

# GUIDING

NOVEMBER 1991 £1

**GOOD MORNING  
GUIDING**

**DAWN'S  
CUSTARD  
CAPER**

**DINING  
OUT  
EURO  
STYLE**

**HITTING  
THE  
TRAIL**

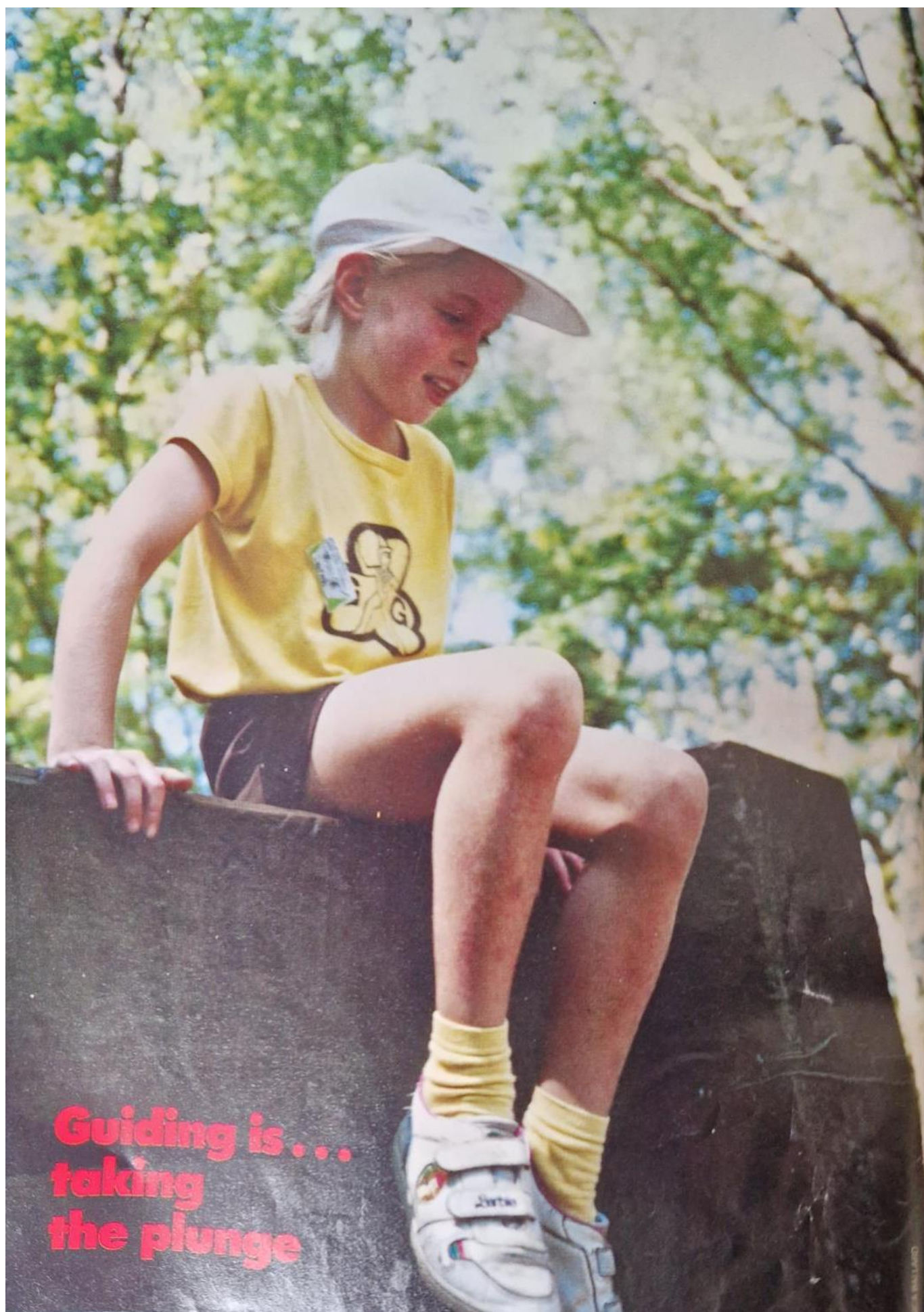
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# front PAGE



## COMMENT

I am sure you all share my horror of the amount of junk mail that arrives through our letter-boxes, only to be instantly relegated to the dustbin. The letters, informing you personally of this or that opportunity to purchase the bargain of the century, are always written on high-quality paper. Sometimes, there is a colour photograph of the product on offer — on even more glossy, expensive paper.

Sadly, we have no control over these commercial enterprises, which are surely decimating forests to provide their tempting offers. But we do have more control of our own Association, which is, undoubtedly, adding to this 'paper mountain' in no small way.

The minutes, reports and notes generated by our Association's activities throughout the UK would surely be sufficient to bury our hundreds of thousands of members under a paper mountain. Perhaps we have come to rely too heavily on this method of passing on information, which seems in danger of stifling the initiative, imagination and self-reliance that was once the backbone of Guiding.

As the photocopiers, fax machines and word processors churn away and the 'shredders' work overtime to fill black sacks by the hundred, we must all ask ourselves in Districts, Divisions, Counties, Countries and Regions, not forgetting here at CHQ, whether these pieces of paper are really necessary.

Do the reams of paper really affect the way our Rainbows, Brownies, Guides, Rangers and Young Leaders enjoy Guiding? In the vast majority of cases, I fear not.

As our inevitable meetings get underway this autumn can I ask you all to attempt to cut down each set of notes or minutes by half, before the GGA chokes to death on its own paper.

**JANE GARSIDE**  
Chief Commissioner

## FRONT COVER



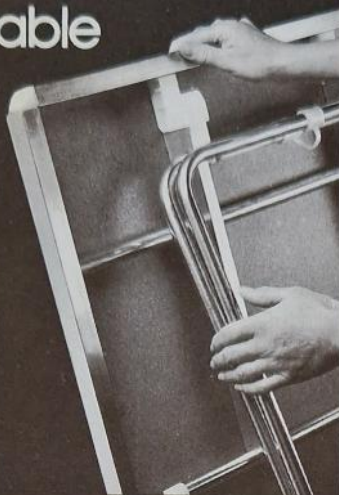
Spirits soared in the sunshine as London and South East's first international camp, LASER '91, took off. And campers didn't need any pyramid selling tactics to persuade them to join in the dozens of activities at Blackland Farm, East Grinstead.

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# Round UP

## ALL HANDS ON DECK!

◀ The decks of the Waverley paddle steamer were gleaming by the time 12th Penarth (All Saints) Brownies had finished their sponsored scrub. The girls from South Glamorgan mopped up £150 for their funds and for local charities.

## CAT PEOPLE

▼ These three Guides found a purr-fect way to raise funds for charity. The trio from Macclesfield's United Reformed Church in Cheshire provided feline fun and frolics as part of a review presented at Townley Street School.

Their adaptation of the top West End Musical *Cats* helped to raise cash for the Save the Children Sudan Appeal Fund.



PENARTH TIMES



MACCLESFIELD EXPRESS



# JUST DESERTS

*You've heard of mustard baths... but custard baths? It sounds ridiculous, but Dawn Dadswell was sitting pretty for a good cause.*

Enterprising Dawn Dadswell, a Young Leader with the 10th St Leonards (St Ethelburga's) Guide Company, spent part of a chilly Friday sitting outdoors in a tub of custard.

Unlike Cleopatra, wallowing in her asses' milk, Dawn chose the forecourt of her local branch of Tesco to luxuriate in the yellow stuff.

Tesco who, as you can see, happened to be promoting their 'healthy eating yogurt' that week, remained politely aloof.

Product-conscious consumers will, no doubt, wish to know the brand Dawn used — not Bird's, nor Brown and Polson's but McDougall's.

A super-economy pack, from a St

Leonards' cash-and-carry, provided hours of bliss, proving that McDougall's can soothe those parts that other brands cannot reach. And all for £3.

Dawn praised its slurpy, slippery sloshiness and was impressed by the way it had transformed the colour of the purple shorts she wore.

The 'awful lumps' got the thumbs down though, as they made sitting uncomfortable. But that was down to Mum and friends who helped to mix it.

Flavour? Well, Dawn never tasted it. 'I hate custard,' she explained, 'simply loathe it.' That's why, it seems, she chose it for her bath instead of Tesco's 'healthy' yogurt.

Dawn remained in custardy, as you

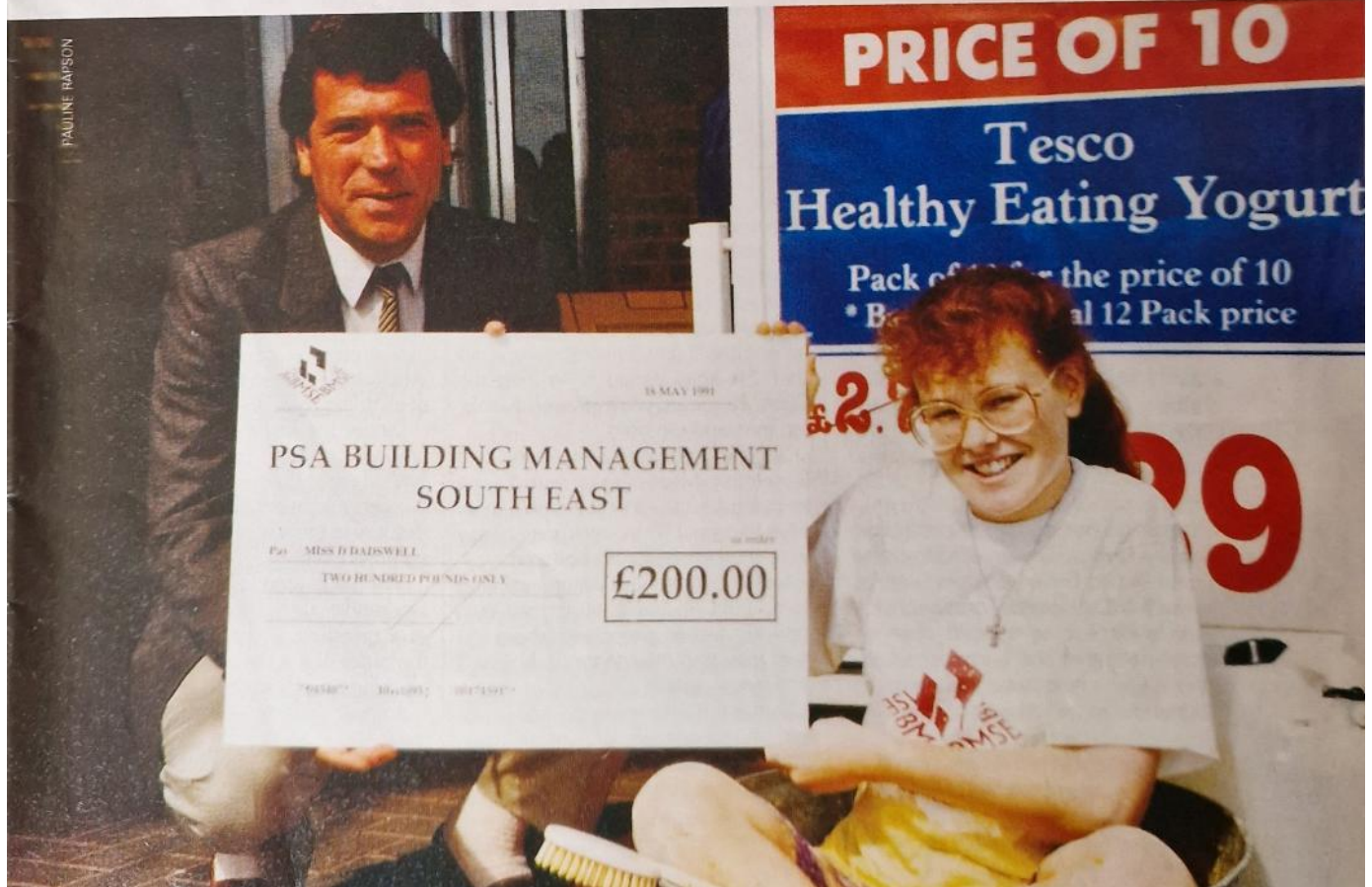
might say, for a total of six hours. She stood up once, while the bath was topped-up with more hot custard.

'It was lovely when I first got in it,' she said, 'but it was a cold day and as the custard got cold, so did I.'

She emerged in triumph, however. Sponsored by local staff of a government department — PSA Building Management South East — Dawn's dally in the custard raised more than £300 towards the £1,200 she needs to fund her GOLD project in Jamaica.

The only ill-effect of her immersion was that for several days she had canary-coloured legs and smelled of custard. Nothing that a light dusting of grated nutmeg couldn't have masked!

Dawn collects her reward from Gordon Skeet of PSA Building Management South East.







Charlotte McAuley receives her Rambler badge from Keith



Jessica Bath on the climbing wall

# Guiding

**Keith Axbey, an Assistant Cub leader from Ealing, and his girlfriend, Samantha McTigue, Guider with the 28th Wimbledon Guides, saw our appeal for any units with a story to tell. They got in touch to share their tale of a throwaway remark that led to a very successful joint Guide and Cub camp.**

Keith explained: 'Samantha complained loudly at the prospect of yet another weekend on her own, while I enjoyed myself at Cub camp. To pacify her — and not meaning a word of it — I suggested that she bring her Guides along to the next camp. And from that suggestion was born an idea that worked.'

What seemed to them like a throwaway remark, Samantha, Keith, the other 20 Guides and Cubs, finally got the bridge

Scout Boating Centre on the Thames for what turned out to be a great demonstration of all that's best about joint activities.

They chose the younger girls from among the 30 in Samantha's unit, so that the ages would fit in with the Cubs. Numbers were divided evenly, ten girls and ten boys.

'All the girls were very keen,' said Samantha. 'Most of them hadn't been to camp before, so they didn't know what to expect. They were quite happy to take on whatever was offered.'

Keith continued: 'When pitching camp the Cubs were left to their own devices, and, to give credit where it is due, they had their tents up before it got dark — just.'

By this time, however, the two Guide tents had been up for half an hour, although how much this was due to the encouragement, or, dare I say, nagging of their Guider, I don't know.'

Samantha admits that she was

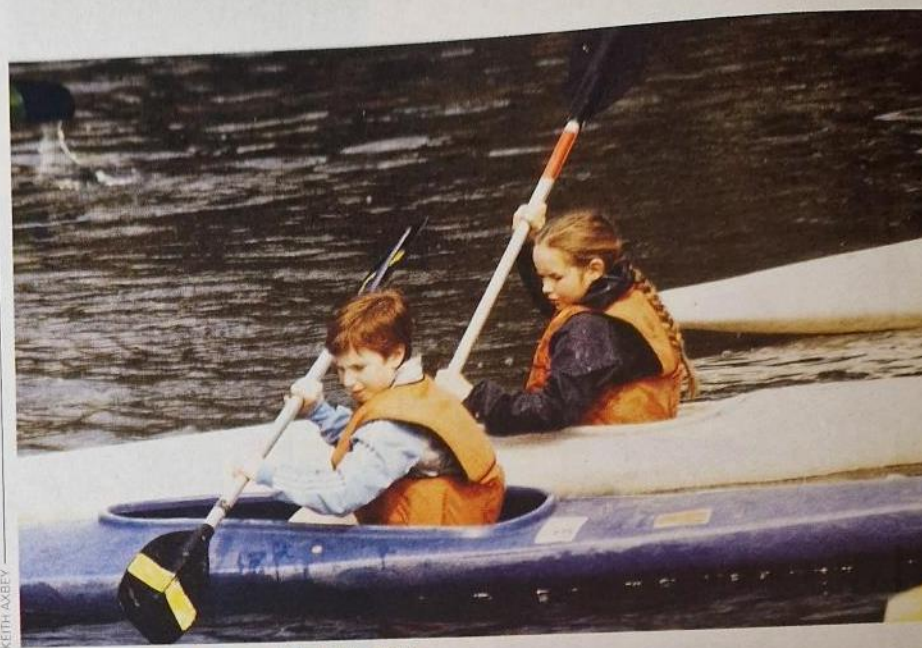
surprised by how much the Cubs could tackle. As well as pitching their own tents, they were quite able to light a fire and cook supper. She was left wondering whether she was, perhaps, over-protective of her Guides, and 'whether they are, in fact, quite capable of all doing these things'.

Dinner the first evening was a hot chilli which, Keith claims, unsettled a few of the Guides more used to bangers and mash than *haute cuisine*. But it was the washing up that really surprised them.

'We discovered long ago that for a weekend activity camp where time is at a premium, disposable plates are the order of the day. No arguing over washing up, or the wash patrol missing out on an activity — just finish your meal and then straight on to the fire with the debris,' Keith explained.

Samantha admits to having been worried that things would not be done 'properly' in traditional Guide camp





David Ryan and Diana Glencross take to the water

# *in action*

style. But she soon realised that Keith was right: an activity camp does not allow much time to run things as they are done at a more traditional Guide camp.

The next day it was down to the river for a canoeing lesson. The Boating Centre staff were keen to create a 'boys versus girls' competition, according to Keith, which 'saw the girls coming out on top. Some of the girls had been canoeing before, and this showed itself in the number of dry bodies at the end of the session.'

After the less successful had dried out around the fire, it was on to the climbing wall. Keith asserts that: 'Here determination and a head for heights were the order of the day. Although most of us made it to the top, abseiling down was a different kettle of fish.'

Samantha was among those who decided that the ladder was the only sensible way down. 'I was absolutely terrified,' she admitted. 'I'd never tried

it before but I'd always thought it looked terribly exciting. But when I got to the top I had great reservations... I just couldn't lean back. I had great admiration for those that did it.'

The girls were good about me not managing it — they didn't rib me too much.'

The evening camp fire saw a contribution from every member of the camp which resulted in each "side" learning a whole new set of songs,' Keith explained. 'There is something about the harmony of a group of girls singing which Cub growls can't match.'

Keith admits that he was pleasantly surprised at how well the Guides and Cubs mixed together. 'At no time was there any "them and us" feeling. Both sides had taken every opportunity to integrate, and the wide games with mixed teams were particularly popular.'

The adventurous activities were equally challenging for both groups. And while the traditional Guiding and

Scouting skills such as fire lighting and tent care were kept to a minimum, if they were required, the more experienced Patrol Leaders and Sixers happily shared their knowledge.'

Samantha agrees: 'At the end of the camp the girls were all very enthusiastic and would definitely like to do it again.' She thinks that one of the reasons it was so successful was that the Cubs 'are still at an age where they see girls just as friends'.

There was no suggestion from the boys that the girls weren't capable of tackling anything, or were better suited to domestic chores.

Last word from Samantha: 'I'd advise others to have a go, it is much less daunting than it seems. It's really all quite straightforward.'

Their Cubs and Guides voted the camp a huge success and were delighted to hear that Samantha and Keith were planning another joint venture.



# TRAIL-BLAZER

*There's never been anything quite like it before — over 2,000 campers encouraged to move from site to site and even country to country during one action-packed period last summer.*



Still smiling the BATTI bunch



Ready for a wheelie good time at Foxlease

The girls — and a fair sprinkling of chaps — travelling reasonably light, were pounding the celebration trail linking seven simultaneous camps. For Trail '91 was the highlight of Celebration '91, a special year marking the 75th anniversary of the launch of a section for older girls within the Movement.

Some individuals or groups of friends took up the challenge to visit all seven sites in the ten days, or as many as they could reach. Those who managed to have their passports stamped at all

the sites found they didn't have much time left from travelling to sample the activities on offer. For some, the achievement also meant they'd raised

**'I've never been to anything quite like it. I'm enjoying every minute' — 15-year-old Ranger Christine Middleton.**

money for charity.

Other campers simply selected the centres with programmes that appealed,

splitting their time between a couple of sites. It really didn't matter, there were no rules or quotas to fill. The Central Planning Committee wanted the young people to have fun. And they did.

One exhausted but happy Ranger asked: 'Why can't we have something like this every year?' Another suggested that each centre should take it in turn to stage an activity-orientated camp, so that Rangers and Young Leaders could keep up the friendships.

The campers' enthusiasm and obvious appreciation made up for the





Medieval merriment at Hautbois



Vicki and Nicola at Waddow

friendly supportive atmosphere with numbers and campers changing daily.

Each centre opted for a theme or special regional flavour. There were Highland Games at Netherurd, a ceilidh at Lorne and a medieval banquet at Hautbois.

The 'trailers', who were aged between

**'I was amazed at how mature the girls were' — a Rainbow Guider staying in the house at Netherurd.**

14 and 26, included international visitors from as far away as Japan, New Zealand, America and Egypt.

All took home their special memories, whether it was the vast range of activities at Glenbrook, exciting wide games at Foxlease or the hilarious duck race at Waddow.

One group who will be remembered by the staff at all the centres was the BATTI '91 bunch — that stands for Basingstoke Arnewood and Test Trek In '91 — drawn from Rangers from three Units in Hampshire.

With a backing crew, they piled into two minibuses and a transit van for a journey that took them from Lands End to John O' Groat's with stops at all the camps. They raised £400 for I CAN (Invalid Children's Aid Nationwide), which provides schools for autistic children and children with speech difficulties.

Not to be outdone, the Central Planning Committee also took off in a minibus to call in at each centre.

They started in Ireland at Lorne on August 2 and were there to greet Jane Garside, the Chief Commissioner, as she arrived in a horse-drawn landau to open the event.

Next day they could have donned Victorian costumes for croquet on the lawn or opted for 24 hours in the

Mountains of Mourne surviving a 'Now Get Out Of That' session.

August 4 found them in Scotland at Netherurd sipping cups of tea at Kate's Cafe and wondering why Guides, Rangers and Young Leaders always like the dirtiest, wettest activity available — gorge walking was one of the top choices all week.

Supplies of haggis kept the committee going as they crossed the Border en route to Waddow in Lancashire on August 5. Their Chairman Kate Roberts noted in her tour diary: 'Pauline McKie and her team certainly produced the biggest and best pioneering projects.'

And, if those didn't wear out the campers, there was always the Krypton Assault Course at Bradford to visit.

The following day the team settled for only half the Witch's Way Walk — a mere 15 miles, accompanied by Canadians who had never crossed so many stiles.

August 7 found the minibus 'following the dragon' into Wales. At Broneirion according to Kate, the committee 'attempted rafting, orienteering, spinning and love-spoon making. The most dangerous being the love spoons, especially for those who found control of a sharp knife beyond them!'

Next day at Glenbrook near Sheffield the choices covered a visit to an Otter Centre, windsurfing or craft sessions.

No one wanted an early night when a mountain rescue session was being staged. It was 'a chance to appreciate the sights, sounds and smells of the hills after dark'.

An invitation to try out the new abseiling tower greeted the committee at Hautbois in Norfolk. 'Anything to

**'The mountain bikes at Netherurd were really brilliant' — 16-year-old Debbie Marsh from 1st Fleet Rangers.**

please,' Kate commented, adding, 'Hautbois was heaven for all those who like their food.'

Midnight communion in the Great Hautbois Church was, she says, 'a moving experience and will be remembered for ever by one girl who reaffirmed her Ranger Promise.'

The last night of the Trail was spent at Foxlease in Hampshire joining in a camp fire, watching a firework display and attending midnight communion. 'A fitting last night for a memorable ten days of travel, laughter and activity,' Kate decided.

One contented camper summed up the mood of the trailers: 'I feel sorry for those who didn't come, they missed something.'

enormous effort needed from volunteers and Association staff to set up and run such a complex operation at Broneirion, Foxlease, Glenbrook, Hautbois, Lorne, Netherurd and Waddow.

The constantly changing flow of campers sometimes meant teams were on duty until after 1am, welcoming new arrivals. Then they were up again five hours later to see the early-risers on their way. No wonder the in-crowd called it Trial '91 — in fun, of course.

In the various sub-camps leaders had to work extra hard to create a



Open learning is one of today's buzz phrases. But what's it all about? **GUIDING** investigates and discovers what a valuable option open learning is for so many people. Maybe for you, too.

Most people, unless they're actively involved in it, probably have a rather hazy notion of open learning. Is it what happens at the Open University, they wonder. Well, yes it is — at an advanced level. But there's a lot of it happening lower down the educational ladder, in Colleges of Further Education, for example. So who better to talk to than Liz Bavidge, Flexible Learning Opportunities co-ordinator at a FE college in Leeds? She's also President of the National Council of Women. We interviewed her predecessor in October last year.

Liz defines open learning as 'distance learning with tutor support' and goes on to explain that students have a course 'package', which they work through at home — at their own pace and in their own way. The package includes assignments, sent off to their tutor for assessment and comment.

The amount of tutor support offered varies from organisation to organisation as does the method of communication between student and tutor. In a FE college context, student and tutor can meet, but with a nationally-based correspondence course contact is normally by post.

