

APRIL,
1980
Vol 1, No 3

GUIDING in AUSTRALIA



GIRL GUIDES ASSOCIATION OF AUSTRALIA

Gee I've Arrived

One day, as she went ADVENTURING
To her COURIER, MATILDA said,
'P'raps it's time we all got together,
And made use of our common thread.
I've travelled throughout the country
And noticed the changes there,
With all the members we possess
There's so much that we could share.
Where **The WARATAH** blooms
and the **PLATYPUS** swims,
Let's send **COOEES** far and near,
And round up all the news and views
Making '80 a bumper year!

Definitely ANON!



**HAVE YOU ORDERED YOUR COPY OF
GUIDING IN AUSTRALIA?**

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"Guiding in Australia" is the official monthly magazine of the Girl Guides Association of Australia. It is published 11 times a year, the January-February issue being a combined one.

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CONTRIBUTIONS: Articles and items of more than local interest are welcome from everyone. The author's full name, address and phone number are to be attached, not necessarily for publication.

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Every season of the year
provides opportunities to grow
and expand in awareness of your-
self and others.

Lots of people have the idea
that they are here to make them-
selves very happy and everyone
else very good.

The truth is the opposite — we
have ONE to make good, and
many to make happy.

Father Stanton



GUIDING in AUSTRALIA

Official Magazine of the Girl Guides Association of Australia
82 Elizabeth Street, Sydney, 2000



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ANOTHER VIEW OF
OUR NEW AUSTRALIAN
HEADQUARTERS AT
82 ELIZABETH STREET
SYDNEY



PATROLS

The patrol system, after all, is merely putting your boys into permanent gangs under the leadership of one of their own number, which is their natural organisation whether bent on mischief or for amusement. But to get first class results from this system you have to give the leader a real free-handed responsibility — if you only give partial responsibility you will only get partial results. By thus using your leaders as officers you save yourself an infinite amount of the troublesome detail work. At the same time, the main object is not so much saving the scoutmaster trouble as to give responsibility to the boy, since this is the very best of all means for developing character. It is generally the boy with the most character who rises to be the leader of the mischief gang. If you apply this natural scheme to your own needs it brings the best results.

B.-P. May, 1914

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A happy camp in South Australia. Who made those gadgets?

AUSTRALIA



Even leaders play "New Games". A lighter interlude at the Australian Training for Trainers, Rymill Centre, Adelaide.



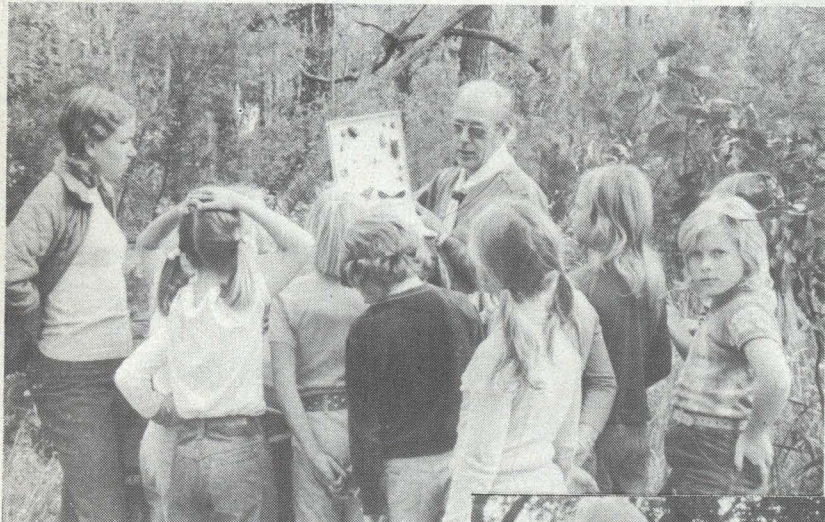
If only we were young again! 1st Kiewa Guides (Victoria) visited Tom Mitchell Pre-School and entertained the children by playing musical instruments. Photo — Border Morning Mail



Girls from Bombay enjoy swimming lessons at Sangam. Australia contributed greatly to the cost of building the swimming pool.

