

CONTENTS

VOL.
XIX
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227

	PAGE
<i>The Chief Guide's Talk</i>	434-5
<i>Brownies</i>	436
<i>This Ranger Job of Ours</i>	438-9
<i>Overseas: Brownies of Uganda and India</i>	440-41
<i>Story-Telling and Reading Aloud.</i> By ROSE FYLEMAN	442
<i>We Hunt the Treasure</i>	443
<i>The Wireless. The Child and Books.</i> By STEPHEN KING-HALL	444
<i>Religious Education Through Reading.</i> By MARY ENTWISTLE	445-6
<i>The Tale of a Turnip</i>	446
<i>Play Production. 2. Religious Plays.</i> By K. STREAT-FIELD	447-8
<i>The Use of Books to Your Child.</i> By STORM JAMESON	448
<i>A Children's Library.</i> By DORIS CALLANDER	449-50
<i>Bookselling.</i> By ELEANOR GRAHAM	451-2
<i>Notes on the Discussion on "Children's Reading" at Headquarters, October 25th</i>	453
<i>The Path of Discovery.</i> Edited by PHYLLIS BOND	454-5
<i>More Club Room Games</i>	456
<i>A Dramatic Festival and Notes on Plays</i>	460
<i>Book Reviews</i>	462-4
<i>The Editor's Post Bag</i>	466
<i>Headquarters' Training Schools</i>	468
<i>Headquarters' Notices</i>	470-71
<i>Appointments and Resignations</i>	472
<i>Work: Answers to Correspondents</i>	474

NOVEMBER, 1932



THE CHIEF GUIDE'S TALK

MY SHARE IN THE WRITING OF BOOKS

Illustrations from "Lessons from the Varsity of Life," by the Chief Scout, now appearing in "Pearson's Magazine," by kind permission of the Editor.

I DON'T think I covet my neighbour's house. I love my own so much. Nor do I covet his horse or his dog. Again I love my own so much. But there is one thing that I do covet, and that is a little of some people's spare time—time in which to think and be quiet with a book, for life is very full and hurried these days.

Some years ago, when I was happily able to hand over the Chief Commissionership of our Movement to a perfect successor, I thought that I should have time for gardening and reading; but just at that time the Movement was developing fast and furiously and work did not grow less. If anything it grew more.

Later on, when I was able to give up the Overseas Commissionership to two perfect successors, again I thought how nice it was going to be to have a little spare time for gardening and reading.

But no such luck as yet, for each ensuing year seems to bring fresh burdens and fresh demands upon one's time.

Perhaps when I pass on my Chief Guideship to a perfect successor I shall then, at last, find that elusive spare-time for thinking and sitting quiet with a book.

But even if I have little time for reading books I do, occasionally, have a very happy share in the writing of

them, because the Chief Scout has already published twenty-six books, and each year brings a fresh volume—or even sometimes two!

My part is a humble small one, for I am mainly a sort of mental waste-paper basket, into which he may throw his unwanted ideas after talking them over. But I also share the fun of typing the material with Mrs. Wade, who is already well known herself in our Movement as the author of that splendid book *Twenty-one Years of Scouting* and *The Piper of Pax*, etc., and I have quite often been asked how the Chief manages to get his writing done.

When he hatches out a plan for a new book it simmers for some little time in an embryo state. Bits of needed material are collected in cardboard folders, an ugly deal table finds its way into the house and has papers spread all over it, and probably for some months we may "wait and see," since all his book writing has to be dove-tailed into his ordinary task of writing articles and things other than books.

He writes easily and apparently without difficulty, but with infinite care, sketching out each paragraph in pencil first, turning it and twisting it to get into shape, and altering and re-writing where it is not to his taste in the end.

And he turns out a good deal in a year, because he writes weekly for *The Scout*, monthly for *The Scouter*, and quarterly for *The Jamboree* anyhow; and over and above these he frequently writes articles for *The Cavalry Journal*, *The Times*, *Blackwood's*, *The Guide*, *Camping*, etc., not forgetting "forewords" for other people's books in dozens, "messages" in dozens, and letters in hundreds each year!

Two years ago plans were made for the writing of his biography, and during the winter of 1930-31 there was a general hunting up of history from old note books, diaries, scrap books, etc., and the biography was pieced out into chapters roughly on the separate subjects such as "Travel," "Education," "Soldiering," "Scouting" and so on, and stacks and stacks of little bits of paper with pencil notes scribbled on them would all be shoved into the various folders, together with sketches, drawings and ideas for pictures.

And then, fortunately for us and for the book, came the five weeks' voyage to New Zealand, and at last, undisturbed by telephones or posts, we were able just to get down to the writing.



"I held on like grim death, expecting the line to go at any minute."

November, 1932]

THE GUIDER

The scene can easily be pictured. The typist sitting tapping wildly and in gusts, whilst the author stands or strolls about the room, twiddling his hair with one hand, holding his scrappy notes in the other, thinking, dictating, pausing, discussing—and bit by bit the sheets of typed stuff are thrown in heaps upon the floor.

Five weeks of five hours a day broke the back of the

and deride, little thinking perhaps of all the labour that SOMEONE has put into it. The world is very critical these days, and we like to pick and choose as our fancy takes us.

But mercifully, what a vast storehouse we have always here in this country to choose from, and how lucky we are in having such fine fields of literature always there for us to forage in.



Stalking in the copse at school undoubtedly helped me when I went—



—stalking warriors in the Matopos.

writing of his life-story, the precious material was packed off to the publisher, and then, after being cut down by about half, it is now appearing in print for kind readers to enjoy if they will.

It is odd how little we readers of books or watchers of plays ever think about what an enormous amount of thought and work lies behind what we are enjoying.

If the thing is poor we are only too ready to find fault

Books can indeed be classed as some of our best friends, there when we want them, a help and a comfort, an education and a pastime, and Guiders will indeed do a great thing for their Guides if they will develop in them the habit of reading and of choosing the best stuff that can be found to store away in their minds.

Olave Baden Powell

“A Modern Discoverer”

DISCUSSING “Waste Forces of Human Nature” in the *Observer* on Sunday, August 21st, Professor L. P. Jacks said:—

“As the physical sciences have instructed man how to control and utilise the waste forces of the material world, so the human sciences, when once they get to work, will teach him how to control and utilise the waste forces of his own nature. These, if he would only believe it, are far mightier than steam, electricity, or petrol. The waste of them under present conditions is enormous. We are as far from understanding their value-producing properties as the age of ‘Piers Plowman’ was from understanding the properties of the sun’s heat, imprisoned in coal and oil. Like the waters of Niagara, now harnessed in some degree for giving light and power to great cities, the human forces have been plunging into the abyss for ages, a whirling torrent of aimless desires, with little done to canalise their energy to the creation of value.

“Yet something in that line has already been accomplished, something great and profoundly significant. Among the names of modern discoverers none ranks higher than Baden-Powell. He made a discovery in the human field the implications of which, when a reformed education has developed them, will affect the civilisation of the future not less than Watt’s application of the power of steam or Edison’s of the electric current have affected our own. He discovered how the play-hunger of the young human animal, his love of adventure and fun, his sporting instincts, and even his devilries, can be converted by skilful hands into the means for making a man of him, for building him up in self-control, self-respect, courage, loyalty, discipline, good fellowship, responsibility, and competence. I count it a great discovery and the forerunner of others greater than itself; for there can be little doubt that the educational discoveries of the future will be made in the same field of the wasted human forces and take the same line—that of converting them into creative activities. What a field is waiting in that direction for the application of human science!”



HANDCRAFT.

HERE are a few more Christmas presents to make. These are all three very simple and elementary. The first two can be made by the smallest and most backward children in the pack.

SKIPPING ROPE.

Materials required: Six empty Silko reels, length of rope, paint or crayons and varnish.

Take the six reels and paint different colours. Next take the length of rope and make a big knot at one end, thread through three of the reels, and knot again. Repeat for the other end.

Instead of painting the reels, they can be crayoned and given a coat of varnish to preserve the crayoning. The paint used in the first instance was thumb pots of enamel, price 3d. "Joy" paint can also be used.

Note.—The rope should be heavy enough to swing well.

NOTEBOOKS.

Materials required: Notebooks, coloured Christmas wrapping paper, inside of Christmas envelopes from the odds and ends box, covers of circulars, wallpaper, etc., paste.

Take the coloured paper and cut to size of notebook, paste on, trim edges.

These are attractive when done, and different sizes can be cheaply bought and made into a "set" for a present.

HOT-WATER BOTTLE COVER.

Materials required: About 2 ozs. of wool, pair of needles, size 6 or 7, crochet hook, ribbon.

Cast on forty stitches and knit all plain for 26 in. Cast off loosely and sew up two side seams. Do two rows of double crochet round the top. Thread through the top either a cord of chain stitch or some ribbon to draw up round the neck.

TEST WORK.

During the next few months there will be articles on all the Brownie tests. Any suggestions sent in by Brown Owls will be welcomed and included in the articles.

All test work can be made thrilling to the Brownie. She is at the age when practical matters are making an enormous appeal to her. So often at home mother does these thrilling things herself because it "gets done quicker" than if the Brownie did it, and if Brown Owl gives the children opportunity to do things, and sets a high standard, she will never find lack of interest.

Owls have very definite opinions on whether the tests should be taught by games, or only practised by means of games when taught. The general feeling at the

moment seems to be that Brownies are not afraid of "work," and love to do it and to feel they are learning something new each week. Most people seem to agree that games are the best way of practising and keeping up test work, and there are still some who teach as well by games and find that the best way. It is always best to find out which way seems to interest the children most, and gives the best results.

THE RECRUIT TEST.

(Owls are urged to re-read the excellent article on the recruit test which appeared in *THE GUIDER* of March, 1931. New Owls may find the chapter on the recruit in *Brown Magic* of some help.)

Some Owls dislike the word "recruit." Many names have been found for "recruits" and used in different packs. It would be interesting to hear of these, and how far they have been successful. Here are some of the names used: "Tweenie," "Bunny," "Grey Rabbit," "Squirrel," "Lost Fairy," "Littlest Folk," "Brownie-kin." The majority of Owls still seem to use "recruit." Is this because they like it, or only because it is the official name used in the Handbook? Whatever name we use, the test is the most important of any for our Brownie-to-be, because she is new to everything and is making the foundations of her Brownie-ing. If she is really thrilled with Brownies at this stage, and her keenness used in the right way; if she is taught the whole of this most satisfying test in a thorough and satisfying way, so that she wants more; if the atmosphere of the pack, the pack spirit, is one that calls out the best in each child and makes her want to give it, then there will be no question of her leaving when the recruit time is over, and the first newness gone. Her Brownie-ing will mean a big thing in her life, and she will hold on to it fast.

Brown Owl generally teaches the recruit work herself, and even if she is single-handed, tries to get her recruits for a few minutes each week by themselves. It is her best opportunity for getting to know them, and to give them a chance of knowing her. Once they are enrolled and with the rest of the pack, it is not so easy to learn something of their individual characters.

The test should be taken slowly and thoroughly. Each part of it is important. Nothing should be hurried or slipshod, and the testing should always be done before the enrolment day and never left to the last minute. Six to eight weeks is the usual time between a recruit's arrival and her enrolment, but this period depends entirely on the child herself, and is sometimes shorter, and sometimes much longer.

Often Brown Owl is doubtful about her Six. She may have an elder sister in the pack or a friend who has brought her, and they may ask to have her with them. In some packs the recruits go round to each Six in turn for a week or a fortnight, and the Sixers vie with each other to make her like their Six best, by being friendly to her and helping her to find her feet in the pack. If this is done Brown Owl will probably be able to see where she seems to fit in best. The child herself may have definite views about the Six she prefers, and Brown Owl may be able to let her choose, or may think a different Six is better for her. Should this be the case, explain the reason if possible, and tell the recruit it is only for two months, or some temporary period, to see how she gets on. In nine cases out of ten she will settle down quite happily. In the tenth there is probably a reason of which Brown Owl is quite unaware at the time, and matters can often be adjusted later.

In many packs the recruits sit in an inner ring round the toadstool during the pack ceremonies, and only join in the Brownie Song, Grand Howl, etc., after they are enrolled. This certainly gives them a feeling that taking part in these ceremonies is of definite importance and solemnity. No child minds waiting for something it really wants. In this way, too, the recruit learns the ceremonies, and when her time comes, can join in them with more ease and confidence.

The test itself is partly practical, partly theoretical. The Promise, Law, Motto, Brownie and Six Songs, the meaning of the Fairy and Pow-Wow rings, the Brownie story and the smile, are theoretical, and the plaiting, parting the hair, tying the tie, washing the tea things and the salute are practical.

Many Owls teach some practical and some theoretical each week. In any case the time given to the theoretical part should be short. A child cannot listen long, and Brown Owl should know exactly what she is going to say. The simplest words should be used, and it is often a help if Brown Owl can put down on paper what she is going to say, and think out whether the words she is going to use can be understood by a child of 8. So often the words which seem obvious to us are misunderstood by the children. For instance, "We're the Brownies, here's our aim" often produces the queerest explanations!

VIVIEN RHYS DAVIDS, *Great Brown Owl*.

"The Guide" Trail of Service

DURING Guide Week and while the Coming-of-Age celebrations were on we all realised, perhaps as never before, the true joys of helping others and of giving—Guides in every corner of the world "did something for somebody else," and thoroughly enjoyed doing it. Simply hundreds of different ways were thought of, and none of us will ever forget our Birthday Week. But, having discovered what *fun* it is to "do something for somebody else," why should we stop when our birthday celebrations are over? *THE GUIDE* says "we are not going to stop, in fact Guide Week was just a beginning."

People who live in big towns have plenty of opportunity for helping others. All around them are those more badly off than themselves; there are hospitals, homes, institutions, and charity organisations needing help, and Guides and Rangers can all do their bit. But in the small country places, the isolated hamlets, there are not these opportunities waiting round the corner. The Guides are just as ready to *do* something, and the Rangers are all trying hard to live up to their motto "I serve." We have received so many letters from these keen Guides and Rangers in the little villages asking *how* they can help? *How* they can serve? *How* they can get into touch with a hospital where they can send flowers and gifts from the country? And so we thought of starting a Trail of Service.

In *THE GUIDE* we shall publish a map showing a route through a certain county. The route will lie *only* through small villages, and will avoid all towns. On a given date and between certain hours, "Gulliver," *THE GUIDE* car, will travel along the route, followed by other cars driven by kind friends who volunteer to take part in the Trail. Guides in uniform may hail "Gulliver" at any point along the route, and when hailed the car will stop. The Guides will hand over the gifts they have brought, they will sign their names in the "Log Book of Adventurers," and the cars will pass on. Sometimes

it will be a Trail of Fruit and Vegetables, sometimes a Trail of Toys, or a Trail of Books, or Christmas Decorations, etc., etc. At the end of the trail all the cars, laden with the gifts, will go to some hospital, home or institution in the county or in London and hand over their contents. All arrangements will have been made previously through the County Commissioner.

The first Trail is to be on October 29th through Hertfordshire, when a Trail of Fruit and Vegetables will be run. All gifts will be taken to the Field Lane Institute, Clerkenwell, where free dinners are given to fifty little ragged children.

Guides and Brownies are told in *THE GUIDE* that they must first ask their captain's permission before joining in the Trail, and we do hope that captains will enter into the spirit of the Trails too, and will give their Guides and Brownies permission, besides joining in themselves.

Perhaps this idea will appeal to those in other parts of the British Isles, and abroad, and as it would be many moons before "Gulliver" could run Trails in every county we hope that energetic people with cars will organise similar trails in their own counties. It would be grand if we could have a complete Trail running through every county in the British Isles on the Thursday before Christmas—December 22nd—to collect holly and mistletoe and other Christmas decorations from the Guides in the country places, to take to the hospitals in the big towns of each county. If every county would organise its own Trail, and arrange for one car to meet a car from the adjoining county on the border line, the chain would be complete, and we could all join in a giant Trail of Service—each county Trail complete in itself, yet linked with the giant Trail.

The November Trail will be run on November 26th, and all details will be seen in the November 12th *GUIDE*.

M. VERA MARSHALL, *Editor, THE GUIDE*.

LONDON COUNTY SWIMMING COMPETITION

HELD AT WESTMINSTER BATHS ON OCTOBER 8TH.

THE GUIDE Movement in London has grown so large that the only inter-division competition that is now held is the annual swimming gala, and the enthusiasm and perfect organisation of this event is due entirely to its organiser, Lady Fripp, and her secretary Miss Fripp, who to our great regret are giving up the work this year, having started it and carried it on for thirteen years.

The standard of the swimming, diving and life-saving was higher than ever this year, and the enthusiasm of the competitors and spectators seemed greater than ever before.

The most noticeable facts concerning the actual events were, I think, the enormous improvement in the physique of the swimmers, their extreme "tidiness" in the water, by which I mean that much of the splashing that characterised this gala thirteen years ago has vanished, and the apparent nonchalance with which they all go from the 8 ft. board.

We were all very sorry that our County Commissioner, Mrs. Kerr, was prevented from coming to the gala, but we were delighted to welcome Lady Butler (Provincial Commissioner for Central Provinces of India), who kindly presented the three cups and reminded us how very fortunate we are in this country to have so many facilities for learning to swim, and how rarely the Guides in India have any chance to indulge in this sport.

Our hearty thanks are also due to Miss Daly, who has judged this competition for years and years and to Miss Salmon, who is going to run the swimming next year.

The results were as follows:—

GUIDE CUP.—Hampstead, 20 pts.; City, 17 pts.; Southwark and Battersea, 15 pts. each.

GUIDER'S CUP.—St. Pancras and Kensington, 17 pts. each; Lewisham, City, Leyton, Marylebone and West Wandsworth, 10 pts. each; Stepney and Hampstead, 7 pts. each.

RANGER RELAY RACE.—1st, Kensington; 2nd, Hampstead; 3rd, City.



This Ranger Job of Ours

ON this page, a short time ago, we quoted from a letter from a very poor Ranger company who said that they found themselves handicapped at every turn by the fact that nearly all forms of service seemed to entail the spending of money. The raising of money for any purpose being for them at the moment almost an impossibility, they asked whether other Ranger companies could suggest forms of service which cost little or no money, and whose value lay in the thought, time and labour given to them. Commissioners, Guiders and Rangers have been very good in sending accounts of what can and has been done, and the following lists are compiled from their letters. The address of the sender of any of the suggestions can be had if further information is wanted.

SUGGESTIONS FOR SERVICE WHICH COST NOTHING IN MONEY.

1. Social Service.

Taking care of small children while mothers are at welfare centre. Taking a V.A.D. course and helping at hospitals and ambulance depots.

Helping old and sick people with gardens and shopping errands. Learning Braille.

Care of War Memorials.

Helping at local library and savings bank.

Collecting washing and repairing old bed linen and blankets.

Collecting magazines, eggs, etc., for hospitals and institutions.

Collecting tinfoil and moss for hospitals.

Collecting flowers for deaf and dumb schools, etc.

Collecting used postcards, Christmas cards and pictures for Indian Village Schools. (Address: Miss B. Field, S.P.G. Mission, Karanji, Ahmadnagar District, India.)

*Collecting used postage stamps to send to the People's Dispensaries for Sick Animals of the Poor. (Address: 14, Clifford Street, London, W.1.)