## STUDY LEAVE

Liz readily admits that open learning is not the easiest way to study. 'In November, when it's pouring with rain and the children all have something spotty, you just don't want to write your essay. You have to be very motivated.' Yet, precisely because of the high level of commitment involved, she finds distance learners tend to achieve 'above average results'.

So who chooses to study independently — and why? Mostly people who, for one reason or another, can't attend regular classes. Perhaps they work shifts, are disabled, live in a rural area without transport, are caring full-time for an elderly relative... frequently they're housebound with small children. This last scenario is one that Liz often encounters.

'Imagine a single parent struggling against every conceivable difficulty, stuck at home with no money and three children under five. There's no way she could ever get to anything regular.'

Just getting the children to play group — if there is one — is as much as she can manage. But, at

# OPEN M



Liz Bavidge, advocate of open learning

home, there are all sort of ways she can manage short bursts of study and she can keep on doing the course for as long as she needs — it isn't a case of fit yourself in between September and May,' she explains.

There are also people who feel intimidated by the college set-up — often because 'they've been out of education for a long time and they're

afraid that in a class, particularly alongside younger students, their weaknesses will be revealed. They feel very unsure of themselves and think they're bound to be inferior'.

## CONFIDENCE CRISIS

Women returners in particular are nervous about 'going back to school'. In Liz's experience: 'Women suffer a



# NDS

tremendous crisis of confidence when they stop work. Staying at home with small children saps their confidence in a startling manner, and they need a lot of encouragement and support to come back. Some are terrified even to walk up the college drive. For people like this, open learning is an attractive alternative — it's far less threatening and helps them build up their self-assurance, gradually.

Many people study an open-learning course just for interest, maybe they want to learn a holiday language, have a go at creative writing, or even take up birdwatching. The majority are looking for qualifications. Liz explains: 'Usually they have no qualifications at all — they left school without any. Perhaps they were prevented from taking qualifications or, perhaps, they just weren't motivated at that stage. And now, for whatever reason, they've surfaced sufficiently to say "I want to do something more worthwhile".'

As well as those who are starting from zero, there are students who need additional qualifications to improve their chances of promotion. And there are others who feel they're stuck in a rut and want a career change. If they're in full-time employment they can't afford to take months or years off to re-train — open learning offers a way out of a dead end situation.

Women returners use open learning courses to acquire new skills as well as to revise old ones, often updating them — for example, adding computer know-how to office practice.

## BACK TO SCHOOL

Open learning opportunities cover a whole range of qualifications. To begin with there are GCSEs and A levels, essential entry requirements for all kinds of training schemes, careers and higher education. Then there are more vocationally-based qualifications like City and Guilds, BTEC, RSA and ACCA. And, further up the ladder, come specialist professional and degree courses.

By definition, open learning is flexible — it's often called flexible learning — since you choose where, when and how you study. You're in control. But for Liz, flexible learning has wider connotations.

She describes it as 'student-centred learning — offering students what they want, not what we've decided to give them'. She goes on to explain why this approach is particularly relevant to the over 18s.

## GGA LEADS THE WAY

The GGA is getting into open learning, too, with *Training at Home*, scheduled to appear mid-1992. Covering the Adult Leadership Scheme (Stages I and II), *Training at Home* is aimed at Guiders who cannot attend regular trainings — perhaps they have small children, or they're transportless in a rural area, or they live in an inner city zone and are wary of going out in the evenings. It is also designed to meet the need of BGIFC leaders.

The package has three parts: an activity pack containing general information plus things to do to help the new Guider get started; a workbook with assignments; and notes for use by the Guider's 'tutor' — an experienced leader who will help her work through the material.

They arrive and they've got all sorts of things they've done. They say, "Well I did a bit of this course but I couldn't go on with it because I had a baby," or "the family moved from one end of the country to the other and I couldn't finish it".

'Increasingly, we're trying to find ways of recognising this and saying, "Oh yes, that counts". This is especially true for mature students. What's the point of taking someone who is 30 and saying "Well, forget everything, we're going to start as if you know nothing" — the same as a 16-year-old. That's very de-motivating.

This accreditation of prior experience

and prior learning is a problem that applies countrywide. It's about saying to the student: "What have you got already? So, you've been running a playgroup — that's reckonable experience".

## ON THE MOVE

At the moment there isn't a national accreditation scheme but Liz feels that it must come, and sooner rather than later, 'because the days of staying in your own locality and going in a straight line are over.

'People move around and pick up things and put them down and the system has got to adjust to that. The benefits to the students are phenomenal because they get ticks for the things they can do. It's not constantly saying, "Well you haven't got that." But rather, "Oh you've got a gap on that; let's fill it in and then you can move on to the next bit."

'Increasingly colleges, polys and even some universities are looking at this: giving people credit for what they've done before and letting them skip some bits of the course. As a result, more and more courses are designed in chunks, in modules, so that students can mix 'n' match and take the bits they need rather than start at the beginning and move forward in linear mode. And the inspiring thing is, the students have to win because they're getting exactly what they want.'

Summing up, Liz Bavidge sees open learning — the more flexible the better — as having a crucial role in today's Britain. In the present economic climate, with jobs becoming increasingly scarce and qualifications more and more necessary, open learning provides a way forward.

'And for so many people,' Liz points out, 'it's a second chance. All sorts of circumstances prevent people making the most of opportunities when they come up first time around. I would like anyone who wanted education to be able to have it at any age.' Open learning offers that option.

CATHERINE DELL

## FIND OUT MORE

Sources of information on open learning courses include:

- Your local college of Further Education.
- The Open College for courses in vocational skills (such as engineering, management, IT, training); Freepost TK 1006, Brentford, Middx TW8 8BR. Tel: 0800 300760.
- The National Extension College for GCSE, A level, degree courses and other studies; 18 Brooklands Avenue,

Cambridge CB2 2HW. Tel: 0223 316644.

- The Open College of Arts for foundation courses in art and design, painting, textiles, photography and music; Houndhill, Worsbrough, Bransley S70 6TU. Tel: 0226 730495.
- The Open University for degree, business and management courses and other studies; Central Enquiry Service, OU, PO Box 71, Milton Keynes MK7 6AG. Tel: 0908 653231.



# News



## SAVE UP TO 50% WITH A FRENCH RAIL GROUP TICKET

French Railways in London are able to take groups of any size and age to any destination in France and beyond. In addition to reductions of between 20% and 75% on the SNCF network, we also offer low rates on cross-Channel services and British Rail from London. For those travelling across the UK a unique chance now exists to combine luxury coach travel over here with high speed rail travel over there.

### Did you know...?

The French railway network is the largest in Europe, with the fastest trains in the world. Through their offices in London you now have the opportunity to travel by train in France and benefit from the following special facilities:

\* A chance to win **25 FREE tickets** to the famous **Jorvik Viking Centre** in York. Experience Viking York as it really was, the sights, the smells and the people. All in all, part of a great day out to this historic city. All groups confirming their booking before the end of the year will automatically be entered into the draw, details will be published in the first edition of the New Year.

\* A **NEW** voucher scheme offering **BIG** reductions to major UK attractions — **FREE WHEN YOU BOOK!**

**All you have to do** after confirming your booking, is to write to the Group Sales Officer at French Railways and he will supply you with further details. If you would like to learn more about French Railways and what we offer simply refer back to page 38 of the July edition of this magazine.

If you would like to book a group, or indeed would like a quote for a particular journey (with no obligation to book!) please fill in the form below, posting them directly to French Railways. We will then put your itinerary together and arrange for easy connections and the lowest prices.

*Quite simply it's the only way to travel!!*

## FRENCH RAILWAYS

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To: \_\_\_\_\_ To: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

\* Please state if you would like to travel from your town, London or a Channel port using Hovercraft or ferry.

ADULTS (18+)      NUMBER OF PASSENGERS BY AGE GROUP  
                          16-17 YEARS      14-15 YEARS      12-13 YEARS      4-11 YEARS

Please complete the application form and send it to Group Travel Dept, French Railways Ltd, 179 Piccadilly, London W1Y 0AP. Tel: 011 499 2153. A group proposal will then be sent to you outlining your itinerary and the total price.



They could have made a swarm of stained glass butterflies, interviewed their MEP, traced their Unit's history — or chosen any of the other 26 ways to score 91 points to crack the celebration '91 Challenge.

But, for starters, the bon viveurs of Abingdon Priory District Ranger Guide Unit decided to plump for the 'gourmets' delight' option, which involves preparing and eating a meal of at least four European dishes from at least two different countries.

An obvious choice really as, according to Assistant Guider Ceridwen Rees, they 'spend a great deal of time eating'.

And by having their *déjeuner* in France, they were able to chalk-up 15 points instead of five.

Here Ceridwen, a music teacher, describes the fun-packed day and the *dégustation formidable*.

This was it. The day was about to dawn upon at least three 'firsts'. It was to be the first part of our Unit's Challenge '91, my first trip abroad and the first day of my half-term holiday.

However, the sound of an alarm clock chiming at 3am, no matter how sweetly, was not my ideal start to any of them.

But we eventually got up and, with a swift breakfast inside us, and with the best wishes of FOX FM, our local radio station, we were off.

Whereupon most of the Rangers in the cars promptly fell into a deep sleep. It was just as well that our Ranger Guider and I managed to dissuade the girls from travelling to Dover by as many forms of transport as possible — another of the challenges we were considering.

Having slept through a glorious sunrise — viewing it was another 'first' for me — the Rangers awoke just in time to scoff a second breakfast at Dover Hoverport, before boarding for Calais.

There our first priority was to find a cafe where we could test the local croissants and *chocolat au lait*. Nothing to do with the challenge — just a consumer check.

Then the hunt began for the additional bits and pieces needed for what we hoped would be our epic Euromel — delicious, freshly-baked baguettes, regional cheeses and salad.

All such purchases were made, of course, in our impeccable French, delivered with just a *souppçon* of local dialect to beef up the PR.

Then it was off to the beach for the principal event of the day — some really serious eating!

The cuisine would not have shamed the Roux brothers. It included French onion soup, made by Ranger Ellen; quiche by Rachel; Hungarian chocolate

# MENU FOR SUCCESS

*A change of location gives Celebration '91 Challenge a genuine Euro flavour.*



ABINGDON PRIORY RANGERS

biscuits, made from a special recipe by leader Jill Rowe and Danish pastries, made by me. We also had home-made Swiss gateau, garnished with fresh French cherries from a Calais market.

Such superb gastronomy would normally be accompanied by good wine, but Ceridwen insisted the meal was washed down with mugfuls of piping hot tea!

Although, no doubt, this must have caused some French shoulders to shrug, the Rangers wanted to include a traditional English beverage to give the occasion a true Euro flavour.

The event, said Ceridwen, demanded a great deal of meticulous planning but it didn't prevent them from missing the last bus back to the heliport. They were forced to resort to a cavalcade of expensive taxis to reach it in time for the return trip.

As the party headed back for the roast beef of Olde England and getting down to improving their raft for Cele-



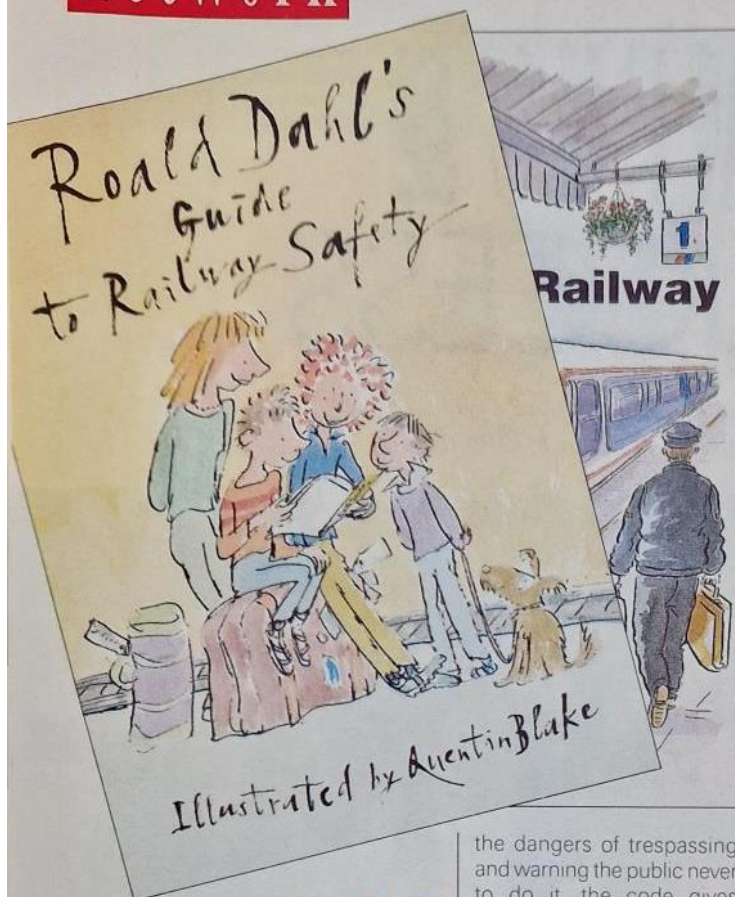
Masterchef line-up

C'est bon!

bration '91, Ceridwen decided that yes, it had all been worth it — even getting up at 3am.

Abingdon Priory Rangers have also tackled two more of the challenges — both at the same time. They held a party for disadvantaged children who were dressed up as either caterpillars or butterflies and tucked into the goodies at a required altitude of over two metres.





## RAIL SAFE

Every year, around 100 people are killed — and many more are injured — on railway tracks. In a bid to eliminate these tragedies, BR has published *The Railway Code*.

As well as highlighting

the dangers of trespassing and warning the public never to do it, the code gives advice on general rail safety — in the station, on the train and at level crossings. *The Railway Code* is aimed at teenagers and adults. *Roald Dahl's Guide to Railway Safety* is a younger version. Both are available at BR stations.

## PAT ON TOUR

Postman Pat is ten years old and to celebrate there's a new stage show featuring the ever-popular postie and his friends. Now touring, *Postman Pat's Special Delivery* is aimed at the under-sevens.

For block bookings there's a free teacher's pack — with project work on the Post Office and Road Safety — available from the theatre or

direct from Layston Productions Ltd, The Spendlove Centre, Charlbury, Oxford OX7 3PQ.

Catch Pat at Newcastle (week beginning Nov 4); Stevenage (Nov 11); Glasgow (Nov 18); Southampton (end Nov); and at London's Hammersmith Lyric Theatre over Christmas (Dec 10-Jan 5).

Further information from Layston Productions at the above address; tel 0608 811311.



## POISON PERIL

Stop poisoning Britain's wildlife: that's the latest campaign message from the Depart-

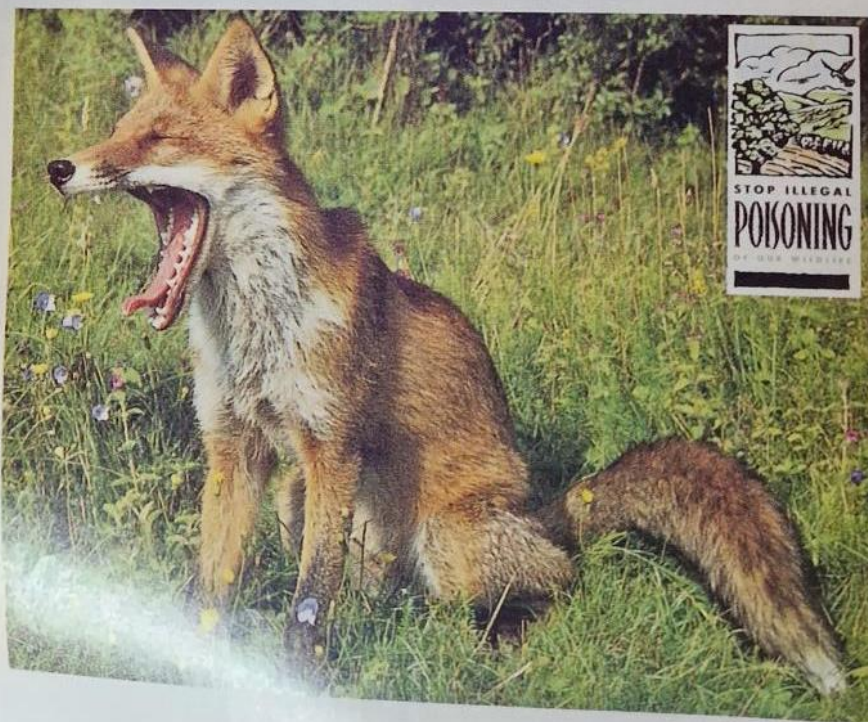
ment of the Environment. The illegal use of pesticides — like leaving poisoned carcasses and eggs around as bait — is on the increase. So are the numbers of animals dying as a result.

Some of the victims are pests, but many are not. Even rare species such as golden eagles and red kites have suffered as well as pet dogs and cats.

Since the poison is readily absorbed through the skin, experts believe it can only be a matter of time before a child picks up a poisoned egg — with fatal results.

To alert the public, a set of four postcards plus an information sheet have been produced and are available free.

Look out for these in rural sites like youth hostels, NT properties, forest visitor centres, or write direct to The Illegal Poisoning of Wildlife Campaign, D of E, Room P1/160, 2 Marsham Street, London SW1P 3EB.





## FAMOUS FACES

The National Portrait Gallery's new exhibition, *The Portrait in British Art*, has a twin focus.

First it celebrates Britain's long tradition of portraiture — all the sitters are British and all the artists are either British or spent long periods painting in this country.

Second, it highlights the role of the National Art Collections Fund — the leading art charity which helps our galleries and museums buy important works. All the pictures were bought with the Fund's assistance.

The portraits span four centuries and feature people from all walks of life. Twentieth-century personalities include Virginia Woolf by Vanessa Bell, Churchill by Walter Sickert, and a self-portrait by Gwen John.

The exhibition, at London's NPG runs from November 8 — February 9; admission free.

THE TRUSTEES OF THE TATE GALLERY



Edith Sitwell  
by Alvaro Guevara,  
a Chilean artist who studied  
and worked in London

## MEG AND MOG

What happens when you magic up a stegasaurus — green with pink spots — and then can't magic it away again?



## Christmas

Find out at the *Meg and Mog Show*, the Christmas production at The Unicorn Theatre for Children in London's West End.

From the books by Helen Nicoll and Jan Pienkowski, *Meg and Mog* was originally commissioned by the Unicorn in 1981 and proved a sell-out success.

This year will be its fourth

come-back: all the signs are that the story of Meg, the incompetent witch; Mog, the cat; and Owl will be as popular as ever.

The show, from November 16-January 26, is at The Unicorn Theatre, The Arts Theatre, Great Newport Street, London WC2H 7JB; tel 071-836 3334.

## TV CHANCE

Fancy being on television? Good at answering questions? Then read on. In October BBC TV launched *No Kidding*, the new general knowledge quiz game for families.

Each game is played by two family teams of four: two adults (normally parents, but the combination could include an aunt/uncle or grandparent) and two children, between 6 and 11.

The producers are still

looking for contestants so, if you and your family are interested and would like to receive more information about the show and an application form, contact: Helen Wright, *No Kidding*, BBC, Room 3097, Kensington House, Richmond Way, London W14 0AX; tel: 081-895 6611.

## 0800 LITERACY

While you're reading this there are four million adults in the UK who can't. That's the challenge still facing ALBSU, the national agency for adult literacy, numeracy and basic skills.

One of ALBSU'S latest initiatives was to set up a

freefone referral number which over-16s seeking help with reading, writing and basic maths can ring at any time.

So, if you know an adult who has literacy problems, encourage her to take a first step and call 0800 700 987.

**0800  
700 987**

ALBSU



**Call free for help with  
BASIC SKILLS**

• READING •

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Network

## READ ALL ABOUT IT

If you're planning a summer fun day, autumn fayre, Christmas concert... then the booklet *Publicising your Special Event* could be helpful.

Produced by the Wales Tourist Board, it gives guidance on all aspects of publicity — from press releases to programmes.

It also includes other general information of use to events organisers.

Available free from Marketing Services Unit, Wales Tourist Board, Brunel House, 2 Fitzalan Road, Cardiff CF2 1UY, Wales.





# RELIGIOUS OVERTONES

I am writing this article after much thought because I realise how sensitive an issue religion has become in today's world. Most of us have a vision of God which varies with our experiences of Him. These images play an important role in our lives because they either inspire us or cause resentment to grow within us.

While on Pack Holiday this year, we were invited to visit the local parish church. I was asked by many of the Brownies why we had to go to church and I found myself stumped for an answer.

I realised that many of the girls had no experience of God, except through the little they were taught at school and at Brownies. I began to think that, maybe, not all the members of the Movement fully understand the phrase in the Promise that states 'to do my duty to God'.

I think we need to make clear what is meant by our duty to God. We must realise that it is different for each individual. We really need to decide what our duty to God is as Guiders, before we impress the idea on the girls. Remember, a seven-year-old Brownie's vision of God is different from that of a 14-year-old Guider.

I think our distance from God is mainly the fault of our society. Our age has made God a hard person to reach.

To many he is a distant figure who disregards everything we ask for, who brings suffering and distress to the world. Others believe he can only be reached in a place of worship. This is not acceptable to a lot of people because it makes God too distant and out of touch with reality.



Some believers don't need a religious meeting to practise their faith. They have a personal relationship with God which is enhanced by their weekly worship. I believe religion is a very personal thing. It cannot be dictated by order or ceremony.

For some people the best way to relate to God is through a religious service, but for others God is a personal friend who they can contact at any

time. There is such a variety of people in this world and they all have their own feelings about God. New religions have sprung up to cater for the needs of very different types of people.

God to some is not always a superior being. We all have our own pet passions, which vary from a new car to consuming large amounts of chocolate fudge cake. For some these interests become obsessions even leading to addiction. For example when a desire to be slim leads to an eating disorder like anorexia nervosa.

We become involved because we believe they make us feel better, more at one with ourselves.

For the same reason many people practise some form of religion. It gives a direction to their lives, gives a purpose for living.

The day-to-day lifestyles of people from different cultures are often based on particular religious beliefs. To understand some of the problems in this world, we need to know more about other religions. Maybe if we had a better understanding of other cultures we could live more easily together.

It seems fine to talk of knowing about other people's religion, but shouldn't we really get to know our own first? I think one of the best ways to clarify your own thoughts on the subject is to hold a discussion. It doesn't need to be organised. Just sharing your thoughts on a subject can, very often, prevent confusion in your own mind. Maybe this is because you are putting your own ideas into coherent sentences.

When I was a Brownie, I was always told by my Guider that we were Brownies all week and not just on a Tuesday. I think it is a good idea to remember that we should speak to God all week and not just on the Sabbath.

**CLAIRE KING**

Anglia Region Representative  
on the GGA Junior Council



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Contact the Tourist Office CH-3715 Adelboden.



# a personal VIEW

This month we are giving two readers the chance to stand on *GUIDING*'s own soap box to air their views.

**When will the GGA stop reiterating school work in its Programme and once again use its own material?**

As a teacher and ex-Guider I feel that Guiding at the moment is not providing the girls with what they need. 'But we have science in our Programme,' I can hear you shout 'and we're certainly in line with the technological world.' But is that the Programme the girls need?

I feel strongly that with the introduction of the National Curriculum in our schools, children, and girls in particular, are being subjected to more than enough science and technology.

They are being introduced to subjects such as magnetism, electricity, forces and structures — and many more — at primary school and are becoming quite adept at using saws, hammers, glue guns and craft knives before they are even eight years old.

Do they then want to attend a Guide or Brownie meeting and take part in yet more science? What they need is something different and innovative, or even, perhaps, just old-fashioned Guiding activities.

Having spent a day at school doing science why not let them enjoy the arts — music, cookery, needlework and craft? Or let them take part in fun activities, for example fire lighting, nature trails, hiking.

These are the things that are not being covered in our schools and the Guide Movement needs to be made aware of this fact.

As school is becoming more and more academic — I'm sorry to admit — so the GGA has got to become more practical.

How often have Guiders spent hours planning an activity to hear the girls say: 'We did this at school!' — demor-

alising for those concerned with the planning and, sadly, not even arousing the girls' interest. Could this be the reason for the drop-out rate among the older girls?

While a Guider, I made sure that my girls were always given fun activities. I certainly had no intention of repeating my day's work at a Brownie meeting!

But, obviously, Guiders who are not also educators (the majority I presume) think that they must move with the times and give their girls opportunities to make electrical circuits and so forth.

I even see that Morse Code buzzers are appearing in the new Ranger material. Would you believe that some ten-year-olds made these just recently in my school?

Come on GGA — get a copy of the National Curriculum and then re-think your ideas! I am the first to agree that Guiding should be moving forward all the time. But I am sure that other less 'academic' activities should be on offer to the girls.

