

M. E. Bush.

Matilda



JULY, 1936.

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JULY, 1936.

Number One.

EDITORIAL.

The quest for the Stradbroke Cup draws to its close after many months of extra work for Guiders. However, many of them are still able to smile when the noise is terrific at rehearsals, or visiting Guides forget their manners and take possession of the place.

After all, there is a funny side to everything, if one looks for it, isn't there? Especially after teaching them a song, when you realise they were too intent on trying to learn it themselves to take any notice of your funny noises.

Miss Muriel Horlock has written this article especially to give help and hope to the voiceless, or those who think they are voiceless.

Singing—How Shall We Do It?

I have been asked to write an article giving advice and help to those Guiders who "haven't a piano or a voice" and yet are expected to teach guides to sing. Quite frankly, I don't see how this is to be done. But as there may be many others with some pretensions to a voice, and even perhaps a piano at their disposal, it may be helpful to them to set down what I consider to be some of the necessary qualifications and aims of a teacher of singing, even if she be only an amateur.

Anyone who attempts to teach children to sing should, I think, have

- (a) A genuine love of music and a good sense of pitch, enabling her to sing simple melodies in tune and rhythmically.
- (b) Some knowledge and appreciation of poetry, and the ability to read clearly and well.
- (c) Imagination, and the power to create enthusiasm in her group.

I would advise anyone who has the responsibility of training girls' voices to have at least a term's lessons from a good teacher of Voice Production. A well qualified man or woman can give, even in a short time, an indication of a standard to be aimed at, and can develop an "awareness" to words from the point of view of production and æsthetics which may become a source of endless delight both to the teacher herself and her students.

Also, practical illustration of breathing and vocal exercises is a necessity. One can lay down certain formulæ, but it is on their proper application that their efficiency depends.

Breathing for singing is all-important. Girls should be taught to breathe slowly and deeply; they should stand easily with the weight of the body on the balls of the feet, hands at their sides or loosely clasped in front, and there should be no tightening of muscles or raising of the shoulders. (During the singing of a song breath should be taken through the nose, which is provided with a natural filter, when time permits; otherwise through the mouth or nose and mouth simultaneously).

Added to this, simple vocal exercises are necessary to develop legato singing, flexibility, to improve enunciation, etc.

A few simple but effective exercises comprise—

(1) The singing of scales (major and minor) downwards. Watch carefully to see that each note is given the same value, and let the singing be rhythmic.

(2) Exercises on the common chord in various keys as the teacher may be able to devise.

(3) Sustained notes sung to vowel sounds (with various consonants prefixed). See that the voice is lifted on the higher notes so that there may be no feeling or sound of strain.

(4) Simple humming exercises may be devised—or known melodies used—and the prefixing of a consonant to any vowel in a vocal exercise will help to bring the voice to the lips and assist enunciation.

I am prevented from giving more detailed exercises by the fact that it is impossible to use musical illustrations.

All breathing and vocal exercises are, of course, directed towards the end of more perfect singing of songs. I would lay particular stress on the choice of songs, for on that much depends. Songs for children to sing should be simple and attractive, and both words and music should be worth singing. Many contemporary composers are writing songs suitable for boys and girls to sing, and anyone who wishes to know what material is available should get into touch with the musical director of a secondary school, whose music is known to be in a satisfactory state. It is difficult to get music here, but it can be ordered from English publishers, most of whom have a special department with its own director for the choice and publication of school music. Folk Songs, National Songs, Rounds, Shanties, with some classical and modern songs (not the usual "ballad" type) will give plenty of variety.

The Teaching of a Song.

Spend some time discussing the poem. Read it in your group, putting into the reading all of which you are capable in the way of imagination, coloring of words, and sympathy with the mood of the poet—but, above all, read

naturally. Then let the girls read it themselves and, if they will, comment on words or phrases which have appealed to them particularly. If you can add to this presentation of the poem a simple analysis of the musical structure of the song, showing how the composer has produced certain effects and heightened the meaning of the words, so much the better.

Then proceed to teach the melody of the song. In most cases, this will have to be done by imitation. Sing or play the song as a whole, then teach a small part at a time; but always be careful to take a section that is complete in itself, if it be only a phrase.

Use humming in preference to lah or ah to teach a melody. When a verse or section can be hummed accurately have the words sung, insisting from the first that each one be absolutely distinct. When the words and melody can be sung correctly and rhythmically then some time may be spent in applying to the singing of the song some of the suggestions that will have been made during the preliminary talk on the "atmosphere" of the song. Certain words which, in reading the poem, would be given special emphasis, must have the same treatment in the song. A good composer will have seen to it that these words occur on the principal musical accents, and will have made the music rise or fall with the corresponding tones of the speaking voice.

Emphasis can also be given to certain parts of a song by a crescendo or a r \grave{a} llentando; but nothing must ever be done in this way which is not felt to be a real interpretation of the poet's or composer's wishes.

Perhaps it will be helpful if I try to show how some of these remarks can be applied to one of the songs chosen for the Stradbroke Cup Competition—the Sea Shanty, "Bound for the Rio Grande."

A talk about Shanties will interest the girls. Explain that Shanties were sung by sailors of the merchant service at their work—they were never "art" or leisure songs.

There were Hauling Shanties and Windlass and Capstan Shanties. The former accompanied the setting of the sails, and the latter the weighing of anchor. Capstan shanties were also used for pumping ship. Capstan shanties (of which "Rio Grande" is one) are readily distinguishable by their music. The operation of walking round the capstan (pushing the capstan bars in front of them) was continuous and so the music must be continuous also.

A shanty was a song with a chorus. The song was sung by one singer, called the shantyman and the chorus by the sailors who performed their work in time with the music. The verses were mainly improvised—the thing that mattered was that the rhythm should be preserved, and that the words should keep the workers merry or interested.

These simple facts and much interesting information concerning Shanties will be found in the introduction to Sir Richard Runefman Terry's Shanty Book, published by Curwen & Sons Ltd.

Perhaps the best way to introduce the shanty, especially if it is the first one to be attempted, will be by means of a good gramophone record.

When the girls have listened to it carefully once or twice and have felt the rhythm, let them beat time to it, or tap a finger of the right hand gently on the palm of the left. They might hum the tune to the accompaniment of the gramophone.

Have the record played through again while the girls listen particularly to the words. Draw their attention to the vowels of the outstanding words "sing" "song," "Rio," "a-way" and then get them to sing it, beating time as before.

As explained in the introduction, there must be no change of time throughout the singing of the shanty except for the last phrase, which is sung with additional emphasis and slightly slower.

The shanty may be sung right through by the whole group of girls, or, if the number is large enough, a few may sing the solo part, the rest joining in the chorus. The solo part should be sung boldly, such variation being made in the various verses as seems consistent with the words. There is not often continuity in the verses of a shanty.

Many of the name places are purely mythical, e.g., Rio Grande probably being chosen for the fascination of its sound. It is this age-old and childlike love of beautiful sound for its own sake which we want to recapture in our singing. MURIEL HORLOCK.

A Hike in the Salzkammergut, Austria

I had been enjoying several days in the ancient city of Salzburg. This is an historic old town (goes back to Celtic and Roman days) situated at the base of a castle-crowned hill, and surrounded by smiling plains and high, snow-capped mountains. Two things specially delighted me—the bells, and the girls in their national costume. However, in spite of the fascination of the city, I felt I wanted to get out into the country, and moved on to the Salzkammergut or Lake district, making Bad Ischl my centre. One day I did the most delightful hike. I took a train south and then east to Bad (bath) Anssee, passing the beautiful Hallstattersee (see-lake) with the snow mountains reflected in its still waters. From Bad Anssee I walked by road to Alt-Anssee, and having seen the lake, passed through the town, emerging on to a country track leading in a general direction north-east, back to Ischl. It was a glorious spring day, sunshine, but with big white fleecy clouds in the blue sky to complete the views of mountain and valley. I met very few people, but here, and everywhere else I passed, each man, woman or child would give me the kindly greeting "Gruss 'Gott" and a friendly smile. My way led at first uphill to the Blaa Alpe, and alongside the road were just carpets of forget-me-nots, buttercups, daisies, cowslips (they call these Himmelschlüssel, the keys of heaven), cuckoo flowers and a kind of phlox. In one place I saw a field of wild narcissus, but only yet in bud. The beech trees were a shining young green, and the brook and birds provided music.