Collecting used postage stamps of any value, English or foreign, to support a cot in a London hospital for sick children. (Address: The Secretary, Queen's Hospital for Children, Hackney Road, London, E.2.)

One last suggestion under this heading. In a very poor part of London there is a Settlement where a curious little ceremony takes place at stated intervals. On certain days the tiny children come to buy "Farthing Bundles." There is a very low archway, and only a child who is small enough to walk through this archway is eligible as a buyer, otherwise the demand would be out of all proportion to the supply. There is another rule. Each child may buy only *one* bundle on *one* day. It has been discovered before now that the little boy at the head of the queue when the sale started and the little girl at the end of it when the selling stopped were one and the same person, a rapid change into a sister's clothes having been effected in order to secure a second parcel! You see, a farthing will buy so little in a shop and so much in one of these bundles! What is in them? All sorts of things—tiny toys out of crackers and scraps off the outside, bits of pencils, odds and ends of ribbon, and gay scraps of stuff to dress a doll, picture postcards, shells, anything in fact that a Ranger might put into a box kept by the company, saying to herself, "Some tiny child might like this." Send the box when it is full to: The Farthing League, Fern Street School Settlement, Devon's Road, Bromley-by-Bow, London, E.3.

*N.B.—Perforated or torn stamps are of no value. A margin of paper should be left round each stamp when torn off the envelope.

2. Handicrafts and Other Work.

Cutting down grown-up clothes for children, and renovating old clothes for poor children.

Collecting and mending *old toys, old books* (which can be cleaned with rubber and re-covered with coloured paper) and *dolls* (which can be cleaned, mended, and re-dressed), and sending them to poor children.

Making rugs from old rags and stockings, carefully washed.

Making knitted quilts from scraps of wool for old people, and patchwork rugs from tailors' samples.

Making finger-stalls from old gloves for the Fishergirls' Mission.

Making scrap-books for hospitals.

While we are talking about scrap-books, what do you do with all the little red and blue books after the stamps have been torn out? Don't throw them away in future! Give them to Rangers who can make fairy scrap-books of them, by using tiny pictures and tiny poems and even printing tiny stories to paste into them. Children in hospital will love them just because of their smallness, and any Post Brown Owl will welcome them to enclose in her letters to her Brownies.

3. Special Guide Work.

Helping when needed in Guide and Brownie companies (when Guiders are away, or short-handed).

Adopting and visiting Post Rangers, Guiders and Brownies.

Adopting a Ranger, Guide or Brownie company. (Town companies will bless the country company who sends supplies of leaves, twigs, feathers or shells.)

Collecting old cotton reels, match-boxes, scraps of silk and oddments for poor Brownie packs for handicrafts.

RANGER SERVICE THAT MAY BE DONE WITH VERY LITTLE EXPENDITURE.

Here are the suggestions sent in arranged under the same three headings:—

1. Social Service.

Flowers in church provided and arranged by Rangers, and afterwards given to sick people in the parish.

Parcels of groceries given to poor people.

Entertainments given at workhouse, orphanage, and in hospitals.

(Why not, every time you get up a play to raise funds, do it again for somebody's pleasure?)

Raising money for charities by means of concerts, displays, garden fêtes with or without stalls, compiling cookery books and calendars of quotations. (The last two can also be sent by the Rangers to their Guide friends at home and abroad.)

2. Handicrafts and Other Work.

Knitting woollies for Child Welfare centres and for the district nurse, *having found out first exactly what is needed.*

Knitting eye-bandages for Mission Hospital in Livingstonia. Making window-boxes for invalids in towns from packing-cases and planting them with flowers.

3. Special Guide Work.

Knitting caps for poor Brownie packs. (One ounce of 4-ply Purple Heather Fingering, Paton and Baldwin, Shade No. 71 Mid., costs 4½d. and makes a cap.)

TWO SUGGESTIONS THAT MAY BE USEFUL TO RANGER GUIDERS.

1. Many ideas for service of all sorts may be found in *A Booklet of Service* sent in by a Guider. It was compiled for and is used in the Diocese of Birmingham, but it is full of suggestions, well classified, that might be useful to us. It costs 6½d., post free, and may be had from The Bureau of Service Secretary, Diocesan Office, Queen's College, Birmingham.

2. *A Ranger Service Log* is used in one Division, and the information is collected, classified and card-indexed, so that need and supply can be quickly and easily connected.

November, 1932]

THE GUIDER

The form, which is sent to every Ranger in the Division, is appended.

RANGER SERVICE LOG.

Company
 Name
 Address
 Age Telephone No.
 Daily occupation
 Can you help the Guide Movement by instructing in any special subject? Please state if you hold Ranger Instructor Badge in any subject.....
 Can you render service in any other way (e.g. through hobbies)?
 Guider's Report.....

And now an appeal for further information from Guiders of experience. Will you tell us, please, those of you whose Rangers have already undertaken it, what a company can do to help with a Baby Clinic? Other Guiders would be glad to learn from your successes and failures, and information would be sent on to the people who are asking for it.

M. M. MONTEITH,
 Commissioner for Rangers.

The Game of Threes.

I DO not know if the following game, which is played in Spain, is new to readers of THE GUIDER, but I have never seen it used in England, so venture to send these particulars.

Any even number of players is divided into two sides. Two dividing lines are drawn or chalked, with a space of several feet between them.

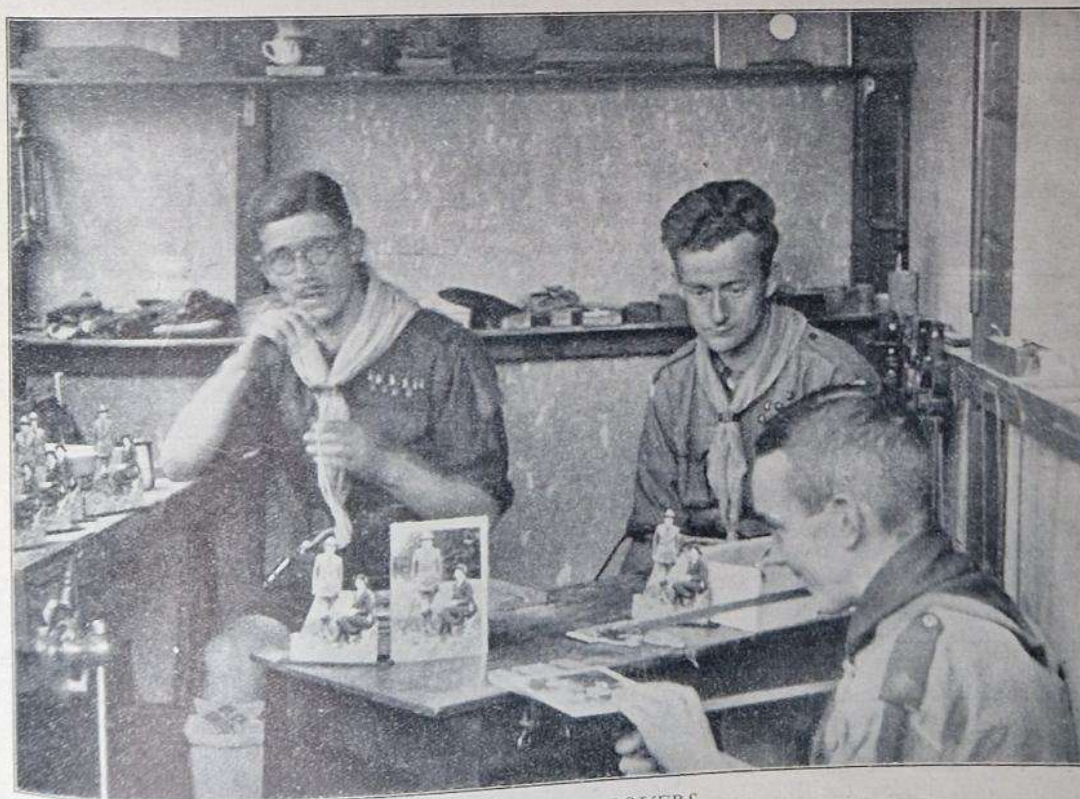
A tennis ball is then thrown backwards and forwards by the players, between the sides, any player who can catch it. (Naturally each side tries to throw where the opponents are not, and not where they are!) The player who catches it, or failing that picks it up, has the right to return it.

Any of the players who can catch the ball three times, after returning it the third time, may cross into the enemy's camp, where they try to catch the balls from their own side (which of course tries to throw to them).

A player in the enemy's camp who catches the ball three times is entitled to call across one of her own side, who in her turn helps to catch. They dodge about amongst the enemy, who try to prevent the ball from reaching them. The first side to get all its members across wins.

DOROTHY M. BUTLER,
 1st Somerset Lanes.

Valencia, Spain.



ORDERS TO HELP ROVERS.

Unemployed Rover Scouts at work on the Cut-out Photo Calendars of the Chiefs which are now on sale at Headquarters. Each photograph is supplied to the Rovers mounted on three-ply wood, the wood is first of all stained, then the photograph is cut out with a fretsaw, the edge carefully filed and sandpapered, and stained again and the whole mounted on a three-ply stand. The original photographs were taken by Marion Crowley. For these calendars has kept three Rover Scouts employed for a month.



WE have this month news of Brownie activities in such widely different parts of the world as India and Central Africa.

In both cases these are packs which have been started fairly recently with complete success.

The account of the Indian Brownies appeared in the *Indian Girl Guide News Sheet*.

HELEN TALBOT,
Commissioner for Overseas.

CENTRAL AFRICA.

UGANDA.

At Ngora, in Uganda, the 1st Teso Brownies marched on Empire Day with the Union Jack at their head to the school chapel, where they had their special service, closing with "God Save the King" at the salute. They then came on to our house where they had tea, and afterwards three Sixes competed in all kinds of games and tests. I do not know how our little Brownies compare in intelligence with their more civilised sisters in England, but we were very pleased with the result of the listening game.

The Sixes sat in their three separate groups on the lawn, and when the whistle blew the second time each Sixer wrote down all the sounds told her by her Brownies. One Six produced a list of twenty-five, the most unusual perhaps being "the iron roof said pah" and "a boy broke firewood." I may say that when the game was suggested my husband said, "I'm afraid it will be rather a farce, it's so quiet here at this hour of the evening."

They learned two new games, one with balls, and the other with messages. For the latter we had the three Sixes spaced out at some distance apart, as you will see in the accompanying photo. I handed a typed slip to each Sixer, and the order had to be carried by word of mouth from one to another, the one at the extreme end of each line carrying it out. We began with "Sit down," then "Turn round three times," and finished with "Go and pick a flower and take it to Miss Panter." One of the smallest Brownies accomplished this last like a flash, although she was actually furthest away either from flowers or from Miss Panter. We concluded by all joining the Brownie Ring and saluting the flag, having had a very happy birthday party.

INDIA.

THE BEGINNING OF A VILLAGE FLOCK.

They were playing on the verandah of the village Health Welfare Centre, eight little Bengali girls, ranging in age from 7 to 12, with the attendant babies who always accompany Bengali children. There was an air of excitement, for to-day they were to hear about Bluebirds.

Presently at the suggestion of a story they settle down in a small circle, and even the two babies are quiet. Then Little Wise Bird begins the Bluebird story. The children's eyes grow big as they listen. "A sari worth Rs. 100, and yet the Princess said she would like a blue one better." At length the story draws

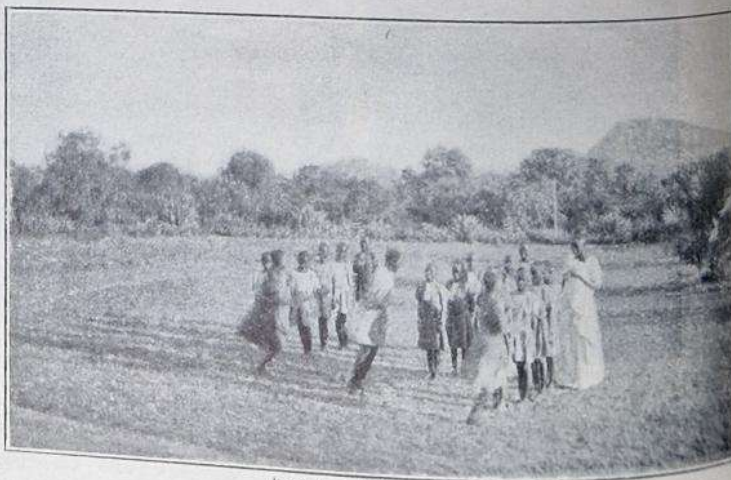
to a close. "Do you want to be Bluebirds like Nillawa, bringing happiness into your homes by helping people? Let me see if you know what Bluebirds of happiness look like." Broad smiles.

Then comes a game called Mr. Bingle. The children think it marvellous fun, for no one has ever troubled to play games with them before. "When could they come for Bluebird games again? To-morrow? Not for a whole week? May Pump bring her friend Putla, and can we play Mr. Bingle next time?"

Twelve small people arrive on the verandah the following Thursday. To-day we begin with inspection, the would-be Bluebirds are very grimy, nails black as soot, hair that looks as if the owner had been drawn backwards through a gorse bush. A little dissertation on how Bluebirds are always known by their tidy hair, clean hands and faces and clean teeth evokes some interest. The one clean-looking child who receives a red seed is evidently the envy of all. We learn the Bluebird Ring skipping as best we can to a very weird imitation of the right tune, but still enjoy it hugely. Next comes a singing game, "How can we help our mother to-day, we'll do it this way," with all the various actions of sweeping the house, drawing the water, grinding the curry stuffs, washing the rice, collecting firewood, the Bluebirds all very anxious to tell how they had done these things at home during the week.

Then we divide up into Sixes and choose our birds from two that are to be seen in the garden, the Minah and the Bulbul. Two prospective Sixers are also appointed. At this moment, much to our joy, a Bulbul flies into the tree under which we are meeting, and the Bluebirds vie with each other in describing just what it is like. Yes, this week they will all notice birds and tell about them next meeting. Then each Six goes to the tree it has chosen as a home to learn its Six songs, and we have a competition between the two Sixes each skipping round in a small circle singing its own song.

There still seems lots of energy to be let off, so Mr. Bingle is played to every one's immense enjoyment. Then comes the acting of the Bluebird story heard last week, for the sake of the four new Bluebirds who were not there. After this the Promise, written on a card, is given to each Sixer and briefly explained. The Sixers feel very important, as they are asked if they will teach the promise to their Six who cannot read it for themselves.



brownies at Teso, Uganda.

Then we stand in a ring and learn how Bluebirds behave when they are very glad by learning the Grand Salute, to be used on great occasions. And so after tidying up the lawn, Six by Six the Bluebirds vanish, having first received a caution to come very clean and tidy next week.

Next week, one and a half hours before Bluebird time, there is a great commotion on the verandah. It is only the Bluebirds assembling. I go out and see some oiled heads and shining faces but others not so clean. A word about inspection and some of the Bluebirds depart to wash and brush up, also to bring combs from home as we are to do hair plaiting to-day.

The two Sixes wait under the trees and come in singing their Six songs as their names are called. Then we make the Bluebird Ring, followed by inspection. One seed for clean hands and nails, one for clean teeth, and one for tidy hair. Excitement runs high as each Sixer counts the seeds of her Six at the end. Now a singing game (of course translated into Bengali) to let off steam. "Jump, jump, jump, Jim Crow." After this we sit in the Pow Wow Ring and discuss the possibility of getting uniform. If someone gave us the stuff could we make it ourselves?

During the week six Bluebirds arrive at eight o'clock one sunny

morning. "Please we want to show you we know how to wash our clothes; you said it was one of the tests." "Yes. Where would you like to do it?" "In the tank, of course." Down to the tank we go. There the dhobie's (washerman) son is busy with some washing, but when he sees the small maidens he gives them his board.

Then the fun begins. Dresses are stripped off, their small owners standing quite unabashed in their knickers while the washing proceeds. Up and down the frocks are beaten, and there is good reason, for some of them are very dirty. It is so cool to stand knee-deep in water, plunging your arms in and out, not minding how much you get splashed. One little Mohammedan girl who always wears a sari had not quite the same freedom, but she seems to enjoy herself none the less.

The 1st Chapra flock has had many meetings since then and are now registered, with a Wise Bird, a Little Wise Bird, and a Flock Leader. They also have uniform, little bright blue frocks made by themselves at the cost of five annas each.

These are early days to prophesy, but so far the Guide and Bluebird training has proved itself eminently suitable for village girls and seems to supply just the kind of training they need and enjoy.

ROSAMUND CRANSWICK.



The 1st Chapra Bluebirds
Washing Clothes.

The Mind of the Company

THAT unknown quality—the mind—may be trained in such a variety of ways that we Guiders are apt, at times, to forget that literature in all its forms is one of our most powerful allies. Nowadays, practically every person can read, but the point is, what and how do they read?

It is quite natural that to young people the plot is the thing that matters most, especially to girls whose time is limited and who read solely for relaxation. But it is rather lamentable with such a wealth of good fiction, produced at very moderate cost, that the choice of literature so often falls far below standard.

You may say, of course, that you cannot make people read good stuff against their will, neither can you, but you can certainly interest them sufficiently to make them really keen to read other than feeble fiction, and there are various means of arousing this interest.

To begin with, it is a good plan to borrow several copies of, let us say, *The Jungle Book*, lend them to various members of the company and at a given date, ask the readers to tell various parts of the story to the others. This may be varied by debating.

We ourselves are often to blame for the type of yarn produced at the camp fire, and at times we may have wondered why grown women, such as Rangers, do not rebel when they are offered childish, futile nonsense that would make even a Brownie blush. Most Guiders

seem to think that they should always endeavour to tell a story at the camp fire, but now and again it is an excellent thing to read a good narrative poem, or even a few lines of sheer beauty, each word a picture, each phrase a melody. But don't stop at poetry, read some passages from the great masters of prose, read and explain and discuss them until your hearers want to discover more for themselves.

Still another method, really intended for Rangers, is to read a play aloud. Each member of the company becomes one of the cast and very soon all self-consciousness is forgotten. For instance, *Hiawatha* read in this way is delightful, so also are parts of *Julius Caesar*, *The Tempest* and so on, but if you tackle Shakespeare you should take the trouble to study the glossary beforehand yourself, and be able to explain the words as you go along, if you are asked questions about them.

Then, how much we would all enjoy at times to read aloud a cutting from a newspaper dealing with the life of some great man or woman, a statesman, a pioneer, an explorer, or a scientist, someone whose story might thrill and inspire even the youngest of us.

Do remember, Guiders, that to awaken the love of reading is to have accomplished a great work, because books can bring us all a wealth of things—reverence, knowledge, courage, sympathy and insight—and finally they can colour the most drab lives with interest and beauty.

M. M.

STORY-TELLING AND READING ALOUD

By ROSE FYLEMAN

NOT everyone is a born story-teller, but most people, if they have the skeleton outline of a tale, can add sufficient detail to make it interesting, and it is in detail and description of this kind that the ability and personality of the story-teller come in.

It is obvious, therefore, that the most suitable matter for use in this connection (if the story-teller is unable to *invent* the whole thing, which is, of course, the ideal method) is to be found in folk-tale and legend.

