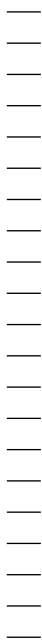




Examen HAVO

Engels (nieuwe stijl en oude stijl)



Hoger
Algemeen
Voortgezet
Onderwijs

Tekstboekje

20 | 01

Tijdvak 1
Donderdag 17 mei
9.00 – 11.30 uur

Beware, Mr Blair

SIR — Thomas Corrie should not be too concerned with Mr Blair’s desire to “re-brand” Britain in his party’s image (letters, Oct. 22). I am 26. I do want a monarchy and preferably with a yacht. I do want to take pride in this nation’s past. In fact, I do want to object to the empty modernising rhetoric of the Prime Minister.

Mr Blair should not presume that his vision for a “young country” is shared by those younger than he. If asked to decide between the virtues of the Queen and the values of the Prime Minister, I should opt for the former.

DAVID ACKERMAN
Hove, E. Sussex

*‘The Daily Telegraph’, October
25, 1997*

Service with a smile

How do you get your employees to care about their customers?

1 NAME a few companies that
 you love, or hate. For some
 people, such a list of winners and
 losers will reflect the quality of the
 5 companies' products. For others, a
 clever advertising campaign or a
 lousy environmental record. But
 when forging their opinions about a
 company, nothing seems to stir
 10 people's passions more than their
 dealings with its employees. Britain's Marks & Spencer and
 Hong Kong's Giordano, which
 regularly top surveys of customer
 15 attitudes in their respective markets,
 generally make higher returns than
 their competitors.

2 Helpful employees are, almost
 by definition, the key to success.
 20 Sometimes technology helps. Caterpillar, an American bulldozer firm,
 now installs diagnostic chips in all
 its new machines, which alert local
 dealers, via satellite, if a machine is
 25 in need of a new part; the dealer can
 then visit the user with the new part
 before the machine has even broken
 down. Ritz Carlton has built up a
 detailed database of customers' past
 30 visits to its hotels, so that its front-
 desk staff can anticipate a client's
 peculiarities, even if he has never
 stayed in that city before.

3 But high-tech tricks are rare. In
 35 most cases, good customer service
 comes down to managing people.
 Some airlines run employee incentive
 schemes that rely on input from
 customers: frequent fliers can award
 40 points to the best flight attendants.
 Incentives also work well when the
 employee himself can capture part
 of the profit. In shops, for example,
 an employee who is on commission
 45 is more likely to force a smile from
 the most demanding customer than
 one who is not.

4 But there is growing evidence
 that incentives for your front-line

50 employees do not produce good
 service on their own. Used-car
 salesmen after all usually operate 6
 on commission; so do over-zealous
 shop assistants. And, even if the
 55 incentives are right, they are no
 good if they are given to the wrong
 people. In the airline business,
 flight attendants are often the most
 visible employees, but many of the
 60 things that generate customer
 loyalty – such as flights that arrive 7
 on time, with your luggage aboard
 – are beyond their control.



5 Indeed, some critics think that
 65 the problem with incentive pro-
 grammes is that they tend to make
 companies focus on their employ-
 ees rather than their customers.
 Forum, a Boston marketing consul-
 70 tancy, points to the success of
 Asia's luxury hotels. These are
 often less high-tech than their
 western equivalents and their in-
 centives systems are often minimal.
 75 But everything the hotel does –
 from whisking a guest's bags up to
 his room as he checks in to
 ensuring a swift departure to catch

a plane – is designed to ease a
 80 business traveller's life.

The culture of their employees
 has a lot to do with the success of
 Asia's hotels. This plays into
 another idea that some marketing
 85 gurus now say is even more im-
 portant than providing front-line
 employees with customer databases
 and share options: choosing the
 right people in the first place.