A convenient seat set to catch a special view made an excellent spot for lunch. Not long after I found I had come to the top of my climb, and my way led down through a dark forest of pines—straight and eerie. It was a kind of pass I was following and when I got down the steep part, the path met and travelled along by a roaring mountain torrent. On the far side sheer rock towered above; but the slope beside me was not always quite so precipitous, and the woods presently changed to beeches, and with the sun shining through the young green on to the old brown leaves under my feet, it was a veritable fairyland. Later on, the road crossed the river, went through a dark tunnel, and emerged to find the river grown to a deep green lake, its waters held up by a wooden lock. Below, the escaping water fell into a narrow gorge and rushed away down the valley. Meantime the skyline had been changing; sometimes giving glimpses of snowy ridges, sometimes bare rock, and often the pale beeches giving way to dark pines on the higher slopes.

I passed by some wood-cutters and presently met, singly or in groups, peasant girls usually wearing the national check or flowered frock with white puff sleeves and plain coloured apron, and men in leather shorts, grey, green-faced jackets and hats with a bunch of beaver hair at the back—all on the inevitable bicycle. I was approaching civilisation again. I tried to take a snap of a lovely view once, and a dog rushed out and barked madly. I endeavoured to make friends and manoeuvre him into the picture, but my movements were too much for him, and he turned tail and fled. His mistress brought him out again, and she and I had a chat—my German is progressing slowly. Not long after I left her I found myself traversing the lanes which finally led down into the town of Ischl, and came into the hotel weary but very content with my lovely day.

From MARY E. MILLS,

Who-has-been-wandering-in-Austria.

Correspondence.

(The Editor, "Matilda")

Dear Madam,—In the June issue of "Matilda" you asked for opinions on Miss Rosemary Heath's letter. I do not wish to express an opinion.

The St. George's Day Service for Scouts and Guides is a voluntary service arranged by the Church of England for members of that Church, who are also members of the two Movements, and it is surely not for any one of those members to express criticism of a service which has been so thoughtfully planned for us by the authorities of the Church. Yours sincerely,

SIBYL H. IRVING,

State Secretary, Victoria.

(The Editor, "Matilda")

Dear Madam—I think Miss Heath raised a fundamental problem in her letter on Militarisms in Guiding. As Guides we certainly know that the movement does far more to help International friendliness than it would appear from that part of Guiding that the public sees—the ceremonial and uniform. Yet I have long been worried by the conflicting nature of

the 4th (and to my mind greatest) Guide Law and the 2nd. I feel it can only be explained by pointing out that in life we must constantly be choosing between greater and lesser loyalties. Perhaps loyalty to humanity is difficult for young minds to grasp, so we can use loyalty to our country as a stepping stone, but it must never be allowed to obstruct the path to greater things.

It is right to say "We like our country, we want its people to be happy and well thought of, therefore we respect its symbols, the King, flag, etc. But it is thoroughly wrong to encourage the prevalent idea that "our country is the best." The "My country right or wrong" sort of attitude is unworthy of thinking people, and leads to that futile sort of heroism which only gives satisfaction to the deluded hero, and makes matters worse in the long run. Like the person who rushes up to pull out a friend who has fallen through the ice, and complicates matters by falling in himself when he might have helped, less heroically but more effectively, by going for a ladder!

I agree with Miss Heath that Patriotism if wrongly used is a dangerous tool. Guides should stand with as much alacrity for the National Anthems of other countries as for their own, whatever their private politics may be; for such things are only symbols of the belief of others, and deserve respect as such. We must realise that it is only by an odd chance of birth that we happen to be British Guides, not Japanese or Finnish. Taken in that spirit our patriotic and military jargon or ceremonial is harmless, and provides a glamour which so appeals to the young. But the main issue of international friendship must never be obscured, or we are in danger of developing into a mere Nationalistic Youth organisation, which, no doubt, would do much immediate good to its members, but might lead them to a false and destructive goal.

Yours sincerely, EVE MASTERMAN,

(Acting Capt. University Cadets)

CALLED TO A HIGHER LIFE.

MILDRED KENT, who had been Lieutenant at Gardiner Company for six months before leaving for England, died on May 10th at Manchester. She will always be remembered by the Brownies, Guides and Rangers with whom she came in contact as an excellent type of girl, very capable, and always willing to help in any way she could.

EXTRACTS FROM OTHER LETTERS.

MISS LEILA TULLOH writes:

"We should attend St. Paul's as a united group to worship God, and not to show off our numbers or uniforms. That means we should prepare our Guides to take an intelligent part in the service. We could teach them to be reverent. We could also teach them to sing—and could we not have good hymns? I suggest "Songs of Praise" (recommended by Canon Barry in the Moorhouse Lectures 1934) would give us a choice of good hymns and splendid tunes. But do not let us do away with our colours and banners—they are not altogether

war-provoking. In this drab age we need all the colour we can get. After all mediæval guilds could use their banners, so could our great guild of youth.

If it were not possible for Guiders to teach their Guides the hymns, they could at least explain them, and probably there could be a practise of the hymns in the Cathedral before the service began."

MISS CYNTHIA M. SUTTON:

"Alluding to the St. George's Day service, I am not in a position to offer an opinion about this year's service, having been unable to attend. But services of previous years have given me the impression of creating, not so much a militaristic atmosphere, as an atmosphere of loyalty to God, King and Country. The bearing of flags is not a symbol of war, but of loyalty to the King and the British Empire, and since they are strong in their desire for peace, the British flag is a banner of peace."

MISS KATHLEEN ANDERSON:

"The Guide Movement has chosen to use cockades and salutes as marks of distinction and courtesy, and it is difficult to see how that will injure the cause of world peace and international brotherhood.

I would suggest most earnestly that never, when Scouts or Guides are brought together for a religious service, should any reference be made to the supposed glories of the deeds of warriors in battle, either in the remote or recent past; but that on every such occasion the Sermon on the Mount should be read, and the Scouts and Guides told of the blessed deeds of Him who is the Prince of Peace."

1st PORTSEA'S BIRTHDAY PARTY.

Dear Matilda—

To celebrate the first anniversary of the 1st Portsea Girl Guide Company, a party was held at Marlborough House, Portsea, on April 27th. A beautifully decorated birthday cake was made for the occasion.

In the centre of the cake there was a camp-fire scene with tripod and billy, round which were 12 small dolls dressed in navy blue uniforms, representing the Guides and Guiders of the Company.

Some of the Guides were doing Guide work—first aid, signalling knots, etc.

Little bushes and green grass and flowers made the cake look very natural.

After tea friends joined the Guides in games, dances, songs, etc. Each Guide received a novelty, balloon, bonbon, doll and piece of birthday cake.

I thought that you would like to hear about our party. Yours sincerely,

STELLA M. KENDALL (Capt.)
1st Portsea Girl Guide Co.

[What a lovely party, 1st Portsea! Did you send your 2/6 to the Thank You Fund, H.Q.'s? Ed.]

KERANG DISTRICT FIELD DAY.