There are many things that the Guide Movement does better than schools — camping, expeditions, international adventures, to name but a few.

Please stick to these and leave the academic work to those who are deemed professionals. Guiding is a form of relaxation after all. In addition, are you really challenging the girls, if they are obtaining badges based on the work they have done at school?

You may be wondering why I am an ex-Guider. That is mainly because the pressure of teaching the National Curriculum has forced me temporarily to withdraw from running a unit.

I am, however, still interested enough to buy *GUIDING* every month and keep in contact with my County.

I would be interested to hear comments from other Guiders, especially those who are also teachers!

**NAME AND ADDRESS SUPPLIED**

**There I was, a little seven-year-old, practising my semaphore and longing for the day when I could wear my Brownie uniform for the first time. But it was not meant to be. Brown Owl told us at the end of the meeting that the Pack was going to close.**

Years went by, and I forgot the disappointment of never being a real Brownie. Then I was asked if I would look after a group of Brownies for ten minutes. No problem. How wrong I was, those ten minutes felt like ten hours.

Not wishing to be beaten, I returned again the following week... and the next. Eventually, I took over the running of the Pack, helped start up another and spent some time with a Guide unit. I was hooked.

When I returned to Wallasey, I began helping with a Brownie Pack. Later I was asked to take over at Our Lady's and St Joseph's Guides by a very persuasive person. Throughout my 20 year-long association with the Company, we have met in a variety of places within the vicinity of the church. Now, at last, we have a permanent home.

I have enjoyed my years in Guiding and have stockpiled many memories of all the young people with whom I've had contact over the years. Guiding is well worth the effort. Not only do the young people gain through being involved, but so do the leaders.

Guiding is rewarding, satisfying and, above all, fun.

**CHRISTINE PARKER**  
Wallasey



# Notices

## MONEY BOX

BBC Radio 2 is after your pennies. They're wanted for the Children In Need Appeal, which takes place on November 22.

The appeal is already underway but leaflets, collecting boxes, stickers and information can still be obtained by writing to BBC Radio 2 Penny Appeal, PO Box 229, Bristol BS99 7JN.

The Co-ordinator, Stuart Hobday, said: 'There are many different and novel ways in which pennies can be collected and, last year, many organisations including the Girl Guides took part.'

'Some went for the traditional pile — or even mile — of pennies, while others co-ordinated numerous personal collections into one large amount.'

## CAROL SINGING

A choir of the Association will once again be singing carols in Trafalgar Square on Thursday, December 19, between 4pm and 5pm.

The carols will be taken from the *Bethlehem Carol Sheet, 38th Edition*. If you intend bringing your unit to Trafalgar Square, please try and obtain copies. Should you have difficulty in obtaining this carol sheet, please contact The Bible Lands Society, PO Box 50, High Wycombe, Bucks.

Please ensure that all members of your unit are warmly dressed and that there is a sufficient ratio of adults to children.

## THINKING DAY/FOUNDER'S DAY SERVICE

The service will be held at 11am on Saturday, February 22, 1992 in Westminster Abbey, St Margaret's Church

and Westminster Central Hall.

Admission to the service is by ticket only, obtainable from your Country/Region Headquarters. Do not apply until you have been informed of the procedure to be adopted by your Country/Region.

Allocation of tickets to members of the Scout Association will be handled by Scout Counties and Areas.

## THINKING DAY ON THE AIR 1992

Our aim is to promote Guiding friendships, by Guides within the UK passing greetings to other Guides, and through follow-up activities.

This year Thinking Day On The Air takes place on Saturday, February 22 and Sunday, February 23.

Special call signs can be applied for by any radio amateur prepared to supervise the station. A special call sign means that unlicensed people, for instance Rainbows, Brownies, Guides and Rangers, can speak under supervision for up to two minutes to any station in the UK and to various other countries contacted by the radio amateur.

Information sheets and report forms are available from: The Programme Section, The Girl Guides Association, 17-19 Buckingham Palace Road, London SW1W 0PT on receipt of an A4-size sae. Please mark the envelope TDOTA.

## SNOW BOUND

Fancy sharing a Swiss skiing holiday with other Association members?

The party, which must be over 16, will be based at Our Chalet, arriving on January 19 and returning on February 2.

For full details contact your County Commonwealth and International Adviser now. Completed application forms must reach CHQ by November 30.

## THE ASSOCIATION'S AWARDS

### GOOD SERVICE

#### LAUREL

**Mrs Jane Clark**, Ranger Guide Guider, 1st Fleet RGU, County Ranger Adviser, Hampshire North.

### MERITORIOUS CONDUCT STAR OF MERIT

**Miss Margaret Astle**, Brownie Guide Guider, 11th Nottingham (All Saints) Pack, Nottinghamshire.

**Mrs Jacqueline Atkinson**, Assistant Brownie Guider, 5th Stalybridge (St George's) Pack, Manchester.

**Vanessa Nicklin**, Guide, 18th Longton Company, Staffordshire.

**Emma Patterson**, Brownie Guide, 3rd Broadstone (St John's) Pack, Dorset.

**Helen Sawyer**, Brownie Guide, 1st Piddlehinton Pack, Dorset.

## SEASON'S GREETINGS

In future the Girl Guides Association will not be sending out Christmas cards. Instead the Association will be mailing Thinking Day cards to honour a unique occasion celebrated throughout the 118 member associations of WAGGGS.

## EASTER CHALLENGE

Fancy climbing a miniature Matterhorn? That's the sort of challenge that will be offered at a residential course for the Duke of Edinburgh's Award Scheme.

The course, which is orga-

nised jointly by North East England Guides and Cleveland County Scouts, will be held from Thursday, April 16 to Monday, April 20 next year.

It is open to all those working for the award aged between 16 and 25 and is to be held at Cleveland County Scout Training Centre at Ravengill camp site, Comondale.

A similar course was held in 1990 when work began on Roseberry Topping, the hill once described as a mini Matterhorn.

The Topping, a sacred hill for the Viking settlers, was bought by the National Trust in 1985. Conservation work that weekend could include clearing draining ditches, cutting back paths, sign-posting and a litter sweep.

For further information and application forms send a foolscap-sized sae to Mrs Maureen Smelt, 39 Broad Lane, Holmfirth, Huddersfield HD7 2XA.

## RECORD TIME

In 1988 the London Guiders' Singing Group produced a cassette of Guiding songs, featuring some written by Mary Chater. The Group has now made a second tape, *Songs from Far and Near*, which costs £3.50 plus postage.

The Singing Group, which meets monthly in London, has a thriving and active membership, and would particularly welcome more young Guiders, Young Leaders and Rangers who enjoy singing and would like to increase their repertoire.

All details from Miss O Bishop, 38 St John's Avenue, Burgess Hill, West Sussex RH15 8HH.

It is expected that the tapes will be on sale at the CHQ shop.

## KATHLEEN DORE

A founder member of the Olave Baden-Powell Society, Mrs Kathleen Dore MBE has died. She had been connected with the Association since 1922 when she was appointed

Captain of the 3rd Frinton Rangers.

Mrs Dore was County Commissioner for Essex between 1947 and 1957. She also served on the Awards Committee and was a member of both the Executive Committee

and The Council.

Her service to Guiding was acknowledged in 1956 when she was awarded the Silver Fish.

During the First World War, Mrs Dore served with the VAD from 1917-1919. In

1939 she became a VAD Commandant in the Army. Three years later she was made Commandant of a Red Cross hospital.

Mrs Dore served as a magistrate for many years and as a Rural District Councillor.



Solving this riddle could well have been included as one of the challenges on the 'Now Get Out Of That' weekend in Cardiff and East Glamorgan.

Rangers, Young Leaders and young Guiders, divided up into ten teams of four, spent two days facing challenges in different parts of the County.

One of them was to put up a tent — properly, of course — using only the sense of touch. And, if you haven't tried it, take it from the girls who have — it's a lot harder than you might think!

Seven Divisions took part in the contest, staged at the request of the Rangers, as part of their anniversary celebrations.

Other challenges included diagnosing a car fault correctly, climbing over an 'electrified' fence without touching the 'live' wire, and dealing with a first-aid 'emergency' where the casualty's simulated leg 'laceration' was not for the squeamish.

Contestants avoided a shocking experience at the fence by constructing monkey bridges — easy when you know how.

But what most girls found more difficult were the 'serious' tests such as interviewing, in a effective and coherent manner, the County Commissioner about her views on the 14-25 age group.

Another tricky challenge was to undertake a survey of the safety aspects of a children's public playground, discovering which equipment children enjoyed most and which their parents considered most suitable.

There was no overnight camping.

# TEST DRIVE

*It looks like some new version of blind man's buff but what were four girls, all blindfolded, really doing crouched around a tent?*

Competitors slept in a village hall, where they had a meal cooked for them by Rangers and Guiders.

But first they had to find the hall and they could only do this by seeking directions from a 'foreigner', who either wouldn't, or couldn't, speak a word of English!

In the final challenge of 'Now Get Out Of That', contestants had to go on a compass trail involving 11 bearings. Having reached the position given by the first bearing, found on a handy tree, they discovered a letter of the alphabet which they were required to note, before proceeding to the next reference point. There they had to note another letter, and so on until they had found all 11 bearings.

Then, completing the anagram puzzle, they had to arrange the 11 letters to

make a word which naturally turned out to be CELEBRATION.

At the venues for each challenge Guiders acted as invigilators, keeping score up to ten points, plus up to five bonus points for good teamwork. A sharp lookout was kept for cheats and cribbers!

District Commissioner Margaret Wensley had no doubt about the success of her County's first-ever 'Now Get Out Of That' contest.

'They enjoyed the weekend so much that it might have to become an annual event,' she said.

Outdoor Activities Adviser Sue Muxworthy fears so, too. 'Yes, I'm afraid it might have to be,' she said. 'But I dread the thought of having to devise a whole lot of completely new challenges. That's far harder than taking part.'



First put up your tent





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The Patrols finally settled at six. Claire — last term's floater — has actually settled in with her hiking colleague. Perhaps the hikes were worthwhile after all. And the Patrols who decided to change corners have changed back again. I've only called them by the wrong name a couple of times (each week)!

The four Brownies have merged in but for all that the others have retained from last term they might just as well all be Brownies.

We had a PLC and it's going to be an interesting term — no-one had any idea what they wanted to do.

At PLC, Assistant and I confirmed standing rules: ball games indoors will be played with sponge balls, and ladders will only be played if someone comes up with a brilliant variation.

As the year progresses, and the Guides — or rather Vic — find more things to do to upset the caretaker and the Guiders, the list of banned activities grows. Thou shalt not: eat chips in the hall and stuff the paper behind the radiator; make peppermint creams and leave icing all over the wash basins; do cartwheels round the hall; expect Guider or Assistant to do your maths homework.

Next time the Division Training Rep wants some ideas for trainings our request will be how to do the modern version of maths!

# D·I·A·R·Y

## OF A

### GUIDE GUIDER

I drew a blank with the hunt for a location for the autumn holiday. So, undeterred, the older Guiders stated that they would adapt the original plan and just run a Guide meeting on their theme: Hallowe'en.

I actually have no strong feelings either way about Hallowe'en but some Guiders, parents, teachers and vicars object, and I do not want hassle.

So I had to count to ten, tell myself not to panic and think it through — searching for the right words, I settled for: 'Oh yes, that's in half-term so we can't meet in the school, but I'm sure we can find somewhere else.'

They reported back the next week — true to form. No success. One had tried and the rest had forgotten.

However, they decided that although Halloween has to be on the right night, fireworks can be on any night — so they'll have a firework meeting instead. I do wish half-term was two weeks long so we could miss that out as well.

Anyway, they put their ideas to an emergency PLC, declared that two of the ex-Brownies would be making their Promise that evening by sparkler light, and sold the idea — so who am I to disagree?

There was almost a spark of enthusiasm in the ranks as discussion about the Firework Code led to the idea that everyone would do the Accident Prevention badge.

It's already time to start thinking about a camp or holiday for next year as sites get booked so far ahead.

Now that Brownies may be able to go camping, perhaps the Guides will not want to.

I would be quite a happy camper if someone could guarantee me a dry strike, and a dry pitch and dry in between. Of course, it has to be not too hot, cold or windy. Perhaps then I could sit back and enjoy the wood-smoke flavour of the coffee.



# *round the bloc*

*As the great social upheaval has swept across Eastern Europe and astonished the world, this has also been an historic year for Guiding. In many of what used to be the Eastern Bloc Communist countries, Guiding and Girl Scouting has now been re-established and is developing with a lot of support from the Western European Guide and Scout Associations.*



## **On top of Bear Mountain**

In Russia, where the Guides were known as Snowdrops in Tsarist times, there is a lot of interest in the Movement and it is hoped Guiding will eventually be re-started.

Already spreading through the Baltic republics, there is good reason to hope that Guiding will soon be in action in the other republics of the former USSR, as they gain their independence.

On pages 49-51 you can read about some of the visitors from Eastern Europe who sampled Guiding in the UK this summer.

Here we tell you about the visits made this year by Guiding leaders who have been helping to re-establish

own 1991 'revolution' in the East.

Sue Kirby, PRA for Wales, was one of four leaders who took 13 girls from four Country/Regions — Wales, Scotland, London and South East and South West England — to a Young Pioneer 'camp' in Byelorussia, near a large lake, situated about 200kms north of Minsk.

'It was in a flat but very beautiful area, with lakes and rivers, among pine forests and lush greenery — a delightful setting,' Sue said.

The purpose of the visit was to take the ideas of Guiding and to learn about the Young Pioneer movement. Our basic message was that Guiding was for girls only and that there was a

separate organisation for boys.

'During our stay there were about 650 Young Pioneers at the camp — boys and girls — from Brownie age to 17 or 18. Their leaders were aged about 19 or in their early 20s.

'In charge of the camp was a headmaster-like figure, who rarely left his office, where he welcomed us on our arrival and bade us farewell on our departure. That was our only contact with him.

There seemed to be a ghost of the past at the camp — a man who hung around all day, watching, but doing nothing, as far as we could see. We asked about him but his function remained a mystery.



The camp leader's deputy, who dealt with us most of the time, described his male assistant as "my right-hand man" and referred cryptically to the other character as "my left-hand man". And that was as far as we could get.

During a 'Great Britain Day' the British contingent demonstrated typical Guiding activities, with a camp fire, candle cooking, a blind trail, chariot racing, swings and rope ladders, and lots more.

When the British Guides involved the Russian children in games and craft activities, there were several problems.

Within 15 minutes of the start of a 'trail through the trees', all the signs had disappeared! A laminated montage, with photographs of all those in the UK party, also vanished, never to be seen again. So did materials intended for ceramics.

But the charm of the Russian children, who displayed skills and talents greatly admired by their UK guests, made these 'slightly unfortunate' happenings unimportant.

Said Sue: 'They won our hearts, handing us flowers, painting us wonderful pictures and greeting us warmly at every meeting. They loved to see us on stage and were full of spontaneous fun.'

The deputy camp leader told me, as we were leaving, "You have brought sunshine to our camp and made our children smile". I have great hopes for Guiding in that country.'

There are good grounds for optimism. A Soviet MP, with a special interest in children, called to see the UK Guides while they were at the camp and took away the GGA's annual report.

One of the top officials of the Young Pioneers travelled from Moscow to Camp Artek, in the Crimea, to meet another party from Britain — eight Guides and two leaders from South West England and London and South East Regions.

He assured one of the leaders, Helen Price, International Adviser for South West England that the Young Pioneer movement was to undergo a radical change, bringing it closer to Guiding and Girl Scouting.

Artek, a 'five star' YP camp, is on the coast, about 10kms from Yalta, the famous 1945 victory meeting-place of Stalin, Churchill and Roosevelt.

This was Helen's second visit to Artek, her first (described in last December's *GUIDING*) was when she took four Guides from South West England, following a visit to Somerset by Young Pioneers in 1989.

At Artek one question kept cropping up, over and over again: why is Guiding only for girls. Helen said: 'I was

constantly asked this and each time I did my utmost to explain the reasons. It was hard going!'

But, like Sue Kirby, Helen was bowled over by the people she met. They were gorgeous — so very friendly.'

Nowhere in Eastern Europe is Guiding making a speedier recovery than in Czechoslovakia, where it was suppressed after the Communist take-over in 1948.

Their equipment is improving and their smart uniforms brought admiring glances when seen at UK camps this summer.

But, it seems, a lot of Czech Guides and their leaders long to be able to speak English. Naturally we're keen to help out.

Under a pilot scheme funded by GOLD, the GGA's international projects network, a small UK group went to Southern Bohemia in July to spend three weeks at a Guide camp, to teach English.

The group consisted of three Guiders led by Judy Ellis, District Commissioner

English but a lot of words and the rudiments of grammar.

'Early on, we allowed Czech translation but, after that, it was "total immersion", with theme activities, talking only in English, with miming and signing.'

The Czechs told us they would like to hold two camps for learning English — one for children aged from ten to 14 and another for older people up to the age of 20.

To speed up the learning they may invite about ten English girls to form "English study" Patrols.'

In May, Monica Carden, a Trainer, who runs a Brownie Pack in the Midlands, spent a week in Czechoslovakia at the invitation of the Czech Guides, her visit being arranged by International Commissioner Sue Taylor and generously funded by Cambridgeshire East County.

Monica was met in Prague by the Czech Chief Guide, Vlasta Mackova, and then joined a training session at a centre near Brno, in the south-east.

There she helped Czech leaders to examine all aspects of UK Guiding —



HELEN PRICE

and Ranger Guider, who teaches English at a school near Ludlow, Shropshire.

She recalled: 'It was a permanent camp, in a delightfully peaceful area of carp lakes. Our pupils included about 30 Czech Guides and a couple of Brownies, five leaders and one little Wolf Cub.'

The youngest was six and the oldest 63 — a Czech International Commissioner, who joined the Movement when she was five. Her parents were in Guiding and Scouting.

'Some already spoke enough English to be able to act as interpreters. We began with formal lessons and then each of us took a group. By the end of the first week, most pupils had made good progress — not conversational

the Programme, methods of applying the Programme, what part religion played and how UK Guiding is structured, from Rainbows to Rangers.

She also explained how the handbooks are used, ideas developed, meetings run and the purpose of the Eight Points and the Five Essentials.

'They are re-writing their own handbook, which is extremely antiquated, to make it meaningful for today's children,' Monica said. 'They took on board a lot of ideas and I felt the visit was really fruitful.'

The Czechs must have felt so, too. Monica has been invited to a weekend training seminar — probably in Prague — next March.

DAVID JACK



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Since Edwina Currie first spoke out about eggs, effectively curdling her career, there have been repeated scare stories about food safety. In fact lots of us sometimes wonder what we *can* eat, when there seems to be so many 'don'ts' and 'avoids' covering our foodstuffs these days.

Of course, being responsible for feeding others whether at camp or on Pack Holiday or even preparing food at Unit meetings — some of which may be taken home — has always meant that great care is needed when preparing food.

But there is no need to become paranoid about it!

After all we've been eating most foods quite happily for years without ill-effect, it's just that all the publicity has made us stop and think. Only a comparatively small group of people has suffered adverse reactions or become allergic to these foods. For most people, simply being aware of possible reactions, eating less of certain foods and preparing and storing them more carefully is all that is required.

Parents or guardians should always be consulted about any food allergies when a girl joins the unit — or at least before she goes to camp or on holiday — making menu-planning and food-related activities at unit meetings simpler.

Food-related clauses of Interest badges, Patrol Pennants and so on need thought before children are encouraged to work for them. You may need to offer help to find safe alternatives. For example, peppermint creams made with uncooked egg white are popular but could cause salmonella poisoning if too many are eaten. Why not substitute condensed milk for egg white, or suggest making another uncooked sweet? One possibility is fudge made by melting fat, sugar, syrup and cocoa, then stirring in very finely crumbled plain biscuits.

Wider travel has broadened our tastes in food, while developments in food technology have meant more exotic foods and a wide range of ready-prepared and convenience meals in our shops and supermarkets. Every high street has its fast food and take-away outlets, but we need to be aware of the dangers in this new approach to eating.

Food manufacturers develop and test products intensively. The goods carry labels explaining how to use and store them, usually accompanied by a date-stamp and nutritional information. But do we always *use* the information given, following the instructions on preparation, storage and cooking accurately and thoroughly? With less home economics teaching taking place in

school, it is vitally important that we teach safe practices through Guiding and show a good example in the unit.

This means:

- Being alert to news items about foods causing concern and amending activities and menus as appropriate.

- Reading instructions on labels *carefully*, in particular noting storage, cooking and serving points and following them. If not, the date-stamp may expire.

- Checking the ingredients list on food labels if you have a child with an allergy.

- Avoiding keeping food 'hot', if you have to reheat or microwave do it *thoroughly and once only*.

- Taking special care with susceptible foods like sausage rolls. If served cold keep in the refrigerator until just before needed. If hot, cook and serve immediately.

- Buying thermometers for the fridge and freezer, checking regularly that they show 4°C or below in a fridge, or -18°C in a freezer. Check the star rating on the freezer compartment in the fridge.

- Checking date-stamps. Label and date food stored in the freezer. If it is kept too long food deteriorates.

- Putting new stores at the *back* of a shelf so you use older ones first.

- Buying fresh foods just before use, if possible. Be sure to wash fruit and vegetables to remove pesticides and so on, especially if they are to be eaten raw. Keep fresh food cool.

- Defrosting both the fridge and freezer regularly, a build-up of ice reduces efficiency.

In addition bear in mind these simple rules when handling food:

- 1 Clean hands and nails. Keep cuts/abrasions covered; chemists stock polythene gloves which are useful if you have a skin complaint or allergy.

- 2 Keep kitchen surfaces, utensils and equipment *very* clean. Wipe over with anti-bacterial cleaner, for example Det-

tox. Use different utensils, boards and knives with fresh vegetables, raw and cooked meat, unless they are well washed each time.

- 3 Keep pets, flies, wasps and cigarettes out of the kitchen and away from food, always cover food if flies are around.

- 4 Remove food from a can once it is opened.

- 5 Food cooked for storage should be cooled *quickly*, then refrigerated or frozen.



For further help consult the Ministry of Agriculture, Fisheries and Food booklets: *Look at the Label, Food Additives, Food Sense, Food Safety, Pesticides*. Many stores produce their own food advice leaflets as do many council information and trading standards offices.

Your aim should be to be prepared without appearing to over-react. There is always a hidden risk in advising young girls to avoid certain foods. So be careful how you phrase your advice — the aim is to make sure that we all eat safely and eat well.

CHRIS BROWN

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# FOCUS ON BRANCH ASSOCIATIONS

*During her ten years as Commissioner for Branch Associations Margaret Banks has travelled thousands of miles and visited many countries. Here she explains why UK Guiding is still closely-linked with countries on the other side of the world.*

Today there are only nine Branch Associations but in the late Forties there were over 50. The countries were governed from London and situated throughout the six continents and the five oceans of the world, embracing many different races, religions, and at every stage of economic development.

The name Branch Association refers to a Guide Association in a Commonwealth country which is a dependency of the United Kingdom.

Over the last 40 years many Branch Associations have gone on to become members of the World Association of Girl Guides and Girl Scouts (WAGGGS) in their own right.

Until today only nine remain — Anguilla, formed in 1932; Bermuda, 1913; the British Virgin Islands, 1936; the Cayman Islands, 1986; the Falklands, 1989; Gibraltar, 1925; Montserrat, 1936; St Helena and Dependencies, 1921 and the Turks and Caicos Islands, 1962.

## THE BEGINNING

After the first Guide Company was formed in England in 1910, news of this great new organisation for girls spread very quickly around the world. Packs and Companies were formed throughout what was then known as the Empire. The first Branch Association was Bermuda with the first Guide Company being formed there in 1913.

Very often it was the Colonial Governor's wife who started a Guide Company and meetings frequently took place in the grounds of Government House.

It was in 1925 that Guiding first reached Gibraltar, when Packs and Companies were opened for the daughters of British Army personnel. When war broke out in 1939, Guiding ceased as the wives of British soldiers were evacuated to Madeira, Jamaica and the UK.

The girls joined local units and

returned to Gibraltar at the end of the war and Guiding restarted.

Guiding began in Anguilla in 1932, when a visitor from Antigua told a group of girls at a sewing class about an organisation in Antigua called Guides.

The girls were so interested that the next day they called on the Magistrate's wife and told her they would like to belong to that organisation.

Information was sought from the

Governor of Antigua, who, in turn, applied to Guide Headquarters in London. Later that year the first Anguillian Guides appeared in uniform.

With the exception of Gibraltar, all the remaining Branch Associations are island countries. Some countries are made up of several islands. The Turks and Caicos Islands, for example, embraces six islands, with a total land area of 166 square miles.