Here we get the facts—the outline only of the tale, and though there may be a certain amount of detail included, it is of a very simple and straightforward kind. In "Cinderella," the glass slipper is (in the English version, at any rate) a fundamental part of the tale; so are the mice and the pumpkin; but we are not told if our heroine is dark or fair, what the names of her sisters were, what she said to the godmother when she appeared so opportunely, nor what she actually wore at the ball. All detail of this sort is of breathless interest to most children.

When Tennyson took the "Round Table Legends" and made poems about them he wove all manner of fancies into his verse, and the oral teller of tales does the same in a humbler way.

If you have a folk-tale about a fox or a troll or a giant to deal with, it is up to you to give an interesting description of the fox's babies, the troll's red nose or the giant's washing bills. There are numberless sources from which such "framework" stories can be taken; there is hardly, I suppose, a country in the world that has not produced a store of them, and they have been industriously collected. Japan, India, Russia, New Zealand, Scandinavia, Ireland—I name only a few countries at random—have all contributed to this wealth of available matter, a great amount of which is published in one form or another.

Each country has its own legends and tales, and many of them have just that touch of oddity and fantastic realism which children so love.

It is entirely legitimate for a story-teller to enrich these tales with the embroidery of her own individual fancies, and it is really upon the vividness and effectiveness of such touches that her success will largely depend.

But if a story or a book is the creative work of a single writer it should be read aloud, not told in different words from those in the original.

For writers tell their tales in their own way, and the manner of telling is at least as important as the subject matter of the story.

Charles Lamb and his sister, excellent, accomplished and charming creatures though they were, did a definite disservice to Shakespeare when they wrote their "Tales," taken from his plays. The story in Shakespeare's plays is unimportant as compared with Shakespeare's handling of it.

Any writer worthy of the name owes a great part of his interest and attraction to his style.

You can't "tell" a Kipling story, or "Alice in Wonderland" or "Dr. Doolittle" or "Winnie the Pooh"; or if you do attempt to do so you are not being really fair to the writer.

He has his own way of presenting his tale; his characters say exactly those things which he wants them to say, and he uses those words and phrases to describe them which seem to him the right and suitable ones.

It is too much to expect the story-teller to learn such stories by heart, but one can read them aloud, either whole or in part; and stories read aloud with intelligence and vivacity should be just as attractive as stories told. I say *should be* because I am not sure that they always are, and I imagine the trouble is that the attention of the reader is apt to be so firmly fixed on the book that it is difficult to hold the interest of listeners in quite the same way as when telling a tale; but this is largely a matter of practice. It is very important to know one's tale well so as to avoid the necessity of keeping one's eyes "glued to the book" as the saying goes; also, one often has to keep a firm hold of oneself in the matter of *pace*; it is so easy to gabble a little in reading aloud.

I sometimes hear people say that they find it better to tell children a tale than to read it aloud because the language of the original is often too difficult. This is, I am sure, a mistake. People are rather apt to underestimate the intelligence of children in this respect, also, hearing new words is the way in which to acquire a vocabulary—it is, indeed, the way in which we all learn to speak.

If you pick out isolated words in any well-written tale you are pretty sure to find some that young hearers won't know, but they will get the "feeling" of the story without any difficulty. If, however, they are too young to understand any but the very simplest words it is better to find a simpler story to read, or to fall back upon telling the old tales.

It is very difficult to lay down hard and fast rules on any matter of this kind, but in choosing matter to read to children it is important to remember that you are training their taste.

If a story seems terribly silly and boring to a grown-up it is not good enough to give to a child.

I don't mean that all stories must be high-brow; nonsense and funniness and fancifulness can be most attractive and even educative. But silliness and mushy sentiment and pretty-pretty do no good to anyone, least of all to the young, with their sensitive and impressionable minds.

WE HUNT THE TREASURE



TO arrange a Hunt properly, the ground should be gone over twice previously; once to note down the compass directions, names of streets, etc., traversed or passed, and points such as "a perfectly new gate into a field, a city boundary stone, two copper beeches thirty yards apart, an ivy-covered elm tree stump," and so on; and again, after you have composed a series of clues (in verse if possible!) from the data collected, to hide the treasure. This may be beads in bright colours—the patrol's colours if possible—hidden either loose or in boxes, according to the hiding-places chosen. Do this just previous to the Hunt itself—any mishap may befall the Treasure if placed there a couple of days beforehand!

The Guides will hunt in patrols, of course, each patrol having a copy of the clues and a compass, and setting off, say, fifteen minutes after the previous patrol.

Points should be given for the number of beads found (each patrol collecting its own particular colour) and speed in returning.

Here are some specimen pieces of doggerel!

A VERSE FOR FORKED ROADS.

"And here again a choice we make,
Success depends on the road we take;
If right we go—then 'left' we'll be,
If left we go—'tis 'right,' prithee!"

"A gate on left newly painted white,
A milestone next confirms we're right;
Then next a copper beech or two,
'Tis here we find another clue.
Twenty-five yards from the first tree
N.N.W., then six due East,
Five S.S.W.—this should bring thee
With two due South, to victory!"

"Look for prickles* further on—
Prickles that grow a bush upon;
A bird in the hand is worth two in the bush,
But a box in the bush is of more use to us!"

"Twenty years since first they placed me†
Quiet and lowly scenes amid.
Now—romance has come to cheer me—
Treasure at my feet lies hid!"

* (i.e. gorse.) † (Small boundary stone dated 1912.)

These are clues of a fairly general type. Whatever route you choose, you will find a multitude of "points," both common and uncommon, which you can use.

Do not despise references to things outside actual Guiding. "A famous Ronald Colman picture" was alluded to in connection with a suburb

named Raffles. A country lane bearing the same name as myself was easy to work in. And street names (fascinating always) are very useful—Trafalgar Street, Collingwood Street and Nelson Street, all near together, were too good to miss!

Compass directions, nature, distances and district knowledge are thus all worked in; eyes are kept alert,



and minds and memories interested and tested. Also, it behoves the Guides to conduct their search of suspected places in true Guide fashion. Badly trodden-down grass, disturbed foliage and footprints will be gratefully noted by and prove valuable to the other patrols!

Don't make the clues too difficult (this will bring the Hunt to an early finish!) or the route too long.

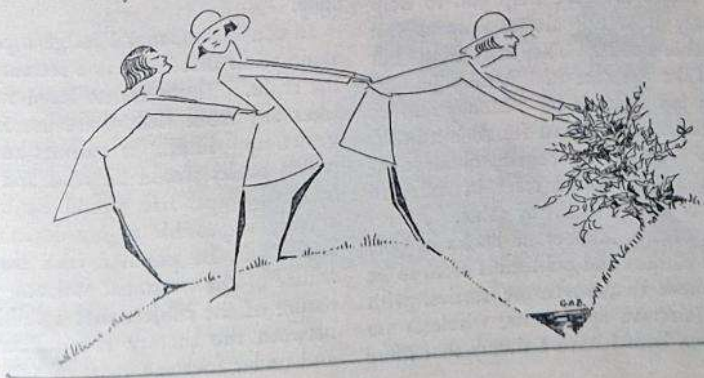
Above all, don't hide the treasure too successfully. A half-hour's hunt in a thorn bush will damp the spirits of the keenest searcher!

You will find the Guides keen to arrange a Hunt themselves. A band of robbers leaving a few written clues and a trail of rice (diamonds!) can hide the treasure and themselves at the far end, and be followed a mile or so behind by a band of detectives.

A "Witch's Spell" Nature Hunt is also a development of the original idea. Various flowers, seeds, leaves, etc.—more or less subtly described—are required quickly to make a Witch's brew.

Needless to say, outings of this sort will lose their novelty if held weekly, and the ingenuity of their captain (and her friends!) will be sorely tried, but they are great fun for an occasional winter's afternoon.

GRACE A. BROWN,
26th Carlisle Company.





[Photo]

[M. Crowdy.]

The Wireless, The Child and Books

By

STEPHEN KING-HALL

FOR the past two years I have been giving a weekly talk to children on the National Programme of the B.B.C. The title of this talk is "Here and There," and it deals with—well, it is rather difficult to define its scope, for there is no subject which is beyond the boundaries of this talk. Economics, politics, social questions, exploration, fashions, oddities, gardening, Scouting and Guiding, sport. . . all is grist to the mill, and the evidence of my correspondence shows that the consumers of the product are drawn from classes so far apart as small children of six and Secretaries of State.

I have been asked to express an opinion as to the effect which the "Here and There" talks have or are likely to have on children's reading.

My answer—it must be more or less of a guess—is that these talks send children to books, or perhaps it would be more accurate to say it makes children look for books of a certain type, but whether they find them seems to be doubtful.

These talks are intended to tell the children something of the way of the world in which they live, and to tell it to them in such a way that their minds will be stirred and their curiosity and interest are aroused. They write and ask me questions. As a rule they do not receive direct answers, but they are told where and how to search for answers in books. The motto is "We help you to help yourselves." Unfortunately it is not always easy to tell a child the name of suitable books. They may exist, but I have not met them. Take the case of "Money." Can anyone tell me of a book for children on "Money and its problems?" I have broadcast an appeal for such a book, but in vain. I am now writing, of course, about non-fictional books to which a child could refer in order to supplement the facts I put before it in my talks. As regards fiction, I review a certain number of books as part of my talks, and here the authors and publishers seem to be doing their duty. I believe that adventure stories, with up-to-date backgrounds (aircraft, sports cars, wireless) are the most popular, but even here I have a theory that more

books about "real" adventures are needed and would meet with a warm reception. My wireless children are always asking me to tell them about exploration.

Broadly speaking it seems to me that one is working on a sound principle if one assumes that a child is a young adult growing up in a world concerning which it is intensely curious. It wants to hear and read about this world and its affairs, and in so vast a field there is ample room for the use of the eye as well as the ear. The children are not in a position to express their views in an organised manner, and they have to put up with what they can get. Up to recent times the non-fiction books for children seem to have been written more on the basis of what adults thought children should read than on what children wished to read.

I think it has been the same in broadcasting. There exists considerable evidence from the children that the "Here and There" talks meet a widespread demand, but I do not think the children ever wrote to the B.B.C. and asked for such talks. I guessed they wanted them simply because grown-ups wanted Vernon Bartlett and Harold Nicholson.

What is sauce for the goose is sauce for the gosling—only in the latter case it must be dished up in a simpler style.

In conclusion, may I lodge a protest against the common assumption that there is a stereotyped mentality peculiar to the child. There are no fixed rules as to what "a child" likes any more than there are fixed rules as to what "a grown-up" likes. If authors and publishers knew exactly which books would be read and which would be ignored by grown-ups, life would be too easy. Similarly it is equally impossible to lay down with any exactitude what books will be popular with children. It is only in the nature of the treatment and not—broadly speaking—in the nature of the subject that a valid distinction can be drawn between the literary requirements of human beings over and under fourteen years of age.



RELIGIOUS EDUCATION THROUGH READING

By

MARY ENTWISTLE

HOW changed in its expression, if not in ideals, is the religious literature produced for boys and girls to-day from that of fifty years ago, and how much more abundant and richer in quality is the present supply than that of but a decade since! To-day there are books available to meet the need of every conscientious parent concerned in this task of religious education, and to suit both the pocket and the purpose of every idealistic Guide officer conscious of her responsibility and opportunity in this matter. There is a wealth of books, some quite inexpensive, for the boys' and girls' own reading, planned for every grade of development and varying outlook. The difficulty lies here, that with such a wealth from which to choose, selection is motivated by bewilderment and desperation rather than by a conscious aim and purpose. We often do *not* know what we want.

In every phase of religious education its promoters do need to know very definitely what they are seeking to do, and why. When we are buying books for boys and girls with a general idea in mind that they need "good" books, sufficient "Sunday" reading, we are really seeking for books that will present right ideals in an interesting and practical way, a way that will commend those ideals as sensible, right and greatly to be sought after by the reader. To arouse a desire for the actively good life in the mind of the child is to be digging firm foundations in your scheme for his religious education. To awaken a longing for "whatsoever things are true, whatsoever things are honourable . . . are pure . . . are lovely . . . of good report," is to turn the mind to thinking of these things. And that is in a line with every other phase of education, for to-day we teach concretely and positively, showing the good as something to be sought after, admired and achieved, and not, as in past days, pillorying the consequences of evil that the child may shun earning the shame and punishment that await the wrong-doer. It is certain that story books play no small part to-day in the child's religious education.

One of the interesting aspects of modern religious literature is the emphasis laid upon right world relationships. The "missionary" book for children of other days was, at its best, a biography punctuated with religious experiences entirely adult and often permeated with a sense of superiority that expressed itself in terms of pity for the ignorance and depravity of the people. Of course, the pity and the piety were real, but the expression of both to our modern way of thinking was sometimes very mistaken and almost always far removed from the child's point

of view and interest. To-day we have shelves of books, beautifully illustrated and written, with the child's point of view in mind, books for the teacher and parent and books for the child's own reading. Those books that present the reader to the child of another land have the true "missionary" spirit, for they emphasise the Fatherhood of God, and His Love for all mankind. From the Nursery series, with a coloured picture at every opening for the tinies, the child may mount the ladder of world friendship by the rungs of the Books of Babies, Round the World Story Books, the Yarns and Torch series, and books of great missionary biography. Full of action, adventure and heroism, coloured with the interest of "foreign lands," inspired by true love to the world's peoples, this library of world friendship is broadly yet truly religious.

Another modern trend in religious education is the bridging the barriers of remoteness of time between the action of the Bible and the child reader. Children are helped to see the setting of the Bible story, the lands and their history. Joseph the Dreamer is lifted out of the literary style and phrasing and is brought right into the child's life of to-day. Paul the Dauntless is shown against the times in which he lived, and his story strung as one continuous narrative of adventure and achievement. The loveliest life of all—the story of the Lord Jesus—is told beautifully for boys and girls in words and phrases easily understood. For the tinies, again, this experiment in religious education is also carried out. In picture and story they have their Bible Books for Small People; the first three being stories of the childhood of Jesus, but others will follow.

The very fine devotional books available for boys and girls need a mention here. There are books for the Leader to guide her efforts in teaching children the prayer way, and there are some excellent helps for the boys' and girls' own use. Guiders must often need help in the kind of friendly talk on spiritual matters their "Guides' Own" demands. For help in actual teaching of the Bible there are good lesson notes for the talk or address. Books of stories and addresses are available. There is certainly no reason for any of us to be dull or at a loss for material in our task of supplying some part to our Guides of their religious education. The bibliography following is designed with Guiders' and parents' needs in mind. Here are tales which truly

"holdeth children from play
and old men from the chimney corner."



The Challenge Crib Figures.

(Designed by Elsie Anna Wood).

These figures may be obtained only from The Challenge Ltd., 92, Great Russell Street, W.C.1, and are in hand-coloured plaster.

BIBLIOGRAPHY.

FOR THE LEADER, GUIDER AND PARENT.

- Bible Stories and How to Tell Them.* W. J. May. Student Movement Press. 6s.
- Men of Destiny.* J. R. Coates. S.C.M. Press. 2s. 6d.
- Can I Teach My Child Religion?* S.C.M. Press. 3s.
- Girls of the Bible.* Florence Bone. The Sheldon Press. 2s. 6d.
- The Concise Guides Lesson Notes.* Edited by Ernest Hayes. The National Sunday School Union. Issued Quarterly. 9d. each volume. Separate Guides for the Primary, Junior and Intermediate ages.
- The Talks Series.* Lessons for the 9-13 study groups on Christian Missions in other lands. Edinburgh House Press and all Mission Houses. 1s. each. List of subjects and countries on application to Publishers.

FOR THE CHILD'S OWN READING.

ABOUT BIBLE STORIES.

- The 3-5 age. *Bible Books for Small People.* Muriel Chalmers and Mary Entwistle. S.C.M. Press. 1s. 6d. each. The first three on the Childhood of the Lord Jesus will be ready in November.
- The 5-8 age. *When Jesus was Here.* M. O. Pelton and Vera Walker. N.S.S.U. 2s.
- The 8-11 age. *Jesus Among the Children.* The Canon of Westminster. S.C.M. Press. 3s. 6d.
- Boys of the Holy City.* W. J. May. S.C.M. Press. 2s. 6d.
- The 11-14 age. *A Life of Jesus.* Basil Mathews. The Oxford Press. 7s. 6d.
- Paul the Dauntless.* Basil Mathews. Partridge. 6s.
- Joseph the Pioneer.* R.T.S. 3s. 6d.

ABOUT WORLD FRIENDSHIP AND THE CHRISTIAN MESSAGE.

- The 3-5 age. *The Nursery Series.* Edinburgh House Press and all Mission Houses. 1s. 6d. each.
- The 5-8 age. *The Books of Babies.* 1s. *Round the World Story Books.* 1s. 6d. *The Friendly Books.* 1s. Mary Entwistle. Edinburgh House Press, etc.
- The 8-11 age. *The Torch Library.* 2d. each. Edinburgh House Press. *World Friendship Series.* N.S.S.U. 6d. each.
- The Secret Temple* (eight of the Torch Library, bound). The Sheldon Press. 2s. 6d.
- The Wonderland Series.* (Tales of missionary and children's adventure in Foreign Lands.) The Carey Press. 2s. 6d.
- The 11 upwards. *The Pathfinder Series* of Missionary Biography. The Oxford Press. 2s. 6d.
- Story of a Labrador Doctor.* Sir Wilfred Grenfell. 1s. Hodder and Stoughton.
- Mary Slessor.* W. P. Livingstone. H. and S. 1s.
- The Story of My Life.* Helen Keller. H. and S. 2s. 6d.

THE CHILD'S PRAYER HELPS.

- The Children's Kingdom.* G. Watts. Blackwell. 3s. 6d.
- The Prayers of Little Children.* M. E. Fletcher. S.P.G. 3d.
- **School Prayers for a Month.* S.P.G. 6d.
- **Prayers for Junior Warship.* Ludgate Circus House. 1s.
- * For the Leader's use also.

"A lot of nonsense is talked about the influence of the 'penny dreadful.' . . . We look down upon the errand-boy who leans against his bicycle reading a much dog-eared 'penny dreadful.' Well, let him go on reading it and be thankful that he is reading anything at all."—Mr. Rodney Bennett at the City of London Vacation Course on Education.

The Tale of a Turnip

DADDY went to pull a turnip, and he pulled and he pulled, but the turnip wouldn't budge, so Daddy called Mummy and they pulled and they pulled, but the turnip wouldn't budge. Then came Ducky, and Ducky pulled Mummy, and Mummy pulled Daddy, and Daddy pulled the turnip—but the turnip wouldn't budge. Then came Doggie, and Doggie pulled Ducky, and Ducky pulled Mummy, and Mummy pulled Daddy, and Daddy pulled the turnip—but the turnip wouldn't budge. Then came Henny, and Henny pulled Doggie, and Doggie pulled Ducky, and Ducky pulled Mummy, and Mummy pulled Daddy, and Daddy pulled the turnip—but the turnip wouldn't budge.

Then came Cockie, and Cockie pulled Henny, and Henny pulled Doggie, and Doggie pulled Ducky, and Ducky pulled Mummy, and Mummy pulled Daddy, and Daddy pulled the turnip and UP came the turnip—and that's the end of the story. That's how the story is told as I read it, but I rather fancy that sometimes when a little child is sitting on the teller's lap, it ends: "and they all fell down," with "appropriate action," as in like other tales that we all know.

The Siamese tale is called—

IT'S NONE OF MY BUSINESS.