90 In a new book on service-
 industry management, *The Service
 Profit Chain*, James Heskett, Earl
 Sasser and Leonard Schlesinger of
 the Harvard Business School high-
 95 light several companies that have
 found clever ways to hire the right
 people. Two approaches predomi-
 nate. The first is to find qualities
 shared by the best employees in
 100 your firm, and then seek out those
 with similar qualities. This borders
 on the obvious – if you want to staff
 a kindergarten, who wouldn't hire
 people who like children? – but the
 105 authors stress that employers should
 look for attitudes rather than skills.
 The former can seldom be taught;
 the latter can be instilled after
 hiring.

8 110 The other approach is far
 simpler, but requires more ingenu-
 ity. That is to turn the tables and let
 the right kind of employees select
 you. Many good sports stores, for
 115 example, are staffed with eager
 youngsters who know the equip-
 ment better than the manufacturers
 do. They are easily lured with em-
 ployee discounts, and will explain,
 120 with unbridled enthusiasm, the
 latest ways of risking one's neck.
 Happy employees alone are not a
 measure of success, but they make
 for happy customers – and, as
 125 everyone knows, the customer is
 always right.

'The Economist', July 12, 1997

Spare the Rod? Maybe

A study indicates a halt to spanking could decrease violence in the U.S.; critics are doubtful

BY MICHAEL D. LEMONICK

ONE OF THE TOUGHEST PARTS OF parenting is the seemingly endless series of decisions you have to make. Breast-feeding or formula? Cloth or disposable nappies? Day care or the mommy track? It is not as though there is an absolute right answer to any of these questions – yet parents often feel the wrong choice could be disastrous. That is especially true when it comes to spanking. Every parent has been in a situation where 10 seems like the only right way to correct little Janie's or Johnny's behavior. But at least since the 1960s, the conventional wisdom preached by parenting gurus has been that hitting is generally unwise because it sends a message that violence is an acceptable way to solve disputes.

Now comes a scientific study that frames the issue in larger societal terms. Writing in the journal *Archives of Pediatric and Adolescent Medicine*, University of New Hampshire sociologist Murray Straus and his colleagues report that “when parents use corporal punishment to correct antisocial behavior, the long-term effect tends to be the opposite.” Not only that – the authors suggest that if you spare the rod, you will help 11 the overall level of violence in American society.

Straus' study, first presented at a conference in 1994 and now appearing in formal publication with a more careful analysis of the data, is 12. It may prove something, say critics, but not what Straus thinks it does.

The problem has to do with who was in the study. Straus and company got their information from telephone interviews conducted by the U.S. Bureau of Labor Statistics beginning in 1979 with 807 mothers of children aged 6 to 9. They were asked how many times they had spanked their children in the past week and what the kids' behavior was like – did they lie, cheat, act up in school? Then the bureau polled the same group two years later. Sure enough, the kids who had been spanked had become increasingly 13.

But when you look a little closer at these findings, they start to seem a bit less straightforward. To begin with, observes Dr Den Trumbull, a Montgomery pediatrician, the women interviewed became mothers between 14 and 21. That is hardly a representative slice of American motherhood. 14, those who spanked did so on average twice a



BAD OLD DAYS? Not necessarily. In certain situations, say many pediatricians, a whack on the bottom may be good parenting

week. These factors, says Trumbull, plus the fact that some of the kids were as old as nine, “are markers of a dysfunctional family in my mind, and in the minds of most psychologists and pediatricians.”

Trumbull also observes that limiting the study to 6-to-9 year-olds distorted the results: by then kids can understand the consequences of their actions. For them frequent physical punishment is likely to be humiliating and traumatic – and might well lead to worse behavior down the line.

According to Trumbull, more sophisticated studies have consistently shown that corporal punishment is effective and not harmful to long-term development if it is confined to youngsters between 18 months and 6 years. Straus 15. He writes, “It is plausible to argue that corporal punishment of toddlers will have a more damaging effect than it does on older kids because it occurs at a crucial developmental stage.”

Trumbull, who is pro-spanking, adds that he favors corporal punishment only as a last resort, after putting a child on time out – a few minutes of inactivity – then warning him or her that the next miscue will bring a whack. Still, he says, punishment should be limited to one or two mild slaps on the buttocks. His views are widely shared. According to recent polls, more than two-thirds of pediatricians 16 parental spanking in certain situations.

