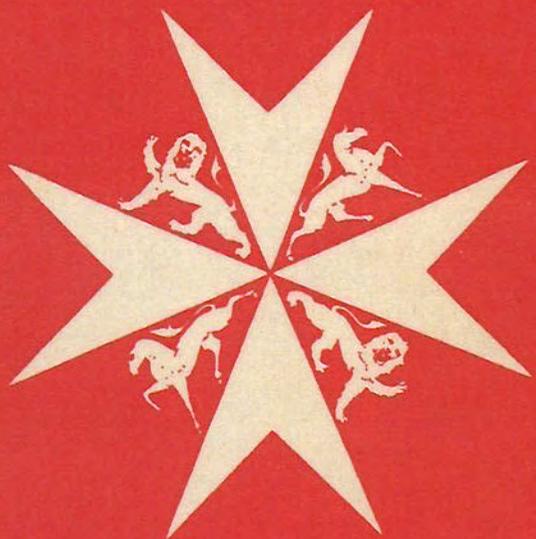


**St. John Ambulance
Australia**

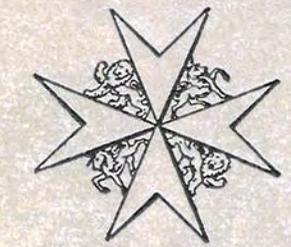


**Cadet Manual
Second Edition**

David Fahy.

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

St. John Ambulance Australia



Cadet Manual (Second Edition) 1987



Order of St. John, National Headquarters, Canberra Avenue, Canberra ACT



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Her Majesty Queen Elizabeth II
Sovereign Head of the Order of St. John

Foreword

This Australian Cadet Manual is the official training book for use by cadets of St. John Ambulance in Australia. Whilst Australian editions change some Proficiency Subjects for Australian conditions, every effort is made to keep the traditional St. John approach, so that the Grand Prior's Badge has the same significance around the world.

Much useful material is provided to give Cadets a better understanding of the St. John Ambulance organisation. 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 Cadet activities and Proficiency Badge subjects.

The first Australian edition was published in 1978. Since then many useful comments and suggestions have been received from all Districts. On behalf of St. John Ambulance Australia and our Cadets, I thank the Chief Officer for Cadets Joan Patterson, her predecessor Richard Bluck and those who have assisted them. I also thank Raymond Smith for his significant contribution of advice and illustrations.

I wish each Cadet many happy and interesting hours as they use this Manual to develop themselves and improve our organisation's ability to help others in keeping with the great Motto of the Order of St. John – 'For the Service of Mankind'.

Peter Falkland
Chief Commissioner.

June, 1987.

Contents

Foreword	3
Parents' notes	6
Part one	
Being with a great team—St. John Cadets	10
Before Cadets	
St. John Juniors	11
Junior Grade badges	12
Junior Interest badges	12
What Juniors wear	16
What Cadets do	
Aims of the Operations Branch and the Cadet Movement	17
Your own objectives	18
St. John Cadets offer more than First Aid	19
Preliminary First Aid Certificate requirements	20
Preliminary Patient Care Certificate requirements	21
Grand Prior's Badge training	22
Cadet Efficiency requirements	25
Community service—the Special Service Shield	26
Cadet Competitions	28
Duke of Edinburgh's Award scheme	30
Sovereign's Award	30
Adventure Camping	32
Stamps and St. John	33
Cadet Code of Chivalry discussed	34
Cadet promotion requirements	37
Cadet uniforms	
Cadet uniforms	38
Positions for badges on uniforms	40

The St. John Ambulance	
How the St. John Ambulance is organised	44
Your Cadet Division	46
Your Leaders	47
The Order of St. John	
The St. John World	49
A Brief History of the Order	50
• The Order in the British Realm	54
• The Ophthalmic Hospital in Jerusalem	56
• The St. John Ambulance Association	58
• The St. John Ambulance Brigade	58
• The Cadet Movement	59
St. John Ambulance in Australia	60
St. John's Wort	61
The St. John Cross	62
Medals and Awards of the Order	64
Cadet ceremonial occasions	
Enrolment Ceremony	66
Graduation Ceremony	67
Cadet drill and saluting	68
St. John Ambulance colours and flags	70
The Australian flag and anthem	71
Order of St. John Prayers	73
Order of St. John Hymns	74
Part two	
Proficiency Certificate subjects	76
Where to find books and information for your Proficiency Certificate courses	78
Personal record pages	150

St. John Ambulance Cadets

Cadet Divisions are for boys and girls between the ages of 11 and 18 years. As well as training in basic first aid, the Divisions aim to foster leadership and encourage physical and mental development by promoting public service and the spirit of adventure. Although emphasis is placed on efficient first aid, and on community service, Cadets are encouraged to become proficient in any of twenty-eight other subjects (see Proficiency Badges, pages 76 to 148) and participate in camps, sports and other activities.

The St. John Ambulance Cadet Division encourages a positive attitude towards putting into practise behaviour based on the Cadet Promise to Serve (Enrolment Ceremony), and the Cadet Code of Chivalry (see page 34) in the interests of the individual and the community.

The program of a typical Cadet Division includes:

- First Aid
- Patient care
- Proficiency badge training
- Leadership and instructional technique experience
- Activities, games, excursions
- Camping
- Public duties.

Implementation is via the following methods:

- Weekly training meetings (two hours).
- Simulated accidents and illnesses.
- Annual re-examination in First Aid/Patient Care.
- First Aid/Patient Care competitions.
- Camps.
- Junior leader training course (Cadet N.C.O. course).
- On-the-job experience (public duties).

How St. John Ambulance can benefit your son/daughter

St. John Ambulance Cadets can contribute to your son's/daughter's personal development via:

- the forming of *friendships* with other young people of the same age group.
- the *belonging* to an organised group with adult leaders,
- joining* in combined team efforts and activities,
- promoting the giving of time and effort to help other people – *unselfishness*,
- experiencing a sense of *achievement* through personal success and community service,
- accepting *responsibility* to help train younger members and sharing the work of the Division,
- the *learning* of useful skills and knowledge promoting good citizenship in addition to individual development,
- being *challenged* both mentally and physically.



Would you know what to do? St. John Cadets learn how to diagnose and treat situations like this.

How St. John Ambulance Cadets are organised

The basic unit of St. John Ambulance Australia Operations branch is the **Division**, which consists of between 8-40 **Cadets** with adult staff—**Divisional Superintendent** (Cadets), **Divisional Officer** (Cadets), and **Cadet Leaders**. There is usually a Division in each suburb/town. Several Divisions form a **Corps** (the next level of regional administration), and each Australian State is termed a **District** under control of a **Commissioner**. There is a National Headquarters to support the **Chief Commissioner**—the principal Officer of the Operations Branch in Australia.

Joining

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

- have reached the age of 11 years,
- have written permission from their parent/guardian to join,
- have a Preliminary First Aid certificate,
- know the Cadet Code of Chivalry (see page 34).

Finance:

The St. John Ambulance Operations Branch is a voluntary organisation; that is, all of its members are volunteers receiving no payment for the time and effort they give to the organisation and to the public. Most Divisions have a weekly and/or annual subscription to help offset the cost of training equipment and operating expenses. This money is administered by the Officers of the Division, who are required to keep accurate financial records which are audited annually. This financial contribution is small compared with the time and effort required of the Officers to manage the Division effectively. The St. John Ambulance Operations Branch depends on donations (tax deductible, for St. John is a recognised charity organisation) from members, auxiliaries and the public to provide uniforms, first aid equipment, mobile first aid posts, meeting places and so on, to serve the community.

Uniforms:

Uniforms enable the public to locate and recognise a trained first-aider. Uniforms appeal to many young people of the Cadet age group. Uniforms are worn to assist the '*esprit de corps*'—the important sense of belonging, which contributes to individual development.

Public Duties:

Cadets attend public duties and render First Aid with the Operations Branch only under the supervision of an adult first-aider. If your son or daughter, as a Cadet renders first aid whilst not on official duty with the Operations Branch and supervised by a St. John Officer, please be sure to inform the Officers of their Division. There is no legal liability for holders of St. John First Aid Certificates to render assistance, nor are they held liable after rendering assistance if they have tried to assist to the best of their ability, and in accordance with the methods taught.

How parents can help

Your Son/Daughter:

- Encourage them when they are faced with a challenging or difficult situation.
- Supporting them when they meet overwhelming situations.
- Praise them when they achieve a goal, however small.
- Help and guide them as much as possible—without doing all the work for them or taking away their initiatives.

The St. John Ambulance Australia Operations Branch:

- Encourage your son/daughter in their St. John activities.
- Actively support the training and social programs of the Division.
- Become instructors/examiners for various badges, assisting with transport for visits/excursions/camps.
- Act as patients for First Aid/Patient Care training.
- Assist with fund raising.
- Join the Operations Branch as youth leaders.
- Avoid conflicting loyalty decisions for the young people—that is, where required to choose between Divisional and some other desired activity.

The supporting activities—so important for a successful Cadet Division, are best undertaken through a Division's 'Parents' and Friends' Association'.

The St. John Ambulance Operations Branch looks forward to sharing with you, your son's/daughter's personal development.

Part 1

Being with a great team—St. John Cadets



If you are a boy or girl between the ages of eleven and eighteen, and if you would like to meet a great team of young people who enjoy helping others, learning useful skills, and having a good time—come along and meet us. We'll make you welcome and show you around.

And if you like what you see, we'll welcome you to join us. We have a lot to do and we need bright, energetic young people. We will help you to learn new skills and be part of our great team.

Then to be an official St. John Cadet we ask two things from you. We need written permission from your parents or guardian and you need to learn our aims and practise our code of chivalry, because that is why people will look up to you and expect much from you—a St. John Cadet.

For about two months you will be known as a 'Probationary' Cadet. In that time you will study for the Preliminary First Aid Certificate, which, if you achieve, will entitle you to become a full Cadet and wear the badge shown at left. This badge is worn by all St. John Cadets throughout the world.



Before Cadets

St. John Juniors

Cadets should be supportive and encouraging to 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 may like to join, then you could help each other in training and practice.

They should be inspired 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 attention at the expense of the Cadets, but their instruction by Cadet NCO's can often be a good means of training such cadet NCO's in leadership, which is beneficial to the Cadets as well as the Juniors.

Qualifying test

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

1. be at least eight years old;
2. have regularly attended meetings for at least eight weeks;
3. 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;
4. pass the Grade III test.

First Aid and Patient Care

St. John Juniors are not eligible for a Preliminary First Aid certificate and therefore are not permitted to do public duties. However, St. John Juniors should be encouraged to learn basic first aid and/or patient care, so that they may qualify for their preliminary certificates as soon as possible after their 11th birthday. The St. John Ambulance 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.

Uniform

The same instructions apply to St. John Juniors as those for Ambulance and Nursing Cadets. No part of a St. John uniform is to be worn with civilian clothing.

Junior Grade badges



Worn 12mm above and centred on the right pocket.
The first test taken is for 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 the highest grade Junior Efficiency Badge shall be worn.

At age of eight:

The Junior may do the Grade III test plus two Interest badges for eight-year olds before completing Grade III. They may complete any number of eight year old Interest Badges after completing the Grade III test until their ninth birthday.

At age of nine:

The Junior may do the Grade II test plus two Interest badges for nine-year olds before completing the Grade II test. They may complete any number of nine year old Interest Badges after completing the Grade II test until their 10th birthday.

At age of ten:

The Junior may do the Grade II test plus two Interest badges for ten-year olds before completing the Grade I test. They may complete any number of ten year old Interest Badges after completing the Grade I test until their 11th birthday.

They may also commence their Preliminary First Aid certificate course three months before 'going up' to Cadets.

Junior grade tests—suggested syllabus

Grade III (First test)



First Aid

- Be able to tie a reef knot.
- Know why a reef knot is used.
- Know three uses for a triangular bandage
- Know what slings are for.
- Know how to fold a triangular bandage.
- Know why and when to call for adult help.

Patient Care

- Be able to find a pulse.
- Be able to fold bed clothes.



Grade II (Second Test)

Play it safe

- Know how to cross the road safely.
- Know the dangers of playing with matches and electric appliances.
- Know how to carry sharp implements such as knives and scissors.

Brigade knowledge

- Know what the Code of Chivalry is.
- Know the difference between Juniors and Cadets.
- Know who is the Commandant-in-Chief of Cadets/Juniors.
- Know the names of the Officers in the Division.

Service

- Be able to fold clothes neatly.
- Be able to clean shoes.
- Perform a Community service.

Your city

- Know the location of local services such as: fire station, public telephones, tram/bus stops, railway station, post office, doctor, taxi, police station, ambulance depot and library.

Handicraft

- Make a simple model out of bits and pieces.

Citizenship

- Know the composition of the Australian flag and the correct way to fly it.

Recreation

- Take part in an organised game.
- Demonstrate ball co-ordination by bouncing a ball for one minute.

First Aid

- Know how to stop bleeding.
- Treat a nose bleed.
- Know the effects of the treatment for bleeding.
- Know how to carry out simple health rules (care of hair and so on).
- Know how to tie a St. John sling and large arm sling.
- Be able to apply a simple spiral bandage to the forearm.

Patient Care

- Be able to take a pulse.
- Be able to make a bed.
- Be able to set a food tray for a sick person in bed.

**Play it safe**

- Know the rules for pedestrians at traffic lights, pedestrian crossings and school crossings.
- Know the dangers of boiling water and the containers.
- Know the fire hazards in the home, with particular reference to clothing.
- Know the dangers of air inflated toys in open water.

Brigade knowledge

- Know the Code of Chivalry.
- Know the names of the Commissioner and the District Superintendent (Administrative) and the District Superintendent (Nursing) in your District.
- Know how the Order started.
- Know the Divisional badges of rank.

Service

- Perform a community service.
- Memorise a short message of three items.

Your city

- Know the names of the roads leading back to your home from the Divisional hall.
- Know where to go for local information.

Handicraft

- Explain how to care for tools and the safety rules for using them.
- Cook, using a recipe.

Citizenship

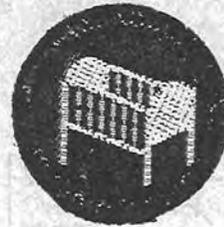
- Know the composition of your state flag.
- Describe your state emblem.
- Know the name of the Premier and Governor of your state.

Recreation

- Take part in an organised game.
- Throw a ball through a basket ball ring three times out of six.
- Throw a ball a distance of twelve metres.

Grade I (Third Test)**First Aid**

- Know how to do mouth to mouth resuscitation.
- Know how to treat simple burns.
- Be able to treat a simple cut finger.
- Be able to apply a bandaid.
- Be able to blanket a stretcher.
- Know how to treat a fractured lower limb.

**Patient Care**

- Be able to take observations (T.P.R.) of a patient.
- Be able to make a bed with a draw sheet and mackintosh.
- Be able to make a cup of tea, boil an egg, make toast and stew fruit.
- Know how to fill a hot water bottle/and or know how to prepare a cold compress.

Play it safe

- Explain what you would do if a person who could not swim fell into deep water.
- Know how to cycle safely.
- Know what to do if clothing catches fire.
- Know the dangers to young children of plastic bags, medicines and household cleaners.

Brigade knowledge

- Know the Code of Chivalry.
- Know the origin of the Eight Pointed Cross.
- Know when the Cadet Section started in Australia.
- Know how to identify Corps, District and Australian Headquarters Staff.

Service

- Visit a duty with your leaders and write about what you saw.
- Perform a community service.

Your city

- Make a telephone call to an essential service (exercise only).
- Know how the name of your suburb/town originated.
- Know the name of the Mayor/Shire President for your area.

Handicraft

- Make one of the following:

A kite that flies.	A boat that sails.
A pair of stilts.	A cake.
A piece of knitting.	A piece of embroidery.

