

THE GUIDER

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THE OUTLOOK

By DAME HELEN GWYNNE-VAUGHAN, G.B.E.
Chairman of the Committee of the Council.

As the Chief Guide is abroad this month, she is unable to continue her usual monthly 'Talk.' Dame Helen Gwynne-Vaughan has kindly consented, at the Chief's request, to contribute to 'The Guider' in her place.

THE really big sayings, the ones with inspiration in them, are those which increase in meaning as we endeavour to apply them. Such is our Founder's statement that Guiding is a game. It explains so many things about our Movement which the outside world does not always understand.

Essentially play is the preparation for life. The lower animals, as soon as they come into the world, have to fend for themselves. For them "life is real, life is earnest," from the very beginning, but the vertebrate creatures, and especially the mammals, are born incompletely developed and depend for some time on their parents for food and protection. During that period correlation has to be established between brain and muscles, habits have to be developed and instinctive reactions set up. To a large extent these things are achieved by means of play. The gambols of lambs, the activities of kittens or puppies involve the rehearsal of movements which will be of use in later life. A kitten will pounce at a leaf blown by the wind, or at a piece of paper pulled past him on a string, just as, in grown-up life, he will pounce at his prey, but you could trail pieces of paper in front of a lamb all day and evoke no special interest. The lamb is going to eat grass, its play is not concerned with catching food. Puppies, again, will roll over each other, making pretence to bite, but lambs and kids will butt each other, each practising the movements and establishing the instinctive reactions which—under wild conditions—might mean life or death later on.

It is a commonplace that the same is true of children, but as their development goes further, so the stages are longer and more clearly marked. A baby's movements at first are unco-ordinated; a small child skips about, letting off steam, finding outlets for its need of muscular activity in apparently aimless movements. Later energy is employed in more or less systematic play—the era of games is established.

Games which develop spontaneously out of natural, untaught play show well the aspect of preparation for life. There is no need to detail the significance of motor games, concerned with throwing, running and jumping, which induce co-ordination of movements, or strength and promptitude, or the attraction of games which apply the same training to speech when one recites how "Peter



Piper picked a peck of pickled pepper." But it is interesting to notice the satisfaction children get from games of inhibition, in which the will must be exercised to prevent an instinctive reaction such as laughter, or when one must not do what "O'Grady" says. This is an excellent example of the preparatory game, since the more the grown-up human being is civilised, the more he has to restrain his impulses. The very exercise of judgment implies the restraint of impulsive action.

In saying that Guiding is a game we imply that it is a preparation for life, it is dynamic, not static, it is a road, not a goal, a means, not an end. We are not training Guides to be Guides, we are training them, or rather we are helping them to train themselves to be good citizens. As an excellent example, let me quote a letter lately written by Lord Baden-Powell. He had been sent some leaflets about cruelty to animals with the request that their circulation to the Guides might be permitted. Here is his reply:—

"I think that generally speaking they approach the question at a wrong angle for children, i.e., the morbid side. When writing on kindness to animals I advocate it from the point of view that animals are fellow creatures of ours, and to be treated as comrades in God's scheme of things, to be protected, and petted, etc. If we breed that spirit in the youngsters there will be no need for legislation against cruelty, eventually. But I don't like committing ourselves to join in crusades which are outside our sphere of work."

Now the world has many good causes, causes we want to help, causes we ought to help, not only the prevention of cruelty, but temperance, peace, and other great developments. We are often told that Guiding is wasted, unless its weight is felt in these great efforts to improve the world and that a definite pronouncement is expected from us. Relevant to this is another recent letter from our Founder.

"We have our distinct line of work and development," he says, "we are putting the right foundation into girls—of all classes—so that as they grow up they will naturally support and take active part in good movements. But I am averse to changing our policy which has brought us to the standing we now occupy. Our training has still some way to go before it is actually telling in its results on character

so that it makes every Guide a distinctly better woman than she would otherwise have been.

"It would be a wrong step to associate our girls with public movements—nor do I think that our Charter would allow it."

A great psychologist has said that children are young because they play, not *vice versa*, and, for that matter, that men and women grow old because they stop playing, and not conversely. If Guiding ceased to be a game it would grow old too, and its value as a preparation for life would end.

By helping the development of Guides we are surely doing more, in our capacity as Guiders, to forward the good causes which call to us for support, than by giving our adhesion as a Movement to even the best of them. But, as people who have been helped by Guiding, we have outside the Movement no lack of opportunity.

The Need of the Modern World

(Notes from a speech by Sir Matthew Nathan given to the Yeovil Guides Association.)

THE modern world is getting weary of the troubles it has made for itself, and there is growing up a feeling that we want a peace extending over a wider area corresponding to the larger civilised world now existing. Unfortunately it has to be recognised that the tendency has for a long time, and even since the war, been in the opposite direction; in that of accentuating nationalities, of separating nations by higher tariff walls, and even of re-creating barriers to intercourse by reviving old languages. All these things are not helpful to the cause of peace. The League of Nations can only work effectively if it is moved by an anti-war spirit, by a spirit the ultimate development of which would make one the nations of the earth and cause the peoples of every country to love neighbouring peoples as their own.

There has been some discussion of late whether advantage might not be taken of such organisations as the Girl Guides and Boy Scouts to advance this high aim by getting their support to strengthen the League of Nations, and to hasten the progress of disarmament. On the whole, as far as I am able to judge from speeches I have read, especially from those delivered at the Seventh World Conference of Girl Guides and Girl Scouts held in Poland several months ago, opinion is against these organisations being definitely associated with any activity, however beneficial it may appear to the people engaged in it, with regard to either the objects or methods of which there is room for diverse views. While the leaders of the Girl Guides of the world can, and of course do, stand for the world peace, they have not thought fit specifically to connect their movement with schemes for disarmament or plans for arbitration concerning which complete unanimity of opinion is scarcely possible.

They hold that by helping to give the child a healthy body and a sane mind inspired by a pure spirit they will do more to enable it, when it has grown up, to form a judgment helpful to the future peace of the world than they would if they attempted to direct it towards some particular method of solving the world's difficulties. As a Swedish authority put it: "When the full-grown Guide enters the world after having lived her practical Guide life where a healthy, useful and pleasant occupation in

her free time has been the object during her growing up years, then it is time for her to choose her way and to take up a position in reference to the great questions of our age." We may add to this statement that the Guide will have been helped by her training to adhere loyally to the position she may adopt, and to go through life with a broad outlook and a sympathetic heart, attributes which the more they are spread over the world the less likelihood will there be of disturbance of the world's peace.

In one of this year's numbers of the Polish Scout paper groups of Guides are called for dotted over the whole world aiming at a common purpose, and having the same ideal under different geographical conditions. It adds that "Love of one's neighbour and the calm fulfilment of duties is a completely international ideal."

With this great aim before the movement attempts are constantly being made to tighten the connection between the Guides of the different countries, and so to enhance the international effects of Guiding. I would only mention in this connection the adoption by the Guides of different countries of the badge with the trefoil foundation; the visits by the Guides of one land to those of another; the periodical international conferences; and latest of all, the opening of an international centre in Switzerland. I shall be glad to think that sometime or other it may be possible for the Guides from Yeovil to pay or at any rate to receive a foreign visit, and I suggest one small piece of preparation they may make for it. There is, I believe, such a thing as an interpreter's badge, and my suggestion is that all the Guides who have learnt or are learning French—and I know that in most if not in all the secondary schools that language is taught—should set to work to get this interpreter's badge, for many foreign Guides who do not talk English can speak French. Anything that anyone can do to tighten the bonds of friendship within the boundaries of Guideland is worth doing.

The Chief Scout says—

If a chap wants to get to the top of a house, he may try to jump there, or he may try to climb up the wall, or he may sit down and say to himself that it is hopeless. In any case, he won't get there. But if he gets a ladder and goes up it, step by step, he will succeed, even if it's a long way up and takes a lot of puffing and blowing to get there.

Well, it's the same in your career in life. Look up and see where you want to get to. Don't imagine that you will jump there all at once, or that you can climb there without having got any proper preparation for it. But put up your ladder—that is, prepare yourself in your school and Scout (or Guide) training, step by step, to go up—and you'll get there in the end.—*The Scout*.

Book of Rules

1933

New rulings for this year are to be found slipped into this number of THE GUIDER, from which the 1932 edition of the RULES can be amended.

Extra copies of this leaflet can be obtained from Headquarters for the price of postage (1d. single copy).



THE GOLDEN BAR TEST

(Owls are advised to look up the May, 1931, number of THE GUIDER, in which there is an excellent article on "The Problems of the Second Class Test," which will give them much help.)

AT the first meeting after her enrolment, the Brownie should hear about her next "step"—the Golden Bar test. Brown Owl should make sure the pack understands about the tests, and that each is a step towards making her a cleverer, more useful, more real Brownie. A golden hand Brownie can do far more exciting things than a golden bar Brownie, and a golden bar Brownie than a new Brownie, and can lend a hand in more ways, too.

If you have a Second Class chart, explain it to your Brownie, and see that it is hung where she can see it during the pack meetings—Brown Owl's eye-level is not that of the Brownie! There are two kinds of Second Class charts, one on which each Brownie can mark up her own progress, and one with pictures explaining each part of the test, so that she can go and look at it from time to time, and see what she still has to do. Remember that your Brownie's enthusiasm is perhaps at its greatest just after her enrolment. She is longing to do things and get on. If you really interest her then, she will go on steadily through her whole time in the pack.

One of the secrets of teaching is to know the test yourself, inside out. If you are not quite sure of a knot, for instance, your explanation will not be clear to the Brownie, and perhaps unconsciously you will find yourself trying to evade teaching that particular part of the test. It is Brown Owl's responsibility, too, to see that Tawny and Pack Leader know the tests themselves and also how to teach them. Have you ever tried testing each other for the tests? One can learn a good deal by going through the tests together, deciding how to teach and what wording to use, so as to be sure the Brownies understand what you are teaching.

There are many methods of teaching in the pack, and often the single-handed Brown Owl feels very handicapped. Is there nobody she can find to help her? So often we don't look quite hard enough for assistants, but just sit and wait till they are found for us. We needn't always wait for a full-time Tawny. Is there a married woman who would come in for a few meetings—or every other meeting, or even once a month? You may have to alter the day of your pack meeting to get her, but it will be worth it. Could a Brownie's mother come in and help now and again? Have you tried the nearest Rangers for a helper once a month? It is Brown Owl's job to find someone to help her, because two heads are better than one and the pack will be all the better for another point of view! The difficulty of finding people is Brown Owl's real chance to show her mettle and resourcefulness.

In the meantime how to get on with the test? While Brown Owl is single-handed she will be well advised to keep her numbers down and to limit herself to about twelve Brownies. One Brown Owl writes that she teaches the whole pack together. They do the Golden Bar one week and Golden Hand the next. When they come to a part that the golden hand Brownies know very well, they have a Pow-Wow and all teach each other! After a short time of learning, they play a game on the test. The Brown Owl tries to find new ways of teaching the tests each time, and finds that her children are very thrilled. She says: "I have to be very careful about the games I play, and see that each Brownie has a chance to learn in the game. I find races or speed games quite hopeless for this kind of game, as they only fluster the ones who are trying to learn."

Another Owl has many charts—one, for instance, for rules of health, with full explanations written and many pictures, and another for table laying, and so on. This Owl writes: "It took me a long time to make them, but I live in a tiny village many miles from help, and I knew I should probably always be single-handed, so I thought it would be worth while. The Brownies can learn a little with these charts, and I go round from group to group and help with practical work."

Another method is to have large labels for each part of the test, and to hang them round the room. Underneath each are all the materials necessary, and each Brownie can choose where she wants to go and practise. The Brown Owl who sends in this method suggests that other materials are brought as well, in order that the perverse Brownie who never wants to do what is suggested has something to interest her! A box of pictures with which to make up stories, and if a very good one is accomplished it can be made into a scrap book. A box of cleaning materials and various pennies or brass things to clean. Handicrafts. Odds and ends to play with and make into scenes, etc. A book to read. "It is essential to explain this method to the pack," she writes, "and to show them how they can help by working away by themselves. I try always to get all the way round once in the afternoon, so that no child feels neglected. We do get on, and I think the Brownies are really interested."

The single-handed Brown Owl has often a great difficulty with testing. There are always the few minutes before and after the meeting, but these are sometimes rather mythical, as they are always taken up with so many problems!

It is essential to keep a list, and to give the children turns in being tested, otherwise it is very easy to help the naturally pushful child, and take her more often than the others.

It is a good idea to have a neighbouring Brown Owl over, say, every three months to have a test evening,

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and to test definite parts of the test, giving up your whole pack meeting to this. I can hear some oversea Brown Owls say: "Neighbours! Our nearest Brown Owl is over 100 miles away!" In that case, perhaps, it is best for you to give up a whole pack meeting every few months to testing. It is essential for the Brownies to feel they are getting on, as otherwise they tend to lose interest in the whole test. Have you ever tried to get a Brownie's mother to help with one or two of the tests?—or a Brownie's father? There is always a way out of every difficulty if we will only look, and for us here at home it is a good plan sometimes to sit and think how we would get on if our nearest Brownie neighbour were over 100 miles away, and our only way of getting help was by post, which took days to get anywhere! Brown Owls who have a Tawny or Pack Leader or both are, comparatively speaking, wealthy! They can use all the methods given above and also divide into groups, giving each Brownie far more individual help and attention.

We should be careful so to divide the work that Tawny tests what Brown Owl has taught and *vice versa*, and also to vary our work so that Pack Leader doesn't always have the first-

class Brownies, or Brown Owl the recruits. Change is the spice of that work, for the Brownies as well as the Guiders! Keep lists carefully and plan your work ahead, so that you go steadily through the tests—doing something new each week and keeping up the old as well.

It is so easy to keep the children's interest. They are at the practical age when doing things is a continued delight. They are full of curiosity and keenness, and if we can only use our own brains it should not be difficult to keep them alert and wanting to get on. Let us try and remember to vary our methods, and to make full use of the unexpected. Let us go out when they are expecting to be in, and in when they guess we will go out. Let us bring knots into our Pow-Wow, and the flag into inspection. Let us use different ends of the clubroom for our groups—anything to avoid getting into a rut. For we must always remember that, however often we have taught it, to each Brownie the test is a new and thrilling thing, and a fresh world of adventure and discovery.

V. RHYS DAVIDS,
Great Brown Owl.



Photo—Worthing Gazette.
Brownies at Ardshead in a Table-laying Competition.

(To be continued.)

A Day Out

AN IDEA FOR A PACK MEETING.

WE started by leaving home (Six corners) very neat and tidy, and then we packed our "Tea" (which was a note book or anything else that could be found in a Brownie pocket) in neat little parcels. Brown Owl then took Inspection, because Brownies have to be extra tidy when they are going out.

We then went to the station, which was by the Toadstool, and played:—

Oosh, oosh, oosh and off we go,
This is the fastest train you know,
Right! in front; and Right! behind,
This is the fastest train you'll find!

Each Six making one complete set of carriages with the leader as the engine. When we arrived, i.e., at the end of this game, we found that one Brownie had dropped her "Tea" on the way. She wanted to pick it up, but was reminded that it had fallen on the railway line, and warned *not* to lean out of the window again! This was a great joke with the others, as dropping the parcel was quite an accident.

On our arrival we stood in a ring and sang:—

This is the way we breathe fresh air,
Breathe fresh air, breathe fresh air,
This is the way we breathe fresh air,
Now that we're in the country.

and taking a deep breath in at the end of each line.

After we had crossed the park we came to a farm, and

it was here that we were to spend the afternoon. The farmer was very kind and took us all round the farm. (Farm yard drill—padded to suit the occasion.) After we had imitated the animals and shown the farmer how the thunder pealed during the storm we had in London last week, we chose the trees under which we wanted to picnic. Before "Tea" each parcel was inspected by Pack Leader to see how the knots, etc., had survived the journey.

After our meal the pack divided and Tawny Owl and Pack Leader took some of the Brownies for a walk. (This meant walking by devious routes up and down the hall.) Marvellous things were observed on this expedition (good use being made of the school pictures). Streams were crossed by stepping stones, violets and primroses were growing in the woods, a pump on the village green was worked, and among many other really wonderful things, the lost parcel was retrieved by Pack Leader, while the Brownies were going over a level crossing.

On their return we had a Pow-Wow and each Brownie told of something seen—no two Brownies telling the same.

After this each Six cleared up and the field was left very tidy. It was a little early to catch the train back, so we had a relay race—balancing the ball on an up-turned plate. It was rather fun going home, because the train had to back out of the station to get on the right line, and, of course, went home the reverse way to the outward journey.

N. BOOL.



THIS RANGER JOB OF OURS

"THERE, but for the grace of God, go I."

We must have said that to ourselves, all of us, pretty often, in the course of our lives. How often, I wonder, has the sentence leapt to our minds lately as we have talked to, or read of the circumstances of individual men and women who simply cannot find work these days? There is no longer a hard and fast line—if there ever was—between the deserving and the undeserving, between the workers and the drones, but rather a division between the fortunate and the unfortunate, and consequently between the responsible and those for whom they are responsible. Let's put ourselves *mentally* where we might so easily *actually* be, and ask ourselves this question: "If we were amongst those people, who, longing for work, can't find it because in the meantime it doesn't exist for more than a certain proportion of the population, what should we feel about it?"

1. *First we should probably feel bored and desperately in need of occupation*, and in the unwanted spare time we should probably be pulled up constantly by the fact that we couldn't afford to do the interesting things we should like to do. (How many of our own spare time activities cost a certain amount of money? Not very much, perhaps, but if one was living on "the dole" there would be only the very smallest margin, if any, for anything but sheer necessities.)

2. *Then we should be dull and depressed*, because life would be drab and monotonous with little joy or colour in it. (Putting aside extravagance altogether, how many of our own healthy amusements cost money?)

3. *We should feel baulked and thwarted* because the world didn't seem to need the skill and the willingness to work that we possessed and wanted to use, and we should fear that we might lose that skill through dis-use.

4. *We should lose faith in ourselves and feel that we were worthless*, "just being kept alive, but utterly useless, no good to myself or to anyone else, just a burden" as an unemployed girl expressed it.

Let's leave those four points for the moment and ask ourselves as Ranger Guiders whether in our own companies in normal times we are not trying to help each Ranger to become "a creator of her own pleasures instead of a purchaser of pleasure ready-made"? I don't mean that we don't want them to have as much joy in their companies and in their lives as they possibly can (I think the Ranger's definition of a Ranger company as "a place where you are doing something really worth-while, but always in an atmosphere of happiness" is as sound as it can be), but surely we are all trying to train them all the time to substitute for expensive passive amusements cheap active ones, for temporary distractions occupations that bring lasting satisfaction, and for self-indulgence the happiness that comes from any form of giving?

Go back now to those four points, and, still putting

yourself in the place of an unemployed girl, think what might help you to fight those four different kinds of depression until the day comes when you can get back to your own job. Wouldn't you be less *bored* if you could have a mental change of air? That, after all, is what many people go to the cinema to get, but you can get it from a book that absorbs your whole attention, from mixing with people with different interests, from a hobby that grips you, by getting out of your own groove and having variety of any sort—of companionship, of scene, of occupation.

Wouldn't you be less *dull* and feel better, mentally and physically, if you were playing organised games regularly, country dancing vigorously, going for hikes, or if you were very busy getting up some acting, with all the work it entails not only in learning a part but in making properties and clothes? Wouldn't you lose *that thwarted feeling* of the skill you possess being completely unwanted if you could direct that skill to some other purpose or cultivate any ability you happened to possess? Of course, you wouldn't be earning your living by your work and skill, but you might find that "joy of the working" that Kipling includes amongst the pleasures of Heaven, and that is certainly one of the truest satisfactions of earth! Then that last and worst feeling—that *of being of no use to anybody* and just a burden on the community—surely the thing that would help there would be the opportunity to do something—something that was really needed—for other people?

Well, we can't as individuals provide work for more than a tiny percentage of the unemployed girls of Ranger age, but we have got in *some* of our Ranger companies *most* of the things, and in *all* of our companies *some* of the things that would help to tide many of them over a very bad time.

And there's another thing—we think and talk a good deal about "Ranger Service"—and there's that promise "to help other people at all times"—what can we do about it? Conditions vary so much in different parts of the country that it would be a mistake to generalise too much, but don't you think that this would be quite a good plan:—

1. To talk over the whole question thoroughly with your Rangers and with your Commissioner.

2. If there is a local organisation already dealing with the situation, to get into touch with them, find out what help they need, and again talk to your Rangers and see if you feel you could provide anything that is wanted.

3. If there is no local organisation then write to Miss Keeling, The Women's Unemployment Sub-Committee, National Council of Social Service, 26, Bedford Square, S.W.1.

Of course, you will think out for yourselves what is the best thing to do in your neighbourhood. Lots of you *are* thinking and talking and doing things already,

I know, but in case anyone wants suggestions, here are five:

1. Look after any unemployed people you may have in the companies by seeing that they have interests and occupations to keep them busy and happy through the week and not only on company meeting night. Keep your eyes open to the fact that other members of your company may at any time become unemployed, and try to insure against that meaning more unhappiness than it need by training them in satisfying ways of employing spare time. (Have you read "Education Through Recreation," by L. P. Jacks?)

2. Couldn't you, with the co-operation of your Rangers, open the doors of your company to guests, unemployed girls of Ranger age? It is so much better for them to be brought in to do things with the Rangers than to have something specially run for them alone. At all costs you want to make them feel the same as other girls, not to emphasise the difference. It would be best to begin with a few, wouldn't it, and to ask them to a definite number of meetings, not to commit yourself and the company indefinitely until you proved that the scheme was really going to be of some use? And don't expect them, or let them feel that it is expected of them that they should necessarily become Rangers. If they want to be enrolled after they see what it means, well and good, but if not, then let the company give them what it can without that.

3. Would it be possible where Guiders or reliable and experienced Rangers are available to co-operate with the Local Authorities in organising meetings in the day time for unemployed girls? It isn't as good as mixing them up with other people, but it is badly needed, too. Games, handicrafts, singing, country dancing might all be possible as well as lots of other things.

4. In some places permanent camps were run last summer for Rangers. (Read the account of one on this page.) They were of infinite value to employed and unemployed Rangers alike, and in some cases non-Ranger guests were brought to them. Couldn't this idea be developed?