Dear Matilda, Cohuna, 2/5/36.
It is 6 o'clock, and this day, to which we have looked forward for over four months, a combined Field Day for Guides of the Kerang District (Kerang, Cohuna and Koondrook) numbering altogether 64 Guides and 8 Guiders

—is over. The spot where we all finally met (one carload did get lost) was chosen by our District Commissioner (Mrs. Rundle) and we are indebted to Mr. Bell, of Gannawarra, for the use of the grounds. Imagine, Matilda, a clearing in the bush, bounded on three sides by tall gums, on the other by a creek, and a perfect blue sky and sunshine overhead. What more could one want? We had an enrolment ceremony, a billy boiling competition, save-logs for dinner, numerous games, a nature ramble, stunts, and just a few songs, because it got late. And, Matilda, I've saved the nicest part till last. We had our Commissioner (Mrs. Rundle) with us ALL day and at 11.30 a.m. who should arrive but Mrs. Lansell (our Div. Com.) complete with B.P. of Tatura (ask Mrs. Lansell to tell you about him) and a huge box of chocs! During our rest period (after the savs.) Mrs. L. gave us a most interesting and instructive talk on our Australian trees. Need I say that we all spent a wonderful day, and I'm quite sure the Guides (and Guiders) will be unanimous in hoping that the field day will prove an annual event. Kind regards.
Yours sincerely, C. POLLARD.

VISIT TO THE ORTHOPÆDIC HOSPITAL, FRANKSTON.

Dear Matilda,

It was decided that on Thursday, the 28th of May, we should visit our sister Guides at the Orthopædic section of the Children's Hospital at Frankston. After walking into the township from camp, we were conveyed in fast service cars to the hospital, arriving there at about twenty minutes past two.

At half-past two, Mrs. Gavan Duffy, Captain of the disabled Guides, arrived, and conducted us to the verandah, on which the Guides were sun-bathing. I am sure as many of us saw these girls we thought of the law, "A Guide smiles and sings under all difficulties," for many cheerful, friendly smiles greeted us as we entered.

It being impossible for them to wear uniforms such as ours, they wore their ties around their necks and service stars on bands around their arms. For about ten minutes we went from bed to bed, conversing with each of the Guides, there being about ten in all, and then settled down to the important function of the day.

This, besides being the most important part of the afternoon's visit, was also the most important and thrilling part of Guiding for four Guides, three of whom were hospital patients, the other being a member of our own Company. It was an Enrolment.

Mrs. Gavan Duffy having enrolled her three Guides, our own Captain, Mrs. Ebeling, enrolled Nancy Bamford, now the youngest Guide in the Company. After this ceremony we all joined in games and Guide songs together.

Soon, however, it was time to leave these friends in order to visit other wards. Passing through the Scouts' ward, we proceeded to the swimming pool, where several smaller children were amusing themselves, and then to the ward where children, whose ages range from two and a half to seven years, are. However, this tour of inspection could not last very

long, as we had to walk back to camp, which was some distance away. And so, waving farewell to the Guides, we set out on our homeward journey. Yours sincerely,

PHYLLIS PARKHURST (1st Melb.)

MONBULK CO.s VISIT TO THE SHRINE.

Dear Matilda,

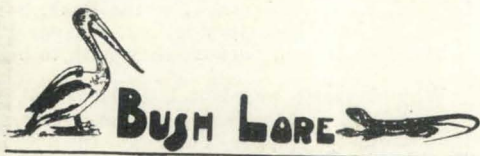
May I inquire of my sister companies whether any of them has gone as a Guide group to visit the Shrine? On Saturday, May 16th, having saved up for five months, we found ourselves able to make the visit to Melbourne. The girls were prepared for something of true enjoyment, but not for the wonderful kindness of the Guide who took entire charge of us, explained every detail at length, and introduced us to every corner of the Shrine.

At 11 a.m. we just happened to be gazing east over the parapet when we became aware that it was time for the changing of the guard. On a still golden May morning the effect was something to remember, always. Yours, etc.,
KATHLYN B. WELLINGTON (1st Monbulk).

COLERAINE'S PARTY AT MURNDAL.

Dear Matilda,

Coleraine Guides and Brownies spent a very happy afternoon on Saturday, May 30th, at "Murndal" the home of their District Commissioner, Mrs. W. L. Cooke. After a long, dry summer and autumn, the rain which all country people had looked for in vain for so many months came on that Saturday, but it didn't keep the Guides and Brownies at home. They were only too delighted to drive 15 miles in pouring rain, and when "Murndal" was reached, games and competitions indoors were great fun, and twenty-eight uniformed folk had the loveliest afternoon, and after games and tea the newly-arrived twins were inspected. A Brownie Enrolment Ceremony, when seven Brownies were enrolled, brought the afternoon to a close after "Thank You's" and "Cheers" for their District Commissioner. Yours sincerely,
I. M. DAVIDSON.



Editor: Miss Sydes, P.O., Kennington, via Bendigo.

This month I was faced with the problem of fitting so much interesting material into two pages of "Matilda" that I almost felt ungrateful to the stalwart supporters of Bush Lore. Finally the Wogs won the day, in spite of their being creepy, crawly, tickly things.

Keeping a Wog Box.

All you need is a box with a fly-wire front, and a supply of gum leaves, etc., to feed your pets on. If you want advice ask a certain metropolitan Guider—I daren't divulge the

name, but I'm sure most of you will know her, and if not, send a stamped addressed envelope for further information (isn't that the correct procedure?)

Here are her notes about her pets, and if you read them, you will see how interesting it is to keep a wog box of your own.

FIRST MANTIDS NOW CASEMOTHS.

For about eight months I have been keeping casemoths—Saunders, lictor and leaf ones mostly—all sizes and shapes. One particular lictor, about 2½ inches long, had never been very active, and for two long months I thought it was dead. Had quite decided on this, when a wonderful thing happened. Was cleaning out their cage on 1st April, and moved the lictor to place it in the other box with the dead specimens, when, wonder of wonders! out of the bottom of the case streamed dozens of baby lictors. Like the family of mantids another Guider wrote of, they were in dozens, soon they numbered scores, and before the end hundreds!! I quickly put the case and babies into a large jar, put earth, leaves, etc., in, and then watched. In a couple of hours they were all over the jar, easily over 200, tiny wee things with dark heads, little bodies, walking round on those front pairs of legs with the end part of the body sticking up in the air. They looked the funniest things, all getting along like this, and my word! they got along quite smartly, too!

THEY MAKE THEIR CASES.

The next morning some had small cases made from the earth and pieces of the gum leaves, only tiny, of course, and these were still sticking up in the air.

Some never achieved cases, others had lengthened theirs, and they were now heavier, and so dragged along behind. I had to leave them for the Easter holidays, and I think either the cold weather was too much for them, or else they are having their winter nap, because since then they have hardly moved, just one or two.

NEXT THE CATERPILLARS.

(Notes from the same Wog Box)

Have had many exciting things. One was an ordinary hairy caterpillar, the grass one with the red head, and just before he had finished his cocoon, which was made with the hair from his body, some parasites got on him, and began to eat him. Hence his cocoon was only half finished, and when they had fed on him, and were ready to make theirs, they spun them inside his—little white ones like pieces of cotton wool. Now the parasites are out, about 14 little flying insects.

A vine caterpillar was also attacked by parasites. At first they were just like orange-colored eggs on his back, then as they developed into the grub, they started to eat him. That was the end! He stayed in the same place without moving. These parasitic grubs covered themselves with a few layers of what looked like cocoon-silk. Having finished their host, they changed into small black grubs, in pupa form at present.

PINARA MOTH CATERPILLAR.

Had a very gruesome caterpillar presented to me the other day—2in. to 3in. long, brown and fawn, very patchy, like a piece of bark;

had two horns about $\frac{1}{2}$ -in. back from the head, and one larger one at the back. Was somewhat flat around the lower edge, and its legs were hidden from view by a light fringe, when it moved, and it put up the front horns, and then showed a dull blue band in the crinkles on either side of the horns. It was found on a gum-tree, and now, after another two weeks eating, has made a very nice cream cocoon, not as big as an emperor gum-moth's, and thinner and longer. He was a great size when I last saw him, and now I'm waiting for the moth to emerge.

Wogs and Gardens.

Poaching!! Yes, but gardening and nature must go hand in hand, so justifiable poaching. Have you an acre and a gardener, or two or three square yards, or nothing at all? Suppose you have nothing at all? Well, you can get busy with window boxes, flower pots, or bulb bowls—they all have endless possibilities.