Citizenship

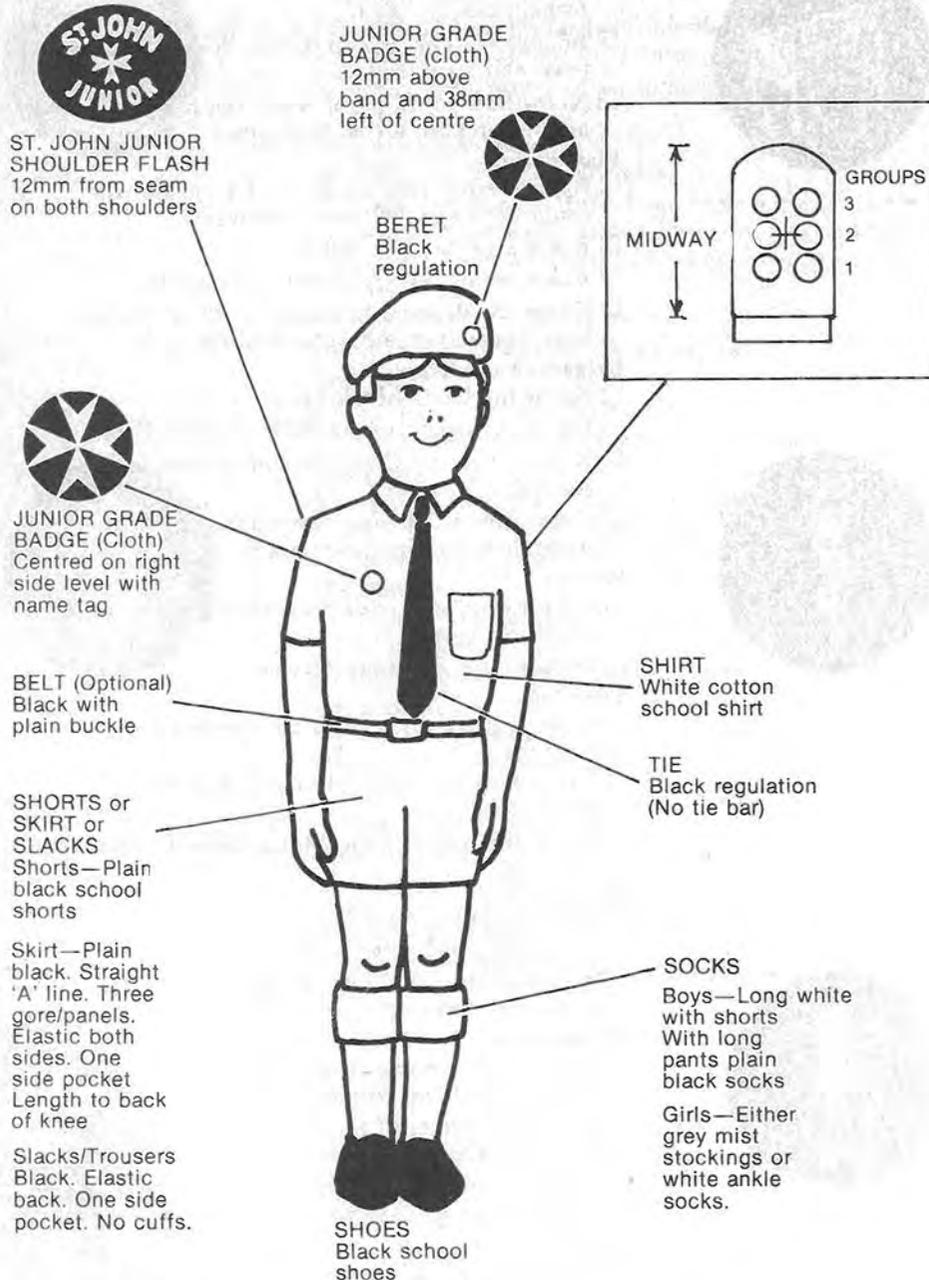
- Draw the Australian Coat of Arms and know what the emblems stand for.
- Know the names of the Prime Minister and the Governor General.

Recreation

- Take part in an organised game.
- Run 100 metres in your best time.
- Know how to use and climb a ladder and the necessary safety precautions.



Junior Cadet uniform



What Cadets Do

Aims of the Operations Branch and of the Cadet Movement

The aims or objectives of the St. John Ambulance Operations Branch and of its Cadet movement, are listed below.

Objects of the Operations Branch

1. The organisation, training and equipping of men, women and young persons to undertake, on a voluntary basis either as individuals or as organised groups, First Aid, Patient Care, Auxiliary Nursing and allied activities, in the streets, public places, hospitals, homes, places of work or elsewhere as occasion may require for the relief, transport, comfort or welfare of those in need.
2. The instruction of boys and girls in First Aid, Patient Care, and auxiliary subjects conducive to the development of good citizens.
3. The provision of trained personnel to give assistance to Government, Local Government or other Agencies, or to the Armed Forces at times of emergency in peace or war.

Objects of the Cadet movement

1. To provide opportunities for boys and girls to learn and practise first aid, patient care and other subjects conducive to the training of good citizens.
2. To encourage young people to follow the way of life exemplified in the Cadet Code of Chivalry.
3. To develop the spirit of combined effort while giving due consideration to the personality of the individual Cadet.
4. To promote health.
5. To encourage among young people a full and enterprising use of leisure by providing all the facilities of a National Youth Organisation.
6. To lay the foundation for membership of the Ambulance and Nursing Divisions.

Your own objectives

1. Become a good first aider.
2. Earn a Grand Prior's badge.
3. Qualify for the Adult First Aid certificate.
4. Earn a 200 hours Special Service Shield, (then a 1000 hour yellow shield.)
5.

By this time you will find so many paths to follow you will want to write your own objectives.
- 6.
- 7.
- 8.
- 9.
10. Become Chief Commissioner.

Being a St. John Cadet offers more than training in First Aid

St. John Cadets strive to help sick or injured people until medical aid arrives—that is, give First Aid. To help you learn this and become proficient, your leaders organise realistic situations to give you practise at diagnosing and treating sicknesses and injuries.

You will learn much about your body and how to treat hundreds of different kinds of injuries. But all that knowledge would be worthless if you could not accurately diagnose the problem. If you treat a person for the wrong injury you could make the injury worse—much worse. So diagnosis of the injury is the most important skill you must learn, practise and challenge other Cadets to do.

As well, St. John Cadets have many other activities besides First Aid; to have a good time, keep fit, and encourage other social and useful skills. A St. John Cadet should understand and be sympathetic to other people and have many interests besides First Aid. For this, St. John Ambulance provides many social activities and training to achieve Proficiency Certificates in twenty-eight areas. This manual outlines the many Proficiency Certificate courses you can study.

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!

This Cadet checks the car.

One Cadet checks the lower limbs for injury



- Is the ignition turned off?
- Where is the driver and passengers?
- There could be a baby under the seat

This Cadet checks the head for vital signs—A.B.C.

Here is one of the most difficult situations people find—an unconscious person. What do you do, he may be seriously injured? But to move him could be dangerous. To leave him too long may be even more dangerous. So St. John Cadets start to diagnose the injuries.

Preliminary First Aid Certificate Requirements

Approved by Director of Training, St. John Ambulance Australia.

Candidates must:

1. State orally the answers to at least two theoretical questions taken from the text of the First Aid Manual.
2. Demonstrate the method of artificial resuscitation as prescribed in the First Aid Manual.
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 holding dressings in position – head, hand, foot, knee.
6. Demonstrate the diagnosis and correct treatment of an unconscious patient.

The course:

1. Minimum total instruction time must be at least 18 hours.
2. Candidates should attend at least 80% of lectures and practical sessions before presenting themselves for examination.
3. The instructor(s) may not conduct the examination.
4. Pass marks 11-17 years 65%.
5. Instructors should make their sessions as practical as possible.

Suggested instructors/examiners

1. Approved St. John Ambulance examiner.
2. St. John Ambulance 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

- First Aid Manual* (Australian Edition), published by the St. John Ambulance.
- What is First Aid?*, St. J.A.A. Australia.
- 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 a Proficiency Subject for the Grand Prior's Badge.

Preliminary Patient Care Certificate Requirements

Approved by Director of Training, St. John Ambulance Australia.

Candidates must:

1. State orally the answers to at least two theoretical questions taken from the text of the Preliminary Patient Care Manual.
2. Demonstrate the taking of the pulse, temperature and respiration rates, and a method of recording the results.
3. Demonstrate the 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 hold a dressing with a roller bandage):

Hand	Elbow
Foot	Finger
Knee	Thumbs
5. Demonstrate with one other assistant how to make or change a bed.

The course:

1. Minimum total instruction time must be at least 18 hours.
2. Candidates should attend at least 80% of lectures and practical sessions before presenting themselves for examination.
3. The instructor(s) may not conduct the examination.
4. Pass marks 11-17 years 65%.
5. Instructors should make their sessions as practical as possible.

Suggested instructors/examiners

1. Approved St. John Ambulance examiner.
2. State Registered Nurses or others as approved by the Commissioner.

Suggested references

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

Special Note: The Preliminary Patient Care Certificate may be counted as a Proficiency Subject for Grand Prior's Badge purposes.



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.

Cadets who have qualified in not less than four Proficiency subjects before graduating to an Adult Division, may continue working for the Grand Prior's Badge until their 21st birthday.



Simulated accidents—part of the training for St. John Ambulance Cadets



Cadet Efficiency Requirements

Membership of the St. John Ambulance 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:

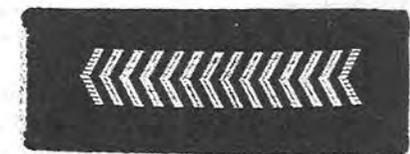
1. Pass a re-examination in Preliminary First Aid.
2. Be present at the Annual Divisional Inspection.
3. Carry out their St. John Ambulance duties to the satisfaction of their Officers.
4. Attend not less than 12 Divisional Instructional Meetings devoted to First Aid and/or Patient Care.

Cadets are not required to take a First Aid re-examination during the year in which they obtain a Patient Care Certificate.

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. |
| Second year | A further black-and-white Stripe. |
| Third year | A Service Star (the two Stripes previously awarded being removed). |
| Fourth year | A Service Star and one Stripe. |
| Fifth year | Two Service Stars. |
| Sixth year | Two Service Stars and one Stripe. |
| Seventh year | Three Service Stars. |



Community service—The Special Service Shield



The Special Service Shield is awarded to Cadets who have completed a minimum of 200 hours voluntary (unpaid) service to the community, providing they have been Efficient for the current year. Only one Special Service Shield may be worn. Shields are awarded as follows:

- 200 hours — Red
- 500 hours — Green
- 800 hours — Blue
- 1,000 hours — Yellow.

Cadets undertake duties and services appropriate to their training—which benefit those who are handicapped due to age, sickness, disability, distress, poverty or similar plight.

The service or services must come within the following guidelines:

- It must help those in need.
- It must not be intended for material gain or benefit to the Cadet or to his/her family.
- It must be undertaken in the Cadet's leisure hours.
- It must not be part of work for a Proficiency Subject.
- It may NOT be service or duty undertaken at a regular meeting of the Cadet's own Division.

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

- Assistance given to Operations Branch Adult personnel at public duties.
- Assistance at Training Branch Classes held for other organisations.
- Assistance at Medical Comfort Depots and Motor Ambulance Stations, including cleaning, clerical and general service.
- 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.
- Book-binding and book-collecting for Hospitals.
- Assistance at entertainments and concert-parties for Hospitals, Nurseries and Homes.
- Gardening for the aged and invalid, (vegetable growing for Cadet's own private use does not qualify) provided that this work is arranged through the Divisional Superintendent or a recognised charitable or welfare agency.



- Assistance in Convalescent Homes, including domestic, clerical, laundry, sewing and mending duties.
- Assistance in Day and Residential Nurseries, Nursery Schools and Children's Homes.
- Assistance in Hospital Canteens or Kiosks (not school canteens).
- Assistance as messenger for Doctor, Chemist or District Nurse provided that such work is approved by the Divisional Superintendent.
- 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 may NOT count towards the Special Service Shield:

- Acting as patients at Operations Branch/Training Branch classes or competitions.
- Assistance at Appeals or any function for raising funds for the Operations Branch.
- Duties undertaken as part of an organised school program in school time.

Service in any one day will be restricted to eight hours, except in special circumstances at the discretion of District Staff Officers (Cadet).

All duties must be officially arranged or authorised in advance by the member/Officer-in-Charge of the Division and verified in writing by him/her afterwards.

'Baby-sitting' may be done by Cadets who are at least 17 years of age and are in possession of Adult First Aid or Patient Care Certificates.

Where possible, Cadets should spread their service over a variety of duties.

Travelling time to and from a public duty or place of community service is NOT to be counted. The time of arrival at and departure from the place of duty/service is to be calculated to the nearest quarter hour.

Divisional Superintendents (Cadet) are responsible to ensure the Cadet's hours of public duty/service are recorded immediately in a Roll Book or Duty Register and annually on B.F.C.1 and B.F.C.4 forms.

Cadets who have rendered 1,000 hours of voluntary community service shall be awarded the Special Service Certificate by the Chief Commissioner.

Cadet competitions



National Champion Badge

First Aid and Patient Care Competitions are held:

- to improve the efficiency of Cadets.
- to give Cadets experience and confidence to do first aid in all kinds of surroundings and situations,
- to maintain and increase interest in first aid,
- to stimulate a healthy rivalry between different St. John Ambulance units,
- to interest and inform the general public.

The winning of a trophy is not the main aim of First Aid (and Patient Care) competitions.

The modern simulated-accident competition, set in realistic surroundings with good make-up and acting, offers the nearest training approach to the 'real thing' and provides valuable experience in the diagnosis and treatment of injuries. All first aiders, however well qualified, may become a little hesitant or uncertain when helping at an accident or emergency illness. The more experience first aiders have, the less their hesitancy and uncertainty is apparent. By participating in many competitions which simulate realistic, difficult and pressure situations, vital, regular experience is gained.

There should be little difference between competition training and first aid training. Good first aid training should involve realistically simulated incidents—with emphasis on diagnosis and quick effective treatment. Competitions enable a range of injuries and situations to be dealt with, which would otherwise, perhaps, not be experienced in routine public duties.

Competition simulated accidents can range from simple five minute jobs to complex 30 minute team jobs. The following are the main sections in Australian Cadet Competitions:

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

Each event involves two first aid practical exercises. One event has first aid equipment provided, the other event involves the competitors using only materials found at the scene, that is, improvised. Both events may include some Patient Care aspects.

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 in the Australian



The Commonwealth Cadet shield

Championships. There are competitions held periodically in the Pacific area—the *New Zealand Army Cup* for which Australia, Fiji and New Zealand compete. St. John Cadets from anywhere in the Commonwealth of Nations may compete for the *Commonwealth Cadet Shield*, a team-event trophy.

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.

For the winners—these trophies

Champion Cadet leader—The Colonial Alexander Christie Trophy

Champion Cadet team—The Dr Frances McKay Trophy

Champion Cadet individual—The Colonel Douglas Donald Trophy

Champion District—The Sir Kingsley Norris Trophy

The District which achieves the highest aggregate of marks from ALL events will be the Champion District.

All competitors in an Australian Championship receive a 'Competitors Medallion' from the Chief Commissioner.



Duke of Edinburgh's Award Scheme

The Duke of Edinburgh's Award Scheme was initiated by His Royal Highness, 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 for achievement and adventure through a balanced program of recreational activities. It is 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 separate organisation. It is a program which can be used by existing organisations, by schools, clubs, firms, etc. It is designed to complement 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 programs for individual Candidates have 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—qualifying as a Grand Prior Cadet and gaining a D. of E. Award.

St. John Ambulance Regulations permit the wearing of D. of E. Awards on uniforms.

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



A formal presentation of the Award Certificate will be made on behalf of the Sovereign.

The candidates must be aged from sixteen to twenty four (inclusive) during their attempt.

Tasks

The candidate must undertake and complete to the satisfaction of the Chief Commissioner, two major initiatives in areas applicable to work for the Order of St. John:

1. A research project in any field of the work of the Order, such as first aid training methods, historical research into the Order, work in the community, use of manpower, specialist requirements, and so on.
2. Organise and run a project involving either:
 - a. First Aid, Patient Care or Care in the Community, or
 - b. Fund raising.

Qualifications

The candidate must:

1. Be a member of the St. John Ambulance Australia, Operations Branch with minimum of five years' consecutive Efficient service, either as a Cadet or Adult Member or part both.
2. Hold the following:
 - a. The Grand Prior's Badge, or 1000 Hours Certificate or (for non-Cadets) 1000 hours Duty.
 - b. A current First Aid certificate
 - c. A current Patient Care certificate.

Timescale

1. The candidate must apply to start the enterprise by making application on the Sovereign's Award Application Form (BF51), to Brigade Headquarters by 1st January.
2. The enterprise is then to run from the following 1st July (first year) and must be completed in all respects by 30th June of the fourth calendar year. This will allow sufficient opportunity for the attempt but not seriously inconvenience the candidate's own priority calling, his or her work or schooling, and so on. The initiative projects may only be carried out within the three year cycle.
3. No repeat attempt may be started until the following July (or the fifth calendar year), that is, there can be no extension of an individual's three year period.

Sovereign's Award

The aims of the Sovereign's Award are to encourage young members of St. John Ambulance to greater efforts of personal and community achievement in the work of St. John, and at the same time to develop their initiative and broaden their experience, particularly over the transition period from Cadet to Adult membership.

Adventure camping

Camping brings Cadets together to have fun and learn in a different environment and in a spirit of cooperation 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 camping period than in a whole year's program 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 fun. Camps are also held in permanent campsites where there is more time for program activities.

Every Cadet should try to attend at least one camp each year. Nobody expects you to be a good camper straight away. Each camp you attend will increase your camping skills a little more.

Depending on the type of campsite to be used, you can prepare beforehand by reading about camping, by practising putting up and taking down a tent (with your fellow Cadets and Leaders) at your meeting hall or the backyard. You could also help your Leaders with the planning 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, Canada and any other overseas groups who 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.
- 1982 Diamond Jubilee (60th Anniversary), Hobart, Tasmania
- 1986 Australian Cadet Camp/Commonwealth Cadet Shield, Woodleigh, Adelaide, Sth. Aust.

