjects delegates will discuss training, service projects, publications, public relations and plans for the Movement's expansion.

The British delegation will be:

MRS. DEREK PARKER BOWLES, the Chief Commissioner Designate (delegate).

THE HON. BERYL COZENS-HARDY, J.P., Chief Commissioner for England (delegate).

Visitors: MRS. J. P. MOFFETT, M.B.E., Chief Commissioner for Overseas Territories.

MISS J. S. BAXTER, General Secretary, Girl Guides Association.

MRS. BOWE, County Commissioner, East Lothian.

DR. K. BENSON-EVANS, Senior Branch Adviser for Wales.

MRS. ROY MAR, Assistant Commissioner, Hong Kong.

More about the conference in the December GUIDER.



THE SOUTH LINCOLNSHIRE RALLY

Two Brownies present the World Chief Guide with a cloth depicting a map of the county

Off to Camp! The rally programme included demonstrations of skills needed for Proficiency Badges. Our picture shows the Camper Badge



Photos: Lincolnshire Press and T.V. Services

September 1966



Photo: United Newspapers Ltd.

Helping the W.V.S. with 'Meals on Wheels'

'WONDERFUL' . . . 'Marvellous' . . . 'Best week I've ever had' . . . 'The World Chief Guide was the highlight' . . . The Service Project meant more to me than anything else' . . . 'I'll never forget the prayers we shared together in that beautiful College Chapel.' . . . 'My most lasting memories will be the friendships I made.' These and countless other comments came from some of the two hundred and thirty Cadets who attended the Cadet 50th Birthday Celebrations in London during the first week in August. Forty Guiders were there, too, to take part and to help with the highly organized programme which was the culmination of months of work by the planning committee.

The theme of the week was 'Life is for Living' and the Cadets seized every opportunity of living their week to the full. Opportunities were boundless, from attending morning worship in famous London churches at the beginning of the week to miming, singing and dancing in the final Gala Performance in front of invited guests.

Following an Interest

The whole event was geared as much as possible to the individual, her particular interests and talents, hidden or otherwise. Months beforehand the Cadets had indicated their preferences with regard to in-college activities, service projects or evening out. Thus it came about that each Cadet was able to pursue her particular interest for a day in many different ways. Some spent an enjoyable few hours on a boat trip round the docks while others avidly studied fashion in famous London stores and widow shopped in Carnaby Street. Two even found time to choose, try on and buy a couple of dresses in under ten minutes!

THE GUIDER

'Life is for Living'

by Maureen Graham

The day's service given by each Cadet in the local community took the form of helping in children's hospitals, old people's homes, play centres and so on. Many Cadets felt that this was the most worthwhile part of the week and that they had gained some insight into the lives of others. One group log reports: 'We learned such a lot and we hope we helped just a little.'

The coach-loads of glamorous young ladies who drove off on their evening out to skating, ten-pin bowling, a Prom and various theatres certainly looked as if they had studied fashion as an interest project—these leaders of the very near future could not fail to improve our Public Image!

The Cadets were treated as adults and acted accordingly. Many of them said how much they had appreciated this feeling of equality between the Guiders and themselves. They were asked to be in all sorts of places at different times and responded to this remarkably well. It is no easy task to keep track of over 200 people in various groups. Activities were to be found in every corner of the college buildings, mime, whittling, head-square printing, dance-drama, folk dancing, singing, music making, Guide and Brownie training sessions, to name some which were enthusiastically received by the Cadets.

Toys and Clothes for 'Save the Children Fund'

Another piece of service was undertaken by those who had opted to work with their hands and make clothes and toys for 'The Save the Children Fund'. The work steadily grew as the week went on and by the final evening a wonderful selection of garments and soft toys were on display.

There is so much to tell of this week, the inspiring speakers, the cutting of the birthday cake by the Chief Guide, the visits by Miss Gibbs, the camp-fires and the moving prayers in the College Chapel. The final late night service, with its heartfelt singing and parting message from Mrs. Carter, will long remain in the hearts of all who were there.

(Continued on page 327)

'A VERY BIG THANK YOU'

To all who helped to make the Cadet 50th Birthday Week such a success.

To ALL THOSE who gave of their time and talents in making possible the many activities of the week, both inside and outside the College.

To THE OFFICIALS OF THE BOROUGH OF HARRINGAY who helped to arrange the service projects and in many other ways.

To THE MANY who gave materials so that clothes and toys could be made for the Save the Children Fund—almost certainly to be sent to Vietnam.

To EVERYONE AT ALL SAINTS COLLEGE, TOTTENHAM

Whether we were doing handcrafts, drama, dance or mime together, or working in children's play centres, old people's homes, hospitals or centres for the handicapped, visiting the London Docks, the Commonwealth Institute, the Planatarium or the Natural History Museums or studying art, architecture or fashion, learning new Guiding skills or talking, laughing, singing, discussing or worshipping together, there was a real feeling of friendship and concern for others.