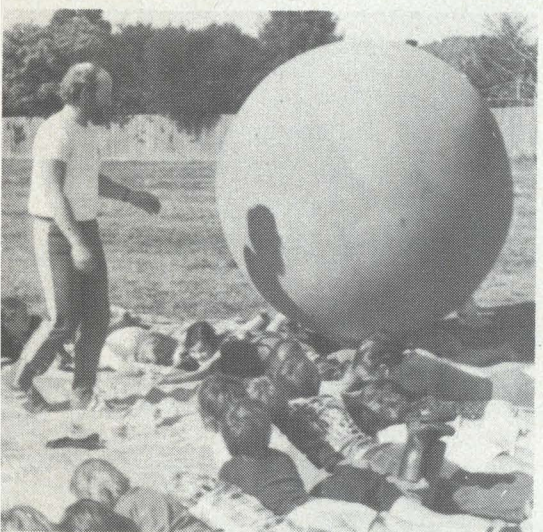


It's fun to make a rope bridge — and even more fun to cross it!



Brownies learn about the environment at "Ephrahah", Queensland.

WIDE



New Games — Supplementary activities in Victoria.



Mud! Mud! Oh the damper was delicious. Happy guides in NSW.

GUEST of the MONTH

Leadership in Youth Work

When Bertrand Russell wrote the book "Has Man a Future", he was aware of the possibility of atomic destruction. During the next thirty years, however, changes would occur which even Russell had not predicted, changes which make all sorts of things described in Huxley's "Brave New World" appear a little like Enid Blyton's "Noddy and Big Ears".

The dramatic and awesome possibilities which now exist make Russell's question more critical than at any other time. Just as critical, however, is the question about the shape the future will have, assuming we have one. Who will determine the shape of the future? Who will provide leadership?

Changes are rapid, with little thought of the consequences, without knowing why. Change is rampant!

It is no wonder that ordinary people are left wondering how they have any right to share in decisions which affect the quality of life they seek.

Contrast the momentum of the development of technology with the slowness in developing a sense of sustaining values. We are a great deal slower in understanding what life should be like, or could be like.

What has this to do with Leadership?

Anyone with a leadership role will have difficulty. Perhaps this is experienced with greater urgency in areas such as youth work.

Leadership has become a product of this age — more a matter of technology without the kind of leadership where value and meaning are paramount.

Leadership in youth work has to be concerned about what is happening to young people in a time of unparalleled change, where social structures like education, family, relationships, work, are in the grip of instability; and where personal breakdown is increasing.

Leadership and authority are inextricably linked

The word "authority" tends to evoke all sorts of negative feelings in the young. But this problem is not confined to them.

In earlier days, parents were to be honoured, the government was to be obeyed. God was to be feared. And youth leaders were to be followed.

Changes, Changes

Today, authority has changed its character. The voice of the parent is another noise in a world of confused noises. Politicians engage in double talk. God is irrelevant. And youth leaders do not know where to go. In this kind of vacuum older persons, and especially those in leadership roles, begin to resort to claims such as "we have lived longer and therefore know better".

Unfortunately this does not work. The young react against the double bind which attempts to make them adults (too soon) and keep them adolescents (for too long). This is one

of the dilemmas faced by the young person. Unemployment keeps them snivelling in the pocket money queue while the media presents them with the opportunity of swinging over Zurich in their own jet — if only they smoked . . . cigarettes.

The simple truth is that young people today, everywhere, share experiences older people never had. They have accepted moral standards many older people cannot understand. They hear them cry out "You've gone too far — our cigarettes are OK; our whisky gives us a gentle nudge; but your marihuana is over the fence! Our aversion to exercise is just harmless laziness, but your dirty long haired inertia makes us ill. Your sexual promiscuity is disgusting. We at least keep ours hidden".

Whose morality are we condemning? We are none of us authorities. Are we forever doomed to live in an age of uncertainty, where we allow change to occur unknowingly and uncaringly?

Continued on page 5

Graeme Angus was for many years a Methodist minister, and has post graduate qualifications in pastoral counselling as well as Arts and Divinity degrees. He was a former director of the Geelong Regional Council for Social Development and is presently an Executive member of the Victorian and National Association for Mental Health. As a result of Graeme's extensive experience and expertise, he is called upon by many agencies to advise on the selection and training of volunteers. We thank him for his article.

A position of Superiority

Perhaps the first thing we have to learn is that leadership cannot be exercised from a position of superiority.

To be a leader today, may well require that we ask the young to help us. Granted they lack expertise and experience at first hand, but a leader of the young first has to learn from the young.

A new kind of participation must be found and developed. We could begin with our struggle with common issues, with our quality of life in the community.

We could:

- provide an atmosphere where their failures are accepted,
- go with them when they have nowhere to go,
- accept that they have far greater concern for the present than for the past or future,
- consider that they have different allegiances to social, political, religious issues and family structures.

Leadership, then, requires a sharing of a vision, a deeper commitment, an understanding of social changes.