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

Stamps and St. John

Many people collect postage stamps as a hobby. If you collect stamps have you thought of making a display of stamps from countries where the St. John Ambulance organisation is active (see page 52).

Some people collect stamps by countries, or themes such as aeroplanes, butterflies, ships, uniforms and so on. Have you thought about collecting stamps with the St. John theme? Some ideas: the Crusades, Knights, Malta, First Aid, Ambulances. You may be able to use stamp collecting to help gain a Proficiency Badge—see *Philately*, page 117.

In June 1983 Australia Post issued a 27 cent stamp to commemorate the Centenary of St. John Ambulance organization in Australia. The stamp was designed by Mr Tim McCaulay of Hobart, one of several art students invited to submit designs for the stamp, and printed by Cambec Press, Melbourne. A first day cover was provided for the St. John Centenary Stamp.



St. John postmarks

The St. John Ambulance



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

The Cadet Code of Chivalry

'Chivalry' is a word meaning **consideration of others**—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.

The Cadet Code of Chivalry describes the ideals practised by the Knights of St. John over many hundreds of years. These ideals are just as relevant today as they were a thousand years ago. Just think how much happier the world would be if everyone tried to live their lives by the Code of Chivalry.

St. John Cadets promise to observe the Code of Chivalry. All Cadets should memorise the Code and try their best to put it into practice in daily life. It may not always be easy.

Read the Code through 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 belief, it may include the idea of a 'God', and most religions have the idea of 'brotherly love', that is, 'do unto others as you would have them to do unto you'. Talk about this with your parents. The St. John Ambulance 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, position or belief.

'To be loyal to the Sovereign and to my Officers'

Loyalty means being true to your promise, faithful and dependable. When people know that you are a St. John Cadet they will expect you to act in a certain way which people admire and respect. Imagine how confused and disillusioned others would be if you are not loyal to this code and you acted some other way which may hurt your brigade. The Queen is the Sovereign Head of the Order of St. John. Your Officers will 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, that is, to the best of our ability. Giving attention to details, checking to see that all is correct, 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 do something wrong. However, once people don't tell the truth, we lose our trust in them. Think how difficult this makes teamwork. We should be fair and impartial 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 may dislike, we should try to be cheerful. If its members cannot be relied upon to be punctual, the team is weakened and the job becomes difficult.

'To help the suffering and the needy'

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

'To be kind to all animals'

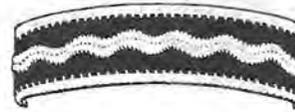
Animals cannot talk or argue back if they disagree with us. Being kind to animals does not only mean being nice to them, but also finding out about the correct way to handle and look after them—the correct feeding, housing, exercise and general care.

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 a NCO (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 St. John Ambulance members.

You need to earn those NCO rank stripes by passing the appropriate Cadet NCO Promotion Examination. Each District will have a system of training and examination for Cadet NCOs. Your local Officers will explain to you how the system works, whether you need to attend a training course, who examines, and so on, in your District.

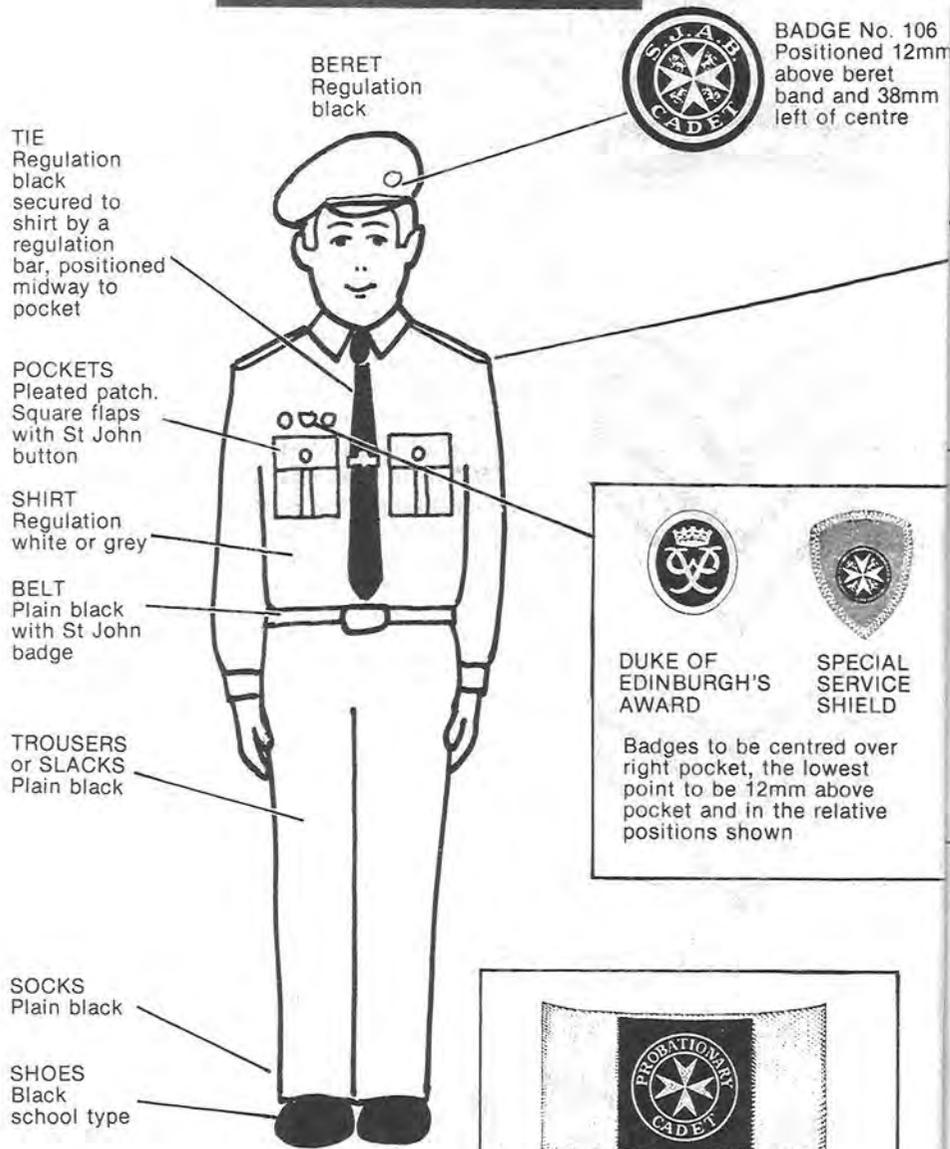
NCO training will involve learning how to teach other Cadets first aid drill as well as knowledge of St. John Ambulance organisation, Cadet program planning, games and activities and other subjects. The requirements for Cadet NCO promotion are detailed in the St. John Ambulance booklet *Cadet NCO Training Notes*. Ask your Officers for a copy so that you can see some of the useful knowledge and skills you can learn.



HE PROBABLY HASN'T
EARNED HIS STRIPES YET



Cadet uniforms



BERET
Regulation black

TIE
Regulation black secured to shirt by a regulation bar, positioned midway to pocket

POCKETS
Pleated patch. Square flaps with St John button

SHIRT
Regulation white or grey

BELT
Plain black with St John badge

TROUSERS or SLACKS
Plain black

SOCKS
Plain black

SHOES
Black school type



BADGE No. 106
Positioned 12mm above beret band and 38mm left of centre

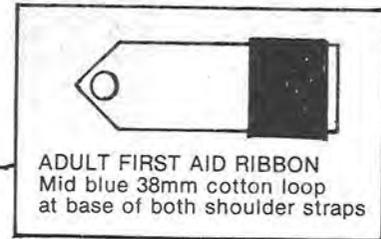


DUKE OF EDINBURGH'S AWARD **SPECIAL SERVICE SHIELD**

Badges to be centred over right pocket, the lowest point to be 12mm above pocket and in the relative positions shown



PROBATIONARY CADET ARMLET
To be worn on the left arm, above the elbow on civilian clothes



ADULT FIRST AID RIBBON
Mid blue 38mm cotton loop at base of both shoulder straps

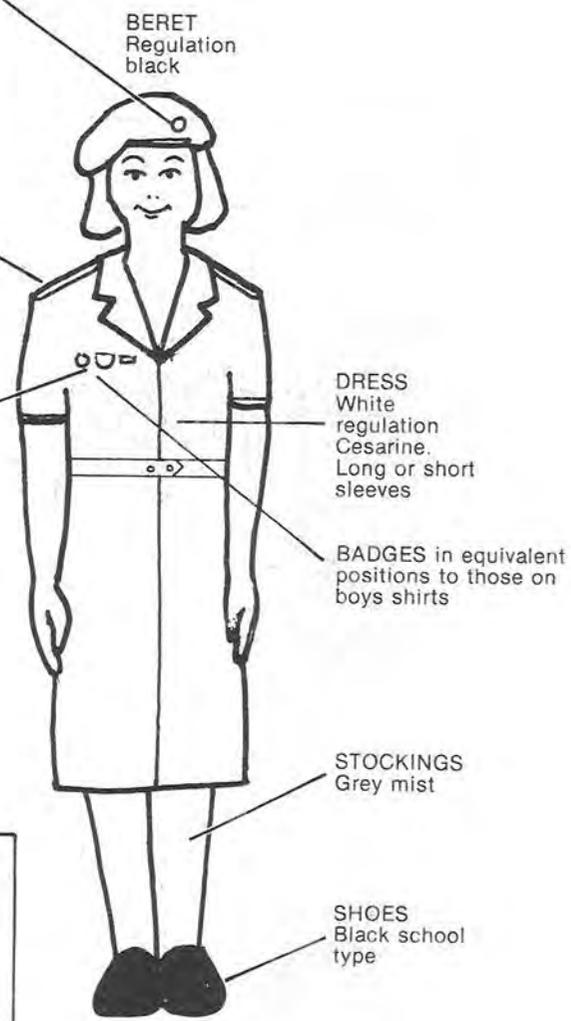


MERITORIOUS SERVICE BAR **SOVEREIGN'S AWARD**

Badges 6mm apart



JACKET
Black regulation. Badges and positions of badges as for shirt



BERET
Regulation black

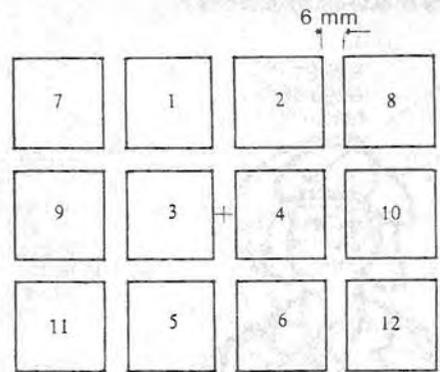
DRESS
White regulation Cesarine. Long or short sleeves

BADGES in equivalent positions to those on boys shirts

STOCKINGS
Grey mist

SHOES
Black school type

Positions for badges on Cadet Uniform



PROFICIENCY BADGES
Up to 12 may be worn. Numbers show positions of badges as they are acquired. If there is insufficient space, the shoulder flash may be removed.



GRAND PRIOR'S BADGE
Replaces twelve proficiency badges



SERVICE STAR
6mm below service stripes



SERVICE STRIPE
(Points to front)



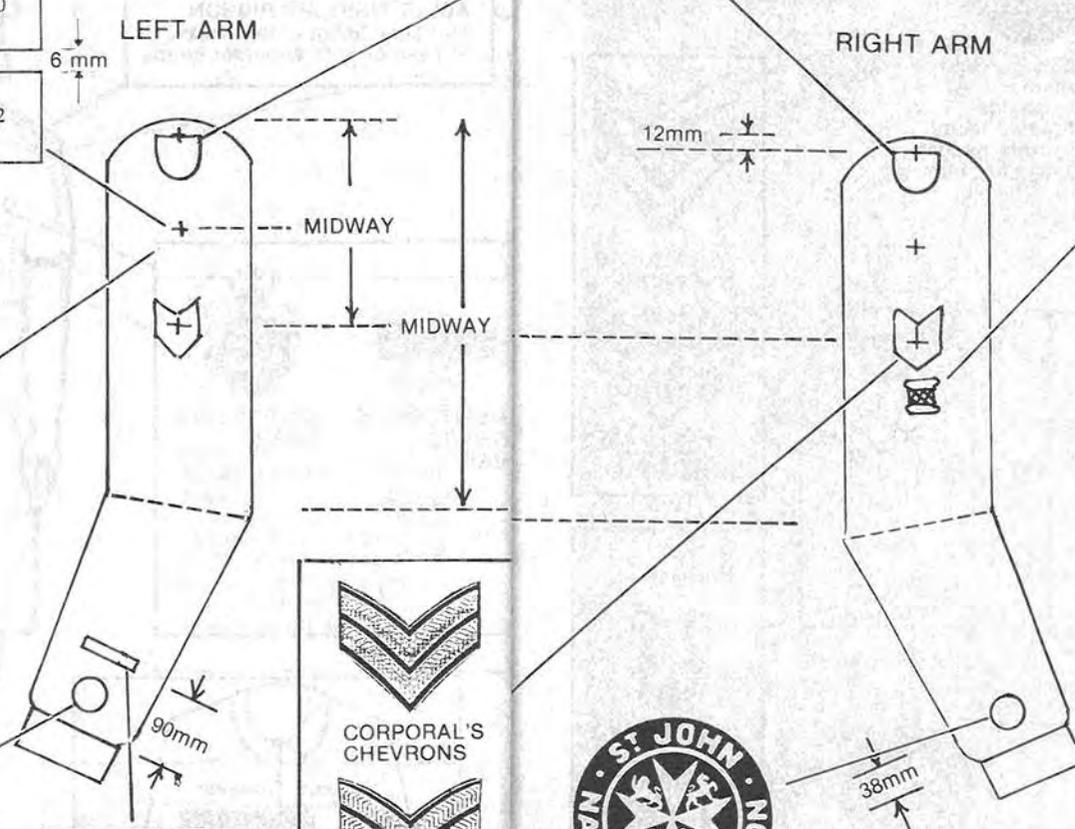
CORPORAL'S CHEVRONS



SERGEANT'S CHEVRONS



SHOULDER FLASH
May be removed from left shoulder if there is insufficient space for other badges.



BAND BADGES
In midway position or 6mm below chevrons

BANDSMAN'S BADGE

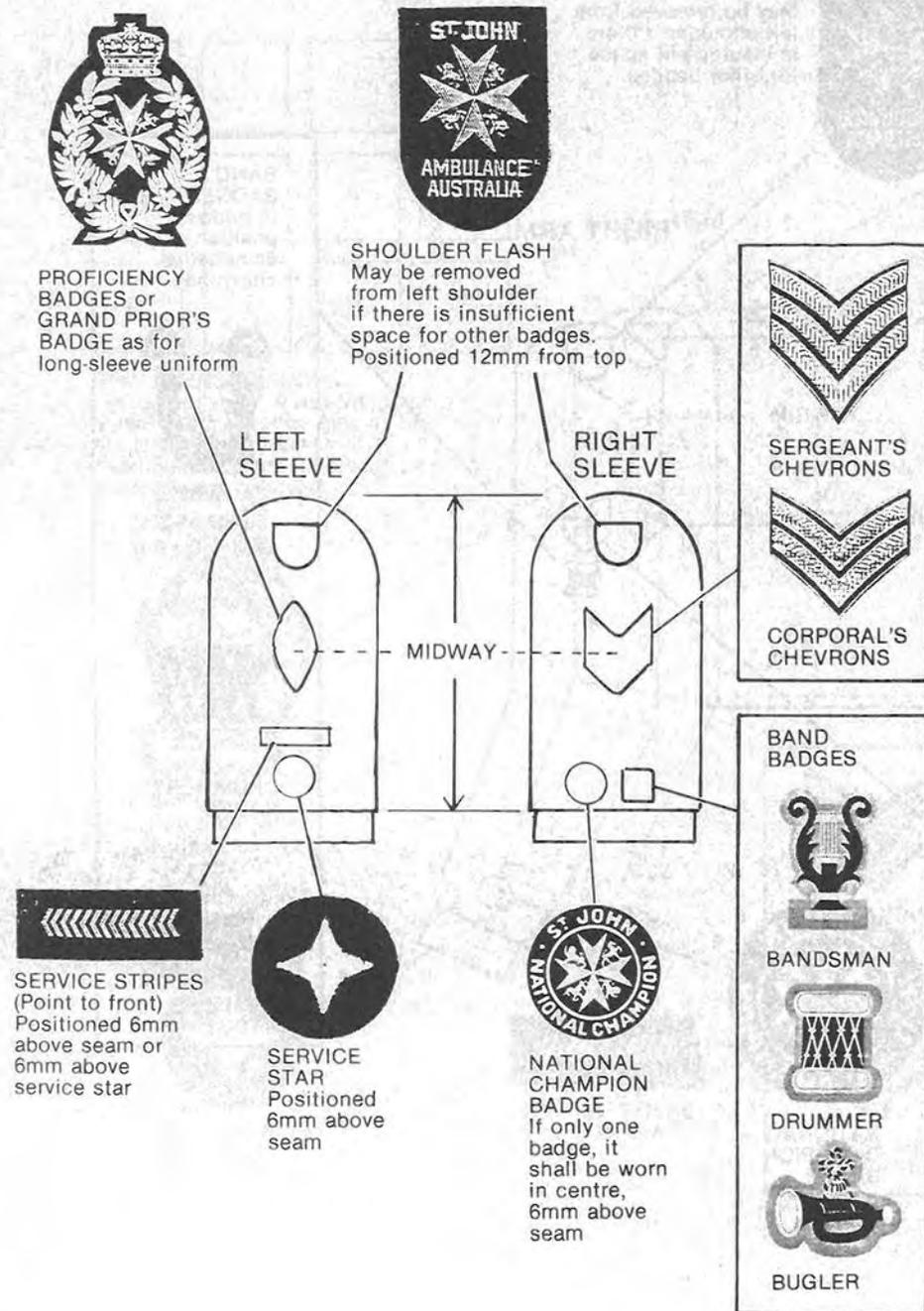
DRUMMER'S BADGE

BUGLER'S BADGE



NATIONAL CHAMPION BADGE

Positions for badges on Cadet short-sleeve uniform



The St. John Ambulance



St. John Ambulance members on an exercise in the Grampian Ranges, Victoria. How many people are there?