5. If you work out some local scheme that is successful, will you please help other districts by sending in an account of what you have done?

The ordinary work of the company will be held up of course, and may suffer. On the other hand we have at the same time a clamant need and a net-work of Ranger companies all over the country providing the necessary organisation and possessing many of the things which are badly wanted. This Ranger job of ours, at the moment, would seem to be to connect demand and supply.

M. M. MONTEITH,

Commissioner for Rangers.

A Permanent Camp for Rangers in Cumberland

PERHAPS every Ranger captain has experienced, and tried in many ways to overcome, the very natural and understandable difficulty of being able to get Rangers to camp together. As we are dealing with girls with such varied jobs, it would be almost surprising if it were otherwise; and yet we who take our Guides to camp year after year, realise what a great deal the Rangers are missing through not being able to live together for this short time each year. The Ranger captain, too, is perhaps missing the greatest opportunity of getting to know her girls, for surely, it is only by understanding

each other, we can ever hope in any real way to help each other. Where better can we get this understanding than in camp? It was just because we, as a company, came up against this problem each year that made us try a new venture in camping last year, by holding a permanent camp. We are fortunate in having our own camp equipment, which is also shared with the Guides.

We secured a delightful camp site on a farm some three hundred yards from the Captain's house, and about one mile out of town where all the Rangers live.

With our ever helpful C.C.A.'s encouragement and blessing, we pitched our tents the last week-end in May, and had to strike them at the end of July, the camp equipment (and the Guiders!) being needed for the Guide camp. Only for three nights during the whole of that time was the camp unoccupied, and every night was spent under canvas. It grew to be a regular Home and we became quite proud of our many gadgets, which were put up, in the first place for comfort's sake, but in the end, often merely for the joy of making. We had the use of a room in a farm cottage, which relieved us of any anxiety about our bedding and clothing being kept quite dry when not actually in use. There were generally about twelve Rangers over the week-ends and six during the week, sometimes more and sometimes less. One or two of the girls had to be at work at eight o'clock and most of them at nine in the morning.

Uniform was always worn over the week-end, but seldom during the week, mufti being necessary for work.

We made no rules, but each Ranger knew the things that were simply "not done," very little being said, but a great deal being understood. This healthy camp spirit was a wonderful encouragement to the Captain.

One of the greatest enjoyments came through the cooking. No one really knew who was responsible for the next meal, for quite secretly everyone wanted to cook it, which resulted in one being chosen, and all the rest having some sort of a finger in the pie. We made many unexpected discoveries. Did you know that typists make most excellent cooks? And is it something in a school-teacher's life that makes her omelettes so wondrous?

Sunday was the day we all looked forward to. It was a long full day, one on which each Ranger was really happy in doing the thing she most wanted to do. It was "understood" that every girl attended church once during the day. As we are a Church of England company, it quite naturally went to the early morning celebration, all walking "home" together for breakfast. We always had a general tidy up of the camp site, and dinner over (it seemed to be a lengthy meal on this day) we were quite content to rest with a favourite book or even sleep until teatime. After tea we usually went for a long walk ending somewhere suitable for a "Ranger's Own," which was asked for, and each girl looked forward to and took some part in. This quiet hour in the middle of such wonderful country, when we sang our favourite songs and said our prayers, with a discussion, or a talk or a reading is one of the memories that stand out of this truly remarkable camp. One realised at such times that these straightforward, jolly, seemingly care-free Rangers of ours do take their lives, and the lives of other people, quite seriously, and are fitter in body and mind, with a saner and more courageous outlook on life, than ever girls have been before—in spite of the many things one hears to the contrary about the present-day youth.

E. M. C.



ON SCHOOL GUIDERS

WE have had a number of letters as a result of our question: "Do you think it is best that school Guiders should be members of the staff or come from outside the school?" It is, unfortunately, impossible to find room for all the letters, but a summary of them may be of interest.

Two school Guiders, one of them also a co-principal, advocated a Guider on the staff. Amongst the reasons given were:—1. She understands the rules and times of the school. 2. She is better able to get the co-operation of the staff, so essential for the success of a company. 3. She knows the girls really well and so is better able to help them.

Three school Guiders and two ex-school Guides vote for the Guider coming in from outside. Their reasons are:—1. The fact that the Guider does not know her in school gives the girl a chance of a fresh start in Guides. 2. Guiding is better understood as being a game. 3. The company is kept in touch with Guiding outside the school and fresh interest is brought to it.

One Guider advocated a captain on the staff and a lieutenant from outside.

There are two points on which all are agreed:—

1. The Guider must make herself acquainted with school rules and be on good terms with the staff.

2. She must find time to keep in touch with Guiding in her area and attend training classes and Guiders' meetings to get fresh ideas. Otherwise she is bound to get stale and her Guiding become stereotyped and dull.

This last seems to me a very important point, and one on which I should like the views of school Guiders. Is it lack of time that keeps the school Guider away from meetings and trainings, or is it because she does not feel she is getting anything of use to her? Last week I went to two District Guiders' meetings, and in both cases the Guiders from the boarding school companies were absent. Amongst the other Guiders present were teachers in the elementary schools, clerks, shop assistants and domestic workers, all busy people, too. Many school Guiders do attend meetings regularly and some are District Captains or even Commissioners, so one cannot help wondering whether it is lack of interest, not lack of time, that accounts for the absentees. It would be a real help to know what school Guiders think about this. Do they think they can carry on without fresh ideas and the help they get from meeting other Guiders? If not, is there any way in which this help can be brought within their reach?

We hear that some school Guiders find it difficult to get time to test their Guides for second class and have asked whether captains from other companies would come and help them. This seems a very practical suggestion. I am sure many outside captains would be glad to

help by coming once or twice a term; it would bring outside interest to the school company and the chance of hearing something of what other Guides are doing. Will Commissioners please note?

NANETTE BEWLEY,

Commissioner for Guiding in Schools and Colleges.

THE SCHOOLS CONFERENCE

ON January 4th a Conference for Head Mistresses and Guide Commissioners was held at University College under the chairmanship of Miss Strudwick, High Mistress of St. Paul's and President of the Head Mistresses' Association. It aroused much interest and was well attended.

The Chief Guide, opening the discussion, welcomed the co-operation of Head Mistresses and thanked them for the work of school companies, from which the Guides had drawn many able Guiders and hoped to draw more. She said that she hoped the Guide Movement might help in the future the solution of some world problems and might also offer work of interest to girls of leisure and relaxation to others working for their living.

Miss Davies, Head Mistress of Streatham County School, confessed that she had not always welcomed a school company, but had come to feel it better to have one in response to the eager desire of parents and girls. It was a saving of time if girls could pursue their Guide activities in school, it provided a place in school life for the practical energetic girl who had not distinguished herself in work or games. She found members of her staff who were not Guiders themselves very appreciative of the Guide spirit as tending to discipline with gaiety.

In an amusing speech, Miss Tanner, of Roedean, whose subject was "Modifications necessary in School Companies," said she felt defrauded because she found that any modifications necessary had already been made. In common with other boarding schools she found it difficult to test satisfactorily the hike for the First Class.

A most helpful speech by Miss Bray, Commissioner for Training, emphasised the importance to a school company of a first rate Guider and regretted that willingness to take a school company was sometimes a commercial asset to a mistress applying for a post, and tempted acceptance of Guide work on the part of indifferent Guiders. On the other hand she hoped Head Mistresses would realise that members of their staff doing Guide work needed special time for preparation, and should be urged to attend training weeks. She pleaded for attendance at rallies and urged that the work of school companies should be done out of doors wherever possible.

Opposition was voiced by Mrs. Trant, a Head Mistress who highly approved of the Guide Movement, but not of school companies, on the grounds: (1) Lack of time;

(2) of duplication, the educational value of Guides being provided, she claimed, by other means; (3) of possible conflict of loyalties; (4) of danger of staleness; and (5) of infection if attendance at rallies were allowed, of accusations of snobbery if it were not.

Her arguments were promptly countered on all five points by another Head Mistress, speaking from the room and quoting the experience of her own school company.

Mrs. Mark Kerr, International Commissioner, spoke of the interest and value to schools of international Guiding. She hoped for greater exchange, particularly between England and France, and spoke of the International Folk Dance Festival to be held in July, and of the Swiss Chalet as an International Centre. She advised all schools to take *The Council Fire*.

Dame Helen Gwynne-Vaughan, G.B.E., Chairman of the Committee of the Council of the Girl Guides Association, promised that the points raised in discussion would be considered by the Committee. She hoped very much that Guiding "would never become a thing that pays."

It is to be hoped that all School Guiders will buy the Report of the Conference, which will shortly be obtainable from Headquarters (price 6d.), and gives the speeches in full and reports many interesting details for which there has been no room in this short résumé.

M. WOLSELEY-LEWIS,
Liaison Commissioner for Schools.

The House-Sparrow in Literature*

By ALICE HIBBERT-WARE, M.B.O.U.

The familiar habits of the House-Sparrow were known to at least one naturalist of great antiquity, for Aristotle, "the Father of Natural History" (384-322 B.C.), writes "The Passer both dusts itself and washes and is of all birds most wanton."

In our own literature, one of the earliest mentions of the Sparrow is by the Venerable Bede (673-735) in the beautiful Anglo-Saxon poem "Sparrows and Men"—lines which express a feeling for nature remarkable for the time.

"Man's life is like a Sparrow, mighty King!
That, stealing in, while by the fire you sit
Housed with rejoicing friends, is seen to flit
Safe from the storm, in comfort tarrying.
Here did it enter—there, on hasty wing
Flies out, and passes out from cold to cold;
But whence it came we know not, nor behold
Whither it goes."

Chaucer (1340-1400) includes the Sparrow in a list of 36 kinds of birds in the "Parlement of Briddis" and again in "Seynt Valentyne's Day," he speaks of "The Sparrow, Venus' sone." In mediæval times the bird was

familiarly known as "Phyllyp Sparrow." About 1460, Master John Skelton, a native of Norfolk, wrote "The Book of Philip Sparrow" in memory of the "doleful death" of his pet that had been killed by "Gyb, our cat."

"It had a velvet cap,
And would sit upon my lap,
And seek after small worms,
And sometimes white bread crumbs.
Sometimes he would gasp
When he saw a wasp;
A fly or a gnat,
He would fly at that;
And prettily he would pant
When he saw an ant;
Lord, how he would pry
After the butterfly!
Lord, how he would hop
After the grasshop!"

Truly, the taming of birds is no new adventure. Might we not follow the example of these mediæval poets and encourage our City children to make real friends with their neighbour Phyllyp Sparrow?

A written poem with a moral, entitled "The Sparrow and Diamond," by Matthew Green (1696-1737) has one good natural history touch, in that the author shows himself aware of reason for the habit of swallowing grit by birds. The lady was wearing a diamond ring, whilst she fondled her pet sparrow.

"With chisell'd bill a spark ill-set
He loosened from the rest,
And swallowed down to grind his meat
The easier to digest."

The children would gain more than this information by becoming acquainted with the whole poem, but for reasons unconnected with the title of this article!



A School Company at a Week-end Camp in Ireland.

*Extracts from "School Nature Study."



Camping

A SPECIAL APPEAL.

Who would like to have a delightful holiday: doctors, trained nurses and helpers of all kinds?

Why not come to camp with us—plenty of fresh air, fun and jollity, thorough change of environment, masses of friends. Last summer two camps for the Deaf had to be abandoned, and why? Just because there were not sufficient helpers to run it—the pity of it!

For if camping be a joy to the active Guide, picture what it must be to the Ranger and Guide who has, perhaps, never even been for a picnic or had tea in a garden. Those who have camped take to it at once and enter into all the joys of the Great Out-of-doors. Do not let them be disappointed this summer because we cannot hear of enough kind helpers.

Please write to the Commissioner for the Extension Branch, c/o Headquarters, as soon as you can, and say which Group you will camp with.

The Deaf Group.

The deaf companies have no camp equipment of their own, and find it very difficult to earn enough money to buy it in these hard times, so if any hearing companies are not using theirs in August, 1933, it would be a great kindness to lend it to the deaf. The greatest care will be taken of the equipment and any damage rectified. Transit to and from the camp will be paid for by the Group.

All offers will be gratefully accepted. Write to the Secretary for the Deaf, Extension Branch, c/o Headquarters.

Alternative Tests.

The Extension Book has been revised and is now published, so will all Guiders please particularly note that it contains all the alternative tests for Rangers, Guides and Brownies. It is therefore not necessary to write to the Commissioner for Extensions for permission to use an alternative. The only exception is when the alternative in the Extension Book is not able to be used and a further one is necessary, then the usual printed alternative form must be filled in and sent to the County Extension Secretary.

The Extension Conference.

The Conference for Extension Guiders will, as already announced, be held from March 24th—March 26th.

It is important that Guiders who wish to attend should let the Conference Secretary know by March 10th, which sections they wish specially to study.

Applications cannot be dealt with after March 10th; the Secretary, Miss G. Theobald, Widdington House, Newport, Essex, will send programmes to those who send a stamped addressed envelope. Full particulars will be found on the *Calendar of Events* sheet.

C. M. BOWLBY,
Commissioner for the Extension Branch.

Speech Reading for the Deaf

By B. I. NEVILLE.

ALTHOUGH most people have heard something about lip-reading or, as it is better described, speech-reading, there seems to be a real need to put before the partially deaf, and those of the medical profession whom they may consult, clear information as to the nature of this means of communication, the limitation of its usefulness, and the means of its acquisition.

First, what is speech-reading? It is the power to read from a speaker's face, by close observation of its movements, those sounds—symbols of thought—which people in general only hear. But is this really true? Can it be done? Yes, but only to a limited extent. When the subject is dealt with in newspaper reports of public demonstrations the limitations of speech-reading are not explained and the consequent exaggeration of benefit results in disappointment to those who learn and discouragement of those who would otherwise do so.

A little thought shows us the limitations of speech-reading:—(1) Eyesight may be poor. (2) The light may be bad, or the speaker's face may be in shadow. (3) In a crowded thoroughfare a speaker cannot keep his face turned towards his deaf companion. (4) When a deaf person endeavours to follow a conversation between two other people he finds it physically impossible to turn his attention quickly enough from one speaker to the other. (5) Even at its very best speech-reading is not a sufficiently reliable means of communication for close scientific argument, delicate transactions in business, discussion of nice points in social intercourse, reception of detailed instructions from busy men.

Since these limitations of the usefulness of speech-reading undoubtedly exist, is it worth while to learn? Emphatically, yes. The deaf sometimes do not realise the strain on their friends and relatives of speaking always at an unnatural pitch. That which is often taken for unkind taciturnity is usually physical or nervous exhaustion which dreads the effort of making a communication clear. Some deaf people are indeed painfully conscious of the "trouble" they give, and gradually become more and more self-centred and lonely as they communicate less and less with their friends. Surely it is worth while to learn speech-reading if it will enable them to converse in the home circle with fair accuracy and to receive unobtrusively communications from companions in public places.

Can any deaf person learn it? It is fair to say all are helped by it; some become extraordinarily apt; and between these two extremes there is every degree of proficiency.

How long does it take to learn? This is, perhaps, a natural but a somewhat unreasonable question. When we propose to take lessons in the mastery of a musical instrument which entails training in observation, dexterity of touch,



At an Extension Camp.

and mental grasp of sequence, we do not ask how long it will take to learn. Such a thing is never "learnt"; there is always more to learn. It is equally impossible to say how long lip-reading will take to learn. One might perhaps suggest a year as the average time during which instruction should be taken intensively. Most people would find that after that time ordinary life provides the practice they need.

Is it better for a person slightly deaf to defer taking lessons till she is more deaf still? It is better to begin at once, for although it is true that with the lessening of one sense we can obtain better concentration on the compensatory one, we have to put against that fact the undoubted truth that the acquisition of a new faculty becomes more difficult with every year of life.

Will not the cultivation of the power of lip-reading somewhat diminish that amount of hearing which the sufferer still possesses? This is a view sometimes advanced by psychologists whose theory of mental processes outruns their knowledge of facts. Those who have had some years' experience of the problem know very well that far from this being the case the power to lip-read appears to develop rather than to decrease sub-normal hearing. It is a common thing for a lip-reader to exclaim as she attains proficiency: "I am quite certain I heard that," when as a matter of fact the speaker had only used a whisper. Whether she hears or not, to imagine that she does so is all to the good and shows that her speech-reading is truly assisting hearing.

From The Nursing Times.

MARCH.

It is the first mild day of March:
Each minute sweeter than before;
The redbreast sings from the tall larch
That stands beside our door.
No joyless forms shall regulate
Our living calendar;
We from to-day, my friend, will date
The opening of the year.

WORDSWORTH.

On Keeping Accounts

By SIR PERCY EVERETT, *Hon. Treasurer of the Girl Guides Association.*

THE Girl Guides Association is bound by law to keep proper accounts. These are duly audited each year by a firm of chartered accountants and are published in the Annual Report.

There are many reasons why accounts should also be kept by Counties, Districts, Local Associations and Conferences, and why these accounts should be made known to those who are likely to be interested.

Firstly, where money is received from the public, the public has a right to know how the money is spent.

Secondly, the public is much more likely to subscribe to an organisation which keeps proper accounts than to one whose financial position is wrapped in mystery.

Thirdly, the keeping of accounts is an excellent training in businesslike methods.

Therefore, I would urge Guiders not only to keep full and accurate accounts for their companies, but to explain these accounts in detail to their Guides. No girl can learn too early in life the value of money, and the importance of—

- (1) Keeping a correct record of money received and money spent.
- (2) Buying within her means and not running into debt.

What, then, are proper accounts, and how should they be kept?

Proper accounts consist essentially of an accurate record in writing of all money received, and of all money spent.

The simpler these records are, the better, because one cannot expect Guiders and Guides to be trained in all the intricacies of the account-keeping which may be necessary in a big business concern.

These records can best be kept in a Cash Book.

The simplest form of accounts will show on the one side (the left-hand page) the money which has been received, and on the other side (the right-hand page) the money which has been spent.

The three guiding principles for all account-keepers are:—

- (1) Make a record *at once* of every financial transaction.
- (2) Get a receipt for all money paid out.
- (3) Give a receipt for all money paid in.

I might add a fourth: open a banking account into which all money received is paid, and out of which all money required is issued by cheque.

To keep accounts in this way, the following books, etc., will be required (in addition, of course, to stationery, envelopes and letter files):—

(1) *A Cash Book*, in which is recorded on the one page all money received and on the opposite page all money spent. The use of an *Analysis Cash Book* with various columns for different items such as: Subscriptions, donations, uniform, equipment, sundries, etc., is helpful when preparing the Annual Statement.

(2) *A Receipt Book* with counterfoils, so that an acknowledgment can be given and a record kept of all money received.

(3) *A Cheque Book* and paying-in book to be obtained from your bank. All accounts should be paid by cheque—thus providing an automatic record of money spent.

(4) *A Petty Cash Book* in which will be noted all such small items as postage, telegrams, etc., which cannot be paid out by cheque.

(To start the Petty Cash Account, a cheque should be drawn to petty cash or bearer for, say, £2, and cashed by the bank.)

This money will be kept in a small box and used as necessary, entries being made in the Petty Cash Book of each sum when spent.)

(5) *A Spike File* for holding receipts.

All the above are supplied by Headquarters. In the Cash Book and Petty Cash Book a sample page is filled in to show how the entries should be made.

The prices are as follows:—

| | s. | d. |
|---|----|----|
| (1) Cash Book | 2 | 0 |
| (2) Analysis Cash Book | 3 | 6 |
| (3) Cheque Book and Paying-in Book (from bank) | — | — |
| (4) Petty Cash Book | 0 | 6 |
| (5) Receipt Book | 0 | 9 |
| (6) Spike File | 0 | 4 |
| | 7 | 1 |

A Petty Cash Box, costing 8s. 6d., fitted with lock and key, can also be supplied for those who can afford this luxury.

At the end of the year, from these records, it will be easy to prepare a "Receipts and Payments Account" in the following form:—

RECEIPTS AND PAYMENTS ACCOUNT

For the Year ended December 31st, 1932.

| Receipts. | | £ | s. | d. |
|--|---------|-----|----|----|
| Dr. | | | | |
| To Balance at beginning of year: | | | | |
| Cash at Bank | £2 14 3 | | | |
| Petty cash in hand | 17 6 | | | |
| | | 3 | 11 | 9 |
| „ Donations (in detail if thought advisable)... | | 10 | 10 | 0 |
| „ Subscriptions (in detail if thought advisable) | | 5 | 0 | 0 |
| „ Interest on Investments | | 4 | 0 | 0 |
| „ Receipts from Badges, Camps, Entertainments, Uniforms, etc. (in detail) | | 6 | 6 | 6 |
| | | £29 | 8 | 3 |

| Payments. | | £ | s. | d. |
|--|--------|-----|----|----|
| Cr. | | | | |
| By Uniform | | 7 | 14 | 9 |
| „ Postage | | 5 | 12 | 4 |
| „ Telegrams | | 6 | 6 | |
| „ Insurance | | 1 | 10 | 0 |
| „ Travelling Expenses | | 2 | 11 | 0 |
| „ Other payments (in detail if thought advisable) | | 4 | 14 | 6 |
| „ Balance at end of year: | | | | |
| Cash at Bank | £6 9 8 | | | |
| Petty cash in hand | 9 6 | | | |
| | | 6 | 19 | 2 |
| | | £29 | 8 | 3 |

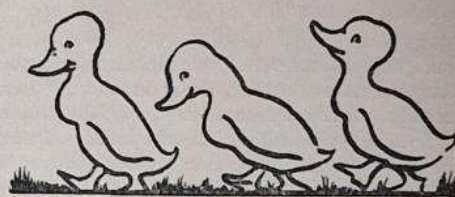
There should also be a statement showing the property of the Company or Association, including all Equipment, with approximate value at the end of the year.

It is advisable to have these accounts audited by an independent person. A friend who is an accountant, or a business man, or in a bank, will probably be only too willing to check them free of charge.

If you are fortunate enough to have any money invested, a note should accompany this Receipts and Payment Account, giving the exact details of the investments.