Take bulbs—you can buy attractive bulb bowls, or you can make use of the casserole that's minus a lid, because it's broken. It won't matter about drainage holes, if you use bulb fibre to grow them in.

HOW TO GROW THE BULBS IN FIBRE.

1.—Select your bowl, and buy your fibre—it is not expensive.

2.—Place charcoal at bottom of bowl, and sprinkle some shell-grit through the fibre, if it hasn't already got some mixed with it.

These help to keep the fibre sweet, and the charcoal absorbs surplus moisture, and assists drainage. No plants like "wet feet."

3.—Plant the bulb in moist fibre. Neither over-water, nor let fibre dry out.

Of three hyacinths grown last year—two in soil, and one in fibre, the latter beat the former hollow. White in color, it was a perfect bloom, because of indoor protection.

Remember, bulbs grown in fibre this year must be rested in soil next.

As it is getting late for bulbs, hurry up and make your choice—is it the trumpet daffodil—grand and showy, sweet-scented hyacinths, the charming grape hyacinth, or equally charming golden-colored crocuses? Bulbs have a most discouraging habit of sitting still without apparent growth, but all the time the roots are busy. In a couple of days the growth of these will astonish you.

THE GLASS CONTAINER.

Do you want to watch the roots growing? Well, grow your bulbs in a glass container. "Japanese schoolboys do this, and a prize is given for the best plant—judged not for loveliness of the flower, as might be expected, but for the length and sturdiness of the roots!" Peas and beans are great things to grow against glass, so that the roots can be seen, and watched.

Let your bulbs have light as well as moisture. If you have a sleep-out grow them in it, or else pick a sunny window, or spot in the house.

WINDOW BOXES, FLOWER-POTS, THE OPEN GARDEN.

Both window boxes and flower-pots will give you a wide choice, and plenty of opportunity

to increase your knowledge of botany. Cyclamens with their beautiful colors—how do the flowers grow? Where does the fern get its new fronds? What is the brown on the back of them, and what is it for? Endless things to find out!!

And gardening in the open—the pure pleasure of digging, the more tedious task of weeding, snipping, clipping, and, best of all, creating.

Nature—at your elbow! Wogs—teeming with them! What are those white jelly-like eggs you're disturbing under those violets? Is a snail always big or does he have to grow up? Put some in a box and keep them for pets. Do they like bran? Which are the useful insects, not to be killed, and which the pests? What does the ladybird eat? What is her larva like? Is she friend or enemy? Why are the spiders colored? What is that grey one carrying underneath? Is that a frog or toad? Is it a field cricket or a mole cricket?

What about those observations for 2nd Class? And now we must leave the bird and plant life till another time—I promised you wogs this time.



Editor: Miss Nancy Thewlis.

Story-Telling Without Tears.

It is nearing the end of a Pack meeting, and the children sit down while Brown Owl tells a story. Brown Owl is very popular, and although she tells this story very badly, her Brownies listen with rapt attention, because it is Brown Owl. Brown Owl says to herself: "Why all this fuss over story-telling? It never worries me!"

Sometimes we hand over our Pack to a visitor and she ruins a very pleasant tale. By dint of threatening expressions we keep order, and we secretly wish for some interruption, for we fear that the Brownies will express their opinions more truthfully than tactfully. Sometimes our visitor tells, very well too, most unsuitable stories, and again we feel very distressed at the restlessness of the Pack. Sometimes we have bad story-telling, but our Pack behaves at its best because they wish to please us.

Why do some people tell stories well, and some tell them abominably? I am not so sure that story-tellers are born. I can not help thinking that they could be made.

First we want ENTHUSIASM. We have to feel that it is worth while to tell a story, then we want enthusiasm to find a story that we feel is worth telling, and one that our Brownies will find worth listening to. Then we need more enthusiasm to master that story, to read into it all that it is meant to convey, to realise the essential and the unessential parts so that we can emphasise the former and touch but lightly on the latter. Then we set off to tell it.

We all know that we must have attention, and many of us will feel that here is the greatest difficulty—securing that attention. Let us

look enthusiastic about the story, and the Brownies will feel that we are enthusiastic, and there will be attention.

Then we start, and the most important thing is the voice. It must be natural, quiet and unhurried. It must be natural so as not to detract from the story. It must be quiet, to secure undivided attention, and it must be unhurried so the child can follow. We can not choose our own voices, but those of us who are Australians must realise that our voices are monotonous compared with the voices of people from other lands. It is no use blaming the climate, that will not improve our voices in the slightest. None of us would really care to hear a singer who sang on the one note only, and yet many of our voices are just like that. We can not help our accent, perhaps, but we could avoid slumming our words. If we really were enthusiastic, we could make our tale sound more attractive by our tone and inflection.

Then we must be really enthusiastic to get the right expression into our story—and this must be done carefully. Over-emphasis is just as bad as condescension. The right expression is very valuable: many words are lost on the children, but the expression keeps their minds on the right track, and so they get a general impression of their meaning.

While we tell the story we want to watch our children minutely; we must avoid staring—or giving the feeling of a restless eye; we want to observe their reactions to our story. If we did that, we could see where we fail, and then correct our faults.

"But you have not made story-telling any easier!" I can hear you say. Well, perhaps not. But if you are not indifferent, if you are not lazy, and if you will only be enthusiastic, you can tell stories better than anyone. (Unless they have more enthusiasm, and that only means that you, too, must increase your enthusiasm, and so you see it is all very simple.) If you can bear to say to yourself: "I would rather they enjoyed the story than my telling of it," then you will be a successful story-teller, but you will be so humble that it will be only others who know.

L.T.

Adventures of Peko the Elf.

Peko lived with his mother at the far end of the forest. Every week day he went to school in Acorn Avenue. The schoolmaster was named Mr. O-So-Wise, because he was so wise!

One morning Peko woke with the sun, hopped out of bed, and under the shower. The shower was a lily leaf which Peko shook, and the dew drops came tumbling over him. He uses Special Chestnut Soap, which had a lovely fresh perfume. Then he dressed in his brown suit and went to breakfast with his mother. After breakfast he got his books and cap with the red feather in it, and came to say goodbye. "Peko," said his mother, "Have you a clean handkerchief, and have you washed behind your ears?" Peko bowed very low to the ground so that she could see behind his ears, and flourished his clean handkerchief. His mother kissed him and stood at the door, waving, until he disappeared round

the corner. Then she went inside and set about her elfin duties.

Peko strode along, whistling a merry tune. The sun shone through the branches, making leafy patterns on the floor of the forest. A little breeze touched Peko on the shoulder. "Come and play with me, Peko." "How dull to sit in school on such a lovely morning," thought Peko, "I would much rather play with the breeze and the sunbeams." He parked his books beneath a toadstool and went off with the little breeze. Joyfully he ran, and sometimes he almost flew as the little breeze helped him. He played a tune on the spider's telephone wire as he went by, and the black spider came hurrying out to see what fly was caught in his trap. He scolded Peko, but Peko just grinned from ear to ear, and went his way, hand in hand with the little breeze.

He tipped a dew drop from a leaf on to a bumble bee who was sunning himself on a mushroom. The bee buzzed angrily, but couldn't chase Peko because his wings were so wet. He pulled the tail of a dew lizard as it sunned itself on a rock, and he had to run hard to escape the wrath of the fast little lizard.