The leadership role may be said to be a "community to others" and this implies a relationship that takes place between persons. It cannot be an expression of techniques or manoeuvres. Its reality and value is the relationship between those leading and those led.

When this happens, the leader finds that he is open to new knowledge and constant surprise. Real values are those that are operative in our lives and are brought into being through our ever renewed decisions in response to situations we meet.

Being a leader means discovering our potential only when we are faced with actuality; we do not know our leadership resources in advance of that call. Our potentialities are not in us waiting to get out; they are between us, and what calls us out.

If man is to have a future then he requires the kind of leadership whose concentration is not on technology, but on value and meaning. A leader does not try to convince others to hope. He is hopeful, he has meaning to his own life.

Leadership belongs to those who seek the meaning of care, compassion, dialogue and hope in every specific situation.

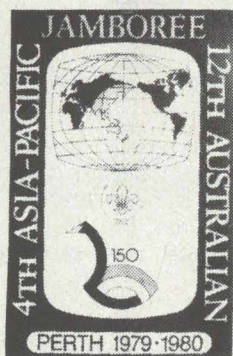
BEHIND THE SCENES

4th Asia/Pacific — 12th Australian Jamboree

Standing before a large toaster at 4.00 am on the first morning of the Jamboree, I wondered, as I fed a total of 770 slices of bread into the red-hot, gaping maw, "What am I doing here?"

Much has been said about the grand time had by the scouts from 35 different countries who participated in this fantastic Jamboree.

The media covered the variety of events arranged to keep the scouts happy, interested, occupied and exhausted — events which led them to their "Sandgroper Award" — a square of polished jarrah on a leather thong with a gold coloured medallion thereon featuring a "Cylindracheta psammophila"!! — a souvenir to treasure.



Army of Volunteers

Behind the scenes however, was a vast army of volunteers, including this humble toast-maker! There were those directly involved with the scouts activities, such as horse-riding (with 110 horses to be cared for), flying in light aircraft from Jandakot — 14 pilots took part, three of whom were guide leaders. Other activities included pottery, sailing, archery, canoeing, trail bike riding.

Then there were the volunteers directly involved with the scouts' well-being, ie, feeding them and ensuring that they stayed relatively clean! It would be impossible to list all the behind-the-scenes workers but to stir your imagination I will list a few.

Computerised Scouting

Would you believe there were computer programmers? Think of the

11,000 application forms listing allergies, special food requirements (Kosher, Hindu, etc) and so on. Just sorting the forms into alphabetical order was a marathon task. Administration covered everything from transport to security, lost property to meal tickets and parking permits.

A radio station (6SJ) was set up to broadcast news and music. There was an overseas radio operating too, making scouting contacts around the world.

A hospital on site cared for the sick and damaged — as did smaller first aid bases attached to each contingent.

Quantities of Food

There were those volunteers who organised the transport of vast quantities of food — 37,000 eggs, 56,000 litres of milk, 100,000 litres of cordial, 131,625 (!) hamburgers for example.

Endless meals were provided for all the workers and for up to 200 VIP guests daily.

Telecom provided a row of phone booths, banks set up business, Australia Post provided a post office on site, volunteers manned the Scout Shop.

Arranging "home hospitality" was a full time task and, towards the end of the jamboree, kept volunteers working until 3 am organising billets for some 7,000 scouts.

Yes, "what was I doing there?" I was being a very, very small cog, in an enormous piece of machinery which was giving 11,000 scouts at Perry Lakes, Western Australia, the experience of a lifetime.

By the way, the 13th Australian Jamboree is to be held at Ipswich, Queensland in 1982-83. Any volunteers to make the breakfast toast?!

*Mrs Norma Keen
Lone Ranger Guide Leader (WA)*

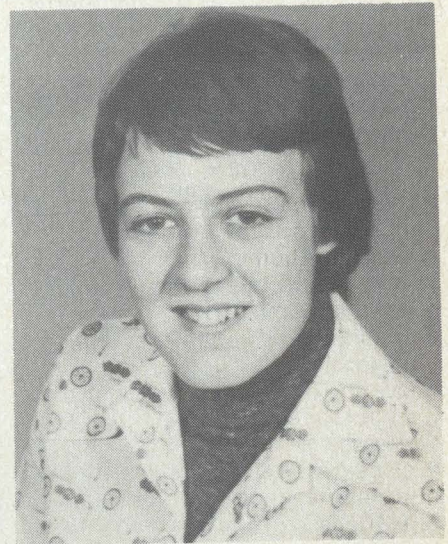
The Winston Churchill Memorial Trust

Churchill Fellowships to Undertake Overseas Study Projects

The aim of the Churchill Trust is to give opportunity, by providing financial support, to enable Australians from all walks of life to undertake overseas study, or an investigative project, of a kind that is not fully available in Australia.

