

*M. Boude*

# THE ST. JOHN AMBULANCE BRIGADE



# AUSTRALIAN CADET MANUAL

*HCT Cadet  
Divisions*

The Most Venerable Order of the Hospital of St. John of Jerusalem  
The Priory in Australia

## St. John Ambulance Brigade



# AUSTRALIAN CADET MANUAL

**This book belongs to:**

.....

Address .....

..... Postcode.....

Telephone.....

**IMPORTANT DATES**

Date of birth.....

Preliminary First Aid Certificate.....

Preliminary Home Nursing Certificate.....

Date of joining Brigade.....

Grand Prior's Badge.....

First Aid Certificate.....

Nursing Certificate.....

Date of Promotion to Adult Division.....



HER MAJESTY QUEEN ELIZABETH II  
SOVEREIGN HEAD OF THE ORDER OF ST. JOHN

## FOREWORD

This Australian Cadet Manual is the official training reference for use by St. John Ambulance Brigade Cadets in Australia. Whilst this Australian edition has modified some Proficiency Subjects for Australian conditions, every effort has been made to preserve the traditional scope and St. John approach, so that the Grand Prior's Badge retains the same significance around the world.

Much useful material is provided to give Cadets a better understanding of the Brigade and the Order of St. John. The improved availability of reference and resource materials via school and local libraries has enabled the Manual to set only the requirements for each subject. This should enable desirable flexibility across a continent as large and diverse as Australia.

Every Cadet should aim to qualify for the Grand Prior's Badge. This Manual, by making the requirements for each subject readily available to all members, should encourage participation in the Cadet Movement and Proficiency Badge activities.

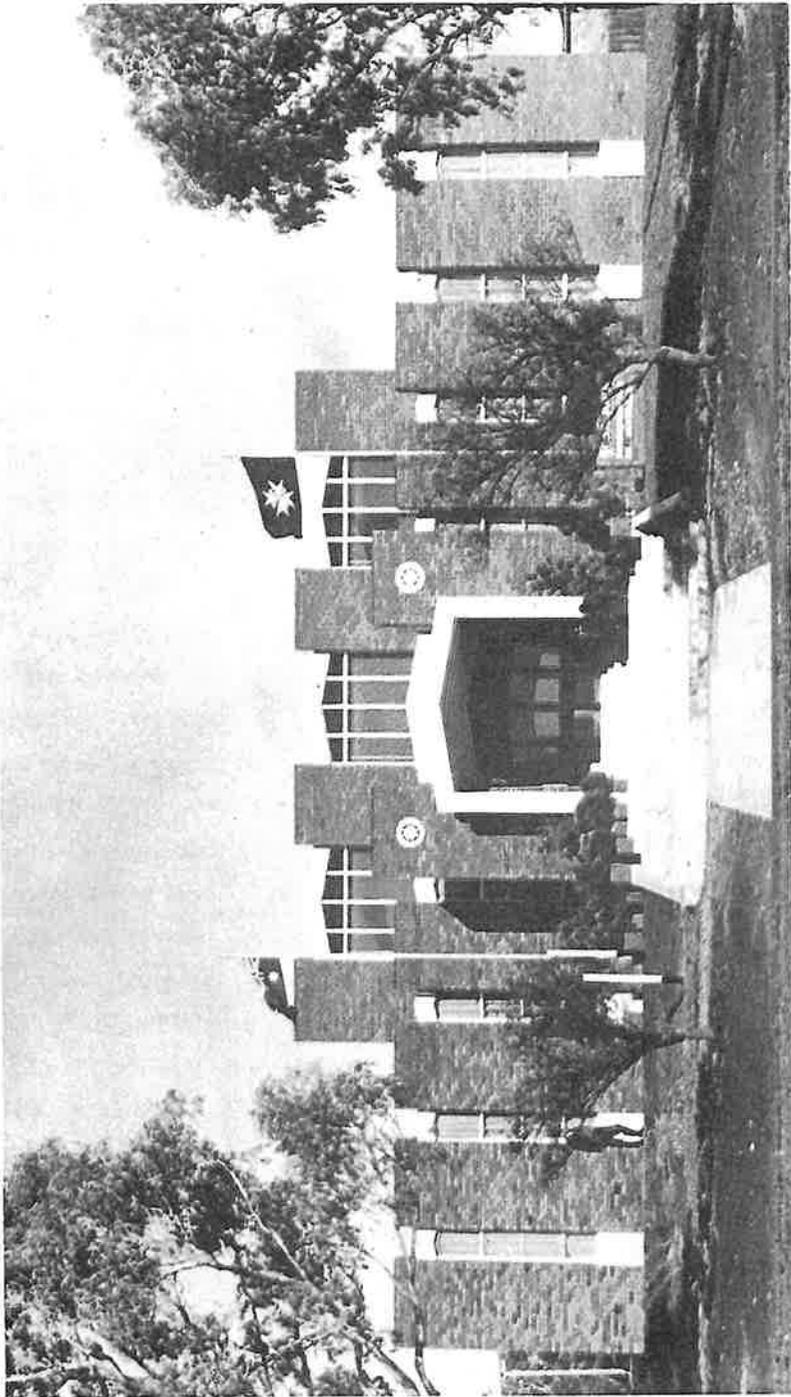
This Australian edition has taken several years to finalise. During this period many useful comments and suggestions have been received from all Districts. On behalf of the Brigade and the Cadets, I thank the Chief Staff Officer (Cadets) Ashley Mason and the Project Co-ordinator District Officer Richard Bluck and all those who have assisted them.

I wish many happy and instructive hours to all Cadets as they use this Manual in the service of the Order.

DOUGLAS DONALD,  
CHIEF COMMISSIONER.

June, 1978.





*Order of St. John, Priory Headquarters, Canberra.*

## THE ST. JOHN WORLD

As you read of the famous History of the Knights of St. John, you will be aware that they came from many different countries to form an international Brotherhood, to serve and protect their fellow men.

Today, the modern Orders of St. John operate in many nations. The British-based Most Venerable Order of the Hospital of St. John of Jerusalem operates in:

### **Priories**

Australia  
Canada  
England  
New Zealand  
Scotland  
South Africa  
Wales

### **Commanderies**

Ards (Northern Ireland)  
Central Africa  
Western Australia

### **Other Independent Nations**

Barbados  
Cyprus  
Fiji  
Ghana  
Grenada  
Guyana  
India  
Jamaica  
Kenya  
Malawi  
Malaysia  
Malta  
Mauritius

Nigeria

Pakistan  
Papua-New Guinea  
Sierra Leone  
Singapore  
Sri Lanka (Ceylon)  
Swaziland  
Tanzania  
Trinidad & Tobago

Uganda

Zambia

### **Associated States**

Antigua  
Dominica  
St. Kitts-Nevis-Anguilla  
St. Lucia  
St. Vincent

### **Other Overseas Territories**

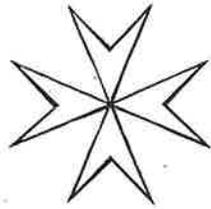
Belize  
Bermuda  
British Virgin Islands  
Gibraltar  
Hong Kong  
Montserrat  
Seychelles

Locate each of those places in your atlas. Perhaps you may like to make a wall map showing each of those countries. The way of life and the people may be different, but the members of the St. John Ambulance around the world all look back to a common origin of the Knights of St. John; and all have a common aim—"The Service of Mankind".

You may attend an Australian Cadet Camp where there are Cadets from other countries; then you will come to understand what an international Brotherhood really is. In the meantime, ask your Officers to arrange a pen-friend for you (a Cadet in another country). For more details, see the International Friendship Badge (Page 106).

## THE ST. JOHN CROSS

The eight-pointed cross first became the badge of the Order in the year 1023 when the Knights of St. John rebuilt their Hospital in Jerusalem with funds donated by the merchants of the Republic of Amalfi (a city on the west coast of Italy, south of Naples). In gratitude for this support, the Knights adopted the emblem of the Republic as their own badge. The origin of the symbol is not known—one idea being that it represents four arrowheads.



The original Cross of the Order of St. John.



The St. John Cross of the Most Venerable Order (British Commonwealth)

The Knights said that the four arms of the cross symbolise the four Christian virtues—Prudence, Temperance, Justice and Fortitude (check these words in your dictionary). The eight points represent the eight Beatitudes which spring from the practise of the four virtues.

“Blessed are the poor in spirit, for theirs is the kingdom of heaven;  
 Blessed are those who mourn, for they shall be comforted;  
 Blessed are the meek, for they shall inherit the earth;  
 Blessed are those who hunger and thirst for righteousness, for they shall be satisfied;  
 Blessed are the merciful, for they shall obtain mercy;  
 Blessed are the pure in heart, for they shall see God;  
 Blessed are the peacemakers, for they shall be called sons of God;  
 Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.”

—(Matthew 5, 3-10).

The whiteness of the cross symbolises the purity of life. The St. John cross often is referred to as the “eight-pointed cross”, the “White Cross” and the “Maltese Cross”—this last name because of the association which the Knights of St. John had for a long time with the island of Malta.

The Most Venerable Order of St. John added the British lion and unicorn when the British Langue (the Knights were grouped by language) became a national Order. The St. John Cross being embellished on the four principal angles alternately with a lion passant guardant and a unicorn passant.

The Knights Hospitallers' flag and battle dress emblem was a large plain white cross on a red background. The other famous military Order, the Knights Templar, wore a plain red cross on a white background, until they were disbanded and their property and wealth passed to the Knights Hospitallers.

In the 1920's, W. Edwards, Secretary of the Order, developed the “Ambulance Cross”. This linked the eight points of the white cross with eight qualities of an effective first-aider.



The “device” or badge of the St. John Ambulance Brigade which appears on the cover of this book is protected by law, and may not be used or worn by any unqualified person.

### EIGHT BEATITUDES

Merciful  
 Pure  
 Peacemakers  
 Persecuted  
 Humble  
 Comforters  
 Meek  
 Righteous

### FOUR VIRTUES

Justice  
 Fortitude  
 Prudence  
 Temperance

### AMBULANCE CROSS

Observation  
 Tact  
 Resource  
 Dexterity  
 Explicitness  
 Discrimination  
 Perseverance  
 Sympathy

Find each of these words in a dictionary and read their meanings. Do you think each of the words (and their meanings) is relevant to modern living? Why? You may find it helpful to discuss this topic with your fellow Cadets and/or Leaders—perhaps one word at each training parade, until all are dealt with each year.

## WHAT IS A ST. JOHN CADET?

A St. John Ambulance Brigade Cadet is a boy or girl between the ages of eleven and seventeen years. The St. John Cadet is trained in the rendering of first aid to injured and sick people—and, in addition, the girls are trained in Home Nursing.

St. John Cadets wear a special uniform and meet weekly to train and practise their first aid and home nursing skills. Boys meet in groups called Ambulance Cadet Divisions, and the girls meet in groups called Nursing Cadet Divisions.

As a St. John Cadet, you will make new friends within your Division and participate in many interesting activities. The Cadet Badges and the Proficiency Subjects described in this Manual, indicate the range of activities available to Cadets. Being a St. John Cadet is interesting as well as useful training for good citizenship.

St. John Cadets are encouraged to be physically fit and mentally alert. The main purpose of Cadet training is to enable you to help other people, and perhaps even save their lives. St. John Cadets have, over the years, saved many lives, rescued people and helped others in many different ways.

St. John Cadets are ready to help and serve—not just when in uniform or on official public duty—but at all times; at home, at school, sports meetings, motor accidents or wherever people are in distress or hurt. This willingness to help others, is putting into practice one of the mottoes of the Order of St. John: “Pro Utilitate Hominum”—“For the Service of Mankind”.

Welcome now to St. John Cadets. We hope you enjoy yourself, have a lot of fun and learn a great deal. The learning of skills really depends on how much time and effort you put into your Cadet activities.

And now! It's over to you . . . !!!

## BECOMING A CADET

Boys and girls wishing to become St. John Cadets must:

- (a) have reached the age of 11 years;
- (b) have the written permission of their parent/guardian to join;
- (c) have a Preliminary First Aid Certificate;  
(Nursing Cadets must also obtain a Preliminary Home Nursing Certificate within the calendar year following the year of enrolment.)

Before enrolment, all candidates should know the Cadet Code of Chivalry.

Once you satisfy these requirements, you are eligible to join a Cadet Division as a full Cadet member, wear the St. John Cadet uniform, take part in public duties, Cadet camps and the many other interesting activities described in this Manual.

Boys and girls who have attended Cadet meetings regularly for a period of two months will be known as “Probationary Cadets” until they obtain the qualifying Preliminary First Aid Certificate.

When you become a Cadet, you are entitled to wear the Cadet Badge, which is the same for all St. John Cadets in Australia and throughout the world; and, indeed, may be worn only by St. John Cadets.



## FIRST AID TRAINING

Being able to give good first aid is what St. John Cadets is all about. Whilst you make many new friends, do public duties, have fun, and learn about other topics via Proficiency Badges—it is first aid which is the Brigade's special task. No-one can make you a good first aider—you have to work at it yourself. Do as much reading of your text at home as possible—especially the theory background—this enables your weekly training parades to concentrate on practical first aid (the “doing” bits).

First Aid is a skill which needs practise—your Leaders will plan a variety of incidents to give you practise at diagnosis and treatments—to keep your skills up to date, but to avoid boring repetition of the same old jobs.

Remember, **diagnosis** is probably the most important thing in first aid; ie. working out what is wrong, from the History, Signs and Symptoms of the case. It is no good knowing all the treatments if you can't work out which ones to use. Try to get as much experience in diagnosis as possible—help each other by acting out injuries, plastic wounds (Casualty Simulation Badge?), describing situations so that you can do the “detective work” by putting the “clues” together to get a diagnosis. When on public duty, watch adult members making diagnoses—when the job is over, politely ask them to explain the clues they found and discuss the job with them.

If there is anything you are not sure about in the textbook, mark it with a pencil and ask your Leaders to explain it to you; perhaps get to parade a little early. Other Cadets may have the same questions—check with them. When in doubt—ASK!



*Ambulance Cadets training in a simulated accident.*

## PRELIMINARY FIRST AID CERTIFICATE REQUIREMENTS

(Approved by Director St. John Ambulance Association)

### Candidates should:

1. State orally the answers to a least two theoretical questions taken from the text of the First Aid Manual.
2. Demonstrate the method of artificial resuscitation.
3. Demonstrate an effective means of controlling severe external haemorrhage in the context of a “typical” first aid incident.
4. Demonstrate the correct treatment of at least one of the following fractures:
  - Clavicle
  - Scapula
  - Ribs
  - Humerus
  - Radius/Ulna
  - Hand/Wrist
  - Pelvis
  - Patella
  - Tibia/Fibula
  - Foot/Ankle
5. Demonstrate the correct use of bandages for:
  - (a) control of bleeding; and
  - (b) one of the following bandages for retaining dressings in position—Head, Hand, Foot, Knee.
6. Demonstrate the diagnosis and correct treatment of an unconscious patient.

### Requirements:

- (a) Minimum total instruction time must be at least 18 hours.
- (b) Candidates should attend at least 80% of lectures and practical sessions before presenting themselves for examination.
- (c) The Instructor(s) may in no case conduct the examination.
- (d) Pass marks 11-16 years 65%.
- (e) Instructors should make their sessions as practical as possible.

### Suggested Instructors/Examiners:

- (i) Approved St. John Ambulance Association Examiner.
- (ii) Brigade Surgeons or others approved by the Commissioner.  
(Note: Some Districts have a policy that P.F.A. examinations for Probationary Cadets should be conducted by local Corps Officers (C) or other Staff Officers.)

### Suggested References:

- (a) First Aid Manual (Australian Edition), published by the St. J.A.A.
- (b) “What is First Aid?”, St. J.A.A. Australia.
- (c) “First Steps in First Aid”, St. J.A.A. (UK). Very good for Juniors.

**SPECIAL NOTE:** The P.F.A. Certificate is a requirement for membership for Cadets and is not to be counted as a Proficiency Subject for the Grand Prior's Badge.

## PRELIMINARY HOME NURSING CERTIFICATE REQUIREMENTS

(Approved by Director St. John Ambulance Association)



### Candidates should:

1. State orally the answers to at least two theoretical questions taken from the text of the Preliminary Nursing Manual.
2. Demonstrate the taking of the pulse, temperature and respiration rates, and a method of recording the results.
3. Demonstrate a method of administering oral medicines and state the precautions to be taken by the home nurse.
4. Demonstrate the care and treatment of wounds, and apply one of the following (to retain a dressing with a roller bandage):
  - Reverse Spica on Limb
  - Hand
  - Foot
  - Knee
  - Elbow
  - Fingers
  - Thumbs
5. Demonstrate with one other assistant how to make or change a bed.

### Requirements:

- (a) Minimum total instruction time must be at least 18 hours.
- (b) Candidates should attend at least 80% of lectures and practical sessions before presenting themselves for examination.
- (c) The Instructor(s) may in no case conduct the examination.
- (d) Pass marks 11-16 years 65%.
- (e) Instructors should make their sessions as practical as possible.

### Suggested Instructors/Examiners:

- (i) Approved St. John Ambulance Association Examiner.
- (ii) State Registered Nurses or others as approved by the Commissioner.

### Suggested References:

- (a) "Care of the Sick in the Home", St. J.A.A. (Australia).
- (b) "Preliminary Nursing Manual", published by the St. J.A.A. (UK).
- (c) "First Steps in Home Nursing", St. J.A.A. (UK). Very good for Juniors.

**SPECIAL NOTE:** The P.H.N. Certificate may be counted as a Proficiency Subject for Grand Prior's Badge purposes, for both Ambulance and Nursing Cadets.

## YOUR CADET DIVISION

The "Division" is the name of the basic group of the St. John Ambulance Brigade. There are four types of Divisions:

- Ambulance Divisions (Adult men)
- Nursing Divisions (Adult women)
- Ambulance Cadet Divisions (Boys)
- Nursing Cadet Divisions (Girls)

Divisions meet each week to train together, practise their skills and develop teamwork and, of course, for fun and friendship.

A Cadet Division consists of not less than eight and not more than forty members. Divisions usually are identified by the name of suburb or town in which they meet; eg. Newcastle Ambulance Cadet Division, Glenelg Nursing Cadet Division.

Sometimes when Divisions are new or small and both boys and girls meet to train together, "Combined Divisions" are formed: eg. Colac Combined Cadet Division. However, where possible, it is usual for separate Ambulance Cadet and Nursing Cadet Divisions to be formed.

Divisions meet in a wide variety of places—some have their own halls, others use local meeting places, schools, etc. Whilst it is important to have good meeting and training space and equipment, it is really the people who make a Division. A Division is as "good" as its members want it to be.

You should try to make your Division as efficient as possible. Attend meetings regularly and on time. Wear your uniform smartly. Look after the equipment and help get more. Help other members—remember that old saying, "a chain is only as good as its weakest link"—by working together and helping each other; this will ensure that there are no "weak links" and that each Cadet is as good as he or she can be.

Take part in all Cadet activities—local training, public duties, camps, Proficiency Certificate subjects, first aid competitions—and you will be making your Division strong and getting the most out of your St. John experience. Members of the Brigade are "volunteers" (ie. no-one is paid any money for work done); the only "pay" is the satisfaction and pleasure of helping others and working together in friendship.

## YOUR LEADERS

Most of this Manual is for and about St. John Cadets. However, you should know something about those people who are the leaders of your Division. They have been specially chosen because they are interested in leading boys and girls in Cadet Divisions.

All organisations have titles for people to indicate their job role, and authority to make decisions, eg. **Principal** of a school, **Managing Director** in a company, **Workshop Supervisor** in a factory, **Captain** of a sports team or of a ship.

In the St. John Ambulance Brigade, some leaders are called "Officers" and others are called "N.C.O.'s" (Non-Commissioned Officers). An Officer receives a commission warrant—which is a special paper which gives the title, authority and responsibility of the rank to which he is appointed.

The leaders in a St. John Cadet Division are:

- Divisional Superintendent (C)
- Divisional Officer (C)
- Cadet Leader
- Sergeant
- Corporal

These titles, or "ranks" as they are called, are the same in the Adult Divisions—except that adult ranks have no "C" after them (the "C" indicates an Officer of the Cadet Movement of the Brigade), and there are no Cadet Leaders in Adult Divisions.

### Divisional Superintendent (C)

This Officer is the leader in charge of a Cadet Division, and is responsible for the administration, training, efficiency and discipline of the Division. His other duties include finding other leaders to help, raising money for the Division, ensuring that Cadets participate in public duties with Adult members of the Brigade and that they eventually transfer to the Adult Division on attaining the age of 17 years. So you can see that the Divisional Superintendent (C) is a very busy person; and he needs other leaders to help, if all these jobs are to be done properly. A Divisional Superintendent (C) must be at least twenty-one years of age.

### Divisional Officer (C)

This Officer helps the Divisional Superintendent (C) in running the Division. There may be one Divisional Officer (C) for every twelve Cadets (including NCO's) in a Division. Minimum age for a Divisional Officer (C) is 18 years.

### Cadet Leaders

Cadet Leaders are exactly what the name describes. They have Adult First Aid/Home Nursing Certificates, and are at least 16 but not more than 20 years of age. Cadet Leaders are not Officers, but rank above NCO's.

### Sergeants and Corporals

These are the NCO ranks and are filled by boys and girls who assist as leaders in the running of their Cadet Division. There may be a Sergeant for every twelve Cadets (including Corporals), and a Corporal for every six Cadets in a Division.

These are the leaders of our Cadet Divisions. You should always listen carefully to what they say, and try to help them as much as possible. Being a leader means doing more work to help make the Division and its members better. All this work is aimed at helping you to learn more, and to have more fun. So help them to help you. When you are uncertain, or do not understand something, do not hesitate to ask one of your leaders—someone will know the answer.

One day you may wish to be a leader—to pass on to other boys and girls the knowledge and skills you have learnt. But first we have much to do as Cadets—so let's start by learning how to recognise our leaders by the badges they wear on their uniforms. Our "badges of rank" as they are called, are a quick and simple way to indicate titles and job responsibilities.



*H.R.H. THE PRINCESS ANNE  
Commandant-in-Chief of Ambulance and Nursing Cadets*

# The St. John Ambulance Brigade



## Code of Chivalry

### I Promise

To serve God

To be Loyal to the Sovereign and to  
my Officers

To observe the mottoes of the Order,  
which are: "Pro Fide"—For the Faith;  
"Pro Utilitate Hominum"—For the  
Service of Mankind

To be thorough in work and play

To be truthful and just in all things

To be cheerful and prompt in all I do

To help the suffering and the needy

To be kind to all animals

## CADET CODE OF CHIVALRY DISCUSSED

"Chivalry" is a word meaning **way of behaviour**—in particular, a way of life devoted to serving and protecting the weak. The medieval Knights, including the Knights of St. John, had a very highly developed sense of service to their fellow men and a strong code of chivalry (or behaviour).

The Cadet Code of Chivalry embodies the ideals practised by the Knights of St. John over many hundreds of years—the values of the ideals being just as important today as they were a thousand years ago. Just think how much happier the world would be if everyone tried to guide their words and actions and to live their lives as suggested by the Code of Chivalry.

St. John Cadets promise much—to observe the Code of Chivalry. All Cadets should memorise the Code and try to the best of their ability to put it into practice in daily life. It may not always be easy, but you should do your best.

Read the Code through carefully and think about each line—what does it mean to you? The following are just a few thoughts on each line and should not be considered the only interpretation.

### "To serve God"

The word "God" means many different things to people all over the world. To some it represents a spirit, to others a person and to yet others, a way of life. Whatever your religion, it will include the idea of a "God", and most religions have the idea of "brotherly love" (ie. "do unto others as you would have them do unto you"). Talk about this with your parents. The Brigade is non-sectarian; that is, it welcomes as its members people of all beliefs. The work of the Order of St. John is carried out without distinction of race, class or creed.

### "To be Loyal to the Sovereign and to my Officers"

Loyalty means being true to your promise, faithful and dependable. You can see how important it is for Cadets to be faithful and dependable not only for those they help, but to the organisation and to their fellow Brigade members with whom they work. Look closely at what you promise in the Code of Chivalry—for it is no good saying one thing, and then doing something different. The Queen is the Sovereign Head of the Order of St. John. Your Officers are in the Brigade to help you, and as they are loyal to you, so too should you be loyal to them. This will make the whole team stronger and more efficient.

### "To observe the mottoes of the Order, which are: 'Pro Fide'—For the Faith; 'Pro Utilitate Hominum'—For the Service of Mankind"

These are the great mottoes of the Order of St. John, observed and handed on for hundreds of years by the Knights. 'For the Faith' reflects the religious origins of the Order and is linked with 'To serve God'—the "Faith" being a personal and individual matter. It also reminds us to have faith in ourselves and our fellow man. 'For the Service of Mankind' reflects the basic reason for the Order's activities—to help our fellows in distress. This unselfishness in modern life reflects the charitable service of the early Knights of St. John.

**“To be thorough in work and play”**

If something is worth doing, then it is worth doing well (ie. to the best of our ability). Giving attention to details, checking to see that all is correct, etc. not only prevents mistakes but, in first aid, may save a life.

**“To be truthful and just in all things”**

Telling the truth may sound simple enough—but it is not always easy—particularly if we are at fault or have done something wrong. However, once people don't tell the truth, we lose our trust in them—think how difficult this makes teamwork. People are different and we should be fair in our dealings with everybody.

**“To be cheerful and prompt in all I do”**

A smile makes friends. How much happier we all would be if we smiled and tried to be cheerful. We all enjoy doing some things more than others—however, even when doing something that we are not so keen about, we should try to be cheerful and work hard. It is difficult for, and weakens, the team if its members cannot be relied upon to be on time.

**“To help the suffering and the needy”**

This reminds us that there are many people in need of help—not just those who may faint at the football, or who are in motor accidents. As St. John Cadets, we should help anybody. We should not become so involved with our own activities or problems, that we lose sight of the fact that the basis of St. John service is to help others.

**“To be kind to all animals”**

Animals cannot talk to us, nor argue back if they disagree with us. Being kind to animals does not just mean being nice to them, but also finding out about the correct way to handle and look after them—the correct feeding, housing, exercise and general care.

## THE ENROLMENT CEREMONY

The Cadets to be enrolled being drawn up in line, the Enrolling Officer shall say:

“You who are to be enrolled today, and will hereafter belong to the St. John Ambulance Brigade, be careful henceforth to uphold its traditions.

“May your association with the Most Venerable Order of the Hospital of St. John of Jerusalem give you such strength that in the coming years your heart will never fail nor your hand falter.

“Take pride in the Cadet Division to which you belong, and learn there a spirit of Comradeship which will animate your work whether as a member of the Brigade or as a citizen of your country.

“The White Cross you will wear is the symbol of those virtues which are represented in the four arms: Prudence, Justice, Temperance and Fortitude.”

Each Cadet shall then go forward in turn and shall be asked:

“Knowing this . . . (name) . . . do you promise, like the Knights of St. John, to be loyal to your Sovereign, true to your honour, and faithful to the Order?”

The Cadet will then reply: “I promise” and will be handed a Cadet Badge.

When all the Cadets have been enrolled, the Enrolling Officer shall say:

“By your example lead others in the way of duty, which is also the way of victory.

“By your words and actions, teach others the meaning and value of tradition.

“Let courage inspire your service in the great Brotherhood on which the Order of St. John was first founded.”

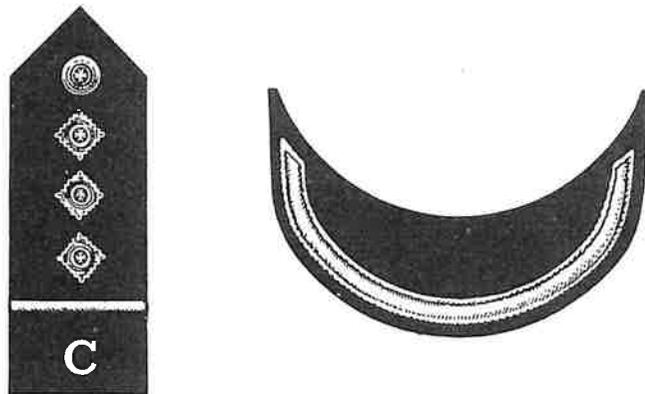
The assembled company shall then repeat the Code of Chivalry in unison.

## HOW THE ST. JOHN AMBULANCE BRIGADE IS ORGANISED

We have seen that the basic unit of the Brigade is the local Division, which meets weekly. A group of Divisions—usually located close to each other geographically—is called a Corps. There are some leaders appointed to help co-ordinate and assist the Divisions within a Corps; they are called:

Corps Superintendent  
Corps Officer  
Corps Officer (C)  
Corps Sergeant-Major

There may be other Corps Staff Officers (ie. Surgeons, Nursing, and other appointments), and they may be recognised by the silver bar on their cap peaks and/or on their shoulder straps, below the badges of rank.