You will soon see for yourselves what family it belongs to, in spite of its Siamese dress and the elephant.

Long, long ago Klan was told by his grandfather and grandmother to look after the newly sown field and to scare away the crows. But he didn't: he went kite-flying instead.

While he was gone the crows came along and ate up the seeds, 7 pints and 7 grains of them, which made Klan so angry that he went to an archer and begged him to shoot the crows; but the archer said: "It's none of my business."

So Klan went to the rat and asked him to gnaw the string of the archer's bow.

But the rat said: "It's none of my business."

So Klan went to the cat and asked the cat to bite the rat.

But the cat said: "It's none of my business."

So Klan went to the dog and asked him to worry the cat. But the dog wouldn't; so he asked the stick to beat the dog, but the stick wouldn't. He asked the fire to burn the stick, but the fire wouldn't. He asked the water to quench the fire, but the water wouldn't. He asked the river-bank to overwhelm the water, but the bank wouldn't. He asked the elephant to trample the river-bank, but the elephant wouldn't. And all for the self-same reason. "It's none of my business."

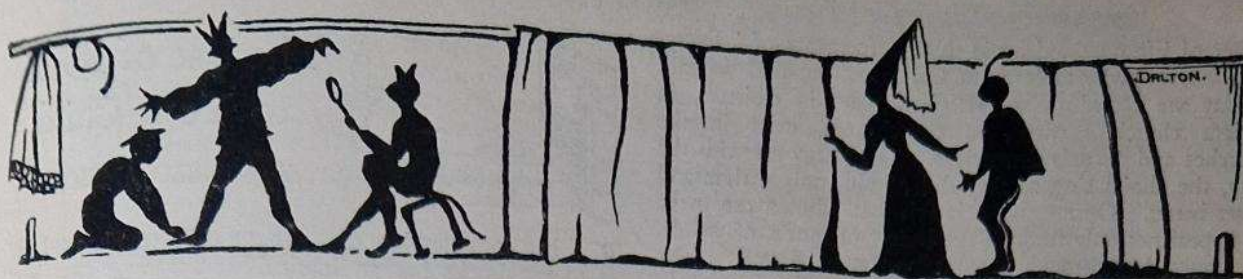
Then Klan met a midge. And—

The midge began to tease the elephant,
The elephant began to trample the bank,
The bank began to 'whelm the water,
The water began to quench the fire,
The fire began to burn the stick,
The stick began to beat the dog,
The dog began to worry the cat,
The cat began to bite the rat,
The rat began to gnaw the string.
The archer began to shoot the crow,

And the crow spat up the seeds. There were 7 pints and 7 grains of them—and Klan didn't get into trouble after all.

MARY MARKHAM.

From *The Junior Red Cross Journal*.



PLAY PRODUCTION

II.—RELIGIOUS PLAYS

A GOOD case can be made out for the theory that drama owes its existence to religion. Certainly the worship of the old gods—the propitiation of the god of the Harvest, the ceremony to drive away the devil of plague, the solemn rites that have dignified the ignominy of burial for centuries, turning it into the pomp of funeral, was dramatic; such things are pure pageantry, drama for the simple-minded. The word "tragedy" is derived from a Greek word meaning "goat-song." A goat was sacrificed to the gods with ceremony and singing, and, fumbling among the dim beginnings of the art, one can suppose its inspiration in man's need to express himself; his desire for some recognised way to console his grief, to demand sympathy or to pacify his gods, in company with his friends. And when, centuries after drama had grown, flourished and died in Greece and Rome, the English began to shed their barbarism at last and open their minds to the influence of art, it was the Church to which they turned. As far as the country people were concerned all the music and colour and pageantry they knew they found there. The towns had their ceremonies, the courts were gorgeous, kings lived in the blaze of trumpets; but they seldom saw any of that. The minstrels had some fine stirring stories but the Church had some better ones still. There was no shortage of material for plays, for the Bible is packed with drama. The building was there, the clergy and the choristers were already performers who had trained their audience into the discipline of silence and attention. All the essentials were to hand, and the Church was not slow to turn them to account.

The first play was performed in Latin, the language of ritual, and lasted two minutes. The three Mary's visit the tomb on Resurrection morning to find the body of their Lord. "Whom do you seek in the sepulchre, O Christians?" sings a chorister, "Jesus of Nazareth, O Heavenly Ones." "He is not here. He has risen even as He said before," then in a burst of triumph, "Go! Proclaim Him risen from the grave."

We probably owe Shakespeare and our school of drama to this somewhat abrupt but essentially dramatic play which our ancestors were performing about the time when King Harold fell, mortally wounded, at the Battle of Hastings.

The Church seized its opportunity. Here was a new way to tell their sacred stories, to impress their morals, to inculcate doctrine. The people flocked to church where they had been wont to stay away. The plays were elaborated, laymen were allowed to act; the new spiritual influence was the greatest success and sacred lessons were learnt as they had never been learnt before. But the end came. Soon the plays grew too moral, too didactic. The

Church could not resist the impulse to preach; they defeated their own purpose and began to bore. The dramatic instinct of the English was aroused and, inevitably, the audience broke away from the restraints of the clergy and began to produce the plays themselves in their market places, where Satan could be allowed to lash his tail and crack jokes and Herod become definitely a "comic." The English took drama, as is their way with most things they love, and turned it into a game. The Guilds combined with enthusiasm to perform pageant plays that delighted their audience and sometimes lasted all day. They still took their stories ready-made from the Bible, each acting an episode. Most appropriately the Plasterers did the Creation; the Shipwrights the building of the Ark; the Fishers and Mariners, Noah and the Flood; the Carpenters the Resurrection, and so on. One can imagine that they enjoyed themselves. Not all the thunders of the Church led by a follower of Wycliffe could deter them. They began to caricature in a way that horrified many; Noah escaping from his scolding wife for just one more drink before embarking, Herod's jokes broadening with every performance, and Satan roaring remarks that people came miles to hear. The Church disowned them, and no wonder. But these mystery and miracle plays, that dealt only with Bible stories or the lives of the Saints, developed the art of drama in their own way. Satan and Herod and others of their kidney became purely secular and the forerunners of farce, burlesque and the more bucolic entertainments; while, from the opposite side, grew the original morality play. This, as its name implies, preached a sermon and yet entertained, as does *The Pilgrim's Progress*, a morality in book form.

The influence of the morality play remains to this day. Its lineal descendant was the melodrama that flourished until a few years ago in the poorer quarters of our large cities; "Whilst London Sleeps," "The Bad Girl of the Family," and the rest of them. There it was inconceivable that the villain should not be worsted and the hero triumph; the audience would not have stood anything else for a moment. And though melodrama has fallen before the massed attack of the film its moral flourishes still. In the cinema we must pull out the *vox humana*, let the angels triumph and Evil get the bird or there is very little hope for the box office.

And now, when religious drama has been almost extinct, officially frowned on ever since Queen Elizabeth's decree forbidding it to deal with "either matters of religion or the governance on the commonwealth," now we have the interesting phenomenon of its revival.

It had very nearly died away; perhaps there was a

flicker of life now and again in a performance of "Everyman," or Nativity tableaux at Christmas, but that was all. To-day we crowd to see religious plays in cloisters, in ancient church gardens, in churchyards, even in the churches and chapels themselves. The clergy act with the laity, the choirs sing as they did of old, only a thousand times better. Once again it is felt that religion can make its appeal not only through the beauty of music, of words, of stones, but through the human art of drama. The Coventry, York and Wakefield plays have been given again and again; the Masfield Easter play in a cathedral was a revelation to all who saw it; to cope with the demand for smaller affairs an immense number of plays and pageant plays have been written.

Societies such as the Catholic Play Society have been in existence for years, paving the way for this revival; and now the new Religious Drama Society, formed a short time ago, is doing all it can to keep an ideal before well-intentioned but inexperienced producers. A secular play poorly written and produced is irritating, but a religious play unless it is good and well done is positively harmful. "Worship-Drama" is the term used by the Religious Drama Society and, as such, nothing but the very best will do if it is to escape what they so mildly call "adverse comment." Members of the Society produced forty-five plays themselves in three winter months; schools have been arranged, advice given on the plays and tableaux; a conference on the subject, "The Meaning of Religious Drama," was held in London on October 11th. The Secretary, Mrs. Stevenson, 25, Emperor's Gate, London, S.W.7, will give all details of membership, and Guiders who are interested in this subject will be well advised to write to her.

The religious play will probably never return to the commercial stage; one cannot imagine it attracting the Tired Business Man who will pay sixteen shillings for his stall and so make it possible. But the amateurs and children, with the experts to help them, will keep it alive. It seems the most natural thing in the world for children to act a Nativity play at Christmas, the children's festival. The Story, read aloud and mimed, with music to adorn and explain it, can be as beautiful as simplicity can make it. There are dozens of plays on the lines of the charming "Three Roses," dozens more that take for their text, "Inasmuch as ye did it to the least of these ye did it unto Me," and many after the pattern of Lady Gregory's beautiful "Travelling Man." Propaganda plays are poured out, a few excellent, but many defeating their own purpose by unbearable moralising. It seems a proved fact that art, dramatic art or any other, if forced to preach, to become didactic, inevitably fails. "Beauty hath strange power." So long as religious drama is content to be beautiful and to worship in its own way of truth and loveliness, so long will it flourish.

K. STREATFEILD.

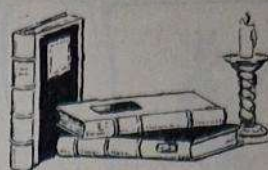
THESE BOOK BORROWERS.

Mistress (assisting in the spring cleaning in the library): "Be careful of those books, Jane. Some of them go back to George the First."

Jane: "Yes'm, an' one or two of 'em ought to go back to the village library, I sec."

FROM A GUIDE NATURE PAPER.

"Daffodils are very rare and only cultivated on private grounds. They are grown at Covent Garden—a very popular flower garden."



The Use of Books to Your Child

By STORM JAMESON.

IT is a commonplace to say that a child who knows how to use books has an incalculable advantage over less well-equipped children. But it is a commonplace more often repeated than understood, and still less often acted on. A child begins life with an infinite store of curiosity, which can be neglected, blunted, or so directed that his mind grows as his body does, by natural stages. This will not happen of itself, any more than a child grows healthy by being left to forage in the larder for what it needs. Yet parents who would be ashamed if accused of neglecting their child's body will neglect his mind with bland and incredible indifference.

From the day a child learns to read (usually before he goes to school) his mind is either being formed or marred. The choice is in the hands of his parents or whoever has charge of him. Within reason he does not mind what he reads; he will read what is put in his way. If all he gets is a penny joke paper, or the library books you leave about, he will come to look on reading as a last resource, failing all other forms of entertainment, and so miss the door into the richest of all worlds, the world of literature. To give a child books in which, under whatever guise, he learns more of life and the world than his own small life gives him, is to put him in a room of windows and wide views.

It is now fairly realised that a child is not being educated at all unless he is being taught the right use of his mind. But does every parent realise that this teaching begins first and only at the moment in which he answers some childish question with a book and the suggestion: "Read about it there." Not many of us have libraries large enough to contain all the answers. The *Children's Encyclopædia* will bridge the gaps, and teach the child the one essential—the habit of going to books for an answer when he comes up against any problem in work or play.

The habit is everything. A child who turns automatically to books for help is a world ahead of children left untrained and unenlightened in this respect. It is a fact that every year young creatures go up to schools and universities and do less well there than their natural cleverness deserves, for no other cause than that they have never been shown how to carry out independent research. They do not know how to use books.

Books multiply, and the best-informed parent will not always know where to direct his child. The National Book Council has planned a Boys' and Girls' Book Week in November (6th to 12th) for their especial needs.

There is no deeper mischief you can do your child than to leave his reading to chance. Anything he reads has an effect on his mind, and if it is not a good effect it is a bad one, misleading and spoiling him. (You would not let him go hungry or poison his stomach with rancid food. His mind is as easily and fatally injured.) Neither can you reckon in any measure too high the fineness and riches that are the reward of knowing how to use and enjoy books. Without books a child is stunted, cheated of his proper growth, and most foolishly ill-equipped for life.



Bethnal Green Public Library.—The Juvenile Lending Library and Reading Room

THE CHILDREN'S LIBRARY

By DORIS CALLANDER.

ORGANISED library work with children may be conducted in three ways—by club libraries, school libraries or by the junior department of the public library. Each of these has its merits, but experience has shown that the work of the public library tends to be more effective than either the club or school library. This because to enter a library which is entirely apart from the ordinary school or social life of the child makes an impression on the child's mind which renders the work of the librarian peculiarly effective and lasting.

The provision of books for children is recognised as one of the most important functions of the modern public library, and most towns now possess either a section or a whole department to cater for young people. This is in the charge of a librarian, usually a woman, who is specially trained for her work. A well-equipped children's library contains up to 10,000 carefully selected books for children of all ages from 8 to 14 years. The books are arranged on low shelves that can be easily reached by small people and the room generally has several small tables at which may be read such periodicals as the *Children's Newspaper*, *Pictorial Education*, *The Boy's Own Paper*, *Chatterbox*, *Chums* and the *Illustrated London News* and its companion papers. Where space permits, a table with fitted inkwells is set apart for homework. On the walls are baize-covered notice boards upon which are displayed pictures of topical interest. These are changed frequently. A blackboard and easel provide the librarian with a ready means of making announcements to her patrons.

The library is open only when children are out of school. In term time it opens at about noon for the lunch hour, and again at 4.30 for the evening. During the school holidays, most children's libraries open all day. There is a popular superstition current among many who use libraries that, when librarians are not actually engaged in lending books, they lead an idyllic life, seated in comfortable arm-chairs provided by the rate-payers, and reading the latest novels. A very sadly mistaken belief. Actually, the busiest hours for the children's librarian are those when the library is closed. The first work of the day is to tidy the shelves. In any library the books are arranged on the shelves in strict order according to a scheme of classification. Unless a book is in its right place, it is as good as lost. So every morning the librarian sets to work to restore order from the chaos of the night before. Only a children's librarian can realise the confusion that can be created by the efforts of several hundred young seekers after knowledge who have been turned loose amongst a few thousand books. Everything being brought back to normal, the books lent yesterday are counted and the total added to the library records. The number of books lent in a day varies according to the size of the library. At my own library—Bethnal Green—it is usual to issue as many as 900 books on a busy day. New books are prepared for circulation and placed on the shelves. Postcards are sent to the careless and forgetful to remind them that their books must be returned. During the morning, a class from a neighbouring school may visit the library with a

teacher for a lesson from the librarian. Such lessons are a most important part of the library's work. It is usual for a class to pay at least two such visits. At the first, the librarian gives a general introduction to the library and sometimes takes the opportunity of giving her audience a short account of the way in which a rate-supported library is maintained. The children are told, for instance, that the library is not only run for them but is actually owned by them. In the course of these talks, one hears many quaint ideas about the library. There is, for instance, a popular idea that the books belong to "the gentleman what has his name on the labels" or to "that man who comes in and collects the money every night." Other theories are that the books are bought with the money paid by the children in fines, or that they just get there in some mysterious way without human effort. At the second visit, the class is taught to use a catalogue and to find books easily, and given an idea of the many ways in which the library can help boys and girls in their work and play. The children's librarian works in close contact with teachers and makes regular visits to the schools in her district. There she is able to meet the children, to talk to them about books and about the library and to enrol new readers. She also keeps in touch with any other bodies who work with children, particularly the Guide and Scout Movements. All good libraries have a large collection of books on Scouting and Guiding, including the official hand-books, and Guide captains should make a point of knowing their local librarian. Such contact is bound to benefit both the Guides and the library.

And now, after these activities behind the scenes, the library opens and children come to return their books and to borrow new ones. What do they take away with them? The library includes, as far as possible, suitable books on almost every subject, but naturally some are more popular than others. School stories and fairy-tales are outstandingly popular. Elsie Oxenham, Dorothea Moore, Ethel Talbot and D. F. Bruce (author of the *Dimsie* books) are firm favourites with girls. Amongst the boys, war books and adventure stories are in large demand. F. S. Brereton, Percy Westerman and Herbert Strang are needed in large quantities on "boys' night." Henty seems to have had his day and is not very popular with the modern boy. The same applies to other older authors—Mrs. Nesbit, Talbot Baines Reid and Fenimore Cooper. Apart from story books, hobbies, needlework, cookery and books on swimming and outdoor games generally are much read. Those who deplore the sophistication of the modern child may be surprised and comforted to learn that, at Bethnal Green, Grimm's Fairy-tales are more popular and in greater demand than any other book in the library. A most useful feature of my library is a case of specially selected books. This contains the outstanding children's books of both modern and classic authors, and you will find in it—Dickens and Thackeray, *Don Quixote* and *The Pilgrim's Progress*, *Alice in Wonderland* and *The Water Babies*, as well as Walter de la Mare's *Songs of Childhood* and the inimitable *Dr. Dolittle* books. Every effort is made to draw attention to such books and the children need little pressing to choose their books from this case. Children are allowed to reserve books that are out when they visit the library, and it is one of my regular entertainments to have some self-possessed urchin strut up to the counter and demand "the book I ordered." And he wants to know the reason why if he doesn't get it! Although constant efforts are made to improve the taste of the children,

the stock of the library is selected to appeal. Frequent investigations, often in the form of competitions or ballots, are made into prevailing tastes. I am a little cautious in accepting the results of these inquiries, for I find that most children are so kind-hearted that their answers to questions about the books they like best are not always quite reliable. A child is quite capable of telling you that he likes Dickens better than any other writer, just because he thinks this is the answer that will please you most. He does not tell you that his *real* hero is the creator of Sexton Blake.

In conclusion, a word to those Guiders who are running private libraries for their companies. The selection of books is a skilled task, and without adequate knowledge money may easily be wasted, for books are not cheap. Those who buy books for such libraries will find much help in a catalogue called "Books to Read" which is published by the Library Association, and which may be obtained from any bookseller. This catalogue contains details of several thousand books for young readers, and each book has been carefully selected by a well-known librarian. Armed with "Books to Read," the Guide Librarian can visit her bookseller with the knowledge that she is buying only the best and most suitable books for her library.

A Union Jack Team Race

Patrols in File.

At the other end of the hall stretch a cord across the room, about 4 ft. 6 in. from the ground. Under it, opposite each patrol, place a pile of little wooden clothes pegs (clips) painted as described below. Call the item you want (see list) and No. 1 runs up, finds the correct peg and clips it on the line, and so on. Each patrol must continue to clip their pegs on the right of their No. 1's peg on the line.

Paint used, three tins of red, white and blue enamel (2d. samples), applied with three cheap brushes. The easiest way to do this is to clip all the pegs on a line and then paint both outer sides, leave a day to harden.

Number of Pegs Required per Patrol.

2 red, 2 white, 2 blue, 1 with red upright cross, 1 with red diagonal cross, 1 with white diagonal cross, 1 with black letter E, 1 with letter S, 1 with letter I (all these to be painted on both sides).

Item called.	Correct clip.
Colour of St. George's Cross.	Red clip.
Colour of St. Patrick's Cross.	Red clip.
Colour of St. Andrew's Cross.	White clip.
Colour of St. Andrew's ground.	Blue clip.
Colour of St. George's ground.	White clip.
Colour of St. Patrick's ground.	White clip.
Shape of St. Patrick's Cross.	Red X clip.
Shape of St. George's Cross.	Red + clip.
Shape of St. Andrew's Cross.	White X clip.
St. George, Patron Saint of — ?	E clip (England).
St. Andrew, Patron Saint of — ?	S clip (Scotland).
St. Patrick, Patron Saint of — ?	I clip (Ireland).