There are no prescribed qualifications, academic or otherwise, for the award of a Churchill Fellowship. Merit is the primary test, whether based on past achievements or demonstrated ability for future achievement in all walks of life. The value of an applicant's work to the community and the extent to which it will be enhanced by the applicant's overseas study project are important criteria taken into account in selecting Churchill Fellows.

Churchill Fellows are awarded a return economy class overseas air ticket and an overseas living allowance. In special cases they may also be awarded supplementary allowances.



She is convinced of the value of camping in the guide programme.

"Camping is the essence of guiding. Girls learn independence and tolerance when they all live together in a small tent, and the camping skills and bushcrafts give them practical knowledge that they don't get in most schools."

Asked about the main differences in camping here and in the UK, Hilary said firmly: "Toilets! We always take chemical toilets when we go camping! Bell tents are not used much at home either — we use ridge tents mainly. Fresh meat is very expensive, so we mostly take dehydrated or tinned meat to camp."

She paused for a moment before adding: "And baths! I am quite aware of what people say about the British, but is it really necessary for girls to have baths on an overnight camp? It all takes so long and wastes hours of sunshine and fun and learning!"

Hilary urged anyone interested in Churchill Travelling Fellowships to watch for the advertisements calling for applications.

"There are so many different categories, and people from 17 to 70 have been given Fellowships.

"When you see the advertisement, have a go! It's a wonderful experience!"

Helen Ashton
Asst A.P.R.A.

Of Tents and Things . . .

"I got itchy feet after attending the International Heritage Camp near Sheffield, so when the Churchill Travelling Fellowship was advertised, I applied and here I am!"

Hilary Cooper, 23-year-old Churchill Fellow, schoolteacher, and an assistant guide leader from Whitley Bay, England, recently visited Australia and New Zealand to look in on guiding's outdoor activities programmes.

Interviewed in Sydney on her return from a camp at Terrigal, on NSW's central coast, Hilary remarked on the torrential downpour which flooded the campsite before the tents could be pitched.

"It came down in buckets and I thought it would be impossible to set up camp," she said. "I have camped for 11 years without being washed out, but was sure we would be spending the night in a hall. After a while, though, the rain eased a little, the water flowed away and the tents were pitched — we were really quite comfortable."

Wildlife

Hilary smiled when asked if she had seen any of our wildlife.

"On the way to Terrigal, everyone terrified me with stories of funnel web spiders and snakes and all sorts of creepy-crawlies, but all I saw was a possum and I was pleased about that."

As well as being a guide leader, Hilary is the Assistant Outdoor Activities Adviser (Camp) for North Tyneside County.

"We are short of leaders, too, and we all wear two or three hats. The UK Young Leader Scheme works very well but when these people reach tertiary level we often lose them, and this is a great pity. I think guiding generally needs to work on making leadership more acceptable among this age group."

Common Bond

Hilary spent some time in New Zealand and in Australia visited Sydney, Canberra, Melbourne and Perth. She said she has not felt at all lonely and has learnt a lot about people.

"More than ever, I realised that guiding people have a common bond — we are all on the same wavelength — the same principles come through all the time. Guiding really is sisterhood."

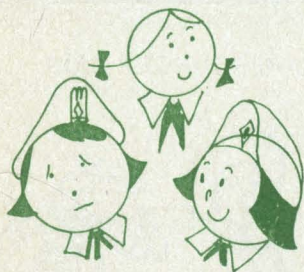
Let's Look After Our Leaders

A GUIDE MAKES GOOD USE OF HER TIME — But do we leaders keep this Law? Or do we rush about attending to jobs which could be allocated to someone else, try to become experts in many fields when we already have experts in our midst, or undertake tasks far removed from our particular role in guiding?

Today's Women

Here we are in 1980, and what has happened to us? Life has become full of busyness for most women. Many cope with a home, family and a full or part-time job, yet our Association now expects more and more from unit leaders. Agreed that guiding must advance with the times, but we must look realistically at the time most of our leaders — and prospective leaders — have at their disposal. Are the keen people we have being driven away because they have become so overburdened? Do prospective leaders see so much bustle that they hesitate to take on this very worthwhile work for the girls in their community?

To say that running a unit takes three or four hours a week has become a false statement — almost a laughing matter. Yet how are we to entice new people into our Association if we expect more of them than this? In today's social climate, shouldn't we be making their time requirement more realistic by organising the work load and using the expertise already available within the region?