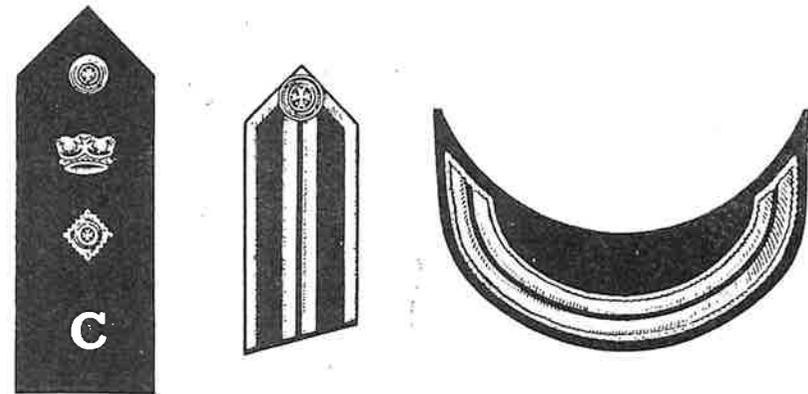
A group of Corps is joined together to form a District. In Australia, the Districts match the State boundaries:

Queensland District  
New South Wales District  
Victoria District  
Tasmania District  
South Australia District  
Western Australia District  
Northern Territory District

Each District has a Headquarters, which is responsible for the training and administration of the Brigade in that District. The Officer in charge of the Brigade in a District is called the

Commissioner, and he is helped by the Deputy Commissioner and by the District Surgeon/Nursing Officer District Superintendents (Admin) and (N), who all are helped by District Officers.

District Staff Officers may wear many different markings on their shoulders and caps, depending on the grade of their rank. But they all have one badge which makes them easy to recognise—it is called a "Gorget Patch",—is coloured black, and is worn on the front of the uniform on the coat lapels.



The Brigade in Australia has a group of persons responsible for co-ordinating all Districts. The Officer in charge is called the Chief Commissioner, and he has a group of Officers to help him; they have the prefix "Chief" in their title (eg. Chief Officer for Cadets). These Officers wear different shoulder and cap markings, but are easily recognised by the grey Gorget Patch they all wear.

All Medical Practitioners in the Brigade are called Surgeons and may work at Division, Corps, District or Brigade H.Q. level. They are recognised by the thin red piping around the edge of their caps and shoulder straps. Many qualified Nurses, called State Registered Nurses (S.R.N.) help train Brigade volunteers in Home Nursing. State Registered Nurses wear a red metal bar below their badges of rank on the shoulder straps and may work at Division, Corps or District levels.

You should learn the names and be able to recognise the badges of rank of the Officers in your own Division. Try to learn and be able to recognise whether visiting Officers are from Corps, District or Brigade H.Q. Staff. If you are unsure, then politely ask the persons concerned who they are and what their badges of rank stand for; they will be pleased to explain to you how and where they fit into our organisation. Without some system of classification, we would not be "organised".

## AIMS OF THE BRIGADE AND OF THE CADET MOVEMENT

The aims or objectives of the St. John Ambulance Brigade and of its Cadet Movement, are listed below. Read them very carefully because they summarize what the organisation is all about.

### Objects of the Brigade

- (a) To train and maintain a body of men and women thoroughly efficient in first aid and auxiliary nursing.
- (b) To afford opportunities for holders of approved First Aid Certificates to meet together for training and practice, under qualified members of the medical and nursing professions, with the object of combining individual efforts in the service of the public.
- (c) To provide first aid and nursing for the injured and the sick.
- (d) To provide ancillary services both to the sick and injured, and in and for hospitals of all kinds.
- (e) To provide, on a voluntary basis, reserves for the medical services of the Crown.
- (f) To prepare such permanent organisation during times of peace as may at once be available in times of emergency.
- (g) To provide opportunities for boys and girls to learn and practise first aid, nursing, and other subjects conducive to the training of good citizens.

### Objects of the Cadet Movement

- (a) To provide opportunities for boys and girls to learn and practise first aid, nursing, and other subjects conducive to the training of good citizens.
- (b) To encourage young people to follow the way of life exemplified in the Cadet Code of Chivalry.
- (c) To develop the spirit of combined effort while giving due consideration to the personality of the individual cadet.
- (d) To promote health.
- (e) To encourage among young people a full and enterprising use of leisure by providing all the facilities of a National Youth Organisation.
- (f) To lay the foundation for membership of the Ambulance and Nursing Divisions of the Brigade.

## BADGES OF RANK FOR A CADET DIVISION



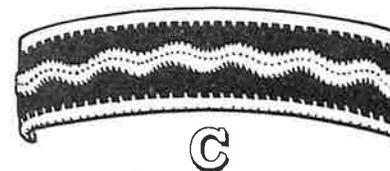
**Divisional Superintendent (C)**

Three stars and a 'C' on both shoulders.



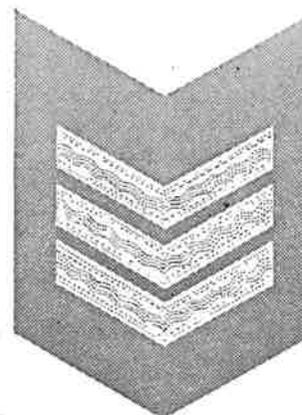
**Divisional Officer (C)**

Two stars and a 'C' on both shoulders.



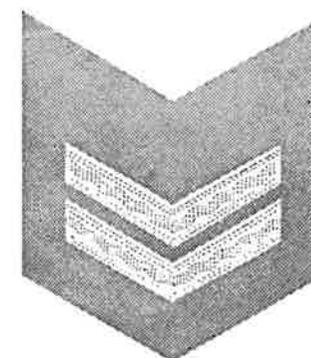
**Cadet Leader**

Black and white wavy braid and a 'C' on both shoulders.



**Sergeant**

Cadet uniform, with three stripes on both arms.



**Corporal**

Cadet uniform, with two stripes on both arms.



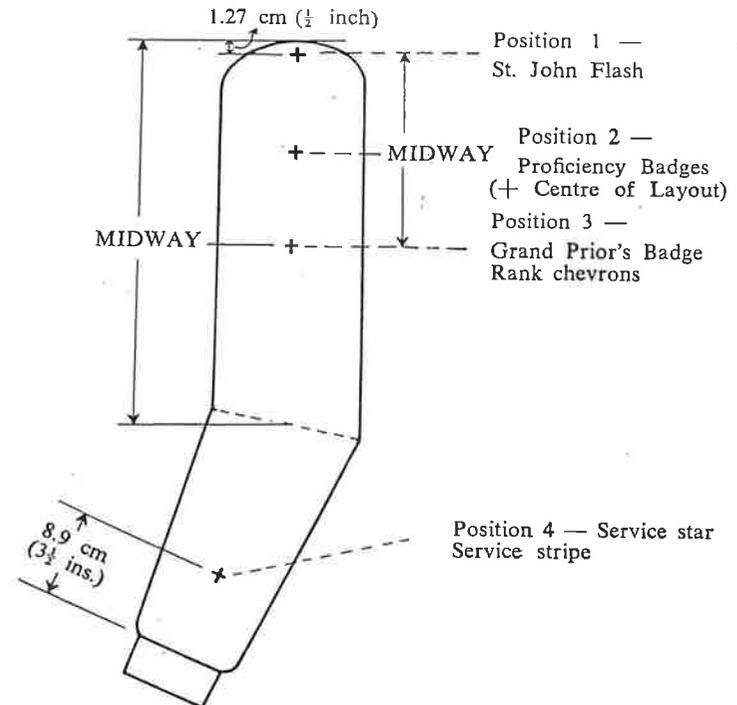
*Cadets being inspected by the Deputy Prior of South Australia.*

## THE CADET UNIFORM

### POSITIONING OF CADET BADGES (LEFT ARM)

For positioning, the overall area of any badge is the area occupied by the embroidery — not the backing.

All measurements are to the centre of each badge, except for flashes in Position 1, which are to the top of the flash.

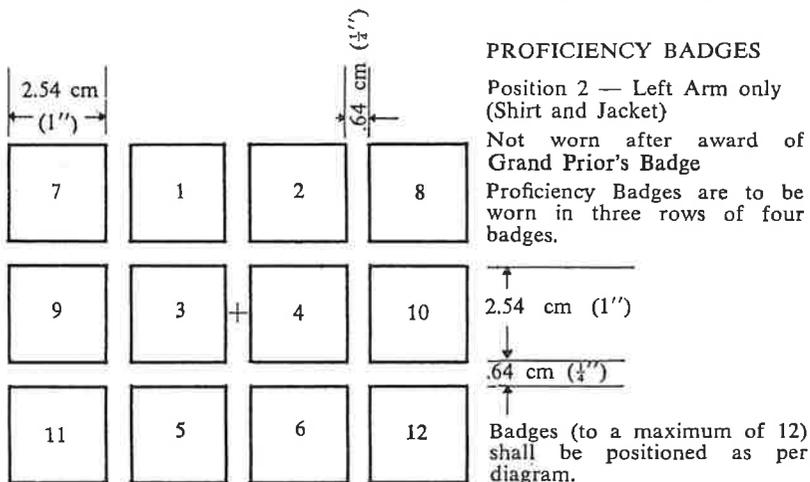


### GRAND PRIOR'S BADGE

Position 3 — Left Arm only  
Above N.C.O.'s chevrons (if any)  
Not on greatcoat

All Grand Prior's Badge holders

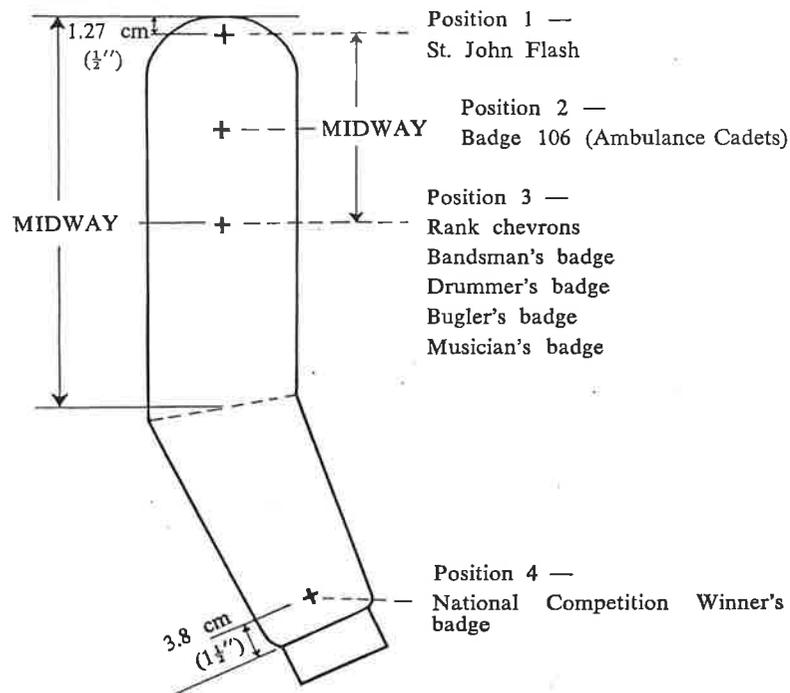
### POSITIONING OF CADET BADGES (LEFT ARM)



### POSITIONING OF BADGES (RIGHT ARM)

For positioning, the overall area of any badge is the area occupied by the embroidery — not the backing.

All measurements are to the centre of each badge, except for flashes in Position 1, which are to the top of flash.



### POSITIONING OF CADET BADGES



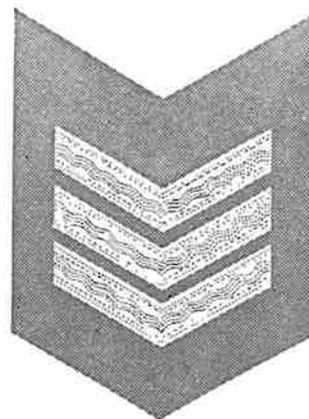
Position 2 —  
 Badge 106 (Right Arm only)



Position 4 —  
 National Competition Winner's Badge.  
 (Right Arm only)

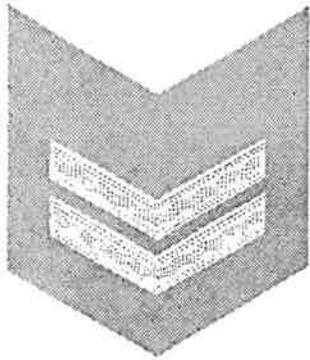


Position 1 — Both Arms  
 All Officers and Members  
 Jacket and Shirt



Position 3 — Both Arms  
 Rank chevrons (Sergeants)

## POSITIONING OF CADET BADGES



Position 3 — Both Arms  
Rank chevrons (Corporals)



Position 4 — Left Arm only  
Service stripe  
(point to front)



Position 4 — Left Arm only  
Service Star

### SERVICE STRIPES AND STARS

1st Year — one stripe of herringbone braid 3.81 cm (1½ inches) long worn horizontally with point to front, 8.9 cm (3½ inches) from bottom of sleeve.

2nd year — two stripes of herringbone braid 3.81 cm (1½ inches) long, the second above and touching first.

3rd year — one star with centre of star 8.9 cm (3½ inches) from bottom of left sleeve.

4th year — one star and one 3.81 cm (1½ inch) stripe directly above star.

5th year — two stars, one directly above the other.

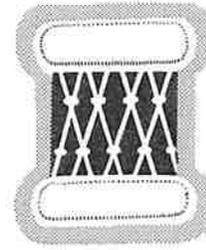
6th year — two stars and one 3.81 cm (1½ inch) stripe directly above star.

7th year — three stars, directly above each other.



Position 3 — Bandsman's Badge  
(Right Arm only)  
Below N.C.O.s chevrons (if any)

## POSITIONING OF CADET BADGES (RIGHT ARM)



Position 3 — Drummer's Badge  
(Right Arm only)  
Below N.C.O.s chevrons (if any)



Position 3 — Bugler's Badge  
(Right Arm only)  
Below N.C.O.s chevrons (if any)



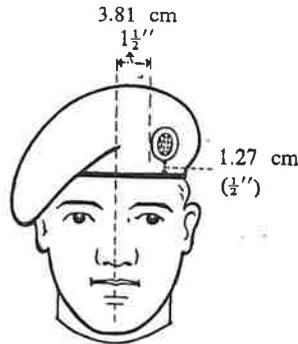
Position 3 — Musician's Badge  
(Right Arm only)  
Below N.C.O.s chevrons (if any)



Position 2 — Badge 1582  
(Right Arm only)

Cadets having reached their 15th birthday, and who are in possession of the Adult First Aid Certificate, shall wear Badge 1582 in place of Cadet Badge 106.

**POSITIONING OF CADET BADGES ON HEAD-DRESS, POCKET AND SHOULDER STRAPS**



Position —  
As in Sketch

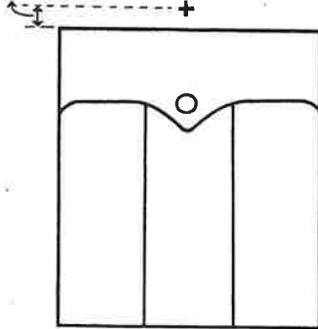


Badge 105

Position — Above Right Pocket only,  
as shown in sketch.

POCKET:

1.27 cm  
(1/2 inch)



**SPECIAL SERVICE SHIELD**  
(200 Hours)

Subsequent awards denoted by silver and gilt crosses.

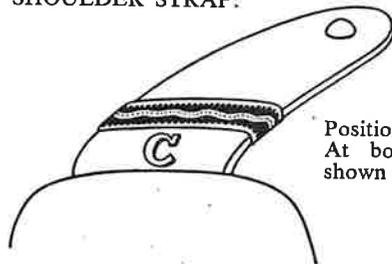
One silver cross 400 hours.

Two silver crosses 600 hours.

One gilt cross 800 hours.

One gilt and one silver cross 1,000 hours.

SHOULDER STRAP:



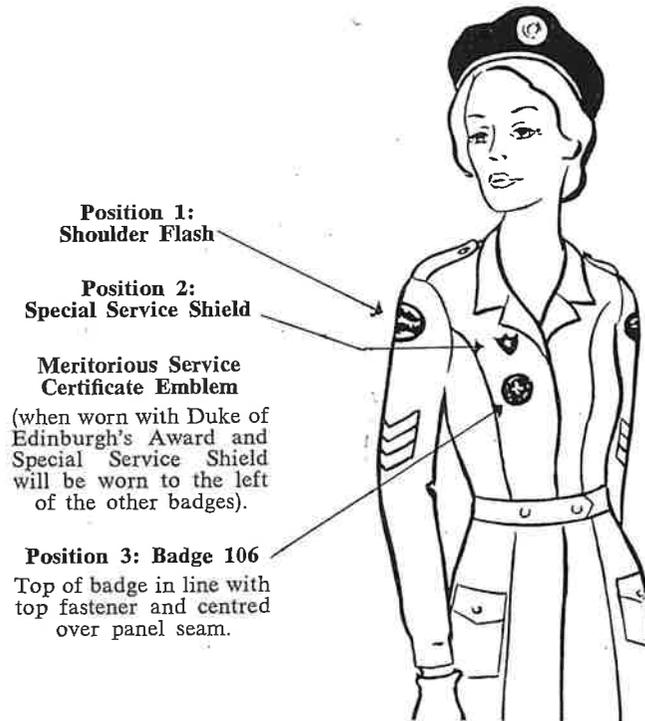
"C" Badge to be worn below  
Cadet Leader's Stripes.

Position — both shoulders.  
At bottom of shoulder straps as  
shown in sketch.



CADET LEADER'S STRIPES

**POSITIONING OF BADGES ON FRONT OF  
NURSING CADET DRESS**



**Position 1:**  
Shoulder Flash

**Position 2:**  
Special Service Shield

**Meritorious Service  
Certificate Emblem**

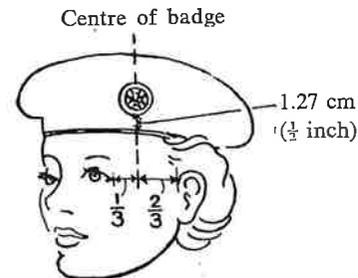
(when worn with Duke of  
Edinburgh's Award and  
Special Service Shield  
will be worn to the left  
of the other badges).

**Position 3: Badge 106**  
Top of badge in line with  
top fastener and centred  
over panel seam.

**Note: Duke of Edinburgh's Award (AC and NC)**

Duke of Edinburgh's Award, if worn with Special Service Shield, will be in line and to the right of the Shield. If worn without the Special Service Shield, it will be centred 1.27 cm (1/2 inch) above Badge 106 (on NC dress)

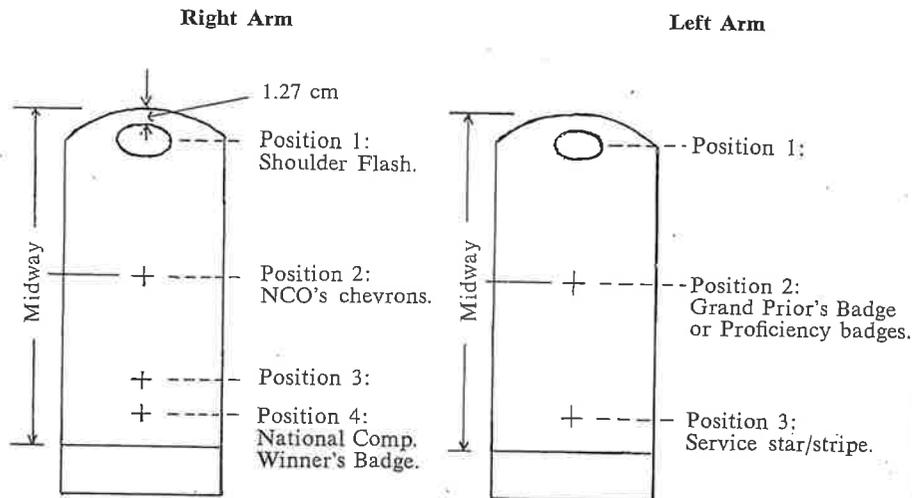
**Nursing Cadet Head-dress**



**Beret**

To be worn with the centre of  
the badge one-third of the  
distance between the left eye and  
left ear, as shown.

## NURSING CADETS SHORT SLEEVE



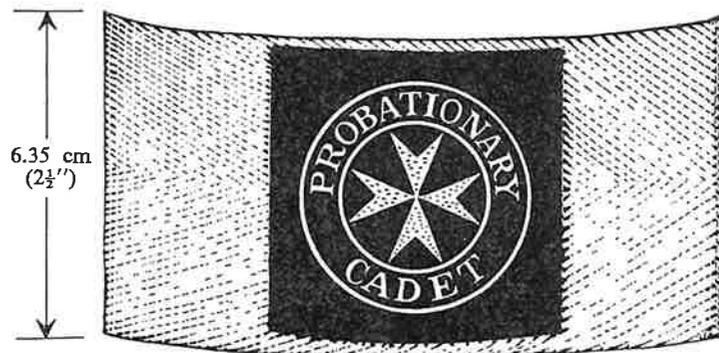
## JUNIOR EFFICIENCY BADGE



Third grade, yellow  
Second grade, red  
First grade, black

**Position:** Centred 1.27 cm ( $\frac{1}{2}$  inch) above right pocket.

## Positioning of Armlet for Probationary Cadets



**Probationary Cadet Armlet**

**Position:** To be worn on the Left Arm only, above the elbow.

## THE GRAND PRIOR'S BADGE



## Proficiency Certificates

Cadets may obtain Proficiency Certificates in the underlisted subjects, but not more than four (in addition to Preliminary or Adult Nursing) may be obtained in any one year unless taken through school studies of an approved level. A limit of two subjects a year may be obtained via school studies and such Certificates when forwarded for award must be accompanied by a letter from the teacher-in-charge, stating that he/she has sighted the subject syllabus and requirements and that these have been satisfied. Teachers are to be informed that they may prescribe additional work or projects to supplement school courses if necessary to satisfy subject requirements.

Cadet Proficiency Subjects are:

- |                              |   |
|------------------------------|---|
| Boat-work                    | Hygiene (a)                             |
| Camping                      | Hygienic Food Handling                  |
| Canoeing                     | International Friendship                |
| Casualty Simulation          | Interpretership                         |
| Child Care/Child Welfare (a) | Knowledge and Care of Animals           |
| Citizenship                  | Knowledge of the Order                  |
| Civil Defence                | Librarianship                           |
| Clerical Ability             | Map Reading                             |
| Cookery and Nutrition        | Natural History                         |
| Cycling                      | Physical Recreation                     |
| Fire Fighting                | Road and Home Safety                    |
| Handicrafts                  | Signalling                              |
| Handyman                     | Swimming and Life Saving from Water (b) |
| Homecraft                    |   |
| Home Nursing (a)             |   |

- (a) Certificates of the St. John Ambulance Association are obtainable. Those holding both a Preliminary and an Adult Certificate in an Association subject may count only one of these towards a Proficiency Badge. Those aged 16 and over who wish to qualify in nursing must take the Adult Certificate.
- (b) Cadets aged 11-14 who wish to qualify for this subject must hold the Intermediate Star, and those aged 14 and over, the Bronze Medallion of the Royal Life-Saving Society.

**Instructors:** Specialists (whether Brigade members or not) in any of the Proficiency Certificate subjects (other than Association Adult Certificates) may give instruction therein. A Panel of such persons (both Lecturers and Examiners) should be maintained at District Headquarters.

Instructors may not act as Examiners.

**Examinations:** Application for an Examination in Association Proficiency subjects (ie. Nursing, Child Welfare, Hygiene, Hygienic Food Handling) should be made to the Secretary of the St. John Ambulance Association. For all other subjects application should be made, through regulation channels, to the District Officer (Cadets), submitting names and qualifications of the proposed Examiners.

**Issue:** Proficiency Certificates (B.F.C.6) will be issued, by Commissioners, to the Officer in Charge of the Division.

Notation of issue will be made on form B.F.C.4 and the Certificates will be returned to the Cadet concerned.

#### **Proficiency Badges**

Cadets are entitled to a Proficiency Badge for each subject gained. There is a Proficiency Badge for each of the twenty-eight subjects. The issue and control of Cadet Proficiency Badges will be made by the Commissioner or an Officer approved by him. Badges will be issued when Proficiency Certificates (B.F.C.6) are awarded by the Commissioner or for Association subjects (no B.F.C.6 issued) when written application accompanies the Association Examiner's Report for the issue of Association Certificates. No more than twelve Proficiency Badges shall be worn. On the issue of the Grand Prior's Badge, Proficiency Badges are removed.

#### **Grand Prior's Badge**

On obtaining twelve Proficiency Certificates, cadets will be granted the Grand Prior's Badge awarded by the Order and will be known as Grand Prior Cadets. They are permitted to wear the badge on their uniform for as long as they remain in the Brigade.

The twelve Proficiency Certificates must include "Knowledge of the Order" and one of the subjects for which an Association Certificate is obtainable (including a Nursing certificate).

Application for Grand Prior's Badge will be made to District Headquarters and must be accompanied by the Proficiency Certificates and Association Certificates.

The Commissioner will certify all applications and submit them in duplicate to the Chief Commissioner. Proficiency Certificates should be returned to the Officer in Charge of the Division for return to the Cadet concerned.

Cadets must have three years' efficient service before the Badge is awarded, but in special circumstances where a member is about to transfer to an Adult Division application may be made after two years' efficient service.

Cadets who have qualified in not less than four Proficiency subjects may, when they graduate to an adult division, continue working for the Grand Prior's Badge until their 21st birthday.



*Nursing Cadets at work.*

## A BRIEF HISTORY OF THE ORDER

The beginning of the Order of St. John is said to be an ancient Benedictine monastery in Jerusalem (restored with the help of merchants from the Italian maritime city of Amalfi) which included a hospital for Christian pilgrims to the Holy Sepulchre. This hospital was functioning when the first Crusaders took Jerusalem in 1099 and it developed rapidly under the leadership of one Brother Gerard. By his Bull of 1113, the original of which is still to be seen in Malta, Pope Paschal II gave it independent status as a religious foundation, known henceforth as the Order of the Hospital of St. John of Jerusalem. During the Crusades its Brothers also assumed military duties in defence of the four Crusader States in Palestine and Syria. When an end was put to these States by the Saracens' capture of Acre in 1291, the Knights Hospitaller, as they were now called, withdrew temporarily to Cyprus until they were able to make an independent home for themselves by the capture in 1309-10 of the island of Rhodes, and became a Sovereign State under their elected Masters, later styled Grand Masters. For over two hundred years the Knights of Rhodes were one of the main bulwarks of Christendom against the growing power of the Ottoman Empire. In 1453 the Turks took Constantinople and put an end to the Byzantine Empire. They next determined to subdue Rhodes but they failed in 1480, when the Knights under Grand Master Pierre d'Aubusson resisted invasion. They succeeded however, on their second attempt in 1522. The Knights were obliged to capitulate after a long siege in order to save the civilian population, and on the 1st January, 1523, were allowed to leave with their galleys and property and the honours of war. Seven years later they were given the island of Malta by the Emperor Charles V of Spain. By this time the Order was primarily a naval power, though it always maintained its hospital, which was regarded as one of the most advanced institutions of its kind in the world. The Order had always been an international body and was organised into eight national "Tongues", which were, in the official order of precedence, those of Provence, Auvergne, France, Italy, Aragon, England, Germany and Castile-Portugal.

The Turks continued their advance into Europe and to the Mediterranean, and in 1565 made a determined attempt to take Malta. The great siege, which lasted nearly four months, was a decisive event in history. Sultan Suleiman the Magnificent failed to overcome the Knights, heroically led by Grand Master Jean de la Valette,\* and this was the turn of the Turkish tide. Through the sixteenth and seventeenth centuries the Knights, now generally known as the Knights of Malta, played a large part in containing the depredations of the Barbary Corsairs, but by the eighteenth century the Order's military role had become an anachronism. When, therefore, Napoleon Bonaparte attacked Malta on his way to Egypt in 1798, it could offer little resistance. The British occupation in 1800 (which lasted until the grant of independence to Malta within the Commonwealth in 1964) found the Knights dispersed and disunited. Subsequently, they

(\* He was the founder of Valetta, the present-day capital of Malta. September 8th, the anniversary of the raising of the siege, is still celebrated as Malta's National Day.)

established their headquarters in Rome, where their claims to sovereign status are recognised by more than thirty countries with which they maintain diplomatic relations. This is exclusively a Roman Catholic and a religious Order, known now as the Sovereign Military Order.