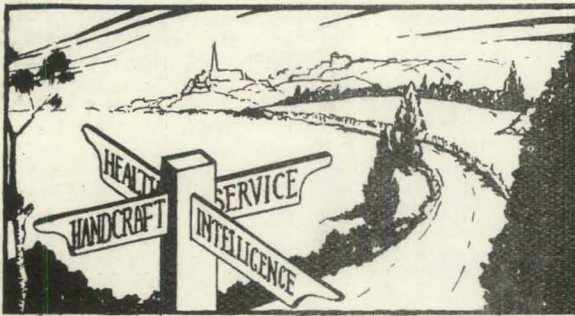
At last, breathless, he flung himself face downwards on the bank of a little stream, and watched the clear water bubbling over the stones. Willows grew beside the stream and dropped their branches into the middle of the sparkling water. Gently they swayed backwards and forwards. "How I would love to swing on them," thought Peko. Up he climbed to the topmost branches and then he began to slide down slowly till his feet were touching the water right out in the very middle. "This is fun" he thought, "but however am I to climb all the way up again? It would be much quicker to drop into the water and I could grab the grass and bushes that overhang at that point down there." Slowly he let himself lower. Water came up to his knees; and then his waist, and then nearly to his shoulders. He let go. Plop! Peko went right under, and before he knew he had been swept past the bushes, and was floating down in mid-stream. At first he was not frightened, but presently he began to wonder if he would ever be taken near enough to the bank to grasp hold of something with which to pull himself out. Then he became really frightened. The stream was getting wider. Supposing he should be carried into the river, and from there to the sea, where he might be swallowed up by a big fish? Two big tears rolled down his cheeks. He thought of his Mummy, and how sad she would be if he never came back to her, and he thought how naughty he had been, wagging school just to play with the breeze and the sunbeams. The breeze wasn't bothering to help him now, although it had swung the willow branches for him.

Suddenly he saw something queer in front of him. A grey, hairy, post-like thing. He was washed against it, and clung with all his might, and then he realised it was the leg of a horse who was drinking in the stream. Quickly Peko called to it that it was only an elf and not a leech which clung to him, and please would be not brush him off. The horse put his soft nose against Peko and gently

nuzzled him, and then, very carefully, walked on to the bank. "Goodness, gracious me!" boomed a big voice, "What have we here?" Peko looked up to see a big man with a golden beard looking down from the horse. "Oh, p-please, s-sir," stuttered Peko, nervously, "I am Peko, an Elf, and I was in the stream being carried down into the river, and from the river I might have been swept to the sea, where a fish might have swallowed me up." And Peko got quite sad again at the thought of it. "Well," said the man, "I always believed there were fairies and elves in spite of what people say, and I am very glad to have been of some use to you." Peko bowed very low and doffed his cap. "My little daughter would like to meet you," said the man. "Will you come home with me? I am King Olave, and I live in the city of Oland." Peko's eyes sparkled. "I have always wanted to visit the big city, but Mummy always says I'm too small. I'd have to ask her if I may go on my very next holiday." Suddenly there came a tremendous noise—horns blowing, men shouting, dogs barking. Peko was so frightened that he started to make himself invisible. He started to repeat his charms which Mr. O-So-Wise had taught him, and first his legs and feet and then his body disappeared before the astonished gaze of the King, and then Peko forgot, and he simply couldn't remember the rest of the charm, so he took to his heels without waiting even to say goodbye. When the King's Courtiers came up they saw what they thought was a new kind of bird, but it was really Peko's cap, with its long, red feather. The King opened his mouth to tell them of

his meeting with an elf, and then decided it was no good telling them. They wouldn't believe him, for no one believed in Fairies now. He hoped Peko would visit him, though.

Peko sped through the forest till he was quite breathless, but it was getting dark, so he still hurried. He couldn't remember the charm to make himself visible again either. So it was a very miserable little elf that reached his home, where his mother was waiting anxiously. "Peko!" she cried. "Wherever have you been, and what have you been doing? I can only see your head!" Then Peko told her the whole story. He told her how anxious the King was for him to visit the Palace. "I may go, Mummy, please, mayn't I?" "Perhaps," said his mother. She wasn't really angry with him, and she wept a little when he told her how he was being swept along in the current, and how he thought he might be swept out to sea, and she never would have seen him again. She then gave him his tea of honey and nuts and put him to bed. It was funny only being able to feel his body when she hugged him good-night. Then she took her glow-worm lantern and set out through the dark forest to the house of Mr. O-So-Wise. She told him all about his naughty little elf, and begged him not to be too cross with him. Mr. O-So-Wise laughed a little and said he would make sure that Peko would learn his charms properly the very next day. He did, too, and he explained to Peko that he was never to use them just for himself alone. They were only given to him to use for someone else. Peko said he would remember and never, never play truant again. M.K.B.



The Sign Post

Editor—Miss Phyllis Salmon.

It is a comely fashion to be glad: joy is the grace we say to God. (Jean Ingelow).

Mademoiselle Maria Gloria.

(Being a story of the Great Duke of Marlborough, by Marjorie Bowen, the First Trail.)

"And what of the woman?" said Das Cabral. He looked at the little group of men standing in the bare room, half shrouded by the dusk of the May evening.

"What of the woman?" he said again.

De Barros swung round; through his torn cloak shone the tarnished gilt on his Spanish uniform.

"Let the woman come with us," he returned impatiently, "and quickly. We have Marlborough at our heels."

There fell a heavy silence. Like men ashamed, these Spanish officers stared through the long window into the courtyard of the chateau; it was two days after Ramillies. Then one of them spoke; he was slim and tall, and wore the blue uniform of the Bourbons.

"Who is this lady, Messieurs?" he asked.

He came into the centre of the room as he spoke, and the last light fell on his face, showing him blonde against the dark Spaniards; obviously French.

De Barros answered:

"It is my cousin, Monsieur. She is fatherless; the English sacked the convent where she stayed and she and some of her companions

took refuge here in my empty chateau. When I returned to-day, I found her here alone. The others had fled to relatives in Brussels. Since we have decided to abandon the place to the English, my cousin must come with us."

Das Cabral broke in fiercely: "What can we do with a woman? We, flying for our lives to join the Marshal; we, with Marlborough sweeping us from the Spanish Netherlands?"

"She is of my blood," answered de Barros.

A third officer spoke sharply: "Know you anything of her?"

"Signor, nothing."

"Where is she?" demanded De Cabral.

"Upstairs."

The Frenchman pulled the curtains back and looked out.

"Bring her down, Messieurs," he said.

"I see the horses wait. If we are to make our way to Villerois' army, retreating to Menia, we cannot tarry."

"Of a certainty, no, Monsieur le Duc."

De Barros swung from the room. They heard him calling "Maria Gloria!"

The Frenchman turned to his companions, who were standing silent; men dazed and stunned with the terror of defeat. He gave a bitter laugh. "Let us follow our host, Messieurs."

They went out into the great hall, a gloomy place full of shadows. By the gaunt, carved dragon on the newel post stood de Barros, with a lantern in his hand that struck his sword-hilt into points of light.

"Maria Gloria!" he cried.

Down the wide stairs came a woman's voice: "Yes, my cousin?"

"Make ready to come with us" said de Barros, "my companions have joined me. We are riding instantly to join the army at Menia."

"You are flying before Marlborough?"

"I have told you. Come down, Maria Gloria."

There was a sound of steps on the landing. "The English march this way?" she asked.

[Will they take her with them? Watch August "Matilda" for more of this story.]

SUGGESTIONS FOR CLOSING COMPANY MEETINGS.

(From the "Children's Corner" in Chester Cathedral.)

"O God, in Whom we live and move and have our being, I thank Thee for life and health and home and all good gifts. Send me forth this day with Thy blessing. Help me to do my duty and always to help other people, for Jesus Christ's sake, Amen."

"O Lord Jesus Christ, be pleased to-day and every day to walk on my feet and work with my hands; look out of my eyes and talk with my tongue and hear with my ears; think with my mind and love with my heart, letting me be useful and happy in Thy service, Amen."

"Day by day,
Dear Lord of Thee three things I pray,
To see Thee more clearly,
To love Thee more dearly,
To follow Thee more nearly,
Day by day."

LOW STANDARD OF COOKING.

At a recent 1st Class Hike the cooking was deplorable. The reason—the fire! Guiders, do impress on your Guides that the SMALL fire of THICK wood will make coals and cook to perfection, while the blazing fire of twigs and leaves has no lasting heat, is hard to control, and will burn the outside of the food, leaving the centre raw. Billies will take longer to boil if not supported above the fire. P.A.S.

1st Class Test (Continued).

Judging heights, weights, distance, number, time.