K. W.

Girl Guide Captain: What is the meaning of the words, "A Girl Guide should be courteous?"

New Guide: I suppose it means that I should have a few boy friends.

Daily Mirror.



The Children's Room.—Messrs. Bumpus, Ltd.

THERE is no doubt about it, bookselling is not the romantic job some people are in-

BOOKSELLING

By ELEANOR GRAHAM.

clined to think it. Bookworms are not, in real life, encouraged to perch themselves on the tops of ladders, "absorbed" in great tomes. There is always too much to do. There is a great deal of routine work in a bookshop and it is very dull. There is dusting, a job which is, like the traditional woman's work, "never done." The shelves have to be dusted and the books one by one must be tenderly shaken and flicked and replaced in the right order. Arranging and keeping up to date even a small section of shelves in an ordinarily busy bookshop will keep a really spry and earnest youngster busy for a good two hours a day or even more. Yes, the routine is dull, but if you like the job you will be quite certain that there is nothing in the world to equal it.

Before adopting the rôle of bookseller, remember that it offers hard work and little pay. It will keep you on your feet most of the day, if not all of it, and you are almost certain to have a lot of running up and downstairs. Stockrooms are nearly always upstairs or downstairs. They always seem to intrigue customers so. I suppose it is because the word is unfamiliar to most people and conveys no idea of the actuality, which is merely that when a bookseller buys a number of copies of a book it is unlikely that he will (or can) plank them all down in the display shelves of the place. He shows ten or a dozen, or whatever his capacity allows, and the rest is placed safely away in the stockroom, where they can be called on as those in the shop are sold. This is particularly important at Christmas, when large numbers of books are bought at a time and cannot possibly all be accommodated on the shelves. Then, when a book is selling rapidly, you may have to rush to the stockroom for more supplies two or three times a day, snatching as many books as you can carry up with you. Also, at Christmas you must be prepared to work twelve or fourteen hours a day, sometimes more. Whatever the season, be sure it will be a hard day's work.

On the other hand, bookselling means a daily contact with books and with people—a pleasant contact,

too, for people are generally at their best in the matter of books, just as they are at their worst over food!

For qualifications you require first of all robust health, then patience, tact, good manners, self-control and—a love of books. You must be able to approach each new customer quietly, restrainedly and with a fresh and open mind. It is actually a strain to behave quite pleasantly to a succession of people who may be stupid, or thoughtless, vague, bored or even downright rude, but it is essential to preserve a pleasant manner and to remember that rudeness is never justifiable—and it does not pay.

A great deal of the strain of bookselling lies in the rapid adjustment to the different demands of successive customers. It requires a fairly strong self-control to be able to guard your tongue through all the pitfalls of the game. You must be able to recommend a book but you must be wary of ever doing so unless your customer is primed for it. Certain customers will always ask for advice from any assistant and will always ignore it blatantly. Others may be rude enough to say outright, "I'll ask for your opinion when I want it." Even worse are those who come in pairs to buy and say across to one another, "*She* says . . . But I don't suppose *she* knows." That is much more common than nice people might think possible. I think the safest path to steer is to reserve your *personal* opinion until your customers have got to know you and to place some reliance on your help. Until then, quote general opinions, reviews, and so on.

Here let me stress the importance of learning to sum up quickly; to sum up your customers and to gather from the scanty data they offer the sort of book they require and the kind of person for whom it is intended. It will, in the long run, save you a great deal of anxiety and some unpleasant moments if you can decide quickly, almost instantaneously, the mentality of your customers.

Another factor in smoothing the young bookseller's

path is the possession of a good memory. Few people are proof against the flattery of being remembered, the name, tastes, previous purchases—not so easy to remember in detail but worth making an effort for. Good memory will also serve you well in other ways. If you can remember, *as all good booksellers can*, the name, author, publisher, editions and price of any book you have “handled,” you will save yourself many hours poring over catalogues.

Victoria and Albert Children's Book Exhibition

October 14th—November 12th, 1932.

IN connection with the Boys' and Girls' Book Week (organised by the National Book Council), which is running from November 6th to 12th, 1932, the above Exhibition has been arranged to show the advance made in the production of children's books from the earliest available examples to representative productions of the best-known modern publishers.

The oldest book in the Exhibition is “The Visible World,” by John Amos Comenius, dated 1672, which is among the first traceable books produced for children.

Among other old and rare exhibits are:—

A 17th century horn book, belonging to the Tallow Chandlers Company, and another produced for the family of the Duke of Marlborough.

A first edition of “Alice Through the Looking Glass,” with the original “Tenniel” drawings interleaved throughout the book. This has been valued at £10,000.

A first edition of the first English translation of “Grimm's Fairy Tales,” illustrated by Cruickshank.

The modern section of the Exhibition is made up of the sixty best children's books of each of the leading British publishers of to-day.

There are many surprises.

Among the earliest 20th century school stories are a series representing the first entry into fiction of Mr. P. G. Wodehouse, whose fame to-day rests on very different endeavours.

“Eric” has still to be budgeted for by its publishers as a best-seller.

“Sandford and Merton” is still in print and in regular demand.

A Scout Story

ONCE upon a time a lady Scoutmaster went for a holiday to Africa. She was determined to explore the country, so one day she got up early, dressed in her oldest clothes and pinning her Scout badge into her button-hole, went out to seek adventure. . . . After walking for many hours, she came to a wild and lonely part of the country.

As she rounded a boulder, she came upon a small black boy seated under a palm tree watching her approach. She noticed with surprise that his entire clothing consisted of a Scout belt! His interest in her was keen.

She stopped and he jumped up, gave her a Scout salute, and said carefully,

“You Scout
Me Scout
One Chief Scout
All the World.”

From *The Hawser*.



There is only ONE ‘OVALTINE’

Do not make the mistake of confusing “Ovaltine” with any other preparation. It is the original and supreme tonic food beverage, and is the best form of concentrated nourishment obtainable.

“Ovaltine” is made from new-laid eggs, malt extract from English barley, and creamy milk brought daily from England's richest pastures.

Cocoa is added as a flavouring only, and is not relied upon for food value.

“Ovaltine” contains no cheap ingredients—such as household sugar or a large percentage of cocoa—to give it bulk and to lower the cost. It is supreme in quality and value. Do not accept imitations as being, in any sense, comparable with it.

Prices in Great Britain and Northern Ireland,
1/1, 1/10 and 3/3 per tin.

P854

THE GUIDER

HELD AT HEADQUARTERS ON OCTOBER 20th

Thursday evening, October 20th, was the wettest that could possibly be imagined, but in spite of the downpour the large equipment department at Headquarters was crowded, and over 200 people came to listen and to take part in the Discussion on "Children's Reading" organised by THE GUIDER in support of "Boys' and Girls' Book Week."

The first speaker was Miss D. M. Stuart (author of "The Boy Through the Ages") who briefly traced the evolution of children's books through the past centuries until the early eighteenth century when their history really opens.

Miss Stuart took her audience up to Lewis Carroll, and the giants of the nineteenth century, and there left them, for "by this time the evolution of the child's book was an accomplished fact, and we had left far behind us the days when people were groping after a technique, an idiom comprehensible to children and yet not so apparently simple that it should be an affront."

Combating the theory that books for children can be classified according to age, he said, "I am reminded that about Christmas-time last year a wickedly clever young woman came into a University bookshop and asked innocently for a Greek text-book suitable for a gentleman of fifty. Well, I am not sure that it is not just as absurd to ask for a book suitable for a boy of nine or a girl of ten, because in my experience the intellectual and moral range of a child of ten is about as wide as the intellectual and moral range of a grown-up. Take a boy of nine or ten; he may be reading the Brontës, he may be reading the *Rainbow*; and I have thought a good deal about this, and I have more and more difficulty in trying to find in what respect a young person really differs from a grown-up in respect of books; for I think it is in the experience of all of us that we have seen quite intelligent grown-ups reading impartially the evening paper or *Salter's Recovery*; and I have come to the conclusion that the child or young person only differs from the grown-up in two respects: one is just *poor*—that is, without the power of the purse."

The scheme to be carried out in Oxford in connection with "Boys' and Girls' Book Week" was explained by Mr. Blackwell; they are "going to have an Exhibition of books in the City Library, and by arrangement with the education authorities, children will come up in school time, and they are going to be told what is the essential difference between buying a book and buying a stick of chocolate. It may not be apparent to them that you may not sample the chocolate, but you may sample the book; and we are going to invite them to vote how they would expend a certain sum of money on behalf of their School Library. After they have sampled the books they will vote, and the books which secure the most votes will eventually appear in the School Library. And just before Christmas we intend to invite them to visit bookshops and see just how people do sample books before they buy them."

He said :—

Mr. Wilson referred to the recently issued *Book List for Young People*, published by the National Book Council (6d.), which is of very great value to both booksellers and the public. He commented on the favourite children's books that in his experience were in demand to-day, and paid a tribute to the important part the schools play at the present time in acquainting children with the writings of the best contemporary authors.

She opened her talk by likening her children's bookshelves to a larder, which will contain rather different contents for members of the family who are different ages. "The child of two will be getting certain elements to build up its physical structure from milk, and the child of ten will be getting these same elements from beefsteak. And so it will be in their reading."

Mr. EDGAR OSBORNE, County Librarian for Derbyshire, was the last speaker, following the parent's point of view with his peculiarly intimate knowledge of what children really read, which only a public librarian perhaps can have.

The girls' list ran: *Alice in Wonderland*, *Treasure Island*, *Oliver Twist*, *Little Women*, *David Copperfield*, *A Peep Behind the Scenes*, *The Old Curiosity Shop*, *A Tale of Two Cities*, *Tom Sawyer*, *What Katy Did*, *Peter Pan*, *Sentimental Tommy* and *Uncle Tom's Cabin*.

Mr. Osborne made an appeal to all grown-ups to help in providing good books for children. He said: "Children are the final arbiters of what they read, but we should make it our business to provide what they want in as good a form as possible. In the past, writing for children has been considered the easiest form of writing, and as a result only mediocre writers have (in general) given their attention to it. The majority of children's classics were not originally written for children, but have been adopted by them. It is a well-known saying that the child of to-day is the reader of to-morrow, but I wish that it were more appreciated by writers for children."



THE PATH

Edited by Phyllis

Birding for Beginners

By B. A. THOMSON CLAY.

"**B**UT I know nothing about birds!" How often we hear the hard-worked city Guider utter this cry when faced with the prospect of camp and all its opportunities for nature rambles. Many of us are discouraged from taking up "birding"—not from lack of interest, but largely because we do not know how to begin or perhaps are approaching the subject from the wrong angle. Our object in this Game of Guiding should not be so much to instil knowledge, as to share with our Guides in the joy of discovery, and all that is really needed is enthusiasm and an inquiring mind.

Given these attributes, the first step for the beginner is to know "how to look" and "what to look for." It is impossible to deal fully with the first point in this short article—suffice it to say that it is best to go Alone armed with a notebook in which to record any observations. Start with simple things and try to cultivate the habit of making a new note about the bird each time you see it. So many people are like the amateur artist who looks only at the background when choosing his picture; they search for the rare and in so doing overlook the courtship, nesting, and the mystery of migration taking place at their very door.

In his fascinating book, *The Art of Bird Watching*, Mr. Nicholson devotes three pages to queries about Bird Song alone—does it increase or decline in volume at certain hours, does the bird always sing from the same perch, does it cease after the eggs are laid or hatched, and so forth; whilst another two pages deal in the same manner with watching the movement of flocks. Such questions open up numberless fields of inquiry which might be explored about any bird, however common, and if all the Guides of Britain could be encouraged to keep accurate, faithful records over a period of years, of what value they might be, not only to themselves but to posterity.

The most important point, however, is to be able to identify the bird with some degree of certainty, and this can only be done if you have a basis on which to found your observations. The first thing to do when you see a bird which is unknown to you is to note your surroundings. Are you near a river or the sea, or a moor or in the woodlands? This helps to classify your bird and eliminates all those that do not frequent that type of place. Next you consider distinguishing marks, provided the bird is in a good light. Note any particular colour, specially white; for example, the white bars across the chaffinch's wing, the white outer

tail-feathers which distinguish the Meadow Pippit from the Rock Pippit, the white rump of the House Martin or Bullfinch, white on the nape of the Coal-Tit, or the white collar of the Reed-Bunting. Incidentally, it is very useful to learn to recognise the parts of a bird by name, as it saves time in recording and worry when you look up a book of reference. An excellent chart can be found in the Introduction of T. A. Coward's *Birds of the British Isles and their Eggs*, Series 1. The white streak over the eye is an important means of identifying some birds and also any black markings on crown or sides of cheek. Colours such as blue or yellow are obvious, but care should be taken in noting pale rose-coloured breasts, and mottled spots or reddy-brown rumps. The colour of the bill and legs must not be overlooked, as it is very important in many cases. Do not rely on pictures as it is so much more exciting both for yourself and your Guides to record your own observations.

If a bird is against the light its bill can be a great help as a means of identification. Bills vary according to the type of food the bird eats; seed-eaters like the Finch family have strong bills, thick at the base, whilst insect-eaters, such as the Tits, have sharp-pointed bills. Birds which get their food in soft ground or under leaves, like the Redshank or Woodcock, have long bills, whilst those which catch insects on the wing, like the Swallows, have broad bills with a wide gape.

The flight of a bird is another very important point, whether it is strong and direct, undulating, or hesitating and jerky. The beat of the wings should be noted, if rapid, irregular, slow or laboured, and any peculiarity, such as the flutterings of the Skylark, hovering of the Kestrel, or the graceful "banking" of Swifts and Gulls simplify matters for the observer.

Bird Song is too large a subject in itself to deal with here, but the beginner should learn to recognise the Call-note, the Alarm and the Song proper. Possibly this is the most fascinating of all branches of bird study and is unlike anything else in Nature. To many of us the cry of the Whaup on the moor comes as the first call of spring, and the sweet minor cadence of the Willow Warbler or the twitter of the Greenfinch, punctuated by its monotonous "dwee," have an appeal, whether of sentiment or sense, that few could resist.

The habits of certain birds are also very characteristic and should be carefully recorded as a further means of identification. For example, the bobbing curtsey of the Robin or Dipper, the Spotted Flycatcher's aerial sally as it darts out from a fence and returns to practically the same spot, or the Tree-creeper's method of starting at the foot of the trunk and working spirally upwards.

It is rather a debatable point whether it is wise to encourage



DISCOVERY

Send



Ruth Cobb

Guides to visit nests. If this branch of "birding" is taken up, make the Guides realise how much more interesting it is to obtain a clear accurate record of the family's upbringing from start to finish, than to have eggs neatly labelled in a box, where they are as much good as the covers of a book from which all reading matter has been torn. Never keep a sitting bird off her nest by letting her see you are watching, and if you frighten a bird off her eggs by mistake, leave immediately and don't return until next day.

Lastly, do not be discouraged if progress seems slow and every bird appears to be either a Robin or a Chaffinch! Above all, do not feel that your possible lack of knowledge and experience debars you from going "birding" with your Guides. Working on the lines indicated, and starting with the more familiar birds that hop round your camp table or sing in the trees near by, it is hoped that gradually problems will be solved, new discoveries revealed and patience rewarded.

Wild Flowers Month by Month NOVEMBER.

It is possible, in a mild November, to find a full two hundred different flowers still in blossom, at any rate in the South of England.

The wild Goldenrod is a flower that will survive for quite a long time into November. This is a beautiful flower, probably at its best in August, when its golden spike of flowers makes a vivid patch of colour upon many a bank and hillside. It occurs only sparsely in some of the southern counties, but in the hilly districts of the west it grows abundantly. It belongs to the composite family, and its scientific name is *Solidago Virgaurea*.

The commonest of the St. John's Worts, *Hypericum perforatum*, will be still about, and, like so many of the late autumn flowers, this plant has also yellow flowers. In fact, the number of yellow flowers among these belated specimens is quite striking. This Perforate St. John's Wort has a spreading branch head of rather large flowers, about three-quarter of an inch across, and narrow leaves, only about half an inch long, growing at intervals up the stalk. If you pick a leaf and hold it against the light, you will see the peculiarity that gives the plant its name—for the leaves have a lot of pellucid dots on their surface, making them look almost as though they had been perforated.

In the corn fields the showy Corn Marigold is almost sure to be in evidence. Smaller things, to be searched for close to the ground, are two very pretty little Toadflaxes. These have flowers

like a miniature Yellow Toadflax of the hedgerows, but they grow singly along the stem. The leaves are quite different. *Linaria spuria*, "Fluellen," has almost round leaves; and *Linaria elatine*, the other one, has them about the same size, but pointed at the tip, and with two other points, one at either side of the small stalk, giving the leaves a somewhat "arrow-shaped" appearance.

On the heathlands and hills the second kind of gorse is now showing up with fine effect above the masses of dead bracken and heather. This Dwarf Furze, *Ulex nanus*, does not bloom at any time of the year, like the common one, but only in the late summer and autumn. It is rather smaller than the other, and of more vivid coloration, both in its leaves and flowers, but it is very much like the familiar one.

Both of the commoner sorts of heath—the Cross-leaved and the "Scotch" heaths—will also still have a good many flowers on them; both last longer than the Heather.

SYLVIA HAINES.

TWO BOOKS FOR BIRD LOVERS.

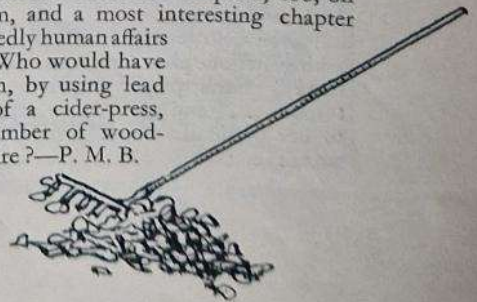
Those of us who have hitherto regarded the swan as a genteel, stupid and slightly snobbish bird will have to change our minds. Apparently swans are full of individual character, whims, jokes, affection and intelligence. So Miss Turner found them, and so she has described them in her delightful little book *My Swans* (Arrowsmith, 3s. 6d.), in which she describes the domestic life of a swan family (near neighbours to her in her house-boat), of which the cob attached himself to her with almost human devotion. Miss Turner tells us, too, something of our wild swans, the Hooper and Bewick's swan, and the old laws and customs regarding them. No one who reads this book will again look on the swan as a piece of park furniture.

Very different are the wary birds portrayed by Messrs. Gilbert and Brook in "Watchings and Wanderings among Birds" (Arrowsmith, 5s.), the fruit of hazardous cliff expeditions and long days of watching in Pembrokeshire, where ravens, peregrines, choughs and buzzards may be found "all nesting within a space of 300 yards." Surely the birder's paradise—or so one thinks until one turns the pages and reads of Hungary, where our own rare birds abound, together with storks and spoonbills and countless birds unknown to us here. There are chapters, too, on Orkney and Grasholm, and a most interesting chapter showing how unexpectedly human affairs may affect bird life. Who would have thought that one man, by using lead in the construction of a cider-press, could increase the number of woodpeckers in Herefordshire?—P. M. B.