“The usual example,” says child-abuse authority Mary Ann Mason, who teaches a course on Children and the Law at the University of California, Berkeley, “is when a kid races across the street in front of a car. The slap literally imprints on him the need for safety. 17 would consider that child abuse.”

It is the legitimate fear of child abuse that Trumbull believes is largely behind the anti-spanking movement, which started in the 1960s with the advent of more permissive parenting. But in the past decade or so, 18 in child-abuse cases has had public-health officials scrambling for an explanation. Blaming spanking made sense; the notion that violence begets

violence has a certain touchy-feely logic. Besides, most parents feel terrible after spanking their kids. What better reason to cut it out?

Trouble is, while spanking is down, child abuse is still up. It appears that well-meaning professionals have been using the wrong whipping boy – and 19 offers little reason to change that observation. – *Reported by Alice Park/New York and Jacqueline Savaiano/Los Angeles*

'Time', August 25, 1997

Burden of homework

IT WAS good to see someone finally standing up for children (Suzanne Moore, 22 April).

My own education was filled with the ethic that you did your learning out of the classroom.

What would I have done if I had been from a household where there was nowhere in the house to read a book in peace? What if I had been one of the less fortunate who shared a room with several siblings? What if I had not had parents who could aid and advise?

The line that children should be doing more homework is not only a cheap fix to the problems the education service faces, but it is also élitist. Children should not have to rely on affluent parents, a quiet household and a small family to have a good education.

R WHITTLE

London SW1

I FOUND Suzanne Moore's article a breath of fresh air. I play guitar and write songs in a band, a creative pastime if ever there was one, but homework seemingly robs me of my free time and gives me no chance to play. I am also interested in politics and philosophy, but simple things like thinking and paying attention to the world around

you are nearly impossible with a GCSE workload.

I don't want to go out and do drugs or rob people, I merely want enough time to be able to be myself. After a six-hour school day I am already tired enough, but with two and a half hours of homework the fatigue floods my brain. Work, work, work! Homework! Is this a country or a company?

DAN McKEE

(aged 16)

Balsall Common, West Midlands

QUITE APART from it being a shame if children were not to have time to sit and stare, that "idle" time is also developing a vital skill. Learning anything requires the ability to reflect; it is what distinguishes learning by rote from true understanding. Whether your child is trying to work out the latest twist in a soap opera plot, deciding if the answer to everything is really 42 or working out why cold water is colder than hot doesn't really matter. What is important is that they are thinking, analysing, developing the skill of reflection and therefore of learning itself.

MELISSA HAWKER

Fowlmere, Cambridgeshire

'The Independent', April 28, 1998

March of the superbugs

1 YOU can't see them but there are some very ugly
bugs out there and they are getting stronger and
stronger. They are clever. They are growing more
and more resistant to our drugs. The House of
5 Lords science and technology committee reports
that diseases such as tuberculosis and meningitis
are becoming increasingly hard to treat with
common antibiotics.

2 Whilst we entirely believe their Lordships, this
10 news is a bit hard to take. If you were looking for
the one single medical breakthrough that has saved
more lives than any other, it would be hard to beat
antibiotics. The news that this light is failing is
worrying even to a generation accustomed to the
15 idea of threatening global economic and nuclear
catastrophes. What is remarkable about this poten-
tial disaster is the casual way we walked into it.

3 Recent experience has taught us that one of the
first places to find carelessness is the farmyard. The
20 use of growth-promoting chemicals and the
excessive and unnecessary use of antibiotics has
turned our farms into factories for the production
of resistant bacteria. We have to do more than just
blame the farmers. It is not their fault. You cannot
25 argue that a farmer should cut out growth drugs
and antibiotics if that would place him at a
competitive disadvantage. Agriculture is an ex-
tremely competitive business. Getting your pig or
chicken to grow 5 per cent faster is no trivial gain.
30 The obvious answer is to phase out the routine use
of these drugs as quickly as possible. This has to be
done by government action on a European scale.