How the St. John Ambulance is organised

The group of people you work with, the *Division*, is where the main activities take place. But Divisions need coordination to be united in the ways we do things and to be able to speak as one organisation.

Groups of Divisions are called *Corps* and these in turn are coordinated by the State *Districts* which are managed by the Australian *Headquarters*.

There are many officers who have many badges of rank. for instance there are Doctors, called *Surgeons* and State Registered *Nurses*

SURGEON



THIN RED EDGE

NURSE

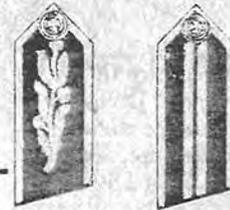


THIN RED BAR

If you see someone wearing a uniform you do not recognise, politely ask who they are and what their badges stand for. He or she will be glad to explain and tell how they fit into the organisation.

AUSTRALIAN HEADQUARTERS

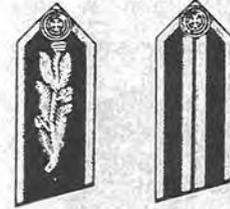
GREY BACKGROUND



GORGET PATCHES

DISTRICT Each State and A.C.T.

BLACK BACKGROUND



GORGET PATCHES

CORPS (Groups of Divisions)

THIN SILVER BAR



SHOULDER STRAP

GORGET PATCHES ARE NOT WORN BY CORPS OFFICERS

Officers may wear different markings on their shoulders and caps depending on the grade of the rank



SHOULDER STRAPS

GORGET PATCHES ON LAPELS

SHOULDER STRAPS OF OFFICERS

GORGET PATCHES ARE NOT WORN BY DIVISIONAL OFFICERS



DIVISIONAL SUPERINTENDENT



DIVISIONAL OFFICER



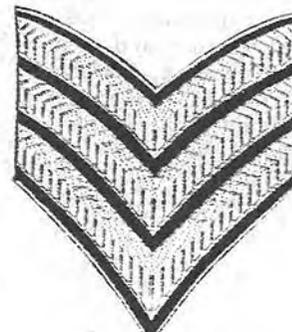
SECTION OFFICER OR PROBATIONARY DIVISIONAL OFFICER



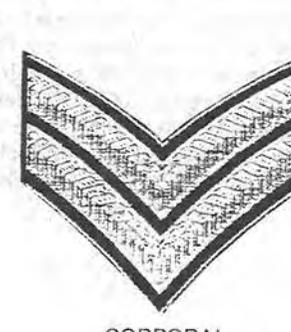
CADET LEADER

THE 'C' INDICATES SOMEONE WORKING WITH CADETS

BADGES OF RANK OF NON-COMMISSIONED OFFICERS

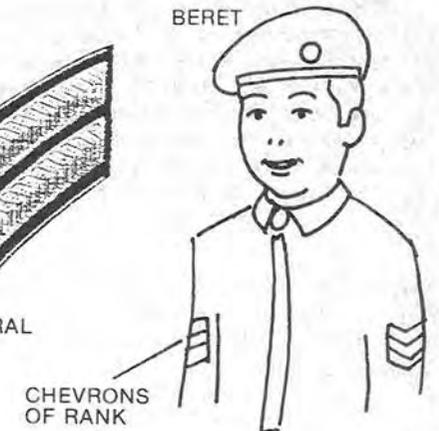


SERGEANT



CORPORAL

BERET



CHEVRONS OF RANK

Your Cadet Division

The *Division* is the name of the basic group of the St. John Ambulance Operations Branch. Divisions meet each week to train together, practise their skills and develop teamwork and, of course, for fun and friendship. There are several types of Divisions:

- Ambulance Divisions (Adult men)
- Nursing Divisions (Adult women)
- Ambulance Cadet Divisions (Boys)
- Nursing Cadet Divisions (Girls)
- Combined Divisions (Adult men and women and/or Cadet boys and girls)

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

Divisions meet in a wide variety of places—some have their own halls, others use local meeting places, schools, etc. Whilst it is better to have a place with plenty of space for activities and storage of equipment, you can have the best Division with few material assets. 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 each Cadet is as good as he or she can be.

Take part in all Cadet activities if you can—local training, public duties, camps, Proficiency Courses, (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.

WE HAVE
SIXTEEN
MEMBERS
ON OUR
ROLL

BUT WE
HAVE
TWELVE
REGULAR
MEMBERS



Your leaders



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

Most of this Manual is for and about St. John Cadets. However, you should know something about those people who have been specially chosen to be the leaders of your Division.

All organisations have titles for people to indicate their job role and authority to make decisions, for example *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, some leaders are called *Officers* and others are called *NCOs* (Non-Commissioned Officers). An Officer receives a *Warrant*—which is a special paper which gives the title, authority and responsibility of the rank to which he or she 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 appointed to a Cadet Division), 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. Other duties include organising other leaders and volunteers to help, raising money for the Division, ensuring that Cadets participate in public duties with Adult members of the St. John Ambulance and that they eventually transfer to the Adult Division between 16 and 18 years. So you can see that the Divisional Superintendent (C) is a very busy person, and 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 NCOs) in a Division. Minimum age for a Divisional Officer (C) is 19 years.

Cadet Leaders

Cadet Leaders are exactly what the name describes. They have Adult First Aid Certificates, and are at least 17 but not more than 21 years of age. Cadet Leaders are not Officers, but rank above NCOs.

Sergeants and Corporals

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

These are the leaders of our Cadet Divisions. You should always listen to 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 do not understand, or are uncertain of something, 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.

Below: Ashley Mason, Joan Patterson and Richard Bluck, Chief Officers for Cadets, Australia.



The Order of St. John

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	Ghana	Sierra Leone
Canada	Grenada	Singapore
England	Guyana	Solomon Islands
New Zealand	India	Sri Lanka
Scotland	Jamaica	Swaziland
South Africa	Kenya	Tanzania
Wales	Malawi	Trinidad and Tobago
Commanderies	Malaysia	Uganda
Ards (Northern Ireland)	Malta	Zambia
Western Australia	Mauritius	Republic of Zimbabwe
Overseas Independent Nations	Nigeria	Other Overseas Territories
Antigua	Pakistan	Bermuda
Barbados	Papua-New Guinea	British Virgin Islands
Cyprus	St. Kitts-Nevis	Gibraltar
Dominica	St. Lucia	Hong Kong
Fiji	St. Vincent	Montserrat
	Republic of Seychelles	

Find those places in your atlas. You may like to make a wall map showing each of the countries. The way of life and the people may be different, but the members of 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 international Brotherhood. In the meantime, ask your Officers to arrange a penfriend for you (a Cadet in another country). For more details, see the International Friendship Badge (Page 128).

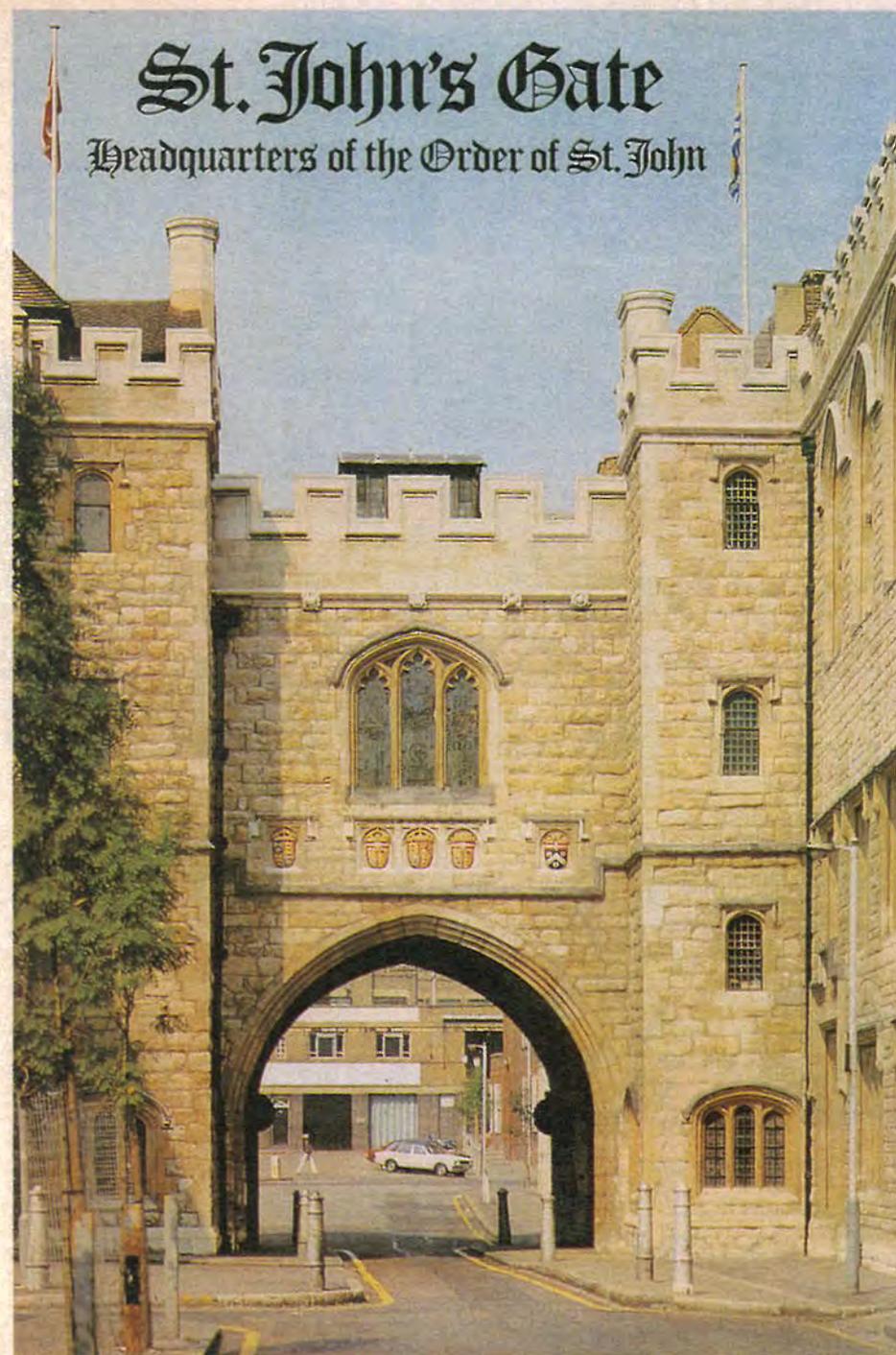
A brief history of the Order

The beginning of the Order of St. John is said to be at an ancient Benedictine monastery in Jerusalem, restored with the help of merchants from the Italian maritime city of Amalfi. This monastery had 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 Brother Gerard. By his Bull (notice) 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 had military duties of defending 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 called 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 had to surrender after a long siege in order to save the civilian population, and on the 1st January, 1523, were allowed to leave with their ships and property. 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 in the world. The Order had always contained people of different nationalities 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 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 raids of the Barbary pirates, but by the eighteenth century the Order was devoting its efforts into hospital rather than military activities, and so when 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 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 (the great religious movement of the sixteenth century for the reform of the Christian church) 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 World War I. 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.



BOHEMOND IV OF ANTIOCH

RAYMOND III OF TRIPOLIS

St. John coins used at the times of the Crusades.

(*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.)

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 whole complex of properties, known as Commanderies, was geared to providing appropriate contribution of men and supplies towards the maintenance of the headquarters in Malta and the activities of the Order in the Mediterranean. In 1540, however, the Grand Priory of England lost 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 Magistracy in Rome. A period of uncertainty 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 the Sovereign Head. The Grand Prior has been a member of the Royal Family since 1888 with the Lord Prior of St. John as Deputy.

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 a 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 specialised in Ophthalmology (see later).

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



Knights working in the Hospital, from a seventeenth-century history of the Order

England, Scotland, Wales, Canada, Australia, New Zealand and South Africa. There are St. John Councils in other Commonwealth countries in Africa, Asia, the Pacific, 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.

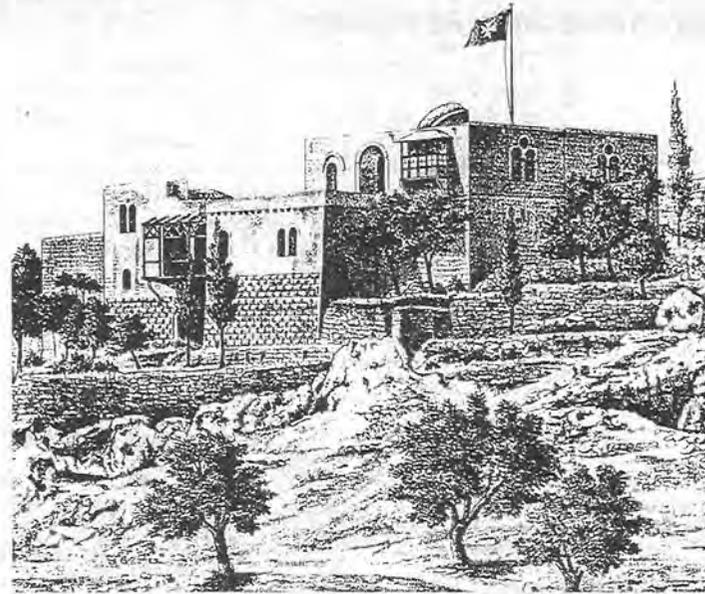
The Ophthalmic Hospital in Jerusalem

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.

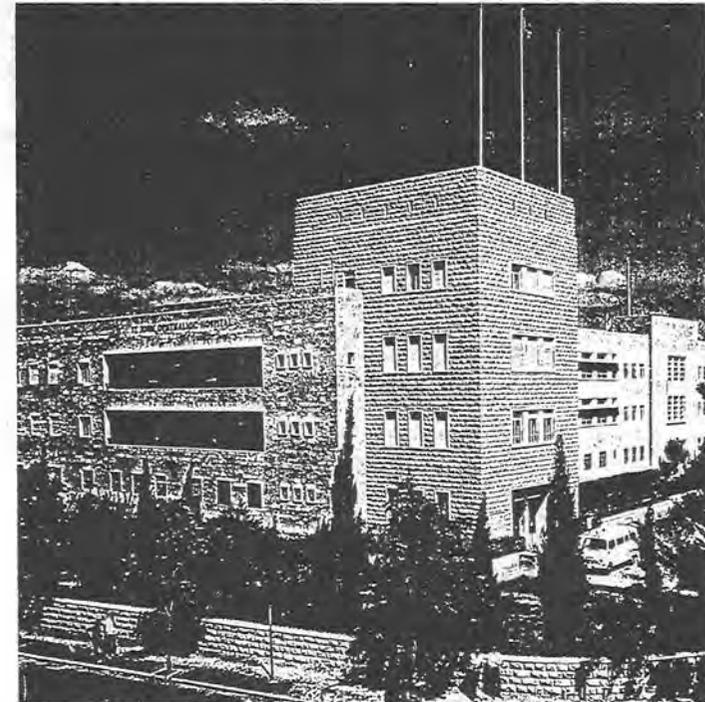
This was the only hospital in Palestine to specialise in Ophthalmic (eye) work, and here the Order's flag was flown for more than sixty years. In the fighting which followed the end of the British rule in 1948 the buildings were damaged and the Hospital found itself on the Israeli side of the Armistice Line, inaccessible to the Arab population which had provided 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 there each year and 6,000 major eye operations are undertaken.



The British Ophthalmic Hospital on the Bethlehem Road Jerusalem instituted by The Order of St. John 1882.