With the New Year, new pages should be started in the Cash and Petty Cash Books, showing, of course, at the top the balance in hand (or deficit, if unfortunately there be one!).

This form of accounts is quite sufficient for all Counties, Districts, Associations and Companies, except in cases where a trade is carried on in badges, equipment, tents, etc. If a big stock is held, and there are considerable transactions during the year, a more elaborate system of account-keeping will be necessary.



Help to Make Bathing Possible!

Bathing, as we all know, is one of the chief joys of camping, and swimming is one of the healthiest of activities, as well as being one of the most useful pursuits of scouting.

BUT—the demand for qualified Life Savers is greater than the supply, and the result is that a great many Guides miss this exceptionally useful and enjoyable part of camp life. Even though their site may be situated near the most lovely bathing place, they may not "go in" if there is no Life Saver in charge.

This is all wrong. Will you help to put it right? You can, even if you are not a swimmer yourself.

We are forming a "panel of Life Savers," in other words, we are collecting the names and addresses of swimmers who are willing to act as Life Savers for camps. Will you ask and encourage your friends to send in their names as willing to serve on this panel? Of course, we want as many Guiders, Rangers and Sea Rangers as possible, but we want non-Guide people also. There must be many who would like a free holiday in camp. Please help to find them, and so make the joys of bathing available for every Guide who camps where there are facilities for it. By sending in their names your friends are not committed to anything definite; they can always tell the Secretary that they cannot manage the date for which she asks—though, of course, we hope they can! The Royal Life Saving Society is helping us, and we hope that the Amateur Swimming Association will do so as well.

The Secretary to whom the names should be sent in is: Mrs. Rowson, 3, Elmtree House, Wykeham Road, N.W.4.

Please state address, swimming qualifications, and when they were gained, and whether the swimmer is over seventeen. (See notice under Headquarters Announcements, page 117.)

THE CHARM OF THE BIRD TABLE

By

H. MORTIMER BATTEN

Author of "2LO Animal Stories," "Birds of Our Gardens," "Habits and Characters of British Wild Animals," etc.



Nut feeder

Tit Bell

PEOPLE are beginning to love birds more and more, and I personally have spent many years of my life trying to show that of the charms of Nature the birds are most at our bidding. We do not need to be rich to enjoy the wealth of their presence, for they will come to our window, be it only a city window; they will come to our garden, be it only a little suburban patch. You cannot imagine the interest to be derived from feeding the birds until you have developed it—made your own bird friends, seen the same familiar ones turn up day after day, and rejoiced at the appearance of a new arrival. They are there—outside your window, a whole host of little intimates, almost within arm's reach, and whenever you have a moment to spare they will charm you with their antics. And the longer you have to watch them, the more fascinating you will find them. You will never tire of it.

It is now some years ago that a friend visited my garden and saw the various provisions for feeding and attracting the wild birds. He was an active spirit in Wild Bird Preservation, and seeing my hosts of birds, and how the various species were provided for, he was emphatic in



Greenfinches and a Linnet patronise a glass barrelled seed hopper

his statement that tens of thousands of people would love these things if they were available to the public. I had my doubts, but somehow it came about that friends for whom I made them wanted still more, till slowly, progressively, our old saw-mill found itself grinding out Tit Bells and Nut Feeders and Seed Hoppers and Nesting Boxes all day long, and to-day it is quite a flourishing little business, which finds steady employment for foresters, joiners, turners, and others. And that is something these days!

Still it is not easy for such a business to pay its way, and though we seem now to have overcome many of our initial difficulties, and are on a sounder footing than we

expected to find ourselves, we certainly need the support of bird lovers.

For my own part I can only say that since we started the manufacture of these things, it has proved infinitely more interesting than when I made them simply for my own amusement.

My object in the remaining space at my disposal is merely to give the reader a start in the way of economical and artistic equipment which will teach the adult much and prove an endless sense of joy to children.

In order to provide and to attract every species—tits, finches, nuthatches, woodpeckers, treecreepers, etc., the following foods are necessary:—Table scraps (bread, stale cake crumbs, porridge, bits of meat, any kinds of oddments), shelled peanuts, fat, and seed—preferably hemp or canary seed. In my own bird garden I provide these foods by means of a series of feeders hung from a rustic chain across the window, but let us deal with the requirements one by one.

Almost any receptacle will do for table scraps so long as it has a sheltering roof. An old doll's house, suitably amended, painted and strengthened, and mounted on a post, or hung from a branch, may look nice and serve the purpose admirably. It is well to encourage children to make what they can, because they will take a greater interest in it and rejoice more in its success than if everything be bought and provided for them. There are certain things, however, which cannot be made or which are not so successful as the factory-made article, which presumably is the outcome of years of experiment and amendment. This particularly applies to Nesting Boxes. I never advise people to make their own Nesting Boxes because I have in mind the long bill of disastrous results which attended my own designs during early years of experimenting. Drowned, forsaken and murdered chicks are the price of learning, and nesting boxes need to be well made and properly designed or they are likely to prove no more than bird traps. Perfect little nesting boxes can be bought at so low a price that experimenting at the expense of the birds is not worth while.

The untidy half coconut has sufficed for feeding the tits with fat, but the Tit Bell is in many ways infinitely preferable. Only the tits can feed from it; it is neat and tidy, and when combined with the Peanut Feeder it provides for all the insectivorous birds in the most artistic and fascinating way. The nut feeder is economical—there is no trouble in threading the nuts, and every particle has to be eaten *in situ*, instead of the birds flying away with large chunks and feeding where cats get them. With the foregoing and a seed hopper for the finches you are providing for the great majority, and with these little feeders hung outside, and the house for table scraps some little distance off, you will find that the sparrows and starlings are attracted by the table scraps and leave your special feeding devices alone. In order to prevent the hosts of ravenous starlings and sparrows obtaining more than their share of the food and littering large chunks all over the garden, it is a very good plan to provide your bird table with a square of $\frac{3}{8}$ in. wire netting. You turn the netting back, place the food under it, then put the netting over the top, having some provision in the way of cup books, possibly for holding it there. The greedy cannot get more than their share, and you will find that birds of all kinds come for the general food.

In conclusion I can only say that I shall be pleased to help and advise with regard to the feeding of the wild birds if you care to write to me: PENCAITLAND, Scotland.

The Single Idea

One single idea may have greater weight than the labour of all the men, animals and engines of a century.
—EMERSON.

The Wagtails

The Wagtails are three, namely, grey, pied and yellow,
And each of the three is a trim little fellow.
They don't hop about like a Robin or Wren,
But daintily walk like ladies and men.

Now every one knows the Wagtail that's "pied"—
That is, black and white; it can't be denied
He looks like a very respectable waiter,
Distinct from his cousins—but more of *them* later.

And all of his children, soon after they're born,
Go for walks with their parents upon the smooth lawn.
The Wagtail that's yellow wears beautiful gowns,
And lives on the marshes remote from the towns.

At first when you see him, unless you are wary,
You'll think you've discovered a golden canary.
But best of them all is the Wagtail that's grey,
Who lives up in Scotland in lands far away.

His waistcoat is primrose, his jacket is pearly;
He looks at his best in the sunrise, quite early.
'Tis said the Grey Wagtail will wake you from sleep;
He taps at your window when morning doth peep.

And all of the Wagtails have very long tails
That bob up and down when they're looking for snails.

J. MURRAY ALLISON.

From The Five Black Cousins.

The Foundation

"I PROMISE on my honour, to do my best to do my duty to God . . ." We all make this promise, and train the children in our companies and packs to do the same. Then there is a tendency to feel that it is "done"; but it isn't. It is the foundation on which we should all build our Guiding, and however popular, efficient, or clever we may be at the game, without a proper foundation we are building on sand, and our work will not last.

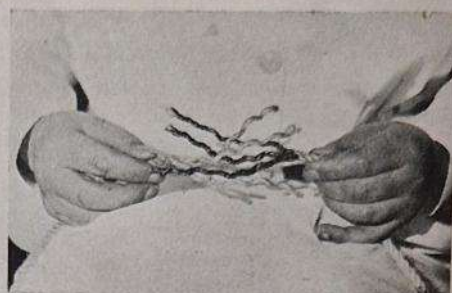
Some of us try to talk to our children about God, and succeed, but others are stricken by an overpowering feeling of shyness or inadequacy. Some of us are simply afraid. This may be because our own foundations are rocky, and if we have not found God ourselves, we do not see how we can guide our children to Him. All the same, we should probably all agree, if we could be induced to say anything on the subject at all, that Faith in Someone, or even Something, beyond ourselves, is the one thing which really matters to us all. There are many paths to God, but if we shirk our responsibility over the First Promise, placed first, and so often, apparently, considered last (at least, as far as our children can tell), then we may well feel ashamed of our insincerity, and possibly our cowardice.

No child is without the urge towards God. Some of us may not feel we are very far up the ladder of Faith ourselves, but we can at least try to do our best to struggle on so that we can help our children up the first rungs which mean so much to them. If we are real Guiders, we dare not ignore the First Promise.

F. C.



No. 1



No. 2

CAN

YOU SPLICE?

THE SHORT SPLICE

The splicing of rope-ends, an alternative section in the Ranger Test, is passed over by many Rangers and Guiders, or consigned to the doubtful future when "someone can be found" to teach the art of splicing. But splicing is not really difficult, and can be learnt easily from printed directions; it is useful knowledge, and can be applied on many occasions.

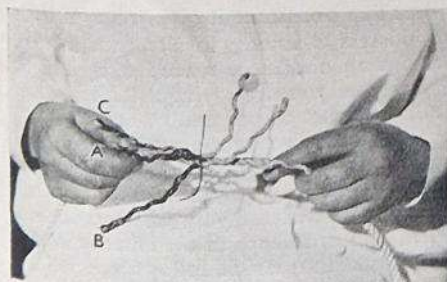
Ropes which are required to run through pulley blocks (as in some types of marquees), or, as in the case of tent ropes, through a runner, cannot be joined satisfactorily by a knot; hence the need for a splice which can be described as a method of permanently joining the ends of two ropes of the same thickness. In many cases the long splice is essential because the join thus made is more consistent with the thickness of the rope. It is best, however, to learn the short splice first: it is quite efficient in many instances, and the easiest and quickest method of splicing.

In learning how to splice beware of hairy rope such as the heavy manilla rope shown in the making of a Grommet for games in the June, 1932, GUIDER. The accompanying illustrations show an inexpensive type of hemp rope which can be purchased specially for splicing at Headquarters.

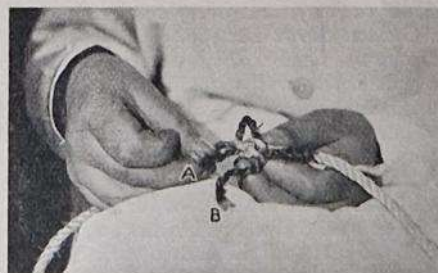
First of all unstrand the ropes for about 6-9 inches, which will allow sufficient "end" with which to work, see No. 1. Then interlace or "marry" these unstranded ends—see

No. 2—and jam them tightly together. At this point it is advisable to hold them thus securely in position by tying a thin piece of string round them with a reef knot—see No. 3—this is not always taught, but is of inestimable help when learning to splice, and also prevents looseness in the initial joint. Now take one strand—see A in No. 4—and this strand should be the middle of the three; pass it over the white strand on which it is resting, and tuck it under the next white one. Pull A tight. Then take strand B, and pass it similarly over the white strand next to it, and under the next. Finally do the same with C—see No. 5. Here the interlacing can be checked because no two ends should come out beneath the same strand, i.e., each end should be tucked under, and appear from beneath a separate strand.

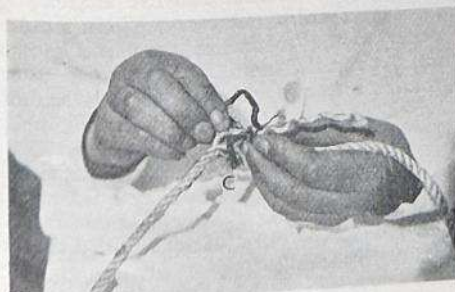
Now turn the rope round, and repeat the same process with the white ends beginning again with the middle strand—see No. 6. The three white ends being tucked through, repeat again with the black, and then the white again alternately. Three times with each end is usually



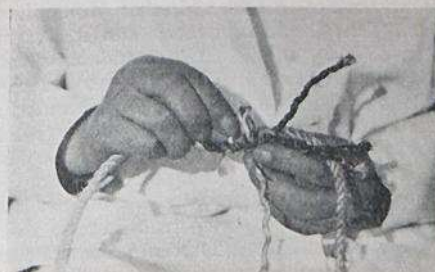
No. 3



No. 4



No. 5



No. 6



Fig. 7.

sufficient. If time permits, and a well-made joint is required, after the second time each end can be divided in half, and one half cut away close up, the remaining half only being interlaced. This will taper the splice and make it neater. Finally, cut off all six ends close up to the strands, and the splice should appear as in No. 7. To bring the joint into good shape, roll the rope several

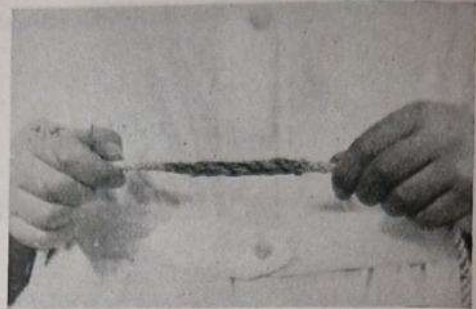


Fig. 8.

times under the ball of the foot, and the completed splice will be as in No. 8.

It will be found helpful, when teaching how to splice, to blacken one rope as in these illustrations, and Indian ink is a suitable medium. Reference to *Knotting*, by Gilcraft, is also recommended. Next month the Long Splice will be illustrated.

M. A. C.

THINGS THAT MATTER

LOYALTY

MY DEAR GUIDERS,

May I go straight to the point in this second talk.

If, like Huxley's jarvey, we are moving restlessly from one Guide activity to another—relentlessly trying to keep our companies on the move and up to date in every fresh psychological development, then it is likely that in our zeal we may be losing our objective. The old Guide phrase, "The object of Girl Guiding is to make womanly women," is very comprehensive and affords room for our originality, for every Guider has an ideal of womanhood which varies with her personality. That scope for variety is what our Founder loves.

But though our objective is a high one the enrolment Promises come to our aid like well-worded sign posts in difficult country, and every tenderfoot sets out well, if the Guider knows her job.

Do you remember the Queen's address about ten years ago when she was speaking to several companies of young Girl Guides bound for Australia? Her Majesty saw her opportunity, as she spoke to girls pledged to loyalty. She spoke on the First Promise, showing them how loyalty to God "would include," as she expressed it, "all the lesser loyalties of life."

We do realise that loyalty matters, and that no Guider can do the best until she finds a way to help each individual girl in the company to keep her Guide Law in and out of season.

Our Christianity comes in here, for that Guide Law is just a modern Ten Commandments; and it was so difficult for man to keep the Ten Commandments that God sent His Son—"God was in His Son"—to teach us how a human being *can* keep God's Law. But, wonderful as it is to have a Pattern for all these beautiful things that we want to copy (and promise to try to be!) everyone who tries it finds that looking at the example is not enough. Think for a minute: What is it your Guides need to help them to daily courtesy, daily truthfulness, daily unselfishness, daily kindness? Is it not someone to remind them, something to counteract the desire to be

rude, the desire to deceive, the desire to please No. 1? If you are with them, they often say, it would be much easier—they would see your face and you would help! And so, Guiders, if we can lead a Guide into a real Friendship with a Friend who says "Lo, I am with you alway," and means it, half those strivings would cease.

Loyalty involves an effort to understand the mind of the one to whom we promise to be loyal. It transcends and includes obedience, for a loyal friend very often anticipates an order; some loving instinct whispers what the command would be.

Prebendary Carlile said once that to him Social Service without Christ was "like an engine trying to pull a train without steam," a possible but a very slow business, only achieved on a downward slope.

Loyalty costs, but like obedience it gives rest. It is an immense rest to possess a loving loyalty, not a mere slavish obedience but an obedience made free by a great Personal Love. Some of you are saying: "I am not a parson, I can't talk like that of religion to my Guides." Perhaps not, but find out how you can talk; and if you would like to make a first attempt, have a discussion on loyalty and obedience—what the words mean, and what they stand for. It has helped me very often to explain loyalty as the spirit, and obedience as the letter, and this extremely simple illustration which follows has helped many Guides to see my meaning.

Two little girls of four and five are left together in a room. It gets cold. One says, "Let's poke the fire." The other says, "Mummie wouldn't like us to poke the fire, let's call Nannie." The reply comes quickly, "Mummie never said we wasn't to poke the fire." "No," is the final answer, "but she knewed we knewed she wouldn't like us to!"

That is loyalty, not obedience, and it is an illustration that stretches very deep down and I know few Guide talks more useful than "How in daily life can I prove loyal to the King," or "How in daily life can I prove my loyalty to God."

Yours sincerely, A RETIRED COMMISSIONER.

LE CAMP VOLANT

By M. WALTHER,
*Commissaire Nationale de
la Fédération Française des
Eclaireuses.*

We have not been able to find a good title in English for what the French Eclaireuses call a "Camp Volant," which is in effect a sort of roving camp undertaken by strong and efficient older Guides and Rangers. All that is required is carried on the back, but not tents as a rule, the captain having previously found suitable barns with straw where the party may spend the night. From 15 to 20 miles a day is covered, if possible, through wild country, the Guides finding their way by map. To those who have undertaken it, the "Camp Volant" becomes the most prized adventure of Guiding, giving as it does a sense of triumph over obstacles, proof of endurance, together with real comradeship.—V. M. S.

THE educative value of effort is common ground between us; the whole of Guiding depends on it: the desire of the child to surpass herself.

There is no progress without effort; and the more effort that is required to surmount difficulties, the more educative it is, the more joy it gives, the more happy memories are left behind.

That is why camp is so appreciated by the Guides; it gives opportunities for struggles and efforts which everyday life does not give; a hard camp, bristling with difficulties which one has surmounted by the use of one's intelligence and energy, leaves the happiest memories.

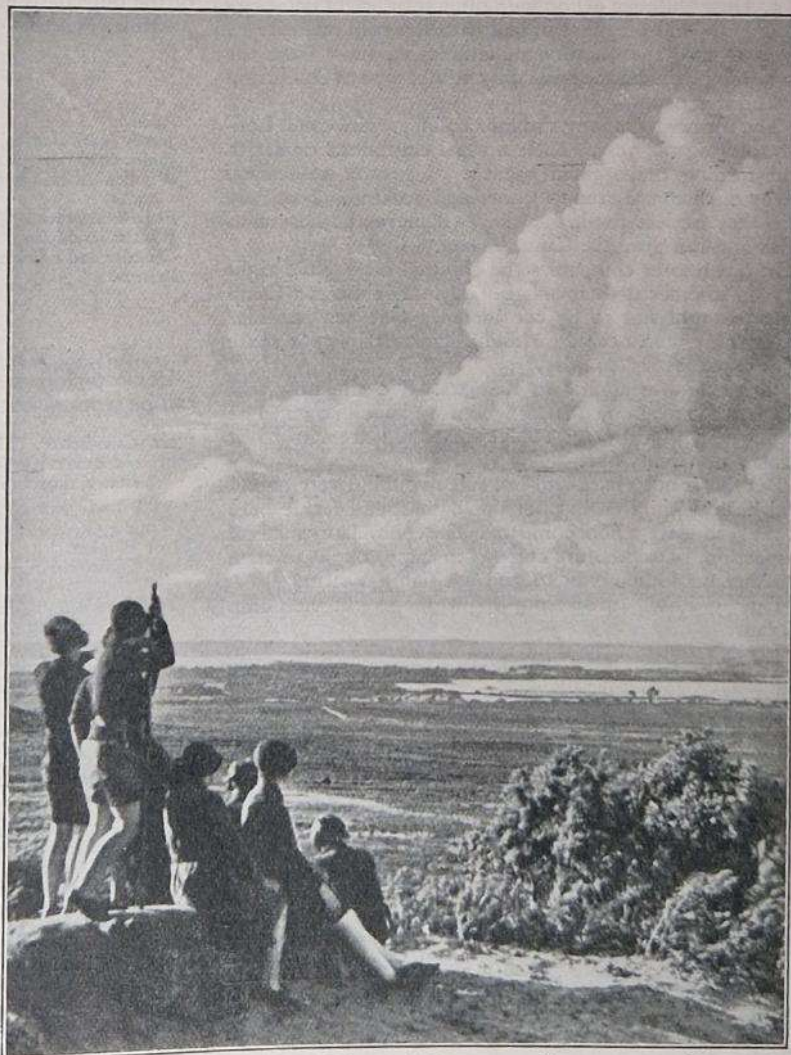
In a Camp Volant, the elements calling for struggle are greater in number and more unexpected; hence its attraction, and hence also its risks.

What has been said about the educational value of effort is still truer of risk.

Everyone appreciates the gain in energy, judgment, decision and coolness resulting from the few risks she has had occasion to run, and also the intense satisfaction of having got herself well out of them. But these risks which we do not fear for ourselves—have we the right to let others run them, particularly when it is a case of children whose parents have entrusted them to us?

We can calculate and measure out the amount of effort and bring it down to the scale of each one. We can reduce, or even cut out altogether, certain risks known ahead. That is why I do not think that the risks of a standing camp that is well thought out, well run and with the Guides well in hand, exceed those of everyday life. On the other hand, any Camp Volant carries with it a certain amount of risk which is

impossible to anticipate, and which we cannot deal with until such time as we meet it.



Photo]

"That Undiscovered Country . . ."

[M. Crowley

We must give a serious word of warning to those too enterprising Guiders who, without preparation, without sufficient knowledge, without even having proved their own energy or physical resistance, do not hesitate to lead the Guides in their charge on such an adventure; for have they calculated their responsibilities?

We ought only to authorise those Guiders to take Camp Volants who have proved themselves capable, prudent, and possessed of the necessary energy.

RISKS.

Let us study the known risks, and consider how those which might affect the physical or moral balance of the Guides may be reduced or avoided; and in spite of necessary precautions, give them all the same as many as possible of those opportunities for effort which are so valuable.