Easing the Work Load

Let's look at the leaders situation. She spends two hours at her weekly meeting, 1-2 hours preparing for it. If she is to attend a yearly training session it should be automatic that she is released from her unit meeting that week. This means either finding a relief leader, re-arranging the programme, or cancelling the meeting and of course informing girls and parents of the reason. Everyone should appreciate this action.

Once a month the leader is expected to attend a district meeting. If there are two leaders in a unit, why not have each take it in turn to attend the meeting and pass on information to the other? Again, she could be relieved of unit duties the week she attends the district meeting.



Let's Look at Camping

The aim of having qualifications is that girls enjoy the experience of well organised camps run by well qualified leaders. Would it be so detrimental to standards and the well-being of the girls if people in the region holding this qualification dealt only with this aspect of the programme, not necessarily running a unit of their own? They could visit units to give girls pre-camping training, thus getting to know them, and by taking responsibility for the camps they are in constant touch with the girls' needs. Such trainers could update their camping skills with periodic special trainings. The girls' own leader could then attend the camp and join in the fun without having to spend all the time needed to organise camps and gain these qualifications. No doubt there are many excellent people with camping qualifications in each section and region who have left the Movement because they did not have time for regular weekly meetings, but would be very prepared to continue to share their campcraft skills with others.

Jack of all Trades

We are looking for leaders to run the weekly unit meetings, but they are expected to be "jack of all trades". Because of our red tape (which is really not pink elastic), we



often neglect outside people with particular expertise who could willingly and very constructively help the regular unit leader.

Many leaders would still want to obtain extra qualifications and would spend much more time than four hours a week on guiding activities, but this should not be expected. Often it intimidates those who do not have the time nor the inclination to take on further responsibility.

And What About the Trainers?

Every effort should be made to place these people as assistant leaders, so that they have more time to devote to their particular talent, the very important job of training the new and future leaders of our Association.

District is the Heart

The heart of guiding beats in the district, yet this heart is literally torn out by more and more state and region events in which the girls and leaders are expected to participate. Let's aim at one big region event a year, and one big state event every second year, and let guiding get on with the job where it really belongs — in the district. If girls and leaders are seen to be doing things in their own communities, what better PR do we need?

Have we ceased to remember the basic reason for the existence of guiding — helping girls to become fine citizens in tomorrow's world! Has guiding ceased to be a game and become a business?

Perhaps right now it is time we took a moment to draw breath, take a good look at how we can re-organise our time to help our leaders, and so keep the 8th Guide Law — What do you think?

Let's make 1980 "Look after our Leaders Year".

*June Rees
Development Officer for SA*



Rangers and Ranger Guides



Ranger Challenge Badge What Next?

There are so many activities, challenges, badges and certificates in the ranger section programme, that making a choice of what to do next, could be a challenge in itself!

In both Part I and II of your handbook, The Ranger Challenge is outlined and its similarity to your Investiture Challenge or the attractive badge may cause you to start working on the syllabus.

"Time and Timing" are important when working on the Ranger Challenge. For, in choosing your challenges you must aim at achieving a higher personal standard, than that which you attained in your Investiture Challenge. So you need time to consolidate, especially if you choose to extend one of your earlier challenges. Under the Fitness Point, you may have chosen to challenge yourself to learn to swim and "passed" yourself, when you could swim the length of the pool unaided and without any rests. In extending

that challenge, you may decide to gain a qualification from a local swimming organisation and you will need time to practise.

The unit also needs time to really get to know you and your ability. When you have decided on your eight challenges, it is a good idea to discuss them with the unit as they share with you the task of assessment. Both you and your unit must be satisfied that you have achieved a standard comparable with your ability.

Another reason for giving yourself time to "grow" by not rushing straight from Investiture into the Ranger Challenge is that it is part of Queen's Guide Award for ranger guides. Clause I states "Achieve the

Ranger Challenge, at the highest possible personal standard".

The Ranger Challenge is one which you certainly do not rush through, for it represents your very best.

The amount you gain from doing these eight challenges will be in proportion to the amount of time and effort you have given to each one.

As you work through each challenge which is based on your personal wants and needs, don't forget: "To take time to enjoy each one!"

*Denise Hargreaves
Australian Ranger Adviser*

Leaders may find it useful to refer to pages 40 and 88 of the Australian Leaders Handbook, and to look at the section on "Partners in Leadership", page 109 onwards in the Leaders' Workbook.