The Guide should be given practice in all of these, but she should be allowed to choose for herself the three in which she is to be tested. Encourage her to choose the ones in which she is weakest.

Heights seems simpler than distances to begin with. Arouse the Guide's curiosity with questions about the things around her. How high are the walls of our club room? What length ladder would be necessary to reach up and clean our windows? What height are the telegraph poles in your street? When you have the Guides guessing and keen about these, show them a good method of proving their answers: i.e., pencil method, hat brim, etc. (See How to Become a 1st Class Guide, Chapter III).

Remember, not all your Guides will know geometry, so choose a simple method and give clear explanations. Give plenty of games and questions on judging, measuring up walls for new paper, windows for curtains, etc.

The "stepping stones" game is useful for judging distance. The Guide has to judge how many steps or feet it would take her to cross a creek on stepping stones. If she makes a wrong estimate the first time she falls into the water, and has to return to her first stone! If correct she estimates the distances to the next stone and so on, until she reaches the opposite bank in safety.

Weights and numbers is a case of practice, practice, and still more practice. Numbers can very conveniently be done in tram or train—quite unobserved by the public. How many letters in that advertisement? A quick guess, and then prove the answer by counting. The new "Scorewords" game is useful for estimating numbers—try it.

The Guides soon become very enthusiastic, and we need to give them encouragement and plenty of scope and opportunity for practising what they are so eagerly learning.

The Guider will find that if she fixes a definite test date some time ahead and invites another Guider (1st Class Examiner) to come and test those ready, she will stimulate activity and preparedness! It is a good plan to make this a district day, when Guides from each company can meet and be tested together.

Children of Guide age like definite things, and the idea of a "fixed date" ahead gives a decided feeling of satisfaction in the possibility of accomplishment.

There is nothing indefinite about the 1st Class Test, but we have, somehow, created a feeling of vagueness about it—made it some-

thing to attempt in a future distant and misty. It is up to us all to make the work real, to bring it into the company life, an attainable and enjoyable test to pass, and a wonderful badge to win. J.S.T.

"THE RANGER PAGE"

Editor: Miss Boyes, H.Q's.

The long-awaited Ranger Star Syllabus has at last been published; it is still in an experimental form, but will probably not be altered very much. "The syllabus is now ready for general use, and after it has been given a fair trial, further criticism will be welcomed."

There are also a few minor alterations in the syllabus for the new Ranger Tenderfoot Test.

Guiders are asked, in "The Guider," to "bear in mind that, far from being an effort to change things, the new tests are a definite attempt to emphasise and to put into practice the original and essential characteristics of Guiding."

The Complete Ranger Test.

Ranger Test (replacing old Tenderfoot and Ranger Test.)

This was published in "The Guider" in September, and has been altered only in certain very small respects as the result of criticism sent in since.

1. Section 3. For "Four Emergencies" has been substituted "Three emergencies . . . and 'Know how to stop bleeding'." (This was felt to be an essential bit of knowledge for any Ranger.)

2. Section 5. For "in front of an open window" has been substituted "near an open window." (Some Rangers have taken their exercise, in exceptional circumstances, in bed-making, for instance NEAR an open window, but it is not always possible to have the beds in question "in front of" an open window.)

3. Section 6. For "have proved" has been substituted "prove."

Group 6. Section B (continued) and give a report of what she has observed.

Or (with permission of C.C.A.): Go for an over-night hike. Choose one of the following: Know 6 constellations, 6 trees, 6 birds and 10 flowers. Swim 50 yards. Visit 4 places of interest in the neighbourhood, and know their history. Signal and read simple messages in Morse at a distance of 150 yards.

Group 7, Section A: Needlewoman Badge (senior or junior).

Section B. Make a garment (needlework). Choose one of the following: Convert a packing case into something useful for the home. Use 3 knots (other than those in the Tenderfoot test) splice a rope, and know two kinds of lashing. Darn, mend and remove stains from material.

Group 8. Section A—Booklover or any Art and/or Craft Badge.

Section B: Do one of the following:

Read two books from Booklover's badge.

Perform 5 country dances.

Tell a story for not less than 3 minutes.

Teach something in the Company (Handicraft or Game).

Make a scrap or log-book containing some original work.

Conduct a sing-song.

Section B may be passed by the Captain or by some competent examiner found by her.

Sea Rangers are taking the Ranger Test before enrolment, and after that, their own specialised tests.

(From "The Guider," April, 1936)

Ranger Star (replacing old Ranger Star) in experimental form. (This test is published now for the first time. It has been dealt with exactly as the Ranger Test was—that is, it was tried experimentally by about twenty-five companies of different types, and re-arranged after full consideration of their criticisms. It is now ready for general use, and after it has been given a fair trial, further criticisms will be welcomed.)

To gain her star a Ranger must pass, either in Section A (specialised) or in Section B (general) in each of the eight undermentioned groups: in at least three of these groups she must pass in Section A. She must be a helpful member of the Company, and prove that she is trying to use her knowledge in the service of others.

Group 1—Section A: Senior Cook Badge.

Section B: Cook a two-course meal and understand the storing of food. Draw up a menu for a week in summer and winter on a definite sum of money.

Group 2—Section A: Ambulance Badge (if under 16) or First Aider.

Section B: Be able to deal with fire-accident, unconsciousness, shock and simple wounds.

Apply artificial respiration and understand the immediate measures to be taken in cases of accidents.

Group 3.

Section A: Sick Nurse Badge (if under 16) or Probationer.

Section B: Know how to prepare a sickroom, and make a bed with a patient in it.

Take a temperature.

Apply a finger bandage and a fomentation.

Group 4.

Section A: Nurse or Public Health Badge.

Section B: Know the best methods of feeding dressing and bathing a baby of under a year.

Know the facilities in her area for advice and treatment in the case of expectant mothers, infants and young children who are physically defective or mentally defective, cases of accident or illness.

Group 5.

Section A: Citizen, or World Citizen, or Empire Knowledge Badge.

Section B: On a given route, of about a mile, chosen by the candidate, be able to direct a stranger to the Town or Village Hall, Fire and Police Stations, nearest Post Office, Doctor, Chemist (with hours of Sunday opening), Garage, Bus termini, and Railway station. Know something of Guides and their life in another country.

Know something of your system of local government.

Group 6.

Section A: Hiking, or Camcraft or Explorer or Pioneer or Nature Lover badge.

Section B: Have spent at least half a day alone or with only one companion in the country, cooking her own food and observing the wild birds, animals, plants and flowers.

In the Ranger Page of "Matilda" next month will be published notes of a meeting of Ranger Guiders, held to discuss the new Ranger tests and how they are applying them in the Companies.

The next meeting of metropolitan Ranger Guiders was fixed for August 18th, but as the last meeting was on a Tuesday and less than half the Companies were represented, it is thought that another night might suit more Guiders, so it is suggested that the date be changed to Friday, 14th August. I should be glad to hear from Ranger Guiders about the suitability of this altered date.

J. U. BOYES, Commissioner for Rangers.

Stradbroke Cup Competition.

Well, Guiders, now that you have got down to work on the various sections of the S.C.C. how are things going? Did the cloud of perplexity—no bigger than a man's hand—melt when you set sail on this adventure, or is there another cloud heavy and menacing looming on the horizon? I sincerely hope not, but wish you a smooth and happy voyage.

But if there are any worries you may have, any problems you want settled, please write to me at once. We will consider we have failed as a committee if at the end we hear "Oh, I didn't know we could do that," or "I thought we had to do it this way." Our object is to help you achieve the greatest possible success with the least difficulties.

So now for some hints that you may find useful.

As the Lones are not competing as a separate entry, you may use any Lones who live in your district in any way you like.

Section 1: How are your plays getting on? Up to date there are 22 entries in this section. We are very grateful to Headquarters, who have untiringly typed copies of the original plays, and who have already disposed of 50. This is a noble effort. Evidently acting is a popular form of self-expression.