The British Virgin Islands is made up

MARY WILLATT





of over 40 islands, yet the total land area is only 59 square miles. Smaller still is the volcanic island of Montserrat with a land area of just 39 square miles.

St Helena and its two dependencies, Ascension Island and Tristan da Cunha, in the middle of the South Atlantic Ocean, is probably the most isolated Branch Association. The only means of approaching St Helena from the UK is by ship. The service leaves from the Bristol port of Avonmouth about six times a year.

Guiding started in St Helena in 1921, but it didn't reach Tristan until 1946, and Ascension Island until the 1960s.

The Founder and the World Chief Guide visited St Helena on their return from South Africa in 1936, aboard the SS Landover Castle.

Although there was a Guide District of Jamaica in Cayman for some years, it was the Girls Brigade which attracted most girls and, eventually, Guiding ceased there.

In 1986 the headmistress of Our Lady of Perpetual Help Preparatory School, Sister Cecelia, wrote to Commonwealth Headquarters enquiring how to start a Brownie Pack, which led

to the formation of the Cayman Branch Association.

There is a record of a Guide Company in the Falklands Islands as early as 1919, but it closed with the outbreak of the Second World War. After the war, it was the Girls Brigade which took its place. However, after the Falklands war, there was a need for a uniformed organisation for girls, and a Branch Association was established in 1989.

### THE EARLY YEARS

When the Packs and Companies were first formed in the dependent territories around the world, they became part of the UK Girl Guides Association, looking to its London Headquarters for guidance and instructions.

As early as 1919 Olave, Lady Baden-Powell formed the Imperial Council to deal with matters concerning the 'Dominions and Colonies'.

It soon became obvious that not only was the method of organising Guiding we used unsuitable for the needs and conditions existing overseas, but it was slow and cumbersome having to refer everything to London.

This led to the formation of Overseas Branch Associations. Each Association

received its own constitution, which set out a method of operation, a governing body, and a President and a Commissioner were appointed to organise Guiding in the country.

All were linked to the GGA in London through the Chief Commissioner for Overseas Territories, whose title was changed in 1967 to Commissioner for Branch Associations.

### CHANGING TIMES

After the Second World War, the Commonwealth began to change with India and Pakistan becoming independent in 1947, followed closely by Ceylon (now Sri Lanka) in 1948. In the following years one after another British dependency became an independent member of the Commonwealth.

Once a country gains its political independence, Guide independence follows as soon as the Branch Association has the basic requirements for membership of WAGGGS.

When any of the remaining nine colonies, which are currently Branch Associations, becomes independent, it too will begin to work towards Associate Membership of WAGGGS. Until then each one is represented in WAGGGS by the UK.

Members in a Branch Association make the same Promise as in the UK, and follow a Programme based on the Eight Points embracing the five essential elements of Guiding.

The Guides in the Falkland Islands, for example, use UK handbooks. But in the Caribbean Branch Associations the Programme has been localised to allow for the climate and the opportunities existing in the respective countries. There is a Caribbean Knowledge badge, for example, which Brownies and Guides in that part of the world can take.

Some Branch Associations have chosen to adopt the UK uniform, while others have decided to continue to wear an all-in-one dress with short sleeves.

Patrol and Six names reflect local traditions and customs and particularly popular Patrol names are Frangipani, Bougainvillea and Poinsettia.

### CARIBBEAN LINK

Since the 1960s the Branch Associations in the Caribbean have been members of the Caribbean Link of Guiding, which is made up of all the Commonwealth countries in that area. They give mutual support through training and inter-island events. A conference for Commissioners is held every three years, and a newsletter, *Guiding Lights*, is issued once a year.

MARGARET BANKS 29





# GGFF

## ON ACTIVE SERVICE

This summer while you and your girls have been taking a well-earned break the Filipino Girl Scouts have been hard at work helping earthquake victims. But the children in the Philippines, who were left homeless when Mount Pinatubo erupted in June, also need your help.

The Girl Guide Friendship Fund has chosen Tulong-Bata, the service project being carried out by the Girl Scouts of the Philippines, as 1991's Good Turn Appeal.

Help for the volcano victims



GIRL SCOUTS OF THE PHILIPPINES

Gifts to this very good cause will not only deal with the evacuee children's immediate physical requirements but also provide help with social, recreational, economic and spiritual needs.

Mrs Yolanda Hernandez, the Secretary of the National Disaster Committee explained: 'While many of the girls are still attending to evacuee children, there are those who have started the rehabilitation phase of Tulong-Bata by adopting a baby, a child or a troop of Girl Scouts who cannot afford to pay their registration fees.

'Girl Scouts from other parts of the country, which are not affected by the calamity, are participating in the rehabilitation phase of the project by "adopting" evacuee children who have been relocated.

'Others are preparing to teach them skills under SEED, the Scouts Entrepreneurial Endeavours for Development.'

Tulong-Bata, which means help children, has four objectives:

- To help ease the load on evacuee parents so they can concentrate on earning a living and dealing with other important family matters.
- To provide recreational and educational activities for youngsters up to 14.
- To assist with health, hygiene and sanitation.
- To provide opportunities for skills training geared towards income generation when finally rehabilitated.

After Mount Pinatubo, a volcano which had lain dormant for generations, erupted 500,000 were left homeless. This is your opportunity to secure the future well-being of the children who suffered in the disaster.

Donations, large or small, should be sent to the GGFF, 17-19 Buckingham Palace Road, London SW1W 0PT.

## A GOLDEN OPPORTUNITY

**GOLD — Guiding Overseas Linked with Development** — is the Girl Guides Association's international projects network, offering exciting challenges to Rangers, Young Leaders and Guiders. A golden opportunity could be waiting for you, just circle the answers in our quiz and find out.

### QUIZ ONE

- 1 Are you a member of the Girl Guides Association? ☐ Y ☐ N
- 2 Are you between 16 and 20 years of age? ☐ Y ☐ N
- 3 Could you accept a challenge? ☐ Y ☐ N
- 4 Would you like to travel? ☐ Y ☐ N

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How did you score? Four out of four? If the answer's Yes then read on.

Helping other people to help themselves is what the GGA's GOLD projects are all about. Taking part in these projects will demand a wide range of interests and skills to meet the needs of people in the developing world.

To find if you could qualify as a member of a project team, just answer our second quiz.

### QUIZ TWO

Could you:

- be adaptable and helpful in most situations? ☐ Y ☐ N
- learn new skills and methods to share with others? ☐ Y ☐ N

- enjoy 'different' food, perhaps highly-spiced curries, exotic fruits or very basic fare? ☐ Y ☐ N
- Learn to keep yourself fit and well in the most basic accommodation? ☐ Y ☐ N
- withstand tropical high temperatures and humidity or the cold of a mid-European climate? ☐ Y ☐ N
- learn to communicate with people who do not speak your language? ☐ Y ☐ N

If you scored four or more there could be a golden opportunity in store for you. Quiz Three takes place next year at the International Opportunities Weekend on February 7 to 9 in the Brownie House at Beaverbrook Lodge, Foxlease. Come and join the fun.

For more information on GOLD and the International Opportunities Weekends, write to Miss M Dunn, International Secretary, Girl Guides Association, 17-19 Buckingham Palace Road, London SW1W 0PT.

N.B. There are 30 places on the GOLD scheme in 1992.



Next year, the single market will be upon us. Then, in 1993, the Channel Tunnel is due to open for business. The ties that bind us to Europe are getting stronger all the time. But we Brits don't seem to be sure we want to get any closer to those Continentals.

Everywhere else in Europe, people are looking ahead with optimism and enthusiasm to a new era of closer co-operation between nations, the Germans think the single market is great, the French are fans, and the Spanish are sold on the idea. We should be just as full of joy.

After all, there's a whole continent of new ideas and different cultures just waiting to be explored. As trade — and eventually travel — restrictions disappear, it will be easier than ever before to pop across to Portugal, do business with the Belgians, or imbibe some Italian culture.

But do we Brits want to know? Rather than welcoming these new opportunities with open arms, we stand back, stick our noses in the air, and look down on all things European with haughty disdain.

Of course, we've invented a hundred reasonable-sounding justifications for our shirtness. Everything from: 'We're worried about sovereignty' to 'What if the Germans end up controlling all the cash?'

But surely these are just convenient excuses. When it comes down to it, our anti-European attitude has less to do with politics, than arrogance. Behind all our arguments is nothing more than the great British superiority complex — we just think we're better than everyone else.

So, instead of embracing the Europeans, we sit smugly in our 'sceptred isle', cracking feeble jokes at their expense.

Nothing is more guaranteed to raise a smile on the face of your average Brit than a quick quip about Germans hogging deck-chairs by the pool, coupled with that old favourite — 'Don't mention the war'. Throw in a joke about frogs' legs and garlic and you'll have your audience rolling in the aisles.

This arrogance is rooted in our supposedly splendid past. Shakespeare was English, so were Faraday, Churchill, Cook, Darwin, Hillary, Nelson, Wellington and even the Beatles. We had the Empire, Britannia ruled the waves. So British must still be best!

Well, maybe it's time we wiped the smiles off our faces. Feeble jokes — and moans about evil Eurocrats who

want to stop us eating prawn cocktail flavour crisps — can't hide some unpleasant facts about the present state of our nation.

Resting on our laurels has got us nowhere. Britain is at the wrong end of nearly every Euro-league table. For divorce rates — second from top. But when it comes to nursery provision or overseas aid contributions, right down near the bottom.

We've got nothing to be arrogant about, and those people we love to call 'krauts', 'froggies' and 'eyeties', could teach us a thing...or 50.

For the fact we did things first, doesn't mean we do them best today. And, harking back to a perfect past that never even existed, is no way to deal with the problems of the present.

### TRAINS RUN ON TIME

Yes, George Stephenson was British, but 200 years after the Rocket's first trip, our public transport can't compare with the continental systems.

Anyone who's ever travelled on the superfast French TGV trains, the clean, efficient Swiss trains, or the cheap German trams, will know just how far British Rail is from 'getting there'.

And, we Brits pay dearly for the privilege of travelling on our delayed and dirty trains. A survey recently showed that London commuters pay way over the odds, compared with their continental counterparts.

Maybe we did pioneer the industrial society — with our cotton mills and Watt's steam engines. But our economy isn't so impressive now. We've got a Great British trade imbalance, and more than two million people unemployed.

Meanwhile, the German economic machine surges ever onwards. Shouldn't we be trying to learn the tricks of their trade instead of joking about sauerkraut?

It's true, we do have some of the oldest schools in the world, yet today

our education system can't compare with many of our continental cousins. Our children are becoming known as the dunces of Europe.

For example, while more than 90 per cent of children in countries like Denmark, Germany, Holland and Belgium stay on at school after they reach 16, only about half our young folk do. And, unsurprisingly, our youngsters are just about the worst in the EC when it comes to learning foreign languages.

Our illustrious heritage has not served us well. We're less well off than the rest of Europe in many, many ways.

Even our food isn't a patch on pasta and paella. Given the choice between a French baguette and a sarnie made with white sliced bread and plastic ham or between a plate of stew and a dish of boeuf bourguignon — would anyone, apart from the pig-headed patriot, choose our native nosh?

Yet, because all things British just have to be great, we leap to defend our stodgy, unhealthy diet. Campaigning to preserve the nation's custard and to save the British banger!

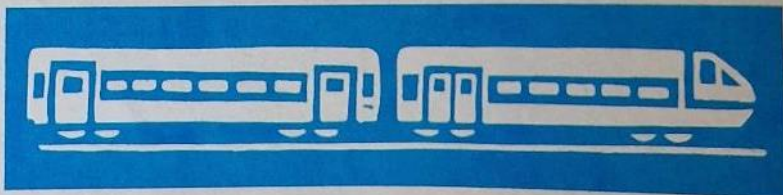
After all, in stuffing ourselves on our favourite fare: soggy steamed puddings, lardy pork pies, and greasy fish and chips, we're being just as cruel to our bodies, as we are to our taste buds.

It's no accident that the UK now has one of the highest rates of coronary heart disease in the world. Your average Englishman is twice as likely as an Italian to die of a heart attack, and three times as likely as a French monsieur.

So, perhaps, it's time we got down off the high ground, and headed for the Continent. The day the Channel Tunnel opens, we ought to go towards it with open arms — eager to greet, and willing to get to know, our neighbours across the North Sea.

We'd certainly learn a lot — and, you never know, they might even pick up a thing or two from us!

**MARY RICHARDSON**





# A PROMISING *start*

*For all Brownies, making their Promise is an exciting moment, but for former Romanian orphan, Cezarina Riley, it was an extra special occasion. Just eight weeks before Cezarina had arrived in Britain barely able to say 'hello'.*

Cezarina, now aged ten, was adopted from an orphanage in Bucharest, Romania, by Peter and Jean Riley of Wolstanton in North Staffordshire.

It took the couple two trips to find Cezarina and a year battling through red tape, before they were finally able to adopt the youngster and bring her to England.

Jean, a 48-year-old postmistress and 50-year-old postman Peter have been married for three years.

'We had already been supporting a child in Kenya and one in India,' Jean explained. 'My children had grown up and we had some money. We thought to ourselves: "What shall we do with

out money? Should we have lots of holidays or should we spend it more usefully?"'

A holiday in Romania prompted a return trip, this time hoping to find an orphan to adopt.

Jean recalled: 'When we first saw Cezarina we thought: "What a poor, frightened little thing." She couldn't

understand a word we were saying to her. But she's not at all like that — in fact, she's a little extrovert!'

Jean said: 'Cezarina's mother was 15 when she gave birth to her. She had no home and nowhere to live with the child. Cezarina was taken from the hospital and put in an orphanage.

'England's very good for me'

EVENING SENTINEL





'If Cezarina hadn't been adopted she would have just stayed in the orphanage.'

Finding Cezarina was only half the battle. 'We had a horrendous struggle with Staffordshire County Council and the Romanian authorities,' Jean said.

'It took us almost a year to legally adopt Cezarina. We had to fight Staffordshire County Council — it is hard to fight the authorities in England.'

'At first we just wanted to adopt a child, but once we had a specific child we wanted to adopt, we pulled out all the stops.'

The couple enlisted the help of local councillors who put pressure on the county council.

The Rileys travelled to Bucharest four times before they finally brought Cezarina home with them. Jean recalled: 'Cezarina was very obedient... whatever happens to them, Romanian children just get on with it. They have never had to think for themselves — Cezarina had never made a decision in her life.'

Cezarina saw her new home for the first time at ten o'clock at night. 'She literally tore around the house, trying everything out.'

'She was looking at everything — the clothes going in the washing machine, the dishes that went in the dishwasher, even running water, which she had never seen before.'

'We have got a very ordinary house, it's not a bit posh, but she had never seen anything like it. I think for the first month she was mentally exhausted, just taking everything in.'

Cezarina has given the Rileys a new lease of life. 'It was snowing when she first arrived in England. When we were driving to the house she saw children sledging down a hill, so she wanted to do that. We had to take her out

*'For the first month  
she was mentally  
exhausted, just taking  
everything in.'*

sledging, something that I hadn't done for about 40 years,' Jean recalled.

Before she was adopted, it was confirmed that Cezarina was free of AIDS and hepatitis B but she had other health problems.

She had suffered from tuberculosis and is slightly deaf in one ear. She was also very underweight.

'She was cross-eyed, which apparently is due to vitamin deficiency, either in the baby or in the mother when she was carrying her,' Jean said.

'She'd had an eye operation in Romania which hadn't been very successful. In England she has been right through all the different hospitals for treatments and now I think she is more healthy than I am!'

Jean struggled to teach Cezarina table manners. 'When she first came here, mealtimes were horrible,' Jean explained.

Jean contacted the headmaster of the local primary school and arranged for Cezarina to visit.

'We took her and showed her the school, but she wanted to see inside. She missed children because, in the orphanage, she had always been surrounded by children.'

'We just showed her her class and she went in but she wouldn't come back out!'

'I had to wait outside until school had finished and the next day, off she went to school while I went out and bought her uniform. I had to bring it into the school and she changed during her lunch-break.'

'Cezarina has been put in a class with an excellent teacher. Her form teacher is very supportive and she has a special teacher to help with her reading and writing.'

'Cezarina also joined the 7th New-castle (St Wulstan's) Brownie Pack. Jean said: 'Just before I took her to the

meeting Cezarina said: "What's Brownies?" and I told her: "You will like Brownies". She said: "Will I? Are you sure?"'

'The first day she went she wouldn't come home. She would never come away from things because she thought it was all a dream.'

'She thought that if she left something, it wouldn't still be there when she went back.'

'It must have been quite a struggle for the Brownies to cope with her, she tries to do everything and wants to join in with all their games. But she has calmed down. She collects all the subs and makes the same things as all the others.'

'We had a tremendous amount of work getting her to learn the Promise. And on the night when she had to say it, at first she giggled, because she was self-conscious. But she pulled herself together and when she actually said her Promise the whole Pack gave her a Brownie "Well done." Afterwards she said to me: "What's a well done?"'

'When she got home that night she had five minutes with us watching the television and she said: "England's very good for me".'

'She is such a sharing person. For somebody who has stolen food from other children in the orphanage because she was so hungry, she is very willing to share.'

The couple fit their working lives around caring for Cezarina. Jean said: 'She loves to help with everything. She does the dusting and lots of other things.'

'Peter hasn't had children before, but he's quite laid back. I tend to be quite strict. He is the one who will spoil Cezarina, she gets all her own way with him. She is his little girl — she has changed his life.'

The Rileys want to adopt another child and are planning to take Cezarina for a holiday in Romania.

Jean gets angry with people who criticise families for adopting children from other countries, yet do nothing about the plight of children all over the world.

She said: 'I feel that as we are all going to be in Europe in 1992, we should look after our European children. This is 1991 and it's about time we woke up to what's going on in Europe.'

'I think everybody has a responsibility to help all the starving children in the world. It's a crime that half the world's population is overweight while the other half is starving.'

'What will historians say about us when they learn that we had the resources to feed all the starving children and yet did nothing?'

NICOLA WHATMORE 33





## Open Door

This Brownie alphabet was featured in *Scattered Leaves*, a twice yearly newsletter published by the Association of Methodist Scouters and Guiders (AMSAG). It was composed by the 1st Cayton Brownie Pack, who live near Scarborough and was sent in by Hilary Hepwath:

**A** is for Animal Lover badge — when we learn to look after our pets.

**B** is for Brownies — we think of others before ourselves.

**C** is for Challenge — we

meet them on our Journeys.

**D** is for Doing Our Best — the first part of our Promise.

**E** is for Elves — that's the name of my Six.

**F** is for Folding Clothes — which I should do every night.

**G** is for Gnomes — another of our Sixes.

**H** is for Hats — which we often forget.

**I** is for Ideas — we have lots of good ones.

**J** is for Jester Badge — which I hope I shall earn.

**K** is for Kind — which we all should be.

**L** is for Leprechauns — who come from Ireland.

**M** is for our Motto — which is Lend a Hand.

**N** is for New Brownies — some join us every term.

**O** is for Observation — when we use our eyes to learn.

**P** is for our Promise — we try to keep it every day.

**Q** is for our Queen — whom Brownies promise to serve.

**R** is for Robert Baden-Powell — who started Scouts in 1907.

**S** is for Secondar — I might be one some day.

**T** is for Thinking Day — when we think of Brownies round the world.

**U** is for our Uniform — both old and new.

**V** is for Ventures — special adventures for Brownies.

**W** is for Wide Awake — better than being half asleep.

**X** is for eXasperated — which is what we sometimes make Brown Owl.

**Y** is for Yellow — the colour of our ties.

**Z** is for Zimbabwe and Zambia — countries in Africa where there are Brownies.

## News Focus

### ON THE DRAW

Anna Ludlow's eyes lit up when she spotted her pal, television's Tony Hart at her Brownie Pack meeting. But this was an extra-special day and Tony was there to present her with the Star of Merit.

Tony and ten-year-old Anna first met when she entered a competition through her school and he was one of the judges.

Irene Clements, Brownie Guider with the 2nd Hook Pack, said: 'The judging was in Southampton and I believe Anna rather took over. She captured Tony's heart and he asked her mother to keep him informed as he knew Anna was going to have an operation.'

Anna suffers from Turner's syndrome, a rare hormone enzyme disorder which hampers growth.

When she went into hospital to have her right leg



Anna and pal, TV's Tony Hart

amputated, Tony Hart sent Anna a letter and drawing.

So, naturally, Irene knew just who to ask when she was searching for a celebrity to present the award.

Among the special guests at the ceremony were County Commissioner Doreen Piercey, Judith Darmady, Anna's consultant paediatrician at Basingstoke Hospital and local author Anne Pitcher,

who had agreed to stand in if Tony couldn't make it.

Irene said: 'Anna is a lovely child. She gives us far more than we could ever give her through her sense of achievement.'

'It was marvellous the way she coped with the operation. She went into hospital during the Christmas holidays and was back in Brownies in January, using a walking

frame on wheels. Now she has an artificial leg, she's jumping about all over the place taking her Agility badge.'

Anna is keen to help others. She plans to join her Guiders on a sponsored walk to raise money for Guide Dogs for the Blind.

The Brownies took home a souvenir of the 'lovely afternoon' — an animal drawing by Tony. 'We held the paper up against a wall and he drew and drew until the paper ran out,' said Irene. The last drawing was a sketch of a Brown Owl, which Irene plans to have framed.

Tony also took home some gifts — a collage made by the Pack showing the members in their new uniforms and flowers for his wife who was resting because of a back problem.

Now Anna is looking forward to joining her big sister at Guides.

CREDIT: BASINGSTOKE GAZETTE

## Coming Next

### IN GUIDING DECEMBER

A Miracle for Greg thanks to his Guiding pals



A very special Wedding Our Leaders get to church on time

● To find out more watch *The Human Factor* on TV at noon Sunday, November 10

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### Guiding in action

keeping to the straight 'n' narrow

Striding the Saxon Shore Way a challenge for charity

Readership Survey

your chance to have a say

Lifestyle

twin Rainbow Guiders

### IN TODAY'S GUIDE DECEMBER

Fit for fun

Countdown to Christmas

### Winter Warm-ups

cheery drinks to raise the temperature

Hot Topics

tunes in to children's TV



Books Galore

a festival bunch

Window on the World

journeys to Israel

### IN BROWNIE NOVEMBER

Paint your face creating new characters  
Advent Calendar  
it's tremendous



Festival of Lights

a candle-lit world

Corn Dollies

learn a country craft

Kite-making

it's easy when you know



## HIGHLIGHTS

### CONTEMPORARY ISSUES

FOXLEASE:

January 17-19

WADDOW:

November 10-12, 1992 (mid-week)

Trainers: CHQ Training Team

An opportunity for all Guiders to explore further the issues affecting the lives of young people today.

This training will look at these issues in depth, as well as arming Guiders with a wealth of resources and ideas so they can make best use of their unique position to support the girls in making the right decisions for life.

Topics which will be covered include:

- teenage pregnancy
- child abuse
- drug awareness
- leaving home
- the wider world.

### TEAM BUILDING

FOXLEASE:

January 10-12, 1992

November 13-15, 1992

WADDOW:

April 24-26, 1992

Good Guiding needs keen and motivated teams to manage its work and achieve results.

- How can we build effective teams?
- How can we engender and maintain team spirit?
- How do we cope with the team member who doesn't really fit in?
- Do we understand enough about the way effective teams function?
- How can we help to ensure that the contribution of each team member is recognised and valued?

These weekends will explore all these issues.

The aim

- To explore the role and function of the team in the management of Guiding.
- To develop awareness of individual team roles.
- To perform and analyse team tasks.

- To examine strategies for building effective teams.

The trainings are for any 'management' team in Guiding, for example:

- C/R Commissioners and County Commissioners.
- County Commissioners and Advisers.
- County Commissioners and Division Commissioners.
- Division Commissioners and District Commissioners.
- C/R Advisers and County Advisers.
- District Commissioners and Guiders.

### ASSERTIVENESS

WADDOW:

March 3-5 (midweek)

FOXLEASE:

October 13-15, 1992 (mid-week)

Do you find it difficult to say *no*? If so, come and practise being assertive. You will have the chance to look at yourself and learn the art of effective communication.

The aims are:

- to discover what being assertive really means
- to gain confidence in dealing with awkward situations
- to practise effective communication
- to explore how to look and behave more confidently

These trainings are open to anyone in Guiding and count towards the requirements of the Adult Leadership Scheme (Stage III).

### ADAPTING PROGRAMME IDEAS

For Unit Guiders

WADDOW:

January 24-26, 1992

July 3-5, 1992

October 16-18, 1992

FOXLEASE:

February 14-16, 1992

November 20-22, 1992

These trainings are for all unit Guiders and Assistant Guiders.