If that can go back with us to our Districts and Divisions, wherever they may be, we shall share with others a little of the inspiration of the week.

ANNE CARTER
(Chairman, Cadet Committee, C.H.Q.)



These Cadets showed in so many ways how capable they are of the tasks that lie ahead of them. They made charming hostesses to countless visitors, proved themselves extremely competent in public speaking situations, were excellent representatives at Group Council meetings, offered strongly held opinions in discussion and entered joyfully into all activities.

In her own inimitable way, Lady Baden-Powell set the tone of the whole week in her informal talk on Sunday evening. 'Your life, your behaviour, your example make the movement what it is—we need you.' These Cadets will be needed in one sphere or another

in the years to come, whether in Guiding or out of it. Through this week of working, playing, learning and living together we all hope that they know what Guiding is about, and that these young people will have a full life and will help others to have it more abundantly.



Photo: John Warburton



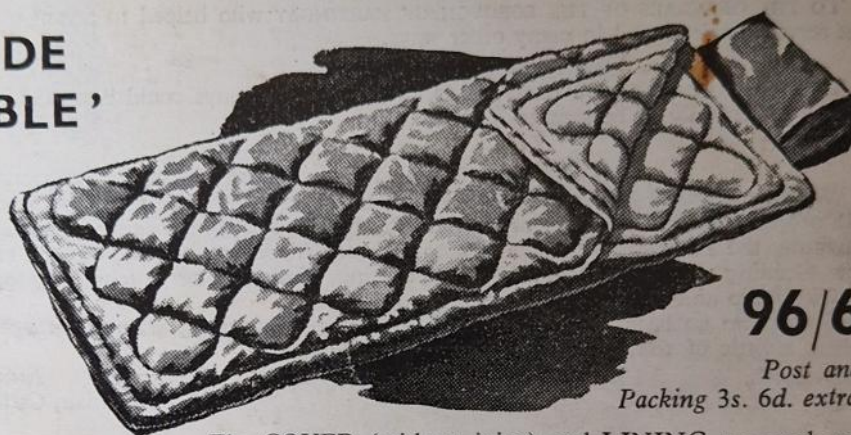
Photo: United Newspapers Ltd.

Measuring the distance of sound

Learning to whittle with Miss Rosalie Brown (Left)

ARE YOU A COLD SLEEPER? SLEEP WARM AND SNUG IN ONE OF OUR FAMOUS SLEEPING BAGS

'THE GUIDE CONVERTIBLE'



A popular
SLEEPING BAG
REMARKABLE VALUE...

fitted with full length
zipper for conversion to quilt
when required.

In Royal Blue with deep Gold
coloured lining.

Finished length 5 ft. 11 in.
plus pillow container.

Width 2 ft. 4 in.

96/6

Post and
Packing 3s. 6d. extra

The COVER (without joins) and LINING are made of
NYLON; the Filling is ACRILIC which retains the
warmth, Rot-proof, Moth-proof, Washable and Drip-dry.
There is a drawcord at neck and bag rolls up into the
pillowcase container.

Packed in Polythene Bag with Carrying Handle.

SLEEPING BAG LINING—Y.H. Pattern, protects the inside of your Bag, keeps it
clean and hygienic; light in weight, washes easily.

14/9 Packing and postage 1/6

'DE LUXE CONVERTIBLE'

OR

Length 6 ft. 4 in.

Width 2 ft. 6 in.

Weight 4 lb. 8 ozs.

(Bag and lining)

£7 - 17 - 6

Carriage free in U.K.

This LUXURIOUS SLEEPING BAG carries a GOLD
LABEL, the filling is first quality TERYLENE, it has a
detachable COTTON SHEET LINING. COVER AND
LINING high quality NYLON IN ROYAL BLUE lined
LIGHT BLUE. Extra depth at foot and draught exclusion
flange which protects the body against zip fastener.
Rolls complete in container.

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Cardiff: 20 Working Street.

AT SCOUT AND GUIDE SHOPS:

London: 124 Newgate Street, E.C.1.

London: 183 Clapham Manor Street, S.W.4.

London: 55 Woodgrange Road, Forest Gate, E.7.

Ipswich: 5 Tacket Street.

Leeds: 62 The Headrow, 1.

Oxford: 17 The Turl (Broad Street end).

York: 14 Goodramgate.

AT SCOTTISH GUIDE SHOPS

Edinburgh: 16 Coates Crescent, 3.

Glasgow: 1 Scott Street, C.3.

AT ULSTER GIRL GUIDE HEADQUARTERS

32 Great Victoria Street, Belfast, 2.

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