Now for hints for your producers. We said in Circular 4 "Simplicity, ingenuity and economy (of time and money) will be taken into consideration." Please do not allow people to waste time making elaborate frocks or scenery. Remember that Shakespeare "put over" his plays without any scenery at all, and "Lady Precious Stream," one of the masterpieces of the present time, which has been playing to enraptured houses in London for two years, had, as far as I can remember, only drop scenes and one bench.

This item is to be for not longer than 30 minutes. That means all told, so don't have too many delays between scenes. Time the

rehearsals frequently, including the change of dresses and scenery, if any.

Section 2: Dancing. So far we have entries for 10 original dances. It is gratifying to know there is so much creative brain power at work. I wonder if they are all to be for Brownies. If so, what fun they must be having already practising them. Country Dancing is a popular item. There are 26 entries for this. Is it because this is the item with the least effort? Three dances only are required, and for this one may gain 30 points. 10 points for each dance! You did understand, didn't you, that if you enter for either (a) or (b) you may gain up to 30 points, but if entering for both may only gain 15 in each? This was done for two reasons—firstly to enable districts to use their Brownies (i.e. in the original dance) and secondly, to give those districts who haven't had the chance to excel in country dancing an alternative whereby they can gain a few more points.

Now some hints about this section. Country dancing is to be done as it is at a Company meeting. That means in uniform, without hats and in sand shoes, with either a gramophone or simple piano accompaniment. When we said a team of 8 we did not necessarily mean for you to choose dances which require 8 girls to make up one set. Two sets of 4 girls each will be also quite correct.

The Brownies, bless them, may drape themselves in hessian or spangles or fur as required to interpret whatever creature they may represent.

Section 3: Singing, Guides. As there are other copies of some of the songs we have chosen besides the Camp Fire Song Book series, and as in a couple of cases there are slight differences in wording or couplets, we think it would be a good idea for the leader of the chorus to bring her manuscript to the judge.

We have said there is no set number for this section, merely that the final setting will be that of a camp fire. This was done so as not to prevent small districts with a necessarily small number of voices from entering. On the other hand a successful camp fire would confine the team to not more than about 40. You may have experienced difficulty yourself in trying to control more than that number perhaps!

If you are making a "real" camp fire with logs, and electric light and red paper, do be certain there is enough light for the conductor to be clearly seen by everyone. There is nothing so damaging to a round as an elaborate "fire" which is not so brilliant as one hoped, so that the parts lose touch with each other.

Remember, the judges won't bother much about the effect, they will only listen to the singing. And, yes, the Guider may lead the chorus as she does at a camp fire.

Singing, Brownies. These are action songs, but please don't let the actions cramp the singing. Let them "squat" and do what actions are necessary from that position. Sometimes. I am afraid a good healthy noise drowns a multitude of feebleness!

Section 4. Story-Telling. We have said "This may be a Guider's or Commissioner's effort," because we feel that story-telling is done too

infrequently in Company meetings. A Guider or a Commissioner has such chances in this way of stressing some point or teaching some lesson. And what more tactful way than by telling a story? We feel that this is her opportunity to get more used to that bugbear of most women—speaking in public. To make it easier for the teller, we suggested that it take place round a camp fire, perhaps after the singing.

And now for some hints about the telling. First and foremost—the choice of the story. It is no use telling an audience composed of Guides and Rangers a fairy story without any thing more than the mention of a foreign country as its basis for being of international interest. Let it speak of the life of the people who lived in those times, show the characteristics, likes or dislikes of the people mentioned.

Then the delivery, which should include diction, intonation, choice of words, the personality of the speaker and the effect her story has upon the audience. Be particular about that. If you see your audience shifting, sighing, or looking at their watches, be certain it is your fault and not theirs. Remember the story is not to be longer than 15 minutes. Practice it over many times before you victimise your audience.

In all these items it is the working for them that is important, it is cultivating the interest in your Companies that matters; the results will come of themselves.

And so good luck to you all.

M. R. FAIRBAIRN.

63 Clowes Street, South Yarra, S.E.1.

Meetings.

A meeting of the Executive Committee was held at the Guide Office on the 4th June, 1936.

Present: Lady Chauvel, Mrs. Edmondson, Mrs. Clive Fairbairn, Mrs. Faulkner, Mrs. Littlejohn, Miss Boyes, Miss Cameron, Miss Purnell, Miss Swinburne.

Apologies were received from Miss Bush and the Hon. Treasurer.

Resignation: Miss C. Lascelles' resignation from South Western Suburbs was received with regret.

Stradbroke Cup: It was agreed that choirs for the competition might include adult voices, entries to date were as follows:

Metropolitan 21 teams, Country 13 teams.

South Australian Centenary. No information was available yet concerning accommodation for Guides.

The suggestions submitted by the Guiders' Committee for choosing the 15 Guiders invited to the Overseas and Interstate Camp were approved.

Guiders' Committee: The following were noted: (a) a Bookcase had been purchased for a Guiders' Library. (b) The levy, 6d., from Guiders was still not fully paid. The date and programme of the social evening.

Gipton.—It was agreed that representation on the electoral roll in respect of Gipton was desirable.

Testing Camp Advisors. It was agreed that Victoria prefers to test for Camp Advisors.

Victoria Institute of Educational Research: Mrs. Edmondson agreed to attend a meeting to form a general committee to make arrangements for the Educational Conference 1937.

World Conference. It was noted that Mrs. C. O. Fairbairn is to be an Australian visitor to the World Conference in Sweden in place of Miss D. H. Irving, who is shortly returning to Australia. S. H. IRVING.

Girl Guides Association,
60 Market St., Melbourne, C.1.

Minutes of a Meeting of Division Commissioners held at the Guide Office on 3rd June, 1936.

Present: Lady Chauvel, Mrs. R. L. Dennis, Mrs. Edmondson, Mrs. Clive Fairbairn, Mrs. Faulkner, Mrs. Littlejohn, Misses Boyes, Cameron, Moore, Macneil, Purnell.

Apologies were received from Mrs. Corney, Mrs. Davidson, Mrs. Ewan MacKinnon, Mrs. Guthrie, Mrs. Tate, Mrs. Troup, Misses Black, Bush, Syme and Wippell.

Minutes: The Minutes of the previous meeting were read and confirmed.

Country Visits: Miss Moore intimated that she would be able to visit Mildura when the Secretary was able to accompany her. Arrangements for other visits were left to the Commissioners concerned and the Secretary.

Guide House: It was reported that the idea of a Happy Home Bazaar had been found impracticable. Miss Bush's suggestion for raising the Endowment Fund (see Executive Minutes April, 1936) was approved, and it was agreed that the letter should not be sent until later.

Fixby, Woori Yallock, was reported on. Commissioners were asked to look out for suitable properties.

It was agreed that in future any donations from districts would be placed in an Endowment Fund, and that Commissioners might put to Companies the need for this Fund.

Stradbroke Cup Competition. Mrs. Fairbairn reported the following entries: Metropolitan 18 teams, Country 13.

Broadcasting: It was agreed that a weekly broadcast would be of value, and that enquiries should be made concerning the possibility.

Pets Association: There was no report.

Guiders' Club: The position of the Guiders' Club was reported on.

South Australian Centenary. It was reported that an invitation had been received for 16 Guiders to attend an Overseas and Interstate Camp at Mount Lofty from 30th December to the 7th January. The Guiders' Committee had been asked to draw up a scheme for choosing the 16 Guiders.

From the 4th to the 10th of September the South Australian Girl Guides Association is holding an International Festival to which the State President, Commissioner and Secretary have been invited as guests of the Association.

Arrangements for accommodation will be made for any Commissioners, Guiders, Rangers and Guides who wish to attend.

Commissioners' Conference: It was agreed that Conference be held at the same time as

last year, and on similar lines to the 1935 Conference.

It was agreed that arrangements be made by a Sub-Committee which will include the Commissioners for Brownies, Rangers and Training at least one Country Commissioner, and other members to be appointed by Lady Chauvel. S. H. IRVING, State Secretary.

Equipment.

Title Tapes: The following title tapes are waiting to be called for. They have all been ordered by the Packs and Companies concerned.