The aim is to help Guiders to develop confidence in trying new approaches to meet the needs of individual girls in their units.

During the training you will have an opportunity to:

- Have a really good look at our handbooks and publications, together with resources from outside.
- Try out lots of ideas, adapting them to suit individual needs.
- Learn how to assess the needs of individual girls.
- Develop flexibility in trying to meet individual needs.
- Learn from and share with other Guiders.

### TRAINING SKILLS FOR ADVISERS

FOXLEASE:

February 7-9, 1992

WADDOW:

November 20-22, 1992

Are you an enthusiastic and highly skilled Adviser, working hard to promote your particular specialism in the County, the Country/Region or at Association level?

Could you benefit from acquiring a set of basic training skills to help you put your message across more effectively?

The Association has developed just the weekend training package for you, at the end of which you will be able to:

- Set aims and objectives for your training sessions.
- Evaluate your training sessions constructively.
- Use ice-breakers effectively.
- Use visual aids with confidence.
- Understand how adults learn.
- Use small group work effectively.

The weekends are very practical and you will have plenty of opportunity to try out your training skills.

The weekends are for any Advisers who would benefit

from gaining basic training skills to convey their specialism to other adults.

### THE PROMISE FOR COMMISSIONERS

FOXLEASE:

February 14-16, 1992

"Throughout their time in Guiding, all members are encouraged to re-examine their understanding of and commitment to the Promise."

Guiding Manual 1.3

It is generally accepted that discussing the Promise with girls and Guiders can be a daunting experience for any Commissioner.

- How much does one share one's own beliefs?
- How does one avoid becoming judgemental?
- Are there 'standards' we should be aiming for?
- What does it all mean, anyway?

If these questions reflect your concerns, this weekend could be for you. It aims:

- To develop Commissioners' understanding of the Promise and its relevance to Guiding and to life.
- To enable Commissioners to increase their confidence when engaging in discussion about the Promise with other leaders and girls.

This weekend is for all Commissioners:

- County.
- Division.
- District.

You may like to consider coming as a team.

### LEADERSHIP FOR COMMISSIONERS

WADDOW:

January 31-Feb 2, 1992

July 3-5, 1992

FOXLEASE:

September 4-6, 1992

Leadership has been defined as winning the hearts and minds of people to achieve a common purpose. How effective is your leadership?



# TRAINING DIARY

How do we win the hearts and minds of our team members to achieve the common goal of good Guiding? Can leadership be learnt, or is it something we are born with? Does it depend on:

- What we are?
- What we know?
- What we do?

These trainings aim to assist all Commissioners gain greater awareness of the importance of leadership in their role and to encourage them to develop confidence in determining an appropriate style of leadership for themselves.

These weekends are for any Commissioner who feels she would benefit from this type of training. It would be especially useful for Commissioners designate.

## LEARNING TO LISTEN

WADDOW:

January 31-Feb 2, 1992

FOXLEASE:

March 31-April 2, 1992

Trainers: CHQ Training Team

These trainings are open to anyone in Guiding who is interested in learning more about the skills of listening and effective communication.

Sometimes it is hard to tune in to receive messages and to respond effectively. *Learning to Listen* will help you communicate with both teenagers and adults.

These trainings will cover the following topics:

- Active listening.
- Paraphrasing and reflecting.
- Blocks to communicating.
- Asking questions.
- Summarising what you've heard.

## THE THINGS THAT MATTER

for 16-25-year-olds

WADDOW:

February 21-23, 1992

May 22-25, 1992 (Bank Holiday Weekend)

FOXLEASE:

November 15-18, 1992

Are you aged between 16 and 25 and a member of the Association? If so, then

weekends are for you.

You will be given an opportunity to explore some of the important issues which directly affect your life.

Topics will include:

- independent living: *home or away*
- healthy lifestyles: *it's your choice*
- developing self-confidence: *make your point*
- exploring relationships: *loves me, loves me not*
- the Promise: *only for Guiding or for life?*

There will be guest speakers, discussion groups, videos, outside experts, practical activities and fun!

## NEW YEAR

FOXLEASE:

December 29, 1991-

January 2, 1992

Are you under 26, with no plans for the New Year? Why not come to Foxlease to help end Celebration '91 with a bang by travelling through the ages.

There will be:

- pyramids to build
- medieval jousting
- an Elizabethan banquet
- a day of discovery
- a space age disco.

And all this for only £45. Why not meet up again with some of your friends from Trail '91?

## JUST THE JOB

FOXLEASE:

May 12-14, 1992

(midweek)

WADDOW:

September 15-17, 1992

(midweek)

These midweek trainings are for any adult in Guiding who, for whatever reason, wishes to embark on or return to paid employment. They will also be useful to those considering career changes.

Whether you are entering or contemplating a return to the world of paid employment you will be given an opportunity to enhance your employment prospects.

Topics to be covered will include:

- preparing a curriculum vitae
- interviewing techniques
- effective presentation

- standards in the workplace
- time management.

## NINE TO FIVE

FOXLEASE:

May 8-10, 1992

WADDOW:

November 27-29, 1992

Trainers: CHQ Training Team

These trainings are for any Ranger, Young Leader or Guider who is going out to work for the first time. If you are about to leave school or college this would be just what you need to give you more confidence in finding your first job.

It will give you the chance to think about how you can improve your employment

prospects, whether you've already had a Saturday job or are entering the world of work for the first time.

Topics to be covered will include:

- preparing a curriculum vitae
- handling interviews
- presenting yourself well
- finding your place
- managing your time.

For full details of future trainings please send a sae to the Guider-in-Charge of the appropriate centre. Applications to attend any of the trainings mentioned should be made to the Guider-in-Charge of the appropriate centre, enclosing a £9 deposit and a sae.

## TRAINING DATES

### FOXLEASE

DECEMBER

29-Jan 3 1992 New Year party

JANUARY 1992

10-12 Team building

FEBRUARY 1992

21-23 Senior Section into Europe

MARCH 1992

13-15 Brownies

31-April 2\* Learning to Listen

APRIL 1992

10-12 International

16-20 Family period

### GLENBROOK

JANUARY 1992

17-19 Instructors and

Trainers

FEBRUARY 1992

28-March 1 Advanced walking safely

MARCH 1992

27-29 Young Friends conservation, walking and service

APRIL 1992

3-5 Intermediate walking safely

### WADDOW

DECEMBER

29-Jan 1992 New Year party

JANUARY 1992

24-26 Tutors

APRIL 1992

16-20 Fun and adventure for Guides

\* — Midweek

#### GLENBROOK

Barnford  
Nr Sheffield  
S30 2AL  
Tel: (Barnford) 0433 51567

#### FOXLEASE

Lyndhurst  
Hants  
SO43 7DG  
Tel: 0703 282638

#### WADDOW

Clitheroe  
Lancs  
BB7 3LD  
Tel: (Clitheroe) 0200 23186

#### NETHERURD

Blyth Bridge  
West Linton  
Peeblesshire  
EH46 7AQ  
Tel: (Dolphinton) 0968 82208

#### LORNE

Craigavad  
Co Down  
Ulster  
BT30 0BS  
Tel: (Holywood) 02317 3180

#### HAUTBOIS

Great Hautbois Road  
Coltishall

Norwich  
Norfolk  
NR12 7JN  
Tel: (Norwich) 0603 737357

#### BRONEIRION

Llandinam  
Powys  
SY17 5DE  
Tel: (Caersws) 0686 688 204

#### BLACKLAND FARM

East Grinstead  
Sussex  
Tel: (Sharpthorne) 0342 810 493



## RAINBOW GUIDERS

All around us there are noises all the time: traffic in the streets, voices, music, the calls of birds and barking of dogs... There is so much sound around us that, unless we stop and listen, we are hardly aware of it.

### STOP AND LISTEN

A good way of introducing this theme is to do just that — ask the girls to stop, to be silent and to listen.

At first they may say they hear nothing. Then, gradually, they will hear all the sounds. At the end of, say, half a minute, ask them to tell you some of the sounds they heard.

You could organise this like a brainstorming session — writing up their responses on a large sheet of paper.

If you have a stop and listen period each week during the theme on sounds, you will be surprised how their ability to listen improves.

### TONGUE TWISTERS

These test the girls' skill in repeating awkward sounds and also prove to be lots of fun. Let them repeat the sentences slowly at first all together. Now speed up. Then, when you call out a name or two names, that girl or couple of girls continue.

Here are a few tongue twisters. You will probably know lots of others: 'Around the rock the ragged rascal ran'; 'Swim, swan, swim, well swum, swan'; 'Little yellor, big yellor'...

### WHISPERS

Line the girls up sitting in two rows or two circles. Call one girl from each group and whisper the same message to each one. For example 'Rainbows always meet on Mondays'.

The girls go back to their group and whisper the message to the next person who

repeats *what she hears* to the person next to her, who passes *what she hears* to her neighbour and so on down the line or around the circle.

When the message reaches the last person in each group they say out loud *what they hear* — not what they *think* they hear. How much has the message changed along the way?

Play Whispers with messages that are likely to become confused like: 'What

bows has castanets or a tambourine bought on a holiday in Spain. Or someone may have little bells from India, which she can bring to the meeting.

Play some music with a good strong beat and let the Rainbow percussion band play along with it.

### MUSICAL STATUES

There are many games of the musical chairs variety where the players move while

scrunched-up paper, an alarm clock, or you could tap wood on wood, wood on metal, metal on metal and so on.

### A SOUND TAPE

You could prepare a tape of sounds such as the telephone, an alarm clock ringing, a police siren, an ambulance bell, someone laughing, a car starting, a baby crying...

Leave pauses between each sound. Can the girls identify the sounds and tell you what each sound tells them?

### WHERE AM I?

The girls can work together in pairs or threes for this activity. One girl in each group sits on a chair or on the floor with her eyes shut. The other girl(s) clap hands or ring a little bell or whistle in front of her, to one side, behind her, above her head, below the level of her head.

The girl with her eyes shut guesses where the sound came from. Then they change around and another girl listens.

### ADVICE

Some of these activities may make you aware that one or two of the girls have a slight hearing problem. If so, have a word with their parents about it, and make sure you compensate in the future so that the girl hears all that you say.

### AT THE END

Going round the circle, ask each girl what her favourite sound is. Then say thank you for our hearing and for the sounds we enjoy and ask each girl to contribute her 'sound' to the thank you.

### NEXT MONTH

In December the theme will be 'Home' — as this is the time when we think most about our families and our homes.

DEBORAH MANLEY 37



Let's hear it for the 2nd Billingham Rainbows!

did the seal see?' or 'See how many hats I have here'.

### PERCUSSION BAND

You can make up a percussion band from a variety of everyday objects:

- An up-turned bucket is a drum — a plastic bowl or a metal pan make different drum noises.
- Two pan lids banged together are cymbals.
- Plastic jars or bottles containing stones or dried beans are maracas or shakers.
- An empty paper-hanky box with rubber bands strung around it is a guitar.
- Two sticks beaten and rubbed together keep rhythm.
- Hands can clap the rhythm out too.

Perhaps one of the Rain-

bow's has castanets or a tambourine bought on a holiday in Spain. Or someone may have little bells from India, which she can bring to the meeting.

### MORE LISTENING

For this activity you need an area into which the girls cannot see — perhaps the lobby or kitchen of the hall. Collect together a number of 'noise-makers' in a box. Then, out of sight, make some sounds and let the girls guess what has made each noise.

Noise-makers could include a little bell, a whistle,



# GETTING OUT

# CONSERVATION

At every stage of our journey through Guiding, our Laws and Promise demonstrate concern for the protection of the environment. Conservation badges, Interest Pennants, Ventures and Trefoil Challenges, all involve getting out and educating ourselves about the wider world.

## RAINBOWS

Young children have an intrinsic love of nature and you should find it easy to kindle their enthusiasm with a Welly Walk. If you live in a village, then spend a meeting outside, investigating the wildlife found at the edge of a pond — it should be home for many creatures. Town and city dwellers should seek out their nearby park; don't forget that a large puddle will often be as interesting as a pond.

Safety should be paramount. Rainbows should only ever stand in very safe, shallow water — refer to the *Guiding Manual* for further help.

Make some containers — cut large plastic soft drinks bottles in half and attach a long loop of string — and let the Rainbows see what they can collect in their jars when they drag them in the pond/puddle. Maybe there will be insect larvae or even a newt or diving beetle. Compare the containers and see if anyone can recognise and count the number of pond-dwelling creatures and plants you have found.

You can also look for tracks at the edge of the pond. Birds often bathe and drink there and larger creatures visit at night. Larger animals are being spotted increasingly in cities. Would you recognise a fox's paw print, for example?

Spring is the ideal time to have a Welly Walk when, with any luck, you should find some tadpoles. Apparently tadpoles thrive better in garden ponds in town these days than in the coun-

tryside. But don't encourage the girls to take away frog spawn before contacting the local branch of WATCH or the Wildlife Trust.

The Wildlife Trust is encouraging domestic pond owners to have frogs and

materials are in plentiful supply. Photograph the results.

## BROWNIES

If you go down to the woods today... the nice surprise is that the Forestry Commission has established 46 new

of carrier bags to tidy away any rubbish if you have a picnic — there may not be any bins handy.

Brownies on their Highway may already know their Country Code and be able to keep everyone informed, if not, it is up to those in charge to lead the way.

On your return you may like to spend an evening conducting a tree survey in your own immediate area. If your area was affected by the severe gales of the last few years many old established trees could have been destroyed.

City parks, in particular, are still ruing the loss. If you find any stumps, work out how old the tree was by counting the rings and, of course, identify it. It may be possible for your Pack to plant a new sapling in its place.

Planting a tree is far easier than it sounds. The Countryside Commission produces an action pack that tells you all you need to know about selecting, planting and caring for the Pack's adopted tree. Details from Task Force Trees, PO Box 7, Manchester M19 2M. Also, if your area was affected by Dutch Elm Disease, you can order an immune elm from Pitney Bowes, The Pinnacles, Harlow, Essex CM19 5BD.

You may even wish to create a Pack tree nursery, collecting and planting autumn seeds yourselves. Bury seeds in jars of sand over winter and prick out to a prepared bed in the spring. Transplant the saplings to their final position when they are a metre high. The Brownies will enjoy nurturing and caring for their own trees.

## GUIDES

We are all aware of the Country Code, now let's concentrate on our much neglected towns and cities. Put together a Town Code that you could submit to your



Bringing the country into the town

toads in their gardens by offering a spawn-swapping service. So, if you can't find any frog-spawn on your Welly Walk, write for a free 'Croakpack' to Avon Wildlife Trust, Old Police Station, 32 Jacob's Well Road, Bristol BS8 1DR.

Collect fallen leaves, bark, rocks and shells so Rainbows can create natural pictures and sculptures. Concentrate on combining colours and textures but make sure mate-

forest nature reserves around the country. The reserves have been set up to preserve a variety of rare and endangered animals and insects.

Details of the nature trails and specific wildlife to be found can be obtained from 231 Corstorphine Road, Edinburgh EH12 7AT or by telephoning 031-334 0303. If you decide to take your Pack on a trail, don't forget to go prepared with sensible shoes, rainwear and plenty



# GETTING OUT

local council for serious consideration.

Get out and about looking at your immediate local area. Patrols could list all the improvements that need to be made to make the environment safer, healthier and more attractive.

## You should look out for:

**1 Traffic** — how congested are the streets in your area? Carry out a simple traffic survey counting the number of cars or lorries that pass through the town within an hour. How much noise and pollution does this cause? What are the other effects of so much traffic? Does your town have cycle lanes to encourage people to use the cheapest and cleanest form of transport? Or bus lanes to reduce the number of cars on the road?

**2 Litter** — how clean is your town? Waste ground is often used for illegal dumping. But litter is increasingly found in churchyards and schoolyards, maybe even around your meeting place. Note down ideas to improve a chosen area.

**3 Graffiti** — ugly graffiti on vast expanses of concrete is an act of vandalism, making buildings look shabby and neglected. The graffiti can be removed and the concrete scrubbed, or even painted over as a Community Project. A graffiti mural would be both an enjoyable and rewarding challenge.

**5 Recycling** — are there any community bottle banks and newspaper banks? Write to your local council if there aren't any. Friends of the Earth also have many leaflets and ideas on recycling. Write to them at 26-28 Underwood Street, London N1 7JQ for more information.

With the survey under way, now is the time to translate words into action and set up an environmental project. For a variety of project teaching materials contact: The Education Officer, The Tidy Britain Group, The Pier, Wigan WN3 4EX.

For those longing to see more colour in their natural environment — how about creating a wildlife refuge on

a piece of neglected ground?

Why not have a go at bringing the countryside into your town? Did you know that in any one garden over 300 different species of wildlife can be found? Specific animals can be attracted to your wildlife refuge with certain plants.

For a list of wild seed suppliers write to the Nature Conservancy Council, North-

Baldwins Lane, Croxley Green, Herts WD3 3LQ.

The wildlife refuge will need to be tended at regular intervals to keep it a safe haven for its many grateful visitors.

The Guides will come up with imaginative ideas of their own. Remember that their suggestions will often be the best, and that they will be enthusiastic to complete their project. Always

your nearest group contact BTCV, St Mary's Street, Wallingford, Oxfordshire OX10 0EU.

Both Rangers and Guiders may be interested in joining the National Trust on an Acorn Project or working holiday. Prices start at around £25. Accommodation varies, and is usually in National Trust buildings, converted stables and barns.

The minimum age for the



ROBIN SHUTE

minster House, Northminster, Peterborough PE1 1UA. Honeysuckle, rowan and crab-apple, for example, will attract birds, while butterflies will seek buttercups, buddleia or gentians.

Erect a bird table for the winter months. Home-made cartons of peanuts should attract blue tits, great tits and greenfinches. Take it in turns for each Patrol to stock the table and note the different visitors.

Keep any bushes or hedges where animals may like to shelter. If an old boot or flower pot contains a bird's nest remind the Guides to leave it totally undisturbed. Turn an old sink or bath into a mini-garden.

Unusual insect eating plants such as sundew, butterwort and pitcher plants are very rare and need to be conserved. Details from Carnivorous Plant Society, 174

make sure you contact your council for permission and support. The authority may help with publicity, equipment and even refreshments!

## RANGERS

Bill Oddie, Vice President of British Trust for Conservation Volunteers (BTCV) believes that 'caring about our threatened countryside and urban landscape is no longer enough. BTCV needs a little help from you... 'Rangers with a particular interest in conservation projects may wish to join an organisation such as BTCV.

The work of over 540 local groups goes on all year round and includes tree planting, rebuilding walls, creating nature gardens and replacing 'ugly city dumps', restoring footpaths, building bridges, and clearing waterways. To find out details of

projects is 17-plus and again work covers all aspects of conservation. Oak Camps for those over 35 are also available.

The Trust welcomes self-administered groups of Guides at their 37 base camps and is happy to liaise with Guiders. For more information contact The National Trust, Volunteer Unit, PO Box 12, Westbury, Wiltshire BA12 4NA Tel: 0373 826826.

JACKIE TEVLIN

## For more information read:

*50 Simple Things You Can Do To Save The Earth*, The Earth Works Group, 1989, £3.50.

*The Blue Peter Green Book*, BBC/Sainsburys, 1990, £4.99.

*Home Ecology*, Karen Christensen, Arlington Books, 1989, £5.99.

Guides building a kestrel box



# THANKSGIVING

The Thanksgiving celebrations in November remind Americans of the heartfelt thanks given by passengers on board *The Mayflower* when they landed at Cape Cod in 1620, after a perilous journey across the Atlantic. The area where they landed became part of the colony of Massachusetts. For 200 years there were 13 English colonies in America which became the first states of the independent United States of America.

## OPENING

Challenge Patrols to solve anagrams of the names of the 13 colonies.

**HAIL NON CARROT:**

North Carolina

**SHOUT COAL RAIN:**

South Carolina

**I RING VIA:**

Virginia

**I RAGE GO:**

Georgia

**LEN PAYS IN VAN:**

Pennsylvania

**SEEN JEWRY:**

New Jersey

**WORN KEY:**

New York

**LADY MARN:**

Maryland

**DEAR WALE:**

Delaware

**WHERE'S PINHAM:**

New Hampshire

**RON HIDES LAD:**

Rhode Island

**NICE CUT ON TC:**

Connecticut

## PATROL ACTIVITIES

● The early settlers had to make all their own household items. Women often got together for sewing parties and making patchwork quilts was very popular. Have a go at patchwork. Cut out 3ins squares of paper, and 3½ins squares of material. Tack the material on to the paper, turning in a half inch hem. When you have several squares, oversew them together. Then remove the tacking stitches and paper. You could make cushion covers or table mats with your patchwork.

● American Girl Scouts make and sell 'cookies' to raise funds. Try making some traditional American ones, for example:

Chocolate Chip Cookies — 100g margarine, 50g caster sugar, 150g self-raising flour, 2 x 15ml spoons condensed milk and 100g chocolate chips.

Preheat oven to 180°C, Gas Mark 4. Grease a baking tray. Beat the margarine until soft, add the sugar and cream together until light and fluffy. Stir in the flour and chocolate chips until evenly mixed. Roll small spoonfuls of the mixture into balls. Place on a greased tray, flatten tops and bake for 15 minutes.

● Learn and practise an American square dance. Instructions and taped music can be obtained from The English Folk Dance and Song Society, 2 Regent's Park Road, London NW1 7AY.

you can find that are named after towns or areas in England. On a map of England, mark these places which may have been the home towns of some of the early American settlers.

## COMPANY ACTIVITIES

### FISHING

Fishing was one of the main industries developed by the New England colonies. Two girls form a 'net' by holding hands. The rest of the Company are 'fishes'. The net tries to catch a fish by dropping clasped hands over the fish's head. The fish then becomes part of the net until all the fish are caught. The last two to be caught become the next net.

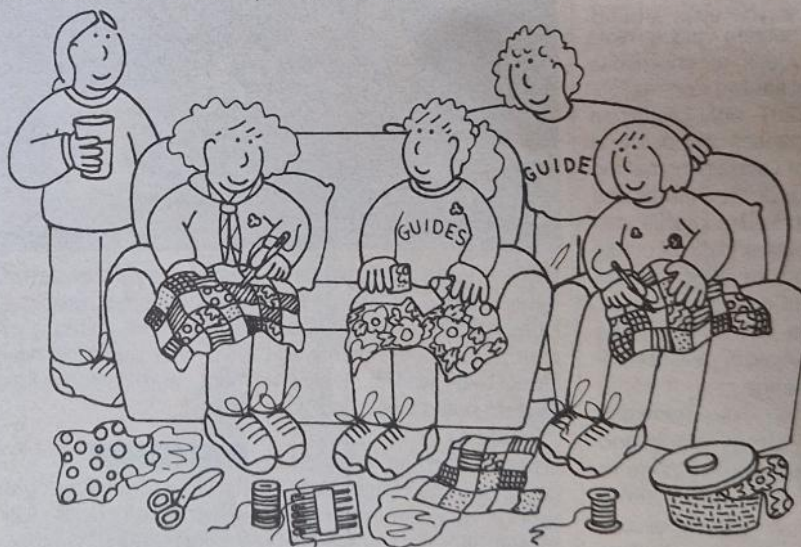
the — coast of America (East).

● This food could be boiled, smoked or roasted (ham).

### BALL RELAY

This is a combination of three popular American ball sports. A course should be set up which includes: a rope across the room about six foot high; a diamond shape drawn on the floor with 'posts' at each corner (these could simply be chairs); and some form of 'net' at the end of the room.

The net could be a child's basketball or netball net, which can be fastened to a wall with a suction pad. If this is not available, a Guide or Young Leader could stand on a table holding out a small hoop, or even a plastic carrier bag with the bottom



● The early settlers gave thanks for their safe arrival. Cut out pictures from magazines and other sources to make a montage showing all the things for which you would like to give thanks.

● Each of the American states has its own bird and flower. Make a display showing the bird and flower representing each of the original 13 colonies.

● Find a detailed map of the state of Massachusetts — you can probably borrow a good atlas from your local library. See how many places

### MAKE THE WORD

Give each Patrol a set of cards, each with a letter from the word MASSACHUSETTS. Then give them a clue for a short word. They have to guess the word, find the letters and hold them up.

#### Examples

- A tall pole for holding the sail on the Mayflower (mast).
- America now has 50 of these (states).
- Uncle — is a nickname for America (Sam).
- This was thrown into the sea in Boston harbour (tea).
- The colonists settled on

cut open!

Patrols line up in relay style and take it in turns to:

- throw a ball over the 'volley ball net' — the rope — and retrieve it
- touch the home, first and second bases of the baseball pitch
- run up to the net and throw the ball through it

They then run back home and the next girl takes over.