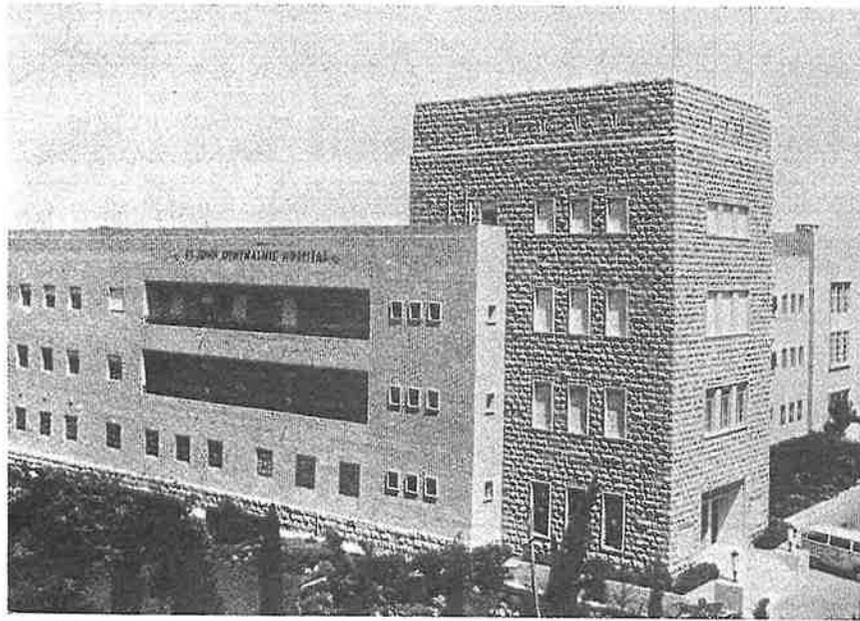
After the Reformation and the Thirty Years War, the now Lutheran elements of the former Tongue of Germany grouped around the Prussian Bailiwick of Brandenburg and is known as the Johanniterorden. It includes Swiss, Hungarian, Finnish and French Associations of Knights. The Netherlands and Swedish branches of the Johanniter became independent at the time of the World Wars. The Johanniter and the Swedish and the Netherlands Orders of St. John are linked with the Most Venerable Order by a Convention of Alliance concluded in 1961.

### THE ORDER IN THE BRITISH REALM

The Tongue of England, as it was called, was centred on the Priory of Clerkenwell, which was established about 1144, just outside the City of London. The Grand Prior of England ranked as the premier baron of England under the title of Lord Prior of St. John. The Priors of Torphichen near Edinburgh and of Kilmainham near Dublin were included in the Tongue of England but were autonomous. The whole complex of properties, known as Commanderies or Preceptories, was geared to providing appropriate contribution of men and supplies towards the maintenance of the headquarters of the Order in the Mediterranean. In 1540, however, the Grand Priory of England was despoiled of all its property at the Dissolution of the Monasteries by Henry VIII, and although restored to its remaining possessions by Queen Mary I, was again despoiled by her successor. For over two hundred years the Tongue of England survived in Malta on a nominal basis under titular Grand Priors. It became effective again with the revival of the Grand Priory of England in 1831 at the instigation of what is known as the Capitular Commission of the Sovereign Order, which sat in France. The decision was at first confirmed but later repudiated by the Grand Magistry in Rome. A period of uncertainty was ended when the Grand Priory of England was given a Royal Charter by Queen Victoria in 1888, thereby acquiring an independent legal British status. Since then, the King or the Queen has been styled the Sovereign Head. The Grand Prior has been a member of the Royal Family since 1888 with the Lord Prior of St. John as his Deputy and responsible Chief.

These developments followed on the growth of the first aid movement in the third quarter of the nineteenth century. Beginning with Florence Nightingale's nursing service in the Crimean War, and continuing with the establishment of the Red Cross under the Geneva Convention of 1864, it occurred to certain members of the Order of St. John (notably Sir Edmund Lechmere and Sir John Furley) that a good way of obtaining effective ambulance and nursing services in wartime was to provide facilities for training and practice in peacetime. The result was the formation of the St. John Ambulance Association in 1877 (see later).

In 1882 the Prince of Wales obtained from the Sultan of Turkey a grant of land which enabled the Order to start a hospital in Jerusalem and thus renew the link with the Holy Land. Owing to the prevalence of eye diseases the Hospital has specialized in Ophthalmology (see later).



*The St. John Ophthalmic Hospital in Jerusalem.*



*A Ward Scene in the Ophthalmic Hospital.*

The official title of the British Order now is "The Grand Priory of the Most Venerable Order of the Hospital of St. John of Jerusalem". Within the Grand Priory there are autonomous Priors in England, Scotland, Wales, Canada, Australia, New Zealand and South Africa. There are St. John Councils in other Commonwealth countries in Africa, the Far East and the Caribbean. An American Society of the Order of St. John helps the Ophthalmic Hospital in Jerusalem.

The headquarters of the Order is at St. John's Gate, once the main entrance to the Priory of Clerkenwell, which was restored to the Order in 1873. The Grand Priory Church across St. John's Square includes the twelfth century crypt and fragments of successive buildings now embodied in the nave and cloisters, the reconstruction of which, after the blitz of 1941, was completed in 1958.

### THE OPHTHALMIC HOSPITAL IN JERUSALEM

In view of its historical associations with the Holy Land, the Order decided in 1882 to found a Hospital in Jerusalem. The Sultan of Turkey granted a site on the Bethlehem Road, immediately outside the Holy City and here the Hospital was built.

This was the only hospital in Palestine to specialise in Ophthalmic work, and here the Order's Standard was flown for more than sixty years. In the fighting which followed the termination of the British Mandate in 1948 the buildings were damaged and the Hospital found itself on the Israeli side of the Armistice Line, inaccessible to the Arab population which had been the bulk of its patients.

The Order decided to build again and in 1960 the new Hospital of St. John was opened. Designed to serve as the consulting Ophthalmic Hospital for the Middle East it has eighty beds, three operating theatres, research laboratories and an Eye Bank. It is supported by donations from members of the Order throughout the Commonwealth, by our American Society, and by the Orders of St. John in Germany, Holland, Sweden and other European countries.

This is the Order's principal contribution to the needs of the Third World. More than 60,000 patients are regularly seen here each year and 6,000 major eye operations are undertaken.

### THE ST. JOHN AMBULANCE ASSOCIATION

The St. John Ambulance Association was established in 1877 as a Foundation of the Order of St. John. Its primary duty is the instruction of persons in First Aid, Home Nursing, Child Care, Hygiene and Hygienic Food Handling. This is achieved by the formation of classes organised either by registered Centres of the Association or by direct communication with Headquarters. The Association operates throughout the Commonwealth.

The First Aid and Home Nursing Manuals have been translated into many languages including Chinese, Turkish, Greek, French, Malay, Burmese and Arabic. Some are also available in Braille.

## THE ST. JOHN AMBULANCE BRIGADE

The St. John Ambulance Brigade was established in 1887 at the request of many persons who held First Aid Certificates of the Association and who wished to form themselves into a recognised body ready at any time to be of assistance in cases of sudden illness or accident. All members of the Brigade, the Uniformed branch of the Order, hold a First Aid Certificate, and in the case of nursing personnel, a Nursing Certificate in addition. They maintain their efficiency by constant practice and annual re-examination.

While St. John training is of everyday use in the home or the factory or on the roads, the Brigade exists to provide a body of first aid volunteers to be on duty wherever crowds collect and casualties may be expected.

As part of the public duty, members voluntarily attend at theatres, cinemas, ceremonial parades, sporting events, beaches and places where crowds congregate and where their services may be needed. Escort duties by land, sea or air are undertaken.

In the field of Auxiliary Nursing, part-time voluntary service running into hundreds of thousands of hours annually is given to hospitals, and assistance is given to District Nurses.

Among other duties undertaken by the Nursing personnel of the Brigade are those connected with Child Welfare Clinics, Day and Residential Nurseries, School Medical Services, Blood Transfusion Depots and Immunisation Centres.

Many St. John members are employed as resident Welfare Officers both at home and overseas in Service Hospitals.

## THE CADET MOVEMENT

The formation of Cadet Divisions consisting of boys and girls between the ages of 11 and 17 years was first authorised in Brigade Orders in 1922 and by the end of that year there were 21 Divisions in Britain. The strength of the Cadets more than trebled during the Second World War and has continued to grow ever since. Recently, H.R.H. The Princess Anne succeeded H.R.H. The Princess Margaret as Commandant-in-Chief of St. John Cadets.

The first Cadet Divisions registered overseas were in India and Australia in 1925, Canada in 1926 and New Zealand in 1927.

### Ambulance Cadet Divisions:

Bombay (Parsi)	India	1.10.25
Darlinghurst	Australia	21.10.25
Glebe	Australia	19.12.25
Durban (Berea)	South Africa	28.4.26
Montreal (Central)	Canada	1.12.26
Pietermaritzburg	South Africa	18.2.27

The first Grand Prior's Badge issued overseas was to Cadet Marion Higgins of Marrickville Cadet Division, N.S.W., Australia in February, 1933.

For over fifty years Ambulance and Nursing Cadets throughout the world have trained diligently, spent thousands of hours on public duties, attended thousands of casualties and generally worked towards achieving the aims of the Cadet Movement. They have truly lived the motto—"Pro Utilitate Hominum"—For the Service of Mankind.

## CADET EFFICIENCY REQUIREMENTS

Membership of the Brigade will automatically lapse in the case of any Cadet who is returned as non-efficient for two consecutive years.

In order to be returned as efficient, Cadets must fulfil the following requirements during each year:

- (a) Pass a re-examination in Preliminary First Aid.  
Nursing Cadets must also pass a re-examination in Preliminary Home Nursing.  
Cadets are not required to take a re-examination during the year in which they obtain a Preliminary Home Nursing Certificate.
- (b) Be present at the Annual Divisional Inspection.  
Exemption from the Annual Divisional Inspection may be granted by the Commissioner if the written reason for the application is satisfactory.
- (c) Carry out their Brigade duties to the satisfaction of their Officers.
- (d) Attend not less than 12 Divisional Instructional Meetings devoted to First Aid and/or Home Nursing.

### Service Stripes and Stars

The following awards may be earned by Cadets for each year's efficient service:

For the first year .. .. .	One black-and-white Stripe.
For the second year .. .. .	A further black-and-white Stripe.
For the third year .. .. .	A Service Star (the two Stripes previously awarded being removed).
For the fourth year .. .. .	A Service Star and one Stripe.
For the fifth year .. .. .	Two Service Stars.
For the sixth year .. .. .	Two Service Stars and one Stripe.
For the seventh year .. .. .	Three Service Stars.



## SPECIAL SERVICE SHIELD



The Special Service Shield is awarded to Cadets who have completed a minimum of 200 hours voluntary service to the community, provided they have been efficient for the current, and, if enrolled, the previous year.

Applications may not be submitted before twelve months have elapsed from the commencement of duties and not more than one shield may be gained in a year.

The following are recognised categories under which Cadets may qualify for the shield:

- (a) Assistance given to Brigade Adult personnel at public duties.
- (b) Assistance at Association Classes held for other organisations.
- (c) Assistance at Medical Comfort Depots and Motor Ambulance Stations (including cleaning, clerical and general service).
- (d) Assistance via work-parties, supervised by a responsible person, at which toys and other articles are made, also knitting and sewing for Hospitals, Nurseries and Homes.
- (e) Book-binding and Book-collecting for Hospitals.
- (f) Assistance at Entertainments and Concert-parties for Hospitals, Nurseries and Homes.
- (g) Gardening for the aged and the invalid (vegetable growing for private use does not count) provided that this work is arranged through the Divisional Superintendent or a recognised charitable or welfare agency.
- (h) Assistance in Hospitals, Auxiliary Hospitals, Convalescent Homes (including domestic, clerical, laundry, sewing and mending duties).
- (i) Assistance in Day and Residential Nurseries, Nursery Schools, and Childrens' Homes.
- (j) Assistance in Hospital Canteens or Kiosks (not school canteens).
- (k) Assistance as messenger for Doctor, Chemist or District Nurse provided that such work is approved by the Divisional Superintendent.
- (l) Shopping and errands, including Municipal meal services for invalids, blind and aged people, provided that this work is arranged through the Divisional Superintendent.

The following activities do NOT count towards the Special Service Shield:

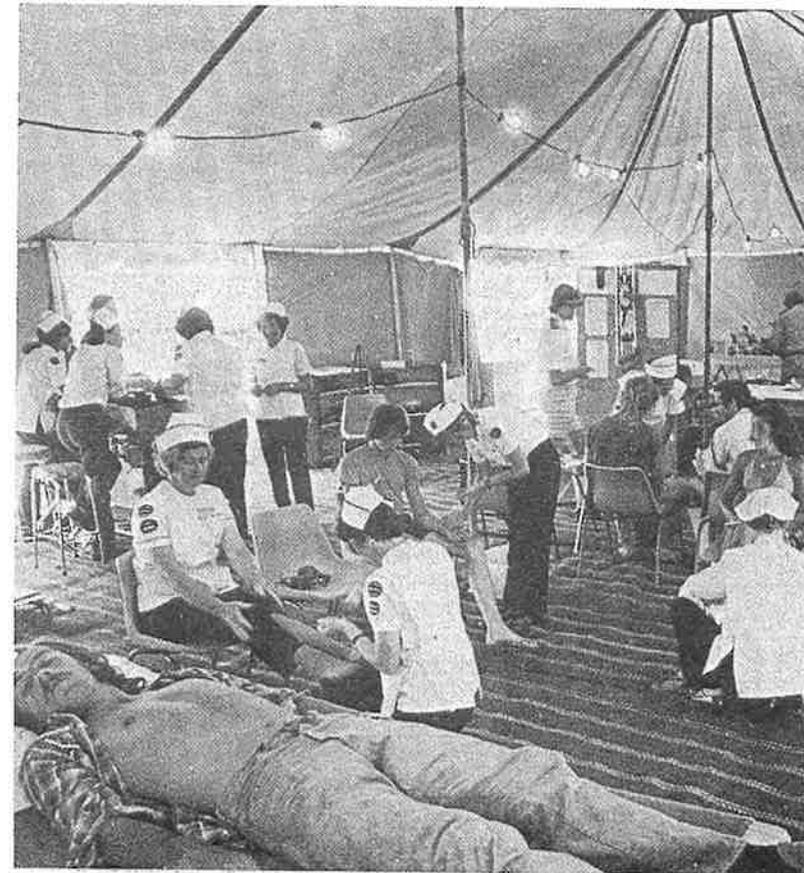
- (a) Acting as patients at Brigade/Association classes or Competitions.
- (b) Assistance at Appeals or any function for raising funds for the Brigade.

Probationary Cadets are not eligible for the Shield.

To facilitate consistent assessment of hours of service, travelling time to and from a public duty or place of community service is NOT to be counted; rather the time of arrival at and departure from the place of duty/service is to be the basis for calculations which are to be rounded to the nearest quarter hour.

As the Special Service Shield is for voluntary community service, no payment in cash or kind may be accepted by Cadets if the hours are to be counted towards the award of a Shield. However, donations to Brigade Units do not invalidate hours served.

Divisional Superintendents (Cadet) are responsible to ensure the Cadets' hours of public duty/service are accurately and regularly recorded in a Brigade Roll Book or Duty Register, and annually on BFC 1 and BFC 4.



*A mobile St. John field hospital for a public duty at a Pop Festival.*

## CADET COMPETITIONS

The winning of a trophy is not the main aim of first aid (and home nursing) competitions. First Aid and Home Nursing Competitions are held:

1. to improve the efficiency of Cadet;
2. to give Cadets experience and confidence to do first aid in all kinds of surroundings and situations;
3. to maintain and increase interest in first aid and to stimulate a healthy rivalry between different Brigade units;
4. to interest and inform the general public.

The modern competition "incident", set in realistic surroundings with good make-up and acting, offers the nearest training approach to the "real thing" and provides invaluable experience in the diagnosis and treatment of injuries. All first aiders, no matter how experienced, may become a little nervous when helping at an accident or emergency illness. Competitions play a vital role in helping us cope with this nervousness and to do effective first aid whilst under some pressure and often in front of spectators.

There should be little extra work involved in Competition training than in first aid training. Good first aid training should involve "incident" based jobs — with emphasis on diagnosis and quick effective treatments. Competitions enable a range of injuries and situations to be dealt with, which would otherwise, perhaps, not be experienced via routine public duties.

Competitions "incidents" can range from simple 5 minute jobs to complex 30 minute team jobs. Typically they are from 15 to 20 minutes in length. The following are the main sections in Australian Cadet Competitions:

- Team (3 members)
- Cadet Leader (individual event)
- Individual.

Each individual event involves a first aid practical exercise. The team event involves the members competing as a team plus each member doing a smaller individual job. The Nursing Cadets also have home nursing sections as part of their competitions. Oral questions are asked of competitors.

Often, Divisions visit each other to have friendly training competitions. Once a year there is a Corps Competition to select a representative from the Corps to participate in the District Championships. The District Champions compete for the Australian Championships—which are for Ambulance Cadets one year and Nursing Cadets the next. There are occasional competitions held in the Pacific area.

Ask your Officers to explain how competitions work in your area. Get together with some fellow Cadets who are keen on first aid, and make up a team. The extra work involved, in training and developing teamwork, is worth the effort—you will be much better first aiders, meet new friends, and perhaps even travel.

## ADVENTURE CAMPING

Camping brings Cadets together to have fun and learn in a different environment, and in a spirit of co-operation similar to that of the early Knights of St. John. You will learn how to get along with others, how to share and to do your share. Officers and Cadets learn to know each other better in one camp period than in a whole year's programme of training parades.

Any type of camping is a challenging and exciting adventure. Camping can range from living in tents in the bush—hiking, cooking on open fires, learning about the bush and how to live comfortably in it, as well as having some fun. Camps also can be held in permanent campsites—where there is more time for programme activities.

Every Cadet should try to attend at least one camp each year. No-one expects you to be a good camper straight away. Each camp you attend will increase your camping skill a little more. Depending on the type of campsite to be used, you can prepare beforehand by reading about camping, by practising erecting and striking a tent (with your fellow Cadets and Leaders) at your meeting hall or the backyard, helping your Leaders with the planning, gathering and checking of equipment and supplies.

Some Divisions have a regular schedule of small camps to help Cadets qualify for the Camping Proficiency Badge. Other Divisions run one or two camps a year either by themselves or with a neighbouring Division. These are usually smaller camps where everybody gets to know everyone else. Districts often run larger camps (100-300), where different activities can be programmed because of the numbers involved. Ask your Leaders about local camping activities.

Australian Cadet Camps are held regularly in different Districts. Each District sends a "Contingent", so this gives you the chance to meet Cadets and make friends from all the Australian States, Papua-New Guinea, Singapore, New Zealand, Fiji, United Kingdom, and other overseas groups also may attend. Don't forget to take some local place badges to exchange.

### Australian Cadet Camps:

- 1962 40th Anniversary: Lane Cove, Sydney, N.S.W.
- 1967 45th Anniversary: Belair, Adelaide, Sth. Aust.
- 1972 Golden Jubilee (50th): Yarra Junction, Melbourne, Victoria.
- 1977 55th Anniversary: "Swanleigh", Perth, West. Aust.

(N.B.: The Anniversary refers to the "birthday" of the St. John Ambulance Cadets—the first Cadet Divisions being formed in 1922.)

## CADET DRILL AND SALUTING

After a high standard of first aid, the requirements for a good Cadet Division may be summarised as the 3 “D’s”—Dress, Drill and Discipline.

### DRESS

A neat and smart appearance is an obvious need for any uniformed organisation. For first aiders it is especially important to be neat and clean, both in and out of uniform, as this reassures the patient—which, after all, is one of our aims of treatment. You cannot always “judge a book by its cover”, but a smart attractive “cover” certainly creates a good impression. Your Division and the Brigade as a whole will often be judged by your appearance in uniform. “Scruffy” Cadets with dirty shoes, trousers needing brushing, long scraggly hair, are not good public relations. Over to you—always look your best.

### DRILL

We do not do very much drill. At each weekly training meeting, you will probably have an Opening and Closing Parade of about five minutes each. The Opening Parade involves Forming Up, Calling the Roll, Special Announcements, and perhaps a Uniform Inspection. The Closing Parade involves Messages for Parents, Duty Roster, saying the Cadet Code of Chivalry together, and the Dismissal. Most of the Drill used is very simple; your Leaders and NCO’s will show you how to do each movement, get you to practise it, and then it becomes very easy. Watch the older Cadets to see how it is done. Some Drill positions you will learn early in your career as a Cadet are:

- Attention
- Stand at Ease/Stand Easy
- Right Dress/Eyes Front
- Fall in/Fall out
- Open/Close Order March
- Dismiss (and Saluting).

Ask how each of these movements is done and always try to do your Drill smartly when the word of command is finished. Drill is a challenge as it requires you to think and act carefully—both as an individual and together with your fellow Cadets. Can you think of a sport which requires individual precision and teamwork all the time? The only suggestion we can make is—rowing in a rowing-eight!

At large gatherings of the Brigade for ceremonial occasions—the Annual Review, Annual Church Parade, etc.—there is usually some marching. Your Leaders will explain what happens. Always try to stay in step with your fellow Cadets, and keep the ranks in line both sideways and front to rear.

### DISCIPLINE

Look up the meaning of this word in your dictionary. Many people think that Discipline is something imposed from above by Leaders or NCO’s. In fact the best discipline comes from within each of us individually—this is “self-discipline”. This is a situation where we all do the correct thing at the correct time, not because we are afraid of criticism if we do not, but because we want to get the best results—for ourselves, our Divisions and the Brigade.

People join groups to make friends, learn and to do things which are or can be better done by several people than by individuals—this is called “teamwork”. “Self-discipline” means setting high standards for yourself—first aid, uniform dress, drill, etc.; it also means working to be a useful member of the team—your Division—rather than taking the “easy way” which is not always the “best way”.

This is part of the challenge of being a St. John Cadet—the Brigade will be as good as you want to make it!



### SALUTING

The salute is a form of greeting used in uniformed organisations—it is similar to shaking hands as a sign of friendship in everyday life. By tradition only Officers are saluted, not NCO’s, and a salute must always be returned or acknowledged as it is a sign of mutual respect.

The origin of the salute is historic in that it was the traditional manner in which Knights (in days when they wore suits of armour) showed friendship on meeting another. They would raise the weapon hand (usually the right) holding the hand open and flat to show it was empty and at the same time raise the helmet visor to expose the unprotected face—the other Knight would return this greeting to show he came in peace.

The modern salute is based on this old form of greeting—the right arm is raised in an outward arc until the hand is opposite the eye and held there open and flat—to lower, the hand is brought forward and the fist clenched to resume the position of attention. This movement is sometimes described as the “longest way up and the shortest way down”. Your Leaders will teach you how and when to salute.

# CADET PROMOTION REQUIREMENTS

If you are keen to help run your Division and become part of the leadership team, then you may be given extra training (and work!) to become an N.C.O. (a Non-Commissioned Officer); that is, a Corporal or Sergeant, and when you pass the Adult First Aid Certificate, a Cadet Leader. Remember that your first aid standard must be excellent if you wish to help train other Brigade members.

You need to earn those N.C.O. rank stripes by passing the appropriate Cadet N.C.O. Promotion Examination. Each District will have a system of training and examination for Cadet N.C.O.'s. Your local Officers will explain to you how the system works—whether you need to attend a training course, who examines, etc.—in your District.

The following are the guide syllabuses from General Regulations:

<b>PART I — CADET NCO's</b>		Total Marks	
(i) * PERSONAL SUITABILITY	1. Turnout.	10	
	2. Manners.	10	
	3. General Intelligence.	10	
	4. Character.	15	
(ii) ** KNOWLEDGE OF THE BRIGADE	5. Ability to explain Mottoes of the Order.		
	6. Knowledge of Cadet Regulations (3 questions).		
	7. Knowledge of Qualifications for Efficiency.		
	8. Knowledge of Qualifications for Enrolment.		
	9. Understanding of General Organisation of the Brigade.		
	10. Understanding of the Organisation and Personnel of Cadet Divisions and the Duties of Sergeants and Corporals.		
	11. Knowledge of Badges of Rank.		
	12. Brief knowledge of the Financial arrangements governing Cadet Divisions.	30	
	(iii) GENERAL EFFICIENCY	13. Plan to carry out an activity (not connected with First Aid, Nursing or Drill) with the Cadet Division for about 10 minutes. Examiner to describe occasion, viz., hot summer evening after half an hour's vigorous drill, after lecture or period of needlework, in cramped space or in large playground.	
		14. Write a letter on a matter connected with the Brigade (subject to be chosen by the Examiner).	

(iv) **ABILITY TO INSTRUCT IN FIRST AID AND NURSING**

(v) **DRILL**

15. Take and deliver a message correctly. (This should be given by the Examiner at some point during the examination and asked for at least 15 minutes later).	
16. Show ability to use a local timetable.	
17. Show ability to use a pre-payment telephone.	25
18. Describe as to a new recruit any part of the P.F.A. or P.H.N. textbook. Subject to be selected by the Examiner and prepared beforehand by the Candidate.	10
19. Demonstrate the use of triangular and/or roller bandages, as required by the Examiner.	10
20. Ability to instruct in elementary squad drill including explanation of words of command.	15
21. Knowledge of Hand-Seat Drill.	5
22. Knowledge of Stretcher Drill.	10
<b>TOTAL MARKS 150</b>	

## PART II — EXAMINATION FOR CADET SERGEANTS

PERSONAL SUITABILITY REVISION OF PART I	23. See Part I, Nos. 1, 2, 3 and 4	45
	24. Two questions or tests to be set from each of the following Sections of Part I: Section (ii)	15
	25. Section (iv)	15
GENERAL EFFICIENCY	26. Section (v)	25
	27. Draw up a programme for Cadet Practice.	15
	28. Enumerate qualities considered desirable in an NCO and the ideals to be encouraged in a Division.	10
	29. Describe how a Cadet NCO Committee might be formed and what purpose it could serve.	15
	30. Give a brief outline of the History of the Order.	10
	<b>TOTAL MARKS 150</b>	

\* Confidential report to be given by Divisional Superintendent (Cadet) on each Candidate.

\*\* Candidates to answer six questions from this Section, with 5 marks to each question (total 30 marks). In order to qualify, Corporals must obtain 60% marks in Part I, Sergeants must obtain 75% marks in Part II. Examiner to decide throughout which questions should be written and which oral.

# ST. JOHN JUNIORS

Cadets should encourage St. John Junior members both in their training and in general recreation activities. Juniors soon grow to become Cadets. Perhaps your young brother or sister would like to join—then you could help each other in training and practice.

They should be inspired with a wish to become Probationary Cadets by their 11th birthday, and be ready to play their part as Cadets when they have gained their Preliminary First Aid Certificate.

St. John Juniors should not be allowed to require too much attention at the expense of the Cadets; but their instruction by Cadet N.C.O.'s can often be a good means of training such Cadet N.C.O.'s in the art of leadership, which is beneficial to both the Cadets and the Juniors.

## QUALIFYING TEST

Before becoming a St. John Junior a boy or girl must:

- (a) be at least eight years old;
- (b) have attended regular meetings for at least eight weeks;
- (c) undertake some form of service such as—collecting four books or six magazines for hospitals, children's homes, old people's homes, or invalids at home, or two toys for sick children;
- (d) pass the Grade I test.

## FIRST AID AND HOME NURSING

St. John Juniors are not eligible for a Preliminary First Aid Certificate and therefore are not permitted to attend at public duties. However, St. John Juniors should be encouraged to learn basic first aid and/or home nursing, so that they may qualify for their Preliminary Certificates as soon as possible after their 11th birthday. The St. John Ambulance Association publishes texts specially written for the Junior age level, including "First Steps in First Aid", "First Steps in Home Nursing" and "What is First Aid". These are available from your District Headquarters.

### General

### UNIFORM

1. The same instructions apply to St. John Juniors as those for Ambulance and Nursing Cadets.
2. It is to be stressed that no part of a St. John uniform is to be worn with civilian clothing.

### Description of Items of Dress (Ambulance Juniors)

3. Belt. Black 5.1 cm (2 inches) wide, St. John pattern with plain metal buckle.
4. Head-dress. Black regulation beret, without badge.
5. Raincoat. Black waterproof material, single breasted, belt of same material.
6. Shirt. Grey cotton shirt. Two button opening fixed with two plain grey buttons. Pleated patch pockets, square flaps fixed with plain grey buttons, self shoulder straps fixed with plain grey buttons, long sleeves with cuffs fixed with plain grey buttons.
7. Shoes. Black—well polished.
8. Shorts. Black flannel/woollen.