4 But another environment for antibiotic abuse, 8
and one closer to many homes, is the doctor's
35 surgery. A version of the "prisoner's dilemma"
operates. Those who have tried to calm a child with
a nasty sore throat or infected ear know that you
want something that will end your child's suffering
quickly. Through the whimpering you may recall
40 that widespread use of these drugs may be driving
civilisation towards the arrival of incurable super-

bugs. But in order to affect things, everyone would
have to give up the antibiotic habit, and not every-
one will – a child's sobbing sounds louder than any
45 warning.

5 Many GPs will also want a quiet life and
prescribe medicines where it is the safe thing to do,
especially where there is severe pressure from the
patient. Changes in working habits have greatly
50 increased these demands. Where mothers go out to
work they often cannot easily take time off to look
after a sick child; in the USA some day-care centres
(nurseries) even require a certificate that
antibiotics have been taken before a child who has
55 been sick is allowed to return to the centre.
According to the American Society for Micro-
biology, the number of American children under six
attending day-care has risen to 60 per cent since
1975; over that period, the amount of antibiotics
60 prescribed has tripled, and 20 to 25 per cent of
antibiotics in the USA are prescribed for children.
Day-care centres are also, of course, an ideal setting
for the spread of infection.

6 The only way to cut through this is, again, by
65 regulation. It requires action by government to roll
back over-prescription. There is a lot that can be
done simply by encouraging best practice and by
discouraging the worst cases of doctors doling out
these tablets as they might sweets.

7 70 But farmyards and pharmacies aren't the only
danger-spots. Your supermarket is now selling
another potential risk factor – the anti-bacterial
chopping board. It will only be a matter of time
before we follow the Americans and see many
75 more domestic articles – other kitchenware, soap,
even children's toys – which are advertised as
containing anti-bacterials. These may in time
become a further serious threat to normal bacterial
ecology. It might be advisable to have a look at
80 whether this particular technological leap forward
is one that we can live without.

8 Superbug may already be with us. The bacterium
pseudomonas aeruginosa is said to shrug off even
the current "last resort" family of antibiotics. We
85 have lived through many such scares that never
materialised. This time, though, there's enough to
worry about for us to think a change in habits is
needed. We may never meet a smaller or a more
dangerous enemy. We have no time to waste in
90 fighting back.

'The Independent', April 24, 1998

Death and the American

1 “AND if any mischief follow, then thou shalt
 2 give life for life, eye for eye, tooth for
 3 tooth.” The Old Testament words embarrass many
 4 late 20th-century Europeans; theirs is a Christianity
 5 modelled on the forgiving culture of the New Testa-
 6 ment, with its gentle advice to “love thy neighbour
 7 as thyself.” Americans are unembarrassed. More
 8 than any other western country, the United States
 9 takes religion both seriously and fundamentally. Is
 10 that why it still persists in putting its murderers to
 11 death?

12 Maybe not. After all, if the polls are right, most
 13 people in most countries support capital punish-
 14 ment. The difference in America is that its politi-
 15 cians, forever running for re-election, do too. Bill
 16 Clinton, the Oxford and Yale student, was a con-
 17 vinced opponent of the death penalty; two decades
 18 later the same Bill Clinton, as governor of Arkansas
 19 and a presidential candidate, authorised the execu-
 20 tion of Ricky Ray Rector, a brain-damaged black
 21 convict. In his second term, Mr
 22 Clinton is no longer running for
 23 office, but why waste political
 24 capital by advocating mercy for
 25 any murderer, let alone Timothy
 26 McVeigh, just sentenced to death
 27 for the bombing of the Oklahoma
 28 City federal building?

29 Why indeed? To do so would be
 30 to create controversy where there
 31 is none. True, the *Washington Post*
 32 last weekend editorialised against
 33 the McVeigh sentence (the state
 34 “should not have the authority to
 35 act as a killer has acted and take a
 36 life for a life taken”), but a standpoint of that sort
 37 is rare. For many, a more convincing reason to oppose
 38 the death penalty is its seeming racial bias: blacks
 39 make up some 13% of America’s population, but
 40 account both for half of its prisoners and half of
 41 those who are executed. The Reverend Jesse Jackson
 42 calls this “legal lynching” – a view which, inciden-
 43 tally, also leads him to oppose the sentence on Mr
 44 McVeigh.