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MORE CLUB-ROOM GAMES

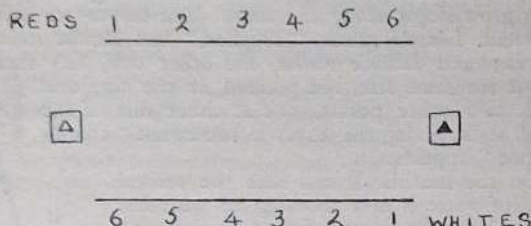
By VERA BARCLAY

SWOP THE HANDKERCHIEFS.

Players are arranged as follows (Fig. 1).

A red handkerchief is tied to one chair, and a white one to the other.

At the word "go," the two No. 1's run, each to their respective handkerchief, untie it, run to the other chair, tie it to that, and regain their places. As soon as No. 1



is back, No. 2 runs, swops the handkerchief across, and regains her place.

The first team to finish wins.

THREE BONES TO A DOG.

(Variation of "Two Dogs to a Bone.")

Teams fall in, as in Fig. 2. A chalk circle a foot across is drawn at the front of each player. Six bean bags or other objects are placed in the centre, between the two lines.

The leader calls out, say "Fours!"

The two No. 4's run, pick up one bean bag each, return and put it in their circle, run back and pick up another, and do the same. The first to have the three bean bags in her circle, and to be standing at the alert in her place, wins a point for her side. The game continues, so—the leader calling out any number she chooses.

RECEIVING THE VISITOR.

One player goes out. It is decided that she represents some person or type. When she returns she is received by everybody in the appropriate way, and must guess who she is, e.g. an important statesman, a lunatic, a small child, a deaf man, an escaped convict, an old lady, a foreigner, a very funny comedian, etc. etc.

TEAPOT.

(This is an old game, but the rules are not given in any of our Scout and Guide games books.)

One player goes out. Words are chosen which are homonyms—words with the same sound but different meanings, like *tail*, *tale*.

Leader walks round the circle allotting the word to the players; for instance, if *bark* is chosen, she would give to some *bark of a tree*, to others *bark of a dog*, to others *bark, a ship*.

Player who went out is called in. She walks round asking first one player, then another, "What is your teapot like?" Each player begins her answer with, "My teapot . . ." and goes on to say something appropriate to her particular word. For instance, if *bark* was the word:

"My teapot is short and sharp."

"My teapot goes very fast."

"My teapot is brown and rough."

"My teapot is loud."

"My teapot goes long journeys."

"My teapot is moss-grown."

"My teapot is fierce."

"My teapot is painted blue."

If such replies fail to reveal the word, the leader must tell players to give answers that hold a clearer clue, e.g.:

"My teapot is worse than its bite."

"My teapot is used for making canoes."

"My teapot has three masts."

When the game is first played the word may be given away too easily in the answers, so the leader should have a set of words ready, so as to be able to repeat the game five or six times, giving the players a chance of getting more skilful at answering truly and yet not telling too much. Here are some homonyms. (Note that only nouns may be used.)

Boy, buoy. Seal (on letter), seal (animal). Drill (tool), drill (exercise). Doe, dough. Peer, pier. Rain, reign, rein. Son, sun. Pane, pain. Ball (cricket), ball (a dance). Dock (plant), dock (for ships). Toe, tow. Peel, peel. Mint (plant), mint (for coining). Bay (on coast), bay (tree), bay (horse), bay (hound's), bay (recess). Mayor, mare. Bat (cricket), bat (animal). Match (for lighting), match (contest). Aisle, isle. Bell, belle. Fair, fare (food), fare (railway). Down (high ground), down (feathers). Site, sight. Skull, scull. Bull (animal), bull (document), bull (Irish joke). Weight, wait. Way,

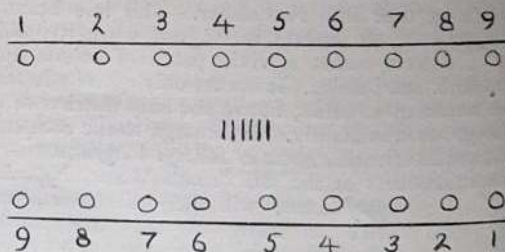


Fig. 2.

whew, wey, weigh. Heir, air. Pail, pale. Bale (pack-age), bale (harm), bale (fortification), bail (security for prisoners), bail (of cricket stumps). Veil, vale. Knight, night.

Another Way of Playing Teapot.

Two people go out, and agree on a word, each taking one meaning. They come in and sit in the middle, and talk to each other about their word, saying (suppose "seal" was the word), "My teapot swims very well." "And mine sticks very well." "Mine is black." "So is mine, but more often it's red." "My teapot is very intelligent." "Mine is used by kings." "And mine appears in the circus ring."

The rest of the players listen, trying to guess the words. No one who guesses the word says it aloud. She quietly sits on the ground. If she finds she has guessed wrong, she must get up again.

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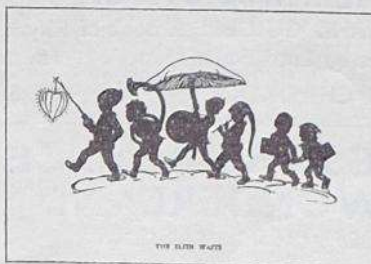
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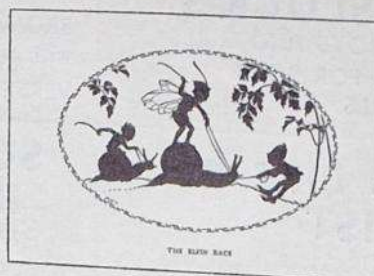


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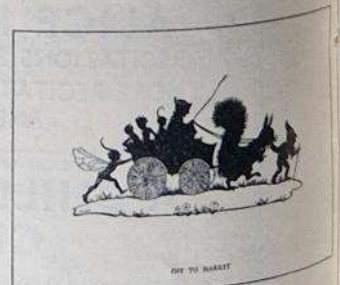
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A DRAMATIC FESTIVAL AND SOME NOTES ON PLAYS

DRAMATIC FESTIVAL IN LONDON.

MARCH, 1933.

The Guides of London are holding a dramatic festival in March, each company to produce a dramatic entertainment lasting twenty minutes.

(1) *Company*.—A Guide company for this purpose may include Guiders, Rangers, Guides and Brownies belonging to the same unit, e.g. the 95th Piccadilly company could enter a team composed of their pack, Guide company, Ranger company and Guiders, but they may not go beyond their unit as regards performers except to include a Commissioner. A Brownie pack may not enter except in combination with Guides and Rangers.

Commissioners may take part in one play only, and that must be in their own District or Division or Area.

(2) *Finance*.—Competitors will pay an entrance fee of 3s. 6d. to cover postage and printing. As many productions as possible will be judged in one evening. The audience will be asked to pay 1s., 6d. and 3d. to cover expenses of the heat. The best companies (not necessarily the winners of a heat) will compete in a large hall; the rate of admission will be higher.

Any money over after the expenses have been paid will be divided between the competitors.

(3) *Costumes and Properties*.—Producers are asked to send in a note giving the origin of their costumes and properties: whether borrowed, made or hired.

Marks will be given for ingenuity, originality and economy.

(4) *Scenery*.—A curtain set will be provided. Companies may bring what they can handle; they will be allowed five minutes only in which to set their scenes. During this five minutes they can come before the curtain and make any announcement necessary to the understanding of the audience.

They must provide their own music.

(5) *Judges*.—Mr. John Hampden, Editor of the Nelson Play Book, and the Commissioner for Music and Drama.

(6) *Entries*.—No entry forms will be sent out. Guiders are asked to send—

- (a) Their entrance fee.
- (b) The name and publisher's name of the play.
- (c) Two evenings in the week that suit them.
- (d) Their company's name and district and their own name and address.
- (e) The producer's name:
to Miss Gladstone, 65, Earl's Court Road, London, W.,
by January 15th.

It will help greatly in the organisation of this festival if Guiders would send in their entries as soon as possible.

K. STREATFEILD,
Commissioner for Drama.

PLAY REVIEWS.

Wonder Night. A Nativity Play. By Fflorens Roch. (Catholic Truth Society. 2d.) Stocked at Headquarters.

This play, published by the Catholic Truth Society, is one that would make a great appeal to those in tune with its intention. The first scene is in the public room of the Inn at Bethlehem. People are laughing, joking and drinking; but Silas, a young shepherd, and Myra, the innkeeper's daughter, stand apart. "To-night is not as other nights," they say, and the author, with her fastidious use of words, manages to convey the feeling of awe and wonder that possesses them. What is it that makes this night like no other night? Something is abroad. "Something that frightens," says Silas. "Nay, something holy," replies Myra. She has seen the Strangers come to the door and taken them herself to the stable and made them a bed of hay beside the cow and the old ass. Later, on the hillside, the shepherds, too, know that it is a "wonder" night—"What ails the world to-night?" asks Silas uneasily and he is loath to go with them when they start,

at the angel's command, to find their Lord. But Ezra, irresistible in his burning faith, persuades him and he worships the Christ in swaddling clothes with the rest.

Forty years later Silas and Ezra, in prison, are spending another Christmas night together, their last on earth. They are to die for their faith the next day. Myra visits them, an old woman now, longing, she says, for the wonder of that first night, for the peace of Bethlehem. Ezra shows her that it is still here, to be found in the peace of sacrifice. The Manger and the Cross are one, he says, and the play ends with a vision of the Nativity under the shadow of a tall cross.

This play, which has an austere real beauty, must be produced carefully if the audience are to share in its aspiration. It needs simple acting by grown-ups and children together. It will "play itself," as the saying is, provided the producer takes care that lighting, dressing and stage management go smoothly and efficiently and do not distract from the always serious movement on the stage. The carefully selected music should add greatly to the value of the play.

K. S.

Simple Christmas Tableaux. By K. O. Brightman. (S.P.C.K. 6d.)

This is a good collection of very simple Christmas Tableaux. During each there is a short reading from the Bible and a carol explaining the story. Production should be very easy as each tableau has a picture illustrating suggested positions of the characters, and there are a number of excellent hints on inexpensive dresses and make-up.

R. B.

Mothers Through the Ages. By K. O. Brightman. (S.P.C.K. 6d.)

Church companies in particular may like to have some meeting of mothers and Guides on that Sunday in Lent, called Mothering Sunday, which for many hundreds of years has been the day on which children have especially shown their love and appreciation of their mothers. The tableaux in *Mothers Through the Ages* would make a very good entertainment for such an occasion. They are simple to produce and easy to dress, and each has a reading and a hymn to give it life and interest.

R. B.

St. Peter is Delivered from Prison. By Margaret Cropper. (S.P.C.K. 3d.)

Death and Life. By T. Wellard. (S.P.C.K. 4d.)

These are two very short religious plays suitable for Rangers. Both are dramatic in their subject, but both will need good acting to get an impression of this across to the audience. Both would be interesting and impressive if sympathetically produced.

R. B.

Every Woman. By Clarice Wilson. (The Year Book Press. 1s.)

This play's weakest point is its rather heavily-pointed moral. A woman sets out to find her heart's desire. Helped by the Counsellor she finds a palace and is served by Fire, Comfort and Happiness. Dirt and Dust creep in, but Sweep, Scrub, Pots, Pans, Order and Economy come to her rescue, while Happiness escapes. Then it is the Counsellor points out that Want, Pain and Care have certainly been shut out but so also have Beauty, Truth and Love. Tremblingly the woman risks her dear security and, opening the door to seek the three, she hears the cry of pain of two children. She goes to help them and bringing them back to her palace finds Happiness once more reigning there together with Beauty, Truth and Love.

But in spite of its obviousness the play has many possibilities. The dressing gives scope for good colour effects and the help of an orchestra or gramophone gives another opening for the producer. Success will depend, more than is often the case, on good acting and clever production and the play will be excellent practice for a keen company and enthusiastic producer.

R. B.

November, 1932]

THE GUIDER

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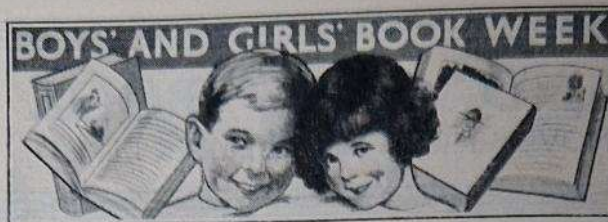
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STORIES TO TELL.

Stories from Everywhere. By Rhoda Power. (Evans. 4s. 6d.)

Here is a book to help the story-teller. Stories are here from all over the world, twenty-five of them, humorous, fantastic, serious, beautiful, all kinds, and all cleverly told for the story-teller, and they need no adapting! They have nearly all been adapted by someone who has the art, and how well she uses it! The stories have mostly been altered to make tellable, yet they retain all their individuality and freshness. Try them yourselves on your companies and packs, and see.

Rhoda Power is known widely through her historical work, and to children especially by her talks on the wireless, and here are some of the results of her "5.30 imagination."

The book gets better and better as it goes on, the pictures are black and white, very simple and tempting to paint! As a present for a child the book is a sure success, and her grown-ups will read it with as much pleasure. As we read or hear the stories, we feel at once the fascination of folk tales, the joy of finding a friendly tale we have known all our lives disguised as a Chinese or Red Indian story, or a strange Russian legend appearing as a homely Danish tale—the wording different and the setting worlds apart, but the theme the same.

I hadn't any money, but I had to buy the book somehow. I don't dare to suggest that Guiders should become seized with criminal tendencies, but should this book be lent to a captain or Brown Owl who tells stories, the owner need have no hopes of ever seeing it again!

V. R. D.

Stories on the Girl Guide Laws. By Lady Lennard. (Robert Scott. 1s. 6d.)

This little book will be of great use to the Commissioner frantically searching for "something to say" at an enrolment; it will be hard if she cannot find, in this large collection, some story which will save her from having to rack her own brains for one, or some proverb which she can take as a text for her remarks.

Like all such collections, it is a very mixed bag; the list of poets ranges from Thomas Hardy to Fred G. Weatherby, and the prose authors show an equal variety. Highbrows will lift their brows still higher at the trite morality of some of the extracts, but on the other hand, there are many charming stories which are none the less charming for being well known, and it is convenient to have them here in an accessible form.

Altogether a very useful book, and not the least good part of it is its price, which brings it within the reach of everyone.

R. K.

High Days and Holidays. By Eleanor Graham. (Ernest Benn. 6s.)

Speaking of her own childhood, Miss Graham says in her foreword: "If we had only had a book about them we should have been able to point out just how many days in the year could be high days and holidays. All we ever knew were Christmas and Easter and Whitsun and Hallowe'en..."

How many of us know more, now? But here is a book about them all, a collection of stories, legends and customs of the year's High Days, gathered together in a delightfully plain style that makes good reading.

Running through the book are some entertaining tales of holiday doings in the Rose family—six most attractive children with a distinct flair for providing their own entertainment.

The book is illustrated in black and white by Priscilla Ellingsford. Particularly pleasing are the decorative headings for the months of the year.

Surely *High Days and Holidays* would be an asset to the company library. Guiders—and Rangers and Guiders, too—who find delight in the quaint customs of the country will revel in this store that Miss Graham has gathered together.

M. B.

RELIGION.

Suggestions for the Deepening of the Spiritual Life of the Group. By Kenneth C. Sparrow. (Brown. 1s. 6d.)

This little book seems to come almost as an answer to the recent letters in *THE GUIDER* on the difficulty of making religion real in our companies and packs. There is very little in the book which cannot be found in different Girl Guide publications; but its value lies in having under one cover a very clear and vivid description of the ideals of Scouting and Guiding, with perfectly simple and practical examples and advice for trying to carry them out.

The two chapters on practical psychology are equally useful to Scouters and Guiders. The whole section on the Bible and its interpretation is full of interest and should prove really helpful to Guiders, especially, perhaps, in the Ranger branch; while Brown Owls will be interested over the experiments in expression work with the pack.

The second half of the book consists mainly of suggestions for a "Scouts' Own," with outlines for talks, giving one or two good examples in full. Several prayers for camp are included and a collection of quotations forming a "thought for the week" for the troop notice board.

For the Guider who has read and thought a good deal about the things of the Spirit, and who has found her own way to interpret religion to her pack or company, this book may not have anything new to offer; but it should prove of real use to young or inexperienced Guiders who are searching for ways by which they may make "duty to God" mean something to the Brownies, Guides and Rangers.

M. A. C.

Jesus Among the Children. By Canon Woodward. (Student Christian Movement Press. 3s. 6d.)

This book, which retells stories from the life of Christ for people of Cub and Brownie age, is already known to many of us. It has been revised and is now one of the best collections of New Testament stories which can be found, chiefly because the telling is not too juvenile but would satisfy an older audience if necessary. The book is suitable for reading aloud, or for a library or the children's corner of a church. It begins with the story of our Lord leaving His home to go to the Jordan valley, and ends with the Day of Pentecost. Brown Owls will find it especially helpful for "Brownies' Owns," or for a Pack Holiday.

R. F. H.

Now That You are a Guide. By Marjorie Floyd. (Sheldon Press. 1s.)

This is a collection of "little talks to Guides" which were originally published in the *Birmingham Evening Despatch*. The "Talks" have such titles as: "When the thrill wears off," "Should a Guide...?" "Daily does it."

It is suggested that these chapters should be "read by Guiders to their companies at camp fires or 'Guides' Own," or used as a basis for impromptu talks leading to open discussion." This little book will be useful to Guiders who feel that they ought to "talk" to their company but do not know quite how to begin, or to someone who is suddenly asked to take an enrolment and cannot think of anything to say. The talks are straightforward and practical and will be useful to inexperienced speakers by helping them to put the Guide ideals into a language which the average Guide will understand.

The title of the book might lead one to think that this would be a suitable gift for the newly enrolled Guide—but so many serious talks collected together would probably prove rather overwhelming to any normal child. It is emphatically a book for the Guiders' library rather than for the shelves belonging to the Guides.

M. G. L.

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BROWNIES.

For Brownies. By Ursula Moray Williams. (Harrap. 3s. 6d.)
Stocked at Headquarters.

Brown Owls will find several delightful stories in this book—stories which are easy to tell and the kind of stories that appeal to Brownies.

There is a great variety—tales of magic and adventure in which Brownies teach wizards to tie knots, and a story of a Brownie who never cleaned her badge until at last it became so dirty it ran away.

An added attraction are the games at the end of the book, all of them most original and suitable for Brownies. The illustrations are fascinating and make the book specially attractive as a present to any child of Brownie age or even younger.

Brown Owls on the look out for a new story book will find good material here.

P. M. B. T.

Brownie Revels. (Shaw. 1s.)

The title of this new book for Brownies might lead one to expect a story about a revel, but instead it contains eight very delightful stories about different Brownies and their adventures.

There is plenty of variety—a school story, stories about animals and birds, a fairy story and tales of Brownies' adventures in the country. I think they would all be enjoyed by children of Brownie age.

The story of Plain Jane, the unwanted cat, who gradually works her way up from a box in the scullery to the comfiest drawing-room chair, and eventually becomes the family's favourite pet, would appeal to animal lovers.

The stories are interestingly written and should be easy to tell. Although there is a moral running through most of them, it is not stressed in any way or made too obvious. *Brownie Revels* would be a very welcome gift to any Brownie, and the stories are equally suitable for Brown Owl to tell in the Pow-Wow.