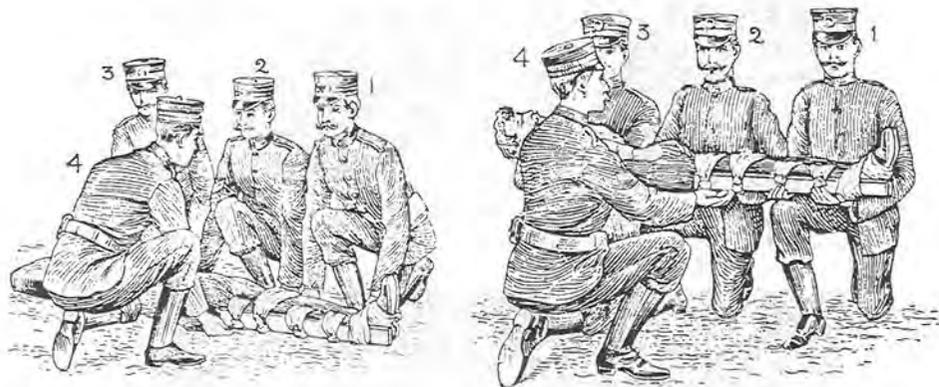


The St. John Ophthalmic Hospital Jerusalem 1982

The St. John Ambulance Association

The St. John Ambulance Association was established in 1877. Its primary duty is the instruction in First Aid, Patient Care, 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 Patient Care Manuals have been translated into many languages including Chinese, Turkish, Greek, French, Malay, Burmese and Arabic. Some are also available in Braille.



'Ready—Lift!' Illustrations from the 1908 'Emergency Edition' of the St. John Ambulance Association pocket book First Aid to the Injured published in Melbourne in 1908.

The St. John Ambulance Brigade

The St. John Ambulance Brigade was established in 1877 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. They maintain their efficiency by constant practice and annual re-examination.

While St. John training is for the prevention and treatment of accidents in the home or 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 their public duties, members voluntarily attend theatres, cinemas, ceremonial parades, sporting events, beaches and places where crowds

congregate and where their services may be needed. Escort duties by land, sea and 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 Welfare Officers in hospitals.

The Cadet movement

The formation of Cadet Divisions of boys and girls between the ages of 11 and 17 years was first authorised in Brigade Orders in Britain in 1922 and by the end of that year there were 21 Divisions. The strength of the Cadets more than trebled during the Second World War and has continued to grow ever since. In 1971 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:

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
Wanganui	New Zealand	2.5.27

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

So for over sixty 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.

St. John Ambulance in Australia

The St. John Ambulance Association in Australia was established formally in 1883 when a State Centre was set up in Melbourne. It is this establishment that is commemorated by the stamp issue. A Centre followed in South Australia in 1884; Queensland and Tasmania had Centres operating by 1889; New South Wales in 1890; and Western Australia in 1892.

The St. John Ambulance Brigade is also a foundation of the Order of St. John. The Brigade is the uniformed wing of the organisation. In Australia, the first State District of the Brigade was founded in 1903 in New South Wales. Brigade members in their distinctive uniforms are regularly in evidence providing voluntary first aid services at public gatherings, sporting events, pop concerts, marches and processions. Members of the Brigade are often called upon to attend at the scenes of civil emergencies, such as bushfires, floods and cyclones. Civil Ambulance services throughout Australia derive from the pioneering work of the Order and a high degree of co-operation exists between St. John Ambulance foundations and State Civil Ambulance Services. In South Australia, Western Australia and Northern Territory the State Ambulance Services are maintained by the Order and its foundations.

As part of its knightly and monastic tradition, the Order of St. John in Australia is organised as a Priory, with the Governor-General as Prior or head of the Order. Each State Governor is a Deputy Prior.

In January 1987, *St. John Ambulance Australia* became the single public title under which all the work of the Order of St. John in Australia is conducted. The formal names *Association* and *Brigade* will lapse and be replaced by *Training Branch* and *Operations Branch*. Other titles and terminology remain unchanged. All uniformed members of St. John Ambulance Australia are members of the Operations Branch.

By the late 1980's there were some 2,000 members of the Order of St. John resident in Australia. The Training Branch teaches over 100,000 Australians first aid and related subjects each year. The 15,000 members of the Operations Branch perform over 500,000 hours of recorded public duty each year and treat over 100,000 reported casualties.

St. John's Wort



Those connected with the Order of St. John and its foundations may be familiar with the shape of the flower and leaf of St. John's Wort, as they are incorporated in the design of many St. John badges and insignia. The Grand Prior's Badge is a good example. The flower on the reverse side of the Life Saving Medal of the Order is perhaps more correct in detail; and there is the lesser-known Brigade Meritorious Service Certificate emblem, as well as the Divisional Secretary's Badge and the hat peak and gorget patches of some Senior Officers, to mention several.

The flowers of the St. John's Wort are bright yellow and numerous, clustered at the ends of short side branches and the stems, making a handsome bloom.

The petals are marked with black dots. The sepals, slightly coherent at the base, have black glandular dots on the margin. The leaves are without stalks, oblong and about twelve millimetres long, growing in pairs on alternate sides of the stems and branches. They have oil glands which when held up to the light appear as translucent hole-like dots.

If you refer to St. John's Wort in a gardening encyclopaedia no doubt it will read *See Hypericum*, the name given to the St. John Wort family which occurs in most parts of the world.

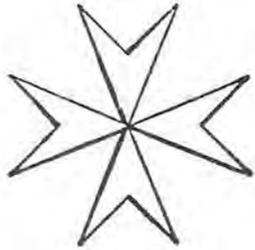
The plant occurring in Australia is a narrow-leaved form of the commonly occurring *Hypericum perforatum* of Europe and has been given the variety name *angustifolia*. The origin of the word *Hypericum* is unclear, but it may have come from *Hyperion*, a sun god in mythology, and could refer to the bright yellow flowers; *perforatum* refers to the perforated appearance of the leaves; and the use of 'St. John' in the common name is believed to refer to the use of the flowers as a source of a red pigment known as St. John's blood. Another possible explanation is that in Europe the plant flowers about the 24th June which is the anniversary of the birth of St. John the Baptist.

On the Continent and in Wales the plants of the St. John family were regarded as a charm against storms, and for this reason they were hung in windows on St. John's Day.

St. John's Wort is not a weed in its native habitat of Europe and western Asia but has become a weed in most of the temperate regions of the world to which it has been introduced.

The first introduction to Australia has been traced to the Ovens Valley in the north-eastern Victoria during a gold boom in the 1880's.

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 whiteness of the cross symbolises the purity of life. The St. John cross is often 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.

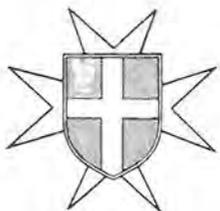


The Knights said that the four arms of the cross symbolise the four Christian virtues—Prudence, Temperance, Justice and Fortitude (find the meaning of these words in your dictionary). The eight points represent the eight Beatitudes which spring from the practise of the four virtues.

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.



The Most Venerable Order of St. John added the British lion and unicorn when the British Languge (the Knights were grouped by language) became a national Order. The St. John Cross being embellished on the four principal angles alternatively with a lion passant guardant and a unicorn passant (these terms describe how the lion and unicorn are standing). You will see this badge on the insignia, medals and badges used by the Order.



The Coat of Arms of the Order is the white square cross on a red shield (similar to that worn by the Knight of St. John at the Crusades) with the Queen's Crest (as Sovereign Head of the Order) in the first quarter. 'Arms' are special heraldic symbols of honour. You will see similar designs on the special flags or 'Banners' of the Order.



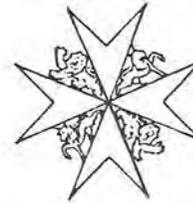
In the 1920's, W. Edwards, Secretary of the Order, developed the 'Ambulance Cross'. This linked the eight points of the white cross with eight qualities of an effective first-aider. You may see it used in some old St. John books.



This is the badge of the St. John Ambulance Association. You will see it on the front of St. John textbooks and certificates. It was used in Australia until 1987.



This is the badge of the St. John Ambulance Brigade. You will see it on old uniform badges, buttons, buckles, first aid vehicles and Brigade books. It was used in Australia until 1987.



This is the badge for all parts of the 'St. John Ambulance Australia' as introduced on the 1st January 1987. You will see it on new letterheads, books, and eventually all badges, etc. of the organisation.

Eight Beatitudes	Four Virtues	Ambulance Cross
Merciful	Justice	Observation
Pure	Fortitude	Tact
Peacemakers	Prudence	Resource
Persecuted	Temperance	Dexterity
Humble		Explicitness
Comforters		Discrimination
Meek		Perseverance
Righteous		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.

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:

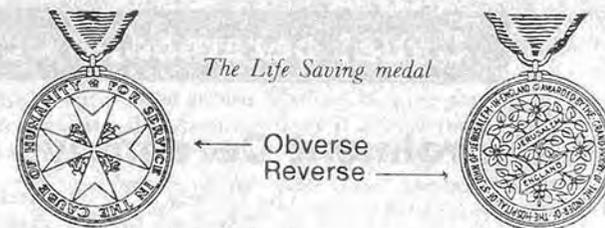
- Grade I **GCStJ**—Bailiff Grand Cross of St. John.
- Grade II **KStJ** (or **DStJ**)—Knight (or Dame) of St. John.
- Grade III **CStJ**—Commander of St. John.
- Grade IV **OStJ**—Officer of St. John.
- Grade V **SBStJ** (or **SSStJ**)—Serving Brother (or Sister) of St. John.
- Grade VI **EsqStJ**—Esquires

Lady members of the Order are termed Dames or Sisters of St. John depending on their Grade. The Badge of membership, 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 made of highly polished metal. All Grades wear their badges suspended from a black watered silk ribbon. New members usually are 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 St. John Ambulance 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.



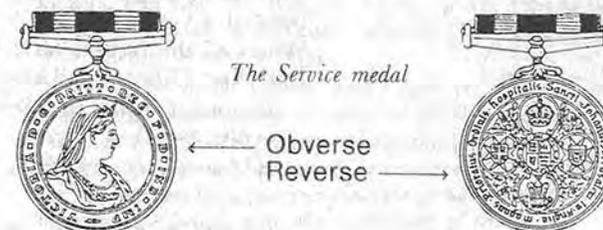
The Life Saving medal

← 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 who have served actively and Efficiently for a number of years as laid down in the General Regulations of St. John Ambulance. 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 St. John Ambulance 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.



The Service medal

← Obverse
Reverse →

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 service to the Order or any of its Foundations. No badge is worn.

Meritorious Service Certificate

A Meritorious Service Certificate may be awarded 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 St. John Ambulance uniform.



Cadet ceremonial occasions

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, 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 St. John Ambulance 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.

Cadet Graduation Ceremony

It is desirable for both the Adult and Cadet Divisions to 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 Cadets 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 St. John Ambulance.

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 graduated and falls in line in the space(s) left open in the ranks of the Adult Division.

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. You cannot always 'judge a book by its cover', but a smart attractive 'cover' certainly creates a good impression. Your Division and the St. John Ambulance 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 precisely, both as an individual and together with your fellow Cadets.

At large gatherings of the St. John Ambulance 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 St. John Ambulance as a whole. 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, and so on, 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 St. John Ambulance will be as good as your determination to make it good.

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 NCOs, 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 then 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.



St. John Ambulance Colours and Flags

The St. John Ambulance

The St. John Ambulance Colour is the Badge of the Order, ie. a white cross with gold lions and unicorns on the black field, with a 5cm fringe of alternate black and white. 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 St. John Ambulance Flag

The St. John Ambulance Flag is the Badge of the Order, that is, 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, with a plain gold fringe. It is carried on a black 1.8 metre pole with a polished polehead and white cords and tassels.

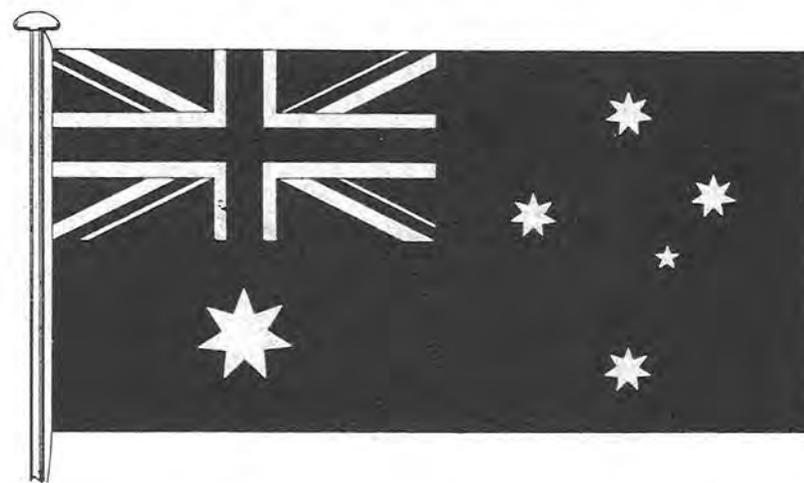
There should be no Divisional names nor other writing on any St. John Ambulance or Cadet Flag. The Cadet Flag Party consists of three Cadets, the Senior Cadet being the Flag Bearer and flanked in line on either side by the remaining two Cadets.

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 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 eighty 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.



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.)

THE NATIONAL ANTHEM

ADVANCE AUSTRALIA FAIR

*Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil;
Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.*

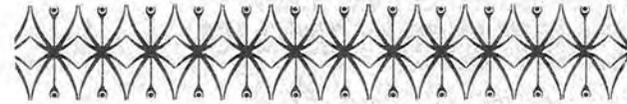
*Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.*

Composed by *Amicus* (Peter Dodds McCormick 1835-1916)

Order of St. John Prayers

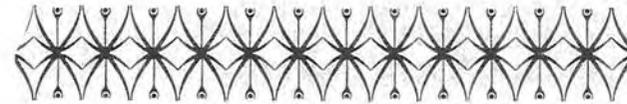
For the Faith

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.



The Beatitudes

*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).*

St. John Hymns

Hospitaller's Hymn

*Behold the pilgrims, soldiers of the Cross!
For Christly gain they gladly suffer loss,
And chant their Alleluia!*

*They come from distant plain and hill and vale,
Through summer's heat and winter's rending gale,
And chant their Alleluia!*

*They hunger and they thirst and know the pain,
Of wounds and prison chains, but count it gain,
And chant their Alleluia!*

*They march to view the Holy Land of God,
To walk in ways that Christ Himself hath trod,
And chant their Alleluia!*

*To worship where He lived, and loved, and died,
And rose again—their only Hope and Pride.
And chant their Alleluia!*

*Their mortal fame by sickness is assailed;
But spirit over body has prevailed—
And chant their Alleluia!*

*Let knightly service come to their relief,
To heal their sickness and assuage their grief,
And chant their Alleluia!*

*Like John, who bore his witness to the Christ,
Bear witness to the Lord in Mercy's tryst,
And chant their Alleluia!*

*Lift high the Cross upon the crimson field,
That we to none but Christ may ever yield,
And chant their Alleluia!*

*For faith and for the service of mankind,
In knightly Order stand we combined,
And chant their Alleluia!*

*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.)

St. John Hymn

*O God our help in ages past,
Our hope for years to come;
Our shelter from the stormy blast,
And our eternal home.*

*Help us our duty to fulfil,
To aid the sick and lame,
In everything we undertake,
To do it in thy name.*

*Keep us in sight each day and night,
Help us to carry on,
Bless everyone who wears the sign,
The White Cross of St. John.*

*At home, at work, at office, street,
Our aid is needed there,
Do thou the Good Physician be,
At our side ever near.*

*And when at last our strength is spent,
Our work has all been done,
Bless those who follow us and serve,
The Order of St. John.*

Tune: *St. Anne*—C.M. (165 A. & M.)

Part 2

The Proficiency Certificate subjects

This Section deals with the twenty eight Proficiency Certificate subjects, and gives an outline of a suggested syllabus together with the individual prerequisites.