This relay can be chaos but it is always fun, as all teams are using the same course.

PAULINE WAINWRIGHT



## BROWNIE GUIDERS

To most Brownies, the week beginning October 31 means the twin joys of Hallowe'en and Bonfire Night. However, November boasts a wealth of multi-cultural festivals, so why not introduce your Pack to different traditions.

### DABBLE DAY

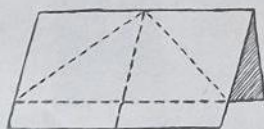
You could either feature one celebration each week, or plan an international 'dabble' meeting, using a variety of simple activities. Position tables around the hall, each with an explanatory display centred on one simple craft. Organise a leader or co-opted parent to be in charge of each table and let Brownies move round at their own pace.

### LOY KRATHONG

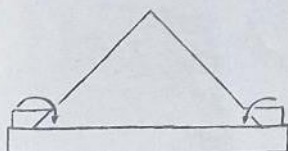
In Thailand, Loy Krathong (Festival of Lights) is celebrated in October/November by floating a krathong down the river to appease the River Spirits. The krathong, a small boat made from banana leaves, contains a lighted candle, coin and incense.

Banana leaves may not be readily available for your krathong but paper, preferably green, is fine. You'll need birthday candles and Blu-Tack. Follow the diagram below together with the instructions.

- 1 Fold paper in half.
- 2 Fold in half again, then re-open this fold.



- 3 Fold in the corners.
- 4 Fold up one side of the bottom flap.
- 5 Fold up other side of the bottom flap.
- 6 Fold corners down.

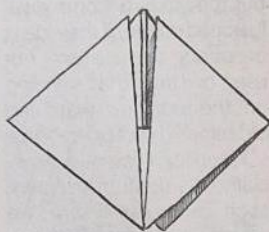


7 Holding two corners push them together.

8 Press flat together to form a square.

9 Fold up one side of bottom point to top.

10 Fold up other side of bottom point to top.



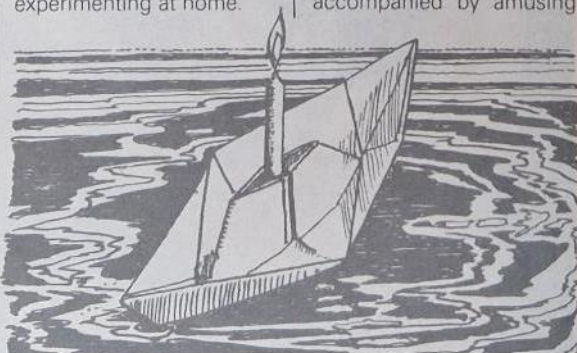
11 Holding two corners, push together and flatten out again.



12 Take two points (marked A and B) at top, pull gently outwards and you have your krathong!

13 Push central point down carefully with your finger to make a hollow. Insert birthday candle with Blu-Tack.

If you have use of a kitchen, the Brownies can float their krathongs, candles lit under adult supervision, in the sink! Otherwise, warn them to ask parents before experimenting at home.



### SICHI-GO-SAN

On November 15, Japanese children aged sichi (seven), go (five), and san (three) visit shrines with their families. There they buy sweets and good luck charms.

You can make good luck

charms from narrow strips of red paper, decorated with sticky gold shapes. Fringe one narrow end, attach a hanging thread to the other.

### HANUKKAH

The Jewish Festival of Lights celebrates a great victory of religious freedom in Jerusalem. It lasts for eight days in November/December. Families light candles each night as a symbol of joy. Children receive gifts, often a dreidel, a four-sided spinning top.

You can make:

- candles from cardboard tubes and coloured paper, with orange paper flames.
- dreidels from stiff card squares or small cubed boxes, decorated with paper shapes, wooden skewers centrally piercing the card.
- simple toys, for example tied woollen dolls, postcard jigsaws...

### ST NICHOLAS'S DAY GIFTS

In Holland, on the last Saturday in November, Sinterklass (the 4th Century St Nicholas, Bishops of Myra in Asia Minor) and his henchman Black Peter, arrive by ship in Amsterdam and ride on horseback to the royal palace. Everyone gives presents on St Nicholas's Eve, often accompanied by amusing

poems. On St Nicholas's Day, December 6, children receive alphabet biscuits.

Try making:

- a bishop's mitre from stiff paper.
- poems about each other.
- alphabet biscuits.
- sinterklass stars.

### ALPHABET BISCUITS

400g prepared shortcrust pastry, 200g marzipan, milk, icing sugar.

- 1 Roll pastry thinly, cutting into strips 10cm by 4cm.
- 2 Coat hands with icing sugar, roll marzipan into strands a finger thick-ness.
- 3 Wrap marzipan in strips of pastry, sealing with milk.
- 4 Form into letters, joining awkward shapes with milk.
- 5 Place letters on greaseproof paper. Bake for 10-15 minutes in the centre of the oven at 425°, Reg 7.

### SINTERKLASS STARS

Use templates to cut stars from red and blue card. Tie three stars together on different lengths of wool.

### ST LUCIA'S DAY

The Swedish used to celebrate December 13, once the longest day of the year, because they knew that lighter days would follow. Early Christians brought to Sweden the legend of St Lucia, said to have taken food to persecuted Christians hiding in Roman catacombs. To leave her hands free, she wore candles on her head.

The pagan Festival of Light gradually merged into the Christian feast of St Lucia, so that early in the morning on December 13, the young daughter of the family dresses as St Lucia in a white gown with a red sash. She wears a crown of leaves, to which are attached five white candles.

To make a St Lucia head-dress, stick five narrow card tubes round a headband decorated with green paper leaves. Insert a white paper candle in each tube, topped with an orange paper flame.

GILLIAN ELLIS

Don't forget to order **BROWNIE** from your local newsagent for your girls. The magazine is a supplement to their hand-book.



# COPING WITH

# TEAMWORK

The first definition of 'team' in the dictionary is surprising: a set of draught animals harnessed together. Subsequent descriptions are more familiar: a set of persons working together; a side of players in a game or sport.

If you think about it, the first definition isn't far wrong. Guiders are a very special kind of animal, pulling in the same direction when we're getting it right, and most certainly harnessed together by the Promise. Look at Guiding at almost any level and what do you find? Teams.

It's good belonging to a team. Everyone needs to be needed, and it's important to remember that in a team each individual counts. Each idea, each contribution is important and should be valued.

We encourage our girls, from Brownie age upwards, to become part of a small group within a unit, and to show loyalty to that group, as well as to the unit itself.

Then there's the District team, Division team, County team, Outdoor Activities team... the list is endless leading to teams well outside our national boundaries.

What makes a *good* team? To work together effectively, a group of people needs to be committed to achieving a common goal, while maintaining friendly relations, mutual respect and trust.

Good team work, however, doesn't always come naturally. Everyone has her own opinions, strengths and weaknesses, talents and blind-spots. A good deal of give and take is required to ensure the smooth running of any team. Patience and compromise will produce worthwhile results in the end.

Teams engaged on lengthy projects have more time to iron out differences and become attuned to one another. Those with short-term aims need to create a

good working atmosphere speedily.

Short-term or long, all teams ought to:

- Identify their strengths and weaknesses at the outset.
- Outline the aims of the team and ensure that they are accepted by every member.
- List the tasks before them, and divide them fairly and sensibly according to people's talents.
- Establish lines of support for each member, in case problems arise.

## LEADING LINES

Someone is usually appointed to lead a team. Whether chosen as chairman, president or spokesperson, it is unlikely that she would have undertaken the task had she not been a natural leader. But therein lies a danger. It is all too easy for someone to be so enthusiastic that she tends to do too much of a job herself, especially if she has a good deal of experience to draw on. It can be hard to

learn to delegate, but it *must* be done.

It is vital that all members of a team participate fully, and that everyone is given a share of responsibility, distributed as evenly as possible. For instance, we're always pleased to have new Guiders, but they may become disillusioned quickly if their ideas or offers of help are not used, or if they're left standing on the sidelines watching old hands direct operations.

Flexibility is essential, especially in a youth movement such as ours, where we must always be ready to move with the times. Guiding needs to be as up-to-the-minute as we can make it, so new ideas and different approaches should be welcomed and acted upon whenever possible.

Team members benefit from knowing each other well. To build a good team, we need to be aware of each other's needs and problems, so that we can offer support and understanding.

Similarly, when we have built up an atmosphere of trust, we can be honest with each other without giving offence. Sometimes it's necessary to be frank about the subject under discussion. We need to know each other well to achieve this without fear of causing hurt or resentment.

If conflict arises, we should be able to bring it into the open, dealing with it in a spirit of friendship before it assumes undue importance. Conflict, uncovered by constructive criticism, can be productive, offering a different slant on a project. Only if we allow it to develop unchecked will it end in being destructive.

Teams should trust one another, not only to carry out individual responsibilities, but also to maintain confidentiality where necessary. If disagreements occur, it does nothing for team unity to broadcast the fact. Much better to discuss problems *in camera*.





One vital skill is the ability to listen. If the project is an exciting one, we may be bubbling over with suggestions, forgetting that our colleagues may have ideas that are as good as, or even better than, our own. And impatience does not show itself through interruptions alone.

At one time or another, we have all been guilty of pretending to listen politely, while silently rehearsing our next speech and looking to nip into the first available gap in conversation! The skill of effective listening is one we would all do well to acquire.

## TAKING SHAPE

When appointing a team, remember that the make-up of one team affects another. In Guiding, with its pyramidal structure of local teams, the chairman of one team is always a member of another. For example, the District Commissioner is part of the Division team, the Division Commissioner is part of the County team and so on.

This applies to other links. For instance, the Division PHA is part of the County Pack Holiday team. It's impor-

tant to consider this when inviting a new member on to your team. She may be perfect for you but will she also fit smoothly into any other team with which yours is linked?

Now on to practicalities. Let's suppose you've been asked to form an *ad hoc* team for a specific project.

- Consider the aims and needs of the venture and form a small team, the smaller the better, which collectively has the knowledge and skills to cover the project's requirements.

is fully in your confidence, with easy access to your progress file.

- Distribute minutes of each meeting to each member. You may wish to produce these yourself or to appoint a secretary. Minutes should also be sent to anyone outside the team who is directly concerned with the project. The Commissioner, perhaps, or the CA if your project involves camping.

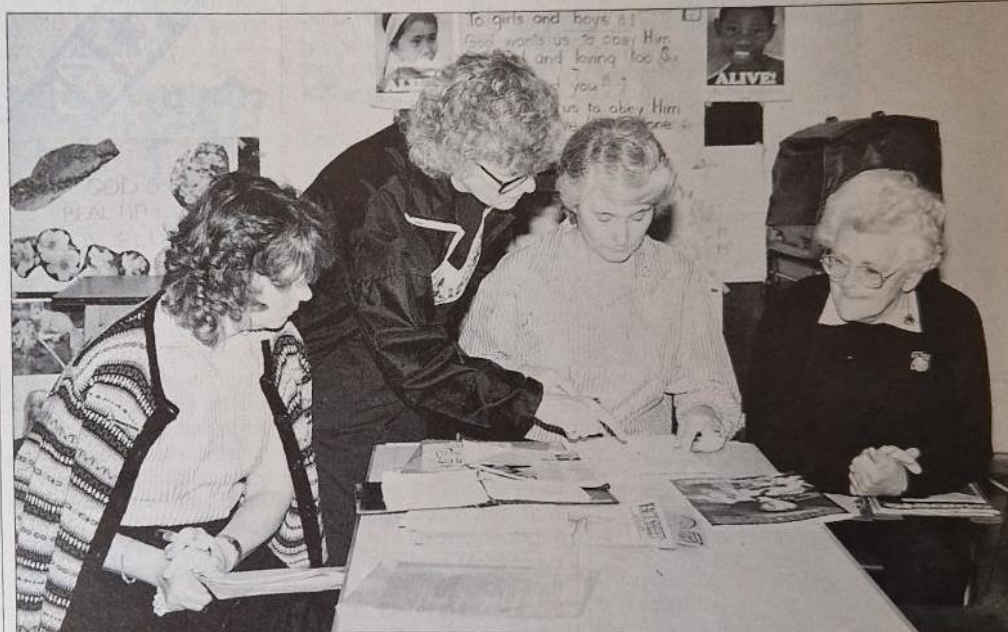
## TALK BACK

So, you have your project, and now you have, perhaps,

sarily quality. People are at liberty to build on each other's ideas, but no judgemental comments should be made at this stage.

A tape recorder can be useful when brainstorming, unless you have someone who can write very fast! When you have run out of ideas, stop. Read or play back the brainwaves and write down the main points so that everyone can see them.

The next step is group discussion. Here you evaluate and discuss all the brilliant



- If you need experts for 'occasional' skills, invite them to help out with those specific jobs alone, rather than including them on the committee, otherwise your team will become unwieldy.

- Explain objectives thoroughly, ensure that your team is in accord with them, then allocate tasks.

- Issue a list of team addresses and telephone numbers to each member. Arrange a 'ring-round' system for emergency use, if you feel this would be helpful.

- Arrange for the team to make regular progress reports to you, preferably in writing. Fix team meeting dates as far ahead as it is possible.

- Appoint a deputy in case you fall by the wayside at a crucial moment. Ensure she

three or four people who are interested enough in the venture to join your team. How do you go about achieving your goals?

There are two main ways of tackling a new project: discussion and 'brainstorming'. These approaches differ widely, but both have a place in teamwork.

Start by brainstorming, a special kind of communication which allows you to collect plenty of ideas in a short time. Everyone lets rip, throwing up suggestions without considering any practicalities or difficulties, to provide a large pool of innovative ideas.

Make it clear that all ideas are welcome and that no criticism must be offered. Quantity is what you are aiming at here, not neces-

schemes you thought up in the previous session. Obviously, some will seem less brilliant in the cold light of logic. Others, which might at first have appeared over-ambitious, may now appear as real possibilities. This is where criticism and careful analysis come into play.

If you are the team leader, take care not to impose your opinions on others. To quote the Founder in *Scouting for Boys*: "...remember that you must give them the lead and not the push."

So here we are, back at our dictionary definition. A harnessed team had better pull together — imagine the terrible tangle if it doesn't. One thing is certain, it won't get anywhere if it's not pointing in the same direction.

GILLIAN ELLIS





## GUIDE GUIDERS

The run-up to Christmas is well underway and your Guides will have plenty of plans for Christmas activities and festivities. Whether they are attached to the local church or come from a wide mixture of religious backgrounds, they will probably still want to celebrate this traditional festival together in some way.

### CHRISTMAS ROUND UP

The idea of having a Christmas Round the World celebration can be adapted to suit your Guides' wishes. It can be a party, a church service, a ceremony, or a theatrical presentation. It can be a Company event, or one to be shared with parents, friends, other Guide units and other sections.



Christmas Round the World leads into February's Thinking Day, providing an excellent foundation for further international activities. Everyone can be involved and there is enough scope to keep the Guides occupied right up to the date of the celebration. Another bonus is that you can fit various parts of the project into the Trefoil Promise or the Purpose Patch or the Interest Badge Clauses.

Christmas Round the

World takes a quick peep at the way Christmas is celebrated — or not celebrated — in different countries. This can be done in several different ways. For those who enjoy a touch of fantasy, Santa Claus can take a dash around the globe on his sleigh to glimpse what everyone is doing on Christmas Day. For those who prefer a more realistic approach, it can be a series of penfriends' letters from different countries, each describing how Christ's birth is celebrated there.

Parts of the letters could be acted out, introducing characters and props to form a Christmas tableau from each country.

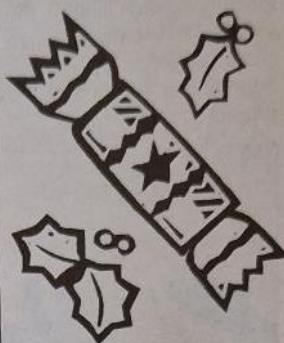
Alternatively, perhaps the Guides would prefer to imagine that they are travelling in a spaceship from another planet, just happening to land at different places around the Earth at Christmas time. Each spaceship reports its findings back to base, and so the worldwide story gradually unfolds.

Depending on the type of event your Christmas Round the World is to be, the various parts of call can be interspersed with carols, hymns, songs, readings, poems, dances, or games — all with an international flavour.

Once the end result has been discussed and a date agreed, your Guides can draw up a weekly plan of action. Encourage them to think this through for themselves. They should make lists of what they need to do and what date they are going to do it, the materials needed and who is going to bring them.

This can be discussed during Patrol Time, with a strict time limit for completion. Patrol plans can then be reported back during a brief Company meeting to make sure everyone knows what is going on and that there are no overlaps or

At this point encourage the Guides to read through their Trefoil syllabuses, in case they can build their Christmas Round the World projects into any part of their Guide programme.



### IDEAS

Very often all Guides need are a few ideas to get them started. If you can get hold of library books and resource material for your first planning evening, tap your Guides' enthusiasm at its strongest.

Let's assume that each of your Guide Patrols is going to choose one country and then plan, prepare, and present their part. The ideas below illustrate just how many angles there are to such a project.

● Research how Christmas is celebrated in the chosen country. If a non-Christian country is chosen, Guides can find out how people in this country would be spending Christmas Day. And if there is a religious festival which occurs at this time of year.

● Discover the clothes they wear for a fashion show featuring national costume, everyday wear, and Guide uniform.

● Cook and provide samples of national recipes and dishes, especially any Christmas specialties.

● Learn some everyday and Christmas greetings and write out the Guide Promise in the language spoken in the chosen country.

● Research the subject of Santa Claus, or his name-

sake, throughout the world.

● Make some traditional Christmas decorations — or decorations used at an alternative religious festival.

● Learn a traditional Christmas, or other, song or dance and teach it to the rest of the Company.

● Make a Christmas card that a girl might send to her British penfriend, illustrating some of the typical Christmas motifs of that country.

● Research and present a typical day in the life of a Guide-age girl, possibly incorporating how she would be preparing for Christmas.

It would be surprising if there were a single girl in your Company who couldn't fit the part she plays in the event into her personal Guide programme. Consider how the following clauses could be completed by your Guides taking part in the project:

● Pre-Promise Challenge (possibly Clauses 5 and/or 8).

● Yellow Trefoil Clauses 1 or 3a.

● Green Trefoil Clauses 1 or 3a (i).

● Red Trefoil Clauses 1, 3d or 3e.

● Blue Trefoil Clauses, 1, 3d, or 3f.

This international Christmas project could lead interested Guides into further work on several interest badges. Check the syllabuses of these Interest badges for relevance: Challenge; Commonwealth; Europe; Guide Friendship; Reader; Secretary; Speaker; World Association; Writer.

Whatever your Company decides to do there should be something in it for everybody. What more can a busy Guider ask?

**TODAY'S GUIDE is, of course, available by direct subscription from CHQ or by placing a regular order with your local newsagent and not through the Trading Service.**



# RANGER GUIDERS

Whoosh, bang, wallop... November the Fifth has passed by. It will have been ignored by some, but others will have used it as an excuse for a party, a gathering, even a reunion. As long as it is safely organised, the evening will pass with lots of noise and a fair bit of jollity. That evening at least everyone locally will know that you are in action.

## SPECIAL EFFECTS

Deciding which of the fireworks was particularly good won't prove difficult. There will be those who love bangers and those who hate them; those who admire the curving flight of the rockets and others who worry about what becomes of the stick as it falls to earth.

Maybe Celebration '91 has passed in a similar fashion: noisy, fun and generating good publicity, letting everyone know that Rangers are about. Have you tried to decide which parts of the Challenge have been good for you?

Perhaps your Unit is still involved and it's too early to start evaluating the whole year. However, it may be very appropriate for you to consider the practicalities of evaluation for the members of your Unit.

Rangers are quite good at voting with their feet! Generally this means staying away, fobbing off other members of the Unit with passable excuses, and, sadly, sometimes letting down other Rangers.

Voting for the inclusion of a specific activity may not always appear to be necessary, but suggesting that something be voted on does give the doubters the opportunity to indicate their opinions more publicly.

How do you hold a vote in your Unit? Here are a few typical examples.

## CIRCLE VOTING

Form a circle with everyone facing sideways. Choose a

starting place and ask the next girl (and each alternate girl) to face opposite.

On the signal to vote, those in agreement extend their arms into the centre with thumbs up, those disagreeing turn their thumbs down.

By only looking into the eyes of the person facing — probably getting the giggles in the process — the Rangers voting can be fairly secret yet lighthearted.

## CIRCLE VOTING WITH THE FEET

Can you devise a voting method using the girls' feet, so that instead of staying away to show dissatisfaction, they come to a meeting to vote? How about:

- Right foot forward for agreement, left for disagreement... any doubters fall down!

- Create your own stamp-o-meter — the loudest stamp winning the day. We'd suggest you choose carefully where you try this system!

## THUMBS UP, THUMBS DOWN

The girls indicate thumbs up to agree, thumbs down to disagree. Both thumbs demonstrate the depth of feeling. Include horizontal thumbs for a neutral response.

Using body language in a structured way, provides a means of communication that can be used quickly and efficiently wherever you are. For example, thumbs can be raised and lowered in very discreet ways, if the occasion demands it.

It is very easy to get into a heavy session when evaluating an experience or event. Yet it is important for the Rangers to be able to say why they did, or didn't, want to try something.

If you feel that discussion will be rather negative, devise other ways of giving everyone the chance to express their own feelings.



Evaluation is important

## GRAFITI POSTER

You will need: a large sheet of blank newsprint and chunky pens.

Write in the centre of the sheet 'I thought that the ... was ...'. Pin the sheet to the notice board, or stick it to a table, and give everyone the chance to write their thoughts during the course of the evening.

Make time to read through the comments together, unless you find there has already been a lot of discussion during the filling in.

## MESSAGES

At the meeting after an event — for instance a talk or an activity — provide everyone with a sheet of paper. Ask each girl to send a message to the person who spoke, or who organised the event. Stress that they are free to say whatever they want in this message: to praise or condemn, to agree or disagree.

Ask the Rangers to read their own messages aloud to the rest of the group. But, if someone is loathe to do

this, don't push too hard. It can be quite difficult to speak out, especially if your opinion is at odds with your peers.

If the Rangers find it hard to say how they judge things, you could supply a selection of phrases covering possible responses. Try preparing a sheet with suitable phrases on it and give each Ranger a copy. Then ask the group to highlight two or three that sum up their own feelings about the programme or a specific event.

Or you could ask the Rangers to draw, or to locate an illustration that sums up their thoughts, thus building up a visual picture of the Unit's response.

Evaluation is important. Through it we learn what is acceptable, what is enjoyable, what is dull, and what is boring. When evaluation is carried out verbally, then the leader must listen both to what is said and to what is left out. Evaluation undertaken in other ways can be just as effective, less time-consuming and actually lots of fun to do.



# TRY THIS

## SO FAR . . .

Development education is a process which seeks to promote global literacy and international understanding. It is a progression of ideas and experiences. A key objective is to have an understanding of what it is like to be a young person in another country, culture or situation.

### ROLE PLAY

There are three main stages to the role play process:

- describing what it is like for that person.
- simulating the experience of that person.
- sharing the experience with that person.

Role-play and simulation games are tools which allow you to simulate a variety of situations, while exploring a range of global issues and acquiring new perspectives. One example is set out here for you to experiment with. Perhaps your Guides or Rangers could try it out, then invent other situations and characters themselves.

**Scenario:** A group of street children from Lima, in Peru, have agreed to a meeting with workers of an organisation concerned with the welfare of children.

**Characters:** *Julia*, seven years old. She works with her mother selling fruit on the street; *Nieves*, seven years old. She sells plastic bags in the fish market. *Charapita*, nine years old. He works as a shoeshine boy. *Jane and Jo* — adults working for an international children's organisation.

Try to provide pictures of the three children, selecting the most suitable from magazines published by Third World Relief agencies such as Action Aid, Tear Fund or the South American Missionary Society.

Explain that each person in the group will become one of the characters in the role-play. Assign roles in the most appropriate way. Allow every girl to read her role card and try to feel what

it would be like to be that person.

If pictures are available, ask the girls to study their characters for a few minutes and observe the way they are dressed, and whether they appear happy, well-fed and healthy.

Tell the girls that for ten minutes they are to imagine that they are the people whose roles they have adopted. They should answer questions, give opinions and behave as they think those people would.

● Whose fault it is that the children find themselves in these situations.

● What should be done and by whom?

### SPEAKING PARTS

**I am Julia**, I am seven years old. Every day I get up at 5am to go with my mother to the wholesale market to buy avocado pears. By 6.30am we are at our street stand ready to sell them. At 7am we have breakfast in

got. I work all week, and on Saturdays and Sundays as well. I work because we need the money to buy food and pay the rent.