P. M. B. T.

The Book of the Cubs' Own. Edited by E. H. Stafford. (Faith Press. 1s. 6d.)

This book, intended for Cubbers, will be welcomed by many Brown Owls who at pack holidays and on other occasions hold Brownies' Owns, and are sometimes at a loss for suitable material. The early chapters on how to take a "Cubs' Own" are excellent, and all that is said is equally true for Brownies. Suggested passages for reading and story-telling are given, and books recommended. There is a chapter on "Seeing and Doing," and all through the writer shows that she knows the practical difficulties which arise. The latter part of the book contains stories from many sources, and practically all of them are tellable. Some would be suitable for a Guide company. The book is worth having for the tales alone, but with the hints added it is one to acquire at all costs, and the cost is only one and sixpence.

R. F. H.

Bedtime Stories. By Mary Graham Bonner. (Philip Allan. 5s.)

Here are 365 stories, one for every night of the year! Many of them would make useful Brownie stories, but on the whole are too short for telling. Some of them are very wee indeed. As a store to draw from, when time does not permit a "proper" story in the pack programme, this book should prove invaluable. The stories are well written and varied. They include animal stories, bird and flower stories, tales of fantasy, and stories of real life.

The book contains several attractively coloured illustrations by Florence Choate and Elizabeth Curtis.

M.B.

GUIDES.

The School That Was Different. By Sibyl R. Owsley. (Shaw. 3s. 6d.)

This is not a boarding school story, neither is there a "villain of the piece," nor a persecuted girl with noble but mistaken ideals.

It is a straightforward, pleasing tale of life at a private day school, rejoicing in the name of Low Meadows Academy. The school was for sale and was bought by Hermione Glynn, who had always had a secret ambition to run a school on her own lines. One follows with interest the gradual development of girls who have known no school tradition, who are not keen on games or outdoor pursuits of any kind, and who have never been given any real aim or object in life, except that of judging their schoolfellows by the clothes they wore. One reads of the awakened interest in games and sports, and the starting of the school Guide company and Brownie pack.

There are no plots or bad characters, except one or two real slackers who rebel against the energetic new regime of a Head Mistress who knows what she wants and gets it. But even these are won over at last with the advent of Guides and Brownies. A readable story which should prove very popular with Guides looking for a change from the usual run of school stories.

W. M. O.

The Makeshift Patrol. By H. B. Davidson. (Sheldon Press. 2s. 6d.)

This is the story of a very "natural" patrol of Guides who, even in these days of Camper's Licences and Graded Bathing, manage to have a camp entirely on their own—with a qualified Ranger as Q.M. and an ex-member of the company as Commandant. It is a pleasure to read of a modern company where the Leader is really responsible for her patrol and the Guides have to use their wits instead of being spoon-fed by much-trained Guiders! The story is exciting without being too improbable, and the interest is well maintained throughout. The seventh chapter contains descriptions of some games suitable for playing on the sea-shore. An excellent book to give a Patrol Leader in search of ideas and a delightful book for any children's library.

M. G. L.

Jill of the Guides. By Christine Chaundler. (Nisbet. 1s. 6d.)

A readable story of a girl whose one ambition was to join the Guides, but whose mother considered her too delicate. Jill sticks to her resolve and eventually proves her mettle. She has several exciting adventures, culminating in one which wins for her the Bronze Cross.

One would like to know just how she managed to tie the tenderfoot knots under cover of her desk during lesson time with a pocket-handkerchief (imagine the difficulty of a sheepshank or a bowline!); and also if she found the same pocket-handkerchief a really good substitute for a morse flag. But, apart from these small peculiarities, Jill proved herself a keen and efficient Guide. The book is attractively got up and well worth the extraordinarily low price.

D. H.

GAMES.

Winter Nights Entertainments. By R. M. Abraham. (Constable. 5s.)

In his introduction the Chief Scout says: "I recognise in this book a Treasure Store of games and puzzles for Scouts and Guides, Cubs and Brownies, and, more especially for those who are 'Handicaps,' that is, unable to get about much and largely confined to their rooms or beds. For them these pages will bring many happy hours of interesting occupation."

What could be more true? For in this book of 184 pages—copiously illustrated by the author—Mr. Abraham has given us a section each on card, coin, and match tricks; paper folding, and string tricks and figures; as well as knots and splices; improvised toys—dear to the heart of any Wolf Cub or Brownie—problems to tax the intellect, and tests of the agility of the body. Not only on winter evenings, but on wet days in camp or club-room, Guides and Guiders will find plenty of amusement in trying out these various "stunts" which require little or no apparatus. The Company Library will certainly be the richer for a copy of *Winter Nights Entertainments*.

H. B. D.

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VALETTA—AN OFFER AND AN APPEAL.

DEAR EDITOR.—Readers of THE GUIDER will have read the charming little article in the September number about Valetta, where Miss Malcolm has for the past seven years given a warm and kindly welcome to Guiders who are tired or in need of a change from their work-a-day surroundings. This is especially valuable for town Guiders, who have only one fortnight's holiday at the time of year when all holiday resorts are crowded and expensive, and little conducive to rest.

In the article, written by one of the Guiders who have benefited by Valetta, it was stated that Miss Malcolm can no longer afford to keep up the house on her own resources, and that unless the very small fees paid by the Guiders can be supplemented by subscriptions from their counties or Commissioners, it will have to be closed.

In spite of great economy of management, the house cannot be self-supporting, owing to the shortness of its season, and Miss Malcolm will not raise the fees, as this would defeat her object of helping Guiders who could not otherwise afford a holiday.

The sum needed is £200 now, and £100 each year from subscriptions.

Since September Miss Malcolm has received a great many letters, proving how much a place of this kind is needed, and a number of small subscriptions, but there is still not enough to carry on the house, and she is therefore preparing to close it in January.

It seems to me a thousand pities to allow this to happen, and to lose the chance of having somewhere to direct our hard-worked Guiders to, when they are badly in need of a rest or change.

Having lately spent some time at Valetta with my own Rangers, I know what a delightful atmosphere is found there. My Rangers, some of whom are Guiders, said it was the nicest holiday they had ever had; they had a most happy, interesting and inspiring fortnight.

I am therefore writing to you to say that I am willing to subscribe £20 before the end of this year, and £10 a year after this, if eight other people will do the same.

I shall be very pleased if anyone interested will write to me on the subject. If not enough subscriptions are promised to enable the house to be kept on, the money received will of course be returned.—Yours, etc.,

ROSE KERR,
County Commissioner for London.
19, Draycott Avenue,
London, S.W.3.

INVALID CHILDREN'S AID ASSOCIATION— SOUTHWARK BRANCHES.

DEAR EDITOR.—I should like to thank most gratefully all those Guiders, Rangers, Guides and Brownies who sent such quantities of beautiful flowers for our Flower Day on October 13th. Largely owing to their very generous response to our appeal for flowers, our "Day" was a great success, and we not only cleared over £45 for the Invalid Children of Southwark, but also had enough flowers sent to us to enable us to throw open our doors and sell large bunches for 1d. and ½d. to the poor children of the neighbourhood, whose pleasure was quite delightful to see.

I hope that all those who kindly sent us flowers will accept this expression of our most grateful and appreciative thanks.—Yours, etc.,

C. M. HUGH-JONES,
Hon. Organiser, Southwark I.C.A.A. Flower Day,
24, Steedman Street, Walworth Road, S.E.17.

CHRISTMAS TREES.

DEAR EDITOR.—There are still a few Christmas trees left which I shall be glad to give to any poor companies or packs. They are, mostly, only poor trees, being very lanky, with long spaces between

THE EDITOR'S POST BAG

their branches, but of course they would look less bare when decorated.

As they will, probably, be heavier trees, the average cost of them by rail will be more, so that I must ask for a slightly larger sum than I did last year.

If any captain or Brown Owl wishes for a tree, will she please let me know as soon as possible (not later than December 1st) and also send:—

- (1) Her own name and address.
- (2) The name of the company or pack.
- (3) The address to which the tree is to be sent.
- (4) The date on which the tree is to be used.
- (5) The earliest date on which the tree may arrive. (A good allowance of time should be made for possible delays on the railway. Also I can only get the trees to the station on certain days.)
- (6) The height of tree wished for. (This cannot be promised, but we will do the best we can.)
- (7) Two strong labels, addressed, and with strong strings attached. (It makes such a difference when little details like these are remembered.)
- (8) Postal order for 1s. 9d. (1s. 5d. for carriage by rail, 4d. for cutting and sorting, etc.).
- (9) A stamped and addressed card or envelope if any acknowledgment is needed or any answer required. (I will let anyone who applies know if it is not possible to send a tree!)

If there is any balance left, after paying for the carriage, it will be sent to Guide Headquarters to help pay off the balance due for the Building Fund.—Yours, etc.,

High Biggin, Windermere.

ALICE DOBSON (Miss).

"WHERE THE RAINBOW ENDS."

DEAR EDITOR.—It has been my privilege at Christmas, through the kindness of your Headquarters to circularise all the officers of the Girl Guides Association, offering them full particulars of the concessions given to Brownies, Guides and Rangers by my sister, Italia Conti, during her Christmas Matinée Production of "Where the Rainbow Ends."

In doing so, however, it seemed I was being unfair, since the extra work of making these concessions known to members was an arduous task, and fell unduly heavily on those who were already overburdened.

Yet, such has been the success of these concessions, that I feel sure, once offered, were they stopped, a considerable disappointment would be felt by many members of your Association.

I have, therefore, decided to discontinue sending the circulars in bulk, and to ask you to publish this letter in its place, so that those Guiders, who are interested, will not expect any further intimation from me, except this letter informing them that I am prepared, on behalf of my sister, to quote special terms for parties of 12 and over, on most days during the run of these matinées at the Holborn Empire, commencing Thursday, 22nd December, till Saturday, 21st January, 1933.

Furthermore, I can arrange for special prices for a whole county visit, and quote for the entire theatre, as well as for special trains for numbers of 400 and upwards, and ordinary cheap railway facilities for eight or more.

Will those Guiders who wish to arrange a party to see this popular play, please write to me, and I will do all I can to make the proposed visit a success.

As there were so many disappointments last year, I shall be glad if all officers desirous of booking parties will get in touch with me at once. Thanking you all for your splendid response and co-operation in the past in making the offer known, and wishing you all a happy Christmas season.

Believe me, yours very sincerely,

F. H. CONTI,
Reply: Holborn Empire, W.C.1. Manager for ITALIA CONTI.
Telephone: Holborn 5367.

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Waddow.

Headquarters' Training Schools



Foxlease.

FOXLEASE

Guiders who have booked places for training weeks are asked to notify the Guider-in-Charge as soon as they find they are unable to come.

DATES.

- Nov. 4-11. General Training.
Nov. 15-22. Ranger Training.
Nov. 25-Dec. 2. General Training (see note).

1933.

- Jan. 6-13. Prospective Eagle Owls (see notice elsewhere).
Jan. 17-24. General Training.

No application will be taken for the following weeks until November 10th. County Secretaries may apply for special vacancies between November 1st and 10th. Such vacancies will only be kept provided the names and addresses of entrants and the usual 5s. deposit are sent with the applications.

- Jan. 27-30. Brownie Training (week-end).
Feb. 7-14. General Training.

(NOTE.—The General Training Week, November 25—December 2; all further applications for this week must be sent in by November 10th).

Weekly.	Fees.
Single rooms	£2 10 0
Double rooms	2 0 0
Shared rooms	1 10 0

APPLICATIONS.

All applications for a Training Course should be made to the Guider-in-Charge, Foxlease, Lyndhurst, Hants, and must be accompanied by full name and address of each applicant, together with a deposit of 5s., which will only be returned if withdrawal is made two full weeks before the date of the Course. No applications for any Course will be dealt with until an official notice has appeared in THE GUIDER.

It has been arranged that three vacancies should be reserved for Scotland for all General Training weeks until the 20th of the month in which the dates are first published. Scottish Guiders are therefore requested to send in their applications, including the 5s. deposit, to the Secretary, Girl Guide Headquarters, 12, Melville Street, Edinburgh.

Guiders are asked to note that when a training week is marked closed it is no longer possible to consider applications, even when Guiders are willing to sleep out. The Guider-in-Charge cannot undertake to train more than a certain number of Guiders, so the main factor is not really accommodation but numbers.

This does not apply to Overseas Guiders, for whom special vacancies, within limits, are kept.

TRAINING WEEK FOR PROSPECTIVE EAGLE OWLS.

A Training week will be held at Foxlease from January 6th-13th, for prospective Eagle Owl Diploma Guiders. Commissioners are asked to send any of their Guiders whom they think might eventually take the Diploma Test. Applications should be made through the County Secretary to the Guider-in-Charge.

Opportunities will be given during the week for Guiders to practice taking various parts of the Diploma test.

A recommendation to take the test will be given at the end of the week to any Guider who may be found suitable.

FOXLEASE COTTAGES.

The two cottages at Foxlease are to be let by the week to Guiders requiring a rest or a holiday. The larger one contains two double bedrooms and one single, a sitting-room furnished by Canada, a bathroom and a kitchen. The charge for the cottage is 3½ guineas per week.

The "Link," which is the bungalow furnished by America, contains three bedrooms, a sitting room, a bathroom and a kitchen. The charge for the "Link" is £2 2s. per week.

These charges include light and coal. Guiders cater and cook for themselves entirely. If they wish, Mrs. Craze, the gardener's wife, is willing to board them at the rate of 28s. to 30s. per head, in addition to the above charges. A charge of 5s. deposit fee is made for booking the cottages. Guiders wishing to bring their cars can garage them at Foxlease by arrangement, at a charge of 5s. per week, or 1s. per night. It is not necessary for Guiders staying at the cottage and "Link" to wear uniform.

Any applications or inquiries to be sent to the Secretary.

PRESENTS.

Elderdown and two Counterpanes, Berkshire County; Lantern, Miss Piddock and Miss Austin; Vase, Miss Steinitz and Miss Matthews; Books, (a) Miss F. O. H. Nash, (b) Miss Maunsell, (c) Miss Tucker; Song Book, Mrs. D'Arcy Irvine; Curtains and Iron Holder, 1st Llangernyw Guides; Blankets for Denbigh room, Ancon; Quill Pen and Lettering Nibs, Chiffchaff Patrol (August 26-Sept. 21); Donations, (a) India, (b) Training week (Sept. 16-23), (c) Training week (July 15-22).

WADDOW

DATES.

- Nov. 8-15. Brownie Training.
Nov. 18-25. General Training.
Nov. 29-Dec. 6. General Training.

Waddow will be closed from December 6th till the end of January.

Weekly.	Fees.
Single rooms	£2 10 0
Double rooms	2 0 0
Shared rooms	1 10 0

Week-end.

Single rooms.	(Friday tea-time to Monday morning)	£1 0 0
" "	(Saturday any time to Monday morning)	17 6
Shared rooms.	(Friday tea-time to Monday morning)	17 6
" "	(Saturday any time to Monday morning)	15 0

Should the week-end be continued to the Tuesday morning, 2s. 6d. extra will be charged for both single and shared rooms.

APPLICATIONS.

Applications for a Training Course to be made to the Secretary, Waddow Hall, Clitheroe, Lancs, and must be accompanied by full name and address of each applicant, together with a deposit of 5s., which will only be returned if withdrawal is made two full weeks before the date of the Course.

No application for any Course will be dealt with until an official notice has appeared in THE GUIDER.

It has been arranged that three vacancies should be reserved for Scotland for all General Training weeks until the 20th of the month in which the dates are first published. Scottish Guiders are therefore requested to send in their applications, including the 5s. deposit, to the Secretary, Girl Guide Headquarters, 12, Melville Street, Edinburgh.

WADDOW FARM.

The cottage at Waddow will be let by the week to Guiders requiring a holiday. It contains two double bedrooms and two single, a sitting-room, two bathrooms and kitchen. The charge for two people is £2 2s. a week, and for three or more £4 4s. a week; these charges include light and coal. Guiders cater and cook for themselves, but the gardener's wife is willing to board them for about 30s. per head, if required. Applications, with 5s. deposit, should be made to the Secretary. Guiders wishing to bring their cars can garage them at Waddow by arrangement, at a charge of 5s. per week, or 1s. per night.

PRESENTS.

Mats, Avis Newell, Company-Leader, 1st Goolwa Company, South Australia; Pictures, Brownies, Guides and Rangers, Victoria Harbour, South Australia; Donation, Anonymous; Flower Basket, Miss Millar and Miss De Pass, Montrose; Angus; Donation, General Training Week, September 20-27; Bulbs, Miss Robertson, Midlothian; Books, Miss Watson, Durham, Miss Stuart, Edinburgh.

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The Brownie's Book of Prayers. 1d.

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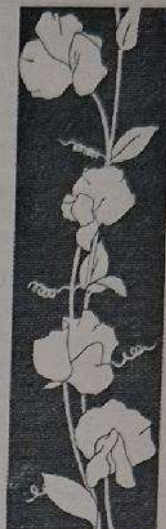
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It is not difficult to make these sweet peas. Let us send you FREE materials and directions. You cannot go wrong! Think of the money you can make by selling them—unless you want to keep them to decorate your home or use as gifts.

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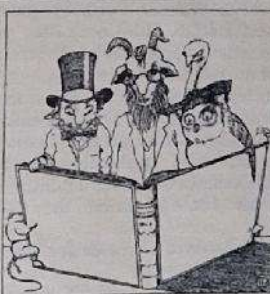
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"Britannia's Pudding" or ("Buy British!") shows how Britannia conquered "Collywobblers," "Gurgles" and "Gulps," the deadly demons of Indigestion. (Book 1-), and

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The Rich and Beautiful Costumes of the Empire Society in schemes of glorious colour for both the above plays available at from 6d. to 1.- each.

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"Lady Barbara's Party," 4d. (or "The Haunted Castle"), introducing a Charade and a Brownie Display. (A jolly play.)

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Ug-Ug the Ogre, 1/- King Canoodlum, 1/- the two Funniest Shadow Plays in existence. Christ-Love, 1/- the Xmas Story with Carols. A striking Novelty for Guides. Played by your own shadows.

No words, scenery or "costume." Just a lamp and a sheet.

No royalties, except for a public performance, when a small fee is payable. Obtainable from Headquarters. See Books.

Please mention "The Guider" when replying to advertisements



ARTICLES AND REPORTS, PHOTOGRAPHS AND DRAWINGS for insertion in THE GUIDER, LETTERS TO THE EDITOR and BOOKS FOR REVIEW, should be sent, if possible, by the 10th of the previous month to the Editor, Girl Guide Imperial Headquarters, 17-19, Buckingham Palace Road, London, S.W.1.

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

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

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

THE GUIDER is sent direct by post from Imperial Headquarters to any part of the United Kingdom at the rate of 4½d. per month (which includes postage). Post free for a year, 4/6. Foreign and Colonial, 4/6 post free.

MEETING OF THE COMMITTEE OF THE COUNCIL

Held on Tuesday, October 11th, 1932.

PRESENT :—

Dame Helen Gwynne-Vaughan, G.B.E. (Chair.)
The Lady Baden-Powell, G.B.E.
Mrs. Percy Birley.
Miss Bray.
Mrs. Arthur Bowlby.
Sir Percy Everett.
Miss Pilkington.
Miss Sharp.
The Hon. Mrs. Charles Tufton, O.B.E.
Miss Ward.