45 Yet most Americans have little time for the critical
 46 remarks of the *Post* or the arguments of Mr Jackson.
 47 In a Harris poll carried out immediately after Mr
 48 McVeigh’s conviction, 75% said they believed in
 49 capital punishment. The support was across all
 50 parties and all regions, if not quite all races (black
 51 support for the ultimate penalty ran at 46%). The
 52 McVeigh trial seems to have changed no one’s mind.
 53 Gallup reckons that support for capital punishment
 54 rose from 42% in 1966 to 79% last year.

55 Now add some history to the statistical mix. From

the mid-1930s to the early 1960s, the rate of serious
 crime in the United States barely changed from year
 to year. Then came the 1960s, a decade not just of
 flower-power and free love but of social upheaval in
 which serious crimes soared.

America is still one of the most violent industrial-
 ised democracies in the world, despite putting more
 people into prison than its counterparts and despite
 more than 4,000 executions since 1930 (another 3,200
 or so Americans are on what is chillingly called
 “death row”). Clearly, a system of justice including
 the death penalty has had little deterrent effect.

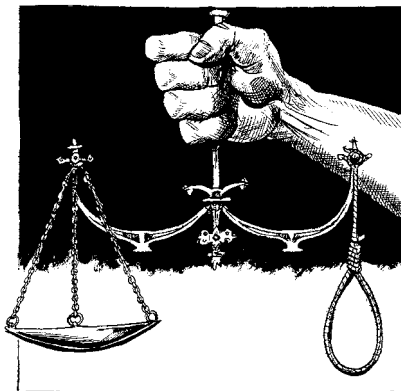
Yet few see that as an argument to change the sys-
 tem. What matters is not even prevention, although
 New York’s “zero tolerance” policing has helped to
 cut its murder rate in half, to 80-odd victims a month.
 Instead, what counts is retribution. Retribution is
 about having to account for one’s actions, and so
 about the fairness that informs the American view of
 how a society should be run.

8 If you work hard, you can
 9 and will succeed. This is the
 10 dogma underpinning the
 11 American dream. It energises
 12 the immigrant and it helps to
 13 explain why the underclass
 14 riots only rarely, despite the
 15 country’s enormous inequali-
 16 ties of wealth and opportunity.
 17 On the other hand, if you are
 18 lazy, you will fail; and above
 19 all, if you do wrong, you will
 20 be punished. Or at least you
 21 should be.

22 In other countries, legal
 23 flaws and inequities – especially the possibility that
 24 a man may be executed for a crime he did not
 25 commit – are enough to doom the death penalty.
 26 Not in America. Instead, death is modified by
 27 ludicrously lengthy appeals (the average stay of
 28 execution for state-imposed sentences is now almost
 29 nine years) which put off the day of accounting, but
 30 do not remove it altogether.

31 Arguably, the present passion for executing
 32 murderers is a passing phase: America has dropped
 33 it in the past, and some dozen states and the District
 34 of Columbia do not have a death penalty. But Mr
 35 Jackson and the *Washington Post* should not bet on
 36 the fashion changing fast. They may do better to
 37 remind a nation of believers that everyone, saint or
 38 sinner, must face the judgment of the Lord – so why
 39 anticipate it?

‘The Economist’, June 21, 1997



Personalized Time Capsules

Send Messages To The 21st Century

The Personalized Time Capsule is a large, rugged polyethylene vessel recommended for storing and sending messages and memories to the future for an opening in 10 to 50 years. It has been used by graduation classes, family reunions, teachers, wedding planners, business celebrations and in building dedications.

Originally made for the United States Navy to protect electronic instruments, this capsule was converted to peace time use. Polyethylene is recommended by time capsule specialists because it will not deteriorate and damage the contents like PVC. Attractively designed, this low priced gray capsule can be personalized with large white vinyl lettering, and includes complete instructions for your time capsule project. The capsule is 45 by 6 ¾ inches with a 5 ½ inch opening.