	Page
Boating	79
Camping	80
Canoeing	82
Casualty simulation	86
Child care and child welfare	88
Citizenship	89
Clerical ability	91
Cookery and nutrition	92
Counter Disaster	93
Cycling	95
Fire fighting	97
Handicrafts	99
Aero modelling	99
Arts and crafts	100
Basketry and canework	100
Boat building	103
Boat modelling	104
Book crafts	104
Canoe building	105
Car modelling	105
Clay modelling and sculpture	106
Cinematography or video	107
Embroidery	108
Fabric printing	109
Geometrical and technical drawing	110
Glove making	110
Knitting (or crochet)	110
Lampshade making	111
Lapidary	112
Leatherwork	113
Lettering	113
Machine Knitting	114
Magazine production	114
Metal work	115
Numismatics (coin collecting)	115
Painting and graphic art	116
Philately (stamp collecting)	117
Photography	117
Plain needlework	118
Pottery	118
Printing	119
Puppetry	119
Radio construction	120
Relief map modelling	120
Rug making	120
Screen printing	121
Shoe making	121
Soft furnishing and upholstery	122
Toy making (hard)	122
Toy making (soft)	122
Weaving	123
Woodwork	124
Handyman	124
Homecraft	125
Hygiene	126
Hygienic food handling	127
International friendship	128
Interpretership	129
Knowledge and care of animals	130
Knowledge of the Order	131
Librarianship	132
Map reading	133

Natural history	134
Patient Care	21
Physical recreation	135
Team sports	135

Individual sports

Archery	136	Judo	140
Athletics	136	Skating—ice	140
Carpet bowling	136	Skating—roller	140
Cycling—track	137	Skateboarding	140
Dancing—ballroom	137	Skiing—Alpine	140
Dancing—national	137	Skiing—Water	141
Diving	138	Skipping	141
Fencing	138	Surfboard riding	142
Gliding	138	Trampolining	143
Golf	139	Weightlifting	143
Gymnastics	139	Wrestling	144
Road and home safety	144		
Signalling	145		
Swimming and Life Saving	148		



St. John Cadets in the Moomba parade, Melbourne.

Where to find books and information for your Proficiency Certificate Courses.

Recommended references are given for each certificate where possible. However in most cases there are many other good references not given because of the problem of new, often better, references being constantly published, and, also, many instructors prefer to direct their students to particular books. But for all subjects we recommend wide reading.

Here are some places you may obtain good advice and sometimes good reference materials.

- Your instructor. This is the first and most courteous step you should take. Besides saving you time and money, your instructor may have good reasons for recommending some books and rejecting others.
- Your school or community library. Librarians are very helpful people who have a good idea of the most appropriate books for you. And if they don't have them, they may be able to get them for you.
- The subject association. Look up the white pages or the yellow pages of the telephone directory under *Organisations*. Let's say your certificate subject is Magazine Production. Now don't expect the organisation to be listed as *Magazine Production Organisation*. It may have a word in front of it like Commonwealth, State, National or Federal, like *National Magazine Production Association*. No? Maybe they are not called *Magazine Production*. What else could they be under? How about *Magazine writers* or maybe *Writers* or *Journalists*; maybe even *Book* or *Newspaper*?
- Schools, colleges or universities who have those departments.
- Commonwealth, State or Local government departments. They are listed in the front of the white pages in the telephone directory. Again, do not expect them to have the same name. The nearest department to *Magazine Production* may be *Publications* or *Information*.
- Ask a shop or business that does or sells that sort of thing.
- Ask a person from your local area who does that sort of thing.



Boating



Candidates must:

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:
 - (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 correct procedures 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 at least six of the main buoys and beacons.
14. Demonstrate six methods of emergency distress signals suitable for use in boatwork, and detail the distress and survival equipment required to be carried in boats, as in relevant legislation.

The course:

1. Minimum total instruction time must be at least 20 hours.
2. The instructor(s) may in no case conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65%; 17-21 years 75%.
4. Both instruction and the examination should be as practical as possible.

Camping



Suggested instructors/examiners

1. Members of the Australian Volunteer Coast Guard.
2. Officers of the Sea Scouts.
3. Officers of any recognised yacht club.
4. Holders of the Master's Ticket in the Merchant Navy.
5. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Suggested References:

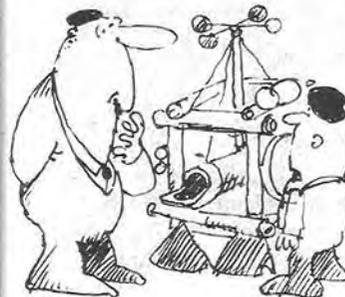
Material published by the Australian Volunteer Coast Guard.
Sea Scout publications.

Candidates must:

1. Select and lay out a camp site sleeping area in the field, and state orally six main points/factors to be considered.
2. Take charge of a group of not more than seven Cadets, to pitch and strike a tent suitable to hold at least six Cadets, with sleeping gear for an overnight camp.
3. Demonstrate how to dry, fold, store and make minor repairs to canvas.
4. Demonstrate adjustments and special precautions for tents in windy or wet weather.
5. State orally the precautions and procedures to be followed to avoid potential fire situations and if a tent is on fire.
6. Demonstrate sound knowledge of the following. (If under 17 years, any five items.)
 - (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 for six people for two days.
 - (i) equipment list for six people for a weekend camp,
 - (j) conservation and pollution aspects of camping.
7. Construct and tend a camp fire and a cooking fire.
8. Cook, with help, a main meal for not less than six people.

FINE GADGET.
CREATIVE USE
OF NATURAL
MATERIALS,
BUT WHAT
DOES IT DO?

DOES IT
HAVE TO
DO
SOMETHING?



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 two camp gadgets, for instance, basin stand, clothes rack, utensil rack, kitchen equipment, table, and so on.
12. Organise a camp activity to last not less than ½ hour (under 16 years), or a day program (16 years and over).
13. Be able to list basic safety and emergency equipment required when travelling through the bush, for instance, first aid kit and signals.
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).

N.B. 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.

The course:

1. 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.
2. Minimum instruction time must be at least 12 hours.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

Suggested instructor/examiners:

1. Qualified members of the Scout Association of Australia, or of the Girl Guides.
2. Any other suitably qualified person as approved by the Commissioner via regulation channels (eg, members of the Armed Services, S.E.S. etc.).

N.B. It is recommended that the same Instructor be used for theoretical sessions as for practical sessions in the field.

Suggested references:

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

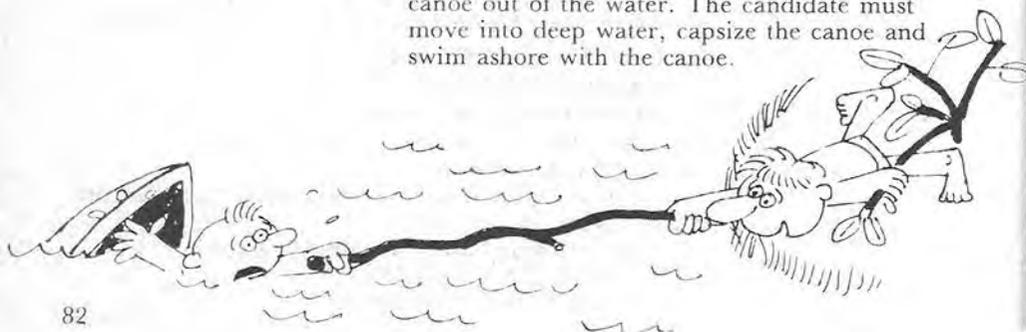
- For candidates under 16 years of age, the Novice Canoeists' Test;
- For candidates aged 16 years and over, the Proficiency Test (one only of Inland Kayak or Inland Canadian or Sea Kayak).

Novice canoeists' test (Kayak or Canadian):



The tests may be done in a lake, river or sea where rescue by proficient experts is available. When launching the canoe, or returning it to the bank, trailer or stand, and when righting a capsized canoe the candidate should have assistance but must direct the operations.

1. The candidate must swim 45 metres in light clothing (e.g. shirt, shorts and gym shoes), without using a life jacket. The candidate will give a satisfactory performance of the following skills in a single seater canoe or, if no singles are available, in the rear seat of a two-seater canoe:
 - (a) 'J' stroke
 - (b) Sweep stroke
 - (c) Sculling stroke
 - (d) Draw and pushaway strokes
 - (e) Underwater stroke.
2. The candidate must launch the canoe from a position on a bank.
3. The candidate must tie the canoe to the bank and leave it.
4. The candidate must get into the canoe from the bank and paddle out into midstream.
5. The candidate must demonstrate paddling forwards and backwards and the emergency stop.
6. The candidate will paddle 20 metres upstream (if in a river), return and pull into the landing stage or bank at first attempt.
7. The candidate must empty the canoe, take it from the water and place it properly on the bank.
8. The candidate must disembark then take the canoe out of the water. The candidate must move into deep water, capsize the canoe and swim ashore with the canoe.



Inland canoeists' test

The purpose of the Inland water test is to ensure that a successful candidate is proficient under normal conditions.

Inland kayak

This test should be taken in water flowing at about 5 km/h (if possible). This test may *not* be taken in a swimming pool. When launching the canoe, or returning it to the bank, trailer or stand, and when righting a capsized canoe, the candidate should have assistance but must direct the operations.

Candidates must:

1. Be able to tie seven of the following knots: 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.
2. Swim 45 metres in light clothing (e.g. shirt, shorts and gym shoes) without a life jacket then swim under the canoe and come up on the other side.
3. Present the canoe and the following items for inspection: paddle, bow and stern lines, buoyancy life jacket, repair kit. It is strongly recommended that spray covers be provided.
4. Pack the canoe as if in preparation for a journey of two or three days.
5. Launch the canoe from a trailer.
6. Make fast (tie) to the bank and leave it there.
7. Get into the canoe from the bank and put out into midstream.
8. Paddle the canoe upstream about 45 metres, then turn back and paddle to the starting point. Demonstrate the following: emergency stop, paddling backwards and 'coming alongside'.
9. Demonstrate an understanding of the principles of 'ferry glide', facing downstream and facing upstream.
10. Demonstrate the following paddling strokes: sweep, draw, recovery, sculling for support, sculling draw (sideways).
11. Capsize a loaded canoe in midstream, come to the bank with the canoe and empty out the water.

Inland Canadian

This test should be taken in water flowing at about 5 km/h (if possible). The test may *not* be taken in a swimming pool. When launching the canoe, or returning it to the bank, trailer or stand, and when

DIDNT ANYBODY
TELL HIM THAT
A 360 DEGREE
TURN IS 'ROUND
THAT AWAY?



righting a capsized canoe, the candidate should have assistance but must direct the operations.

Candidates must:

1. Be able to tie seven appropriate knots (see Inland kayak, test number 1).
2. Swim 45 metres in light clothing (e.g. shirt, shorts and gym shoes) without a life jacket, then swim under the canoe and come up on the other side.
3. Present the canoe and the following items for inspection: paddle, bow and stern lines, buoyancy life-jacket and repair kit.
4. Pack the canoe as if in preparation for a journey of two or three days.
5. Handle the canoe into the water.
6. Make fast (tie) to the bank and leave it there.
7. Get into the canoe from the bank and put out into midstream.
8. Paddle the canoe upstream a distance of about 45 metres, then turn back to the starting point without at any time changing the paddle over from one side to the other.
9. On reaching the starting point, stop the direction the canoe is travelling and propel it sideways to the bank.
10. Capsize the loaded canoe in midstream, come to the bank with the canoe and empty out the water.
11. Stand in the water at knee depth, then get into the canoe and return it to the bank, disembark, then take the canoe out of the water.

Sea canoeists' test

The purpose of the sea test is to ensure that a successful candidate has sufficient knowledge and skill to take the canoe to sea under a competent leader. For reasons of safety not less than three canoes will participate in this test.

Sea Kayak

The test will be conducted at 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. When launching and beaching the canoe the candidate should have assistance but must direct the operations.

Candidates must:

1. Be able to tie seven appropriate knots (see Inland kayak, test number 1).
2. Swim 90 metres in the sea without a life jacket

and in light clothing, then swim under the canoe and come up on the other side.

3. Present the canoe and the following items for inspection: paddle, spray cover, bow and stern lines, buoyancy life jacket and repair kit.
4. Pack the canoe as if in preparation for a journey of two to three days.
5. Launch the canoe then paddle at least 45 metre off-shore and into deep water.
6. Demonstrate turning the boat 360 degrees in both directions, paddling backwards, the draw, the sculling draw for support and recovery of balance by slap support.
7. Participate in a deep water rescue from a canoe, both as a rescuer and being rescued. Then capsize the canoe, bring it to the shore and empty out the water.
8. Get into the canoe from standing knee-deep in water then bring the canoe to the beach, approaching forwards, backwards and, if wave conditions permit it, sideways. The candidate will then disembark and take the canoe out of the water.
9. Show knowledge of the effects of tide, current and wind; of safety precautions, for sea canoeing and of local conditions. The candidate must be able to predict by the 'tidal constant' method and must give evidence of having made at least one satisfactory sea canoeing expedition.

The course:

1. The time taken to master the test skills will vary with individuals; however, the minimum instruction time must be at least 20 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

Suggested instructors/examiners:

1. Physical Education teachers.
2. Qualified instructors/examiners of canoe associations.
3. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Suggested references

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 simulate in the context of an accident, 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' or 'wrong' treatment received during a demonstration or test.

(b) Casualty faking

All Candidates should be able to prepare a realistic model of:

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.

The course

1. Minimum instruction time must be 12 hours. Instructors should encourage candidates to practise both simulation and faking whilst under training.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. The examination, in addition to assessing the syllabus, should test that the candidate is able to:
 - (a) create an appropriate atmosphere for the incident;
 - (b) brief the casualty on the required symptoms and acting;
 - (c) relate the injuries to the incident (ie. realism of cause and effect).

5. The examination should consist of two parts:
 - (a) Theory—written or oral. Six questions from either or both parts of the syllabus.
 - (b) Practical simulation of incidents which include five out of the eight items in the *Simulation* part of the syllabus, and the realistic reproduction of one 'injury' from the *Faking* part of the syllabus.
6. 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

1. Medical Practitioners or State Registered Nurses with casualty experience.
2. Members of Casualty Auxiliary or similar organisation.
3. First Aid personnel with a minimum of five years' experience in casualty simulation situations.
4. Other suitably qualified personnel as approved by the Commissioner through regulation channels.

Suggested references:

- First Aid Competitions and Casualty Make-Up*. The St. John Ambulance Association (latest edition), London.
- Atlas of Injury*. (In 5 parts), Casualties' Union, London.
- 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-usable wounds and injuries (for example. *Plastifol* type), for routine Divisional training together with appropriate simulation and 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 must:

1. State orally the answers to at least two questions taken from the text of Child Care.
2. Answer questions (written or oral) about 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 bassinet or cot;
 - (c) Changing a napkin;
 - (d) Dressing a baby.
5. Know the location of the nearest Baby Health centre.

Know the immunisation program for babies and children under six years.

The course:

1. Minimum total instruction time to be at least 12 hours.
2. The Instructor(s) may not conduct the examination.
3. 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:

- Preliminary Manual of Child Care, St.J.A.A.
- Government Health Department publications (Infant welfare).

Citizenship



Candidates must:

For items 6, 7, 8, 9 and 14 candidates may present a project instead of submitting to examination.

1. Describe orally and explain the Australian flag; how to use and care for it, and how to ceremonially hoist, break, halfmast, lower and display it in a hall.
2. Recognise the flags of eight other countries which have St. John Cadets; and find the meaning of at least eight 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 compositions 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.)

The course:

1. 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.
2. The Instructor(s) may in no case conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. The examination, which may be written or oral or a mixture of both, should cover most 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 the examination.

Suggested instructors/examiners:

It is recommended that the same speaker be used for as many sessions as possible, in order to avoid repetition and overlap of material.

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 the United Nations Association
- Other suitably qualified persons as approved by the Commissioner via regulation channels.

Suggested references:

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



WHAT'S THAT DAD?



Clerical ability



Candidates must:

1. Be able to write simple business letters in clear handwriting, using plain English with correct spelling, punctuation, and the appropriate forms of introduction 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 including completion of telegraph forms, bank deposits and withdrawal forms, and cheque account procedures.
4. Be able to check lists and complete forms, including at least three St. John Ambulance 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 committee procedures.
9. Demonstrate how to use a simple duplicating machine.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. Instructions should be as practical as possible.
5. The examination should be as practical as possible.

Suggested instructors/examiners

1. Fully trained Secretaries and Accountants, or other qualified persons as approved by the Commissioner.
2. Teachers with appropriate qualifications.

Suggested references:

The Bank Education Service in each State may provide a range of training aids.

Cookery and nutrition



Candidates must:

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 nutritional value of foods in the main 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.

The course:

1. Minimum total instruction time must be at least 20 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. 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.
5. Nutrition should be introduced by the practical planning of well-balanced meals, in addition to the teaching of theory.
6. 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:

1. Teachers of Domestic Science/Home Economics.
2. Suitably qualified persons as approved by the Commissioner.

Suggested references:

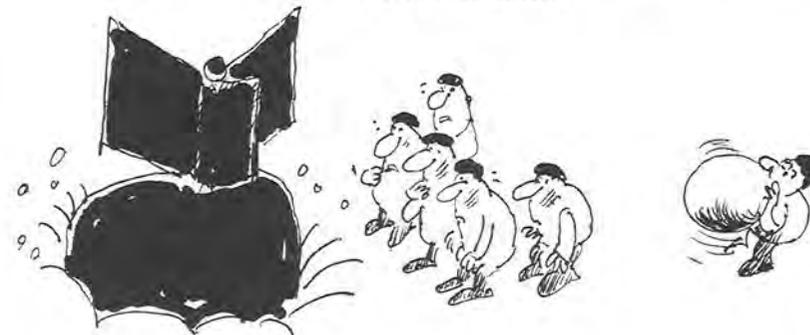
- Domestic Science/Home Economics teachers may give guidance as to other suitable reference material.
- Most newspapers and magazines have cooking sections and recipes.