By invitation.

Lady Butler.
Mrs. Houston Craufurd.

In attendance.

Miss Hanbury Williams.
Miss Talbot.
Miss Warner. (During Kindred Societies' report.)
Miss Montgomery.

It was reported that Miss Bray, Miss Warner, Miss Syngé and Miss Leathes had agreed to serve on a joint Sub-Committee with representatives of the National Council of Girls' Clubs, to arrange for a joint Conference of Guiders and Club Leaders in 1933.

It was agreed that District Commissioners should be informed when a Guider gives a personal invitation to a foreign Guide to attend a camp in her district. Also that before arrangements are entered into to run an international camp, application must be made to the Training and Camping Committee. The Training and Camping Committee are responsible for informing the World Bureau of any such camps.

Miss Absale was appointed Y.W.C.A. Area Director for London in the place of Miss Milton, resigned.

The resignation of Miss Pryce, Y.W.C.A. Area Director for South Wales, was accepted.

It was reported that the Dowager Lady Suffield would represent this Association at the Conference of the Council for the Preservation of Rural England, at Norwich.

It was agreed that Rule 22, para. 3, which now reads, "When a Guider ceases to have charge or joint charge of a company . . ." be amended to read as follows: "When a Guider leaves her company . . ."

It was agreed that the following alteration be made to Rule 17, with reference to the appointment of Test Secretaries, the words "(or Test)" being inserted in the first line of the paragraph referring to Badge Secretaries: "Badge (or Test) Secretaries may also be warranted . . ."

The following recommendations submitted from the Extension Sub-Committee were approved:

Alternative for Second Class Test.

That the Health section of the Second Class test be amended as follows for Hospital, Cripple and Post Companies:

Clause 1. Delete lines 1 to 4. After "Court of Honour," line 5, add—" (or for Post Companies, the captain)". Line 7, add—"and surroundings."

Clause 2. Add—"or perform breathing exercises, or know how to gargle."

The following recommendation from the School and Cadet Companies Sub-Committee was approved:

That the words "and registered" be omitted in Rule 39 (f) line 3, page 102, BOOK OF RULES.

Reports from the Training and Camping and from the General Purposes Committees were considered.

Routine and financial business was transacted.

The date of the next meeting was fixed for Tuesday, November 8th, at 2.30 p.m.

AWARDS

Medal of Merit.

Guide Rita Taylor, 1st Warkworth Company.

"For courage in rescuing a Brownie in the sea at Warkworth on August 9th, 1932."

Certificate of Merit.

Company Leader Evelyn Bard, 4th Edgware Company.

"For presence of mind in going to the assistance of a woman in the sea at Felixstowe on August 13th, 1932."

Red Cord Diploma.

Miss B. Gardner of Hertfordshire.

Blue Cord Diploma.

Mrs. Broadbent of Yorkshire, West Riding South.

Miss C. Kemp of Warwickshire.

Badge of Fortitude.

Patrol Second Fanny Caldwell, 7th Dublin Company.

Brownie Second Phyllis Parsons, 4th Winchmore Hill Pack.

Gold Cords.

Ranger Patrol Leader Patricia Anderson, 2nd St. Leonards (Christ Church).

Ranger Patrol Leader Thelma Culshaw, 55th Liverpool.

Ranger Patrol Leader Dorothy Preston, 55th Liverpool.

Patrol Leader Phyllis Brown, 2nd Forest Hill (St. George's).

Patrol Leader Margaret Lake, 2nd Barrow-in-Furness (St. Matthew's).

HEADQUARTERS NOTICES

METHODIST COMPANIES.

It is unnecessary for Guides of Wesleyan, Primitive and United Methodist Churches to re-register. The records at Imperial Headquarters will be altered to show that such companies are now attached to the Methodist Church.

HEADQUARTERS LIBRARY.

The hours during which the Library is open have been altered, and books may now be exchanged between 10 a.m. and 6 p.m. It is hoped that this extra half-hour in the evening will be of benefit to many London Guiders.

THE CHIEF GUIDE'S VIOLIN.

The Chief's violin has been awarded this year to Patrol Leader Phyllis Brander, aged 16 years, of the 2nd Elgin Company, and she will hold it for two years. The Committee is very satisfied that she is a suitable holder of the instrument.

ADDRESS WANTED.

Would the London Guider who wrote in September to the Commissioner for Extensions with reference to the adoption by her company of a Post Guide, kindly write again to the Assistant Post Secretary, Miss N. Britton, Lodge Side, Kingswood, Bristol, who inadvertently destroyed the letter before dealing with it.

A CRUISE TO THE BALTIC. FOR COMMISSIONERS, GUIDERS, SCOUTERS AND THEIR FRIENDS.

AUGUST, 1933.

It is hoped that it may be possible to arrange a cruise next summer, specially organised for Guide and Scout Commissioners and their friends of both sexes.

The Chief Scout and the Chief Guide and their family will be on board, and a number of Commissioners who have heard of the idea are keen to come and bring parties.

Whilst the itinerary has been planned to make the cruise a delightful one from the point of view of sightseers to the northern ports, Guiding has also been considered, and at each stopping-place the morning will be devoted to visiting Guide companies in the different countries and seeing something of them at work in their own lands.

The dates tentatively suggested for the cruise are from August 16th to September 6th, 1933, and the proposed itinerary is as follows:—
Leave, Wednesday afternoon, August 16th, from Southampton.
Thursday, August 17th. *Havre*. See Scouts and Guides; visit Rouen and Argeronne.

Friday, August 18th. *Dunkerque*. See Scouts and Guides; visit Bruges and Ghent.

Saturday, August 19th. *Rotterdam*. See Scouts and Guides; visit museums at Amsterdam.

Sunday, August 20th. At Sea. Pass through Kiel Canal.

Monday, August 21st. *Copenhagen*. See Scouts and Guides; sightseeing.

Tuesday, August 22nd. At Sea.

Wednesday, August 23rd. *Stockholm*. See Scouts and Guides; sightseeing.

Thursday, August 24th. *Helsingford, Finland*. See Scouts and Guides; sightseeing.

Friday, August 25th. *Tallin (Revel), Estonia*. See Scouts and Guides; sightseeing.

Saturday, August 26th. *Riga, or Libau, Latvia*. See Scouts and Guides; sightseeing.

Sunday, August 27th. *Kaunas (Memel), Lithuania*. See Scouts and Guides; sightseeing.

Monday, August 28th. *Gdynia, Poland*. See Scouts and Guides; visit Danzig.

Tuesday, August 29th. At Sea. Drop passengers at Malmo.

Wednesday, August 30th. *Oslo*. See Scouts and Guides; sightseeing.

Thursday, August 31st. At Sea.

Friday, September 1st. *Leith*. Visit Edinburgh.

Saturday, September 2nd. At Sea.

Sunday, September 3rd. *Antwerp*. Drop passengers.

Monday, September 4th. *Boulogne and Southampton*.

Tuesday and Wednesday, September 5th and 6th. *Boulogne and Southampton*.

Further details of fares, etc., will, it is hoped, be published next month, as negotiations for a ship are at present only in progress.

SUB-STANDARD FILMS.

Headquarters is now able to announce that four sub-standard (cine-kodak) 16 mm. films can be hired by Commissioners or Guiders wishing to show these small size pictures to audiences in a private house or small hall.

The charges for hire are as follows:—

"THE PASSING OF THE FLAG THROUGH DENBIGHSHIRE."
One night 5s. 6d. (carriage charged both ways).
Two nights 8s. 6d. (carriage paid one way).
Three nights 10s. 6d. (carriage paid one way).

EACH OF THE THREE RALLY FILMS. (As set out below).
One night 3s. 6d. (carriage charged both ways).
Two nights 5s. 6d. (carriage paid one way).
Three nights 7s. 0d. (carriage paid one way).

FOR HIRE OF ALL FOUR FILMS AT SAME TIME.
One night 14s. 6d. (carriage charged both ways).
Two nights 22s. 0d. (carriage paid one way).
Three nights 25s. 0d. (carriage paid one way).

Photographers for showing these films can be hired from a local photographic dealer.
This is the longest of the four, and takes about twenty minutes to run through.

It shows how the Union Jack was passed from company to company right through the county to celebrate the Coming-of-Age year. The picture was taken under the personal supervision of the County Commissioner.

2. *Essex County Rally at Brentwood, Essex.*

This film takes about ten minutes. It shows scenes taken at the rally at which Her Royal Highness the Princess Royal was present, who kindly allowed herself to be filmed many times during the afternoon.

3. *Rally at Regent's Park of the North-West London Area.*

This again takes about ten minutes to show. There are some excellent shots of the Chief Guide, who attended the rally.

4. *Sussex County Rally at Brighton.*

This has various shots of the rally that would be of interest to Sussex Guiders. The March Past of Colours, the pageant, etc.

Should Commissioners want to make up a longer programme, films of this size can also be hired from the Boy Scouts' Association, and 16 mm. travel films can be had free of charge from the Empire Marketing Board, 2, Queen Anne's Gate Buildings, Dartmouth Street, S.W.1, who issue a catalogue of these.

EXHIBITION HANDICRAFTS AT THE BRANCH SHOPS

Guiders living near the Headquarters Branch Shops in Birmingham, Leeds and Liverpool will have a special opportunity of seeing the work done by disabled Guides and Rangers for sale through the Extension Handicraft Depot. Each Branch Shop is to have one day Christmas Exhibition and sale of handicrafts, and Guiders are asked to make a point of coming themselves and bringing any friends who are interested in craft work, although they may not actually want to buy. It will also be an opportunity for Post Guiders to obtain information about the organisation of the Depot.

Please make a note of the following dates:—

Friday, November 11 (afternoon only).

Saturday, .. 12 (morning only). Liverpool.

Monday, .. 14. Leeds.

Tuesday, .. 15. Birmingham.

Guiders will also be interested to know that permission has kindly been given for the work from the Extension Handicraft Depot to be on sale on the following occasions:—

November 1-5. Home Arts and Industries Exhibition, Drapers' Hall, London.

" 5. Staffordshire County Meeting.

" 5. Berkshire County Meeting.

" 12. South-West Lancs County Meeting.

" 12. Monmouthshire County Meeting.

" 12. Worcestershire County Conference.

" 12. Northumberland County Meeting.

" 18-19. Post Guiders' Training Week-end, Bristol.

" 19. Warwickshire County Meeting.

" 24. Gloucestershire Commissioners' Meeting.

Nov. 29-Dec. 1. Sussex Commissioners' Conference.

Particulars of other meetings and conferences to which the handicrafts might be sent would be welcomed if sent to the Extension Handicraft Depot, Girl Guides Association, 17-19, Buckingham Palace Road, London, S.W.1.

THE HEADQUARTERS' RESTAURANT.

The Restaurant at Imperial Headquarters is open to all Guiders and Guides and their friends.

Luncheon is served from 12 to 2 p.m. Tea from 3.45, and parties are catered for by arrangement. Tables can be booked in advance. (Telephone: Victoria 6860.)

The Restaurant is not at present open on Saturdays.

SCOTTISH HEADQUARTERS.

Everyone connected with Guiding in Scotland is requested to write for all requirements to the Secretary, Scottish Headquarters, 12, Melville Street, Edinburgh.

THIS MONTH'S COVER.

OUR Cover Photograph—*The Nursery Floor*—was taken by Marion Crowdy.

Appointments and Resignations

Approved by the Executive Committee, October, 1932.

ENGLAND.

BERKSHIRE.
The Warrant of Miss M. Dunell, The Green Cottage, Boar's Hill, Nr. Oxford, Post Secretary for Berkshire, has been re-issued as Extension Secretary.

BIRMINGHAM.
KINGSTANDING (ERDINGTON DIVISION).—Dist. C., Miss R. Jerome, Eastgate, Chester Road, Erdington, Birmingham.

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ST. AGNES.—Dist. C., Mrs. Thomas.

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SAFFRON WALDEN.—Dist. C., Miss D. Collins, Ashdon Hall, Saffron Walden.

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HEREFORDSHIRE.—Ass. Co. Sec., Miss E. Armitage, Stretton, Hereford.

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LANCASHIRE—SOUTH-EAST.
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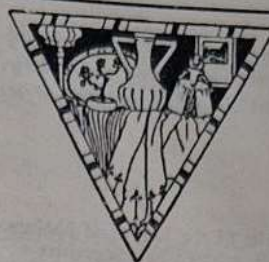
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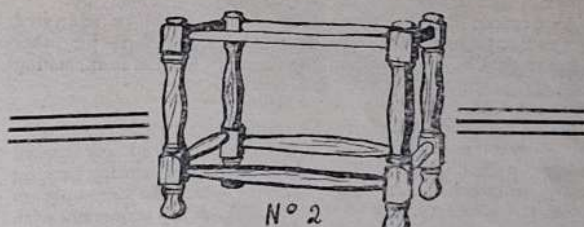
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Correspondents are invited to write for help answer questions on this page free of charge. weeks before the 1st of the month, if the



and advice to our Careers Adviser, who will answer questions should, if possible, be sent in three weeks before the 1st of the month, if the

STUDENT.

For the Secretariat of the League of Nations, shorthand-typists are selected by competitive examination and put on a waiting list. Examinations are held every two years, and the candidate must be over 21 and under 30 years of age. Applications for admission to the next examination may be made at any time to the Secretary, Appointments Committee, League of Nations Secretariat, Geneva. The applicant must have high speeds in shorthand and typing, and a year's practical office experience, together with a secondary school education, an excellent knowledge of English and very good health. For work as an interpreter or as a translator, the candidate must be between the ages of 22 and 45 years of age, and possess good literary, official and technical knowledge of French, together with a translating knowledge of one or more other languages. A technical and general knowledge of two other subjects, such as law, finance, medicine or transport is a great advantage.

ANXIOUS.

Candidates for the Women Police Service must be physically strong and healthy, fond of an out-door life and sound of sight and hearing. They must be over 22 years of age and under 35, and at least 5 ft. 4 inches in height. A good general education is required and Anxious will also find her Ranger and Guider experience useful. Police duty, as everyone knows, is highly specialised work; police-women must possess powers of observation, accuracy and resource—and be ready to accept a life under discipline. As their work brings them into touch with the poor, the homeless and the unfortunate, sympathy, tact and gentleness are required just as much as the sterner qualities we have just mentioned. Training is given, and can only be obtained within the Police Force itself, and every candidate must be prepared to start at the bottom and work her way up.

Applications for the Metropolitan Force should be addressed to the Recruiting Office, New Scotland Yard, S.W.1—for other forces to the Chief Constable, asking for an application form, stating their age, height and any other qualification.

OUTDOOR GIRL.

It will be rather difficult for OUTDOOR GIRL to take up market gardening or poultry farming if she cannot afford any special training in these subjects. There do not appear to be many training centres or establishments of any standing where she can study on *an pair* terms, and it will be all the more difficult as she does not wish to live away from home. We advise her, however, to write to the Secretary of Women's Farm and Garden Association, 29, Park Road, N.W.1, and ask for further particulars.



C.M.M.

We quite appreciate your difficulties, and it is possibly on account of the serious trade depression that you have not managed to get a better position. However, as times continue to be rather hard, we advise you to remain where you are for the time being, and to look out for any posts which you can apply

for. In regard to improving your position, we advise you in the meanwhile to study your Spanish as diligently as you can, attend classes regularly, work at it really hard, and make an effort to spend your next holiday in Spain. You must know the language really well before you can act as correspondent.

SILVER BIRCH.

There are many and various posts connected with Child Welfare Work, such as Health Visitors, superintendents of Child Welfare Centres, matrons and nurses of Homes for Ailing Babies, Day Nursery work, Nursery School work, and work in private families. If you wish to qualify as a Health Visitor you will find yourself in a much better position if you are a fully trained nurse and hold the certificate of the Central Midwives Board. There is an alternative course of training in public health work, lasting two years, together

with six months' training in a hospital, but this course also demands the certificate of the Central Midwives Board. *Women's Employment* publishes a comprehensive article on Child Welfare work, written by Miss J. Halford, of the Association of Maternity and Child Welfare Centres. If you write to W.E.P. Co., Ltd., 54, Russell Square, W.C.1, and enclose 3d., the article will be sent to you.

ANXIOUS RANGER.

We think ANXIOUS RANGER would be better advised to train at a general hospital for three years and to take the examinations qualifying her for State Registration. As a fully-trained nurse she will find herself in a much more advantageous position. There are not many opportunities for training as a dental nurse and not many openings afterwards. Dentists for the most part have either a fully-trained nurse, or a girl who has had some secretarial training as a receptionist clerk, and there are not nearly as many of these positions as people seem to imagine. Children's hospitals and special hospitals, such as the Lord Mayor Treloar, Alton, or the Royal Cripples Hospital, Birmingham, will take the younger candidates for training, and they can pass on to a general hospital when they are 21 years of age.



NURSERY NURSE.

Nursery nursing is one of the professions in which one can train without spending very much money, as there are certain Day Nurseries which will take probationers from 16 to 20 years of age on *an pair* terms. That is, the Day Nursery will give board, lodging, washing and some uniform in return for services. The training lasts from 12 to 18 months, when the girls are prepared for the examination held by the National Society of Day Nurseries. We advise you to apply to the Secretary, The National Society of Day Nurseries, 117, Piccadilly, W.1, and have your name put down for a vacancy. The Secretary will probably want to see you before she takes your name.

R.S.V.P.

Although we appreciate the fact that a post connected with books would be more interesting to you, we think it a pity that you should not continue with your domestic science. There are nearly always posts to be had in that line, and in these times that is an important point. If you wish to take up a literary career you must have shorthand and typing; both of these are absolutely essential in a newspaper or publishing office, but vacancies are few and far between. As you know, you cannot take a degree in librarianship unless you have passed matriculation. We do strongly advise you to go on with domestic science—cooking, catering or housekeeping—as it seems to be the subject at which you have been most successful.

RANGER.

The best way to learn buying and selling is, of course, in a shop. If the girl you are interested in has had a secondary school education, is between 15½ and 16½ years of age and is tall and of good appearance, it should not be very difficult for her to get into one of the big drapery stores. Applications should be made to the staff manager in person, and the best time to see him (or her) is at 9.30 on a Monday morning. The only school in London which deals with Retail Trade is the London County Council School of Retail Distribution, Horseferry Road, S.W.1. We advise you to apply to the Principal for further particulars.



(Several queries unavoidably held over.)

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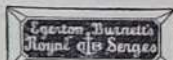
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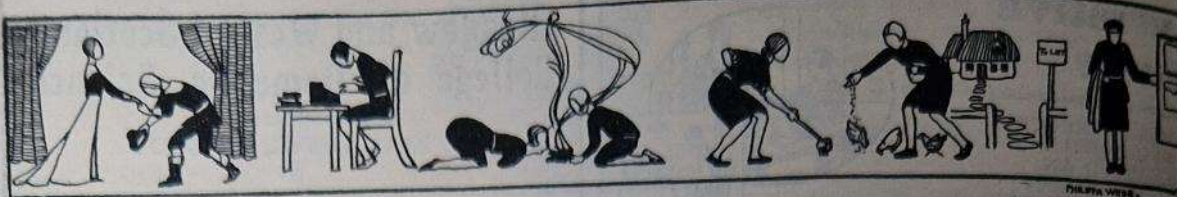
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