Packs: 2nd Brunswick; 2nd Carnegie; 4th Camberwell; 1st East Malvern.

Companies: 1st Balwyn; 3rd Camberwell; 1st Moreland; 1st South Melbourne; 2nd Toorak.

Ranger Co.: 1st Dandenong.

Please collect them and pay us for them. 1936 P.O.&R. are now available.

S. H. IRVING.

REGISTRATIONS.

Packs: 1st Mooroopna, 1st Picola.

Companies: 2nd Cheltenham, 1st Hamilton.

Re-started: 1st Kyneton Pack.

APPOINTMENTS.

District Commissioners.

Carisbrook: Mrs. Frank Bucknall, Carisbrook.

Casterton: Mrs. E. Nixon, Bank of N.S.W., Robertson Street, Casterton.

Miners Rest and Waubra: Miss E. Troup.

District Secretary.

Berwick: Mrs. R. M. Brown, Commercial Bank, Berwick.

WARRANTS.

Brown Owls.

1st Broadford Pack: Mrs. Holbrook.

Tawny Owl.

1st Clunes Pack: Miss E. Ritchie.

Captain.

1st Kerang Company: Miss M. N. Deakin.

1st Nyah District: Miss A. Burkett.

5th St. Kilda: Miss H. Macgregor.

1st Yarram District: Miss Jean G. White.

Lieutenants.

4th Kew: Miss Jean Ray.

1st Miner's Rest: Miss J. Luhrs.

1st Nyah District: Miss E. I. Caldwell.

CHANGE OF GUIDERS.

1st Coleraine Pack: Miss L. Tippett.

1st Parkville Pack: Miss V. Silcock.

1st Benalla Company: Mrs. Bakewell.

1st Camperdown Company: Miss M. McWade

1st Maffra: Miss D. Hill.

1st Parkville: Miss R. Baker.

1st Coleraine Coy: Miss J. Trangmar.

CHANGE OF ADDRESS.

Miss Phyllis Reid, 11 Waverley Road, East Malvern, S.E.5.

RESIGNATIONS.

District Commissioner.

Coleraine: Mrs. W. L. Cooke.

Lilydale: Mrs. Keppel Palmer.

District Secretary.

Camberwell North: Miss D. Holtz.

Brown Owl.

2nd Carnegie: Miss L. Shepherd.

2nd Hawthorn: Miss. D. Withington.

4th Malvern: Miss E. Carter.

1st Nyah West: Mrs. Nisbet.

2nd St. Kilda: Mrs. Potter.

Lieutenants.

1st Bendigo: Miss G. Taylor.

1st Tatura: Miss E. Buckley.

Ranger Captain.

1st Canterbury: Miss D. Doery.

Training.

Guiders who have not previously attended a Training Course at Headquarters must bring to the first Class of any Course a Nomination Form, signed by their Commissioner.

Unless otherwise stated all Training Courses are held at the Guide Office, 60 Market Street, Melbourne, at 7.45 p.m.

Guide Training. The third course of General Training will begin on FRIDAY, 2nd October, 1936. Guider in charge: Miss G. H. Swinburne.

Refresher Course. A series of classes has been arranged to take place on MONDAY evenings, beginning 6th July.

6th July: Some Ideas for Company meetings which might be new to some of you (Miss D. Hayman).

20th July: Nature Lore: Plant Life (Miss M. Fawcett); Birds (Miss J. Harper).

3rd August: Nature Lore: Insects (Miss Woolcock); Birds (Miss J. Harper).

N.B.—By special request, the aim of these two classes will be to teach Guiders themselves facts about nature.

10th August: Games, probably "something old, something new"—Miss D. Hayman.

17th August: First Class Ideas (Miss G. H. Swinburne).

24th August: "Are we running our Companies as the Chief Scout intended we should?" (Miss G. H. Swinburne).

Guiders who intend to be present at any class are asked especially to send their names beforehand to the Training Secretary.

Ranger Training. A Course of classes for Ranger Guiders will be held in July. Guider in Charge: Miss Barfus; Assistant: Miss F. Piesse.

Training Week. If applications warrant it, the 32nd Training Week for Guiders and prospective Guiders (over 18 years of age) will be held from Friday, 28th August, to Saturday, 5th September, 1936, inclusive, at "Bethany," Healesville. The fee will be 30/-.

The Week will be for General Guide and Brownie training. Guider in Charge: Miss G. H. Swinburne; Brownie Trainer: Miss V. Hill.

Applications, accompanied by a deposit of 5/-, should reach the Training Secretary at the Guide Office not later than 4th August, 1936. Deposits will not be refunded unless withdrawal is made a fortnight before the beginning of the week.

When applying, will Guiders please state whether they wish to take Brownie or Guide Training, and whether they have attended a Training Week before? **M. E. BUSH,**
Commissioner for Training.

Notices.

WEEK-END CONFERENCE.

The Guiders' Committee is arranging for the annual Conference held in September, to extend over two days.

One circular has already been sent out; would Guiders assist the Committee by filling in part to be detached and returning same immediately.

Full details of programme will be in August issue of "Matilda," also on the second circular to be sent out later.

MARGOT ANDERSON, Chairman, G's.C.

COUNTRY DANCE PARTY.

2nd Brighton Beach Co. (Melb. Orphanage) are holding a Country Dance Party at St. Stephen's, Docker Street, Richmond, at 7.45 p.m. on Saturday, July 4th.

Remember the Stradbroke Cup and come and help us to help you!!

Admission 9d. Supper 1d.
Proceeds in aid of Camp Funds.

S. C. WARRINGTON ROGERS.

THE BEAUTIFUL GRAMPPIANS.

A fine collection of colored slides showing plant and bird life and rock formations will illustrate a lecture on "The Grampians" by Mr. Lang on Monday July 6th, at 8 p.m. at the Melbourne Boys' High School, near South Yarra station.

The occasion is the annual general meeting of the League of Youth, and Guiders and their friends are cordially invited.

MARY JOLLY,

Rep. League of Youth.

For the month of July the usual Brownie Guiders' Evening will be held at H.Q. on the second Thursday at 8 p.m. Further announcements will be made in the press.

VALERIE TATE,
Commissioner for Brownies.

POLICY, ORGANISATION AND RULES FOR 1936 AVAILABLE.

Policy, Organisation and Rules for 1936 is now obtainable at the Guide Association. Guiders and Badge Secretaries are asked to secure these as soon as possible and note any alterations.

I would be grateful if Commissioners would make certain that their Badge Secretaries know of the new book being available, as all Secretaries do not see "Matilda."

The alterations in Test work can be followed as soon as the book is obtained, and by Sep-

tember 1st all Test and Badge work should be according to the 1936 book.

Last year there was the big change in England, where St. John's and Red Cross societies took over all First Aid and Sick Nursing tests. We decided it was advisable to keep to the existing conditions where convenient, and if desired to ask for help from the St. John's Ambulance Association.

Owing to this the old Guide syllabus was not printed in 1935 P.O. and R; people have naturally written to ask what was required; so all are now asked to note that the complete syllabus for both St. John and Red Cross is published in this year's book. Both of these cover much the same ground, but the Red Cross is a little fuller in detail.

As only the St. John's books can be bought here, we will from now on follow the syllabus given by them for the Junior and Senior Badges for First Aid and Sick Nurse. These differ very little from the Guide requirements last published in 1934.

When a St. John's examiner takes the test, the Guide can obtain both the Junior Certificate (cost 1/-) as well as the Guide badge. But if the examiner is not an examiner for St. John's, only the Guide Badge can be obtained.

This will also apply to the Senior Badges, but all Rangers are urged to take the St. John's lectures and obtain the Senior Certificate. Fee of 5/- must be paid for these lectures.

The St. John's books, both Junior and Senior can be obtained at Guide Association. The Red Cross books are in lending and reference libraries.

M. MOORE,
Commissioner for Tests and Badges.

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Blazers Tailored to Measure

In the best quality Velour
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