1. Excessive fatigue of adolescents who are often anæmic and muscularly weak, at the time of greatest growth. How will they bear the fatigue of walking several days on end?
2. How much will they be affected by food obviously less nourishing than in camp or at home?
3. How will they get on with often insufficient bedding?
4. How will they fare in bad weather, cold or heat?

As regards the question of fatigue, we must from the beginning separate the secondary school type of child from the poorer one.

The former have long summer holidays with other holidays during the year. Their normal conditions of health and feeding make them capable of greater resistance. Many of them are used to games and walking. Not only will they be less tired, but they will have the leisure to relax and rest after the Camp Volant.

In our poorer companies the children often have eight days in summer as their only holiday. For those, a Camp Volant ought not to be considered. One can consider it for those who have a fortnight, and certainly for those with three weeks' holiday.*

This rule also applies to Rangers. We all know that children from a poor quarter whom we have known to be strong and vigorous at twelve years old are less so at twenty or twenty-five.

But this is not a hard-and-fast rule: you find very strong and healthy children in poor companies, and feeble ones in the secondary school company. The compulsory medical inspection, passed before coming to camp, ought to state whether the Guide is fit to go on a Camp Volant.

During what part of camp ought one to put the Camp Volant?

In the middle of the time, the second week if the camp is a three weeks' one, and half-way between the first and second if the camp is for a fortnight.

Length: three or four days.

Never embark on one when the weather is bad or threatening.

Do not take any Guide who is unwell, even if she is thoroughly used to walking.

PREPARATIONS FOR A CAMP VOLANT.

- (1) For the Guides: train them methodically for hard walking; insist on their getting used to a steady, sustained pace, neither running on ahead nor dragging behind.

* This reference to the duration of holidays applies, it should be remembered, to school holidays in France. The elementary school children in this country have far longer holidays than those quoted above.

Train them to learn how to rest.

- (2) For equipment, etc. Arrange ahead:—

Stages.

Places to sleep. (Having explored already or else had reliable information from one who has seen them.)

Possibility of getting provisions. (One hot meal a day.)

Possibility of sending back a child on account of accident or fatigue.

Prepare food and equipment to be carried (evenly distributed).

Inspection and weighing of each one's equipment (the average Guide should never carry more than 13 lbs.) It would be a good thing for the company to have a spring scales to be sure of the weight of rûc-sacs.

Appended are lists which enable us to see the weights of the objects to be carried, and the various combinations possible. (N.B.—454 gram. (grammes) equal 1 lb.)

OBLIGATORY EQUIPMENT.

| | Grammes. | | Grammes. |
|------------------------------|----------|---|----------|
| Rûc-sac | 650 | Knife, fork, spoon, | |
| Jersey (with sleeves) | 300 | mug, plate | 170 |
| Jersey (without sleeves) | 250 | Bags, Envelopes | 80 |
| Woollen stockings (or socks) | 210 | Toilet articles (towel, tooth - brush, nail-brush, mug) | 270 |
| Rope-soled shoes | 350 | Note-book, pen, manual | 400 |
| 3 Handkerchiefs | 50 | Electric torch | 250 |
| Chemise and knickers | 300 | Crêpe bandage | 50 |
| Pyjamas | 120 | Bathing suit | 220 |
| | | Newspaper | 60 |
| Total: 3,640 grammes. | | | |

For top-clothes and bedding, numerous combinations can be worked out:—

1st Combination. Lightest, least resistance to prolonged rain, recommended for hard walking or mountaineering. Necessitates thoroughly water-proof rûc-sac.

| | Grammes. | | Grammes. |
|--------------------------|----------|---------------|-------------|
| (a) Cape | 1,000 | + Jacket | 650 = 1,650 |
| (b) or Blanket | 1,800 | + Wind-jacket | 650 = 2,450 |
| (c) or Quilt (ciderdown) | 950 | + Water-proof | 650 = 1,600 |

2nd Combination. Heavier, more wet-resistant, impracticable for stiff walking in mountains.

| | Grammes. |
|--------------|----------------------------|
| (d) Blanket | 1,800 + Cape 1,000 = 2,800 |
| (e) or Quilt | 950 + Cape 1,000 = 1,950 |

So that the weights to be carried will be between 5,240 to 6,440 grammes. To this must be added collective equipment:—

| | Grammes. |
|---------------------|----------|
| 1st Aid outfit | |
| Etna | 500 |
| Methylated for same | 500 |
| Basin (1 in 3) | 500 |
| Camera | 100 |
| Canvas bucket | 700 |
| Billy cans | |
| Food | |

from 500 to 1,000 each Guide.

The Guider should see that nothing extra is carried and distribute the collective equipment according to the strength of the Guides.

DURING THE CAMP VOLANT.

Food.

Always have a hot meal at the end of the stage in the evening: cold meal in the middle of the day with tea or coffee if possible.

Light snack at each halt (indispensable mountaineering), dried fruit, sugar, biscuits, chocolate.

Carry as little food as possible, especially bread, which is very heavy; renew eatables *en route*.

Walking.

Stop every hour for ten minutes; make the Guides take their ruc-sacs off and sit or lie down; let them crunch sugar or dried fruit.

Feet.

See that those not in training change their shoes *en route* (alternating between gym. shoes and walking shoes). Also, if possible, two thicknesses of wool: stockings and socks being woollen, and put plenty of talc powder in their stockings.

See that there are no wrinkles in the stockings; never walk with wet stockings.

See to the feet at the end of the stage. A rub with methylated is excellent.

Sleeping.

Arrive early enough to be able to arrange for the meal, toilet and bedding in the best way possible.

Find a barn or loft, that can be shut up if possible, with straw for choice. Beware of fresh hay—it gives a fever.

Go to bed in good time: have ten hours' sleep.

In Case of Wet Weather.

As soon as rain comes on, stop and take precautions; safeguard changes of clothes and night-wear.

With the first combination of clothing, the cape, blanket or quilt are sheltered in the ruc-sac, covered if necessary by square of waterproof. On oneself, jacket or water-proof and one or two woolly jumpers.

With the second combination, the cape covers all; button it well up, woollies underneath and woollen scarf round the neck.

Get under shelter if it is raining hard; should it persist, shorten the stage as is necessary; walking in the rain is very tiring.

At every longish halt (meals), take off wet things.

At the end of the stage, change at once into dry things; take a hot drink; rig up a drying gadget.

Watch the Guides carefully to see that they show no signs of being over-tired; see to their clothes, shoes and feet.

AFTER THE CAMP VOLANT.

Have a day of complete relaxation; get up late, rest, programme needing no effort. No extra effort on succeeding days.

CONCLUSION.

A Camp Volant so planned and led, with strong and trained Guides, holds no dangers for their health, while it always gives the necessary amount of struggle and coping with the unexpected.

For Guides who have not been able to be methodically trained, or those from a sedentary occupation, an itinerary can be worked out alternating walking with car, train or boat journeys.

CAMP VOLANTS IN TRAINING CAMPS.

(1) *Guiders (elementary).*

They will observe exactly the above rules, as it should be a typical specimen, capable of being reproduced in the company.

(2) *Licensed Guiders.*

This is concerned with adults, often in very good training. Obviously then, one can leave more to chance and count on greater and more sustained effort.

The Guider responsible ought nevertheless to make sure of the muscular, heart and nerve strength of each, and that she is able to stand fatigue and adverse weather.

Insist on everyone conforming to regulations as to equipment and weight carried.

All preliminary study, preparation, rules, etc., as well as responsibility *en route*, are confided to the Guiders in turn. Naturally, the Commandant will keep an eye on direction, criticise and put right anything needed, and point out what would, or would not do, with Guides.

Stages can be longer (20 or more miles). Short and long stages may be alternated, according to the place to be visited.

The precautions set forth above with regard to walk, food, sleeping, wet weather, etc., will be observed. But from Guiders one can ask additional effort.

Naturally, look out for over-tiredness.

UNIFORM.

It is difficult to lay anything down strictly in advance. It must depend on the locality; if it is sparsely inhabited, camp uniform may be worn: if it is a tourist part, uniform.

Whether it is camp or full uniform, children or adults, look out for untidiness and neglect of details: crumpled collar, badly tied tie, crooked belt, unkempt hair, etc.

Make one or two of the party responsible for appearance.

(Translated by V. M. S. from *Le Tréfle*.)

NOTE.

This is a splendid scheme to work up for with Rangers and older Guides, provided that all the warnings given in the article are duly taken into consideration. As is the case with the Eclaircuses special permission to run this type of camp would have to be obtained, and would be granted by the Commissioner and C.C.A. to the best and most able-bodied campers only.

ROSA WARD,
Commissioner for Camping.

SAINT GEORGE.

SAINT GEORGE was a very noble knight who gave up all the rich lands to fight for his country. He was a crusader as you can tell by his cross. One day coming back from fighting he came through London where a dragon was very troublesome. He had eaten up all the boys and girls except the princess and the very next day he was going to eat the princess. He was asked by the King to help him. So at night when all was dark he crept out and fought the dragon. He slew the dragon.

Written by a Guide Recruit aged 11.

PICTURE MAPS

TO GUIDE YOU
TO CAMPS AND
RALLIES

PICTURE maps of your own home and countryside can be both practical and attractive. A new idea which comes to us from America is to use them as invitation cards. Printed on coloured cards or small sheets of paper these maps are designed to guide people to camps or week-end parties in the country and so help to speed the arriving guest.

As Guides you will find plenty of uses for maps of this kind. If another Guide company is visiting your headquarters, how much more exciting than written directions would be a map showing where to change from tram to bus, and how to find the quickest way through a labyrinth of unknown streets or lanes. Another map could guide your friends when they visit you in camp, and yet another might show the best way of getting to the County Rally—marking railway stations, bus routes, motor roads and even landing places for aeroplanes! It would be invaluable to companies from outlying districts or visitors from neighbouring counties.

Map making is not difficult and with a little care any Guide should be able to make a simple one. If the company artist and pathfinder worked together, really excellent results should be produced.

HOW TO MAKE YOUR MAP.

First collect any ordinance survey maps (1 inch to the mile or larger scale), road maps and air photographs that may be available. Then approach the house—or camp site—by all the different routes in turn, noticing carefully the compass directions and distances (you can

pace out the latter on foot, or if you have a car, note them on the speedometer). Make notes and sketches of landmarks that will be useful, such as churches, hotels, and war memorials (if you are a pathfinder you will know most of this already).

Then at home put together all the material you have collected in a preliminary drawing. Next try to make your map illustrate the individual character of the place. The name of the house or the interests of its inhabitants may suggest an idea which will give the distinctive touch to your work which is so important.

Having finished the preliminaries and settled exactly what you are going to do, the next step is to draw the map on the paper or card which you propose to use. A simple method is to trace the main lines of the design from your rough sketch. For tracing you may use a carbon paper, but this is not very satisfactory, as the blue carbon lines will not rub out. Another way is to rub over with a very soft pencil the back of your sketch map, and placing it (rubbed side down) upon your paper to trace the design with a hard sharp pencil.

You can then go over these guiding lines with a pen and ink, adding the details and lettering. Draw a neat border round the map, rub out all pencil lines and your map is ready to slip into the envelope with your invitation.

A few suggestions about the materials may be useful.

Paper.—Any good notepaper that is fairly thick with a smooth but not shiny surface. You might choose it in a pale shade of buff, blue or green, with envelopes to match.

Ink.—Black Indian ink is best and can be bought at any artist's shop. Reeve's and Windsor and Newton's are both good makes. Coloured inks can be used to tint part of the map or the border.

Pens.—A fine steel pen such as Gillotts "crow-quill"



March, 1933]

THE GUIDER

for the map. A "scribe pen" can be used for the lettering.

Lettering.—Scribe lettering looks well or you can use plain block capitals. Nothing elaborate should be attempted. Remember that the map will be used by people walking or driving (the vibration of a car makes map-reading specially difficult). So have the lettering as clear and simple as you can make it.

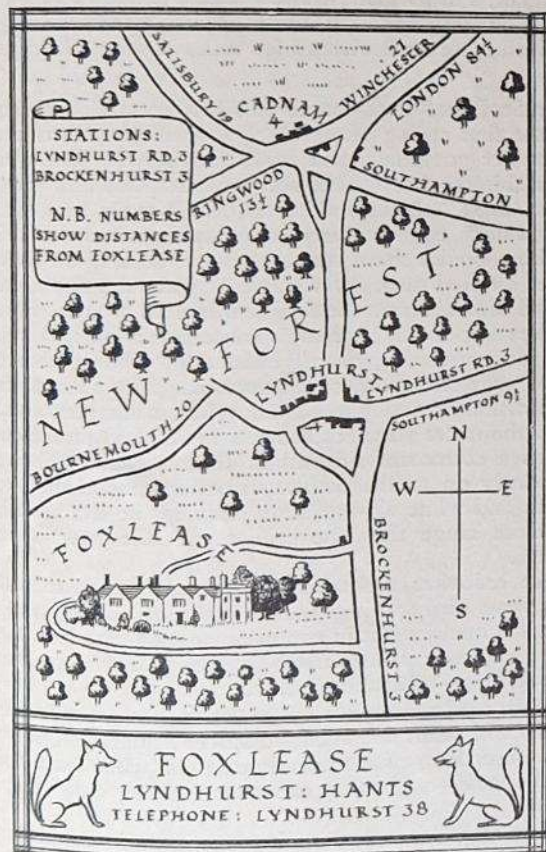
You will probably need only a limited number of copies, such as can easily be made by hand. If larger quantities are required they can be printed, but some experience is required in preparing the drawing for reproduction.

PICTURE MAPS TO ORDER.

Maps of your own home and district suitable for dances, week-end and other parties, or for Guide rallies and camps can be drawn to order by Margaret Cholmondeley.

The maps are printed on neat cards in black and white or colours, and are supplied ready for use. Suggestions and estimates to suit individual requirements. Write to:

Miss M. Cholmondeley, c/o THE GUIDER,
17, Buckingham Palace Road, S.W.1.



OF FELLOWSHIP.

And considering with abundant piety the beginning of all things created, he (St. Francis of Assisi) called even the least creatures by the name of Brother and Sister, because he knew them to have one and the same beginning with himself.

St. BONAVENTURA.



THOUGHTS OF CAMP ON A MARCH MORNING

What is the use of going to camp?
Catching a cold from the dew and the damp,
Cooking a dinner or cleaning a lamp—
Can anyone tell me true?

What is the use of cooking the meals?
How simple it were if we all ate raw eels!
And *what* is the use of a nose when it peels?
Can anyone tell me true?

How foolish we are to cook all this dinner!
We'd all look much better a little bit thinner—
And that slug in the lettuce is really a winner!
I don't want to eat him, do you?

How silly it is to sleep in a tent!
Oh, what is the use of a pole that is bent?
The odds are the wind will soon make a great rent!
Boohoo, and boohoo, and boohoo!

What is the use of washing at all?
You're *bound* to get dirty before even-fall!
And *no one* can look at your neck if you're tall.
Not washing's the best thing to do!

What is the use of singing a song?
The half that *should* know it's the half that goes wrong,
And it's always the silliest songs that are long!
Boohoo, and boohoo, and boohoo!

The sun? Well, it's all very well when it's beaming,
But what about all the ev'ning cold-creaming?
And what of the rain that is streaming and streaming?
I don't know this answer, do you?

What is the use of being a poet?
The odds are that nobody ever will know it;
And even your best friend will tell you to "stow it"!
Boohoo, and boohoo, and boohoo!

H.



THE PATCO

EDITED PH

An Hour With the Ducks

TWO Guiders pushed their way cautiously through the willows. Before them a sheet of water gleamed like dull pewter, its further margin lost in mist: a faint quacking reached them across the still surface.

"What luck! Lots of them! Look!" whispered the Country Guider. The Town Guider looked. Far away in the centre of the pond a collection of small black specks intermingled, dispersed and merged again. The Country Guider swept the scene with her glasses: "Heaps of coot, four tufted duck, and—oh, yes, there's a pochard."

"Oh where? Which? Quick!"

"Well, you see the oak tree, and in line with it a tuft of reeds? Carry along to the left till you see a bird now swimming by itself."

"But I haven't got the reeds yet."

"What? Oh, not *that* oak tree, the one by—well, anyhow the bird's moved now, so start again. You see the fifth willow from the gate? Now, straight in front of it there's a group of birds, then two by themselves (well, it's not those), but it's—oh bother, it's just dived."

"Oh."

The Town Guider (a little wistfully): "And how do you know those are tufted duck?"

"Oh, well, tufted duck are black and white, very distinctive; only, of course, you can't see their colour now, against the light on the water, but you can tell them by the shape of their heads. Look!" (Some of the black specks had become disentangled from the rest and had somehow got into the sky.) "Those are teal just got up—always very shy."

"Flying away over there? How lovely —"

Later. The Town Guider (leaning out of the up train):

"Well, goodbye, it's been a simply marvellous day. Thanks awfully."

"A good place, isn't it? But I'm sorry you didn't see the pochard."

"Oh well, I very nearly did, I mean I was with you while you were seeing it; don't you think I might count it? And anyhow I saw teal, you *did* say those things flying away were teal, didn't you?"

"Yes, I'm so glad you saw them, goodbye."

"You *are* lucky. It must be too marvellous living with all those duck within a few miles of you. Goodbye."

* * *

In St. James' Park people walk briskly, making the most of the first spring afternoon. A small girl bursts away from her governess, and runs, dodging the passers, her eyes shining, her cheeks aglow, and "Oh, how lovely, how lovely!" she says aloud to herself as she runs, for at the water's edge a flurry of gleaming wings and swift flashing bodies show that someone is feeding the ducks. Here a tufted duck dives suddenly without a ripple, only a trail of bubbles on the surface marks his progress below, till he reappears by his more sombre mate; there, a hungry but ineffectual widgeon calls insistently "whee-u, whee-u," the orange crown of his chestnut head giving a momentary impression of sunlight. A shoveller swims ponderously into the melee (heavens, what a beak!) and on the outskirts a cormorant skirmishes. An enquiring teal steps delicately on to the pathway searching for crumbs, the black and white zig-zag body markings no less beautiful at close range than the brilliant metallic green of the wings.

An onlooker raises his stick shoulder high to point out some bird to his grandson—there is a sudden panic, agitated duck retreat in confusion across the water. They have suddenly remembered something they once knew about Men—something not very nice.

This, surely, is a place where Guides can get on friendly terms with birds and even "discover by unaided observation something of interest about each." But these birds in the Park—ought they to *count*? Are they quite Second Class?

The same birds you stalk so patiently in the country have of their own accord left their wild haunts, attracted first perhaps by the tame waterfowl, and have taken up their quarters for a time in the heart of London where



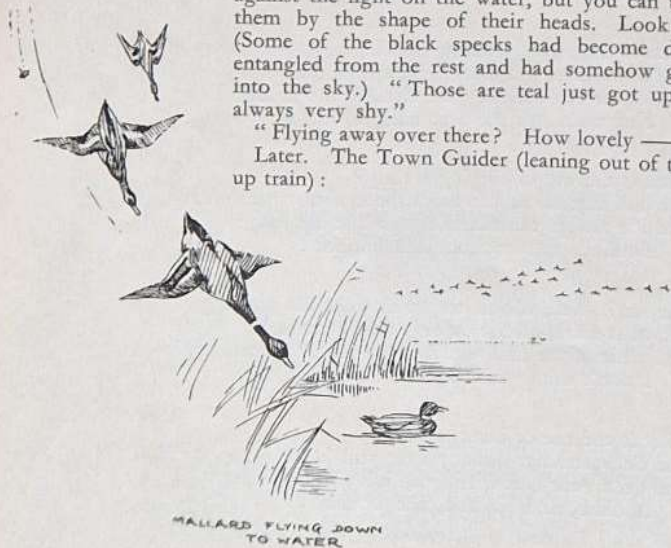
COOT



POCHARD



WIDGEON



MALLARD FLYING DOWN TO WATER

OF DISCOVERY

PHYLLIS M. BOND.



experience has taught them they are safe. Here are wild mallard, coot and moorhen; and amongst their tame cousins are wild tufted duck, widgeon, pochard and teal, indistinguishable from their park-bred relations, swimming, feeding, diving with them, till with the call of spring they vanish again down the river, or fly far north to breed. Surprise them on some remote sheet of water and they will take wing, and away; here, with every feather displayed to view, they swim beneath your feet. Here, for the first time, you realise the magic hidden in the Bird Book's cold statement: "Scapulars greyish white marked with fine wavy lines." Every delicate pencil marking is visible, showing the soft ensembles of buff and brown even more beautiful than the bolder suits of chestnut, black and white.

One could stand here for hours. There are so many things to discover—things for which one might well start the Guides looking. Which of the ducks can dive? And how long can they stay under? Timing a duck is always fun, so is guessing where it will re-appear. And what does it do when it gets to the bottom? Does it walk about on the mud or does it swim? Here in the clear shallow water you can watch every antic of its amazing business underwater. Can you discover to which species the confusing females belong? Watch and see a drake detach himself from the crowd and swim away in attendance on his lady. How many varieties of beak can you see? There is the slate-blue, black-tipped bill of the tufted duck, the grey and black of the pochard, and what of the mallard?

Or, what a collection of eyes one might make. The pochard's fiery jewel, the dark eye of the little teal, and how can you describe the eye, the sea-cold eye, of the cormorant? Legs in the water are amusing: watch a coot swimming and his feet suggest slippers several sizes too large for him. Can you see the structural difference between the cormorant's foot and the duck's? Nothing could be a greater help in identifying those mysterious tracks one finds at the water's edge, than to see the feet themselves actually attached to the right birds.

To watch birds from a crowded footbridge is scarcely woodcraft, and though in many respects it falls far short of the real thing, yet it may be the Guide's one chance of learning to observe, to recognise, and discover the characteristics of waterbirds she may one day meet in more natural

surroundings. Meanwhile there is many a London child who cannot go into the country to see Wild Birds, and the least one can do in courtesy is to receive them gratefully when the Wild Birds come to see the London child.