Get Your Rangers Talking

Discussion Starters

Hitchhiking

An episode in tonight's newspaper sparked a heated discussion. A girl was molested while hitchhiking to a nearby school. It's so easy to hitch a ride when you miss the school bus. Hitchhiking proved to be a lively discussion. We think we might get our local police friend to come and talk with us more about the subject.

The Role of Women Today

Some of the girls came back from the ranger rover weekend hopping mad. It seems that some of the males think that the girls are there to make coffee and look pretty. We started talking about the role of women in today's society.

Time, Talents and Priorities.

Jane looked a little frazzled at the meeting tonight. She sews very well and everyone takes advantage of her talent. Unfortunately she had a school assignment deadline and didn't make it because she was sewing something for a friend. Great to talk about TIME, TALENTS and PRIORITIES.

How is it working for you? Send your ideas about how your group works, a special way of doing something in the programme or how you have handled a particular situation. Your idea may help someone else.

OUR FOUNDER SAID . . .



*"A Scout is active in doing good,
not passive in being good."*

BOATING AND YOU

Boating is an increasingly popular activity for all ages, and all sections of our Association. So far, we have had a good safety record for guiding activities, and it is the responsibility of leaders to make sure that this remains so.

Before going out in the boat, there are several points to keep in mind, and the very first one is to be found in your current copy of PO & R. Rule 38C — Boating states:

"All members of the Association taking part in canoeing, rowing or sailing in small craft must be able to swim 50 metres and keep afloat for 5 minutes in ordinary clothes. Life jackets must be worn when sailing or canoeing, and carried when rowing, to be worn at the discretion of the person in charge".

It is the responsibility of all leaders to make sure that the girls in her care are able to swim 50 metres and keep afloat for the required time by actually watching them do it, rather than take the girl's word that she is able to do so.

Having made sure that the requirements of our own rules are fulfilled, there are several points to remember about the boat and the activity planned.

Weather

Watch the weather. It is important that you know local conditions, and have checked the weather forecast for the day. If strong winds are predicted, it is foolish to go out in a small boat. Make sure you know the "rules of the road at sea" — which apply to where you are boating, some of which are international rules too.

The Boat

The next step is to check the boat. See that the bung is in securely, and that a spare is carried. Always be sure the boat is equipped with a bailer, and has an adequate painter (rope) and anchor. Do not overload any boat, and if rowing, do not underman it either. Rowers can become very tired, and need sufficient people to give each other a rest.

Canoes

When you are canoeing, do ensure that the craft is properly constructed. Some home-made canoes are not satisfactory, and can be difficult to manage. Before taking off in a canoe, learn the various paddle strokes, and spend time with the girls teaching them these things on land first.



Sail

Sailing needs to be learnt gradually, first going out with an experienced skipper, and gaining some knowledge, until you can confidently skipper a boat yourself. Learn to read a tide chart, and use tides and currents to your own advantage.

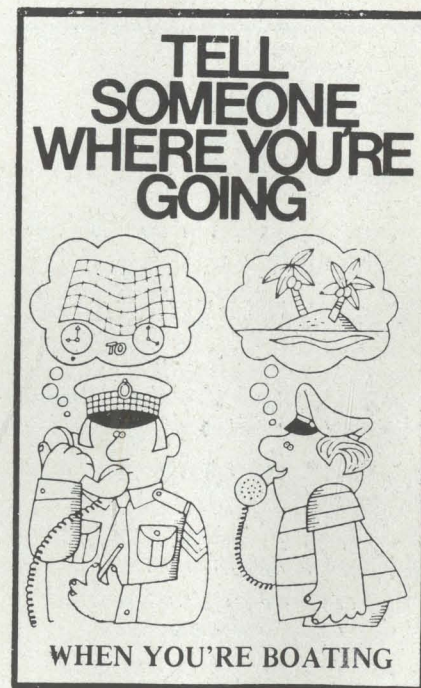
Planning

Plan your day so that you are rowing or canoeing with the tide rather than against it. Learn to observe the weather and be able to judge if a squall is coming. Observe the currents, find out about local hazards, such as rips, many of which can be very dangerous and frightening.

If you find that you enjoy boating, get a boating qualification, either for canoeing, sailing, rowing, or power boating. There are many joyful experiences to be gained from boating activities, once you are confident of your skill.

Start with a half day boating, and gradually extend the time to a full day out on the water. For ranger guides and rangers, how about planning a weekend boating camp? Look for a suitable campsite near water, then find a boatshed which has reasonable boats for hire. You can then set off with your packs, load up the boat, and take off for the weekend.