9. Socks. Black knitted woollen, with 8.9 cm (3½ inches) fancy turnover black and white approved pattern.
10. Tie. Regulation black, tied in sailor's knot. Tie to be secured to the shirt by a regulation Tie Bar, in a position midway between the top and bottom of the pockets.

### Description of Dress (Nursing Juniors)

11. Dress. White cessorine type, same as for Nursing Cadets, with the exception that no belt is worn. White buttons on epaulets and dress pockets.
12. Beret. Regulation black, without badge.
13. Shoes. Black, well polished.
14. Socks. White, plain or ribbed, knee length.

### JUNIOR EFFICIENCY BADGE

Worn in the centre, 1.27 cm (½ inch) above right pocket. The first test taken is the:

- Grade III — Yellow Badge; followed by,
- Grade II — Red Badge, and then the
- Grade I — Black Badge.

There must be a minimum of six months between the award of one Grade, and the testing for a higher Grade. Only one Junior Efficiency Badge shall be worn—this being the highest grade Efficiency Badge awarded to the member.

### JUNIOR GRADE TESTS — SUGGESTED SYLLABUS GRADE III (First Test)

#### First Aid and Nursing

- Know why a reef knot is used to secure bandages and be able to tie this knot.
- Know three uses for a triangular bandage.
- Be able to fold a triangular bandage.
- Know what slings are for.
- Know how to wind up a roller bandage.
- Be able to fold clothes neatly.
- Be able to make an empty bed correctly.

#### Knowledge of Brigade

- Know the main OBJECTS of the Brigade.
- Know the NAMES of Officers in the Division.
- Know the MOTTOES of the Order of St. John (in English).
- Know who is COMMANDANT-IN-CHIEF of Cadets/Juniors.

#### Road and Home Safety

- Know how to cross a road (kerb drill).
- Know the danger of playing with matches and electric appliances.
- Know how to carry sharp implements (knives, scissors, etc.).

#### General Knowledge

- Memorise a short message.
- Know the nearest doctor, chemist and public telephone to the Cadet meeting place.
- Read the time.
- Tie up and address a parcel for the post.

#### Physical Recreation

- Take part in an organised game.

## GRADE II (Second Test)

### First Aid and Nursing

- Know how to stop bleeding.
- Know how to treat a nose bleed.
- Know why people who are bleeding should be laid down and why a bleeding arm or leg should be raised.
- Know and carry out the simple rules of health including care of hair, hands and feet, and their particular importance with regard to nursing and first aid.
- Set a tray for an invalid's meal.
- Be able to make up a bed including a draw sheet and plastic sheeting.

### Knowledge of Brigade and Order

- Know something of HOW a Division carries out its tasks.
- Know the EXTENT of the Brigade.
- Know the names of the COMMISSIONER and the DISTRICT SUPERINTENDENT.
- Know something about the connection between the Brigade and the Order.
- Know how the ORDER commenced.

### Road and Home Safety

- Know the rules of the road, and revise kerb drill.
- Know the rules for pedestrians at traffic lights, pedestrian crossings and school patrols.
- Know the dangers of boiling water.
- Know the general fire hazards in the home (with particular reference to clothing).

### General Knowledge

- Know if there is a police station, fire station, ambulance station, railway and/or bus station, post office and hospital within one kilometre of the Cadet meeting place; if so, give directions for reaching them.
- Know the main roads leading through the area and where they lead.

### Physical Recreation

- Continue as for Grade III introducing games of a more adventurous nature.
- Know how to use and climb a ladder and the safety precautions necessary.

## GRADE I (Third Test)

### First Aid and Nursing

- Know what is meant by 'The Kiss of Life'.
- Know how to treat simple burns.
- Know how to treat a broken bone.
- Be able to treat a simple cut finger.
- Be able to apply an adhesive dressing.
- Be able to blanket a stretcher.
- Be able to make tea, boil an egg, make toast and stew fruit.
- Be able to re-make a bed with a sick child in it.

### Knowledge of the Brigade and Order

- Know the origin of the EIGHT POINTED CROSS and what the points signify.
- Know something about the GRAND PRIORY in England and the OPTHALMIC HOSPITAL in Jerusalem.
- Learn the Cadet CODE OF CHIVALRY.

### Road and Home Safety

- Know the rules for cyclists.
- Know what to do if clothing catches fire.
- Know the dangers to young children of plastic bags, medicines and household cleansers, etc., left within reach.

### General Knowledge

- Know where to go for local information (eg. Citizen's Advice Bureau).
- Make a telephone call from a public telephone and know how to make an emergency call.

### Physical Recreation

- Be able to play reasonably well a chosen game and know the basic rules.

### PERSONALITY AS AN AIM OF THE TRAINING

Personality is difficult to assess, but we want St. John Juniors to grow into the type of First Aiders with whom the patient feels at ease and full of confidence.

As you become proficient in the Grade Tests, it is hoped that your character and personality will develop freely. Officers should interpret these syllabuses wisely, always being prepared to make adaptations and allowances for individuals, or varying circumstances, and being quick to take advantage of suggestions that arise from the Juniors.



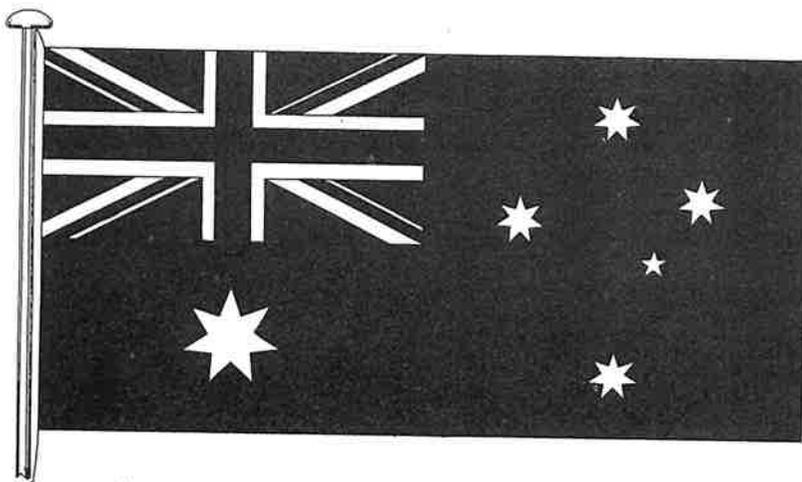
Cadets at camp play 'New Games' with the Earth Ball.

## THE AUSTRALIAN FLAG

On the 1st January, 1901, the six colonies in Australia were united and our people became one nation. Shortly before the opening of the first Commonwealth Parliament, it was decided to hold a world-wide competition with a view to the selection of a suitable design for an Australian National Flag. Over 30,000 designs were submitted, and the judges awarded the prize for the winning design equally between five persons.

The design selected and approved by the Government of the day for submission to the King, was similar in almost all respects to that of the flag declared by Act of Parliament to be the Australian National Flag. The Union Jack showing Australia's link with the United Kingdom and other countries destined to become members of the British Commonwealth of Nations, was in the place of honour in the design. The constellation of the Southern Cross, the symbol of our great south land, was included in the fly and a six-pointed star representing the six States of the Federation occupied the third quarter. In 1908 a seventh point was added to the star to represent the Commonwealth territories. This is the only change that has been made to the flag.

For over seventy-five years, in prosperity and adversity, in peace and war, the flag has been the symbol of a united Australian people as they have progressed to a respected position among the peoples of the world.



### DESCRIPTION :

The Australian National Flag consists of a blue field with the Union occupying the upper hoist (the Union occupies one-fourth of the flag) a seven pointed star (the Federation star) in the lower hoist pointing direct to the centre of the Union and in the fly, five stars representing the constellation of the Southern Cross—all stars white. The descriptions and positions of the stars are included in the first schedule of the *Commonwealth of Australia Flags Act* (No. 1 of 1954, as amended by No. 58 of 1954).

AUSTRALIAN NATIONAL FLAG

## BRIGADE COLOURS AND FLAGS

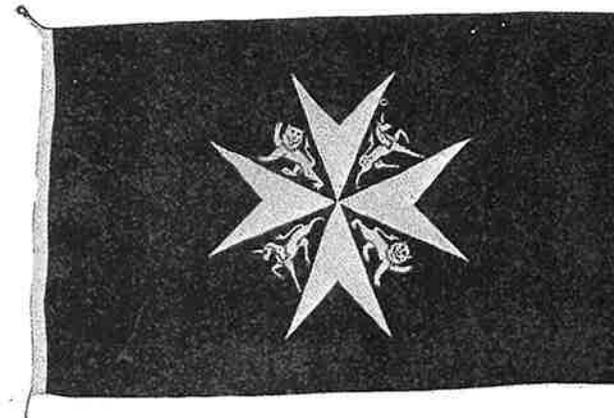
### The Brigade Colour

The Brigade Colour is the Badge of the Order, ie. a white cross with gold lions and unicorns on a black field; there is a fringe of alternate black and white (5 cm). It is carried on a 2.4 metre pole surmounted by the Badge of the Order in silver. The pole has black and white cords with tassels.



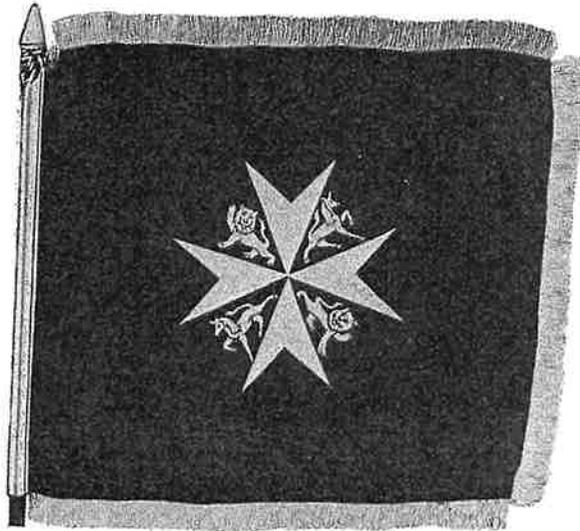
### The Brigade Flag

The Brigade Flag is the Badge of the Order, ie. a white cross with gold lions and unicorns on a black field.



### The Cadet Flag

The Cadet Flag is the Badge of the Order, ie. a white cross with gold lions and unicorns on a black field; there is a plain gold fringe. It is carried on a black 1.8 metre pole with a polished polehead and white cords and tassels.



There should be no Divisional names nor other writing on any Brigade or Cadet Flag.

The Cadet Flag Party consists of three Cadets, the Senior Cadet being the Flag Bearer and flanked in line on either side by the remaining two Cadets.

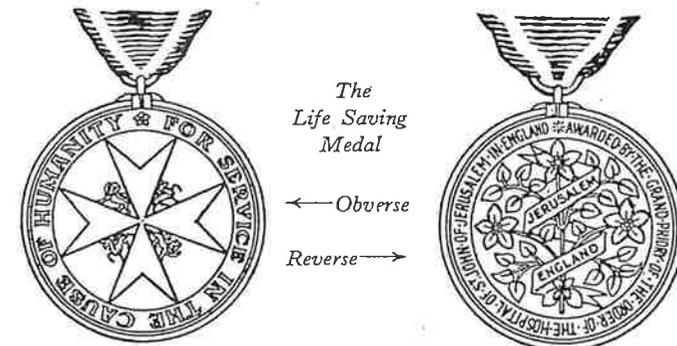
## MEDALS AND AWARDS OF THE ORDER OF ST. JOHN

Men and women who serve the Foundations of the Order of St. John may have their services recognised in a variety of ways. The highest honour awarded by the Order is to admit a person to membership of the Order of St. John. There are six main Grades of membership:

Grade I	G.C.St.J.	Bailiff Grand Cross of St. John.
Grade II	K.St.J. (or D.St.J.)	Knight (or Dame) of St. John.
Grade III	C.St.J.	Commander of St. John.
Grade IV	O.St.J.	Officer of St. John.
Grade V	S.B.St.J. (or S.S.St.J.)	Serving Brother (or Sister) of St. John.
Grade VI	Esq.St.J.	Esquires.

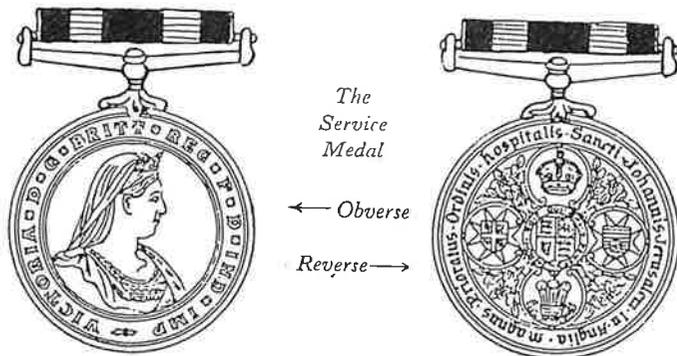
Lady members of the Order are termed Dames or Sisters of St. John depending on their Grade. The Badge of membership for Grades I-IV, is the eight-pointed cross in white enamel, embellished alternately in each of the principal angles with a lion and a unicorn. For Grade V, the same badge is worn but set on a circular black background. All Grades wear their badge suspended from a black watered silk ribbon. New members are usually admitted at the Grade of Serving Brother/Sister.

Some of your Officers may be members of the Order—look for the different badges at ceremonial occasions such as Annual Church Parade and Annual Review/Inspection. When in Brigade uniform, members of the Order are recognised by wearing a black ribbon surmounted with a silver eight-pointed cross, above their left breast pocket.



### THE LIFESAVING MEDAL

This medal may be bestowed on those who, in a conspicuous act of gallantry, have endangered their own lives in saving or attempting to save life. It may be awarded in either gold, silver or bronze. It hangs from a ribbon with a black centre, with thin white and red stripes at each end. This medal is worn above the right breast pocket.



The  
Service  
Medal

← Obverse

Reverse →

### THE SERVICE MEDAL

The Service Medal may be bestowed on those who have rendered conspicuous service to the Order or any of its Foundations. It may be awarded to members of the St. John Ambulance Brigade who have served actively and efficiently in the Brigade for a number of years as laid down in the General Regulations of the Brigade. In Australia, the qualifying period is twelve years. Bars are awarded for each additional five years efficient service. The medal is worn on the left breast suspended from a black and white striped ribbon.

When the ribbon only is worn small silver crosses indicate Bars (up to three) and small gilt crosses indicate four and more Bars. Watch for Brigade members wearing the Service Medal and calculate how many years service they have rendered. Each Cadet Service Star for which you qualify, counts as one year of service towards the Service Medal.

### VOTE OF THANKS

A Vote of Thanks engrossed on parchment may be awarded by the Order of St. John to those who have rendered conspicuous services to the Order or any of its Foundations. No badge is worn.



### BRIGADE MERITORIOUS SERVICE CERTIFICATE

A Meritorious Service Certificate is a Brigade award for which all members are eligible. It may be awarded by the Chief Commissioner to those who have saved or attempted to save life in cases where the circumstances do not qualify for the award of the Life Saving Medal. Members awarded this certificate wear a small silver metal bar above the right pocket of their Brigade uniform.

## PRAYERS OF THE ORDER

### For the Faith

"The Lord preserve us in the number of the Faithful; the Lord grant us means and opportunity to do good, resolution to persevere, and grace to attain happily to the blessed inheritance of Eternal Life; that like as charity hath united us on earth, so the Divine mercy, which is the help and support of love, may vouchsafe to unite us with His faithful ones in Heaven, through the good gift of Jesus Christ our Lord, who liveth and reigneth with the Father and the Holy Ghost, ever one God, world without end. Amen."

### For the Service of Mankind

"Let us pray God, through Jesus Christ our Lord, that as we wear the sign of our Redemption, so may we ever remember in our lives that its four arms symbolise the Christian Virtues — Prudence, Temperance, Justice and Fortitude; that its points represent the eight Beatitudes which spring from the practise of those Virtues; and that its whiteness is the emblem of that purity of life required in those who fight for the defence of the Christian Faith and live for the service of the poor and suffering. Amen."

### Hospitaller's Hymn

1. Behold the pilgrims, soldiers of the Cross!  
For Christly gain they gladly suffer loss,  
And chant their Alleluia!
2. They come from distant plain and hill and vale,  
Through summer's heat and winter's rending gale,  
And chant their Alleluia!
3. They hunger and they thirst and know the pain,  
Of wounds and prison chains, but count it gain,  
And chant their Alleluia!
4. They march to view the Holy Land of God,  
To walk in ways that Christ Himself hath trod,  
And chant their Alleluia!
5. To worship where He lived, and loved, and died,  
And rose again — their only Hope and Pride.  
And chant their Alleluia!
6. Their mortal fame by sickness is assailed;  
But spirit over body has prevailed—  
And chant their Alleluia!
7. Let knightly service come to their relief,  
To heal their sickness and assuage their grief,  
And chant their Alleluia!
8. Like John, who bore his witness to the Christ,  
Bear witness to the Lord in Mercy's trust,  
And chant their Alleluia!
9. Lift high the Cross upon the crimson field,  
That we to none but Christ may ever yield,  
And chant their Alleluia!
10. For faith and for the service of mankind,  
In knightly Order stand we combined,  
And chant their Alleluia!
11. To Christ the Lord, Who gave us His Command,  
To heal the sick with loving heart and hand,  
Raise high our Alleluia!

Tune: Harvest (587 A. & M.)

## DUKE OF EDINBURGH'S AWARD SCHEME



The Duke of Edinburgh's Award Scheme was initiated by His Royal Highness The Prince Philip, in the United Kingdom in 1956. The Scheme started in Australia in 1962 and operates in many other countries.

To young people between 14 and 25 years, the D. of E. Award Scheme offers an incentive to achievement and adventure through a balanced programme of recreational activities. It is essentially a personal challenge from the Duke of Edinburgh to young people, to measure themselves against the standards set for each Section of the Award. These standards are within the reach of the average boy or girl, provided he or she makes the effort and perseveres.

The Award Scheme is not a youth organisation. It is a programme which can be used by existing organisations, by schools, clubs, firms, etc. It is designed as a complement to their existing activities.

There are three separate Awards—Bronze, Silver and Gold. Young people may enter for whichever Award is most suited to their age. The **minimum** starting ages for each Award are: Bronze, 14 years; Silver, 15 years; Gold, 16 years. The maximum age for completing any Award is 25 years.

The Award Scheme programmes for individual Candidates comprise of four Sections common to all Awards—Service, Expeditions, Interests, and Physical Activities/Design for Living.

Older St. John Cadets are encouraged to participate in the D. of E. Award Scheme. In many cases the requirements of the Scheme are similar to our Proficiency Badge subjects, so that a Candidate, with careful planning and perhaps a little extra work, may satisfy both aims—i.e. of qualifying as a Grand Prior's Cadet and gaining a D. of E. Award.

Brigade Regulations permit the wearing of D. of E. Awards on Brigade uniforms.

Ask your Officers to get details of the D. of E. Award Scheme from District Headquarters which will have a D. of E. Liaison Officer to assist in determining equivalent standards and requirements.

## CADET GRADUATION CEREMONY

It is desirable that both the Adult and Cadet Divisions be on parade for the Cadet Graduation Ceremony. The Ceremony below is usually conducted by the senior Cadet Officer present, (or the Divisional Superintendent (c)) who presents the graduating Cadet to the Adult Division's Superintendent.

"Having been successful in the Adult Examination, it is now your wish to become a member(s) of the Adult Division.

"You must be careful to still uphold the obligations, traditions, and the high ideals of the Most Venerable Order of the Hospital of St. John of Jerusalem, that were imparted to you when enrolled as a Cadet.

"It is my/our wish that your further association with the Order of St. John will be blessed with continued strength throughout the years, and that your heart will not fail nor your hand falter.

"The pride you had in the Cadet Division, and your spirit of Comradeship will, I am/we are sure, be taken into the Adult Division in large measure; for in so doing you will help the more exacting 'First Aid Service', and bring before you a deeper degree of citizenship.

"You will always remember that the four arms of the 'White Cross' represent the Christian virtues: Prudence, Temperance, Justice and Fortitude.

"Show others the way of duty and convey at all times a sense of victory over self for service to others. The promise you gave when enrolled as a Cadet, can still play an important part for you as an Adult Member; namely, that 'Like the Knights of St. John, you will be loyal to your Sovereign, true to your honour, and faithful to the Order'.

"Your progress in the Cadets, your respect for your Officers, your ability and eagerness to learn in all classes of instruction, and your progress in obtaining your Adult Certificate, have all been carefully recorded. And so with all the best wishes, it is my/our pleasure to have you graduate to the Adult Division, with the right hand of fellowship.

"I call upon the Adult Superintendent (Adult Superintendent will go forward). It is my/our pleasure to present to you, . . . (name of Cadet(s)) . . . whose desire it is to become a member(s) of the Division under your command, and there further his/her interests in the service of the Brigade.

"With the help of your Officers and members, encourage him/her, make him/her welcome and happy, and so enable him/her to remain a member(s) of the great organisation, on which the Order of St. John was first founded."

(The Cadet(s) has now been handed over and falls in line in the space(s) left open in the ranks of the Adult Division.)



## THE PROFICIENCY CERTIFICATE SUBJECTS

This Section deals with the 28 Proficiency Certificate Subjects, and gives a general outline of a suggested syllabus together with the individual prerequisites.



*Cadets learning new skills whilst adventure camping.*

## PROFICIENCY BADGES



BOATING



CAMPING



CANOEING



CASUALTY  
SIMULATION



CHILD CARE  
CHILD WELFARE



CITIZENSHIP



CIVIL DEFENCE



CLERICAL ABILITY



COOKERY &  
NUTRITION



CYCLING



FIRE FIGHTING



HANDICRAFTS



HANDYMAN



HEMOCRAFT



HOME NURSING



HYGIENE



HYGIENIC FOOD  
HANDLING



INTERNATIONAL  
FRIENDSHIP



INTERPRETERSHIP



KNOWLEDGE AND CARE  
OF ANIMALS

## PROFICIENCY BADGES



KNOWLEDGE OF  
THE ORDER



LIBRARIANSHIP



MAP READING



NATURAL HISTORY



PHYSICAL  
RECREATION



ROAD AND  
HOME SAFETY



SIGNALLING



SWIMMING AND  
LIFE SAVING



GRAND PRIOR'S  
BADGE

## BOATING



### Candidates should:

1. Swim 45 metres in clothing.
2. Be able to state the correct names for parts of a boat and its sails (minimum of 20 parts).
3. Tie a Reef Knot, Sheet Bend, Figure-of-Eight, Clove Hitch, Bowline, and a Round Turn with two Half-Hitches.
4. Be able to carry out all duties in a boat under sails and oars, including helmsman, under the supervision of an Instructor.
5. Be able to explain and demonstrate the correct methods of towing, and slipping tow.
6. Demonstrate and practise:
  - (a) correct fitting of Life Jackets;
  - (b) drill for "Man Overboard" under oars, and sails;
  - (c) correct method of getting in and out of a boat, both from a beach and from a landing;
  - (d) coming alongside.
7. Be able to explain the role of a compass, helms orders, and the use of compass in steering.
8. Demonstrate the correct procedure for anchoring, getting under way, mooring, and safety rules for re-fuelling power boats.
9. Demonstrate a thorough knowledge of the Elementary Rule of the Road, as applied to sailing and rowing boats.
10. Be able to briefly outline the organisation and operation of any local Water Rescue Service.
11. Know where to get a daily weather forecast, and show an understanding of a weather map.
12. Know local tides and currents and weather conditions, and signs of change, and how to use this information when boating.
13. Know the common navigation lights and be able to identify the main buoys and beacons (at least 6).
14. Demonstrate 6 methods of emergency distress signals suitable for use in boatwork, and detail the distress and survival equipment required to be carried in boats, as provided for in relevant legislation.

### Requirements:

- (i) Minimum total instruction time must be at least 20 hours.
- (ii) The Instructor(s) may in no case conduct the examination.
- (iii) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (iv) Both instruction and the Examination should be as practical as possible.

### Suggested Instructors/Examiners:

- (a) Members of the Australian Volunteer Coast Guard.
- (b) Officers of the Sea Scouts.
- (c) Officers of any recognised Yacht Club.

- (d) Holders of Master's Ticket in the Merchant Navy.
- (e) Other suitably qualified persons as approved by the Commissioner via regulation channels.

### Suggested References:

- (i) Suitable reference books may be located via local library or school library services.
- (ii) Material published by the Australian Volunteer Coast Guard.
- (iii) Sea Scout publications.

## CAMPING



### Candidates should:

1. Select and lay out a camp site sleeping area in the field, and state orally 6 main points/factors to be considered.
2. Take charge of, and supervise, a group of Cadets (not more than 7 assistants) to pitch and strike a tent suitable to hold at least 6 Cadets, with sleeping gear for an overnight camp.
3. Demonstrate how to dry, fold and store canvas; make minor repairs to canvas.
4. Demonstrate adjustments and special precautions required for tents in windy or wet weather.
5. State orally the precautions and procedures to be followed if a tent is on fire or threatened by fire.
6. Demonstrate sound knowledge of 5 of the following (all if over 16 years):
  - (a) camp sanitation (latrines, urinal, washing, garbage disposal);
  - (b) drinking water precautions (supply and storage);
  - (c) personal hygiene;
  - (d) gas and fuel stoves and lanterns;
  - (e) sickness in camp;
  - (f) storage of food;
  - (g) protection against insects;
  - (h) menu and food list preparation (6 people, 2 days);
  - (i) equipment list for weekend camp;
  - (j) conservation and pollution aspects of camping.
7. Construct and tend kitchen and camp fires.
8. Cook, with help, a main meal for not less than 6 people.
9. Collect and stack suitable firewood for kitchen and camp fires.
10. State orally the main causes of fires in camps, the special precautions needed to guard against them, and the fire regulations (warnings and bans) applicable to the State.
11. Make at least 2 camp gadgets (eg. basin stand, clothes rack, utensil rack, kitchen equipment, table, etc.).
12. Organise a camp activity to last not less than ½ hour (under 16 years), or a day programme (16 years and over).

13. Be able to list basic safety and emergency equipment required when travelling through the bush (eg. first aid kit, signals, etc.).
14. State orally precautions to be observed when swimming in rivers, creeks or dams.
15. Spend at least 10 days (not necessarily consecutive) under canvas in recognised camps (ie. a camp approved in writing by the District Officer (C) as suitable for this badge).

**NB.** It is emphasised that this syllabus is for a Cadet proficiency badge and is not to be regarded as a Camp Warrant for supervision purposes.

#### Requirements:

- (i) The Instructor(s) may in no case conduct the examination. Candidates must be examined on each item and all practical items must be examined in camp.
- (ii) Minimum instruction time must be at least 12 hours.
- (iii) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

#### Suggested Instructors/Examiners:

- (a) It is recommended that the same Instructor be used for theoretical sessions as for practical sessions in the field.
- (b) Qualified members of the Scout Association of Australia, or of the Girl Guides.
- (c) Any other suitably qualified person as approved by the Commissioner via regulation channels (eg. members of the Armed Services, S.E.S., etc.).

#### Suggested References:

- (i) Suitable reference books may be located in local library or school library services.
- (ii) Other suitable material is available from:
  - Australian Scout Association Shops
  - Girl Guide Shops
  - Youth, Sport and Recreation Department in each State
  - Bushwalking Clubs and similar groups
  - Y.M.C.A. and Y.W.C.A.
  - Youth Hostels Association.



## CANOEING

The minimum qualifying test for the award of the Canoeing Proficiency Certificate is:

- (a) for Candidates under 16 years of age, the Novice Canoeists' Test (which was evolved in Canada);
- (b) for Candidates aged 16 years and over, the Proficiency Test (one only of Inland Kayak or Inland Canadian or Sea Kayak).

#### Novice Canoeists' Test (Kayak or Canadian):

1. The test can be carried out on any available area of water.
2. The Candidate will swim 45 metres in light clothing (eg. shirt, shorts, gym shoes), without the use of a life jacket.
3. The Candidate will give a satisfactory performance of the following skills in a single seater or, if no singles are available, in the rear seat of a two-seater:
  - (i) 'J' stroke
  - (ii) Sweep stroke
  - (iii) Sculling stroke
  - (iv) Draw and Pushaway strokes
  - (v) Underwater stroke.
4. The Candidate will handle his canoe into the water.
5. The Candidate will make his canoe fast to the bank and leave it.
6. The Candidate will get into his canoe from the bank, and will put out into midstream.
7. He will demonstrate paddling forwards and backwards, and the emergency stop.
8. He will paddle upstream, return and make a clean approach to the landing stage or bank.
9. He will disembark and take the canoe out of the water.
10. Returning into the canoe, the Candidate will move into deep water where he will capsize and swim ashore with the canoe.
11. He will empty the canoe, take it from the water and place it properly on the bank.

