

## EXPLAINING THE BLOCKADE

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must finish with the old economics of scarcity and anarchy. We must found a new economics of plenty, and found it on a rational plan. In face of our immense productive powers, there should be no poverty or hunger any more, nor workers by the million standing idle against their will. All that must stop after the war. But it isn't yet too soon to make some new beginning, and here's one. Our Prime Minister has said we shall do our best to encourage the building up of reserves of food all over the world, so that there will always be held up before the eyes of the peoples of Europe, including, I say it deliberately, the German and Austrian peoples, the certainty that the shattering of the Nazi power will bring to them all, immediate food, freedom and peace. "Food for the Free," let this be our watchword.

### LESSONS

#### IN MORSE

(No. 14)

THE following is a draft of signal lesson No. 14 broadcast from Stations 2YC, 12M and 3YL at 10 p.m. on December 9, 10, and 11.

The lesson began with the Instructor giving a few words of encouragement to any trainees who were becoming disheartened about the progress in operating that they were making and enjoined them to keep on practising. It was stressed that the only way to attain speed was to practise assiduously and that the attaining of speed was dependent upon the trainee becoming familiar with the sound of each individual letter. It was stated that it was recognised that certain letters such as "C," "Z," "Y," "Q," etc., were somewhat difficult to the beginner and trainees were told that, as each letter had its own distinctive sound, they should try to associate the particular sound with the letter it represented. No doubt some of the trainees were already able to pick out small words such as "the," "in," "and," etc., from some of the slower transmissions heard on shortwave receivers. This was due to their becoming more conversant with what might be regarded as a new language.

The fact that perhaps trainees were experiencing trouble with figures was mentioned, but it was stated that as the transmission of these did not begin until lesson No. 6, they had not had much practice with them. They were told that each figure, as with each letter, had its own distinctive sound, and that sound has to be associated with the particular figure immediately it is heard.

The remainder of the lesson was taken up on receiving practice, and jumbled letters, figures and plain language were transmitted.

And now, to finish, here's a letter which has come to me from Nebraska: "You may have quite forgotten," says the writer, "a young man with whom you once talked for an hour after a lecture at the University of Nebraska some years ago. However, at that time over our cigars you told me to write to you, if ever I cared to do so, and in this dark hour, even as I write, 'planes may be bombing over England, I have the thought that perhaps a word from across

the seas might be a little welcome. The things for which England has stood these thousand years past must not perish. With her is the light and hope of the world on which we who believe in freedom and justice and truth have our hearts set. The way of Hitler and Mussolini leads down to barbarism back to the dark ages. England must win lest night should fall." I hear that voice of my friend from Nebraska across the seas above the wail of the sirens, above the crash and crack of bombs and anti-air-

craft guns. He gives me fresh courage to meet whatever challenge may come. We, here in Britain are in the front line, each of us proud to die, if need be, for the liberty larger than our own. We greet you, our American friends, with a smile. We are confident in victory and content with fate. In the immortal words of our great leader, Winston Churchill, "We shall fight on unconquerable until the curse of Hitler is lifted from the brows of men." We are sure that in the end all will be well.

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