Counter Disaster



Candidates must:

1. Have attended a course of not less than three lectures on the purpose of Counter Disaster, and the organisation of the various services involved; and on the nature of the problems faced from natural disasters, for example, earthquakes, cyclones, floods and fires, and the similar consequences of modern warfare.
2. Have attended not less than four periods of instruction in the organisation of the Counter Disaster Welfare Section, with special reference to emergency feeding or care of the homeless.
3. Hold the Firefighting, and Clerical Ability Proficiency Certificates.
4. Hold one of the following four Proficiency Certificates, Camping, Map Reading, Child Care or 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 Counter Disaster 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.



The course:

1. In addition to the three pre-requisite Proficiency Certificates required additional instruction for the Counter Disaster aspects of the badge must be 12 hours minimum, noting the requirements in the syllabus above.
2. The Instructor(s) may not conduct the examination.
3. Pass marks; 14-16 years 65%; 17-21 years 75%. This applies to the Counter Disaster content of the syllabus. Pre-requisite subjects gained before 14 years of age, may be counted towards this badge.
4. 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.
5. The examination on the purpose and organisation of Counter Disaster, 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 instructor/examiners:

1. State Emergency Services personnel.
2. 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 Counter Disaster Proficiency Certificate, should attend not less than eight hours of 'refresher' instruction every year, in order to keep their training up to date. They should also take part in local Counter Disaster 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, Cadets qualified in Counter Disaster should report as soon as possible, to the nearest St. John Ambulance Headquarters, or to the local authority in the place to which they are evacuated, in order that their services may be used.

Cycling



Candidates must:

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 normal 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 one 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 the Cycling Proficiency Test, which will include:
 - Maintenance and adjustment.
 - Riding position and cycle control.
 - Pedalling and braking.
 - Safe starting and stopping.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. The examination shall consist of the Cycling Proficiency Test plus other questions, either oral or written, to cover the remaining parts of the outlined syllabus. The log and map of the day tour must be sighted and assessed.

Suggested instructors/examiners:

1. Officials from the National Safety Council of Australia.
2. Members of Police forces and road safety organisations.
3. Suitable qualified members/instructors of pedal or cyclist clubs.
4. Other suitably qualified persons as approved by the Commissioner.

Suggested references:

- National Safety Council of Australia pamphlets, charts, etc.
- Police force pamphlets and literature.

Cycling proficiency test

During all tests candidates must give correct hand signals.

Maintenance and adjustment

Before being allowed to take the test the candidate must know how to adjust a bicycle to obtain a good riding position and how to maintain the machine in good condition, particularly the brakes, tyres, bearings, chain and lights. Also, demonstrate how to test the brakes, tyres, saddle, chain and lights prior to mounting.

NOTE: As this is not a test of mechanical aptitude, candidates must use a mechanically sound and properly adjusted machine.

Riding position and cycle control

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 should question the candidate to discover whether he/she knows the correct positions and need for adjustment for a safe, comfortable ride and whether the faulty position is not due to ignorance but to some external cause beyond the candidate's control (if for instance the candidate has just borrowed the machine for a test and was unable to have the necessary adjustments made in time). In that case the examiner should allow time to make the adjustments and allow the candidate to proceed to the next part of the test. If there is no reasonable explanation of the faulty position the candidate must be failed.

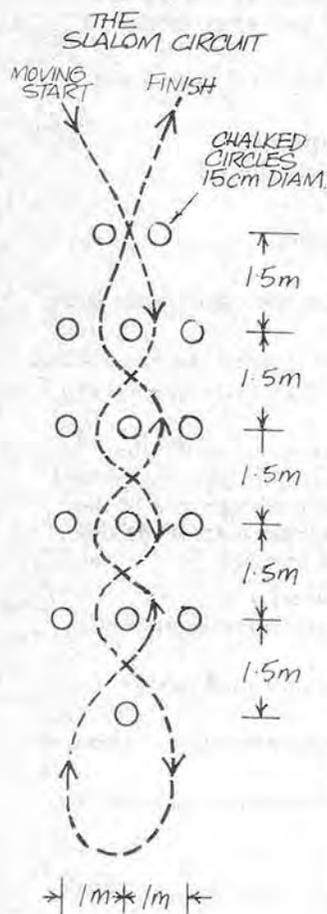
The Slalom Circuit

Start well behind the circuit so that cycle is under full control before obstacles are negotiated and then ride along course indicated.

- 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 well under full control before the close turns have to be made. Point out that the turn at the end is not restricted in radius.

Peddalling and braking

Mount, ride at average speed and brake on any level surface 30 metres long. Park cycle.

This test should be done twice:

- To assess braking ability.
- To judge braking ability in an emergency.

For the second test the rider is required to stop quickly and safely at a given signal.

- To assess braking ability.
- To judge braking ability in an emergency.

For the second test the rider is required to stop quickly and safely at a given signal.

- Feet parallel on pedals. 2 marks
- Safe application of brakes in first test. 4 marks
- Safe application of brakes in second test. 4 marks
- Intelligent parking. 2 marks

(Total: 12. Minimum Pass: 9)

Safe starting and stopping

- The rider must ride 30 metres, then stop. The examiner will note whether the rider uses the brakes to bring the machine to a smooth stop, without skidding the back wheel.
- The rider must ride back and make a quick but safe stop at a signal from the examiner. After assessing the rider's ability to stop safely within a reasonable distance, the examiner should instruct the rider to park cycle for a few minutes. The examiner will note whether the candidate parks so that the bicycle will not be likely to fall or be knocked down and will not obstruct passageways.

Fire fighting



Candidates must:

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, summoning the Fire Brigade as quickly as possible and preventing 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 alternative means of escape.

4. Know how to help the Fire Brigade when it arrives.
5. Know the correct method of dealing with the most common types of minor outbreaks of fire in the home.
6. Know and be able to carry out the simple methods of rescue—for instance, fireman's lift, rescue crawl, and so on.
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, such as soda acid, CO₂, foam, chemical, knapsack sprays and beaters and know the occasions to use them.
10. Know and be able to describe typical fire hoses, branches and nozzles, couplings, and so on.
11. Demonstrate the bowline and three of the following knots:
Clove hitch, rolling hitch, round turn and two half-hitches, single sheet bend, and bowline-on-bight.
12. Know the causes, prevention rules and basic methods of fighting bushfires, including emergency survival procedures.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. If circumstances allow, some practical training in crawling through smoke should be arranged.
5. 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.
6. The instruction for the subject should include a visit to the local fire station.

Suggested instructors/examiners:

1. Members of Metropolitan or Rural Fire Services.
2. Members of the Armed Services Fire Services.
3. Other suitably qualified persons as approved by the Commissioner.

Suggested references:

- Local Fire Service publications.
- National Safety Council publications.

Handicrafts



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

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

Aero modelling	Magazine production
Arts and crafts	Metal work
Basketry and canework	Numismatics (coin collecting)
Boat building	Painting and graphic art
Boat modelling	Philately (stamp collecting)
Book crafts	Photography
Canoe building	Plain needlework
Car modelling	Pottery
Clay modelling and sculpture	Printing
Cinematography	Puppetry
Embroidery	Radio construction
Fabric printing	Relief map modelling
Geometrical and technical drawing	Rug making
Glove making	Screen printing
Knitting (or crochet)	Shoe making
Lampshade making	Soft furnishing and upholstery
Lapidary	Toy making (hard)
Leatherwork	Toy making (soft)
Lettering	Weaving
Machine knitting	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. However in these subjects, as in all other crafts, there is much that can be learnt from a skilful teacher but this must then be followed up by much practice.

Aero modelling

This craft falls into two categories, construction of flying models and construction of non-flying scale models. Only one category need be attempted.

Flying models

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

1. An engine powered free flight model and show a sound knowledge of trimming and preparation for flight.
2. A control line model and be able to maintain level flight for a number of laps, and later

JONES! THIS IS ONE ST JOHN COURSE THAT DOESN'T INVOLVE KNOT TYING



height, when commanded, showing smooth control.

3. A more advanced glider of 1.2 to 1.5 m wing span, and display a sound knowledge of trimming and preparation for launching.

Non-Flying Scale Models

1. Have a knowledge of model construction with an understanding of scales used.
2. Produce a simple study of the type of aircraft, for example the design requirements, manufacturers, and so on.
3. Show a detailed knowledge of the specifications of the aircraft modelled.
4. Construct two or more elaborate models.
5. Be able to explain the working of parts such as rudders and ailerons.

Arts and crafts

Candidates must produce:

1. Any original and imaginative picture in colour—on any subject.
2. A picture to include people, and activity—in any medium.
3. A piece of functional lettering, for instance a 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 must 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-

Proficiency Badges





COUNTER
DISASTER



CYCLING



FIRE FIGHTING



HANDICRAFTS



HANDYMAN



HEMOCRAFT



HYGIENE



HYGIENIC FOOD
HANDLING



INTERNATIONAL
FRIENDSHIP



INTERPRETER—
SHIP



KNOWLEDGE
AND CARE
OF ANIMALS



KNOWLEDGE OF
THE ORDER



LIBRARIANSHIP



MAP READING



NATURAL
HISTORY



PATIENT CARE



PHYSICAL
RECREATION



ROAD AND
HOME SAFETY



SIGNALLING



SWIMMING AND
LIFE SAVING

- up), randing (even and uneven numbers of holes), waling, pairing, fitting, Methods of joining and slewing.
3. A candidate will work any three 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 base).
 - (g) Small shopping basket (woven cane base).
 4. A Candidate will work any two 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 must:

1. Have taken part in the construction of small boats or boats from 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. 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 must:

1. Construct a simple model 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 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 Road' at sea.

Book crafts

Candidates must:

1. Produce not less than four book craft items 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 500g strawboard to an accurate rectangle, not larger than 15 cm x 10 cm and cover it on both sides with papers 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 must:

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

There are two categories—construction of static models, or construction of powered models. The candidate must choose one.

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 must:

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 must:

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 must 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. If possible it should be fired or cast (photographic evidence of this may be submitted if necessary).
2. A small carving in stone, wood or plastic.
3. A sketch book, which shows evidence that the candidate is beginning to draw in a sculptural manner, that is 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 for three-dimensional work.

Candidates should have a thorough knowledge of the tools used in all the processes attempted.

Cinematography or video

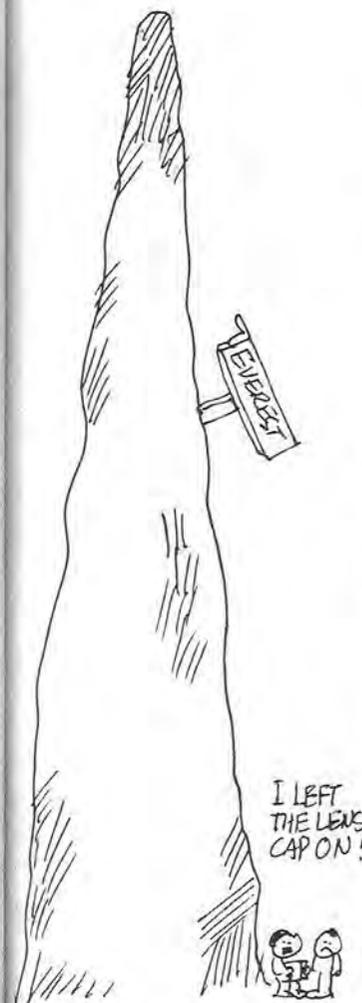
Candidates must be able to demonstrate practically or orally the following points:

1. Care of the camera – cleaning the lens, gate and interior before loading film.
2. Correct loading of film in the camera.
3. Correct handling of the camera and setting up on a tripod.
4. Elementary knowledge of exposure calculation in accordance with the type of film being used and the existing light conditions, either by the use of an exposure meter or some other means.
5. An 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. 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 with clear focus.
11. Correct handling of film, rewinding and storage.
12. A candidate must produce and subsequently project a correctly exposed silent film – either in colour or in black and white – running for at least three minutes on any chosen topic. This film must 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'.

Video option

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

1. *Equipment Care.* Proper handling of video camera and recorder; camera lens care and cleaning; recorder care and cleaning of heads; electrical safety, battery charging; need for cleanliness overall.
2. *Equipment set-up.* Camera white balance, operating controls, automatic and manual controls; recorder playing speeds, tracking, battery testing.



3. *Camera use.* Hand held and tripod-mounted techniques. Basic shots—long shot, medium shot, close-up and big close-up.
4. *Tape care and selection.* Choosing suitable tape for recording; storage of tape; avoidance of magnetic fields; avoiding physical damage to tape surface.
5. *Lighting.* Elementary understanding of differences between artificial and natural light sources.
6. *Playback.* Both through camera on location (ie. battery operated) and by connecting recorder to television receiver.
7. A candidate should produce and playback a short (10-15 minute) program demonstrating understanding of video editing techniques, camera shots, use of sound effects and/or music. A script or storyboard of the program is to be presented to indicate the candidate's understanding of video production.
Note: Any program submitted should be produced entirely by the candidate (excepting talent/actors, music, voice-overs, sound effects, etc.).

Embroidery

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 must not use the ready-made transfer designs.

Candidates must:

1. Show that they can effectively use the equipment necessary for embroidery, needles, scissors, thimbles, frames, stands, and so on.
2. Know the most useful varieties of linen, canvas, cotton, velvet, satin, silk, and synthetic materials, and their suitability to the various types of embroidery, and similarly the different kinds of silk, flax, wool, cotton and synthetic threads.
3. Know the various methods of transferring patterns, the protection and preservation of work, as well as the prevention and correction of puckering.
4. Show that they can choose, prepare, and adapt a suitable 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, for example cords, tassels, and fringes.

5. Demonstrate their ability 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. Demonstrate their ability 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. Demonstrate their ability 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. Present 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 must 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 the following 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 either:
 - (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 restricted to normal school syllabus work. The candidate should be encouraged to study such methods as axonometric and perspective drawing.
2. The work should contain an original drawing such as a room or the ground floor of a house.
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, for instance a gearbox of a car, carburettor, items of furniture, and so on.
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 must submit examples from the three areas:

1. Notebook:
 - (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)

Knitting

Candidates must:

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, and also for the 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. (Include 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.

Candidates may choose their own wool and patterns and should be made aware that the examiners will be looking particularly at the following details.

- (a) Correct tension, as shown in the pattern for a practice sample.
- (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.

Lampshade making Candidates must:

- 1. Present a file of notes dealing with all the points mentioned, illustrated with sketches, cut out pictures, pieces of material, etc.
- 2. 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, and details of the room for which it was designed.

When planning a lampshade, candidates should consider the following:

- (a) The position of the lampshade, above or below eye level—and where it is required to throw light.
- (b) The type of stand, if any, in relation to the furniture in the room, colour scheme, etc.
- (c) The suitability of materials used considering the necessity for washing or cleaning the finished shade, and to their heat tolerance.
- (d) The workmanship as seen from all angles, and the general effect so that it should be as pleasant as possible.

Candidates must read and study methods of making simple shades, the parts used and their approximate cost. For example:

- (e) Simple shades made of stiff material which does not hold dust, for example patterned paper, or plain paper which can be decorated with paint or simple cords, rings, etc.
- (f) Simple shades of thin material which can be made by gathering material on to the frame and which can be removed easily for washing.
- (g) Stiff material shades made on two rings.



Pattern should be made from a graph based on the diameter of the top and bottom rings.

- (h) Enamelling or binding frames.
- (i) Pattern making.
- (j) Methods of covering frames and methods of joining and attaching, for example, sewing, Uhu and Bostick No. 1 or similar suitable adhesive.
- (k) Methods of decorating plain surfaces.

Lapidary

Candidates must:

- 1. Compile a notebook illustrating the origin of rocks and minerals including 12 Australian stones (not necessarily found by the candidate) and six imported stones.
- 2. Give descriptions of at least six types of rock found by the candidate, showing the properties and uses and where they may be found.
- 3. Make a collection of at least five 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 six cabochons of different types of suitable rocks.

Leatherwork

Candidates must 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 production drawing for 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, for instance a briefcase or leather stool.

Lettering

Candidates must:

- 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 Roman lettering and one of block lettering.
- 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 a Cadet Division (minimum size 91 cm x 122 cm).

Machine knitting

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. Produce at least six knitted garments. These should show wise choice of patterns 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 must 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 must:

1. Submit reports, suitable for publication, on local events.
2. Submit a story between 500-1,000 words suitable for publication—a proportion of this may be verse.
3. Understand and be able to use a reference library.
4. Keep a press cutting scrapbook of articles from a daily newspaper on any subject, for instance aircraft, shipping and so on.
5. Demonstrate 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 but 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 simple 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 must produce a hammered dish, bowl, tea caddy, watering can, or similar article.
5. The candidate should demonstrate a knowledge of silver soldering.