I give the money to my mum, and she gives me some back. I hide it in a stew pan at home. If we need a doctor, we have to pay him, and I'm saving this money in case I get sick.

I find it hard to keep up with my school work. I get so tired and never have time to do the homework. I would like to go on to secondary school but may not be able to do so.

**I am Nieves**, I am seven years old. I walk every day to the beach with my two sisters. It's a long way to walk, about four miles. We live in one of the shanty towns on the edge of Lima.

I work selling plastic bags to the people who come to buy fish. I'd really like to work at scaling the fish, but I'm too small. That's what my sisters do.

At the end of the day, when we've finished selling, we can play. We splash ourselves in the sea and it's good fun, we go home when the sun goes down.

Our house is built of hard-board and scraps of wood. The floor is plain earth. There are six people in our house, which is very small — about 12ft by 9ft. We cook on a paraffin stove. Once my little sister got very badly burnt when she knocked the stove over.

One of my jobs at home is to go to the pump to fetch the water with my mother. It's hard work, but we all have to help.

**I am Charapita**, I am nine years old. I work as a shoeshine boy. I never sleep in a bed, I sleep on the streets, because I'm all by myself. I used to live in the jungle with my family. But my mother died when I was four, then my father went away and never came back. I used to live with my



CHRIS STEELE-PERKINS/CHRISTIAN AID

At the end of the role play find out:

- What it felt like to be Julia, Nieves or Charapita.
- What practical help Julia, Nieves and Charapita really need.
- Whether the United Nations' convention on the Rights of the Child really applies.

Senore Juanita's shop, and then I go to school until 1pm. After that, it's back to the street, where I work till night time.

I don't like working on the street because we keep getting chased by the government men. If they catch us, they take everything we've



# TRY THIS

uncle's family. But he didn't like me living there because they never had any money to spare. My uncle hit me when he'd been drinking.

I'd like to go to school, but I can't because I don't have a birth certificate. I'd like to work at something different, but I can't because I'm too small.

I often get sick, probably because I sleep out of doors and it often gets very cold. Sometimes I share a place with older boys who are pickpockets and they teach me to steal. When I grow up I would like to be a football player.

## INTERVIEW TECHNIQUES

The girls playing the adults say in unison, 'We are Jo and Jane'. They should read the questions through beforehand and decide who is going to ask what. They don't have to ask each child the list of questions all at once, they can move back and forth among them. It is supposed to be an interview, not an interrogation!

They can ask questions about how the youngsters feel as street children, whether they are happy, what they think their rights should be and what should be done to give street children the opportunity of a better life.

Jo and Jane should ask the children to introduce themselves. They should explain that they are there to find out what it is like to be a street child, and that they will be asking questions about what they do, where they live and so on.

They could ask Julia:

- how old she is
- how she spends her day
- if she likes school
- whether she is doing well at school
- whether she is keeping well
- what happens if she gets ill
- why she works on the street
- whether she has any idea of what she will do when she is older.

Nieves could be asked:

- how old she is
- where she lives
- what her home is like

- where she works and what she does
- her favourite time of day
- if she goes to school
- whether she has any idea what she will do when she is older.

Find out from Charapita:

- how old he is
- what he does
- where he lives and why
- if he goes to school
- whether he would like to go to school
- if he always lived on the street
- where he sleeps
- what it is like living on the street
- if he has any friends
- whether he has any idea of

what he will do when he is older.

A further activity which might develop from the *Street Children* role play could be a discussion about the Rights of the Child, and how they match up to the Peruvian experience and to the Guides' own lifestyle. Give each Patrol a copy of the panel and see what they think.

If your unit has found the above role play interesting, why not suggest that the girls invent other role plays of their own.

All the relief agencies can supply data to help the girls create their characters and several useful facts are set

out below to help the girls plan the project.

## FACT FILE

- Water related diseases are the major cause of death of up to ten million children under five every year.
- Less than five per cent of the rural population is within easy reach of medical care in developing countries.
- Of those children in developing countries who reach school age, only about half ever attend school. Of these, less than half complete primary education. Girls are at a particular disadvantage.
- A quarter of the children in developing countries are seriously undernourished.



## THE DECLARATION OF THE RIGHTS OF THE CHILD

unanimously adopted by the General Assembly of the United Nations on November 20, 1959

- 1 The right to equality, regardless of race, colour, religion, sex or nationality.
- 2 The right to healthy mental and physical development.
- 3 The right to a name and a nationality.
- 4 The right to sufficient food, housing and medical care.
- 5 The right to special care if handicapped.
- 6 The right to love, understanding and care.
- 7 The right to free education, play and recreation.
- 8 The right to immediate aid in event of disasters and emergencies.
- 9 The right to protection from cruelty, neglect and exploitation.
- 10 The right to protection from persecution and to an upbringing in the spirit of worldwide brotherhood and peace.

Their weakened bodies provide no resistance against illness. Daily, tens of thousands of children die an avoidable death.

- Many children are simply left to fend for themselves with no shelter, food, health care or adult supervision.

GILLIAN ELLIS

## SOURCES

P McKie, inspired by Christian Aid and UNICEF. Christian Aid produces lots of useful literature including *The Trading Game*, *Drama for Justice* and *The Extra Dimension*.

- Adapted from material used at the So far and yet so near weekend training.



## YOUNG LEADERS

What kind of mental image does the word 'duck' conjure up? A verbal warning... putting your head under water... a term of endearment... Jemima Puddleduck... a type of linen... even cricket? One word but so many different meanings. Perhaps you could plan a theme evening based on this four letter word. Here are some ideas to help you get started.

### WATER SOURCES

You might be lucky enough to live near a pond where a ducking stool was once located or there may be an example of this unpleasant item in a local folk museum.

It wouldn't be advisable to let your Rainbows, Brownies or Guides duck their heads under water in a pond but how about having a swimming event, checking first that there is a qualified life saver available.

Many swimmers put their heads under water without even thinking about it. Ask your members why we call it 'ducking'. Or why we claim to have 'ducked' to avoid a low flying object coming towards us, or if we do not want to be seen. Has it anything to do with the bird? Try a game, perhaps along the lines of Port and Starboard, which involves plenty of ducking.

### STORY LINES

Talk to the children's librarian at your local library. The obvious tales are Beatrix Potter's *Jemima Puddleduck*, and the duck in name only — *The Ugly Duckling* by Hans Christian Andersen.

Most units know the action song *Isn't it a bit of luck that I was born a baby duck*, and have their own set of actions to go with it. Could your unit sing/act/dance *The Ugly Duckling* or *Six Little Ducks* from the BGA's *Sing a Song for Slippers*. Have you Ever Seen a Duck? *Slippers Musical Fun with the Duck Pack?*

Most of us know the line 'Ducks are a-dabbling up tails all', perhaps your unit would enjoy searching through poetry books to see if the girls could find poems about ducks. Or, better still, they could write their own.

### INDOOR CRICKET

A soft ball and improvised bat and stumps are all you need to play indoor cricket, hopefully the girls won't score too many ducks.

### DUCK WATCH

We are fortunate in the UK because ducks are visible all year round. You may not see so many on farm ponds these days but there are usually plenty in our parks. Try taking your unit on a

Duck Watch. The questions to cover are:

- How many can you see?
- Are the ducks and drakes the same colour?
- Do the ducks and drakes both make the same noise?
- Are the tails and beaks of the different species the same?
- Look at the shape of their bodies, are they all the same?

We've drawn up a duck checklist. It may depend on where you live and the time of year whether your unit is able to complete it, but encourage the girls to have a go.

### EIDERDOWNS

How many of your Rainbows, Brownies or Guides know that eiderdowns were originally made from the down feathers of eider ducks?

Guides working through

Action Plus might like to do a survey on sleeping bags or duvet jackets, looking at down versus synthetic fibres.

There are many useful bird identification books, some like the *Collins Guide to Bird Watching* by RSR Fitter contain lists of each country, suggesting the best places to watch birds.

There is also a poem which sums up the differences between a swimming duck looking elegant, and a duck walking on land, where she appears so awkward. Written by Gwen Dunn, it is taken from *Four Feet and Two* an anthology compiled by Leila Berg and published by Puffin Books.

### FLO, the White Duck

All white and smooth is Flo A-swimming;

Her lovely dress is plain... No trimming.

A neat delight,

She fans to left and right The silver-rippled pond.

Behind her, safe and fond, Her yellow ducklings bob and skim,

Yellow, fluffy, trim.

But all a-waddle and a-spraddle goes Flo

A-walking;

A clacking voice she has For talking.

In slimy ooze

She plants enormous shoes

And squelches, squat and slow.

Behind her in a row

Her ducklings dip and paddle

And try to spraddle

Read it to your Rainbows, Brownies or Guides. Have they ever watched a duck swimming and then compared it to one walking on land? Do they think it is a good descriptive poem? Could they write one of their own?

### YOUNG IDEAS

Have you any good ideas on the duck theme? If so please write to us and let us share them.

DOMESTIC DUCKS	
SPECIES	DATE SEEN
AYLESBURY	
KHAKI CAMPBELL	
INDIAN RUNNER	
MUSCOVEY	

WILD DUCKS	
SPECIES	DATE SEEN
MALLARD	
EIDER	
TEAL	
SCOTER	
MERGANSE	
WIGEON	
SHELDUCK	
GOOSANDER	
GARGANEY	
SHOVELER	
PINTAIL	
TUFTED	
POCHARD	
SCAUP	
GOLDENEYE	
SMEW	





Czech girls at Bounce '91  
show off their Guide uniforms  
and dazzling national costumes



## ■ A VERY ■ BRITISH COUP

East-West links were cemented in the sunshine this  
summer in homes and on camp sites all over the UK. ▷



It may not have stunned the world, but Guiding brought off a brilliant coup in August — the very month when the hardliners in the Kremlin bungled theirs.

Guiding's aim, far from being to snuff out perestroika, was to help spread the message and spirit of Guiding through the Soviet Union and Eastern Europe.



Expecting a call from home girls? Two Russian visitors and their British pals pose for the camera

Several UK international camps hosted leaders from the Young Pioneer organisation at the request of WAGGGS, as well as Guides and leaders from Czechoslovakia.

Members in seven Country/Regions — Anglia, Midlands, North East England, North West England, South West England, London and South East England and Scotland — looked after 86 Chernobyl children and nine adults.

The Russian children laughed a lot and devoured ice creams and crisps in vast quantities. All but one of the Young Pioneer leaders from Russia or the republics spoke some English but, when words failed, they used mime and sign language to discover how the Movement really works. However they admitted there could be problems introducing Guiding to a country where youth organisations have been government controlled with paid leaders.

Ann Esther, Guide Guider of the 1st Broughton Guide Company, and some of her Guides shared a sub-camp at Bounce '91 with Tatyana Goncharova, 31, from Kiev, in the Ukraine.

"On her arrival Tatyana seemed quite bewildered by the sight of the tents," said Ann.

"Neither she nor our other visitor — Olga Shuvalova, from Moscow — were equipped for camp.



Russian children, hosted by Cambridgeshire East, drink in the splendours of the Cambridge colleges.

They had no bedrolls, waterproofs or adequate camping clothing, so we had to rally round and find them the necessary gear.

"But once they had recovered from the trauma, all was well. They distributed YP badges and other keepsakes. Tatyana, who was adamant that she was from the Ukraine and not a Russian, seemed genuinely interested in everything that was going on and made a lot of notes."

In between being given home hospitality by Surrey East and Sussex Central Counties, ten Soviet children and a leader also visited London and South East England Laser '91 camp at Blackland Farm, East Grinstead.

Kate Turner, Guide Guider of the 2nd Knowle Company and Camp Advisor for Solihull District, was in a sub-camp with Anna Drozdova and Lyudmila Samsonova, both from Moscow, at Arden '91. They were representing the central council of a federation of children's organisations in the USSR.

In the following week Kate hosted 21-year-old Anna at her home in Knowle, where, says Kate, they began a real friendship as Anna relaxed after what may have been a testing time.

"She seemed shell-shocked when she first came back to my place," said Kate. "At camp it had been exhausting for her to be constantly the centre of attention and having hundreds of questions fired at her."

"Perhaps, she'd never seen so many happy people all together in one place. She said to me: 'You people smile so much — and you're always laughing'."

"I now have her telephone number in Moscow and my 21-year-old son wants to go there next year!"

Anna told Kate: "I see no reason why Guiding should not start in the USSR." Lyudmila, who is 35, edits a children's



magazine called *Young Naturalist*, published by a federation of youth organisations. She has a 13-year-old daughter, Helena in the Young Pioneers.

At the close of Arden '91 Lyudmila stayed for a week with Lyn Nicholls, Assistant Guide Guider of the 14th Shirley Company, at her home in Monkspath, near Solihull.

We struck up what I believe will be a lasting friendship,' said Lyn. 'She told us all to call her "Lusa" because that's what her mother called her and it made her feel at home. I took her to the Tesco supermarket at Monkspath — quite a big one — and she was amazed by the variety of products on sale.

But, for me, the highlight of our week was a Guiders' wine-and-song evening I held, when Lyudmila put us all to shame with her fine singing voice.

'She left for Moscow with a great pack of information about the GGA and I think we have good reason to feel hopeful about the prospects of Guiding starting in Russia and some of the other republics quite soon.'

Larisa Gasparyan, 35, from the Lithuanian capital, Vilnius, and Tatyana Starovojt, 25, from Moscow, were guests at Tog '91. Tatyana speaks little English but Larisa, whose English is excellent, acted as her interpreter.

Larisa explained: 'I want to start with Brownies — below Pioneer age — and later, Guides.' In addition to Guiding, Larisa is keen to become involved with operating a Duke of Edinburgh's Award Scheme in Lithuania.

One of the leaders of ten Czech Guides who attended Bounce '91 was Iva Krulova, from Litomysl, who brought her own 12-year-old Guide daughter, also called Iva, with her.

Czechoslovakian Guide camps, it seems, are a lot more like UK camps than those of the Young Pioneers.

Czech Guides do sleep under canvas — but in wooden cabins with canvas roofs! Ira explained that these are equipped with bunks and lockers and only sleeping bags are needed.

As with all East European guests at the international camps, the Czech Guides and Young Pioneer leaders were taken on a number of trips. For those at Bounce '91 these included a visit to Nottingham to see *The Robin Hood Experience*.

At the close of Bounce '91 Iva stayed with Susan Cranmer, Guide Guider of the 2nd Desborough Company, at her home near Kettering. One of the highlights for Iva of a visit to London was an hour of sheer magic in Selfridges!

Swimming, canoeing, roller skating, crisps galore, ice creams by the dozen, fish and chips — and that was only

part of the therapy prescribed for Chernobyl children by Cambridgeshire East when the County hosted ten Russian girls.

They didn't come from Chernobyl itself — a closed, depopulated area since the nuclear disaster — but from Tula, a town that has suffered from both radiation and appalling industrial pollution.

They were in a party of 20, ten of whom — including four boys — were hosted by Cambridgeshire Scout Association.

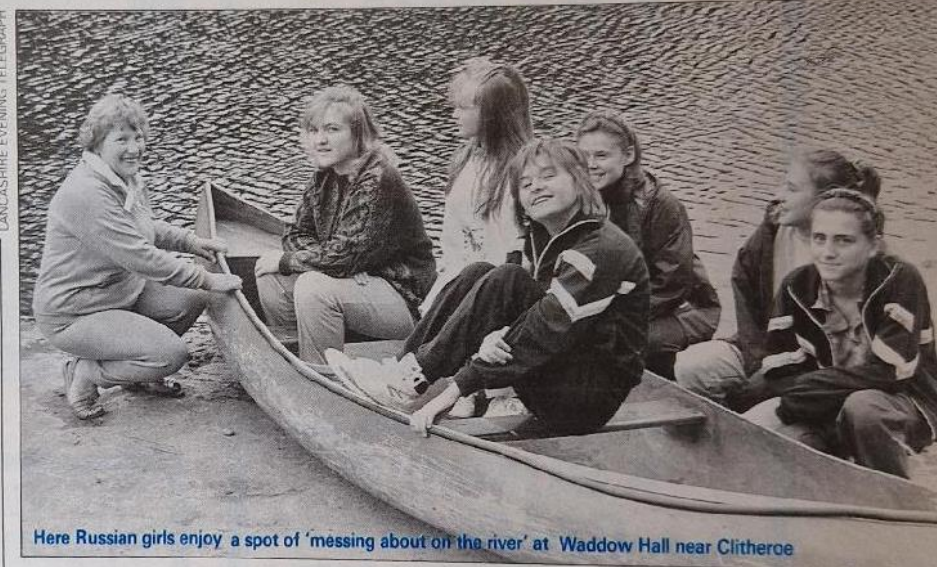
Exhausted from 36 hours' travelling, some were travel-sick on the minibus journey from Heathrow. Few of them have both parents still alive. Some have fathers ill from radiation sickness

President Valerie Gape, and then a barbecue supper. An entire day went in a surfeit of sailing, trampolining, climbing, abseiling and other fun activities at an outdoor 'adventure' centre.

And so it went on until, by now with smiles and a few tears, it was time to move on for another week of similar therapy — to be administered by the Guides of Essex South East.

It was the giggling in the bathroom that told Moira Coats that all was well with Natasha and Valya, two Russian children who, for several days, shared her family home near Gloucester.

They were among a party from the Tula area who were guests of Gloucestershire and Hampshire West Counties.



Here Russian girls enjoy a spot of 'messing about on the river' at Waddow Hall near Clitheroe

and air pollution. Understandably, smiling didn't come easily. But, after a spell of 'intensive care' by the Movement, they soon improved.

All 20 children, who were part of a contingent of 300 Chernobyl victims hosted in the UK this year, were given home hospitality throughout their stay.

Gill Andreyev, visit co-ordinator from Cambridgeshire East Guides, explained: 'We resolved last year, when we hosted some Russian children at camp, to put them all into loving homes this time — we felt they needed this.'

'Many of the children were living with guardians — often grandparents — some of whom were very reluctant to allow the children to go to "capitalist sharks" and "wolves". Some actually refused.'

The week started in style, with a lunch for the visitors and hosts, given by the County Council at the Shire Hall, followed by punting on the river Cam and then back to the Shire Hall for tea.

Another day there was tea and games in the garden of former County

'Every night they would lock themselves in the bathroom and giggle for about an hour-and-a-half,' said Moira, who is a Rainbow Guider, with a Guide daughter, aged 12 and a son of 14.

'Central TV News filmed them having breakfast — tucking into Frosties and white sliced bread — and they were thrilled to see themselves on TV. Then they kept watching the programme on video.

'They brought their own soap with them. It was horrible stuff. We kept giving them soap but they wouldn't use it — they wanted to take it home.

'Possessions seemed so precious to them that they wouldn't put their clothes into the washing machine in case it gobbled them up!

When my daughter's guinea pig, Fudge, had babies they shared Laura's delight but were amazed when we gave Fudge fresh lettuce and carrots, which we could have eaten ourselves.

'It was a wonderful experience for all of us and, at the end of it, we all felt it had been really worthwhile.'

DAVID JACK 51



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G/November

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# YOUR LETTERS

## EXTRA LEAVE

How pleased I was to see that the Association is to actively lobby for extra paid leave for Guiders wishing to take their units away camping and on Pack Holiday.

I am in full-time employment and have a family young enough for me to want to spend as much time with them as possible. Yet I am expected to use five days of my very precious leave for my Brownies' Pack Holiday.

I have even offered to work overtime so that I may have a few days 'in lieu'. But my benevolent local authority employer is concerned that if I am given this special treatment, then other people will take advantage and apply for extra time-off! Do they really think camps are a relaxing extra holiday?

What really makes me cross is that those who serve as volunteer reservists have two weeks extra paid leave as a right. It is a strange world that gives this benefit to those who would wage war... while those who strive to create a better world and instil a high standard of morals, respect for others and a sense of independence in the citizens of the future are denied that same benefit.

I would even be pleased to receive unpaid leave, although this would be but a poor alternative.

What do other Guiders think?

**ANN WRIGHT**

1st Shottermill Brownie  
Guider  
Hampshire

## FREE YEAR

Why do new units have to pay the Census in their first year? Due to the enormous cost, it puts great strain on

a new unit to raise such a lot of money.

I intended to start a new unit for Guides in October, but have put it off until after February because of the Census cost.

I feel unable to ask parents, especially in today's economic climate.

Please GGA couldn't we have one year free to become established?

**NAME AND ADDRESS  
SUPPLIED**

*Our story, Baby Camp,  
stirred a few memories.*

## CLOSE CALL

I have been a Brownie Guider for about 12 years and, last July, my Brownies asked if they could go on Pack Holiday. So I started training for my Pack Holiday Licence.

In September I found I was expecting my third child. My Brownies were upset when they heard thinking that, after all the planning, there would be no holiday.

But everything went to plan. Baby came on May 30 and we went on Pack Holiday in August. Baby came too. The best part is the baby is a girl!

**LESLEY GREENFIELD**

Brown Owl  
10th Leeds (All Hallow's),  
Leeds

## IN MUM'S FOOTSTEPS

I have been camping every year with the Guides since the age of two. My mum was QM with the 3rd Findon Guides and I used to go with her and help!

Now, 18 years later, I am taking my QM's Licence with the same Guide Company and am going to carry on where my mum has left off.

**SARAH NAPPER**

Worthing  
West Sussex

## EXTRA LOVE

I am a Brownie Guider, a Guide Guider and also West Glamorgan's Young Leader Adviser. I also have partial sight due to suffering meningitis last year while pregnant.

But my daughter, Sarah, born last October is perfect and whatever Guiding event I attend she goes too. She has been coming to my weekly meetings since she was three weeks old. My husband comes too as he is my Unit Helper.

Sarah has attended all our events from an ice skating trip to Cardiff to the Welsh AGM in Newport.

In the near future I have a Pack Holiday, a Guide holiday and a Young Leader's Weekend at Broneirion and, yes, Sarah will be there too.

So I feel that if you really want to be a Guider, nothing gets in the way and look at the extra love and nappy changers Sarah knows.

So please Guiders with children don't give up, take them along too. After all, our children are the future, so let's teach them the right way to live. The Guiding way.

**HELEN WILLIAMS**

1st Birchgrove Brownies  
and Guides  
Swansea

## OTHER SIDE

I wonder if other Guiders shared my concern over some of the content of the article about the Ramblers Association in June's *GUIDING*. The mass trespass appears to be justified by the Press Officer because it achieved its end — but this was breaking the law and is not the way people should behave in a democratic society.

She says, 'Everybody has

a right to walk in open countryside', but the interests of conservation are often best served by *not* allowing public access to all open land. The case of deer, which she mentioned, is very complex, since deer are increasing in numbers all over the UK and, for their own health and the survival of some plants, their numbers need to be controlled by culling undisturbed by trespassers.

At local level the RA is a useful organisation to belong to. But it should be remembered that at national level it is a pressure group and there are other points of view, which should be taken into account.

The Country Landowners Association encourages its members to work with the highway authorities, with whom they have a joint responsibility, to maintain public rights of way. So far as access to the wider countryside is concerned, the CLA believes that any further provision, which may be made for access, should take account of the rights of owners and occupiers, the needs of agriculture, forestry, game management, wildlife, the local population and other users.

User groups should work with local authorities to secure further access by agreement. In this way all parties will benefit.

**ROSEMARY HOWELL**

(Former County  
Commissioner and  
Walking Adviser, Devon)

● This letter was written  
before September's mass  
demo.

## WILLING

With reference to the upper age limit for Guiders, I retired at the end of last year, after over 50 years in▷



Guiding, starting as a Brownie.

The experience of dealing with girls of all ages, can't be learned from books.

If a Guider is able to carry on a unit, she should be allowed to do so.

Plenty of over-65s have more get up and go than some half their age.

A dedicated Guider will know when she is too old — when she's unable to pack her rucksack, her bedding roll, and take her Guides to camp.

**ALICE HULME**

ex-22nd Blackpool Guide Company

**Kit Lawrence's letter about badges for Rainbows had a mixed response:**

### TRY ITS

On occasions my Rainbows have asked why they can't work for badges in the same way as the Brownies.

While I think it would be a shame if Rainbows became just a younger version of Brownies, I can understand that they would like to be able to work towards some badges and to be able to wear them with pride as the Brownies do.

Maybe on this occasion we could take a leaf from the US Girl Scout book. Their younger girls work for 'Try Its', badges showing they have tried and experienced certain things. These colourful triangular badges are then worn on their uniform.

Maybe our Rainbow Guides could have similar 'Try It' badges to show that they have tried certain aspects of the Programme? These badges could then be sewn on the lovely large pockets on their tabards, thus not detracting from their Rainbow Promise Badge.

**KATIE YEATES**

Guider 1st Thornhill Rainbows Southampton

### FUN TIME

I believe badge work should be left until they are Brownies. They should be in Rainbows to have fun and not be concerned about badges. Children of today have enough pressures in life...