**NOTE:** In items 4, 9, and 11, the Candidate may have assistance if he so wishes.

#### Proficiency Test:

##### (A) INLAND

The purpose of the inland water test is to ensure that a successful Candidate can be considered reasonably safe under normal water conditions. It is strongly recommended that Candidates gain good practical experience of the procedures and skills required, before they enter.

##### (A1) Inland Kayak

1. If possible the test will be taken on water flowing at a speed of about 5 km/h. No part of this test may be taken in a swimming pool.
2. Candidates must have a working knowledge of some appropriate knots (eg. seven of the following: reef, sheet bend, rolling hitch, overhand knot, clove hitch, round turn and two half-hitches, timber hitch, parcels knot, highwayman's, postman's or goatherd's knot, bowline, slippery hitch, fisherman's tarbuck).
3. The Candidate will swim 45 metres in light clothing (eg. shirt, shorts, gym shoes) without a life jacket. He will swim under a canoe and come up on the other side.
4. The Candidate will present his canoe and the following items for inspection when they are ready for use: paddle, bow and stern lines, buoyancy life jacket, repair kit. It is strongly recommended that spray covers be provided.

5. The Candidate will pack his canoe as if in preparation for a journey of two or three days.
6. The Candidate will handle his canoe into the water. The canoe will be made fast to the bank and left there.
7. The Candidate will get into his canoe from the bank and will put out into midstream.
8. The Candidate will paddle his canoe upstream about 45 metres. He will then turn back and paddle to his starting point. He will demonstrate the emergency stop, paddling backwards and coming alongside.
9. He will demonstrate that he understands the principles of Ferry Glide, facing downstream and facing upstream.
10. He will demonstrate the following paddling strokes: Sweep, Draw, Recovery, Sculling for support, Sculling Draw (side-ways).
11. He will capsize his loaded canoe in midstream, come to the bank with canoe, and empty out the water.

NOTE: In items 4, 6, and 11 the Candidate may have assistance if he so wishes.

#### (A2) Inland Canadian

1. If possible the test will be taken on water flowing at a speed of about 5 km/h. No part of the test may be taken in a swimming pool.
2. Candidates must have a working knowledge of seven appropriate knots (see A1.2).
3. The Candidate will swim 45 metres in light clothing (eg. shirt, shorts and gym shoes) without a life jacket. He will swim under the canoe and come up on the other side.
4. The Candidate will present his canoe and the following items for inspection when they are ready for use; paddle, bow and stern lines, buoyancy life jacket and repair kit.
5. The Candidate will pack the canoe as if in preparation for a journey of two or three days.
6. The Candidate will handle his canoe into the water. The canoe will be made fast to the bank and left there.
7. The Candidate will get into the canoe from the bank, and will put out into midstream.
8. The Candidate will paddle his canoe upstream a distance of about 45 metres. He will then turn back to his starting point. He will not at any time change his paddle over from one side to the other.
9. On reaching his starting point the Candidate will stop the way of his canoe and propel it sideways to the bank.
10. He will capsize his loaded canoe in midstream, come to the bank with the canoe and empty out the water.
11. He will re-embark, standing in the water at knee depth. He will then return to the bank, disembark and take the canoe out of the water.

NOTE: In items 4, 6, 10, and 11, the Candidate may have assistance if he so wishes.

#### (B) SEA

The purpose of the sea test is to ensure that a successful Candidate has sufficient knowledge and skill to take his canoe to sea under a competent leader. Not less than 3 canoes will participate in this test, for reasons of safety.

#### Sea Kayak

1. The test will be taken off a suitable beach under calm conditions. Allowance will be made by the examiner if conditions are rough, but the canoe skills must be performed in a competent manner.
2. The Candidate must have a working knowledge of seven appropriate knots (see A1.2).
3. The Candidate will swim 90 metres in the sea without a life jacket and in light clothing. He will swim under a canoe and come up on the other side.
4. The Candidate will present his canoe and the following items for inspection when they are ready for use: paddle, spray cover, bow and stern lines, buoyancy life jacket and repair kit.
5. The Candidate will pack his canoe as if in preparation for a journey of two to three days.
6. The Candidate will launch his canoe and will paddle at least 45 metres off-shore and into deep water.
7. He will demonstrate turning the boat 360 degrees in both directions, also paddling backwards, the draw, the sculling draw for support and recovery of balance by slap support.
8. The Candidate will participate in a deep water rescue; both as a rescuer and being rescued. He will then capsize his canoe again, bring it to the shore and empty out the water.
9. He will re-embark, standing in water knee deep. He will demonstrate bringing his canoe to the beach, approaching forwards, backwards and, if wave conditions permit it, sideways. He will disembark and take his canoe out of the water.
10. The Candidate will be expected to show knowledge of the general effects of tide, current and wind; of safety precautions applying particularly to sea canoeing, and of local conditions. He must show that he is able to do simple tidal predictions by the tidal constant method. He must give evidence that he has made at least one satisfactory sea canoeing expedition.

NOTE: The Candidate may have assistance in items 6 and 9 if he so wishes.

#### Requirements:

- (i) The time taken to master the test skills will vary with individuals; however, the minimum instruction time must be at least 20 hours.
- (ii) The Instructor(s) may in no case conduct the examination.
- (iii) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

#### Suggested Instructors/Examiners:

- (a) Physical Education teachers.
- (b) Qualified Instructors/Examiners of Canoe Associations.
- (c) Other suitably qualified persons as approved by the Commissioner via regulation channels.

### Suggested References:

- (i) Suitable reference books may be located via local library or school library services.
- (ii) Publications as recommended by the Canoe Association of each State, National Fitness Councils or Sports Councils.

## CASUALTY SIMULATION



This subject has two parts:

- (A) Casualty Simulation, and
- (B) Casualty Faking.

### (A) CASUALTY SIMULATION

All Candidates should be able to demonstrate realistically, and in the context of an incident, the effects of:

1. Shock and Haemorrhage.
2. Obstructed breathing and other forms of partial Asphyxia.
3. Various conditions of unconsciousness including head injury.
4. Pain.
5. Injuries to the body including fractures.
6. Injuries to the limbs including loss of function.
7. Other forms of distress including at least three common poisons.
8. The "right" and "wrong" treatment received during a demonstration or test.

### (B) CASUALTY FAKING

All Candidates should be able to prepare realistically:

1. A wound with or without a foreign body.
2. A closed fracture of a limb, or sprain of joint and other swelling.
3. An open fracture.
4. A pallid face with blueness of lips and ears.
5. A flushed face.
6. Burns and scalds.

### Requirements:

- (a) Minimum instruction time must be 12 hours. Instructors should encourage Candidates to practise both simulation and faking whilst under training.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) The examination, in addition to assessing the syllabus, should test that the Candidate is able to:
  - (i) create an appropriate atmosphere for the incident;
  - (ii) brief the casualty on the required symptoms and acting;
  - (iii) relate the injuries to the incident (ie. realism of cause and effect).

- (e) The examination should consist of two parts:
  - (i) Theory (written or oral)—6 questions from either or both parts of the syllabus;
  - (ii) Practical—simulation of incidents which include five out of the eight varieties in part A of the syllabus, and the realistic reproduction of one "injury" from part B of the syllabus.
- (f) It is not necessary that all parts of the examination be taken at the same time. Where unavoidable, different Examiners may be used for different parts of the examination.

### Suggested Instructors/Examiners:

- (i) Medical Practitioners or State Registered Nurses with casualty experience.
- (ii) Members of Casualty Auxiliary or similar organisations.
- (iii) First Aid personnel with a minimum of five years experience in casualty simulation situations.
- (iv) Other suitably qualified personnel as approved by the Commissioner through regulation channels.

### Suggested References:

- (a) "First Aid Competitions and Casualty Make-Up." The St. John Ambulance Association (latest edition), London.
- (b) "Atlas of Injury." (In 5 parts), Casualties' Union, London.
- (c) Other publications relating to casualty simulation and faking, in addition to the two above, may be available from the Stores Departments of St. John District Headquarters, and/or State Divisional Headquarters of the Red Cross.

### Other Training Aids:

The use of plastic re-useable wounds and injuries (eg. "Plastifol" type), for routine Divisional training together with appropriate simulation and supporting faking, should be encouraged and included in the training where possible. However, these wounds cannot be used by the Candidate for examination purposes.

## CHILD CARE CHILD WELFARE



### Candidates should:

1. State orally the answers to at least two questions taken from the text of Child Care.
2. Answer questions (written or oral) on infectious diseases, the signs and symptoms and the incubation period.
3. Produce a project on home safety and the prevention of accidents indoors and outdoors.

4. Give a practical demonstration of one of the following (selected by the examiner):
  - (a) Bathing a baby;
  - (b) Making a bassinette or cot;
  - (c) Changing a napkin;
  - (d) Dressing a baby.
5. Know the location of the nearest Baby Health Centre.
6. Know the immunization programme for babies and children under six years.

**Requirements:**

- (a) Minimum total instruction time to be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks: 11-13 years, 55%; 14-16 years, 65%; 17-21 years, 75%.

**Suggested Instructors/Examiners:**

1. State Registered Nurses.
2. Persons approved by the Commissioner via Regulation channels.

**Suggested References:**

- (a) Preliminary Manual of Child Care, St.J.A.A.
- (b) Government Health Department publications (Infant Welfare).
- (c) Suitable reference books may be located via local or school library services.

## CITIZENSHIP



**Candidates should:**

1. Describe orally and explain the Australian flag; how to use and care for it, and how to hoist, break, halfmast, lower and display it in a hall.
2. Recognise the flags of 8 other countries having St. John Cadets; and find the meaning of at least 8 Aboriginal place names in your vicinity.
3. Describe orally the general areas of responsibility of the Commonwealth and State Governments of Australia.
4. Describe orally the composition and workings of Commonwealth or State Cabinet, and the process of law making.
5. Describe orally the areas of responsibility and working of their own local Government.
6. Answer questions in some detail on the health service, including the work of Hospitals, Child Welfare Centres, Public Health Inspectors, National Health Insurance and Social Service Benefits (Commonwealth, State and Municipal). (Project Option.)

7. Show on a map of the local area the Government buildings, Police Station, Fire Station, Ambulance Station, Hospitals, Churches and Schools, main highways, Public Transport terminals and Veterinary Surgeons. (Project Option.)
8. Mark on a map of the local area the location of the main industries and commercial activities, and any places of historical interest. (Project Option.)
9. Be able to name six famous Australians (chosen by the Candidate), who have influenced the standard of our public life, and say for what they are famous. Be able to describe the life of one of them in detail. (Project Option.)
10. Describe orally the meaning and activities of the following:  
U.N., U.N.E.S.C.O., W.H.O., U.N.I.C.E.F., F.A.O.
11. Visit the following:  
State Parliament or Local Municipal Council, Hospital, local historic place, an Essential Service (one of Police/Fire/Ambulance), Radio or TV Station or Newspaper Office.
12. Complete 50 hours Public Duty as for Special Service Shield.
13. Participate in an exchange visit to a Cadet Division in another Municipality.
14. Report on the history and present role of the local Ambulance Service or the Royal Flying Doctor Service. (Project Option.)

**Requirements:**

- (a) Minimum total instruction time must be 12 hours, exclusive of any excursions and visits. Instructors should encourage Candidates to read as widely as possible, giving guidance as to suitable books or reference sources.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) The examination, which may be written or oral or a mixture of both, should cover the bulk of the syllabus. The examination need not include those items for which the Candidate submits satisfactory project material (wall charts, pictorial displays, essays, etc.). Such project material must be submitted to the Examiner a reasonable time before the date of examination.

**Suggested Instructors/Examiners:**

- (i) It is recommended that the same speaker be used for as many sessions as possible, in order to avoid repetition and overlap of material.
- (ii) Suitable persons may be:
  - Federal/State Members of Parliament
  - Local Government representatives
  - Local Health Officer
  - Local Social Welfare Officer
  - Member of local Historical Society
  - Member of United Nations Association
  - Other suitably qualified persons as approved by the Commissioner via regulation channels.

### Suggested References:

- (a) Suitable reference books may be located via local library or school library services.
- (b) Other material may be available from:
  - Members of Parliament
  - Local Government
  - State Departments of Health, Social Welfare, etc.
  - United Nations Association
  - Good Neighbour Council.

## CIVIL DEFENCE



### Candidates should:

1. Have attended a course of not less than 3 lectures on the purpose of Civil Defence, and the organisation of the various services involved; and on the nature of the problems faced from natural disasters (eg. earthquakes, cyclones, floods, fires, etc.), and the similar consequences of modern warfare.
2. Have attended not less than 4 periods of instruction in the organisation of the Civil Defence Welfare Section, with special reference to emergency feeding (Ambulance Cadets) or care of the homeless (Nursing Cadets).
3. Hold the following two Proficiency Certificates before being eligible to qualify for the Civil Defence badge:
  - Firefighting, and
  - Clerical Ability.
4. Hold one of the following four Proficiency Certificates before being eligible to qualify for the Civil Defence badge:
  - Camping
  - Map Reading
  - Child Care
  - Signalling.
5. Be able to describe or demonstrate some simple precautions that can be taken to reduce the effects of Nuclear weapons.
6. Attend a period of instruction in the use of Civil Defence message forms and telephone procedures, and must know the N.A.T.O. alphabet.
7. Have attained the age of 14 years before taking the examination for the Civil Defence badge.

### Requirements:

- (a) In addition to the three pre-requisite Proficiency Certificates required, additional instruction for the Civil Defence aspects of the badge must be 12 hours minimum, noting the requirements in the syllabus above.

- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.  
**This applies to the Civil Defence content of the syllabus. Pre-requisite subjects gained before 14 years of age, may be counted towards this badge.**
- (d) The instruction on the organisation and work of the Welfare Section, should consist of short talks of about 20 minutes, followed by practical training or demonstration; wherever possible, with the equipment available for field cooking, the construction of grease traps, and the layout and administration of both a planned and an emergency rest centre.
- (e) The examination on the purpose and organisation of Civil Defence, and the work of the Welfare Section, should consist of not less than 10 questions designed to test the Candidate's knowledge of equipment in common use, and a practical test should be included wherever possible.

### Suggested Instructors/Examiners:

- (i) State Emergency Services personnel.
- (ii) Members of State Police Forces.

### Suggested References:

Current manuals and publications of the Australian Natural Disasters Organisation.

### REFRESHER COURSES

All Cadets who are awarded a Civil Defence Proficiency Certificate, should attend not less than 8 hours of "refresher" instruction every year, in order to keep their training up to date. They should also take part in local Civil Defence exercises as often as possible.

### REPORTING IN AN EMERGENCY

In the event of an emergency, many of the civilian population may be evacuated from their homes. In that event, Civil Defence qualified Cadets should report as soon as possible, to the nearest St. John Ambulance Brigade Headquarters, or to the local Civil Defence authority in the place to which they are evacuated, in order that their services may be utilised.

## CLERICAL ABILITY



### Candidates should:

1. Be able to write simple business letters in clear handwriting, using plain English with correct spelling, punctuation, and the appropriate forms of salutation and complimentary close, and to address envelopes.
2. Be able to summarise information, and to take and give messages accurately, both directly and on the telephone; to know the procedure for "Confidential", "Private" and "Personal" matters; and to demonstrate use of a dictionary.
3. Have a general knowledge of Postal and Banking services (to include completion of telegraph form, bank deposit and withdrawal forms, and cheque account procedures).
4. Be able to check lists and to complete forms, including at least 3 Brigade forms in use in Cadet Divisions.
5. Be able to describe how to order and pay for goods.
6. Have a knowledge of simple filing systems and records.
7. Be able to keep a simple cash account, including cash book and receipts.
8. Be able to explain or demonstrate general Committee procedures.
9. Demonstrate ability to use a simple duplicating machine.

### Requirements:

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Instructions should be as practical as possible.
- (e) The examination should be as practical as possible.

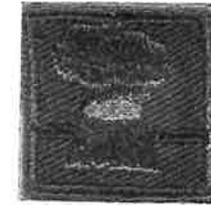
### Suggested Instructors/Examiners:

- (i) Fully trained Secretaries and Accountants, or other qualified persons as approved by the Commissioner.
- (ii) Teachers with appropriate qualifications.

### Suggested References:

- (a) Suitable reference books may be located via local library or school library services.
- (b) The Bank Education Service in each State will provide a range of training aids.

## COOKERY AND NUTRITION



### Candidates should:

1. Explain and/or demonstrate how to maintain cleanliness in the kitchen.
2. Demonstrate how to lay tables and trays.
3. Be able to clear away and wash up.
4. Explain and/or demonstrate how to take care of utensils and equipment.
5. Explain which foods to eat and why, and have a full knowledge of the food value of those foods in the main food groups.
6. Be able to plan, prepare and serve midday family meals for day-to-day and special occasions.
7. Be able to plan menus for the average family for a period of one week, including at least two 3 course meals.
8. Be able to prepare packed lunches.
9. Explain simple rules for shopping.
10. Be able to cook and serve special meals for invalids and convalescents.

### Suggested Practical Work:

Prepare and cook vegetables. Make salads and a simple salad dressing. Prepare and cook meat—stew, grill and roast. Prepare and cook simple desserts. Slice bread, butter and make sandwiches. Make scones, plain and sweet biscuits and simple cakes. Lay a table for a 3 course meal, serve meal, clear away and wash dishes. Prepare and serve morning or afternoon tea or coffee. Arrange a tray for a patient in bed. Care of dish cloths and tea towels. Arrange flowers for a table.

### Requirements:

- (a) Minimum total instruction time must be at least 20 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Instruction in this subject should be mainly practical. Dishes, other than those suggested in the syllabus, may be included at the discretion of the Instructor.
- (e) Nutrition should be introduced by the practical planning of well-balanced meals, in addition to the teaching of theory.
- (f) The test should consist of written and practical items including the preparation for a main meal. The practical test must be carried out in the presence of the Examiner.

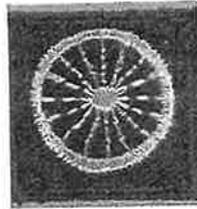
### Suggested Instructors/Examiners:

- (i) Teachers of Domestic Science/Home Economics.
- (ii) Other suitably qualified persons as approved by the Commissioner.

### Suggested References:

- (a) Suitable reference books may be located in local library or school library services.
- (b) Domestic Science/Home Economics teachers may give guidance as to other suitable reference material.
- (c) Most newspapers and magazines have cooking sections and recipes.

# CYCLING



## Candidates should:

1. Have an elementary knowledge of the working parts of the bicycle, and be able to maintain them in good condition.
2. Be able to carry out simple repairs to a bicycle.
3. Be able to ride a bicycle in a safe and correct manner in any traffic conditions.
4. Know the contents of the "Highway Code", particularly the sections on Traffic Signals, Road Signs and the paragraphs relating to cyclists.
5. Know how to read a road map of the type as issued by the major oil companies, and also a street directory.
6. Have planned and carried out a cycling tour of not less than 1 day's duration, and made a log and map of the tour, marking in not less than three places of interest as well as geographical features.
7. Pass a Cycling Proficiency Test, which will include:
  - Maintenance and adjustment
  - Riding position
  - Cycle control
  - Peddalling and braking
  - Safe starting and stopping
  - Demonstration of hand signals used by cyclists and Police.

## Requirements:

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) The examination shall consist of the Cycling Proficiency Test plus other questions either oral or written, to cover the remaining parts of the outline syllabus. The log and map of the day tour must be sighted and assessed.

## Suggested Instructors/Examiners:

- (i) Officials from the National Safety Council of Australia.
- (ii) Members of Police Forces and Road Safety organisations.
- (iii) Suitably qualified members/instructors of Pedal or Cyclist Clubs.
- (iv) Other suitably qualified persons as approved by the Commissioner.

## Suggested References:

- (a) National Safety Council of Australia pamphlets, charts, etc.
- (b) Police Force pamphlets and literature.

## CYCLING PROFICIENCY TEST

### 1. Maintenance and Adjustment

Before being allowed to take the test the Candidate must satisfy the Examiner that he knows how to adjust a new bicycle to obtain a good riding position, and to maintain the machine in good condition as

regards brakes, tyres, chain and lights. He should give a demonstration of testing his machine prior to mounting; viz. test brakes, tyres, saddle, chain, lights.

NOTE: As this is a test of cycling proficiency, the Examiner should see that the Candidate does the test on a mechanically sound and properly adjusted machine.

The Candidate is not expected to be a mechanic, but he should know the fundamental principles of cycle adjustment and maintenance.

### 2. Riding Position and Cycle Control

- A. From a standstill, ride slowly straight through a lane 22 metres long and 1.5 metres wide without touching the lines on either side.

Riding position	10 marks
Not touching lines or foot on ground	3 marks

The minimum of skill is called for here, the object being to give the Examiner an opportunity of assessing the Candidate's riding position and style. If the Candidate's riding position is seriously faulty the Examiner may question him to discover his knowledge of the essential adjustments, and if satisfied that the faulty position is not due to ignorance but to some external cause beyond the Candidate's control (if for instance he has just borrowed the machine for the test and was unable to have the necessary adjustments made in time) the Examiner may see that the adjustments are made and allow the Candidate to proceed to part B of Section 2 of the test. If there is no reasonable explanation of the faulty position the Candidate must be failed.

- B. (Small obstacles 1 metre apart to be arranged in rows 1.5 metres apart, as indicated in diagram. Lines may be drawn to indicate course.)

Start well behind line so that cycle is under full control before obstacles are negotiated, and then ride along course indicated. (See diagram p. 81.)

Not touching feet to ground	5 marks
Not touching any obstacle	5 marks
Using brake correctly	2 marks

(Total: 25, Minimum Pass: 19)

This, the most difficult part of the test, is intended to test the Candidate's mastery of his machine. Every Candidate should be allowed to make a preliminary attempt and should be warned against trying to ride too fast. The start should be made well behind the line so that the cycle is under full control before the close turns have to be made, and it should be pointed out that the turn at the end is not restricted in radius.

Objects used to mark the course should be as small as possible so as not to impede or alarm the rider.

### 3. Pedalling and Braking

Mount and ride 30 metres on any level surface 30 metres by 8 metres at average riding speed. Park cycle.

This test should be done twice:

- A. to assess braking ability in normal circumstances.
- B. to judge braking ability in an emergency.

For the second test the rider would be required to stop as quickly and safely as possible on a given signal.

Balls of feet on pedal and parallel	2 marks
Timely and safe application of brakes in A	4 marks
Timely and safe application of brakes in B	4 marks
Intelligent parking	2 marks
Correct use of front and rear brakes	2 marks

(Total: 14, Minimum Pass: 11)

NOTE: Sudden skidding of rear wheel to be counted as a fault.

A. The rider should be instructed to ride from D to E and stop there. This must be explained to him so that he knows where he is going to stop, just as he would if he were arriving at his own home after a ride. The Examiner will note whether he uses his brakes intelligently to bring his machine to a smooth stop, without skidding the back wheel or having to brace himself against the handlebar to resist a too-sudden stop.

B. Now the rider should be told to ride back to D and instructed to make a quick but safe stop when he receives a signal from the Examiner. After assessing the rider's ability to pull up safely within a reasonable distance, the Examiner should instruct the rider to put his cycle away for a few minutes. The Examiner will note whether the Candidate shows intelligence in parking so that the bicycle will not be likely to fall or be knocked down, and will not needlessly obstruct other people.

#### 4. Safe Starting and Stopping

Start:

- A. As from the kerb.
- B. As from a Stop sign, ready to turn right into a main road.

Stop:

- C. At a kerb.
- D. At a Stop sign.
  - A. Looking to see if traffic is near, and making a neat and safe start 2 marks
  - B. Looking to see if traffic is near, and making a neat and safe start 2 marks
  - Signalling intention 2 marks
  - C. Drawing into kerb 2 marks
  - Signalling intention to stop, and braking gently 2 marks
  - Dismounting on kerb side 1 mark
  - D. Signalling intention 2 marks
  - Riding towards near side of crown if desiring to turn right, and to left if wishing to turn left 3 marks
  - Braking gently 2 marks
  - Stopping safely at Stop line 1 mark

(Total: 19, Minimum Pass: 15)

A. The rider should be told to stand with his cycle by the side of the kerb at F and to imagine himself on a fairly busy road.

When ready he will ride towards the cross-roads. To obtain full marks the rider must take into account the possible presence of other traffic, looking behind him before launching himself and cycle into the carriage-way.

B. The rider should be instructed to take up position towards the right of the Stop line at G and to imagine himself held up at a fairly busy major road. He intends to turn to the right. When he is ready he will make the turn. To obtain full marks the Candidate must show that he has taken into consideration the presence of other traffic by starting only when it is safe to do so, and by signalling if necessary, and he must proceed to the left-hand side of road E-D by a reasonably direct route.

C. Continuing his ride, the Candidate is told that his journey ends at K, which he should imagine is part of the pavement in front of a house he is visiting. To obtain full marks he must again demonstrate his awareness of the possible presence of other traffic, especially cyclists behind him, by signalling his intention to slow down and stop, and his actual stopping should be made neatly and safely. If, before reaching K he looked behind him and then makes no signal, the Examiner should question him to make sure that he would have given a signal had there been a cyclist behind him.

D. The rider should be told to start from F and to enter the major road which is controlled by a Stop sign with a Stop line at G turning left or right at the Examiner's discretion. The Examiner will note whether he takes into account the possible presence of other traffic, whether he stops at the Stop line, and whether he takes up a position towards the right-hand end of the Stop line if instructed to turn right.

#### 5. Signalling

(Knowledge of own and Police signals.)

The Candidate should be asked to demonstrate (without the bicycle), the signals to be given by:

- (a) Cyclists or Motorists;
- (b) Police.

He should then demonstrate cyclists' signals while riding.

Demonstration (on foot) of signals by:

- Cyclists or Motorists 6 marks
- Police 6 marks

Demonstration (on cycle) of signals by:

- Cyclists 6 marks

(Total: 18, Minimum Pass: 14)

After being asked to demonstrate (without the bicycle) the signals given by cyclists, Police controlling traffic, and motorists (as shown in the Highway Code), the rider should be told to start from point L and ride towards the cross-roads with the intention of turning left. Halfway to the cross-roads he will hear the horn of an overtaking car and he must then give the appropriate signal to tell the driver that



## FIRE FIGHTING



### Candidates should:

1. Have a thorough knowledge of the common causes of outbreaks of fire in houses and of the precautions which should be taken to avoid such fires.
2. Know the proper action to take if a fire should break out, in order to summon the Fire Brigade as quickly as possible and to prevent the fire from spreading.
3. Know the ways and means of escaping from any building in which they live or work, in the event of an outbreak of fire, and how to improvise a means of escape if necessary.
4. Know how they can best be prepared to help the Fire Brigade on arrival.
5. Know the correct method of dealing with minor outbreaks of fire, such as chimney fires, hearth fires, fires in an oven.
6. Know and be able to carry out the simple methods of rescue; i.e. fireman's lift, rescue crawl, etc.
7. Know what to do if a person's clothing catches fire.
8. Be able to explain the theory of why materials burn.
9. Demonstrate the use of various types of fire extinguishers; eg. Soda Acid, CO<sub>2</sub>, Foam, Chemical, Knapsack sprays and beaters.
10. Know and be able to describe typical fire hoses, branches and nozzles, couplings, etc.
11. Demonstrate the bowline knot and three of the following:  
Clove hitch, Rolling hitch, Round turn and two half-hitches, Single sheet bend, and Bowling-on-bight.
12. Know the causes, prevention rules and basic methods of fighting bushfires, including emergency survival procedures.

### Requirements:

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) If circumstances allow, some practical training in crawling through smoke should be arranged.
- (e) The examination should cover both theoretical and practical aspects of the syllabus and include the use of at least one type of fire extinguisher (on a fire if possible), and a test on methods of rescue.
- (f) The instruction for the subject should include a visit to the local Fire Station.

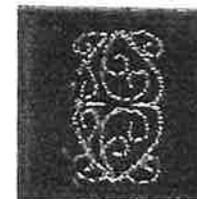
### Suggested Instructors/Examiners:

- (i) Members of Metropolitan or Rural Fire Services.
- (ii) Members of the Armed Services Fire Services.
- (iii) Other suitably qualified person as approved by the Commissioner.

### Suggested References:

- (a) Suitable reference book may be located in local libraries or school library services.
- (b) Local Fire Service publications.
- (c) National Safety Council publications.

## HANDICRAFTS



In this modern age of mass production it is of vital importance that the art of handicrafts should not be lost. The beauty and skill of well-designed and hand-made work can rarely be replaced by goods turned out by a machine, and Cadets will find great satisfaction in making things with their hands.