There is a great deal to be learnt when boating, and so much fun to be gained. Learning about the boat itself is interesting. Rivers and lakes have a fascinating amount of animal and plant life to observe. If you boat near a city the shipping and waterside industries are interesting, and open up a whole field of knowledge.



Go boating, have fun, and learn while you do it.

Margaret Barton
(NSW)

BULLETIN BOARD

Irene Fairbairn Fund Awardees

Congratulations to Robyn Buchanan, Queensland, and Ruth Innes, New South Wales, awardees from the Irene Fairbairn Fund who will attend the Juliette Low World Seminar to be held at Our Chalet, Switzerland.

At the seminar, these two young leaders will discuss with representatives from the other world members opportunities offered by guiding methods and training towards active responsibility for themselves and for others and participation in community and world affairs.

Robyn and Ruth will also walk in the mountains around Our Chalet and explore the village of Adelboden. Good fun and fellowship to you both.

Watch "Guiding in Australia" for a report on their return.

The Programme Evaluation Project

Action has commenced on this important project.

- The following members of the Research Committee have been appointed, Mrs Angela Carrick, Mrs Joan Elliston, Miss Barbara Neil, Mrs Shirley Stimson, Mrs Elaine Chesworth (Covener).
- Needs of school age girls have been researched.
- A research co-ordinator was appointed in March.
- More information will be reported in the next issue of the magazine.
- Ideas and suggestions in connection with the evaluation project will be welcomed. Please forward your comments to the Research Committee at Australian Headquarters as soon as possible.

Elaine Chesworth



International Year of the Child

Here are more projects carried out during 1979 by brownies, guides and rangers somewhere in Australia.

Why not extend these activities into 1980.

- Compiled, designed and decorated their own IYC song book.
- Collected 20 bags of used clothing for the Smith Family.
- Church service inviting all children in the area — readings, group singing, choir singing, enactment of themes by dance, given by guides and brownies.
- Easter Party for 20 children nominated by Care-Force.
- Raised money for the Cystic Fibrosis Appeal, adopted a child suffering from the disease. Child and mother invited to a meeting.
- Large state maternity hospital supplied with napkins for needy babies born throughout the year.
- Held a hush-a-thon for UNICEF and knitted squares for rugs and made scrap books for hospital while it was taking place.
- Ranger guides raised money for Foundation 41 by means of catering and lamington drives.

Many of these activities were carried out at a local level only and some were on-going projects involving the whole state.

INTEREST BADGE HINTS

Brownie Science Badge

Hints for the brownie interest badges have been prepared, and should be available soon. However, because of the wide variety of topics covered by this badge, it has been decided not to produce hints in this instance.

There should be many books in the local library, or the Primary School Library, which would be helpful for any brownie interested in doing this badge.

Some are:

Ladybird Junior Science Books: Air, Wind and Flight. Light, Mirrors and Lenses. Levers, Pulleys and Engines. Magnets, Bulbs and Batteries.

"New Science" series by P. A. Bourke.

"Discovering Science" series by D. H. Barratt.

"Golden Book of Science".

"Fun with Natural Science" series by S. W. G. Ellyard.

"Let's Explore Science" series by William Rudge.

"Science Today" series by John B. Hailes.

"Leisure Time for Lively Youngsters".

(The Brownie Section, thanks Miss Margaret Mellor (Victoria) for supplying this list to help brownies to prepare for the science badge.)

*Joan Burch
Australian Brownie Adviser*

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Girl Guide Calendars for 1981 will be available in July.

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SELF- GOVERNMENT



Self-government in the unit is intangible. It can be felt in the atmosphere, it can be sensed at meetings. It can be seen by looking at the faces of the girls, or by listening to them while enjoying an activity.

In the ideals of self-government lies the strength of guiding. It is the girls for whom guiding was developed and it is by their suggestions, ideas, thoughts and actions, that guiding will continue to grow and prosper. Let them have a full share in governing their Movement.

The Australian Leaders Handbook, chapter 8, gives guide lines for putting this principle into action in your unit, which is carried through from the unit to the district, to the state and the national organisation. At world level too, a national organisation needs to be able to manage its own affairs, to develop its own procedures in the best interest of the girls, to be eligible for and to continue to be a member of the World Association of Girl Guides and Girl Scouts.

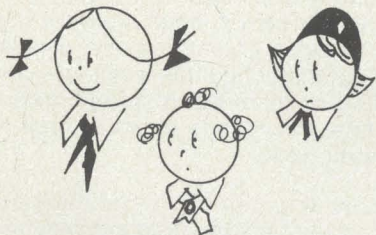
Guiding belongs to the girls, and we are proud that ours is a democratic Movement, but do we always ensure that self-government is practised within our units?