Rainbows allow little girls to develop in their own time and in their own way.

If leaders are concerned that they will need help with badge work when they get into Brownies then it is up to them to organise their Rainbow meetings to incorporate such forms of work/projects they feel will be useful.

So far we have found the tabards fine. We 'loan' ours to each Rainbow while she is with us. It is presented to her when she is 'enrolled' and removed when she climbs 'over the Rainbow' to go up to Brownies.

**ANN DEACON**

Assistant Leader 14th St James Rainbows Southport

### NOT FOR ME

I disagree with everything Kit Lawrence wrote except the last point, as I feel a handbook might be useful.

I do not agree that Rainbows should carry a pennant or work for badges. We have so much to fill our one hour a week for the two years they are with us without fitting in badge work.

I think the tabards are a good idea going over whatever clothes are suitable for the weather.

I sometimes wonder if Brownies *really* understand the Promise, so I do not think it should be expected of five-year-olds.

**BERYL MALCOLM**

Unit Guider  
1st Hedge End Rainbow Unit Southampton

### NOT ALONE

I would like to express my heartfelt thanks to the Guider in Leigh North who recently invited her colleagues from the District, and their husbands, to a barbecue.

It is not too much to say that my life has changed as a result because I found that I was not alone!

To my delight I met many other husbands, all of whom agreed that opening a kitchen cupboard would probably precipitate an avalanche of margarine tubs or egg boxes.

I found that mine was not the only home serving as a collection depot for aluminium cans and milk bottle tops.

And I'm not the only one who spends his weekends building chariots.

Perhaps you can imagine my relief on finding other people who had bedrooms filled with cardboard boxes containing indispensable 'Brownie stuff'.

It is unkind to find satisfaction in the afflictions of others but I'm afraid that I was greatly heartened to meet one chap who collected the fluff from the spin-dryer (to stuff cushions).

It seems that I am probably only one of a multitude who dread each issue of *BROWNIE* and *GUIDING* — will the next issue require us to build a working prototype of Concorde from three toothbrushes, a candle and the cardboard tube from a toilet roll?

I met so many sufferers from BOS (Brown Owl Syndrome) that it occurred to me that we might form a support group in which we could share our burdens. We might call ourselves Leigh North HOBOS (husbands of Brown Owls) or HOGs (husbands of Guiders); both seem rather appropriate.

Anyway would you be kind enough to announce the formation of the group in your columns? A small number meet in the Crooked Billet every Friday but we could probably manage any evening.

**MICHAEL FAHIE-WILSON**

HOB0 6th Leigh-on-Sea Essex

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# CHAIN OF OFFICE

*If the Guides of the 1st Needham Market Company, Suffolk, consider themselves to be rather special they could be forgiven. After all, how many Companies can there be whose weekly meetings are almost invariably attended by the Mayor?*

Vera Cousins, the Mayor of Needham Market and the town's very first lady Mayor, also happens to be a Guider.

She regularly drops in on the local Brownie Pack, too, except on those occasions when their meetings clash with a mayoral engagement.

But to the Brownies she is not 'your worship' but Tawny Owl, inventor of fun Pack activities.

Vera, mother of two daughters and married to an RAF technician who also happens to be a Scout leader at Needham Market, was elected Mayor last May, having served for a year as Deputy Mayor.

In her present capacity Vera is also Chairman of the 18-member town council. Like many other small local authorities it is non-political.

While Needham Market (population about 5,000) is no seething metropolis, life there certainly isn't sleepy. At least, not as far as Vera is concerned.

As well as being Mayor and Chairman of the Council, Guide and Brownie leader, and avid aerobics enthusiast, who tries to go for a 'fix' twice a week, Vera works full-time as a clerk for Mid-Suffolk District Council.

Thank goodness for flexitime — I don't know how I'd manage without it,' she said.

As far as Guiding is concerned, Vera was a 'late developer'. She was never in the Brownies and did not become a Guide until she was 12. And, after a couple of years or so, she drifted away like so many others... for a while.

The seeds of Guiding had been sown, and all it needed was a Tupperware party for them to germinate.

As guests inspected the goodies on sale, Vera revealed that her mind was on other things. 'I want something to do', she blurted out to a confidante. Return to Guiding was the advice she received. So that's what she did, as



Top girl, Vera Cousins

quickly as possible.

Vera and husband, David were then living at Whatton-in-the-Vale, near Nottingham, where Vera became both a Guide and Brownie Guider. Then followed three 'hectically busy' years as a Guide Guider and Brown Owl in Bruggen, near the German border with Holland, where David had been posted.

When they returned to Vera's native Suffolk, she continued with her dual role as both a Guide and Brownie leader. 'I have always enjoyed that,' she said. 'I like working with the two age groups.' Vera holds a Pack Holiday

Licence and a Camper's Licence.

The council, which has three other women members, meets twice rather than once a month. 'Since there are no committee meetings, matters are dealt with by the whole council and this way we can get through the business more quickly,' explained Vera.

For Vera, the highlight of her Guiding is the Company's annual camp, held this year in Thetford Forest, Norfolk. In June she and her Guides attended a 160-strong mixed camp near Stowmarket.

Her eldest daughter, Angela, 21, is a Ranger Guider and bassoonist, studying music at college. In 1988 she was among 64 Guides and 12 Scouts who, as members of the National Scout and Guide Symphony Orchestra, made an extensive engagement tour of the United States.

Joanne, Vera's other daughter, is at Lancaster training to be a teacher but she still finds time to 'help out' with a local Brownie Pack.

Like most Mayors, Vera has a pet project which she hopes to fulfil before her term of office expires next May — the creation of a Junior Council!

She doesn't plan a rival organisation to our own Junior Council. Vera's Junior Council will be made up of delegates from local youth organisations — including the Guides, of course — and it will be 'junior' to Needham Market Town Council.

As a lady mayor, Vera does not have a Mayoress. Instead she has a 'Consort' — in her case her husband of 25 years. He, too, has a chain of office but steadfastly refuses to wear it.

Perhaps it is something to do with the fact that the medallion on the chain is inscribed with the word 'Mayoress'.



# PEOPLE *and* PLACES

## ▼ SOVEREIGN MEASURE

Kirkby Stephen Guides basked in the royal spotlight when the Queen and the Duke of Edinburgh made their first official visit to the South Cumbrian town.



## ▲ WATER COLOURS

It was broad smiles all round for the 6th Monkseaton Rangers, Tyne and Wear before they took to the water... Kitted

out in orange and lemon life jackets for their very first windsurfing lesson are Patricia Alexander, Sarah Welsh and Moira Workman.



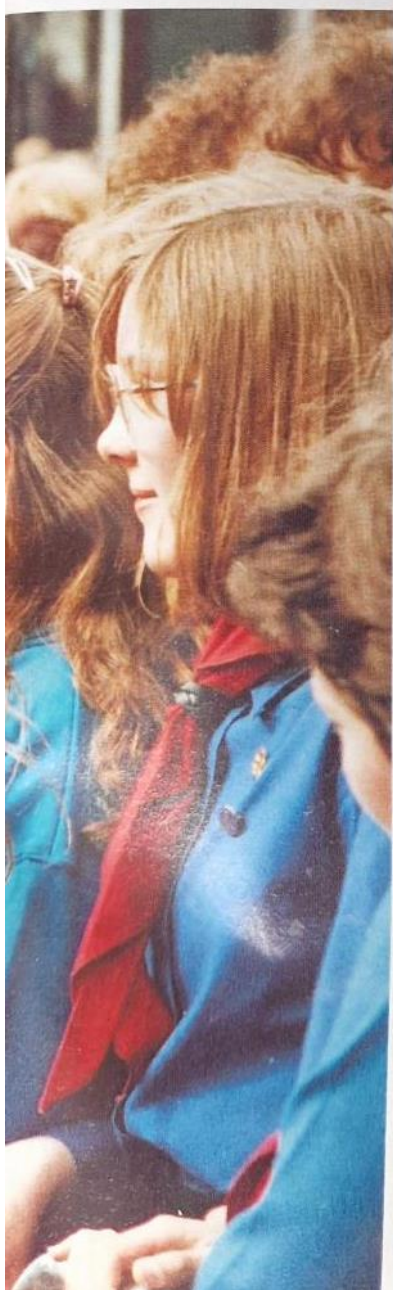




CYNTHIA SAUNDERS

## ▲ QUEEN'S GUIDE

Fancy meeting you here. Midlands Chief Commissioner Margaret Wright congratulates Kerrie Bunt of 1st Walheath Rangers on becoming a Queen's Guide. Kerrie was the last girl to start the syllabus when Mrs Wright was County Commissioner for West Mercia.



VERONICA BALLARD



## ▲ BACK SEAT DRIVER

Charlotte White, the youngest camper at Blackland Farm, Sussex for LASER '91, hitches a lift on her mother's shoulders. Well there's a lot to learn about Guiding when you're only two.

BETTY FORD

## ▼ NATURAL BOUNCE

The 2nd Ferndown Brownies spring into action in a technicolour inflatable castle hired by the local branch of Friends of Guiding in Dorset, which treats the District to a Fun Day every year.







## MORNING GLORY

While the nation is grabbing that first morning cuppa before scurrying off to work, school or the supermarket, TV-am presenter Lorraine Kelly is sharing a sofa with colleague Mike Morris, chatting to top stars and dealing with a host of topical issues — everything from the Gulf War to Rottweiler attacks, — on *Good Morning Britain*.

Breakfast television viewers know Lorraine for her lilting Scots accent, bright suits and radiant smile. But *GUIDING* has unearthed some slightly less well known facts: Lorraine was once a Brownie Sixer, gained her Homemaker badge and, when she was in the Guides, knitted 100 teddy bears.

Growing up in Glasgow, Lorraine joined the Brownies and later moved up to Guides. 'I loved it,' she recalled, 'it was great. All my friends went as well. I was a Sixer and I got a wee necklace for being best Brownie.'

'I got loads of badges, I had a sleeve full of them. We got assignments where we had to keep a diary. I remember making an elephant's tail and every day you had to write something and put it on the elephant's tail.'

'We did a lot of cooking, church parades and things like that. My mum was really good, she encouraged me in everything.'

Lorraine had changed out of her formal interviewer's suit. Relaxing in a black tracksuit and trainers, she was friendly and talkative.

*'I can't have late nights but I do try and go out.'*

Born in 1959, Lorraine got a reporting job on a newspaper after leaving school. She later became Woman's Page Editor on the *East Kilbride News*.

Lorraine said: 'I used to sit there and think: "Well, what can I write that will bring all the letters coming in this week?"'

Lorraine joined BBC TV Scotland as a researcher in 1983. She bought a flat and really enjoyed the work but 'the money was terrible'. She had to work part-time as a waitress to cope with the bills.

'I worked at the BBC all day and as a waitress three or four nights a week, which was crazy — I couldn't do it now,' she recalled.

Later Lorraine joined TV-am as a reporter in Scotland. 'I went all over the place, showing different aspects of Scotland. I covered the news too, which was pretty harrowing. We had prison strikes and the Lockerbie bomb, so that was quite hard.'

'And then, two years ago, they asked me to come down here, to do *TV-am Reports*.'

The first time was the early show



which I did by myself and I was unbelievably fast. I was quite nervous.

'I went to get a glass of water and my hand was literally shaking. Because I was nervous, I spoke too quickly and I was using lots of colloquialisms that people couldn't understand.'

Viewers rarely suspect the problems presenters are facing. Lorraine explained: 'Today, for example, Douglas Hurd was due in, but he was late and they told us we had to fill two minutes. Before you go on, you make sure you've got a stack of newspapers with daft things in them and the main front page headings.'

'What we do is have a chat about what's in those papers and, meanwhile, in your ear you get: "Have they got him yet? For goodness sake, what's going on? When are we going to go, can you give us a clear?" and you've just got to get on with it.'

'So, if we look like scared rabbits and our faces are odd or strange, it's because we're not quite sure what's happening.'

Lorraine started on TV-am as guest presenter, filling in when others were on holiday. Finally, after four months, TV-am bosses confirmed Lorraine's appointment as the main presenter on *Good Morning Britain* with Mike Morris.

What was it about Lorraine that the TV-am bosses liked? They said it was naturalness. What you see is what you get kind of thing — no fancy airs or graces,' she explained.

Lorraine's day starts at 4am when the alarm blares out. She arrives at the studio about 30 minutes later. After being made-up, she's on the air at 7am. Her slot with fellow presenter Mike Morris lasts until 9am — but she doesn't go straight home.

'I go to a post-mortem meeting where we say what went wrong and what went right. Like today, for example, there were quite a lot of technical difficulties which were nobody's fault.'

**In a recent survey commissioned by TV-am, nearly two viewers in every five said that TV-am features had helped them in their everyday lives.**

'Then we have a meeting to decide what goes on the next day. I talk to the producers and I watch the lunchtime news, if I can catch it,' she explained.

In the afternoon, Lorraine goes home to her rented flat. She said: 'I've got a fax machine in the flat, so at about four in the afternoon the faxes start to come in.'

There's quite a lot of preparation to do. If someone's coming on who has written a book, you have to read it. I try

to be in bed by nine.'

Meanwhile, Lorraine's boyfriend, a cameraman, stays in Dundee, which means she only sees him when she goes home to Scotland at weekends.

Lorraine said: 'I phone him everyday and see him most weekends. On a Friday the meetings are quite short so we leave early. I can't fly direct, unfortunately.'

'I'm not worth a button on Friday night, I have to say! But we've got all day Saturday and most of Sunday. Then, on Sunday night, I fly back.'

### *'On a local paper you really feel part of the community?'*

They plan to marry eventually. 'Oh yes, we will, definitely,' Lorraine insists. 'He used to work down here in London but he prefers to be at home.'

'We've worked out that with the pressures of me going to bed so early, we'd be like weather people — I'd be coming in one door and he'd be going out the other!'

Lorraine still finds time for a social life. 'Obviously I can't have late nights, but I do try and go out,' she said.

'I'd feel very uneasy about talking to someone if I hadn't seen the film or read the book or seen the TV show.'

Lorraine is quick to defend the programme against accusations of being lightweight.

She said: 'The thing is, if people watched it between 6 and 6.30am they'd think: "God, this is a serious show! Where are all the laughs?" because it is just pure, hard news.'

'If somebody switches on at 7.20am they are only going to see the cartoons and they go away thinking we're only three and a half hours of cartoons, which we are obviously not.'

'We may cover the news in a slightly different way: if we were doing something on job figures, we'd actually talk to someone looking for a job and humanise the story.'

Lorraine believes she has had quite a good press so far. 'It's water off a duck's back really. I've been terribly lucky in that the only criticism I've really had has been about my accent, which is something I can't do anything about,' she said.

'I don't get bothered so much when people attack me personally. To be fair, it doesn't happen very often. I do get annoyed when people attack the

programme, particularly when people attack the news side of it.'

'During the Gulf War, we all just worked with virtually no sleep — we were just working, working, working. To see it being slated was actually quite hard.'

All the TV-am presenters wear strong colours so they'll look bright and cheery in the morning, but they choose their own style. Lorraine said: 'I just buy things that I feel comfy in. The only thing is, Mike may ask me: "What are you going to wear?", so that we don't clash. But that would be the only constraint.'

'Our boss is into us being very bright and up and cheery. I think it's all part of this thing of brightening up your morning and it does actually make you feel better psychologically.'

About 72 per cent of the total breakfast television audience — 16.7 million viewers a week — watches TV-am. So why is it so popular? 'It's because people feel relaxed and comfortable with it. It's easy on the ear and it's easy on the eye. At that time in the morning you really want something that's easy to understand, and by easy I mean simple, not trivial,' Lorraine explained.

**TV-am is planning a £10,000,000 fund which will spend a million pounds a year on experimental and high quality television programmes.**

'I'd like to do a show like Oprah Winfrey's, with a studio audience, but talking about things that were a bit more serious.'

At weekends, you won't find Lorraine at glittering showbiz parties. She said: 'When I go home I like gardening. I really, really enjoy it and I find it very therapeutic. I also like hillwalking. I'm not serious about it, I don't take a pickaxe with me. But, where we live, I do find it very nice. It's very pretty up there.'

'I've got the best of both worlds because I'm in London during the week and I'm at home at the weekends. During the week I can go shopping, go to matinees, go to nice places for lunch, which is great.'

'And then I can go home and watch football matches. I go to see Dundee United when they're playing at home.'

When she goes home to Scotland, Lorraine doesn't get star treatment. She said: 'People might say: "Oh I saw you with Clive James during the week, what was he like?" but that's it.'

'I think it depends on your attitude. If you really want fame you can get it, but it's down to you yourself.'

**NICOLA WHATMORE**





Felicity Yates  
defeats the  
assault course at  
BOUNCE '91

# STATELY

## PROGRESS

*Girls from countries as far apart as Japan and Czechoslovakia joined around 1,000 Guides from Northamptonshire to make BOUNCE '91 a huge success.*

The international camp lived up to its name, BOUNCE standing for Boughton House, Northamptonshire. Camping for Everyone, with all the girls energetically trying out the range of activities available from canoeing to candle-making and abseiling to gonk-making.

Number one attraction was the amateur radio tent. This was manned by a couple of helpful, local Scout Leaders who offered campers the chance to broadcast live on air.

Country PRA Charlotte Cook explained: The leaders thought the girls would be more shy than the Scouts they were used to dealing with, so they only brought a few of their special 'I've been on air' certificates along.

'But all our girls wanted to broadcast and, after just two days, we had to send out for emergency supplies of certificates.'

In the end, the Scout leaders had to

admit that more youngsters had broadcast from BOUNCE than had ever gone on the air from one of their Scout camps!

This was Northamptonshire's first camp in the picturesque parklands surrounding Boughton House. Home to the Duke of Buccleuch, who performed the opening ceremony, this great house is modelled on the Palace of Versailles. Its situation, close to the sports facilities in Northamptonshire, along with the lake in the grounds for rafting and canoeing, made it an ideal camp site.

But visitors to BOUNCE weren't just holidaying near a stately home. These lucky girls actually acquired temporary top drawer addresses.



A warm welcome awaited Princess Margaret at BOUNCE '91

Each of the sub-camps was named after one of the county's great houses — Rockingham, Lamport and, of course, Althorp, the family home of the Princess of Wales.

But this wasn't the international camp's only royal connection, for the highlight of the week was a visit from the Association's President, Princess Margaret.

The Princess arrived by helicopter in time for lunch on the final day of camp. After inspecting one of the sub-camps, the President stayed to chat with campers and inspect some of their craft work.

The Princess really seemed to enjoy herself. She took a great interest in everything from handbell ringing to our display of the girls' patchwork. She particularly liked the special BOUNCE '91 quilt that everyone on camp had helped to stitch, Charlotte Cook explained.

Before leaving, Princess Margaret presented Camp Organiser, Mrs Judith Draper, with a special Thanks badge.



# CLASSIFIEDS

## CAMPSITES AND ACTIVITY CENTRES

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Fax: 0634-844553.

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For more information (video available) see to: The Warden, NSAC, Billing Gate, Overstone, Northants NN6 0AF.

### HOUGHTON CHAPEL RETREAT

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**GUIDE HQ** available for pack holidays. All facilities. For details write HQ secretary 247 Southbourne Road, Eastbourne BN22 8RF. Enc SAE.

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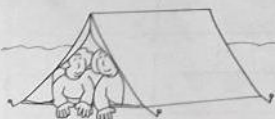
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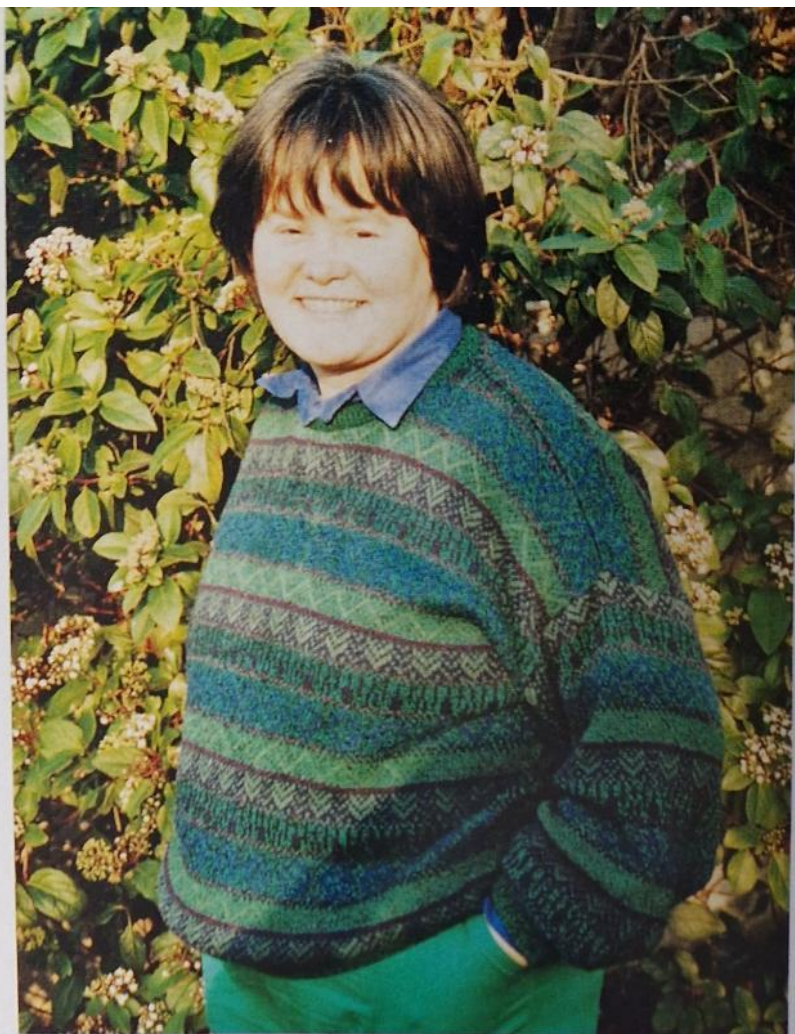
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## JULIE OLDROYD FROM WESTON-SUPER-MARE

Julie Oldroyd, is a Ranger Guider and District Commissioner in Weston-super-Mare.

“I first got involved with Guiding when I was seven. My sister was a Brownie and I followed in her footsteps. I left Weston-super-Mare at 18 to go to college and then I taught in Southampton for two years before going to Winnipeg in Canada. I taught science in a local high school there and met my husband.

We travelled widely, including living in Indonesia for four months, before returning to Weston.

A friend needed help with her Brownie Pack, so I became involved again. I ended up returning as a Brownie Guider to the Pack where I had first started.

I work part-time as a supply teacher. It's flexible and means that I can accompany my husband on trips abroad. He's a research fellow at Bristol University, working in educational management and, occasionally, goes on short-term contracts overseas.

We've always been lucky enough to

stay with other families and, as a result, our two sons have grown up with a network of friends around the world. We hope that they'll make good use of these contacts to travel more in future years.

I'm always pleased when girls from my Ranger Unit are selected to attend overseas events. In recent years they have been to Mexico, Sweden, and Japan, living with native families and attending international camps. On returning, they share their experiences with the rest of the Unit.

Travel teaches them, as it has me, that in spite of the cultural differences, it's the similarities that are important. The world is made up of families with the same concerns for health, decent housing and education. We're not just Brits — we're world citizens.

As well as being a unit Guider and DC, I am also Adviser for the Duke of Edinburgh Award in Avon South. I'm often asked which is the most important

# LIFE style

of these jobs. My answer has to be all of them.

It's one of the great strengths of Guiding that we work as a team of equals, whatever our respective titles. But I think one of the greatest achievements is to be a good unit Guider. It's the commitment that matters, being there every week, with equipment, fresh ideas, energy and enthusiasm.

Guiding is so rewarding because, as well as being fun, it gives your girls the chance to experience a whole spectrum of activities and discover new talents. Girls are involved from the beginning in decision-making and organisation, developing invaluable skills for later on in life.

I try to offer my Rangers a range of practical skills to give them the chance to succeed for themselves. Often I learn alongside them, that's why I'm a bit of a Jack of all trades and master of none.

I've done the Motor Mechanics certificate twice now. One more time and I think I'll have the hang of it! Recently I became an archery instructor, and I'm qualified in life saving and first aid training.

I feel a strong personal commitment to conserving our natural environment. My Rangers share my concerns, and I admire their drive to tackle the environmental problems that face us in the next 50 years. Sometimes though, they need more help than I am able to give them.

I'm not sure what the future holds. Our younger son will probably leave home next year, so we would be in a position to consider a long-term overseas contract again. One thing is certain; wherever we finish up, I'll be Guiding.

● Julie was talking to Zöe Hall



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