Cadets wishing to qualify for the Handicrafts Certificate may make their own choice of one of the crafts shown in the list below.

Candidates should select **ONE** of the following:

- |  |                                    |
|--|------------------------------------|
| 1. Aero Modelling                        | 21. Magazine Production            |
| 2. Arts and Crafts                       | 22. Metal Work                     |
| 3. Basketry and Canework                 | 23. Numismatics (Coin Collecting)  |
| 4. Boat Building                         | 24. Painting and Graphic Art       |
| 5. Boat Modelling                        | 25. Philately (Stamp Collecting)   |
| 6. Book Crafts                           | 26. Photography                    |
| 7. Canoe Building                        | 27. Plain Needlework               |
| 8. Car Modelling                         | 28. Pottery                        |
| 9. Clay Modelling and Sculpture          | 29. Printing                       |
| 10. Cinematography                       | 30. Puppetry                       |
| 11. Embroidery                           | 31. Radio Construction             |
| 12. Fabric Printing                      | 32. Relief Map Modelling           |
| 13. Geometrical and<br>Technical Drawing | 33. Rug Making                     |
| 14. Glove Making                         | 34. Screen Printing                |
| 15. Knitting (or Crochet)                | 35. Shoe Making                    |
| 16. Lampshade Making                     | 36. Soft Furnishing and Upholstery |
| 17. Lapidary                             | 37. Toy Making (Hard)              |
| 18. Leatherwork                          | 38. Toy Making (Soft)              |
| 19. Lettering                            | 39. Weaving                        |
| 20. Machine Knitting                     | 40. Woodwork                       |

One Proficiency Certificate ONLY may be obtained by a Cadet for Handicrafts.

The Outline Syllabuses which follow will guide Cadets in the scope and type of work to be attempted. It should be borne in mind, however, that

in these subjects, as in all other crafts, there is a great deal that can best be learnt from a skilful teacher and which should then be followed up by much personal practise on the part of the candidate.

### AERO MODELLING

This craft falls into two categories (only one need be completed):

- (a) Construction of flying models, and
- (b) Construction of non-flying scale models.

#### (a) Flying Models

Candidates should:

1. Build and fly a simple glider, and a simple powered model.
2. Have a general knowledge of model aircraft.
3. Have a knowledge of trimming and general preparation of model for flight.

A candidate should build and fly any two of the following:

4. An engine powered free flight model and show a sound knowledge of trimming and preparation for flight.
5. A control line model and be able to maintain level flight for a number of laps, and alter height, when required, under good control.
6. A more advanced glider (1.2 to 1.5 m wing span) and have a sound knowledge of trimming, preparation for launching.

#### (b) Non-Flying Scale Models

1. Have a knowledge of model construction with an understanding of scales used.
2. Produce evidence of a simple study of the type of aircraft, eg. design requirements, manufacturers, etc.
3. Show a more detailed knowledge of the specification of the aircraft modelled.
4. Construct two or more elaborate models.
5. Continue study showing more technical knowledge of aircraft performance.
6. Understand the working of parts such as rudders and ailerons.

### ARTS AND CRAFTS

Candidates should produce:

1. Any original and imaginative picture in powder colour—on any subject.
2. A picture to include people, and activity—in any medium.
3. A piece of lettering with definite objective value, eg. text poem, or item of information.
4. A simple book, cover, folder, or framed picture demonstrating ability in crafts.
5. An item of original sculptural work—in plasticine, plaster, or clay.
6. A pen and ink, brush, or pencil drawing of an observed object—building, vase of flowers, etc.
7. A piece of pattern work, potato-printed or free brush-worked, preferably connected with (4).
8. A piece of work original in conception, of any type not mentioned above, in any medium.

### BASKETRY AND CANEWORK

1. Candidates should show a knowledge of:

- (a) History of canework.
- (b) Sources of cane, recognition of different types, gauges, grades and qualities.
- (c) Method of manipulation, storage and preparation for use.
- (d) The tools of the craft.
- (e) Borders: Foot, Trac, Scalloped, Plaited (three and five stroke), Plain (three and four rod) and Follow on Trac and Back Trac.

2. Candidates should make models incorporating the basic skills, and leading to an understanding of the following terms: Stakes, Bye Stakes, Upsetting (including the step-up), Randing (even and uneven numbers of holes), Waling, Pairing, Fitching. Methods of joining and Slewing.

3. A candidate should work any three (3) of the following on wooden bases:

- A. Plant pot-holder
- B. Teapot stand
- C. Small work basket—round
- D. Wastepaper basket
- E. Oblong or oval tray with plaited border
- F. Set of mats (woven cane bases)
- G. Small shopping basket (woven cane base)

4. A Candidate should work any two (2) of the following cane bases:

- A. Round work basket
- B. Hanging flower basket
- C. Wine bottle cradle
- D. Fruit or bread roll basket
- E. Oval shopping basket
- F. Trellis basketry—various on cane base.

### BOAT BUILDING

Candidates should:

1. Have taken part in the construction of small boats or boat kits or other simple methods of boat construction.
2. Be able to use all hand tools used in boat building and show an understanding of their care. Also, be able to sharpen planes, spokeshaves and chisels and set a plane.
3. With the aid of plans be able to explain the sequence of building boats from kits.
4. Be able to explain the use of steam box and the bending of timbers, or describe the construction of curved timbers by lamination.
5. Be able to explain and demonstrate the simple joints used in boat-building.
6. Have a knowledge of marine glues and their use.
7. Have experience of setting up timbers and fitting panels under supervision.
8. Have a knowledge of the common timbers used in boat building and be able to explain their use.

9. Have experience of fitting out a small boat with running and standing rigging.
10. Be able to explain preparation of wood for painting and varnishing.
11. Be able to carry out simple boat repairs under supervision.

### BOAT MODELLING

Candidates should:

1. Construct a simple yacht or motor boat which can be steered by a rudder. Use of a kit is allowable.
2. Construct, in wood or cardboard, a model of some type of craft in use more than 100 years ago.
3. Demonstrate knowledge of the historical evolution of ships.
4. Construct, without a kit, and to a good standard of efficiency a yacht with a rudder and two movable sails and use it to demonstrate the principals of sailing and tacking.
5. Construct, without a kit, a simple scale model.
6. Be able to identify at least five different types of rigging and the main parts of a ship.
7. Use the models to demonstrate knowledge of the "Rule of the Road" at sea.

### BOOK CRAFTS

Candidates should:

1. Produce not less than four book craft instructions which shall include not less than two of the following:
  - (a) A stationery case, suitable for holding a small writing pad and envelopes for a hospital patient.
  - (b) A laced scrap-book, with stubs, suitable for a child in hospital.
  - (c) A Penguin or similar book not re-sewn, but re-covered in quarter bound cloth with paper covered board sides properly titled or labelled on the spine, suitable for a hospital or club library.
2. Be able to do one of the following:
  - (a) Make one substantial work holder envelope, not less than 20 cm x 13 cm from manilla or similar paper.
  - (b) Set out and cut a piece of 500 g strawboard to an accurate rectangle, not larger than 15 cm x 10 cm and cover it on both sides with paper pasted on, showing mitred margins on one side.
  - (c) Make and sew with two, three or four stitches a single section notebook with stiff paper cover, not less than 16 leaves, and not larger than 20 cm x 13 cm finished size.
3. Be able to do one of the following:
  - (a) Set out and prepare book-cloth for hinging two boards together to form a quarter bound case. Fix cloth hinge and hinge lining with paste; set out, cut, and fix outer paper covers to one board.
  - (b) Set out and fix two cloth corners to a bound book case. Set out, cut, and fix outer paper covers to one board. (The hinging of this case will be already done for the Cadet.)
4. Be able to answer at least four oral questions put by the examining Officer. No written answers will be required, but Cadets may use paper and pencil if they wish.

### CANOE BUILDING

Candidates should:

1. Know the names and functions of all parts of a canoe.
2. Be able to undertake general maintenance.
3. Be able to undertake minor repairs.
4. Know canoe accessories.
5. Be able to sharpen and maintain essential tools, and to select suitable materials.
6. Know more than one type of canoe construction.
7. Undertake the building of a canoe under supervision and with assistance where necessary.
8. Present a log book of work done, indicating the time spent on each section.

### CAR MODELLING

This craft falls into two categories:

- A. Construction of static models, or
- B. Construction of powered models.

#### STATIC MODELS

Models may be constructed from preformed parts or from basic materials. Examiners will take into account the degree of prefabrication when considering the effort shown by the candidate. An unfinished model constructed from basic materials may represent greater effort than a number of finished models built from more or less prefabricated parts.

Candidates should:

1. Construct one or more model cars.
2. Build a stand to display models.
3. Demonstrate a detailed knowledge of the methods, advantages and disadvantages of the method of construction used.
4. Show evidence of a study of the cars modelled, or if the car modelled is an original design, an appreciation of its potential, performance and advantages.

#### POWERED MODELS

Models may be constructed from preformed parts or from basic materials. Examiners will take into account the degree of prefabrication when considering the time and effort shown by the candidate. An unfinished model constructed from basic materials may represent greater effort than a number of finished models built from more or less prefabricated parts. Attention should be also given to the efficiency of the model in its appropriate role.

Candidates should:

1. Construct a powered model car.
2. Know the operation and maintenance of the chosen propelling mechanism.
3. Demonstrate a detailed knowledge of the methods, advantages and disadvantages of the method of construction used.
4. Show evidence of a study of the cars modelled or, if the car modelled is an original design, an appreciation of its potential performance and advantages.

## CLAY MODELLING AND SCULPTURE

Work submitted should be made entirely by the candidate and should be entirely the candidate's own design embodying a high standard of workmanship, design and finish. A candidate should submit the following:

1. A study from life in clay, fired or cast if possible (photographic evidence of this may be submitted if necessary).
  2. A small carving in stone or wood.
  3. A sketch book, which shows evidence that the candidate is beginning to draw in a sculptural manner (ie. drawings which would be helpful in developing 3D work).
  4. An imaginative composition, eg. an abstract design inspired by a natural form: plant, leaf, fish, bird, etc. or a figure group. This may be modelled in which case it should be fired or cast; or it may be carved.
  5. An appreciation of the work of some famous sculptor.
  6. A sketch book containing a variety of ideas of three-dimensional work.
- Candidates should have a thorough knowledge of the tools used in all the processes attempted.

## CINEMATOGRAPHY

Candidates should be able to demonstrate practically or orally the following points:

1. The care of the camera; cleaning lens, gate and interior prior to loading film.
2. The correct loading of film in the camera.
3. The correct handling of the camera and setting up on a tripod.
4. Elementary knowledge of exposure calculation in accordance with the type of film stock being used and the existing lighting conditions either by the use of an exposure meter or some other means of exposure calculation.
5. Understanding of the basic camera set-ups (Long shot; Medium shot; Close-up and Big Close-up) and when they should be used.
6. Basic techniques of editing film, including splicing.
7. The care of the projector, including replacement of the lamp.
8. Cleaning lens, gate and film path prior to projecting film.
9. Correct method of connecting projector to electrical supply, setting up and lining up on the screen.
10. Correct lacing of film in the projector, and projecting on the screen at correct focus.
11. Correct handling of film, rewinding and storage.
12. A candidate should produce and subsequently project a correctly exposed silent film—either in colour or in black and white—running for at least 3 minutes on any chosen topic; this film to show that the candidate has some understanding of the basic principles of film-making, and has prepared a well constructed sequence of related shots as opposed to a series of "animated snapshots".

## EMBROIDERY

### General

Instruction in this subject will be entirely practical. In addition to neat and well finished work, special stress should be laid on design, choice of material and colours, and suitability of the work for its intended purpose. Cadets should either compose their designs or copy them from museum specimens, period work, or printed fabrics, but should on no account use the ready-made transfer designs.

Candidates should:

1. Be able to use the equipment necessary for embroidery, needles, scissors, thimbles, frames, stands, etc.
2. Know the most useful varieties of linen, canvas, cotton, velvet, satin, silk, etc. and their suitability to the various types of embroidery, and similarly the different kinds of silk, flax, wool and cotton threads.
3. Know the various methods of transferring patterns, the protection and preservation of work, the prevention and correction of puckering.
4. Be able to choose, prepare, and adapt a design; know the selection and arrangement of colour and stitch to a given design in relation to the material and purpose, and be able to make up simple accessories to finished work, eg. cords, tassels, and fringes.
5. Be able to draw, from either imagination or memory, simple designs for embroidered work, indicating the type and colour of material and thread, and the stitches to be used on each part of the work.
6. Be able to do at least two in each of the following groups of stitches:  
FLAT STITCHES: Stem, satin long and short, fishbone, Roumanian, double back, overcast, back.  
LOOPED STITCHES: Various forms of buttonhole and feather.  
CHAIN STITCHES: Chain, double chain, twisted chain, cable zigzag chain, split.  
KNOTTED STITCHES: French and bullion knots, coral and trellis.  
COMPOSITE STITCHES: Interlacing, Pekinese.  
CANVAS STITCHES: Cross, two sided Italian cross, tent, Gobelin, Florentine, Holbein.  
DRAWN FABRIC STITCHES: Single faggot, hem stitch, woven hem.

7. Be able to do either:  
Cut and drawn work, inserted stitches, various forms of darning on linen, couching, appliqued work, simple raised work and Broderie Anglaise.

Or

Varieties of gold and silver thread-passing, tambour, purl, bullion, spangles, etc., jewels, pearls, beads, darning, on net and voile.

8. Produce at the test not more than two specimens of work designed and produced by themselves during the twelve months previous to the test. The specimen(s) should be accompanied by working drawings, and should be designed for some specific purpose to which the type of embroidery used should be appropriate.

## FABRIC PRINTING

Candidates should show evidence of regular work done during the stipulated period, and should submit samples of work as below.

1. Potato, Carrot, or Card Printing: Print one of these articles using one of these methods or a combination:
  - (a) Set of table mats
  - (b) Wall hanging or picture
  - (c) Beach bag
  - (d) Scarf
2. Tie and dye a scarf in one colour.
3. Using glue drop out method or lacquer stencil method (one colour) screen print:
  - (a) A table mat, or
  - (b) Wall hanging.
4. Compile a project book containing information on the following:
  - (a) Fabrics—properties of the main fabrics—tests by burning to determine types of fabric
  - (b) Preparation of the fabric for dyeing
  - (c) Types of dyes
  - (d) Fixing dyes
  - (e) The method of screen printing and the preparation of the screen for printing.
5. Prepare a folio of at least three mounted designs:
  - (a) A design for a screen print
  - (b) A motif design
  - (c) A border design.

## GEOMETRICAL AND TECHNICAL DRAWING

1. The work should not be narrowed down to normal school syllabus work, ie. the candidate should be encouraged to study such methods as Axonometric and Perspective drawing.
2. The work should contain an original drawing on the lines of above, e.g. a room or the ground floor of a house designed and drawn in either of the above methods.
3. The candidate should produce a sectional view of an assembly of a kind where either the original or drawings of it are within reasonable reach of the candidate, e.g. gearbox of a car, carburettor, layout of the interior of an aircraft, items of furniture, etc.
4. Where possible the work should be finished in ink, using different colours where it would add to the clarity and interest.

## GLOVE-MAKING FROM FABRICS AND SKINS

Candidates should follow the three areas:

1. Notebook Works:
  - (a) Glossary of terms used in glove-making
  - (b) Sketch to show placing of pattern on to a skin
  - (c) Order of work for making up a glove
  - (d) A study of needles, threads and stitches used in glove-making
  - (e) Cleaning and care of gloves.
2. Processes. Samples to show the various processes and the stitches used in glove-making.
3. Practical Work: Make a pair of leather gloves to include single fourchettes.

## KNITTING (OR CROCHET)

Candidates should:

1. Know how to distinguish between the various ply wools and the most suitable size needles to use with them.
2. Be able to follow written directions and make simple alterations to increase or reduce the size of the garment.
3. Know the rules for making up finished garments, also washing and pressing of hand knitted articles.
4. Be able to knit socks and bring a complete pair made by themselves to the examination.
5. Bring to the examination one item from each of the following groups, made entirely by themselves:

### GROUP 1

- (a) A garment to fit themselves
- (b) Child's jersey or cardigan (with inset sleeves)
- (c) Baby's frock.

### GROUP 2

- (d) Beret
- (e) Pair of gloves
- (f) Baby's matinee coat
- (g) Vest
- (h) Baby's bonnet or hat
- (i) Pair of mittens.

NOTE: Either (a), (b), (d), (e), or (i) may include Fair Isle knitting.

6. Be prepared to demonstrate the following:
  - (a) Methods of casting on and off
  - (b) Methods of increasing and decreasing and making a buttonhole
  - (c) Turning the heel or decreasing for the toe of a sock.
7. Bring to the examination six knitted squares (13 cm square) of different patterns, made by themselves. (Including Fair Isle, unless this stitch has been used in any of the garments mentioned above.)

### Crochet Alternative

6. Be able to demonstrate the following crochet stitches:
  - (a) Chain
  - (b) Double
  - (c) Treble
  - (d) Double treble.
7. Bring to the examination the following:
  - (a) A crocheted shawl
  - (b) A crocheted head square
  - (c) Baby's crocheted bonnet or hat.

Note: Cadets should be allowed to choose their own wool and patterns and should be carefully instructed in the following points:

- (a) The knitting of a practice sample to ensure correct tension, as shown in the pattern.
- (b) Neatness in joining wool and in weaving threads across the back of Fair Isle knitting.
- (c) Pressing and finishing a garment.
- (d) Strengthening of shoulder seams.
- (e) Grafting the toe of a sock, or shoulder seam.

## LAMPSHADE MAKING

### General

When planning a lampshade, candidates should consider the following:

1. The position of the lampshade, above or below eye level—and where it is required to throw light.
2. The type of stand, if any, in relation to the furniture in the room, colour scheme, etc.
3. The suitability of materials used in relation to the necessity for washing or cleaning the finished shade, and to their heat resistance.
4. The workmanship as seen from all angles, and the general effect in order that it should be as pleasant and restful as possible.

Candidates should:

1. Read and study methods of making simple shades, the parts used and their approximate cost, etc. For example:
  - (a) Simple shades made of stiff material which does not hold dust, eg. patterned paper, or plain paper which can be decorated with paint or simple cords, rings, etc.
  - (b) Simple shades of thin material which can be made by gathering material on to the frame and which can be removed easily for washing.
  - (c) Stiff material shades made on two rings, pattern should be made from a graph based on the diameter of the top and bottom rings.
2. Read and study the following in relation to the above types of shade:
  - (a) Enamelling or binding frames.
  - (b) Pattern making.
  - (c) Methods of covering frames and methods of joining and attaching, etc., eg. sewing, Uhu and Bostick No. 1 or similar suitable glue.
  - (d) Methods of decorating plain surfaces.
3.
  - (a) Present a file of notes dealing with all the points mentioned, illustrated with sketches, cut out pictures, pieces of material, etc.
  - (b) Present two finished shades, differing in construction and type of material used, one of which would be constructed of stiff material on two rings, the candidate having made the pattern with the use of a graph. Attached to each should be a statement explaining where it will be used, the type of stand if any, details of the room for which it was designed.

## LAPIDARY

Candidates should:

1. Compile a notebook showing illustrations of the origin of rocks and minerals in general and include 12 Australian stones (not necessarily found by the candidate) and 6 imported stones.
2. Give descriptions of at least 6 types of rock found by the candidate, stressing all properties and uses and locations available.
3. Make a collection of at least 5 suitable rough stones and successfully "tumble polish" them.
4. Using the above stones make some suitable piece of work of pleasing design and useful function.
5. Cut and polish 6 Cabochons of different types of suitable rocks.

## LEATHERWORK

Candidates should produce:

1. Examples of two styles of edge-thonging in leather, with ends properly finished.
2. An example of hand sewing, joining two pieces of leather.
3. A planned drawing of a wallet or belt.
4. A plan of the arrangement of the pieces as they are to be cut from a skin.
5. A completed wallet or belt.
6. A plan to scale of a major article, eg. briefcase, leather stool.

## LETTERING

Candidates should:

1. Produce a group of not less than six pieces of lettering and printing of a varied character, the group to include at least one example of broad pen lettering, one of brush drawn Roman lettering and one of block printing.
2. Write from 12 to 16 words to be set by the examiner in broad pen lettering of a given size or sizes, not more than 2.5 cm and not less than 6 mm high.
3. Make a rough pencil "lay-out" of the lettering for a poster notice or announcement, containing about 40 words, of which the wording will be set by the examiner.
4. Design and produce a recruiting poster for Cadet Division (minimum size 91 cm x 122 cm).

## MACHINE KNITTING

**Note:** The syllabus is designed for working on a double-bed knitting machine. If a single-bed machine is used the number of garments to be produced is reduced to four and a Fisherman's Rib Garment is to be omitted.

1. It should be possible to produce at least 6 knitted garments. These should show wise choice of pattern and materials which are both suitable and attractive. Any ply of wool may be used. The choice of garments should include:
  - (a) One baby garment
  - (b) One stocking stitch garment
  - (c) One Fisherman's Rib garment
  - (d) One patterned garment.Special attention should be given to putting the garment together and pressing it.
2. Candidates should be prepared to discuss and demonstrate any of the following:
  - (a) Knitting a tension square
  - (b) Casting on by two different methods
  - (c) Dividing for a neck
  - (d) The difference between single and double bed machines.They should also produce squares showing ten different stitch patterns.

## MAGAZINE PRODUCTION

Candidates should:

1. Submit reports, suitable for publication, on local events.
2. Assist in copy alignment. (Copy alignment is defined as the preparation of edited articles for typing by transcribing them on to prepared squared paper.)
3. Submit a story between 500-1,000 words suitable for publication—a proportion of this may be verse.
4. Understand and be able to use a Reference Library.
5. Keep a press cutting scrapbook of articles from a daily newspaper on a subject of choice, eg. aircraft, shipping, etc.
6. Have a knowledge of the layout of a magazine or short news sheet.

## METALWORK

1. The work submitted may be undertaken under the guidance of an adult. It must be designed by the candidate.
2. Candidates should have a knowledge of simple hand tools, their care and uses, a knowledge of the metals in everyday use and a knowledge of the simpler metalwork processes.
3. Suitable projects for this section might include small model engines, a garden gate (including hinges and latch) or raised work in copper, brass or gilding metal.
4. A candidate should produce a hammered dish or bowl, tea caddy, watering can, etc.
5. He should have a knowledge of silver soldering.

## NUMISMATICS — COIN COLLECTING

1. A candidate should work under the supervision of a qualified numismatist and will be expected to visit and consult with him periodically.
2. During the stipulated period the candidate will be required to prepare for assessment the following:

A collection of not less than 50 coins with appropriate labels. This collection should represent some defined and definite field of interest, ie. not a mere accumulation of specimens from a wide variety of countries. In assessing this collection, the intrinsic value of the collection will not be taken into consideration, and credit will be given for the condition of the specimens, the neatness of the preparation of labels, and any intrinsic interest it may have.
3. The candidate should take the following practical examination:

A comment on the collection submitted under 2 above. An oral examination dealing with such matters as factors which determine "collectability", very obvious counterfeits, or sources of information.
4. Be able to recognise four of the following inscriptions or alphabetic characters from coin specimens submitted by examiner (Latin, Arabic, Hebrew, Greek, Russian and Chinese). The candidate will not be expected to read or interpret the inscriptions.
5. Be familiar with bankers' and traders' tokens and be able to give some account of their use.

## PAINTING AND GRAPHIC ART

Candidates should produce:

1. Certificate from a teacher to confirm that the candidate has been attending classes at a school, evening institute art college or youth club during the day or evening for instruction.
2. Six life studies, using at least three of the following media:

Pencil (H, HB, S, 2B or 3B), brush drawing, conte crayon, coloured inks, pen and ink, wax resist, tempera colour (powder), water colour.

Paper: on cartridge paper or varieties of coloured papers.  
A candidate may use members of his own family or friends as models. They should be prepared to sit or stand for at least  $\frac{1}{4}$  hour and preferably longer.

Each sketch should show a different position of the body in everyday actions, for example, father in armchair reading a newspaper, small brother playing with dog or cat, sister combing her hair.
3. Four pages of detailed studies of flowers and leaves or other natural studies of plant life. Media chosen from the following list:

Pen and ink (any colours), gouache, water colours, scraper board.  
Paper as in No. 2.
4. Three sheets of drawings of any animal to be chosen by the candidate showing it in different positions. Animals may include frogs, lizards, insects, birds, etc. A cat or dog would be an easy choice but a visit to a zoo, stable, or farm would provide more interesting subjects.

Media: chosen from the following list:  
Gouache, lino printing, pen and inks, potato printing, water colour, paper printing, crayon and pastels, any mixture of these.  
Paper as in No. 2.
5. Still life drawings, or studies of a landscape, seascape or townscape showing it in contrasting moods. Any selection of objects may be assembled for the still life which should be drawn from different angles, eg. cup and saucer, mushroom, a loaf of cut bread on a plate, cut oranges, apples, etc., to make an interesting group.

The landscapes should show recognisable trees and some clear perspective.  
The townscapes should show recognisable styles in buildings and the inclusion of town scenery, ie. statues, cars and buses, advertisements, etc.  
The seascape should show accurate and recognisable ships, birds or wave formation, etc. Media: free choice.

## PHILATELY — STAMP COLLECTING

Candidates should:

1. Be able to correctly wash stamps off paper and remove surplus gum.
2. Be able to mount stamps on album leaves correctly, ie. to use care in the use of the hinge.
3. Be able to recognise the differing qualities of hinge, avoiding those which cause too permanent an adhesion.
4. Be able to use pattern, ie. symmetry in placing stamps in album pages.

5. Develop colour sense, ie. be able to match colours.
6. Be able to give a 5 minute talk on any single sheet of his own stamps.
7. Be able to find watermarks.
8. Submit a well arranged elementary collection of stamps, which should show that the collector has planned it with an objective, ie.:
  - (a) Collection of one particular country.
  - (b) Collection of a group of countries, eg. British Commonwealth.
  - (c) Collection of a particular type of stamp, eg. Air Mails.
  - (d) Thematic Collection.
9. Be able to recognise the theme in the stamp designs, ie. industrial or agricultural products, poets and peasants, the rise and fall of governments, etc.

### PHOTOGRAPHY

Candidates should be able to:

1. Load and develop a film in a "daylight" tank.
2. Make contact prints from normal negatives and glaze or flat dry the prints.
3. Take a series of 12 photographs of animals or children. Mount them in a loose leaf album. Prints should be not less than 5.7 cm square. Enlargements, if necessary, may be processed professionally.
4. Prepare a series of 12 landscapes, seascapes, commercial or industrial subjects, mounted in a loose leaf album (eg. pastoral scenes, roof tops, architecture—varying angles, grouping of proprietary articles, photographs of machinery).
5. **Make a photo study.** A maximum of 12 photographs (not necessarily the same size), or 15 m of 8 mm, 30 m of 9.5 mm or of 16 mm film (sub-titles may be added if required), illustrating, eg. an activity, the history of a town, or an industrial process.  
Candidates should use exposure tables and calculators to give correctly exposed negatives from outdoor subjects.

### PLAIN NEEDLEWORK

Candidates should:

1. Be able to choose and take care of materials.
2. Be able to use the tools required in needlework.
3. Be able to purchase, and use correctly, paper patterns.
4. Understand style and colour in relation to the individual and the home.
5. Show a knowledge of the stages and processes involved in the construction of garments, and be able to put this knowledge into practice.
6. Be able to write concise illustrated notes on all work done.
7. Know how to press seams and also the finished garment.
8. Produce at the test a garment, from the following list, made entirely by themselves:
  - Pinafore
  - Child's dress
  - Blouse
  - Pyjamas
  - Simple dress or Cadet Uniform dress
  - Pants
  - Nightdress

9. Be able to hemstitch, make a French seam, and use bias binding, and in addition, be able to do the following stitches: stemstitch, buttonhole-stitch and chainstitch.

Instruction in this subject will be entirely practical. Cadets should be allowed to choose their material freely and consideration of the following points should be stressed:

- (a) Taking measurements, purchasing patterns and using them.
- (b) Cutting out and preparing a garment for fitting.
- (c) Fitting the garment.
- (d) Seams.
- (e) Disposal of fullness.
- (f) Openings.
- (g) Fastenings.
- (h) Hems and hem finishings.
- (i) Setting in of seams, collar and cuffs.