Who makes the decisions?

Have you been guilty, just now and then, of making decisions on behalf of the girls? Agreeing to involve them without consulting the brownies, guides or rangers of your unit about this or that?

"The girls with their leaders, make their own decisions which affect the programme, activities and special events."

The adult role, as part of the district team, is vital too. It is through the leader that the girl learns of events and happenings outside her own unit, so that her world may be widened and her ideas extended.



Further information may be gained by reading pages 16 and 17 of *The Australian Leaders Handbook* and working through the exercises between pages 34 to 56 of the *Leader's Workbook*. Perhaps some of these may be the subject of discussion at your next district meeting. Perhaps you may like to suggest this to help you and the members of your district team.

Team Work

In every well run organisation, there must be an efficient system of management.

In the Girl Guide Association, this is based on partnership of sharing responsibility between adults and girls. It is the two way flow with girls and adults working together to develop good citizenship and character training through careful programming, skills, crafts, games and a whole host of exciting activities. The method varies slightly according to the age and development of the girls.



We are all very much like bricks in a wall — we each have our place, if one brick gets rotted or slips out of place, it begins to throw an undue stress upon the others, cracks appear, and the wall totters.

B.-P.

The method of self-government, in which people work as small, secure groups, doing things together is fundamental to guiding and has stood the test of time. In all the changes of society it is the small group which has survived as one stable thing.

Do you have a well balanced team —
In your unit?
In your district?



In The Brownie Pack

Let's Have ... a Pow Wow



In other words, let the brownies have a chance to talk. "A chance to talk", some may say, "Goodness the brownies don't need chances to talk, they never stop talking! If it's not the new baby, it's what about a trip to the zoo; or why can't we go on a camp like the guides; or we just had a super idea for a venture; or grandma has come to stay" . . . Talk?

They never stop: it's a sort of built in compulsion at that age. Right. Then the pack meeting is the place for it, for one of the greatest arts of the leader is to make use of the built-in compulsions of each age group. The brownies want to talk, therefore we have pow wows.

"All very well", say the sceptics. "Talk yes, but if we have a pow wow, they just go dumb."



It's true this can happen at first, but is it because we leaders forget that it is the brownies pow wow and use it for our own eloquence?

One way to make the pack realise that the pow wow is really theirs, is to make it important. This means it calls for a special ceremony. There are lots of ways of getting into a pow wow circle and it is usual to sit fairly close together.

Here are a Few Ideas

Adult leaders form an arch, and all say:

*"We're the brownies as quiet as a mouse
About to enter into our house.
Quietly, quietly through the door
To form a pow wow upon the floor.*

or

*Cross your fingers, up on your toes
That's the kind of magic, every brownie knows.*

Having achieved a good opening it is an anti-climax if dull notices are given out. However, even notices can be made interesting if you set the mood by saying, "This is so important that you may like to write it in your notebooks".

While the confidence is developing, the leader with her assistants, may have to make many of the plans. However, even if some of the ideas have to be initiated, many of the points can be left to the brownies to decide. Voting then becomes the method.

The Pack Sign

The pack evolves its own sign, this may be a hand placed flat in the circle, or perhaps just one finger, but whatever the brownies decide will be their own pack sign, then all must use it before speaking. The leader acts as a chairman, making sure that all who wish to do so have an opportunity to speak.

Any matter of interest may be discussed in pow wow, news may be exchanged, or outings discussed, pack holidays, ventures or good turns planned, ceremonies made up — the list is endless!

If there are decisions to be made, they are usually voted upon by the brownies giving the accepted sign — though if it seems desirable to have a secret vote this can easily be done by the sign being given behind the brownies' backs while a leader or the pack guide takes the count.



The leaders part in the pow wow, apart from seeing fair play as to whose turn it is to speak next, is to lead the discussion skilfully when ideas are growing too fast, to add a suggestion of her own if ideas are slow in coming from the girls and to assist in arriving at a decision. You may need to point out the difficulties which may be involved if a certain decision is taken but it is important that the girls feel that the final decision is theirs — their ideas — their decisions — their pack!

A good pow wow can be one of the most stimulating and valuable parts of the meeting and may result, not only in the birth of new ideas and activities, but also a wonderful feeling of unity and achievement which comes from working together with others on something important.

Pow wow, like all other brownie activities is better if it is fairly short, fairly simple, and if it is carried out mostly by the brownies themselves.