P. M. B.

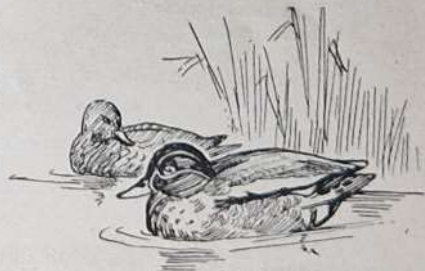
Gardens for the Pack

I wonder that more Brown Owls, specially those living in the country or suburbs, do not start Pack Gardens. Only a small piece of ground is necessary, and I am sure that many people, including members of Local Associations, would be glad to give this if properly approached.

Nearly every child loves gardening, and it is a very natural way of encouraging love of nature.

Some time ago I became fired with the idea of having a garden for my Brownies, not a very easy thing to do, as the pack live in a town, about two miles from my home. I begged a small piece of ground from my father, and we started. The garden was divided into three, one for each Six. But each piece was so small that not more than two Brownies could work in it comfortably at the same time. The Sixers and Seconds did the first digging, and everybody planted seeds. The Brownies showed the most amazing ignorance of both digging and weeding, and at first were very averse to touching the soil with their hands. They soon got over this, and became quite skilful at using tools. Planting out was great fun.

Six Brownies came up every Saturday morning to work, and of course the drawback was that each Brownie only saw the garden once every three weeks, and Brown Owl had all the fun of watering and watching the seeds grow. To try to meet this difficulty we let every Brownie plant some of her seeds in a pot and take it home. In spite of all the drawbacks, including the fact that most of the flowers came out during the holidays, I found the venture well worth while. It was a tremendous joy to the Brownies from the first, and some showed signs of a real taste for gardening. I found it an ideal opportunity for teaching nature, as we were always finding something to watch, specially the robin, who came to look for worms.



TEAL (Male and female)



WIDGEON



TUFTED DUCK

Last summer I started a garden for another pack, with great success. This pack is in the suburbs, but consists of a great variety of children, some from the big houses round about, some from rather poor streets, and others cottage children from the country near by. We have been given a border at the back of the churchyard, just beside the church room where we meet, and each Six has its own garden, and every Brownie her own little piece. All the Brownies seem equally thrilled. We have bought trowels and a watering-can at Woolworth's, and part of every pack meeting is devoted to the garden.

Besides the interest and curiosity it arouses in the Brownies, a pack garden gives Brown Owl an opportunity to sit back and watch her Brownies—sometimes hard enough to get time for, at an ordinary pack meeting—and also encourages that spirit of helpfulness and give and take which is, after all, the true Brownie spirit.

N. S.

TREE PICTURES.

We must all, at times, fall back on the help of pictures in nature work, for even trees, the most obliging and docile of all the things we hunt, refuse to provide us with all the things we want at the same time of year. The difficulty, often, is to find accurate pictures which are large enough for several Guides or Rangers to study at the same time.

One could hardly do better than use the series of pictures *British Trees*, by Barbara Briggs (now stocked at Headquarters, price 3s. 6d.).

For each of the sixteen trees represented, there is a coloured plate showing the tree in its natural surroundings, and a sheet of detailed drawings of flower, leaf, twig, etc. These are very carefully drawn, and, being in most cases rather larger than life size, are very convenient to use. (One regrets that by a small inaccuracy a good drawing of marble galls on the oak is labelled "oak apples," which are, of course, a quite different variety of gall.)

The series shows the rare combination of artistic treatment and botanical accuracy, and the coloured plates, in which the artist has so well caught the personality of each tree, would make a pleasant decoration for the club-room.

P. M. B.

Overheard

BROWNIE RECRUIT: "Are you a Left'enant, Miss Brown?"

"Yes."

"What is Miss Smith?"

"She's one, too."

"And Miss Jones?"

"Yes."

"Oh!" (Pause.)

"Then don't you have any Right 'enants, too?"

* * *

CAPTAIN: "Ethel, how would you dress a child of two years old in winter?"

ETHEL: "Well, Captain, I should put on two combinations."

CAPTAIN: "Why two?"

ETHEL: "Well, it says a pair in the book!"



Capri—and After?

Bird-lovers will have rejoiced at the news that the island of Capri has been declared a bird sanctuary by the Italian Government, largely owing to the untiring efforts of Dr. Axel Munthe, author of *San Michele*, who for years has been working to save the lives of the migrating birds of Capri.

Writing to THE TIMES to thank the numbers of English bird-lovers who have been writing to him by every post, Dr. Munthe has a message for all of us in this country, which we shall do well to remember and to pass on to others.

He says:

"As I am writing this, a little blackcap is singing under my window. . . . I am sure you must be a British-born blackcap, the pluckiest of all warblers, eagerly awaiting the first signal of spring to return to the land of your birth. . . . I well know you will soon be off, by command of your Maker, to sing, to fight, to woo, to win, to love, to mate, and to rear your young. . . . You have also, I know, to fulfil your engagement for the opening of the grand opera season, under the patronage of Almighty God, in every English garden, with subdued nightingale rehearsals at dawn among the rhododendrons under a bedroom window, and gala open-air performances the whole day long, with all the leading stars of the company. . . . Then there are to be matinees on all the commons, where the greatest lyric poet of all time will sing Nature's glorious morning hymn to the rising sun. Quivering on invisible wings high overhead, his body is so small that a child could clasp it in his hand, and yet his immortal voice is strong enough to fill the whole sky with gladness and every human heart with gratitude."

But Dr. Munthe goes on to describe a visit he paid to one of our London bird markets, and adds:

"What is the good of us wishing God-speed to your migratory birds on their perilous homeward flight, as long as there is a cage with an imprisoned bird in so many an English nursery?"

"When is this ignoble slave traffic of catching and selling wild birds to cease? Have your legislators forgotten your proud record as the freest country in the world? Or why, then, do they not set your captive wild birds free?"

Guiders can use their influence in many ways and by talking to their Guides of the freedom of our wild birds, if they take Dr. Munthe's moving appeal to heart; this may have far-reaching results as a generation of bird-loving children grows up in these islands, to whom the sight of a lark or linnet in a cage would be unthinkable and not to be tolerated.



THE DRESSMAKER BADGE

III.—EMBROIDERING A FROCK

By AGNES M. MIALL
(Diploma in Dressmaking and Tailoring).

HAND embroidery is one of the cheapest, as well as one of the prettiest ways, of trimming a frock or other garment. The cost of the working threads is very slight, and this adornment needs no renewal, for good embroidery lasts as long as the material—in fact, often outlasts it!

Handwork done with good threads, such as Arden's Star Sylko, also washes very well, and this is a valuable point for children's wear or for washing frocks and undies for older people.

There are two main ways of embroidering clothes. One is to employ a transfer or a definite spray or design marked out beforehand on the material. The other is to use repeat borders built up by combining simple stitches. In this case the pattern is evolved by eye or at most with one or two faint pencil lines as guides.

Both methods are good and have many advantages. But as anyone with an eye for colour and a knowledge of three or four very simple embroidery stitches, such as lazy-daisy, stem-stitch, satin-stitch and French knots, can work a transfer design, it is better for me to concentrate in this short article on the building up of your own patterns.

This is very fascinating work, because of the amount of individuality that can be put into it, and the way your feeling for colour and line continually improves with practice.

Charming borders can be built up on only one or two stitches, as you see by the effective pattern in the centre of the photograph, which is made from tacking or running stitch only. But naturally the more stitches you know the more variety and charm you can get into your embroidery.

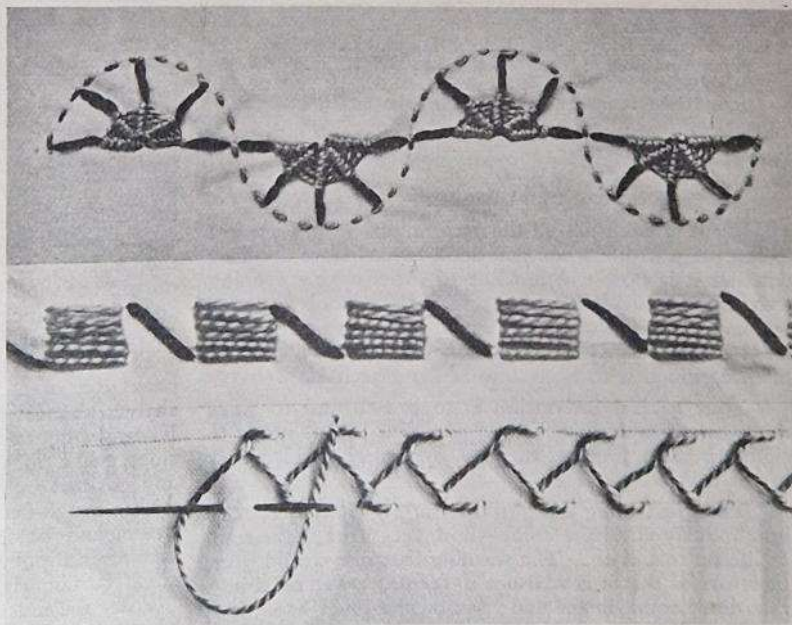
Here are working descriptions of some of the stitches most useful in this kind of embroidery:—

Tacking or Running Stitch needs no directions, for the needle is merely taken in and out of the stuff at even distances, so that the stitch and the space between it and the next are the same length. This stitch may be worked horizontally, vertically or diagonally, in single stitches or in blocks of three to six, as in the middle pattern in the photograph. Two or more colours may be used to get varying effects.

French Knot. This is very useful in border embroidery to set between tacking or other straight stitches. For instance, the tacking stitch border might be varied by a contrasting French knot being placed between the blocks of stitches instead of the single diagonal stitch shown. To make a French knot, bring the needle up to the right side of the stuff. Twist the thread once, twice or even three times round the needle, holding down the slack of the thread, above the part twisted. Push the needle through to the wrong side as close as possible to where it emerged, holding the thread down until it is all drawn through.

Wheel Stitch. Don't the alternated half-wheels at the top of the photograph make a pretty trimming? Work the spokes of the wheels in a darker colour than their filling and the outline of tiny running-stitches. Make a foundation for this border by lightly pencilling semi-circles round a penny, first one side and then the other of a straight line.

The five radiating spokes are five straight stitches taken outwards from the same centre point. Take one each way along the line, one upright at right-angles to it and two diagonal ones between. Then, starting at the



Top: Effective border of half-wheels. Centre: simple tacking stitch border.
Bottom: How feather stitch is worked.

centre, work round and round, overcasting each spoke by going back over it and then under it and under the next one. Work running stitch along the circle outlines.

Herringbone Stitch is very useful for its pretty crossed effect. To work it, pencil two parallel lines to guide the stitches. Bring needle through at one end of the upper line. Take the thread forwards and downwards to the lower line and insert the needle in a short *backward* stitch along that line. Continue back and forth from one line to the other.

A pretty border may be made by enclosing a row of French knots between two rows of herringboning. Use a different colour for the knots.

Featherstitch combines well with other stitches and is also very pretty worked alone as a simple decoration. You see it at the bottom of the photograph, being worked. It is really a form of buttonhole stitch in which the stitches are taken alternately on one side and the other. You will see this very clearly by looking at the photograph sideways, so that the needle is pointing downwards. Work this stitch very evenly. Keep the thread always *under* the needle and make the start of each stitch level with the finish of the preceding one on the other side.

If you try combining these and other stitches you know in various ways, on an odd piece of stuff, you will soon evolve pretty borders for your dressmaking. Embroidery of this sort can be worked round necklines, collars, and cuffs, hems and so on; but be careful, in your enthusiasm for a good design, not to overdo it.

A little beautifully worked embroidery, massed in one or two places, is much more effective than weak, poor stuff straggling all over the place. "Little and good" is the best motto for hand embroideresses.

Useful books giving stitches and ideas for dress embroidery are:—

A.B.C. of Simple Embroidery. 6d. Lady's Companion Household Series No. 5. Published by Newnes, Southampton Street, Strand, W.C.2.

Embroidery and Design. By Elizabeth Foster. 5s. Published by Pitman and Sons, Parker Street, Kingsway, W.C.2.

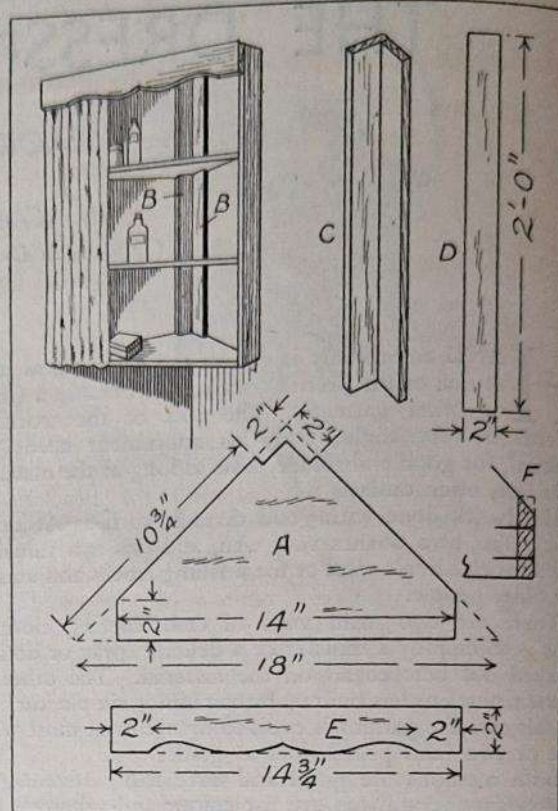
Simple Embroidery. By Elsie Mochrie. 1s. 6d., by post 1s. 8d., from Dryad Handicrafts, 42, St. Nicholas Street, Leicester.

Milestones

"When one has passed the 75th milestone and has got to that stage of life when you think twice before deciding whether it is now worth while to order a new evening coat, it is allowable for one to look back along the road one had travelled," the Chief Scout writes in *Lessons from the Varsity of Life* (Pearson's, 12s. 6d.), his own story of his life, which is to be published on March 18th.

"Your natural inclination is to preach and to warn other travellers of snags in the path, but isn't it better to signal to them some of the joys by the way which they might otherwise miss?"

"The great thing that strikes you on looking back is how quickly you have come—how very brief is the span of life on this earth. The warning that one would give, therefore, is that it is well not to fritter it away on things that don't count in the end; nor on the other hand, is it good to take life too seriously as some seem to do. Make it a happy life while you have it. That is where success is possible to every man."



Carpentry in the Clubroom

THIS useful little cupboard is intended to hang on a wall in a corner of the clubroom, a sliding curtain being provided to cover the shelves on which such articles as first-aid outfits or company gadgets can be stored. Wood $\frac{3}{4}$ -inch thick can be used throughout.

For the three shelves and the top, cut four triangular pieces of wood to the dimensions given in diagram A and plane each piece on both sides. Cut away the two front corners of each shelf, as marked, and also the back corner to take the back struts, B B, which are $\frac{3}{4}$ -inch thick. These struts are 2 feet long, one being 2 inches wide, and the other $1\frac{1}{2}$ inches wide. They are nailed together as shown in diagram C. The two side strips can be cut to the sizes given at D and then planed all over.

The back struts and side pieces can now be nailed to the shelves, after carefully marking on each side the position of the shelves, which, of course, should be spaced at equal distances apart. It is important to see that the shelves are parallel with each other.

Lay the shelves front part downwards, and plane the back part of each side piece to the same angle as the shelves, as indicated at F. The top front part, or pediment E, can be cut to the size given. After planing it on both sides, mark out the simple curved shape along one edge, and cut this out with a chisel. Remove the saw marks with a rough-cut file and finish with glass-paper. Before nailing this part in place, fix a light curtain rod on the inside face after slipping on the curtain rod about half a dozen small curtain rings.

After the finished article has been rubbed all over with glass-paper, it can be given a coating of satin walnut or light oak varnish stain. Finally, a little curtain of casement cloth or cretonne can be attached to the curtain rings.

A. J. BUDD.



PLAYS AND MUSIC

PLAYS.

Merely Players. By W. G. Fay. With a preface by Sir Barry Jackson. (Rich & Cowan, Maiden Lane, W.C.2. 5s.)

The author of this admirable book begins by explaining that "drama" means "doing"; then he proceeds to explain in a variety of interesting chapters how it is "done." One of the founders of the famous Abbey Theatre, Dublin, he is a professional producer, but it is easy to see that he has dealt considerably with amateurs. He knows their failings and their virtues, and he believes in them; he knows that first-rate work can be achieved by them if properly handled. He does not allow them to be daunted by the limitations of the village hall, for he knows what skill, ingenuity and enthusiasm can do. He gives the sort of practical hints on scenery, make-up, property and stage management that they need. One realises that a good production means work, but it need not mean over work. This little book, which shows the hall-mark of long and varied experience, is very heartily recommended to Guiders with ambition to produce plays.

K. S.

Five Robin Hood Plays. By Ronald Gow. (Nelson Play Book No. 205. 9d.)

The author, in his preface, will have none of the theory that the modern boy has ceased to worship his Robin Hood in favour of speed kings, gangsters, and crooks. He says you have still only to mention his name to a history class to send them off on stories at once; how he scored off the Sheriff; how he escaped from the wicked baron; how he shamed the greedy Churchman and so on. He still seems to be Sherlock Holmes and Raffles and a Knight Errant in one.

These plays are without sentiment. Maid Marian is dumped overboard or ever they begin, and no lesser female desecrates the list of dramatis personæ. Girls who act them must be boys for the occasion; but at certain ages there's nothing we like better. They have from five to a dozen parts. Each play is complete in itself and lasts about fifteen minutes. The songs, set to old airs, are printed (tune and words) at the end of this exceedingly cheap book.

K. S.

Seven Modern Plays for Younger Players. Edited with commentary and acting notes by John Hampden. (Nelson. 2s.)

This collection, like the *Six Modern Plays for Little Players*, is for children of eleven and twelve. *Silly Billy* is a gay little puppet play by Clifford Bax; Mrs. Mitchison's *Nix-Nought-Nothing* has already been played by Brownies a good deal, the type of pack that likes magic, particularly the magic of words; *Wireless and Such Like* would appeal to boys, perhaps, more than to girls; *The Grand Chant's Diamond* is so skilfully written that children, properly produced, acting with the right "pace," could make a very good thing of it. *On Board the Golden Hind* is the well-known play by Sir Gilbert Parker on the Doughty-Drake incident. Sea Rangers who are always searching for plays of their own particular flavour should take careful note of the editor's advice on its production. There is a playlet in the Chinese fashion, and the book ends with *Saul and David*, a chronicle play arranged from the Authorised Version of the Bible by Mona Swann. For this the authoress has herself supplied some admirable notes on its production.

K. S.

SINGING GAMES.

Traditional Singing Games from Scotland and the Border. Collected by R. Cowan Douglas and K. M. Briggs. (The Golden Vista Press, Fetter House, Fetter Lane, E.C.4. 1s.) Stocked at Headquarters.

The collectors of these singing games have taught them successfully and delightfully to Brown Owls all over England and Scotland in their travellings as Great Brown Owl and Eagle Owl. Some of us, however, have inaccurate memories and unmusical ears: we are apt to forget that there are just two ways of singing a song, one wrong and the other right. Possibly the godmothers of these games would hardly recognise their children if they heard them after a year or two of passing on. Here they are written out under their charming titles: *The Dusky Bluebells*, *The Big Ship*, *The Soldier's Joy*, and the rest of them, with clear directions how to play them. Many of them are already proved favourites with the Brownies.

K. S.

A TOY SYMPHONY.

A Toy Symphony on American Airs. For voices, toy instruments, with piano and strings. By Heller Nicholls. (Oxford University Press. Score 2s. 6d. Parts 6d.)

A toy band does not produce the most beautiful of music, but it is great fun to play. The cuckoo may possibly be called melodious, but the rattle has no pretensions that way; and yet it is the rattle which will, every time, be the more popular from the point of view of the performer. It is perhaps the large proportion of noise and effect to the little effort expended which is so encouraging and invigorating! That is the secret of the fun; a toy band produces a maximum of effort for a minimum of skill and effort. Only the piano, the strings, and the conductor really must have some musical education, though musical talent is not thrown away on any of the other instruments, and while amusing to play, a band of this sort is excellent practice in team work.

The Toy Symphony on American Airs is very suitable as a fast piece. The tunes—Yankee Doodle, Marching Thro' Georgia, Swanee River and others—are all well known, and this will greatly help a new band with the difficulty of time and rhythm. Many of the instruments can be concocted at home, but Barnes and Mullins, 3, Rathbone Place, Oxford Street, W.1, keep all of them in stock.

R. B.

A CANTATA.

A Festival Cantata. (Paterson's Publications. 2s. 6d. Staff only, 8d.)

Mr. Bach and Mr. Handel are seen bowing to each other in stately accord on the cover of this book. They have chosen the music they consider most suitable for the young and combined it into a festival cantata with the help of Ernest Read and J. Michael Diack.

Some very delightful songs from the Peasant cantata and many other sources come together and make an excellent whole, full of contrasts.

K. S.

A SONG.

Hannibal. Words by Eleanor Farjeon. Music by Martin Shaw. (Cramer. 4d.)

The very song for a camp fire. Words that take no time to learn, with a rollicking rhythm of their own, and a tune that sings itself.

K. S.



The Bookshelf

ON THINKING.

Reading and Thinking. Edited by Richard Wilson, B.A., Litt.D. (Nelson, Introductory, 1s. 6d.; Book I, 1s. 8d.; Book II, 1s. 10d.; Book III, 2s.; Book IIIA, 2s. 3d.; Book IV, 2s. 3d.; Book V, 2s. 6d.; Book VI, 2s. 10d.)

"I have been happy thinking," says Robert Burns. How fortunate he seems! We have less time in these days for this once popular occupation and most of our thinking is done for us. But according to Dr. Wilson one can still be fitted with a thinking cap if one is caught young enough. Here is his method. No use just to read your stories and your verses of poetry and look at your pictures; you must use your wits and consider them. What do you like? What do you see? What do you hear? Would you have done it? Answer, please.

In the Introductory Book for very small people you read: "Thank you, pretty cow, that made Pleasant milk to soak my bread," and at once draw a spotted cow for the Noah's Ark; you read the story of the Fox who Lost his Tail and try to answer this perplexing question: "Is this story true?"