Price: \$80 basic capsule or \$98 with personalized lettering plus tax & shipping

To order contact: John Mallory, Time Capsule Consultant, 12258 Kirkdale Dr., Saratoga, CA 95070, USA 408-252-7447 or E-mail: Mallory58@aol.com

Time Capsules

Construction

- The container must be strong and airtight to prevent the entry of moisture, dirt and insects.
- The container should be non-corrosive. By far the best modern material for burial is stainless steel which is relatively cheap, easily fabricated and stable in adverse conditions.
- The capsule should be welded shut (difficult to open but will provide an excellent seal if the welding is done well!) Lead-tin solder should not be used as it will deteriorate in the ground, allowing water into the capsule. Screw-on caps can be used as opposed to welding or alternatively wing nuts can be used to clamp the lid in place. However, screw threads can 'seize' when left under pressure for a long time, making them difficult to unscrew.
- Bottles made of stable glass may survive very well, but are prone to being broken due to shifting foundations, frost or carelessness at the time of retrieval
- The use of plastic containers is open to debate. Not much is known about the long term stability of most plastics under burial conditions and it is possible that they may crack under extreme conditions and the seals may also be prone to wear. Large diameter high density polythene pipes have been used. The end caps can be heat sealed or threaded caps sealed with teflon tape.
- PVC (polyvinyl chloride) pipe should not be used for time capsules as it will eventually deteriorate and release acid affecting the contents of the capsule.
- Before burying, the capsule should be wrapped in a waterproof membrane.

Interior of the capsule

- Prior to sealing the capsule it should be packed with a 2.5"-3" layer of ceramic wool fibre, completely surrounding the documents, to protect them from the heat of welding.
- The environment inside the time capsule should be dry and oxygen free. After welding, oxygen should be removed by flushing the capsule with dry nitrogen through a small hole left for the purpose. The nitrogen will displace the oxygen in the container. The hole should be sealed rapidly.
- Silica gell or artsorb will help control the humidity in the capsule.

Contents of the capsule

Non paper objects:

- Objects which can decompose and thus give off corrosive substances should be avoided. This includes all plant, animal and insect specimens and anything containing batteries.
- Polyvinyl acetate (PVAC) or polyvinyl chloride (PVC) will release acid as they age and should be included only with extreme caution. Objects should be wrapped in acid accepting paper, buffered acid free tissue or washed cotton. These materials will absorb acid.
- Rubber also deteriorates over time, releasing sulphur. Materials made of rubber should not be used in capsules.
- Textiles should be clean and insect free. Most textiles survive well in a nitrogen environment.
- All wood, especially oak gives off acid. It should be kept away from any electronic or metal items which are being included in the capsule.
- Metal items should be free of visible corrosion and in sound physical condition. Avoid polishing items before they are inserted into the capsule.
- Electronic devices should have their batteries removed and discarded. Leave instructions on the voltage and current requirements of the device. Solar powered devices are a useful alternative. Paper instruction manuals should be stored away from anything electronic.
- Use archival quality audio and video tape. Bear in mind that the equipment necessary to play back these items may not exist when the capsule is opened!

Paper:

- Permanent paper (paper of an archival quality should be used). If permanent paper is not used, all documents should be deacidified to help prevent chemical degradation. A professional paper conservator should be employed to do this.
- Newsprint is destroyed rapidly by acid residues left in the paper from the manufacturing process. Newspapers must be deacidified.
- If typed documents are to be included, a pure carbon typewriter ribbon should be used. If hand written, archival record ink, not biro should be used.
- Before being placed in the container, the documents should be dried so as to reduce the relative humidity to 30%.
- Each artefact or set of documents should be placed in an inert polyester bag prior to insertion into the capsule. This will ensure that dissimilar materials are isolated from one another.

Photographs:

- Black and white photographs should be used in preference to colour material.
- All colour photographic material has a relatively short life and may be in danger of darkening or fading. Polaroid photographs should not be used even in short life capsules due to their instability.