### POTTERY

Candidates should have a practical knowledge of the following:

1. Pottery without a wheel:
  - (a) Thumb pots.
  - (b) Coiled vessels.
  - (c) Slab pots.
  - (d) Pottery made from plaster moulds which would be designed and made by the candidate.
  - (e) Modelling.
2. Decoration of handmade pottery:
  - (a) Pressed and incised decoration on clay.
  - (b) Relief decoration—using clay.
  - (c) Slip decoration—using trailed slip and graffito techniques.
  - (d) Underglaze and on-glaze brush decoration—using ceramic colours.
3. Thrown pottery:
  - (a) Development of technique of "throwing" leading to the making of vases and bowls of a variety of shapes.
  - (b) Making of lipped and handled vessels, eg. jugs (to bring in techniques of making lips and handles by slabs, oils and by "pulling").

Candidates should make:

  - (i) Coiled pot with imprest decoration.
  - (ii) Small bowl with "turned" foot on base.
- (c) Glazing and firing of pots. Candidates to mix glazes and learn how to stack and fire a biscuit and gloss kiln.

### PRINTING

Candidates should:

1. Produce a small booklet 8vo size of 4 or 6 sheets.
2. Be able to print in two colours with vertical lines.
3. Produce some form of specialist printing work, such as News Sheet, Examination Paper, Balance Sheet, etc.
4. Be proficient in elementary case room calculations.
5. Be proficient in recognising the majority of types in common use and the use of proof-correction symbols, etc.

## PUPPETRY

Candidates should:

1. Make and dress two or more original puppets for a simple sketch or play which should last at least 10 minutes. Glove puppets recommended for first efforts.
2. Give a performance of the above play or sketch to a small audience. The puppet theatre can be improvised.
3. Give practical evidence of having studied a suitable stage for the above performance. The candidate may do one of the following:
  - (a) Draw plans of a stage.
  - (b) Make a model of a suitable stage.
  - (c) Give a written description.
4. Have a reasonable knowledge of play production.

Instructional leaflets can be obtained from the Educational Puppetry Association.

## RADIO CONSTRUCTION

Candidates should have:

1. Appreciation of dangers involved in mains supply and in high voltage; and treatment for electric shock.
2. Elementary knowledge of D.C. theory (eg. Ohm's Law, heating effect or current knowledge of simple units).
3. Very elementary knowledge of radio principles (eg. Aerial propagation, amplification).
4. Ability to construct a simple working circuit, eg. 1 valve battery amplifier; crystal receiver, battery operated Morse practice oscillator.
5. Ability to handle and use properly, the tools normally used in radio construction work.
6. Simple theoretical knowledge of working of a valve as an oscillator and amplifier, and an elementary explanation of the working of the circuits associated with these devices.

## RELIEF MAP MODELLING

### General

Relief Map Modelling is the handicraft of building a scale model in three dimensional form of a given portion of the world's surface, deriving the vertical dimension from the use of contour lines shown on a map.

Papier Mache, plaster of paris, or other similar materials, on a wire or cardboard base, may be used. As much information as is possible should be built into the models, ie. water areas, woods, fields, roads, and built-up areas, etc.

The area selected should include hills and valleys, thus involving the candidate in the interpretation of contour lines.

In view of the horizontal scale of the map it is necessary to exaggerate the vertical relief, but it is not possible to state a specific vertical exaggeration, because this will depend on the degree of the variation in height of the area chosen.

A candidate should:

Build from the detail of a map, a model of an area 3 km square to a horizontal scale of 15 cm to 1 km (giving a model base of 45 cm by 45 cm). The vertical exaggeration should be decided by the instructor.

## RUG MAKING

Candidates should:

1. Study library books, visit exhibitions and collections in historic houses and museums and compile a scrapbook of ideas for designs suitable for rugs.
2. Make samplers showing stitches, processes, and materials used in rug making.
3. Make a collection of examples of traditional and contemporary designs for carpets and rugs.
4. Show written evidence or knowledge of:
  - (a) Prices and durability of different types of manufactured carpets.
  - (b) Threads and canvas used for hand-made rugs.
5. Make a rug either in flat stitches or in pile, the colour and design to be either traditional or contemporary. The rug must be designed by the candidate, stencilled canvas must not be used. The rug should have a border and should not be less than 68 cm by 121 cm when finished.

## SCREEN PRINTING

Candidates should:

1. Make own small screen.
2. Set up screen, cut out stencil for poster or showcard in either profilm or paper—print in two colour register.
3. Keep a scrap book of interesting examples of silk screen printing, and be able to answer elementary questions about the techniques and processes of Screen Printing, and how it has developed over the years.
4. Show competence in design and layout of posters, showcards and badges.
5. Be able to print in three colour register.
6. Have knowledge of basic colour mixing and effects of same when printing.

## SHOEMAKING

Candidates should:

1. Prepare written work, illustrated where possible with sketches, diagrams, photographs and cuttings of the following:
  - (a) History of Shoes: Write a survey of the types of footwear which have been worn throughout the world from the earliest known shoes to those of the present day.
  - (b) Shoe Construction: Trace the development of shoe construction from the earliest known sandals and moccasins to that of the present day.
2. Practical Work: Prepare a thread, attach a bristle, block and insole and last the forepart of a shoe.  
Make a pair of handsewn sandals of simple construction.

## SOFT FURNISHING AND UPHOLSTERY

An appreciation of good design and craftsmanship should be encouraged.

Candidates should:

1. Be able to relate upholstered furniture to the needs of the users, and to the style and size of the room.

2. Understand the choice, use and care of tools used in soft furnishings and upholstery, including the use of the sewing machine.
3. Know how to take measurements and estimate amounts of material for curtains, simple covers and bedspreads.
4. Have a knowledge of simple processes and stitches including:
  - (a) Crossway cutting; piping, joining of cords.
  - (b) Mitres.
  - (c) Quilting.
  - (d) Webbing; bridles, padding simple seats.
  - (e) The making of simple lampshades.
5. Practical Work. Submit one article from the following:
  - (a) Unlined curtain with a heading.
  - (b) Cushion showing a piped edge and suitable opening.
  - (c) Padded box with lid, or floor pouffe.
  - (d) Simple lampshade.
  - (e) Small article of candidate's own choice, using some of the processes learnt in the course.
6. Make a folder showing one of the following:
  - (a) Furnishing materials and their uses.
  - (b) Quilting, Italian and English, patchwork or other decorative work.
  - (c) Basic processes in upholstery and soft furnishing.

#### TOY MAKING (HARD TOYS)

Candidates should:

1. Produce at least two toys made principally of wood, of which one must be large and able to bear the weight of a child (the age of the child will determine size and weight) and one, not necessarily the large one, must be a wheeled toy.
2. Produce at least one set of equipment for a game to be played by two or more children or game to be played by two or more children and adults.
3. Be able to carry out two or three simple processes involved in the making of hard toys, eg. cutting an animal shape with fretsaw or coping saw; making a box body for a truck, fixing wheels to a toy, etc.
4. Be able to answer orally questions on the design and construction of hard toys and games.

#### TOY MAKING (SOFT TOYS)

Candidates should:

1. Produce at least three toys of different types chosen from the following four types:
  - (a) A toy made of felt or soft leather, handsewn.
  - (b) A toy made of fluffy animal baize.
  - (c) A thrift toy.
  - (d) A knitted toy.
2. Be able to carry out two or three simple processes involved in the making of soft toys, eg. enlarging or reducing the size of a pattern, cutting an animal head from baize, demonstrating ladder stitch,

sewing a head, preparing a wire support, fixing eyes, making a doll's head using an artificial mask, fixing artificial hair.

3. Be able to answer orally questions on the design and construction of soft toys, and know the various materials suitable for use as stuffing.

#### WEAVING

Candidates should:

1. Do three of the following:
  - (a) Weave a woollen scarf in plain tabby weave;
  - (b) Weave a set of at least two table mats in plain weave using two or more colours;
  - (c) Weave an article of own choice;
  - (d) Spin a hank of wool on a spindle, using any kind of fleece.
2. Keep a record giving particulars of yarns used, with samples, set up length and width of warp, etc. with notes on finished articles. This summary should contain a record of all weaving done, and should be kept throughout the period of the interest.
3. Make a study of weaving, spinning, yarns, vegetable dyes, etc., and keep a notebook to contain the results of this study.
4. Undertake one of the following:
  - (a) Study the local traditions of weaving and make a notebook on the subject;
  - (b) Make a study of wool, and illustrate with photographs and cuttings—different types of sheep, samples of wool, and notes on the uses and processing of wool for various purposes.
  - (c) Study the yarns used for weaving, ie. linen, cotton, wool, silk, and synthetic yarns and give an illustrated account of their source, preparation and uses.
  - (d) Study spinning and weaving equipment and give an illustrated account of the different types of looms, spinning wheels, spindles, carder, and other equipment used in hand spinning and weaving, both historic and present day.
  - (e) Make a study of hand-woven floor rugs, furnishings, and tapestries.

#### WOODWORK

Candidates should:

1. Produce at least two pieces of constructional woodwork, properly finished and completed, of which one must be a piece of hospital equipment, eg. a bed table, or a back rest the design of which has been approved by a competent nursing authority.
2. Produce a working drawing or carefully dimensioned sketch of one of those, or of any similar piece of woodwork.
3. Make in the presence of the Examining Officer one of the following joints, including planing the wood, and possibly some very simple shaping or chamfering: stopped housing, mortise and tenon without rebate, angle or tee bridle, common dovetail.
4. Be able to answer at least four oral questions on various topics relating to this subject.

### Requirements:

- (a) Minimum total instruction time for each subject cannot be specified; however, at least 12 hours of supervised training/instruction should be provided exclusive of candidate's own efforts on required projects.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Examinations should consist of theory questions and practical projects as indicated.

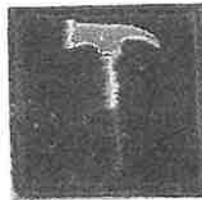
### Suggested Instructors/Examiners:

- (a) Occupational Therapists.
- (b) Craft Teachers qualified in that particular craft.
- (c) Other suitably qualified persons as approved by the Commissioner via regulation channels.

### Suggested References:

- (a) Suitable reference books may be located via local library service or school libraries.
- (b) Many "do it yourself" publications are available for these types of activities from Craft Associations, newsagents and bookshops.

## HANDYMAN



### Candidates should:

1. Demonstrate how to use a measuring rule.
2. Be able to recognise the different types of nails and tools likely to be needed around the house; where, why and how to use them.
3. Be able to recognise the different types of screws; where, why and how to use them.
4. Demonstrate how to plug a wall and fix a "Rawlplug".
5. Show how to use the tools required for woodwork and small household jobs.
6. Show how to fix a hinge.
7. Show how to replace a small window pane.
8. Show how to replace a tap-washer.
9. Show how to keep bolts and locks in working order.
10. Demonstrate how to use a soldering iron and be able to solder a leak.
11. Know the rules for handling domestic electric circuits.

12. Describe orally the different types of electric flexes and for what they should be used.
13. Know the different kinds of paint generally used about the house and how to apply them.

### Requirements:

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Instructors should do everything they can to ensure that the syllabus is as practical as possible.
- (e) The examination should consist of theoretical and practical problems. The theoretical segment may be written or oral.

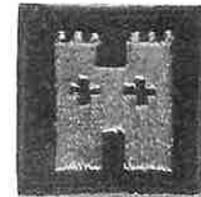
### Suggested Instructors/Examiners:

- (i) Teachers of woodwork and allied trade Instructors.
- (ii) Qualified tradesmen
- (iii) Other suitably qualified persons as approved by the Commissioner.

### Suggested References:

Handyman and "Do-It-Yourself" type publications; school and library services.

## HEMOCRAFT



### Candidates should:

1. Be able to list what should be considered when choosing colour schemes, furnishings, attractive arrangements of flowers. To plan a colour scheme for a lounge room.
2. Plan a week's work in the house; allocating time to cleaning, preparing cooking, shopping, sewing and recreation.
3. Describe how to receive visitors and entertain simply. Demonstrate the setting of tables for meals.
4. Be able to prepare and serve tea, coffee and other beverages.
5. Be able to prepare a breakfast-in-bed, and an invalid's tray.
6. (a) Describe the features and advantages of a well-planned kitchen, and how to make the best use of an old-fashioned kitchen.  
(b) Describe the recreation facilities required in a modern home, including the location of TV, reading space and B-B-Q, etc.
7. Demonstrate the processes involved in house-cleaning.
8. Be able to explain and/or demonstrate the importance of cleanliness and care of household equipment, utensils and materials, including stoves, sinks, dustbins and yards.

9. Be able to arrange a larder and store-cupboard.
10. Be able to launder personal clothing and small household linen.
11. Be able to maintain and mend the household linen.
12. Know how to do the household shopping and keep simple household accounts.

**Requirements:**

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Theoretical teaching should, throughout the course, be supplemented by the maximum possible amount of practical experience.

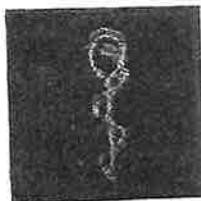
**Suggested Instructors/Examiners:**

- (i) Teachers of Domestic Science/Home Economics.
- (ii) Other suitably qualified persons as approved by the Commissioner.

**Suggested References:**

Suitable reference books may be located via local library or school library services.

## HYGIENE



**Candidates should:**

1. State orally the answers to at least two theoretical questions taken from the text of the Preliminary Manual of Hygiene.
2. Write brief notes on the importance of hygiene with special regard to disease and infection.
3. Write a brief description of procedures to protect children from diseases.
4. Produce a project on the health dangers of two of the following:  
Smoking  
Drinking  
Drug Abuse  
Lack of Personal Hygiene.
5. Know the main features of State/Local Council health regulations applicable to householders.

**Requirements:**

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

**Suggested Instructors/Examiners:**

- (i) Members of Family Life/Planning Associations, Sex Education Authorities, Anti-Cancer Councils, Health Education Services, Drug Information Centres.
- (ii) Surgeons, State Registered Nurses or other persons approved by the Commissioner via regulation channels.
- (iii) Local Health Inspectors.

**Suggested References:**

- (a) Preliminary Manual of Hygiene, published by the St. John Ambulance Association.
- (b) State and Federal Government Health Department publications.
- (c) Suitable reference books may be located via local and school library services.



## HYGIENIC FOOD HANDLING

**Candidates should:**

1. State orally the answers to at least two questions taken from the text of the Hygienic Food Handling Manual.
2. Answer questions (written or oral) on food poisoning, the causes of growth of bacteria in food and the prevention of food poisoning.
3. Write a brief account of one of the following:  
Food Preparation  
Washing Up  
Waste Disposal.
4. Produce a project on the dangers of food contamination and its prevention in the home.
5. Visit a hospital kitchen, observe hygiene and food handling procedures and equipment and be prepared to discuss these observations.
6. Know main features of State/Local Council health regulations, regarding the handling of food by shopkeepers.

**Requirements:**

- (a) Minimum total instruction time to be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

**Suggested Instructors/Examiners:**

- (i) Qualified Dietitians.
- (ii) Surgeons, State Registered Nurses or other persons approved by the Commissioner via regulation channels.
- (iii) Local Health Inspectors.

### Suggested References:

- (a) Hygienic Food Handling Manual, published by the St. John Ambulance Association.
- (b) Government Health Department publications.
- (c) Suitable reference books may be located via local or school library services.



## INTERNATIONAL FRIENDSHIP

### Candidates should:

1. Have a regular penfriend in the country of their choice and have corresponded with him or her for at least 6 months, and have written and received at least 6 letters each.
2. If the penfriend is a member of St. John in one of the Commonwealth countries, the correspondence should include descriptions of St. John Divisional events.
3. Produce a project (booklet or wall chart) which deals with the following:
  - (a) the history and development of the country concerned;
  - (b) the geography, natural resources and main industries;
  - (c) the form of Government, customs and way of life of the people.
4. Have read at least 4 books, to be approved by the Examiner, about the country concerned. These books may be read in translations.
5. Write an essay of 1500-2500 words on some aspect of the country concerned, the subject to be chosen by the Candidate and approved by the Examiner.
6. Produce a scrapbook or album showing by photographs, cut outs, pressed flowers, drawings, etc., something of their surroundings in Australia. The book should be shown to the Examiner before being sent to the penfriend.

### Requirements:

- (a) This course should be completed within 12 months of the Cadet formally notifying the Divisional Superintendent (C) or member in charge of the Division, that the subject has been commenced.
- (b) The Instructor(s)/Supervisor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

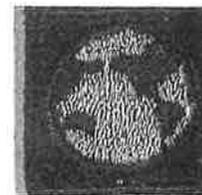
### Suggested Instructors/Supervisors/Examiners:

- (i) Teachers of appropriate school subjects.
- (ii) Officials of the country concerned; eg. Diplomats, Trade Commissioners, Tourist Representatives, etc.

- (iii) Persons who have lived in the country concerned for at least 4 years; eg. overseas students, immigrants, etc.
- (iv) Other suitably qualified persons as approved by the Commissioner via regulation channels.

### Suggested References/Penfriends:

- (a) Suitable reference books and material may be located via local or school libraries, Good Neighbour Councils, United Nations Association, Diplomatic sources, Tourist or Trade offices.
- (b) Candidates may arrange their own penfriends or seek H.Q. assistance.



## INTERPRETERSHP

### Candidates should:

1. Be able to talk for 2 or 3 minutes in their own language on the country, people, social habits and money values of their chosen foreign country.
2. Be able to give in the chosen foreign language, local information that may be helpful to a stranger visiting the Cadet's own town or village; hotels and transport information; shopping; consulate, hospital and doctor's addresses; fire brigade; etc.
3. Be able to answer questions orally on a book they have read in the chosen foreign language.
4. Be able to write a note in the foreign language describing a given physical condition, stating what treatment has been given, and asking the doctor's advice, or that he should come to the case.
5. Be able to write answers to questions on a second book they have read, in the foreign language, by a standard author.
6. Be able to talk in the foreign language to a casualty and show ability to translate very simple questions and answers from doctor to casualty.

### Requirements:

- (a) No minimum instruction time can be stipulated. However, Examiners are to see evidence of preparation prior to examination.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) In order to adequately prepare for the oral requirements, Candidates should be encouraged to practise conversations with suitable persons as often as possible.

**Suggested Instructors/Examiners:**

- (i) Teachers of languages.
- (ii) Other suitably qualified persons as approved by the Commissioner via regulation channels.

## KNOWLEDGE AND CARE OF ANIMALS



**Candidates must be able to demonstrate and explain:**

1. How to house and train domestic animals.
2. How often, and what food domestic animals should be given, and when they should be given water.
3. How to care for domestic animals, including choosing an appropriate pet (given local climate, age of owner, space available, requirements of breed) and the avoidance of unwanted breeding.
4. How much and when domestic animals should be exercised.
5. How to administer medicine to dogs and cats.
6. How to administer simple first aid to animals, and to treat for poisons.
7. What to do when an animal is involved in an accident, including how to approach safely and how to calm the animal.
8. How to find the name and address of nearest veterinary surgeon and R.S.P.C.A. Inspector.
9. The principles for approaching and handling working animals; eg. seeing-eye dogs, guard dogs, etc.
10. The possible health hazards associated with the keeping of domestic pets (eg. cats and caged birds) and how to avoid them.
11. The local Council requirements for keeping dogs and other animals.
12. The law regarding the treatment of protected fauna.

**Requirements:**

- (a) Minimum total instruction must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Whenever possible Cadets should assist at a veterinary surgery or RSPCA Centre for at least two or three sessions. Compulsory for Cadets who do not have animals of their own.

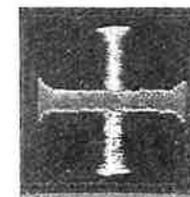
**Suggested Instructors/Examiners:**

- (i) Veterinary Surgeons, R.S.P.C.A. Officials, Animal Handlers, Trainers and Judges.
- (ii) Other suitably qualified persons as approved by the Commissioner.

**Suggested References/Resources:**

School and local libraries; Veterinary Surgeons and R.S.P.C.A. Libraries; Animal Breeding and Training Clubs; National Parks and Wildlife Service publications.

## KNOWLEDGE OF THE ORDER



**Candidates should:**

1. Have access to a copy of "The Order of St. John (A Short History)" which is the syllabus reference for this subject and must be read thoroughly.
2. Be able to give a short account of the principal events in the history of the Order, from origin to the present.
3. Be able to give a short account of at least five outstanding characters in the history of the Order, and for what they are famous.
4. Be able to describe in broad outline the organisation and government of the Order, in both the era of the Crusades and in modern times. In particular, the meaning of the terms:  
Langues or tongues; Convent; Chapter-General; Great Officers of the Order; Grand Priories and Commanderies; the three Foundations; Members of the Brigade; Members of the Order.
5. Be able to distinguish the different roles and activities of the three Foundations of the Order.
6. Be able to recognise and name the Grades of the Order, and their abbreviation initials.
7. Be able to state the Mottoes of the Order and their meaning and the origin and significance attached to the eight-pointed white cross.
8. Be able to write briefly the principal objects of the Order.
9. Be able to outline the Revival of the Order (The Most Venerable Order) and the existence of the other Orders of St. John in other countries.

**Requirements:**

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) History does not merely consist of learning dates; rather, candidates should know the sequence of main events and approximately the intervals between them. The Appendices at the rear of the text and the notes to Instructors and Examiners provide a guide.

**Suggested Instructors/Examiners:**

Members of the Order of St. John.

**Suggested References:**

School and local libraries may have books under headings such as Crusades, Middle Ages, Holy Land and Knights. Also suitable are: "The Knights of St. John" and "The Great Siege—Malta" (Penguin paperback No. 2106).

## LIBRARIANSHIP

**Candidates should:**

1. Be able to outline the reasons why people read and the factors to be considered in the selection of books for individuals with different tastes—with particular reference to patients at home or hospital.
2. Be able to describe the use of book reviews and where these may be found.
3. Be able to demonstrate the procedures of library organisation and routine, ie. preparation of new books; classification procedures; cataloguing; shelving and tidying; basic book repairs (torn pages, etc.).
4. Have read and classified a minimum of 10 books covering a range of different categories.
5. Be able to demonstrate the role of the Hospital Librarian, ie.
  - What to select for the trolley
  - How to arrange the trolley
  - Ward etiquette
  - Issue and discharge of books
  - Dealing with requests.
6. Be able to explain how the Hospital Library may be assisted by the local Public Library.
7. Be able to explain the use of selected books to aid a patient's recovery ("Bibliotherapy").
8. Read and discuss with the Examiner a book telling how a person has overcome a disease or disability.

**Requirements:**

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

- (d) The course should be as practical as possible and must include:
  - time spent at Public or School libraries; time spent in a Hospital Library or Home for the Aged assisting in librarian duties; practising selecting and dressing a trolley.
 Note: Time spent in such activities may usually be counted towards the award of the Special Service Shield, however those hours contributing to the gaining of this subject should not be counted.

**Suggested Instructors/Examiners:**

Librarians at Public, School or Hospital Libraries, and other suitably qualified persons as approved by the Commissioner.

## MAP READING

**Candidates should:**

1. Be able to explain the scale of maps, and demonstrate a simple means of measuring distances on maps.
2. Be able to read the conventional signs of Ordnance or Aerial Survey maps.
3. Be able to read contours and/or relief shadings, and describe the terrain shown.
4. Be able to set a map accurately.
5. Be able to set and read a compass, and understand other simple methods of finding their position with a map.
6. Be able to demonstrate the use of the grid system of referring to places by co-ordinates.
7. Have made their way on foot in a group from one point to one or more other points marked on the map, for a round trip of about 8 km. At some stage in this expedition they must act as guides for the group. They must carry their own food and be suitably equipped so that all the party arrive in good condition at the end of the expedition.
8. Write a short account of the expedition (in paragraph 7), and prepare a project logbook showing points of interest, flora and fauna observed, speed of travel, etc.

**Requirements:**

- (a) Minimum total instruction time is 20 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) The course should be as practical as possible.

- (e) The examination should be divided into 2 parts. Part I will consist of at least 10 questions. Part II will be a practical test out-of-doors, and should include a test on setting a map and use of a compass.

**Suggested Instructors/Examiners:**

- (i) Suitably qualified members of the Armed Forces, Scout or Guide Associations, local surveyors, geography teachers.
- (ii) Other suitably qualified members as approved by the Commissioner via regulation channels.

**Suggested References:**

There are many suitable books on this subject. Geography teachers, local Scout Leaders, etc., should be able to advise on available references.



## NATURAL HISTORY

**Candidates should:**

1. Have kept a nature log for at least 6 months, containing not less than 60 entries.
2. Write a description in about 500 words, of the natural life of some selected locality, eg. a pond, a section of the sea shore, a river, a marsh, a wood or field.
3. Satisfy the Examiner on 2 of the following 4 requirements:
  - (a) Identify 15 common trees and describe their leaves, bark, winter twigs, flowers and fruit.
  - (b) Identify 15 wild plants, which may include flowers, grasses and ferns.
  - (c) Identify 15 birds by appearance and flight and be familiar with their call or song, and with their nesting habits.
  - (d) Identify 15 sea-shells or sea-weeds, or inhabitants of rock pools; the species chosen may belong to different groups or all to the same group.
4. Show by simple records of projects, that the habits of two species of wild mammals, birds, fish, insects or reptiles have been studied. The species chosen may belong to the same or different groups.
5. Show ability to observe wild life by stalking, concealment, and the power to keep still (freezing).
6. Show evidence of understanding the modern interest in total environment and conservation, where possible using examples from the local area.

**Requirements:**

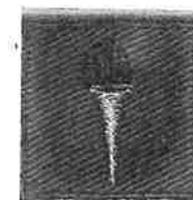
- (a) Minimum instruction time cannot be specified, however the individual work should have been undertaken over a period of 12 months.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) The examination should be both theoretical and practical, with as much field work as possible in preference to the use of specimens, photos, etc.

**Suggested Instructors/Examiners:**

- (i) School teachers of natural history, biology, conservation studies and allied subjects.
- (ii) Officials of relevant Government Departments (ie. those responsible for flora or fauna policies and activities).
- (iii) Officials of recognised naturalist associations.
- (iv) Other suitably qualified persons as approved by the Commissioner via regulation channels.

**Suggested References:**

- (a) Suitable reference books may be located via local library or school library services.
- (b) Government Department publications (see lists provided by Australian Government Publishing Service, and the relevant State Departments).
- (c) Publications of various Conservation and Environment Protection Groups at local, State and National levels.
- (d) Publications of Naturalist Associations.



## PHYSICAL RECREATION

Candidates must choose **three** activities as follows:

- 1st activity — Individual Sport;
- 2nd activity — Team Sport;
- 3rd activity — Choice of Team or Individual Sport.

Candidates must demonstrate to the Examiner in each of these sports, their knowledge of the theory and practice of the sports concerned.

### TEAM SPORTS

- |                              |                     |
|------------------------------|---------------------|
| 1. Australian Rules Football | 10. Rugby           |
| 2. Badminton                 | 11. Soccer          |
| 3. Baseball                  | 12. Softball        |
| 4. Basketball                | 13. Squash          |
| 5. Cricket                   | 14. Table Tennis    |
| 6. Hockey                    | 15. Tennis          |
| 7. Ice Hockey                | 16. Ten Pin Bowling |
| 8. Lacrosse                  | 17. Volleyball      |
| 9. Rowing                    | 18. Water Polo      |

It is not practical to produce detailed programmes separately for each team game, but the following programme can be adapted to meet the particular requirements of those team games for which no individual programme is available.

Young people who are still undergoing full-time education may not count participation in school teams. The only exception is where a young person is putting genuine voluntary effort into the team, and this may then be counted provided the work is done outside school hours.

Those taking part in any team games should join a team or club which is properly constituted and affiliated directly or indirectly to the national body governing the game.

#### Candidates should:

1. Regularly attend a club.
2. Attain a reasonable proficiency in the basic skills of the game so as to enable them to complete a serious game.
3. Show a knowledge of the essential care of equipment.
4. Be able to pass an oral test on the rules of the game.
5. Umpire and referee two games completely.
6. Have a fair knowledge of the organisation of the game, at both State and National levels.
7. During one official season be selected and play in a team which has proper fixtures, and play at least 6 games during that period.

### INDIVIDUAL SPORTS

- |                     |                      |
|---------------------|----------------------|
| 1. Archery          | 12. Judo             |
| 2. Athletics        | 13. Skating—Ice      |
| 3. Carpet Bowling   | 14. Skating—Roller   |
| 4. Cycling—Track    | 15. Skiing—Alpine    |
| 5. Dancing—Ballroom | 16. Skiing—Water     |
| 6. Dancing—National | 17. Skipping         |
| 7. Diving           | 18. Surfboard Riding |
| 8. Fencing          | 19. Trampolining     |
| 9. Gliding          | 20. Weightlifting    |
| 10. Golf            | 21. Wrestling        |
| 11. Gymnastics      |                      |

### ARCHERY

#### General

While good archers must have reached a reasonable standard of personal performance, it is equally important that they have enthusiasm for and general knowledge of the sport.