Then, when you are rather older and come to Book I, you have perhaps a Velasquez picture (beautifully reproduced in colour) and you are asked to consider why you like it, how the colours blend, what the people in it are doing, and so on. By the time you reach Book II you are expected to give really thoughtful answers. You read a bit of condensed "Water Babies," and think, "Are there any boy sweeps now? How do you think they used to sweep their chimneys? Which boys would make the best sweeps?" And the third book would be stimulating to a mind of any age with its scraps of real poetry, fables, stories, playlets and reproductions of not too well-known pictures. You are asked, for instance, to listen in Coleridge's "If I had but two little wings" for the sound of a flying bird; for the "staying here" when the flying stops; for the feeling of loneliness in another line; and for the lovely laziness of the last line of all,

"Yet, while 'tis dark, one shuts one's eyes
And still dreams on."

Like Burns, you should be happy thinking thoughts like these.
K. S.

OUR ENGLISH HERITAGE.

Men and Women of Plantagenet England. By D. M. Stuart. (Harrap, 5s.)

Men and women of Plantagenet England seem rather distant and unnecessary to the lives of the busy Guider. We are apt to dismiss past history as a school subject, forgetting that it still colours our lives, and could enrich our imaginations if we gave it a chance. How many more of the interesting details that flutter unremembered past the ears of sightseers when guided round such places as Fountains Abbey, Canterbury, Warwick Castle or Winchester College, we would remember, if only we had some mental back-cloth of mediæval times on to which we could pin them.

Do our Guides want to act historical scenes? Do we aim at producing a mystery play? It is so easy to get "atmosphere" by little touches of dress and "properties" if we have such a knowledge as this book provides, as a foundation on which to build. Story-tellers know well how a story's success depends on their power of visualisation.

To such of them to whom Plantagenet times are a muddled blur of knights fighting, ladies in castles, and beautiful cathedrals, the reading of this book should prove a revelation.

The writer has managed to cover her vast canvas in its general outlines, while describing the lives of villains or nuns, princes or merchants with just that amount of humorous detail which builds up the picture without confusion. We realise with a pleasurable shock that our ancestors were human after all, when we hear of Robert Goodgroom, who "was such a stickler for his dinner-hour that never, under any circumstances, would he take up his tools and begin again until the clock should 'smyte'."

For 5s. this book is excellently produced, and well fulfils its purpose as a guide for the ordinary reader interested in our English historical heritage.

M. L. B.

ADVENTURE.

Sea Escapes and Adventures. By "Taffrail." (Nautilus Library, Philip Allan, 2s. 6d.)

Sea Rangers will find a special interest in these fourteen tales of heroism and adventures on the high seas.

All the stories are true, and they are arranged in chronological order, beginning with a tragic account of the sufferings and privations endured by the survivors of the sloop *Peggy* in 1765; and ending with the gallant attempt of Hawker and Grieve to cross the Atlantic by sea-plane in 1919.

There is an enthralling description of Shackleton's Antarctic expedition in 1914; while those who are more interested in bygone days will find a thrill in the story of how the *Juno* escaped capture at Toulon, during the French Revolution, when she sailed into the inner harbour by night, unaware that the port had fallen into enemy hands.

The book is written in a clear, terse style, and with the attention to detail and accuracy that is characteristic of "Taffrail's" work. It should appeal to all lovers of adventure.

B. M.

STORIES AND LEGEND.

The Saints Animals Annual. By Cicely Hallack. (Burns Oates, 4s. 6d.)

A delightful book, big print, plenty of attractive pictures and a cover on which birds, beasts and children all seem to be on the happiest terms. And indeed they are on the happiest terms in this story, for a charming family of children come out by night (not perhaps a habit to be encouraged in everyday life, but this is not an everyday book), and meet the animals who have had to do with Saints, such as the Wolf of Gubbio, tamed by St. Francis, the Lion of St. Jerome, and other creatures who live in the pages of holy legend. Birds are there too, and fishes, for did not St. Anthony preach to the fishes? The children as well as the animals have stories to tell—all about living creatures, of course, birds, beasts or fishes. Some of the stories are just pleasant nonsense stories which have no connection with saints. There are poems there, too, from Chesterton and Katharine Tynan and others, so it is quite a book of "all sorts," with the thread of continuity running through it, represented by the children and the animals who tell the stories.

F. R.

NEW IDEAS.

More Spare Time Activities. By "Gilcraft." (Pearson, 2s. 6d. cloth, 1s. 6d. paper.)

Ideas! New ideas! I suppose that is what we all crave most in our Guiding to-day. Ideas which will help us to dress up the old matter in new clothing. There are plenty of new ideas in this latest of the Gilcraft publications. It covers a large field and suggests many fresh adventures.

The first part of the book is devoted to camp tips. I have seen a skin notice board such as is described on the first page in one of our own Guide camps. But—it was made for us by Don Potter himself. Now we can all make our own.

Light-weight campers will welcome the hints for making canvas buckets and basins, and I prophesy that the shower-bath will prove the latest innovation in the best run camps next season, provided we have a heat wave. In the second part of the book the hints on side-shows, costumes, sandle making, etc., should prove useful to those for thinking of producing a dramatic entertainment, and the suggestions for carving of various types and basket making should also assist those who are thinking of a sale of work. Altogether a very helpful book.



A MOTHER'S POINT OF VIEW.

To the Editor.

DEAR EDITOR,—I am the mother of a Guider who regularly takes your wonderful monthly paper and finds great interest and pleasure in reading most of its contents. Because you seem to print letters on all and sundry kinds of helpful hints, I wondered if a real trouble of quite a few mothers whom I know, and so probably others whom I do not know, might be brought to Guiders—one which should never occur if each lived up to the high standard they endeavour to attain and set out by their laws.

I feel my daughter is quite representative of a good officer of the movement—conscientious, perfectly straight—a splendid example to those in her care and beloved by all under her, but so immersed in her work that she sees very little world outside it. She has been lucky in having had all the sympathy from both of her parents in her upward climb. We have always encouraged her highest aims and activities—have helped her settle her troubles and joined in her joys.

The question we now ask: “Are we going to share in the results?” This last Christmas, with its work, its preparation, its fun, has made us doubt it, for they seemed not to exist for her. No help was forthcoming; no suggestions made; any joining in was a bore; all possible time that could be squeezed in was spent in the open—a very great disappointment to me.

I know this trouble is a very real one to several mothers known to me and so probably to others further afield. Could I suggest that Guiders should realise that their Movement is only one in the great scheme of things necessary to the well-being of civilisation, and that those at home and immediately around them should share their Guide ideals first and foremost, and that other people and activities must be noticed even if not arousing their interest?—Yours etc.,

A MOTHER.

HATS AND STOCKINGS.

DEAR EDITOR,—From time to time Guiders have told me how very much the Rangers and older Guiders dislike wearing their Guide hats. Particularly this seems to apply to town companies, and wherever there has been any difficulty in getting these girls to come to their meetings in uniform, the real objection always seems to come down to this.

It would be interesting to hear from other Guiders whether the question really is a very vexed one, and what alterations could be suggested.

Should a change from the present Guide hat ever be contemplated, a navy blue beret would, to my mind, be practical, neat, inconspicuous, cheap and becoming (in a girl's Movement one may surely consider the last mentioned, may one not?).

And if a big change like this, why not a little one? Personally, I have always wondered why brown shoes and stockings have not long ago been supplemented for black. When Guiding first started it was *de rigueur* for all small girls, and even their elder sisters, to wear black stockings. Nowadays black stockings and even shoes are surely a rarity and must add greatly to the expense of the Guide's uniform.

We wear brown belts and gloves, so why not brown shoes and stockings? If the latter were stocked by Headquarters the only real point against them would be overcome, that of having them uniform in colour. Country companies who have to compete with dusty roads would certainly recognise their practicalness.

I believe Guiders as well as Guides would appreciate this last suggestion.—Yours, etc.,

LORIMER OLIVER,
District Commissioner, British
Guides in Belgium.

THE EDITOR'S POST BAG

We regret that we are unable to print more than a selection from the letters that reach us each month. Correspondents are therefore asked to make their remarks as briefly as they reasonably can, and are reminded that in no case can letters be printed unless accompanied (not necessarily for publication) by the name and address of the sender.

RANGERS AND CUB PACKS.

DEAR EDITOR,—I think you may be interested in a sentence from the Pembrokeshire Scouts' annual report recently submitted to this office. It reads: “The help given us by Ranger Guides as Cubmasters and Assistant Cubmasters is invaluable, and were it not for them, many packs would cease.” To which I would like to add, that though other counties have not specifically mentioned it, this help is forthcoming everywhere in Wales, and we are more than grateful for it.—Yours, etc.,

H. A. GRAY,
Secretary, Welsh Scout Council.

BASSE PYRÉNÉES GUIDES.

DEAR EDITOR,—May I appeal through the columns of THE GUIDER for help for the Basses Pyrénées District, particularly anyone who would come to the rescue of the 1st Pau Company, which is at present without any Guider and has had to suspend its meetings.

Biarritz and St. Jean de Luz are also badly in need of Guiders and I would be most grateful if anyone intending visiting any of these places, who could spare a little time, would communicate with me before leaving England. Even temporary help would be greatly valued and appreciated, by the one Guider who is carrying on entirely alone.—Yours, etc.,

MARY L. CUNINGHAME,
District Commissioner, Basses
Pyrénées District.

37, Queens Gate, S.W.7.

CONCERNING CRITICISM.

To the Editor.

DEAR EDITOR,—I wonder if other Guiders have heard the following comments and criticisms of Guiding? They have come my way rather forcibly of late, and I would be glad if you would allow me to bring them into the open so that Guiders can consider them and decide if they hold any truth.

(a) That there is a growing tendency among Guiders to make a god of Guiding. Instead of considering it as a game, and a good game, to help children, they seem inclined to monopolise it for their own ends. They seem unable to look beneath Guiding to its foundations.

(b) That Guiding is, in some cases, used as a spiritual narcotic; a refuge for those who are going through that stage of spiritual unrest common to most of us—a doubt in the existence of any Thing or Being beyond themselves. To avoid facing these doubts, it has been suggested that instead of *thinking*, Guiders get busy *doing* things, and pin any faith they have to Guiding, as an end in itself instead of a means to an end.

(c) That being afraid of their own lack of any real Faith, Guiders are inclined to shelve the responsibility of teaching the first promise to the children, mentioning it only before enrolments, naturally suggesting to them by this apparent lack of interest in the subject that “God doesn't matter much, anyway.”

(d) That we are all cowardly on the subject of the first promise, and take it too much for granted; from Commissioners, who might, perhaps, help Guiders more before giving them their warrants, at least by letting them know that they are as welcome to discuss the application of “Duty to God” in the company or pack, as any other matter, to Captains and Brown Owls, who might for the sake of the children, try to overcome their shyness with Lieutenant or Tawny on this subject, so that all the way through Guiding, First things should come First.

(c) That a number of Guiders, and perhaps Guides and Rangers as well, are allowing themselves to be sucked into a kind of whirlpool of Guiding, gradually strangling their sense of balance and vision, until it becomes such a danger that they can't emerge.

Of course, no one can doubt that many of us have found faith, balance and vision through Guiding, but there is an old saying, "There's no smoke without fire."

Have any other Guiders come across the smoke?—Yours, etc.,
F. C.

NATURE FOR THE SECOND-CLASS TEST.

To the Editor.

DEAR EDITOR,—I should be interested to hear how other companies interpret the new nature test for the Guide second-class badge.

There seems to be a difference of opinion as to whether the Guide must discover the "something of interest" entirely by herself or whether she may be helped, indirectly, by her Captain. Also, I should be glad to know what standard of interest is expected. Is it sufficient, for instance, for her to notice that the primrose is just in flower?

Then, having discovered the thing of interest (about a plant, let us say, of which she has been told the name), must she hunt round the district for a similar plant to "recognise"? Or is it sufficient to describe the creature and its surroundings?

Also, has she to show her captain the actual thing of interest or is it sufficient to show the plant or animal and say what happened?

My own method is as follows, but I am not satisfied with it for several reasons:—

The Guide must first discover the interesting point about a certain living creature. The Court of Honour then decides whether this point is of sufficient interest to pass. Then I have to go all round the country searching for similar creatures for the Guide to identify and then take her to the neighbourhood in which they may be found. This method is so difficult both for the Guides and me that we are rapidly losing our sense of proportion over the whole matter.

I should be very glad if you would print this letter in THE GUIDER and am hopeful of receiving some help in my perplexity.—Yours, etc.,

GWEN BARTER,

Captain, 15th Leytonstone Guides.

SHEPHERDS' PIPES.

To the Editor.

DEAR EDITOR,—You were so kind as to publish a letter of mine relating to making shepherds' pipes a year ago, when I first started to teach this craft to Guiders and Guides. Since then I have taught, in classes and by correspondence, many hundreds of Commissioners, Guiders and Guides in various parts of the country, and I have sent pipes with instructions to many Dominions and Colonies of the Empire. I now should like very much to know whether my teaching has borne fruit. Will some of my late pupils let me know how they are getting on, and whether they succeed in surmounting difficulties?

If you were kind enough to publish this letter in THE GUIDER, I should be very grateful, for it would be seen by those I have taught, and I trust that my request for news will have some response.

Yours, etc.,

E. M. G. LIDDELL.

THE SPECIAL NEED.

To the Editor.

DEAR EDITOR,—Many years ago I heard Miss B. Picton Turberville tell this story to emphasise God's special need of every special person He had created. It forms such a beautiful corollary to Professor Jacks's interesting article on Discipline that I venture to send it to you.

Many years ago the Philharmonic Orchestra of a country town practised with great diligence for their annual concert. A world-famed conductor was to lead them on the night. In the score there were eight bars solo for the flutist, who was a well-known and popular member of the society. Two days before the concert he fell ill and the local conductor previous to the afternoon rehearsal told this famous conductor that they had decided to omit the flute. The great man demurred. "Is there no one?" he said. "The passage is beautiful—it will be a great loss." "Well, sir," was the reply, "there is a little fellow of nine, a marvellous little musician in this town, but we did not like to suggest such a child to you."

The conductor sent for the boy. At the rehearsal he played divinely and to his intense pride he was engaged for the evening. But alas! the concert was long and the hall grew hotter and hotter—the flute was only needed twice, the flute solo was nearly at the end of the glorious finale and every member of the orchestra had been at highest tension for some time. The little lad perched among the many strange faces with nothing to play for two long hours grew weary, sleep overtook him. To the orchestra the eight

bars of silence only made them play the better—no one disturbed him, and the child woke to find one kind violinist packing up and standing near. Realising his failure the little lad burst into tears. "Is it all over?" he wailed, "and I never knew." "Don't worry," said the man, "Nobody missed you, my boy. Yours was only a very small part."

The next morning the great conductor sent for the boy. "Where was the flute, laddie, last night?" Tremblingly the boy explained he fell asleep, and added, "But, sir, they told me it didn't matter, no one missed me." "I missed you, my boy," was the answer. "The great master who wrote that music needed the flute bars, I missed you."—Yours, etc.,

HELEN MALCOLM.

THE FITNESS OF THINGS.

To the Editor.

DEAR EDITOR,—As I am acquainted with the Guider who taught "The King was in his counting-house" to the tune of "O Come, all ye Faithful," may I say in her defence that before the meeting she asked the opinion of several Guiders, three of whom held senior positions, and not one of them saw any objection. May I further add that no protest was made at the time, though quite a large number came and thanked her afterwards for the Training she had taken.—Yours, etc.,

NORA M. BLAICKLOCK,

Assistant County Commissioner for Middlesex.

LOYALTY.

To the Editor.

DEAR EDITOR,—The following few words upon the subject of loyalty have come to my notice. They struck me somewhat forcibly when I read them, and it has since occurred to me that perhaps some other readers might be interested. They are written by Elbert Hubbard.

"If you work for a man, in Heaven's name work for him. If he pays you wages that supply your daily bread, work for him; speak well of him; stand by him and stand by the institution he represents. If put to a pinch an ounce of loyalty is worth a pound of cleverness. If you must vilify, condemn and eternally disparage, why, resign your position, and when you are outside condemn to your heart's content. But as long as you are part of the institution do not condemn it. If you do you are loosening the tendrils that hold you to the institution, and the first high wind that comes along you will be uprooted and blown away in the blizzard's track, and probably you will never know why."—Yours, etc.,

Holt, Norfolk.

M. N. BULLEY.

BROWNIES AND THE SECOND-CLASS TEST.

To the Editor.

DEAR EDITOR,—In this (February) issue of THE GUIDER, "A Disheartened Lieutenant" feels that Brownies who have gained the Brownie Wings and have had some experience of passing tests do not succeed in "tackling the Second-Class test" with the right spirit. I have had the same difficulty with my new recruits, and cannot help feeling that it is due to the fact that a Brownie who has "reached the summit" (as it were) resents having to start again. When a Guide goes into the wider sphere of Rangering, she is old enough to see that it is the knowledge that counts and not the visible results of the knowledge, i.e., badges.

A Brownie generally dislikes leaving the pack, and this dislike is more apparent when that Brownie has been accustomed to being the most "looked-up-to" girl in that pack. One who has not had badges in the past is probably very keen to get some while she is a Guide, and to that end she will work hard.—Yours, etc.,

COUNTRY GUIDER.

To the Editor.

DEAR EDITOR,—The experience of a "Disheartened Lieutenant" is not the experience of captains and lieutenants in this district, who declare that the Brownies who "fly up" to the company make good Guides. Brownies need to be taught that to "Go On" is part of the real adventure of Guiding; that as they have progressed are to be achieved in their Guide career. The Wings themselves are a constant reminder to Play the Game.

May I suggest that much depends on the way Brownies and Children have not the steady concentration of the adult and they need variety of action and interest in their work; and the Guider Brownies or Guides and quicken their interest in what lies before them as members of a world-wide Movement.—Yours, etc.,

A BROWNIE SECRETARY.



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TRAINING.

To the Editor.

DEAR EDITOR,—I have been very interested in the correspondence about training and should like to put my very humble and undistinguished opinion before you. I have been a Guider for twelve years; for the last nine as a soldier's wife I have travelled about, and have been Brown Owl, Cubmaster, Captain, Scoutmaster and District Commissioner in various places, and have therefore seen Scouts and Guides from all aspects. The vital thing lacking to my mind in our Guide trainers and training is a sense of humour! Women are so inclined to be overcome with a sense of terrible and overpowering importance when they put on a uniform, and I think we could well take a few hints from our brother Scouts' outlook and training.

A good example of our lamentable lack of humour is the correspondence on campfire *v.* camp-fire, blackbird *v.* black-bird. Surely in these times we can find better things to occupy our thoughts. Do let us leave such petty things alone and "Look Wide" and again "Wider" over this troubled world we are trying to "guide" into calmer waters.

The best Guide company I know have run themselves for two years with no Guider at all, their sleeves are rather empty of badges, their drill is not equal to that of the Brigade, but they are courteous, loyal, keen and tidy, they do not forget their God at the beginning of each meeting, or their King at its close; they run their own Brownie pack, finances, and entertainments. They are what I am sure the Chief Scout dreamed all companies and troops should be. I take off all my hats to them, and pray no over-efficient Guider will arise to make them over-efficient Guides.—Yours, etc.,

WANDERER.

To the Editor.

DEAR EDITOR,—May I put in my oar on two subjects, under much discussion at present?

Firstly. About this training business! I think our present Diploma'd Guiders are really very wonderful in the way they do mix their programmes, and vary them, considering the same one has to face the same crowd about once a year. Naturally, some are better than others, some have more personality, some more efficiency, some more imagination, some can sing and some cannot, but whatever they are, or can do or cannot, I have never come away from a training day without "getting something," and from a week at Foxlease with a great deal, so it does not much matter how the cards are dealt. To quote a well-known advertisement for petrol. If they had not "got that little something the others haven't got" they would not be Dips.

Now to get on to "The king was in the counting-house." I think it was a horrible thing to teach that to the tune of the *Adeste Fideles*. I know they must always associate that hymn with a training day. That isn't too bad an association, but some may have passed it on to their Guides, and terrible associations may now be connected with it. They may have taken it home and there may have had it manufactured into something much worse. I have heard of some perfectly good Guide songs being made into horrid ditties by the children's older brothers or sisters. I know in my extreme youth in 1918, when I was driving Army cars, we had a ridiculous song about our Corps to the tune of "The church's one foundation." Whenever it is sung in church I see many odd scenes, one particularly, after Armistice, when we had been "splicing the main brace." Now is that a nice picture to see in church?

I know many Guiders say one should be able to control one's mind, but some people can't. It is the same with John Brown's Body or the Battle Hymn, always, always, do I think of camphorated oil!—Yours, etc.,

Alderley Grange, Wotton-under-Edge, Glos.

T. LYONS.

To the Editor.

DEAR EDITOR,—I do most thoroughly agree both with Miss H. B. Davidson and Miss M. Drewe; we Guiders do need definite teaching. In the old days I took reams of notes, and these I still refer to, and get solutions for my present day problems, whereas nowadays I never get notes on Training Days, it seems all discussion and no solution.

Another thing, in the old days we were put into patrols for the day, and marks were given (as with Guides), and we put our backs into it, and did our best for the patrol; now we are told—a stalking game; "Count up all noises heard and at the end add together total." . . . game finished, all busy adding up. "Now, if Guides were playing you would award the game to . . . as it is, we will play something else," and all our keenness drops and we are made to feel how childish we were to add up the marks. We loved the spirit

of keenness it developed, and how Leaders greeted one with: "What are you good at?" At once one was made welcome into the group; to-day one really does not (sometimes) know who is leader until halfway through the morning.

Please let us have definite teaching sessions, and practical.—

Yours, etc.,

"NOT A PREHISTORIC GUIDER."

THE CAMP FIRE.

To the Editor.

DEAR EDITOR,—In these days when we are more than ever encouraged to look wide, and to keep the spirit of Guiding from drifting into ruts and stereotyped channels, it strikes me as extraordinary that so much print and discussion can be squandered ordinary that so much print and discussion can be squandered (and I add to it now!) concerning the hyphen in camp-fire. I agree that so far as correct English is concerned it is an interesting question, but the world seems so large and the hyphen so small, that one doubts if the one can have much effect upon the other. Surely it is not the method of pronunciation that gives us that especial atmosphere born of the ceremony, but the way in which the latter is carried out, and the Guide who "dashes off to camp-fire" will dash off just as carelessly to "the camp fire."