Burying the capsule

- Place the capsule in a cool, dry location, where it will not be exposed to great fluctuations in temperature.
- Time capsules are most commonly found buried below ground level in the foundations of buildings. A drained concrete or brick vault lined with fibreglass should be built in order to minimise temperature fluctuations and prevent access of water.
- The site of a time capsule is often marked in some way.

The International Time Capsule Society exists to maintain a register of all known time capsules, to promote research into the history, variety and motivation of time capsule projects, to educate and raise awareness of time capsules among the public and scholarly community and to act as a clearing house for information about time capsules.

For more information contact: Brian Durrans, Deputy Keeper, The British Museum Department of Ethnography, Museum of Mankind, 6 Burlington Gardens, London W1X 2EX

Factsheet produced by: The British Library, National Preservation Office, Great Russell Street, London WC1B 3DG.
Tel: 0171-412 7612 Fax: 0171-412 7796



UK Parliament

Visits to both Houses of Parliament

The House of Commons Information Office is often asked how visitors may tour the Palace of Westminster (Houses of Parliament).

1. United Kingdom Residents

People who are resident in this country should get in touch with their local Member of Parliament (see our constituency locator service on the Internet or contact the House of Commons Information Office if there is doubt) or a Peer whom they know. The MP or Peer concerned can usually arrange for them to take a tour in English or another language. Applications should be made as far in advance as possible. Furthermore, tours can be done only when the House is not sitting. This is usually on Monday, Tuesday, Thursday mornings, and Friday afternoon after 3.30 pm. Times vary during recesses and visitors should be prepared to be flexible about their arrangements. Wednesday and Thursday mornings are also available for tours, but they are confined to the House of Lords only. The address for contacting MPs is: *House of Commons, Westminster, London SW1A 0AA*

2. Overseas Visitors

Visitors from overseas can obtain a permit to tour the Houses of Parliament by applying to the Parliamentary Education Unit. When the House of Commons is sitting, a permit can be issued which will enable a party of up to 16 people to tour the Palace of Westminster between 3.30 - 5.30 pm on a Friday afternoon, provided that both Houses have concluded their business for the week.

Overseas visitors should apply to the Parliamentary Education Unit at the address given below, giving as much notice as possible. If possible, they should provide an address in this country where they may be contacted, in addition to their home address. They should also give a range of dates when they would be able to come and state the number of people in their party (the maximum permitted is 16).

Permits obtained in advance are essential for those wishing to take a tour. Parties do not require a guide, but if they would like one, registered guides who are qualified to guide in the Palace of Westminster, including those who speak foreign languages, can be booked through the Guild of Registered Tourist Guides or the Association of Professional Tourist Guides. Further information about guides will be sent with permits. The Parliamentary Education Unit cannot be responsible for the booking of, or paying for, guides.

Please note that Embassies and High Commissions have no means of arranging tours.

3. Days and Times of Tours

During recesses, the days and timing of tours may vary. As a rule, they take place in the morning, from 9.30 am - 12 noon, on the following days:

- Christmas Recess (from January 2nd) - all weekdays
- Easter Recess - all weekdays
- Spring Bank Holiday Recess - all weekdays

- Summer Recess
 1. July (if applicable) and August - Wednesdays and Thursdays
 2. September - Tuesdays, Wednesdays and Thursdays
 3. October (if applicable) - all weekdays

At any time, should either House sit unexpectedly during a recess or beyond the usual hour of adjournment on a Friday, tours may have to be cancelled, possibly without prior notice.

The Houses of Parliament are closed at weekends, on bank holidays and between the rise of the House for Christmas and the New Year.

4. Educational Institutions

Schools or other educational institutions based in this country should normally contact their local MP to arrange a tour of the Houses of Parliament. However, the Parliamentary Education Unit arranges a series of educational visits suitable for older school children or adult education students. These take place in the autumn, but are advertised in the Times Educational Supplement in March. Teachers and others wishing to participate are advised to contact the Education Unit early.