#### Candidates should:

1. Have a thorough knowledge of the safety rules and demonstrate this knowledge in their shooting.
2. Maintain a satisfactory Personal Record Book, containing:
  - (a) a record of periods of instruction, with notes or summaries of the instruction received;
  - (b) a full record (in the recognised form) of all shooting scores.
3. Know the rules of scoring.
4. Maintain personal equipment in good condition and demonstrate ability to make minor repairs and adjustments to it.

### ATHLETICS

#### Candidates should:

1. If possible, join one of the following athletics clubs:
  - (a) school athletics clubs with after school activities;
  - (b) junior section of an adult club;
  - (c) athletics club within a Youth Club.
2. Undertake training in a variety of events.
3. Keep a diary with details of activities and of personal progress, containing such information as the following:
  - (a) training schedules followed and types of training;
  - (b) work achieved, eg. times, relevant measurements, distances and/or heights;
  - (c) amount of coaching, on specific events, received.
4. Take part on a "closed" school or club competition in at least three selected events, and record results.
5. Learn the rules governing the events in which the Candidate is participating.

### CARPET BOWLING

#### Candidates should:

1. Know the basic rules of Carpet Bowling.
2. Know the requirements for correct equipment.
3. Deliver bowl correctly.
4. Umpire a singles match correctly under supervision.
5. Compete competently in a singles match.
6. Be competent to place bowls consistently.
7. Demonstrate drawing, guarding, chap and lie, and striking.

## CYCLING — TRACK

This syllabus contains certain requirements for candidates' safety, and these **MUST** be strictly adhered to. Candidates should:

1. Practise riding on a cycle track where he should learn the correct method of handling a track cycle and also the safety regulations that are necessary for his benefit whilst riding alone or in company on a bicycle track.
2. Submit to a qualified machine Examiner (A.C.F. Official) a track cycle for certification as fit for riding on a cycle track on at least two occasions.
3. Be able to define all markings on a local cycle track and be conversant with the current A.C.F.'s rules and regulations for Track Racing. Be able to describe at least five different types of track events and the rules for each.
4. Be able to control his track cycle at varying speeds whilst on a cycle track. Be able to complete the correct safety procedures if he sustains a mechanical defect whilst riding on a track.

## DANCING — BALLROOM

Candidates will be expected to show their ability to dance with a partner in time with music in the waltz and quickstep, using the following basic figures:

For the Waltz—Closed Changes, Natural Turn and Reverse Turn;  
For the Quickstep—Walk, Quarter Turns, Natural Turn or Natural Pivot, and Progressive Chasse.

Suitable additional figures may be introduced if desired, and particular emphasis will be placed on correct timing, poise and footwork, and to ballroom etiquette.

## DANCING — NATIONAL

Candidates should demonstrate 5 dances showing reasonable accuracy and proficiency. The dances may be either solo or group dances, but the latter generally will be found more suitable.

Candidates should be able to indicate on a map, the countries from which the dances originate, and answer questions about the story behind the dance (if applicable), basic costume, and the country in which it is danced.

## DIVING

### Candidates should:

1. Describe the key dives in Diving.
2. Perform satisfactorily, five dives selected from at least four different groups from the one-metre springboard (A.S.U. of A. Bronze Standard Test in Diving with 45% pass).
3. Teach a beginner the first stages of diving up to a Crouch Dive from the pool side.
4. Show a general knowledge of the rules of diving.

## FENCING

### Candidates should:

1. Have a certificate from a Master, A.F.A. Leader or Instructor that the Candidate has attended a club or class and received regular lessons for at least a period of 6 months.
2. Take a routine lesson at foil.
3. Fence a short bout at foil with an Instructor.
4. Have a knowledge of fencing techniques, eg.
  - (a) name the parts of the foil, show how it is held;
  - (b) demonstrate the salute, en guard position, advancing and retiring, and the lunge;
  - (c) describe the foil target;
  - (d) explain what constitutes an attack, parry riposte;
  - (e) direct, indirect and composed attacks;
  - (f) simple, counter and semi-circular parries—successive parries;
  - (g) direct, indirect and composed ripostes;
  - (h) counter-ripostes;
  - (i) stop and time hits;
  - (j) preparations of attack;
  - (k) remise, redoublement, reprise.

## GLIDING

Where certain requirements for the candidates' safety are included, these must be followed.

### Candidates should:

1. Be associated with a gliding club or school at least as an Associate or Cadet Member, and should attend regularly over the stipulated period.
2. Become proficient in the ground handling of gliders, including parking in strong winds, and understand launching procedures and signalling.
3. Attend at least 5 instructional glider flights on a minimum of three occasions, and know thoroughly the rules of the air. Have done enough flying training to be able to carry out normal local flying, including take-off and landing, without help from the Instructor, who may be in the aircraft.
4. Carry out a pre-flight cockpit check—controls, ballast straps, instruments, trim, canopy and (air) brakes and must know how to check the release.
5. Know and understand the National Regulations governing the safe operation of gliders.

## GOLF

### Candidates should:

1. Obtain a certificate from a member of the P.G.A. that at least four lessons have been covered.
2. Have an elementary knowledge of the rules.
3. Demonstrate the fundamental requirements of a good swing, ie. stance, grip, firm at top of swing, head still.
4. Demonstrate bunker play.
5. Demonstrate chipping and putting.

## GYMNASTICS

### (A) Ambulance Personnel Only

#### 1. Floorwork

Candidates should perform in good style any 5 of the following movements, either in sequence or as individual events:

Straddle forward roll with use of hands, backward roll with straight legs and feet together, momentary handstand, head-spring, round off, side lunge, forward lunge, dive forward roll.

#### 2. Vaulting (Long Horse or Box)

Candidates should perform in good style any 3 of the following: Straddle, rear bent leg squat, neckspring, short-arm overthrow.

### (B) Nursing Personnel Only

#### 1. Floorwork

Candidates should perform in good style any 5 of the following movements, either in sequence or as individual events, but not including more than one forward roll and one backward roll movement:

Forward roll (without the hands on the floor to rise), forward roll with  $\frac{1}{4}$  turn to both knees, forward roll from knees to stand, backward roll to two feet, backward roll to straddle stand, backward roll and choice of finish, cartwheel, handstand forward roll, push to bridge from back lying, handstand forward bend to bridge.

#### 2. Vaulting (Broad Horse or Box)

Candidates should perform in good style any 3 of the following: Squat or through vault, flank, front, or face vault, straddle, thief vault.

## JUDO

Candidates should show practical efficiency (1st Mon), and be able to answer questions about the techniques of the following:

Tai-otoshi, Ippon-seoi-nage, Kesa-gatame, Kuzure-kesa-gatame, O-soto-gari, O-uchi-gari, Kata-gatame.

## SKATING — ICE

Candidates should satisfy assessors of their ability in the following movements:

Plain forward skating, plain backward skating; each stroke, forward or backward, is to be held for sufficient period to show control.

## SKATING — ROLLER

Candidates should demonstrate ability to skate the 3 preliminary edges (curve forward outside, curve forward inside, curve back outside), on either right or left foot in good style. Each curve should be about 4 metres on backward curves.

## SKIING — ALPINE

### Candidates should:

1. Be able to distinguish between the main types of skis available, state the main features of design and choose the right length for personal use.

2. Be able to explain the method of function and setting adjustment, of one forward and one sideways release binding in common use.
3. Be able to explain the important features of a ski boot, jacket and ski trousers.
4. Be able to distinguish between powder snow, pisted snow and spring snow and explain the different causes for the formation of crust.
5. Be able to set a map with a compass and identify specific landmarks.
6. Be able to distinguish symbols in use on a map of glaciated areas.

### Candidates should be able to demonstrate on an artificial or snow slope:

1. Controlled slide slipping from short left and right traverses.
2. Four continuous turns, stems, christianias or stem christianias round markers.
3. Two kick turns, left and right on a slope of not less than 18 degrees.
4. A left and right stop christiania from a direct descent, coming to rest within 6 metres of passing a mark.
5. On pisted snow a complete timed descent of approximately 120 metres at a rate of  $7\frac{1}{2}$  minutes per 300 metres. The average of the slope to be between 15 to 20 degrees. The direction of descent should be controlled by the use of two or three gates or single pole markers. The finish should be visible from the start.

## SKIING — WATER

This syllabus includes certain requirements for the candidate's safety, and these MUST be followed.

### Candidates should:

1. Have a knowledge of all rules and regulations as set down by the local Ski Association or relevant Marine Department.
2. Know the communication ski signals.
3. Be able to swim 50 metres in costume and long sleeved jumper.
4. Be able to fit an approved life-jacket.
5. Know how to care for skis and recognise different types of skis.
6. Be able to put two skis on while in deep water.
7. Be able to ski on two skis, crossing the wake back and forth.
8. Be able to ski competently on a single slalom ski and to consistently perform both deep water, beach and jump starts.
9. Be able to stop, showing full control on a single and a double ski.

## SKIPPING

Candidates should be able to demonstrate the following steps with a backward-turning rope:

- (a) slow spring steps with a rebound;
- (b) running step (on the spot and travelling);
- (c) rope swinging (at both sides of the body);
- (d) hopping with knee raising;
- (e) rope checking with change of direction;
- (f) bas-de-bas steps.

Candidates should also:

- (a) perform a short sequence of at least 32 bars of music to include at least four of the above steps, and to complete it with a controlled finish.
- (b) be able to answer questions about the length, quality and weight of ropes suitable for skipping and to suggest suitable tunes.

## SURFBOARD RIDING

This syllabus includes certain requirements for the candidate's safety, and these **MUST** be followed.

### Candidates should:

1. Have knowledge of rules for safety which have been designed to prevent injury in the surf, eg. rules for right-of-way when paddling out or when riding a wave. Make comprehensive notes on the rules of safe board riding and right-of-way.
2. Be able to recognise various beach currents and channels, and use them correctly.
3. Be able to swim in a small surf for a distance of 400 metres. This swim should include negotiating the outgoing currents on the way out and the beach on the way in.
4. Understand the signals described in the S.L.S.A. handbooks, and appreciate the wisdom of surfing with a competent board rider and avoid surfing alone, as well as understanding the law as it applies to the use of surfcraft.
5. Know how to remain in command of the surfboard when using it to assist the exhausted bather in the water. Have basic knowledge of the method of resuscitation.
6. Be able to paddle out through the break or in the ally, catch a wave, and, in the standing position, perform elementary manoeuvres such as simple trimming and turning. Also be aware of the danger of losing control of the board when others are near.
7. Have a knowledge of the correct method to maintain the surfboard and be able to repair damaged areas and understand the danger of using a damaged board, eg. fractured fin, fibreglass or other projections.
8. Prepare maps of two surfing areas, to demonstrate an understanding of the location and topographical reasons for prevailing breaks, channels and sandbanks.
9. Have an understanding of the terminology of the sport.

## TRAMPOLINING

### Candidates should:

- (a) Show knowledge of the history of the trampoline, all the terminology, and basic movements.
- (b) Pass a test incorporating the following basic movements to be performed with reasonable "spotting":

Straight bounce, tuck bounce, pike bounce, seat drop, hands and knees drop, knee drop, front drop, back drop, back drop and  $\frac{1}{2}$  twist to feet.

Combination of 4 of the above,  $\frac{1}{2}$  twist to the front drop,  $\frac{1}{2}$  twist to the back drop,  $\frac{1}{2}$  turntable to left,  $\frac{1}{2}$  turntable to right, knee drop and  $\frac{1}{2}$  twist to seat, seat drop and  $\frac{1}{2}$  twist to seat (seat swivel), knee bounce and roll forward, knee drop and turnover to seat.

## WEIGHTLIFTING (Boys Only)

### Candidates should:

1. Undertake training suitable for one or more of the following objectives:
  - (a) general weight training as a means of physical improvement;
  - (b) competitive weightlifting, either Olympic, strength or miscellaneous;
  - (c) weight training as assistance work for other sports;
  - (d) as a means of rehabilitation.
2. Learn the rules governing weightlifting competitions.
3. If possible, attend official A.W.L.A. courses or lectures, and/or study from books the following topics:
  - (a) techniques of lifting;
  - (b) simple anatomy and physiology;
  - (c) basic factors of diet.
4. Keep a personal record of activities and progress, to include such items as the following:
  - (a) training schedules followed;
  - (b) work accomplishments—details of personal records, etc.;
  - (c) details of coaching received;
  - (d) attendances at weightlifting events and courses.
5. Keep a record of specific events/meetings.

## WRESTLING (Boys Only)

### Candidates should:

1. Have an elementary knowledge of holds and throws.
2. Learn the rules governing wrestling competitions.
3. Keep a record of activities:
  - (a) training schedules followed;
  - (b) attendance at wrestling events.
4. Enter for club or open events and record results.

### General Requirements:

- (a) Whilst it is difficult to specify minimum instruction times for each subject, candidates should have at least 12 hours supervised instruction. Candidates should take part in regular and progressive training in the activities of their choice, before attempting to take the test.
- (b) Candidates in addition to studying the rules and physical skills of their activity, should also indicate the basic knowledge of the selection and maintenance of equipment and clothing.
- (c) Candidates should be able to discuss the importance of mental attitude towards the games; the importance of sportsmanship and the benefits of physical fitness.
- (d) Candidates will be assessed by the Examiners on their individual performances (given their physique), as the examination is individual and not competitive.
- (e) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (f) The Instructor(s) will in no case conduct the examination.

### Suggested Instructors/Examiners:

- (i) Qualified Instructors/Trainers for the activities listed.
- (ii) Physical Education teachers.
- (iii) Other suitably qualified persons as approved by the Commissioner.

### Suggested References:

- (a) Suitable reference books may be located via local or school library services:
- (b) Recreation Department libraries and publications are available in each State.
- (c) Publications as suggested by the relevant Association for the selected activity or sport.



## ROAD AND HOME SAFETY

### Candidates should be able to describe and/or demonstrate:

1. The provisions of the Highway Code applicable to pedestrians, cyclists, motor cyclists and motorists, and the principal legal requirements set out at the end of the Highway Code.
2. The signals given by Police, drivers and cyclists.
3. The sequence of the traffic lights, the road signs and the braking distances given in the appendix to the Highway Code.
4. Any special road dangers in the district in which they live, and the precautions that are necessary in their vicinity.
5. How to maintain and make simple adjustments on any machine which they ride (eg. bicycle or mini-bike).
6. The procedure to be adopted when encountering a road accident before and after having given any necessary first aid treatment.
7. The location of the nearest hospital, doctor, chemist, fire station, Police station, district nurse and Veterinary Surgeon.
8. The main causes of accidents on the road and the necessary precautions in order to avoid them, for pedestrians, cyclists and motorists.
9. The relative significance of road accidents compared to accidents in the home; ie. number of fatalities and injuries.
10. The main causes of accidents in the home and simple precautions to take to avoid them.
11. The composition of a first aid kit and the type of fire extinguisher suitable for family home use.
12. The location of the nearest fire alarm and fire hydrant to their home. To be shown on a map prepared for the Examiner.

### Requirements:

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
- (d) The examination may consist of both theory (written or oral) and practical items. There may be a combined or separate examination with a similar number of questions for both Road and Home Safety. 50% of the marks should be allotted to each aspect.

### Suggested Instructors/Examiners:

- (i) Officials from the National Safety Council of Australia.
- (ii) Members of the Police forces, Fire Brigades and Industrial Safety Officers.
- (iii) Other suitably qualified members as approved by the Commissioner via regulation channels.

### Suggested References:

- (a) Suitable reference books may be located via local library or school library services.
- (b) National Safety Council of Australia literature for both Road and Home Safety.
- (c) Pamphlets and literature from State or Federal Department of Transport.
- (d) Literature available from the Public Relations Section of the Police Department.



## SIGNALLING

### Candidates should:

1. Be able to make a telephone call, receive a simple message and to accurately repeat it after a 5 minute delay.
2. Be able to use the N.A.T.O. phonetic alphabet and numeric system.
3. Be able to use, and explain the use of, the following pro-words used in communication work:  
Roger, Wilco, Out, Standby, Figures, I Spell, Say Again, Affirmative, Negative, Words Twice, Flash.
4. Be able to reach the specified standard in **ONE** of the following:
  - (a) **Morse Code**  
Know the Morse Code and Signals and be able to send and receive messages in that Code at the following minimum speeds:  
11-13 years — 16 letters per minute  
14-16 years — 24 letters per minute  
17-21 years — 32 letters per minute

Messages may be sent and received by flag, buzzer or any other method selected by the candidate. Messages to be signalled by the candidate will be read to him for despatch. Messages received by the candidate will be spoken aloud by him and taken down by a second person. All messages must be of at least 2 minutes duration.

(b) **Semaphore**

Know the Semaphore Code and Signals and be able to send and receive messages in that Code at the following speeds:

- 11-13 years — 16 letters per minute
- 14-16 years — 24 letters per minute
- 17-21 years — 32 letters per minute

(c) **Deaf and Blind Communication**

Know the standard method of talking to deaf-blind or seeing-deaf persons, and be able to "talk" at the following speeds:

- 11-13 years — 16 letters per minute (\*)
- 14-16 years — 24 letters per minute (\*)
- 17-21 years — 32 letters per minute (\*)

(\* Or equivalent standard depending on the method taught.)

(d) **Radio Communication**

Know the standard procedures for radio communications as specified in the Australian Natural Disasters Organisation handbook on "Communications". Demonstrate ability to send and receive messages by radio for a period of 30 minutes (minimum of 6 transmissions).

**OR**

Obtain Certificates of the Youth Radio Club scheme of the Wireless Institute of Australia—under 16 years, the Elementary Certificate; over 16 years, the Junior Certificate.

**Requirements:**

- (a) Minimum total instruction time must be at least 12 hours.
- (b) The Instructor(s) may in no case conduct the examination.
- (c) Pass marks 11-13 55%; 14-16 years 65%; 17-21 years 75%.
- (d) Practical work is obviously of paramount importance, and efforts should be made to vary the surroundings in order to make the practice as realistic as possible.
- (e) The examination will be almost entirely practical.

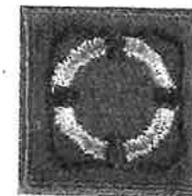
**Suggested Instructors/Examiners:**

- (i) Members of the Armed Services, Police forces, National Disasters Organisations and other emergency services qualified in signalling.
- (ii) Scout or Guide Instructors in signalling.
- (iii) Deaf and/or Blind Association personnel.

**Suggested References:**

- (a) Suitable reference books may be located via local library or school library services.
- (b) Australian Natural Disasters Organisation publications on communications.
- (c) Relevant Scout and Guide Association publications.
- (d) Publications and manuals of Deaf and Blind Associations.
- (e) Material published by the Wireless Institute of Australia, for the Youth Radio Clubs Scheme.

## SWIMMING AND LIFE SAVING



Candidates should qualify for the awards of the Royal Lifesaving Society (Australia):

- Cadets under 13 years — Bronze Star.
- Cadets 13 years and over — Bronze Medallion.

### BRONZE STAR

**Examination Requirements:**

The examination will consist of the following sections:

1. A test of ability to perform the expired air method of resuscitation.
2. A test of swimming ability.
3. A test of life-saving techniques.
4. An oral or a written test.

1. **Resuscitation Test**

Candidates should:

- (a) Demonstrate the correct positioning of a patient preparatory to performing the expired air method of artificial respiration. When a manikin is available, the expired air method will be demonstrated on the manikin for a period of two or three minutes. If a manikin is not available, a simulated demonstration without facial contact should be performed for a period of two to three minutes.
- (b) Demonstrate and give the reasons for the actions necessary to effect the following:
  - (i) The establishment and maintenance of a clear airway.
  - (ii) The establishment and maintenance of an airtight seal.
  - (iii) The clearance of an obstruction from the airway.
  - (iv) The removal of the patient's vomitus.
  - (v) The treatment of a patient when air enters the stomach.
  - (vi) The treatment of the patient after the breathing has been re-established.
  - (vii) The treatment when the patient is a small child or a baby.

2. **Test of Swimming Ability**

The candidate must swim without stopping for 300 metres as follows:

- (a) 100 metres front crawl.
- (b) 100 metres sidestroke.
- (c) 100 metres breaststroke.

3. **Test of Life-Saving Techniques**

Candidates should:

- (a) Demonstrate, without entering the water, the use of an unweighted rope to assist a patient in difficulty at a distance of 6 metres.

- (b) Fashion a shoulder loop with a towel or article of clothing, enter the water and swim to a patient 20 metres distant. Demonstrate a defensive position out of reach of the patient, flick one end of the towel or article of clothing to the patient and tow him to the starting point.
- (c) Enter the water using a shallow header and swim 20 metres freestyle to a patient keeping him under observation during the approach. Adopt a defensive position out of reach of the patient, calm him and use the tired swimmer tow over 20 metres to return him to the starting point. Assist the patient from the water using the stirrup method.
- (d) Enter the water using a stride jump and approach the patient from a distance of 20 metres. Adopt a defensive position, block the patient by using the extended leg, and request him to turn about. Take hold of the patient and tow him to the starting point using either the hair, chin, clothing or hip carry. At the completion of the tow secure the patient to the side of the pool.
- (e) Swim or wade to a patient feigning unconsciousness in chest-depth water and commence simulated expired air resuscitation immediately. Drag the patient to shallow water and continue simulated resuscitation for at least six cycles. Then call on assistance to aid in lifting the patient from the water.
- (f) Effect releases in deep water using:
  - (i) The hit and turn release.
  - (ii) The front body release.
  - (iii) The rear body release.
- (g) Perform a surface dive using either a breaststroke approach or a front crawl approach to recover an object in at least 2 metres depth of water and return it to land.

#### 4. Oral or Written Test

The candidate must answer questions concerning:

- (a) The elementary principles of personal water safety.
- (b) Methods of extending the reach and the use of throwing aids.
- (c) Methods of using assist tows.
- (d) The principles of water safety relating to boating, canoeing and fishing.
- (e) Elementary first aid associated with the treatment for shock, bleeding of all kinds, cramp, and stings and bites caused by marine creatures.
- (f) An understanding of the processes of respiration and circulation.

#### BRONZE MEDALLION

Candidates should be at least 13 years of age.

#### Examination Requirements:

The examination will consist of the following sections:

1. A test of ability to perform both the expired air and the heart-lung methods of resuscitation.
2. A test of swimming ability.
3. A test of life-saving techniques.
4. An oral or a written test.

#### 1. Resuscitation Test

Candidates should:

- (a) Demonstrate the correct positioning of a patient preparatory to performing the expired air method of artificial respiration. When a manikin is available, the expired air method should be demonstrated on the manikin for a period of three minutes for each method. If no manikin is available, a simulated demonstration without facial contact should be performed for a period of three minutes for each method.
- (b) Demonstrate and give the reasons necessary to effect the following:
  - (i) The establishment and maintenance of a clear airway.
  - (ii) The establishment and maintenance of an airtight seal.
  - (iii) The removal of the patient's vomitus.
  - (iv) The release of the patient's jaw when locked.
  - (v) The treatment of a patient if air enters the stomach.
  - (vi) The removal of an obstruction in the airway.
  - (vii) The treatment when the patient is a baby or a small child.
  - (viii) The treatment when breathing stops or is affected by a poisonous gas or a swallowed poison.
  - (ix) The treatment of the patient after the breathing has been re-established.
- (c) Perform the following in sequence:
  - (i) State the signs of cardiac arrest.
  - (ii) Demonstrate the correct positioning of a patient preparatory to performing external cardiac compression.
  - (iii) Demonstrate the correct positioning of the hands for external cardiac compression.
- (d) Explain in detail:
  - (i) How heart-lung resuscitation should be performed on an adult, a small child and a baby.
  - (ii) How a second person may be used to assist in the performance of heart-lung resuscitation.
  - (iii) The treatment necessary when the circulation is affected by an electric current.

**Note:** All candidates for the Bronze Medallion who are 15 years of age or older should practise the techniques of external cardiac compression on manikins whenever they are available.

#### 2. Test of Swimming Ability

Swim without stopping for 400 metres as follows:

- (a) 100 metres front crawl.
- (b) 100 metres sidestroke.
- (c) 100 metres life-saving backstroke.
- (d) 100 metres breaststroke.

The aggregate time for swimming the 400 metres must not exceed 13 minutes.

#### 3. Test of Life-Saving Techniques

Both the rescuers and the patients will commence this section clothed as follows:

Men — a swimming costume, a long-sleeved shirt and long trousers.  
Women — a swimming costume and either a long-sleeved dress or a long-sleeved blouse with a skirt or slacks.

Candidates should:

- (a) Throw a weighted rope to a swimmer in difficulty at a distance of 10 metres and without entering the water assist him to safety.
- (b) Form a human chain with a bystander and assist to shore a swimmer in difficulty who is just beyond the reach of the rescuer.
- (c) Enter deep water using a stride jump and swim towards a struggling patient from a distance of 10 metres swimming the final 3 metres underwater. While underwater, either grasp and turn the patient or swim under or around him. Surface behind him and immediately apply a restraint to the struggling patient for at least six seconds and tow him to the starting point using the hip tow. As the rescuer and the patient reach the side of the pool or bank, the patient will feign unconsciousness and simulated expired air resuscitation must be performed by the rescuer while supporting the patient for at least one minute.
- (d) Enter the water using a forward header and swim freestyle to the patient at 20 metres distance. Adopt a defensive position and talk to the patient to calm and reassure him. When the patient is co-operative, use the tired swimmer tow to return him to the starting point and assist him from the water using the stirrup method.
- (e) Enter the water using a shallow header and swim freestyle to a patient at 20 metres distance. Adopt a defensive position and block the patient's attempt to grasp his rescuer by using an extended arm. Turn the patient and complete the rescue using the hair, chin or clothing tow. Secure the patient at the end of the tow, leave the water while maintaining contact with the patient and land him using the straight arm lift.
- (f) Remove an article of clothing and swim with it to a patient at 20 metres. Adopt a defensive position and use the extended leg block to prevent the struggling patient from clutching his rescuer. Use the reverse to keep away from the patient and throw one end of the article of clothing to him to grasp. Tow the patient to the starting point and support him at the side of the pool or the bank.
- (g) Tread water and remove the remaining street clothing.
- (h) Effect the following in deep water:
  - (i) The hit and turn release.
  - (ii) The front body release.
  - (iii) The rear body release.
  - (iv) The release from a leg hold.
  - (v) The release from an arm hold.
- (i) Perform surface dives using both the front crawl and the breast-stroke approaches to recover on each occasion an object in at least 2 metres depth of water and return it to land.

#### 4. Oral or Written Test

Candidates should answer questions concerning:

- (a) The elementary principles of personal water safety and personal survival.
- (b) Methods of extending the reach and the use of throwing aids.
- (c) Methods of using assist tows.
- (d) The principles of water safety relating to boating, canoeing, fishing, horseback riding and underwater swimming.
- (e) The principles associated with the assessment of rescue situations.
- (f) Elementary first aid associated with the treatment for shock, bleeding, fractures, cramp, bites and stings, shark attacks and sunburn.

#### Requirements:

- (a) Instruction time will depend on the candidate's swimming ability.
- (b) The Instructors and Examiners must be suitably qualified, ie. acceptable to the Royal Lifesaving Society (Australia).

#### Suggested Instructors/Examiners:

- (i) Physical Education teachers.
- (ii) Instructors/Examiners of the Royal Lifesaving Society (Australia).
- (iii) Suitably qualified members of Lifesaving Clubs or Swimming Clubs.
- (iv) Suitably qualified staff of local Swimming Pools.

#### Suggested References:

The authoritative text for this subject shall be the current edition of the "Manual of Water Safety and Lifesaving" of the Royal Lifesaving Society (Australia), and all instructions and examinations shall observe the procedures contained therein.

Year .....

P.F.A. Re-examination .....

P.H.N. Re-examination .....

Proficiency Certificates awarded: Date:

1. ....

2. ....

3. ....

4. ....

5. (School).....

6. (School).....

Divisional Meetings attended .....

(Total number of Divisional Meetings held .....

Divisional Inspection .....

District Church Parade .....

District Review .....

Number of hours of Public Duty .....

Efficient — Yes/No .....

Rank Promoted to .....

Special Service Shield(s) gained .....

Remarks: .....

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(Divisional Superintendent—Cadets)

Year .....

P.F.A. Re-examination .....

P.H.N. Re-examination .....

Proficiency Certificates awarded: Date:

1. ....

2. ....

3. ....

4. ....

5. (School).....

6. (School).....

Divisional Meetings attended .....

(Total number of Divisional Meetings held .....

Divisional Inspection .....

District Church Parade .....

District Review .....

Number of hours of Public Duty .....

Efficient — Yes/No .....

Rank Promoted to .....

Special Service Shield(s) gained .....

Remarks: .....

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(Divisional Superintendent—Cadets)