In the same way Nomad's "newcomers to Guiding" will soon find out for themselves, and without Fowler's help, whether ours is just "a ceremonial peculiar to Guiding" or the bigger thing which we hope it to be. And poor as my opinion may be, I cannot see how it can help "the bigger thing" to tie up the symbol of it in red tape, with or without the hyphen between its elements.—Yours, etc.,

URSULA MORAY WILLIAMS.

North Stoneham House, Eastleigh.

To the Editor.

DEAR EDITOR,—As one who has been living out of England for nearly 10 years, it was somewhat of a shock to learn, in the February GUIDER, that the words "camp fire" which conjure up so many happy memories, have now become "camp-fire."

If it is necessary, or advisable, to coin a new pronunciation, why not use the one word "camphor"! The difference is very slight.—Yours, etc.,

D. M. BUTLER.

Valencia, Spain.

COPIES OF "THE GUIDER."

(Owing to the increasing number of offers of old copies of THE GUIDER, and of the limited amount of space on this page, such offers will, in future, be inserted on the Classified Advertisements page, half rates only being charged for offers of free copies.—ED.)

To the Editor.

DEAR EDITOR,—I have a complete set of THE GUIDER for 1930, and for 1931, and for 1932 minus the January number. Do you know of anyone who would like to have them—free? I will send them to the first applicant.—Yours, etc.,

MARION T. LEE.

School House, Dover College, Dover.

To the Editor.

DEAR EDITOR,—Owing to the huge demand for the old GUIDERS that I offered in December, it has been quite impossible for me to reply to each one. I sent them to the first letter opened on December 2nd. It is hateful not being able to send to everyone, but I have had over 40 letters and many wires.—Yours, etc.,

JOAN ELKINGTON.

Amerie Court, Pershore, Worcs.

To the Editor.

DEAR EDITOR,—I have a complete set of THE GUIDER for 1932, which I shall be pleased to send to anyone to whom it would be of use, upon application.—Yours, etc.,

(Miss) Y. BARRE GOLDIE.

The Old Rectory,
Brampton, Huntingdon.*To the Editor.*

DEAR EDITOR,—I have copies of THE GUIDER I have finished postage.

They are: 1928, 1929, 1930, 1931 and 1932, each year complete Will you please publish this.—Yours, etc.

15, Brassey Avenue,
Hampden Park, Eastbourne.

(Miss) GWENDOLEN FOX.

March, 1933]

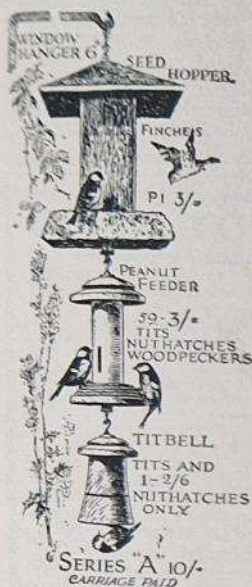
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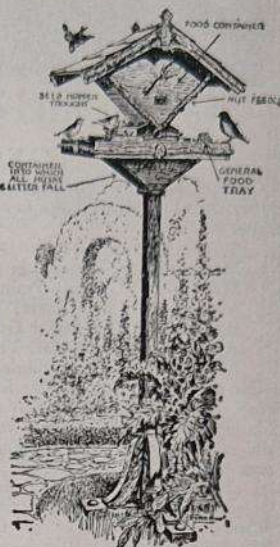
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- Mar. 21-28. General Training.
- Mar. 31-Apr. 7. General Training.
- Apr. 13-20. Diploma'd Guiders' Conference.
- Apr. 25-29. Woodcraft Training.
- May 2-9. General Training.

No application will be taken for the following week until March 10th. County Secretaries may apply for special vacancies between March 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.

- May 12-19. General Training.
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|------------------|-----|-----|-----|-----|---------|
| 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.

During the winter and early spring when training weeks are never so full, the Guiders who have already been to Foxlease for training have a good chance of coming again without having their names put on the waiting-list.

DIPLOMA'D GUIDERS' CONFERENCE.

All applications for this week must be sent in to the Guider-in-Charge, Foxlease, before April 1st, after which no applications will be considered.

CAMPING.

All applications for Camp sites at Foxlease must be sent in through the Guider's District Camp Advisor. No camps of over 50 may be held.

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 inquiries to be sent to the Secretary.

FOXLEASE GARDENS.

Orders may now be booked for Spring delivery of: Sweet Peas

at 10s. per 100; Chrysanthemums at 2s. 6d. per dozen; Lupins at 8s. per 100; Delphiniums at 8s. per 100; Tomato Plants at 25s. per 100, etc. All orders will be gladly received, and should be sent direct to The Head Gardener, Foxlease Gardens, Lyndhurst, Hants.

PRESENTS.

Song-book, Miss Sutherland; Sheets and pillow-cases for Staffordshire room, Mrs. Brown; Books, Lady Suffield; Broom for barn, Miss Burdge; Clock for Wiltshire room, Mrs. Leech.

WADDOW

DATES.

- Mar. 3-10. Ranger Guiders' Training.
- Mar. 14-21. General Training.
- Mar. 24-31. Brownie Training.
- Apr. 13-20. General Training. Easter.
- Apr. 25-May 2. Country Dance Week.
- May 5-12. General Training.
- May 16-23. Woodcraft Week.
- May 26-30. General Week-end.

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, Clithorne, 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.

CAMP SITES.

Applications for camp sites, giving dates and approximate numbers and with a booking fee of 2s. 6d., should be sent to the Secretary. Waddow has three camp sites with drinking water laid on. The North Riding and Canada sites include a permanent shelter. The usual permission forms are necessary. Applications for the Cragg should be made through the County Commissioners. There are specially low terms for this Site.

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.

Plants, Mr. and Mrs. Percy Birley; Book, Miss McConnell, Belfast; Honey and Rock Plants, Miss Cowie, Banffshire; Book, Miss Irving, Victoria, South Australia; Bird House, Miss Shadden, and Miss Hamilton, Durham.

CAMP EQUIPMENT

EVERYTHING THAT IS MADE BY
EVERY MAKER THAT MATTERS
CAN BE SEEN AT THE

National Exhibition of Camping, Hiking and Allied Sports

Thursday, Friday, Saturday, April 27th, 28th, 29th,
Imperial Institute, South Kensington.

(Cheap Fares from the Provinces on Saturday).

Guide Companies may purchase 50 Tickets for £1 (thus getting 10 Free Tickets) on application to the Organiser, Hugh Shayler, Camping Club, 2-3, Greville Street, Holborn, E.C.1.

GUIDE YOUR COUNTRY!

with a performance of Hugh Mytton's Empire Guide plays
"Britannia's Pudding" or ("Buy British!") shows how
Britannia conquered "Collywobblers," "Gurgles" and "Gulps," the deadly
demons of Indigestion. (Book 1/-), and
"The Masque of Empire" (Book 5d.), the World-famous Guide
Play with its simple, thrilling story, patriotic songs and dances.
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.
"Go forth, brave hearts, and Guide!"
"SHOULD BE PLAYED BY EVERY COMPANY IN THE COUNTRY."

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

Also SHADOW PLAYS

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.

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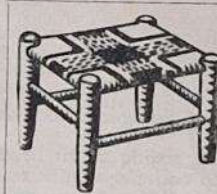
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MORE STORIES AND HOW TO TELL THEM
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A new leaflet of instructions (Dryad Leaflet No. 86, price 6d. (by post 7d.)) for making a range of designs by new methods of working will be ready about the end of February.

All Guides should possess our 280-page illustrated Catalogue of materials, tools and instruction books for this and forty other crafts. Post free 4d.

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1 1/2 lbs.
4/6

KNITTING WOOL BARGAIN BUNDLES

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Odd lots 1 lb. to 2 lbs.
Steel Grey 2/4
Colours from 2/11 lb.
White, Navy, &c., 3/4 lb.

3
lbs.
9/-

Guiders' COATS and SKIRTS
50/-, in superfine lightweight
baton coating serges. Girls'
COSTUMES from 39/6.
BLAZERS, &c., to measure.
Pure Wool Serges from 2/8
to 23/6 per yard.
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Brown Bargain Blankets
for 5/11 each. All wool.
Excellent for Camping.
Three post free. 60 x 90 in.
About 34 lbs.

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received. Highly satisfac-
tory."—Mrs. J., Sheffield,
10/1/33.

"In 1913 I had a coat and skirt from you; it is just like new yet;
of course, it is your everlasting serge."—Mrs. F., Canada, 10/1/33.

Patterns, Measurement Forms, etc., sent with pleasure.

EGERTON BURNETTS, G. W. Warehouse, Wellington, Somerset.



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, February 14th, 1933.

PRESENT:—

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

By Invitation.

Mrs. Housion Craufurd.

In Attendance.

Miss Talbot.
Miss Hanbury Williams.
Miss Montgomery.

It was reported that Lady Butler, Provincial Commissioner for the Central Provinces, had been appointed Chief Commissioner for India. By virtue of this office she was appointed a member of the Council of the Association.

It was agreed that a delegate of the Association should attend a meeting of the Quo Vadis Council, which will assemble at Our Chalet from June 3rd-12th, 1933, to discuss details of a scheme for international training.

The date of the Annual Meeting of the Council was fixed for Friday, April 21st, when Her Royal Highness the Princess Royal hopes to be present to take the Chair.

It was agreed that the verbatim report of the speeches given at the recent Conference in connection with Guiding in Schools should be published in pamphlet form.

The question of the possibility of suggesting means by which Rangers and Ranger Guiders might help unemployed girls was discussed. It was agreed that this subject should be brought up at the County Commissioners' Conference on March 15th.

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 March 14th, at 2.30 p.m.

AWARDS

Certificate of Merit.

Ranger Dorothy Palmer, 1st Earlsfield Company.

"For courage in going to the rescue of a man who had a fit and fell unconscious from a punt into the water at Kingston-on-Thames on July 24th, 1932."

Patrol Leader May Kent, 1st Farcham Rangers; 1st Hampshire Post Rangers.

Patrol Leader Gladys Maxey, 1st Gringley Company.
"For Fortitude."

Red Cord Diploma.

Miss R. Ward, of Denbigh.
Miss G. Watts, of Norfolk.

Blue Cord Diploma.

Miss N. Cochran-Patrick, of Ayrshire.

Eagle Owl Diploma.

Miss J. Prentice, of Glasgow.
Miss K. Troup, of Oxford.

Badge of Fortitude.

Guide Joan Crook, 3rd Devon.
Guide Norah Hazeldine, 4th Alton Extensions.
Guide Rosina Friend, 4th Alton Extensions.

Gold Cords.

Ranger Ivy Jolley, 1st Wolverton.
Company Leader Joan Barrack, 1st Harlow.
Company Leader Kathleen Kinsey, 2nd Sydenham.
Patrol Leader Peggy Painter, 1st Harlow.

Alterations to Rules CAMPING

RULE 67. Para. 1. Line 1.

Delete from "Camp Permission forms" . . . "eyes of the public."

Substitute:

"Applications for permission to run any form of Ranger or Guide camp or holiday must be made to the District Commissioner. Such permission will only be given to those who prove themselves fitted to take charge of Rangers or Guides under the conditions in question."

"OUTDOOR AND INDOOR CAMPING. A Camper's Licence and a permission form are essential in cases of indoor and outdoor camping (including empty houses, non-residential schools, caravan tours, etc.). Only the holder of a Camper's Licence who has permission from her Camp Adviser as well as from the District Commissioner may take an overnight hike."

"Permission to take a party of Guides to Youth Hostels may be given to a Guider without a Camper's Licence provided she is over 21 years of age, and holds the Campcraft or Hiker's badge or some equivalent qualification. In the case of parties of Rangers the leader must be over 18."

"Very small camps of Guiders or Rangers may also be run without a Guider holding a Camper's Licence, if one camper holds the Campcraft Badge and if the other qualifications laid down in the Camper's Leaflet are fulfilled."

"INHABITED HOUSES. A Camper's Licence is not required for holiday homes or other inhabited houses, but sanction must be obtained from the Guider's own Commissioner, and the Camp Adviser of the county to be visited may be consulted as to suitability of buildings and localities."

THE EXTENSION BRANCH.

CAMPING

RULE 41. Paragraph (b) to be deleted.

Substitute:

"Permission must be obtained from the County Extension Secretary when any Extension Ranger, Guide or Brownie wishes to attend a camp or Pack Holiday, and it is left to her discretion whether a nurse or doctor should be in residence in camp."

EXTENSION CERTIFICATE.—The Extension Certificate be deleted.

The following paragraph to be inserted after the Blue Cord Diploma. (Rule 44.)

"The ordinary Blue Cord Diploma may be taken by Guiders in the Extension Branch, who will be expected throughout the test to show their capacity to adapt each part of the training to the various sections of the Extension Branch. They shall fulfil the following additional qualifications:

"(1) Shall be over 25 years of age, and the recommendation shall be approved by the Commissioner for Extensions.
"(2) Shall have worked with an Extension Company for at least one year."

"(3) Shall have a general knowledge of the special precautions necessary for camping with Companies in the Extension Branch."

"(4) Shall have a knowledge of Country Dancing or handicrafts.
"(5) Shall have a knowledge of the provision made by the State, and the work of the principal societies for those who are physically and mentally defective."

March, 1933]

THE GUIDER

This entitles a Guider to train other Extension Guiders." **RULE 67. Paragraph 4. Delete:** "The form . . . the local Commissioner."

Substitute:
"Permission to hold an Extension camp must be obtained from the Commissioner for Extensions. If any Extension Guide or Brownie is joining a camp or Pack Holiday, the permission form must be sent through the local Commissioner to the County Extension Secretary for her signature."

EXTENSION CAMPS.

The following ruling is approved for insertion in the Campers' Leaflet for 1933:—

The permission of the Commissioner for Camping (in the case of an area camp) or of the County Camp Adviser (in the case of a County, Division or Company camp), must be obtained before final arrangements are made for a Camp Adviser or licensed Guider, who is not herself an Extension Guider, to be in charge of an Extension camp.

Commandants of Extension camps are asked to make their arrangements as far as possible through their own County Camp Adviser, who will often be willing to lend camp equipment.

Commandants of Extension camps must make provision to ensure that their camps are sufficiently staffed.

The percentage of helpers necessary in an Extension Camp or Pack Holiday must be left to the discretion of the local Camp Adviser and the County Extension Secretary.

HEADQUARTERS NOTICES

PORTRAIT OF THE CHIEF GUIDE.

The portrait of the Chief Guide, painted by Mr. David Jagger, which is to be given to the Chief Scout by past and present Commissioners, is to be presented at Imperial Headquarters by Her Royal Highness the Princess Royal, at the conclusion of the Annual Meeting of the Council on the afternoon of Friday, April 21st.

Invitations will be sent to subscribers to the Portrait Fund who wish to be present on this occasion.

As only a limited number can be accommodated, tickets will be issued strictly according to application, and the lists will be closed as soon as the full number is reached. Those attending the ceremony will be invited to take tea in the Library.

Applications should reach the General Secretary at Headquarters before April 7th, 1933.

A JOINT CONFERENCE BETWEEN GUIDERS AND GIRL CLUB LEADERS.

So many subjects and problems are of mutual interest to Guiders and to Girl Club Leaders, that a joint Conference between representatives of both organisations has been planned.

Place.—The Hayes Conference House, Swanwick.

Dates.—June 30th-July 3rd.

Professor Jacks has promised to give the opening address, on "Education, Work and Recreation," "Outdoor Recreation," by Miss Phyllis Bond, "The Cinema," by Miss Eleanor Plumer, and "The Unemployed Girl," are among the subjects on which addresses are to be given.

Precise details as to the cost, the number of places open to Guiders, etc., will be published in the April GUIDER after they have been discussed by the County Commissioners at their conference on March 15th. No applications should yet be made.

CAMP EQUIPMENT BY TRAIN.

The Railway Companies in conference have recently had under consideration the question of dealing with the large amounts of baggage of certain Organisations travelling to camps at busy periods. To overcome the difficulties arising at busy times such as at Bank Holiday periods, the Companies will now accept Girl Guide camp equipment for conveyance to the destination station, in advance of the parties, without additional charge, i.e., at the same charges as when accompanied by the passengers.

THE LIFE-SAVING PANEL.

The Life Saving Panel which is being formed, and of which Mrs. Rowson is the Secretary, is a new one, and is in place of the one which the Royal Life Saving Society kindly ran for us last year. As the R.L.S.S. has handed over its existing panel to us, it should no longer be asked for Life Savers.

A Camp Commandant must apply to her own Camp Adviser for a Life Saver, and the C.A. will apply to the Panel Secretary if she does not know of one herself. No Commandant should apply to the Panel Secretary direct. (See page 92.)

AWARDS.

Applications for Gallantry and Good Service Awards should be sent in direct to Headquarters during the month of March as Miss Hanbury Williams will be abroad.

CLOSING OF LIBRARY.

The Library will be closed on Wednesday, March 15th, on the occasion of the County Commissioners' Conference, as it will be required by the County Commissioners for luncheon.

Called to Higher Service

FLORENCE LAKE, captain, 1st Brighthouse Rangers (attached St. Martin's), on December 28th, 1932, after 24 hours' illness.

GERTRUDE CHARLOTTE PARHAM, County Post Owl for Perthshire, and Brown Owl of the 12th Perth "A" (St. Ninian's Cathedral) pack, on February 2nd.

EDITH VIENER, Captain, 3rd Poulton Guide Company, from June, 1926, on January 26th.

THIS MONTH'S COVER.

OUR Cover Photograph—*March Days*—was taken by Marion Crowdy.

Camp Advisers 1933.

LIST III.

COUNTY OF LONDON.

EAST WANDSWORTH DIVISION.—

Clapham District.—Miss Peach, 38, Overstrand Mansions, S.W.11.

SOUTH-EAST DIVISION.—The Hon. Mildred Lowther, 33, Great Cumberland Place, W.1.

North Deptford District.—Miss K. Halpin, 39, Benson Road, S.E.23.

South Deptford District.—Miss E. King, 50, Waldeck Road, Ealing, W.13

STEPNEY DIVISION.—

Div. Camp Secretary.—Miss M. Kerr, 78, Woodlands Avenue, E.11.

MIDLAND AREA.

NOTTINGHAMSHIRE.

C.A. SOUTH DIVISION.—Miss R. Quibell, Shalem Lodge, Newark.

ACTING C.A. WORKSOP AND RETFORD DIVISIONS.—Miss S. Huntsman, West Retford Hall, Retford.

CAMP SECRETARY.—Miss N. Walker, 8, Clipston Avenue, Nottingham.

OXFORDSHIRE.

COUNTY C.A.—Miss Allen, 28, Plantation Road, Oxford.

CAMP SECRETARY.—Miss Carr, 127, Banbury Road, Oxford.

NORTH OXFORDSHIRE C.A.S.—The Hon. Mrs. Mitford, Westwell, Burford, Oxon.

Miss M. M. Bradford, St. Armands, Adderbury, Banbury, Oxon.

NORTH OXFORDSHIRE C.A.—Miss D. F. Worthington, Dyson's Wood, Kidmore

Near Reading.

HEADINGTON (ACTING) C.A.—Miss G. Wells, Hardene, Headington, Oxford.

OXFORD CITY C.A.—Miss Johnson, 197, Divinity Road, Oxford.

CORRECTIONS.

DORSET.

Applications for sites at Swanage, Wareham or Kimmeridge, should be made to Miss I. Sturdy, Trigon, Wareham, and not to any other Dorset C.A.

LONDON.

CHELSEA DIVISION.—Miss Sandeman, address should read: Colherne Court

CAMP SECRETARY.—Miss Woodward, address should read: W.8.

GREATER SOUTH-EAST.—Miss Alison, address should read: Shooters Hill Road.

Miss Hornby, address should read: 165, Ebury Street, S.W.1.

ST. MARYLEBONE.—Miss Farrington, address should read: N.W.8.

WEST WANDSWORTH.—Miss Larcombe, should be 103, Lavenham Road, and not 13.

NORTH LONDON AREA.—Acting C.C.A., Miss Story.

SUSSEX.

Please note there are no camp sites at Hove.

WORCESTERSHIRE.

C.C.A., AND C.A. BEWDLEY AREA AND KIDDERMINSTER AREA.—Miss Stephen

Jones, Heathlands, Malvern Wells, Worcs.

DUDLEY AND EVESHAM AREAS.—Miss J. Taylor, Moorcroft, Pedmore, Stour-

bridge.

MALVERN AREA.—Miss A. Judson, Heathlands, Malvern Wells.

STOURBRIDGE AREA.—Miss P. Gosling, Three Oaks, Hagley, Stourbridge.

WORCESTER AREA.—Miss P. Taylor, Woodstock, Stourton, Stourbridge.

WALES.

GLAMORGANSHIRE.

RESIGNATION.—Miss E. K. Gold, C.A. for Swansea and Gower.

Appointments and Resignations

Approved by the Executive Committee, February, 1933

ENGLAND.

BRISTOL.

BRISTOL.—Extension Secretary, Miss E. Wethered, 11, The Avenue, Clifton, Bristol.

No. 1 (North Division).—Dist. C., Miss M. A. Huggins, 92, Downend Road,

Fishponds, Bristol.

BUCKINGHAMSHIRE.

RESIGNATION.

EAST WYCOMBE.—Dist. C., Mrs. Priestley.

CHESHIRE.

PORT SUNLIGHT.—Dist. C., Mrs. P. P. Cowen, Churchlands, The Wiend, Bebington.

TRANMERE.—Dist. C., Mrs. M. C. Winfield, Lynwood, New Chester Road, New

Fetty, Birkenhead.

RESIGNATION.

PORT SUNLIGHT.—Dist. C., Miss D. E. Jolly.

CORNWALL.

MOUNT EDGUMBE AND ST. GERMAN'S.—Dist. C., Mrs. Creaton, The Parsonage,

Downberry.

RESIGNATION.

MOUNT EDGUMBE AND ST. GERMAN'S.—Dist. C., Miss E. Tatham.