When the House of Commons is sitting, the Unit also arranges a programme of Wednesday visits during term time, which is aimed at year 8-10 pupils. Further details are available from the address below. The Parliamentary Education Unit acts for both Houses of Parliament.

For all other educational visits, organisers should write to their local MP as in 1 above. Parties from overseas educational institutions may also apply to the Parliamentary Education Unit, who may be able to arrange for a permit to tour in accordance with the usual restrictions (see 2 above), which apply to permits for any overseas visitor. An information leaflet, **Educational Visits to Parliament**, is available from the Parliamentary Education Unit on request.

5. Visits to the Strangers' Gallery

There are separate pages that give details of how to gain access to the Strangers' galleries in order to attend a debate in the House of Commons and the House of Lords.

Addresses to contact:

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Safety Code of the American Whitewater Affiliation

**Three Decades of Service
to the
Paddlers of America**



Adopted 1959 — Revised 1987

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GROUP PREPAREDNESS AND RESPONSIBILITY

1. Organization. River trips should be regarded as common adventures by all participants, except on specially designated instructional or guided trips. The group is collectively responsible for the conduct of the trip, and participants are individually responsible for judging their own capabilities and for their own safety as the trip progresses.

2. River Conditions. The group should have a reasonable knowledge of the difficulty of the run. Participants should evaluate this information and adjust their plans accordingly. If the run is exploratory or no one is familiar with the river, maps and guidebooks, if available, should be examined. The group should secure accurate flow information; the more difficult the run, the more important this will be. Be aware of possible changes in river level and how this will affect the difficulty of the run. If the trip involves tidal stretches, secure appropriate information on tides.

3. Group equipment should be suited to the difficulty of the river. The group should always have a throw line available, and one line per boat is recommended on difficult runs. The list may include: carabiners, prussick loops, first aid kit, flashlight, folding saw, fire starter, guidebooks, maps, food, extra clothing, and any other rescue or survival items suggested by conditions. Each item is not required on every run, and this list is not meant to be a substitute for good judgement.

4. Keep the group compact, but maintain sufficient spacing to avoid collisions. If the group is large, consider dividing into smaller groups or using the "Buddy System" as an additional safeguard. Space yourselves closely enough to permit good communication, but not so close as to interfere with one another in rapids.

A. The lead paddler sets the pace. When in front, do not get in over your head. Never run drops when you cannot see a clear route to the bottom or, for advanced paddlers, a sure route to the next eddy. When in doubt, stop and scout.

B. Keep track of all group members. Each boat keeps the one behind it in sight, stopping if necessary. Know how many people are in your group and take head counts regularly. No one should paddle ahead or walk out without first informing the group. Weak paddlers should stay at the center of a group, and not allow themselves to lag behind. If the group is large and contains a wide range of abilities, a designated "Sweep Boat" should bring up the rear.

C. Courtesy. On heavily used rivers, do not cut in front of a boater running a drop. Always look upstream before leaving eddies to run or play. Never enter a crowded drop or eddy when no room for you exists. Passing other groups in a rapid may be hazardous: it's often safer to wait upstream until the group ahead has passed.

5. Float plan. If the trip is into a wilderness area or for an extended period, plans should be filed with a responsible person who will contact the authorities if you are overdue. It may be wise to establish checkpoints along the way where civilization could be contacted if necessary. Knowing the location of possible help and preplanning escape routes can speed rescue.

6. Drugs. The use of alcohol or mind altering drugs before or during river trips is not recommended. It dulls reflexes, reduces decision making ability, and may interfere with important survival reflexes.

7. Instruction or guided trips. In this format, a person assumes the responsibilities of a trip leader. He or she may pass judgement on a participant's qualifications, check equipment, and assume responsibilities for the conduct of the trip normally taken by the group as a whole.

A. These trips must be clearly designated as such in advance, as they could expose the leader to legal liability. Trip or personal liability insurance should be considered.

B. Even on trips with a designated leader, participants must recognize that whitewater rivers have inherent hazards, that each person is still responsible for their decision to participate and their safety on the water.

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