DEVONSHIRE.
DEVONSHIRE.—Assist. Co. Sec., Miss L. Ferguson, 73, Polsloe Road, Exeter.
RESIGNATION.
DEVONSHIRE.—Assist. Co. Sec., Miss D. Willes Little.
ESSEX.
RESIGNATION.
DUNMOW.—Dist. C., Mrs. Hall.
GLOUCESTERSHIRE.
RESIGNATION.
OVERBURY AND WINCHCOMBE.—Dist. C., Miss D. Eyres Monsell.
HAMPSHIRE.
BEAULIEU.—Dist. C., Miss Newton, Moorlands, Hythe, Southampton.
HEREFORDSHIRE.
RESIGNATION.
HEREFORD CITY.—Div. C., Mrs. Jackson Taylor.
LANCASHIRE—NORTH-EAST.
CLAYTON-LE-MOORS.—Dist. C., Miss E. M. Kenyon, The Mount, Accrington.
LANCASHIRE—NORTH-WEST.
THORNTON CLEVELEYS.—Dist. C., Miss E. Smith, The Bays, Stockdove Way, Cleveleys.
RESIGNATION.
THORNTON CLEVELEYS.—Dist. C., Mrs. Lawford.
LANCASHIRE—SOUTH-EAST.
LANCASHIRE SOUTH-EAST.—Co. Badge Sec., Mrs. Hargreaves, Ravenshaw, Whalley Road, Accrington.
ARDWICK NORTH.—Dist. C., Miss I. Griffiths, The Poplars, Norman's Place, Altrincham.
LONGSIGHT.—Dist. C., Miss M. Chapman, 8, Huntley Road, Higher Crumpsall, Manchester.
RAWTENSTALL.—Dist. C., Mrs. Gordon, Greystone, Rawtenstall.
RESIGNATIONS.
LANCASHIRE SOUTH-EAST.—Co. Badge Secretary, Miss C. Birley.
LANCASHIRE SOUTH-EAST.—Assist. Co. Badge Secretary, Miss B. Birley.
ARDWICK NORTH.—Dist. C., Miss D. Greaves.
LANCASHIRE—SOUTH-WEST.
ORMSKIRK.—Div. C., Mrs. Dodd, The Chestnuts, Aughton, Ormskirk.
LIVERPOOL No. 6 (North Division).—Dist. C., Miss M. R. Sale, 14, Alroy Road, Anfield, Liverpool.
LIVERPOOL No. 2 (North-West Division).—Dist. C., Miss M. C. Rennie, 126, Park Street, Bootle, Liverpool.
LIVERPOOL No. 3 (North-West Division).—Dist. C., Miss I. K. Taylor, 32, Beaconsfield Road, Seaforth, Near Liverpool.
RESIGNATIONS.
LIVERPOOL No. 6 (North Division).—Dist. C., Miss D. B. Fordham.
LIVERPOOL No. 3 (North-West Division).—Dist. C., Miss E. Sumner.
ORMSKIRK.—Div. C., Mrs. H. Blundell.
LEICESTERSHIRE.
MELTON MOWBRAY TOWN.—Dist. C., Miss D. Webb, 106, Burton Road, Melton Mowbray.
LONDON.
CENTRAL HOLLOWAY.—Dist. C., Miss M. G. Swansborough, 84, Langbourne Mansions, Highgate, N.6.
EAST STEPNEY.—Dist. C., Miss D. Milliken, 3, Bramham Gardens, S.W.5.
FOREST GATE.—Dist. C., Mrs. Cuninghame, Norland Court, 82, Gloucester Place, W.1.
RESIGNATIONS.
KENSINGTON NORTH.—Dist. C., Miss Stables.
KENSINGTON SOUTH.—Dist. C., Miss C. M. Carmichael.
MIDDLESEX.
EALING.—Div. C., Mrs. Barley, Olrie House, Kent Gardens, Ealing, W.13.
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EALING.—Div. C., Lady Max-Muller.
EALING.—Assist. Div. C., Miss L. M. Ward.
NORTHUMBERLAND.
CORRECTION.—The February GUIDER gave the Division Commissioner for Bedford and Islandshire as Miss S. Stephenson, Tuggal Hall, Chathill. This should have read Miss S. Stevenson.
TYNEMOUTH WEST.—Dist. C., Miss B. Frith, 16, Latimer Street, Tynemouth.
RESIGNATION.
TYNEMOUTH WEST.—Dist. C., Mrs. Gilbert Grieve.
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STAFFORD.—Div. C., Mrs. Garland, Heather Brae, Milford, Nr. Stafford.
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WILTSHIRE.—Assist. Co. C., The Viscountess Weymouth.
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SOUTH HOLDERNESS.—Dist. C., Miss V. Hosdell, Rye Hill Manor, Burstwick, Hull.
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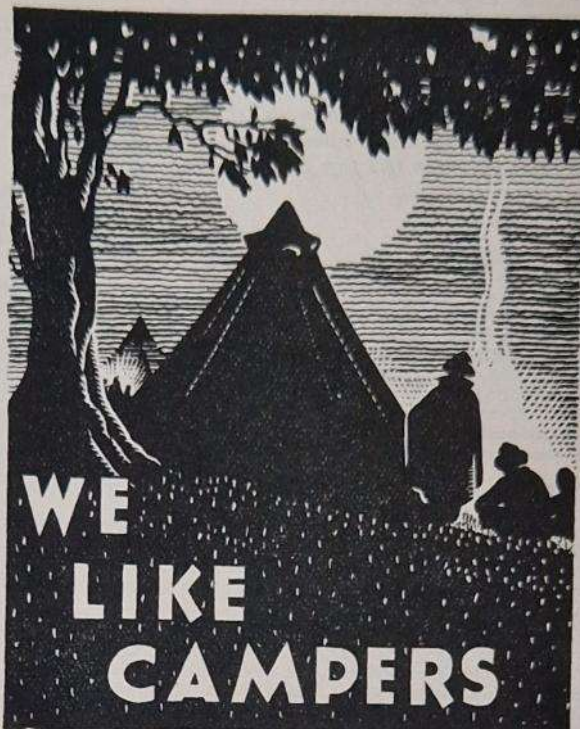
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Correspondents are invited to write for help and advice to our Careers Adviser, who will answer questions on this page free of charge.



Questions should, if possible, be sent in three weeks before the 1st of the month, if the answer is to appear in the next number.

"KNITTER."

We advise "Knitter" to get into touch with the local branch of the "Women's Institutes" and see if they can advise her in regard to markets for her knitting. A great many people do this sort of thing, and to get regular orders one's work must be of the very highest standard. It would probably be better if she concentrated on private orders for her friends, as she can only work in the evenings.

A. T. C. L.

It is rather difficult for anyone to give advice on what is clearly a point of conscience, but as far as we are concerned, we should say music, if there is real talent. Secretarial work is very overcrowded at the present moment, and in any case you would have that to fall back upon in the event of your not making a name in music.

D. E. T.

You would get particulars of the work of the Child Guidance Council from The Secretary, 72, Buckingham Palace Gardens, S.W.1. To qualify for a post, you ought to take a special course in Mental Health at the London School of Economics, where we also advise you to write for further particulars. As this work is rather new, there are not, at present, very many posts, but it is a movement which we all hope will grow and there will probably be more openings in the future. There is also an Academic Diploma in Psychology, which can be taken by graduates and others, at University College, Gower Street, W.C.1. The course is normally two sessions, but students with exceptional qualifications may obtain permission to take a shorter course.

TEACHER.

We suggest that you apply direct to the Berlitz School of Languages, 321, Oxford Street, W.1, and give particulars of your qualifications in modern languages, i.e., what languages you can speak and teach, and what experience you have had. State that you wish to become a Berlitz teacher and ask them to put your name on their waiting list. You might also apply to the general teaching agencies such as Messrs. Truman and Knightley, 61, Conduit Street, W.1, and Messrs. Gabbitts and Thring, 36, Sackville Street, W.1.

T. V. C.

We always advise cookery as a career, and we are interested to see that T. V. C. is taking a course in this subject. The most advanced examination one can take, involving a great deal of skill and much knowledge of cooking, is the "Cordon Bleu," and this can be taken at the National Training School of Domestic Subjects, 72, Buckingham Palace Road, S.W.1, or the Marshall School of Cookery, 30-32, Mortimer Street, W.1. Most of the Colleges of any standing have their own certificates, and a



general certificate is granted by the National Council of Domestic Studies, 29, Gordon Square, W.C.1. We advise T. V. C. to apply there for further particulars.

C. S.

It is not easy to advise you what to take up if you cannot afford to spend any money on training. Nursing is one of the few professions in which one is paid while training, but no one should take up this profession for this reason only. If you are not interested in nursing, why do you think of becoming a Stewardess, as a few openings indeed on the big liners, so few that we advise you to give up the idea entirely. We do not advise a Governess's post nowadays, as education is so cheap, and children can go to the efficient secondary schools at very low fees; the so-called Governess is usually a mother's help, or maid of all work.

If you could take a short period of training at a Technical Institution, we should advise your taking up cooking. There is always money to be made out of this, and a girl who has studied Domestic subjects is the only one fairly certain of obtaining employment.

NOY.

Some training in a Children's Hospital is absolutely necessary to enable you to obtain a post as Matron in a preparatory school, and nowadays we feel inclined to advise the three years' course. If it is possible for you to go into a general hospital and train as an ordinary nurse, you will find yourself in a much more advantageous position at the end of the time, as a trained nurse is fitted for so many other professions. In any case, your Nursery Nursing training will stand you in good stead, and I think you would probably get a post in one of the smaller schools after six months in a Children's Hospital, but we advise the general training in nursing if you are considering this career seriously.

C. B. B.

If C. B. B. is strong and healthy and keen on the work, there is no reason why she should not take a training as a Nurse. She would obtain much useful information from a book entitled "How To Become a Nurse," published by Faber & Faber, 24, Russell Square, W.C.1, at a price of 3s. 6d. She would also obtain helpful advice from the College of Nursing, 1a, Henrietta Street, W.1.

D. R. G.

We think you should be able to start your training in Nursery Work as a probationer in a Day Nursery, and to do this we advise you to go and see Miss Maddock, of The National Society of Day Nurseries, Carnegie House, 117, Piccadilly, W.1. Write first for an appointment. If there are any vacancies, you would get your board and lodging, and perhaps some pocket money. In regard to nursing, you are rather young as yet for a general training, but you might be able to start in a Children's Hospital, where probationers are taken at eighteen years of age. A list of suitable hospitals will be found in "How to Become a Nurse." (See answer to C. B. B.)

LIEUT.

There is no reason why you should not become a Veterinary Surgeon, as there are an increasing number of openings for women in this profession. To graduate you must pass the examination as prescribed by the Council of the Royal College of Veterinary Surgeons. The teaching colleges to which women are admitted are:—

- The Royal Veterinary College, Camden Town, London, N.W.1.
- The Veterinary Faculty, The University, Liverpool.
- The Glasgow Veterinary College, 83, Buccleugh Street, Glasgow.
- The Veterinary College of Ireland, Ballsbridge, Dublin.

Before entering any of these colleges you must have passed, or have been exempted from, the Matriculation Examination. After entering, the minimum course of studies, if you pass each examination successfully, is five academic years; and if you decide on the B.Sc. a sixth year is necessary. The B.Sc. is conferred by the Universities of London and Liverpool, whilst the latter also grants a doctorate in Veterinary Science.

Each academic year costs twenty-five guineas in college fees, in addition to which there is the cost of living and travelling expenses, also of microscope, books and surgical instruments, with a premium fee for pupillage with a practitioner. The approximate cost of the Collegiate training would be £120-£150.



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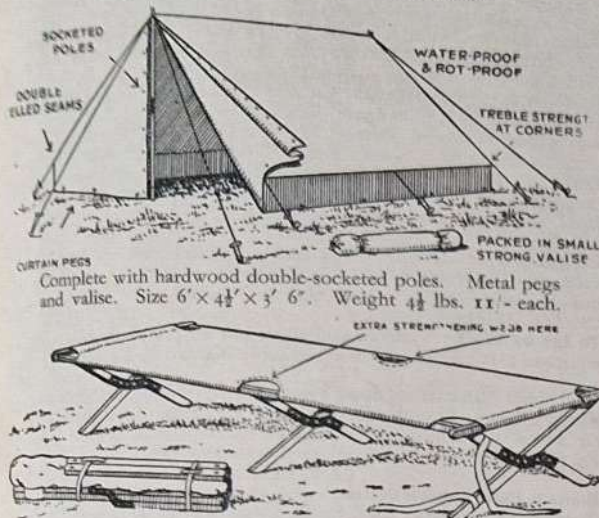


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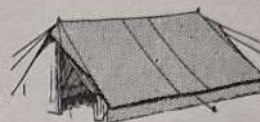
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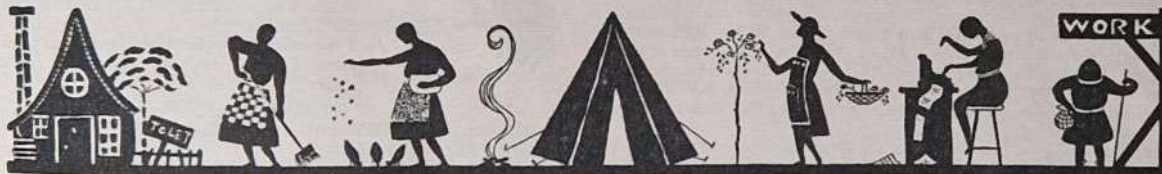
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Communications for this column should be addressed to THE EDITOR, "THE GUIDER," 17-19, BUCKINGHAM PALACE ROAD, LONDON, S.W., not later than the 15th of the previous month. Letters in answer to Box Numbers to be also addressed to Headquarters, c/o "THE GUIDER," fully stamped for forwarding. Headquarters cannot be held responsible in any way for advertisements. The charge for advertising in this column is at the rate of threepence per word, reference to Box Number, if included, to be reckoned as five words.

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(Continued next page)

CLASSIFIED ADVERTISEMENTS: See Previous Page.

Ideal Camp Site, with comfortable hut, furnished tables, forms, stove. Beautiful situation; 1 mile from town, station, pier; safe, sandy beach. Not available during potato digging season. Stevenson, Chapelhill, Ardrossan, Scotland.
Licensed Guider Required, camp, 25 Guides, 2 Guiders; Minehead, July-August. Terms arranged. Standen, "Ranelagh," Porters Grange, Southend-on-Sea.
Licensed Guider Wanted, take charge camp; August week; expenses paid. Box No. 12, c/o THE GUIDER.
Would Any Company camping South of England, May or early September, kindly include a few Rangers? Piers, 48, Spa Road, Weymouth.

CAMP EQUIPMENT FOR HIRE.

Half Usual Prices. Tennant, Rolvenden, Kent.

NEW CAMP EQUIPMENT FOR SALE.
Twice Usual Quality, Bargain Prices. Tennant, Rolvenden, Kent.



HOSPITALITY.

Families Wanting Foreign Guiders Au Pair; write Miss Sly, 5a, Eaton Place, Brighton.
Guider from Luxemburg; 25 years, wishes post au pair. Would exchange French and German conversation against board, also look after children. Box 17, c/o THE GUIDER.

EMPLOYMENT OFFERED.

Commissioner recommends the **Helpyu Bureau**, 7, Baker Street, W.1, for all kinds of domestic maids with good references. The Helpyu Bureau also helps with any other problems.
Temporary Companion wanted for old lady; Perthshire. No duties, no salary. Might suit nurse (gentlewoman).—Box 18, c/o THE GUIDER.

IN SEARCH OF WORK.

Ranger (aged 16½ years), requires position as under nurse; has had good training. Green, 26, Rippolson Road, Plumstead, S.E.18.

BOARD RESIDENCE.

Homelike Hostels for Business Girls in London (West End). Comfortable and happy homes for girls in all occupations, ages 16-30. Good food, large sitting and dining rooms, separate cubicles, baths; 8, Fitzroy Square, Tottenham Court Road, W.1; 9, Bulstrode Street, Welbeck Street, W.1; 11, Fitzroy Street, Tottenham Court Road, W.1; 116a, Baker Street, W.1; 47, Princes Square, Bayswater, W.2; 31, Draycott Avenue, Sloane Square, S.W.3. Very moderate inclusive terms. Close to Tubes and Bus Routes. Apply Superintendent (send stamp).

Ames House, 44, Mortimer Street, London, W.1; three minutes from Oxford Circus; comfortable hostel for students and business girls under 25. Central heating, moderate terms. Some members of the staff are Guiders. Apply the Warden.

Regent's Park, 5, St. Mark's Square, N.W.1 (near Zoo); bedroom and breakfast, one night, 6s.; two nights 10s. Personal attention, comfort, cleanliness, good catering. Phone, Primrose 4245. Miss Hilda Temple.

Guider Living near London receives paying guests. Comfortable home, garden; 10 minutes from Victoria. Foreign and Colonial Guiders specially welcome. Help given with English, sight-seeing, excursions arranged. Special terms to Guiders. Apply Simpson, 137, Rosendale Road, West Dulwich, S.E.

Dashwood House, Y.W.C.A. Hostel, 51 and 53, Kenninghall Road, Clapton, E.5. Students, teachers, civil servants, others; liberal table; continuous hot water; garden, study, sitting-room. Terms very moderate. Apply Warden.

Wanted; young lady at business to share furnished flat; breakfast, supper, 15s. 6d. per week, inclusive. Good home. Near Tube station, Gunnersbury district. Box 15, c/o THE GUIDER.

Paying Guest Wanted by Guider. Every comfort and convenience; reasonable. Write, 31, Newstead Road, Lee, London.

Sunny Hampstead; comfort and refinement with independence; supper, bed and breakfast, from 5s. per night; from 35s. weekly; constant hot water; laundry; large garden.—Kingswell House, 21, Pond Street, N.W.3. Hampstead 3288.

HOLIDAY ACCOMMODATION WANTED.

Accommodation Wanted 18 Brownies, 3 Guiders; ten days Whit-suntide or August. Willats, Brampton, Rickmansworth.

HOLIDAY ACCOMMODATION OFFERED.

Merseyside Hostel, Hoylake, Cheshire. Holiday home for women and girls; beautiful situation on sea front; bathing, boating, picnics, etc.; large parties catered for at reduced terms. Apply Warden.
Rhyl (Tel. 663). Guider's house; open; all are welcome. Thanks

for support 1932. Nice locality; garden, garage, near sea, baths. Miss Jones, Clyd Annedd, Brighton Road.

Sunny Country House, central; personal supervision. Terms moderate. Riding. Photograph. Miss Field, Link Elm, Malvern Link.

Eastbourne. Apartments, or bed and breakfast. Close sea, shops, amusements. 61, Woodgate Road.

Scarborough. Spend your holidays at High Cliff Guest House. Accommodates 80. Moderate terms. Proprietress Guider. Cheap rates for Ranger, Guide and Brownie parties, with separate accommodation (except late July, early August). Particulars, Dept. G., High Cliff, Scarborough.

TO LET.

Bungalow near Storrington; 2 bedrooms, bathroom, kitchenette; comfortably furnished for 3; good well, oil-cooker; lake and boat; lovely country. Moderate terms for Guiders. E. M. M., 33, The Waldrons, Croydon.

To Let by Week; caravan and small hut on private land; fully equipped; moderate. Guider, Langton Matravers, Dorset.

FOR SALE.

Well Built Brick Bungalow, Prestatyn, N. Wales. Large living room, kitchen, 3 bedrooms (1 single, 2 double), bath, lavatory. Or would let furnished for long or short periods. Hamer, 43, Egerton Road, Chorlton-cum-Hardy, Manchester.

CANTEEN.

Bantam Pure Empire Coffee in powder form; made in the cup; there are no grounds; 2 oz. tin 2s.; makes 40 to 50 coffee cups of delicious coffee; all grocers, or post free, G. Bantam, 9, Queen Victoria Street, E.C.4.

PRINTING.

Printing. The Chelsea Girl Guides, 155a, King's Road, S.W.3, will print your notepaper headings, programmes, notices, concert tickets, etc. Charges moderate. Write to the Ranger Printer or Hon. Sec.

TYPEWRITING AND DUPLICATING.

Attractive Programmes or Circulars. 50 2s., 100 3s. 6d. MSS. accurately typed. Recommended. Miss Stratford, 44, Liberia



Road, Highbury, London. (North 1201.)

Post Guider wantsty pewriting, duplicating, general, authors' MSS.; experienced; price moderate. Oates, 62, Durban Road, Beckenham.

Typewriting, Duplicating. Send for special terms. Midgley, 43, Oakington Manor Drive, Wembley.

THEATRICAL.

GUIDE your COUNTRY with a performance of "The Masque of Empire." See page 115.

Beautiful Acting Clothes for Hire, all periods, sizes; copied from world-famous pictures, historically accurate; also stage curtains, properties. Special Guide terms from 2s. 6d. Enquire Hon. Sec., 2, Chandos Buildings, Bath.

Costumes for Hire, of all periods; moderate charges, reduction for numbers. Beautiful materials, accurate designs, perfect cleanliness; resident students taken; professional staff. Particulars on application, Dramatic Centre, Bath Road, Reading.

No Royalties. Amusing plays, sketches, duologues, etc., by Alice S. Jackson. "That Bargain Sale," "Taking the Chair," "Tea Provided," etc., "Plays," 220, London Road, East Grinstead.

Play Production. Public Speaking. Ten classes £1 1s. in all branches of above at Wigmore Street Studio. Enquiries: Winifred Habershon, L.R.A.M. (Elocution), 32, Murray Road, Wimbledon. Shadow Plays, the latest craze. See page 115.

MISCELLANEOUS.

Pencils stamped with your own wording; list free. Greta Pencil Mills, Keswick. English make. At our own factory.

Parchment Craft, models from 4d., parchment paper sheets for making up. Illustrations and price list free. Also Leathers and all Handicraft Materials. Lowest direct prices. Write to-day

for catalogue: The Hylder Company, Ltd., 64, Commerce House, 72, Oxford Street, London, W.1.

Suede and Calf Leathers. Astounding value, lowest direct prices, all colours, finest skins. Also Bargain Bundles, various colours, approximately 10 sq. ft., 7/6; half bundles, 4/-. Send 2d. for samples. Write for free catalogue of Handicraft Materials, Company, Ltd., 64, Commerce House, 72, Oxford Street, London, W.1.

Handcraft Lessons (Leatherwork, Raffia, Pewter, etc.), suitable for children, given by Guider any time. Terms moderate. Box 8, c/o THE GUIDER.