Numismatics—coin collecting

1. A candidate must 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, that is, 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 must 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 in 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 must produce:

1. A 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.
2. Six life studies, using at least three of the following media:

Pencil, brush drawing, conte crayon, coloured inks, pen and ink, wax resist, tempera colour, water colour.

A candidate may use members of his own family or friends as models. They should be prepared to sit or stand for at least 15 minutes.

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 a dog or cat, sister combing her hair.

3. Four pages of detailed studies of flowers and leaves or other natural studies of plant life. Choose any suitable medium such as pen and ink (any colours), gouache, water colours, scraper board and so on.

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, and so on. 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.

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, for example, cup and saucer, mushroom, a loaf of cut bread on a plate, cut oranges, apples, to make an interesting group.

The landscapes should show recognisable trees and perspective.

The townscapes should show recognisable styles in buildings and the inclusion of town scenery, for example, statues, cars and buses and advertisements.

The seascape should show accurate and recognisable ships, birds or wave formation, or such details. Media: free choice.



Philately— stamp collecting

Candidates must:

1. Be able to correctly wash stamps from paper and remove surplus gum.
2. Be able to mount stamps on album leaves showing correct use of the hinge.
3. Be able to recognise the differing qualities of hinges, avoiding those which cause too permanent an adhesion.
4. Be able to symmetrically arrange stamps in album pages.
5. Be able to match colours.
6. Be able to give a five minute talk on any single sheet of his own stamps.
7. Be able to locate and identify watermarks.
8. Submit a well arranged elementary collection of stamps, which should show that the collector has planned it with an objective. For instance one of the following, a:
 - (a) Collection of one particular country.
 - (b) Collection of a group of countries, for example, British Commonwealth.
 - (c) Collection of a particular type of stamp, for example, air mail stamps.
 - (d) Thematic collection.
9. Be able to recognise the themes in stamp designs, for example, industrial or agricultural products, poets and peasants, the rise and fall of governments, and so on.

Candidates must 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. For example the candidate may choose pastoral scenes, architecture, groupings of proprietary articles, or photographs of machinery.
5. Make a photo study. A maximum of 12 photographs, not necessarily the same size, illustrating an activity, the history of a town, or an industrial process. Captions should be used. Candidates should use exposure tables and calculators to give correctly exposed negatives from outdoor subjects.

Photography

Plain needlework



Candidates must:

1. Be able to choose and systematically store materials without damaging or soiling them.
2. Be able to use the tools required in needlework.
3. Know when, where and why to purchase, and use correctly, paper patterns.
4. Understand style and color in relation to the individual and the home.
5. Show a knowledge of the stages and processes in the construction of garments, and be able to put this knowledge into practice.
6. Have illustrated notes on all work done.
7. Know how to press seams and also the finished garment.
8. Submit 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. Demonstrate ability to hemstitch, make a French seam, and use bias binding, and in addition, be able to stemstitch, buttonholestitch and chainstitch.

Instruction in this subject will be entirely practical. Cadets should be allowed to choose their own material freely and must consider the following points:

- (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 must know how to make the following:

1. Pottery without a wheel:
 - (a) Thumb pots.
 - (b) Coiled vessels.

(c) Slab pots.

(d) Pottery made from plaster moulds, 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 graffiti techniques.

(d) Underglaze and on-glaze brush decoration—using ceramic colours.

3. Thrown pottery:

(a) 'Throwing' leading to the making of vases and bowls of a variety of shapes.

(b) Making of lipped and handled vessels, such as jugs to demonstrate techniques of making lips and handles by slabs, oils and by 'pulling'.

Candidates must make:

(i) Coiled pot with impressed decoration.

(ii) Small bowl with 'turned' foot on base.

Glazing and firing of pots. Candidates to mix glazes and stack and fire a biscuit and gloss kiln.

Printing

Candidates must:

1. Produce a small booklet of sheet A5 (210 x 148 mm) size of 4 or 6 sheets.
2. Be able to print in two colours.
3. Produce some form of specialist printing work, such as news sheet, examination paper, or balance sheet.
4. Be proficient in elementary calculations.
5. Be proficient in recognising common type faces and the use of common proof-correction symbols.

Puppetry

Candidates must:

1. Make and dress two or more original puppets for a simple scenario or play which should last at least 10 minutes. Glove puppets are recommended for the first efforts.
2. Give a performance of the above play or scenario to a small audience. The puppet theatre may be improvised.
3. 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.

Radio construction

Candidates must have:

1. Know how to avoid dangerous situations involved in mains supply and in high voltage; and the treatment for electric shock.
2. Elementary knowledge of D.C. theory, for example, Ohm's Law, heating effect or current, knowledge of simple units.
3. Very elementary knowledge of radio principles, that is, aerial propagation, amplification.
4. Ability to construct a simple working circuit such as a battery-operated buzzer, flip-flop or crystal receiver.
5. Ability to handle and use properly, the tools normally used in radio construction work.
6. Simple theoretical knowledge of working of a transistor as an oscillator and amplifier, and an elementary explanation of the working of the circuits associated with these devices.

Relief map modelling

Relief map modelling is 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 is to be built into the models, such as water areas, woods, fields, roads, and built-up areas.

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 must:

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 thus giving a model base of 45 cm by 45 cm. The vertical exaggeration should be decided by the instructor.

Rug making

Candidates must:

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 color 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 must:

1. Make own small screen.
2. Set up screen, cut out stencil for a poster or showcard in either profilm or paper. Print in registered two colour.
3. Keep a scrap book of interesting examples of 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 three colours in register.
6. Have knowledge of basic colour mixing and effects of same when one colour is printed over another.

Shoemaking

Candidates must:

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 must:

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 function 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.

Candidates must:

1. Produce at least two toys made mainly of wood. One must be large and able to bear the weight of a child, the age of the child will determine size and construction 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 answer orally questions on the design and construction of hard toys and games.

Toy making (soft toys)

Candidates must:

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 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, such as 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.

Candidates must:

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 of the characteristics of yarns used, with samples. Describe how to set up length and width of warp, with notes on how to finish articles. This summary should contain a record of all weaving done, and should be kept throughout the period of the interest.
3. 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 yarns used for weaving, linen, cotton, wool, silk, and synthetics 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.

Weaving



Toy making (hard toys)

- (e) Make a notebook, giving a detailed study of hand-woven floor rugs, furnishings, and tapestries.
- (f) Make a notebook giving a detailed study of natural and synthetic dyes and the art of dyeing.

Woodwork

Candidates must:

1. Produce at least two pieces of constructional woodwork, properly finished and completed, of which one must be a piece of hospital equipment, such as a bed table, or a back rest, the design of which must be approved by a competent nursing authority.
2. Produce a working drawing or carefully dimensioned sketch of one of the pieces from item 1, or of any similar piece of woodwork.
3. Make in the presence of the examining officer one of the following joints; stopped housing, mortise and tenon without rebate, angle or tee bridle, common dovetail. The exercise must include planing and simple edge finishing, such as chamfering.
4. Be able to answer at least four oral questions relating to this subject.

The course:

1. 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.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. Examinations should consist of theory questions and practical projects as indicated.

Suggested instructors/examiners:

1. Occupational therapists.
2. Craft teachers qualified in that particular craft.
3. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Handyman

Candidates must:

1. Demonstrate how to use a measuring rule or tape.
2. Be able to recognise the different types of nails, screws and tools likely to be needed around the house, and where, why and how to use them.



3. Demonstrate how to plug a wall and fix a 'Rawlplug'.
4. Show how to use the tools required for woodwork and small household jobs.
5. Show how to fix a loose hinge.
6. Show how to replace a tapwasher.
7. Show how to keep bolts and locks in working order.
8. Demonstrate how to use a soldering iron.
9. Know the different kinds of paint used about the house and how to apply them.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. Instructors should do everything they can to ensure that the syllabus is as practical as possible.
5. The examination should consist of theoretical and practical problems. The theoretical segment may be written or oral.

Suggested instructors/examiners:

1. Teachers of woodwork and allied trade instructors.
2. Qualified tradesmen.
3. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Homecraft



Candidates must:

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 for 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.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.
4. Theoretical teaching should, throughout the course, be supplemented by the maximum possible amount of practical experience.

Suggested instructors/examiners:

1. Teachers of domestic science/home economics.
2. Other suitably qualified persons as approved by the Commissioner.

Hygiene



Candidates must:

1. Answer correctly at least two theoretical questions taken from the text of the Preliminary Manual of Hygiene.
2. Write brief notes on the importance of hygiene in preventing 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 and local council health regulations applicable to householders.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

Suggested instructors/examiners:

1. Members of family planning associations, sex education authorities, Anti-Cancer Council, Health Education Services, Drug Information Centres.
2. Surgeons, State Registered Nurses or other persons approved by the Commissioner via regulation channels.
3. Local Health Inspectors.

Suggested references:

- Preliminary Manual of Hygiene*, published by the St. John Ambulance Association.
- State and Federal Government Health Department publications.

Hygienic food handling



Candidates must:

1. State orally the answers to at least two questions taken from the text of the Hygienic Food Handling Manual.
2. Answer questions on food poisoning, the causes of growth of bacteria in food and the prevention of food poisoning. Both questions and answers may be written or oral.
3. Write a brief account of hygienic methods 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 make an oral report of these observations.
6. Know main features of State and local council health regulations, regarding the handling of food by shopkeepers.

The course:

1. Minimum total instruction time to be at least 12 hours.
2. The instructor(s) may not conduct the examination.

3. Pass marks 11-13 years 55%; 14-16 years 65%; 17-21 years 75%.

Suggested instructors/examiners:

1. Qualified dietitians.
2. Surgeons, State Registered Nurses or other persons approved by the Commissioner via regulation channels.
3. Local Health Inspectors.

Suggested references:

- Hygienic Food Handling Manual*, published by the St. John Ambulance Association.
- Government Health Department publications.

International friendship



Candidates must:

1. Have a regular penfriend in the country of their choice and have corresponded with him or her for at least six months, and have written and received at least six letters each. 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.
2. Produce a project booklet or wall chart which deals with:
 - (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.
3. Have read at least four books, to be approved by the examiner, about the country concerned.
4. 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.
5. Produce a scrapbook or album showing by photographs, cut outs, pressed flowers, drawings, etc., something of their Australian surroundings. The book should be shown to the examiner before being sent to the penfriend.

The course:

1. 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.
2. The instructor(s)/supervisor(s) may not conduct the examination.

3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.

Suggested instructors/supervisors/examiners:

1. Teachers of appropriate school subjects.
2. Officials of the country concerned; for example, diplomats, trade commissioners, and tourist representatives.
3. Persons who have lived in the country concerned for at least four years; for example, overseas students and immigrants.
4. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Suggested references/penfriends:

- 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.
- Candidates may arrange their own penfriends or seek H.Q. assistance.

Interpretership



Candidates must:

1. Be able to talk for two or three minutes in English on the country, people, social habits and money values of their chosen foreign country.
2. Be able to give in the chosen foreign language, information that may be helpful to a stranger visiting the Cadet's own town or village; such as the location of local accommodation, transport, medical, consular, recreational, tourist and shopping facilities.
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 to a foreign-speaking doctor describing a given medical condition, stating what treatment has been given, and asking the doctor's advice, or that he should come to the case, and translating that advice to the patient.
5. Be able to write answers to questions on a second book they have read, in the foreign language.
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.

The course:

1. No minimum instruction time can be stipulated. However, examiners are to see evidence of preparation prior to examination.
2. The instructor(s) may not conduct the examination.

3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.
4. In order or adequately prepare for the oral requirements, candidates should be encouraged to practise conversations with suitable persons as often as possible.

Suggested instructors/examiners:

1. Teachers of languages.
2. Other suitably qualified persons as approved by the Commissioner via regulation channels.

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 domestic animals.
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 RSPCA inspector.
9. The principles of approaching and handling working animals, such as seeing-eye dogs, guard dogs and so on.
10. The possible health hazards associated with the keeping of domestic pets such as 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.

The course:

1. Minimum total instruction must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.

Knowledge and care of animals



Knowledge of the Order



4. 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:

1. Veterinary Surgeons, RSPCA officials, animal handlers, trainers and judges.
2. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Suggested references/resources:

School and local libraries; Veterinary Surgeons and RSPCA Libraries; Animal Breeding and Training Clubs; National Parks and Wildlife Service publications.

Candidates must:

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: Languages or tongues; Convent; Chapter-General; Great Officers of the Order; Grand Priors 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 main 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.

The course:

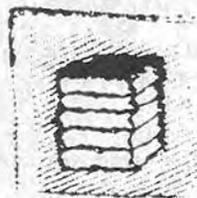
1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.

3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.
4. 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 must:

1. Be able to give some reasons why people read and the factors to be considered when selecting books for individuals with different tastes—with particular reference to patients at home or hospital.
2. Be able to describe the function of book reviews and where these may be found.
3. Be able to demonstrate the procedures of library organisation and routine that is, the:
 - (a) preparation of new books,
 - (b) classification procedures,
 - (c) cataloguing,
 - (d) shelving and tidying, and
 - (e) basic book repairs, such as torn pages.
4. Have read and classified a minimum of 10 books covering a range of different categories.
5. Be able to demonstrate the jobs the hospital librarian must carry out, such as:
 - what to select for the trolley
 - how to arrange the trolley
 - ward etiquette
 - issuing and discharging 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.

The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.
4. 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 library duties and practising selecting and dressing a trolley.
 - 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.

Map reading



Candidates must:

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 on 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 location with a map.
6. Be able to demonstrate the use of the grid system referring to places by coordinates.
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 arrives 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 such things as points of interest, flora and fauna observed, and speed of travel, etc.

The course:

1. Minimum total instruction time is 20 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.

Natural history



4. The course should be as practical as possible.
5. The examination should be divided into two 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:

1. Suitably qualified members of the armed forces, Scout or Guide Associations, local surveyors, geography teachers.
2. Other suitably qualified members as approved by the Commissioner via regulation channels.

Candidates must:

1. Have kept a nature log for at least six months, containing not less than 60 entries.
2. Write a description in about 500 words, of the natural life of some selected locality, such as a pond, a section of the sea shore, a river, a marsh, a wood or field.
3. Satisfy the examiner on two of the following four 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 keeping still (freezing).
6. Show evidence of understanding the modern interest in total environment and conservation, where possible using examples from the local area.

The course:

1. Minimum instruction time cannot be specified, however the individual work should have been undertaken over a period of 12 months.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.

4. 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:

1. School teachers of natural history, biology, conservation studies and allied subjects.
2. Officials of the relevant government departments responsible for flora or fauna policies and activities.
3. Officials of recognised naturalist associations.
4. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Physical recreation



Candidates must choose three activities. The choice may be either two team and one individual sports or one team and two individual sports. Candidates must demonstrate their knowledge of the theory and practice of the sports concerned.

Team sports

Australian rules football	Rugby
Badminton	Soccer
Baseball	Softball
Basketball	Squash
Cricket	Table tennis
Hockey	Tennis
Ice hockey	Ten pin bowling
Lacrosse	Volleyball
Rowing	Water polo

Participation in school teams does not count towards this certificate. 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 and with prior approval of the examiner. Those taking part in any team sports should be a member of a team or club which is properly constituted and affiliated directly or indirectly to the National body governing the game.

Candidates must:

1. Regularly attend a club.
2. Attain a reasonable proficiency in the basic skills of the 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 six games during that period.

Individual sports

Archery	Judo
Athletics	Skating—ice
Carpet bowling	Skating—roller
Cycling—track	Skiing—alpine
Dancing—ballroom	Skiing—water
Dancing—national	Skipping
Diving	Surfboard riding
Fencing	Trampolineing
Gliding	Weightlifting
Golf	Wrestling
Gymnastics	

Archery

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 must:

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, and
 - (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 must:

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 clubs 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) achievements such as times, relevant measurements, distances and/or heights,
 - (c) amount of coaching, on specific events, received.

Carpet bowling

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.

Candidates must:

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 must:

1. Practise riding on a cycle track and learn the correct method of handling a track cycle and also the safety regulations that are necessary when 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 a track cycle at varying speeds whilst on a cycle track. Be able to complete the correct safety procedures if a mechanical defect occurs 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 five 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 now danced.

Diving

Candidates must:

1. Describe the key dives.
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 must:

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 six 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 and equipment. For example:
 - (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 must:

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.

Golf

3. Attend at least five 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 including 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.

Candidates must:

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, that is, stance, grip, firm at top of swing, head still.
4. Demonstrate bunker play.
5. Demonstrate chipping and putting.

Gymnastics



Syllabus—option 1

Floorwork

Candidates must perform in good style any five 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, headspring, round off, side lunge, forward lunge, dive forward roll.

Vaulting (Long Horse or Box)

Candidates must perform in good style any three of the following:

Straddle, rear bent leg squat, neckspring, short-arm overthrow.

Syllabus—option 2

Floorwork

Candidates must perform in good style any five 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.

Vaulting (Broad horse or box)

Candidates must perform in good style any three of the following:

Squat or through vault, flank, front, or face vault, straddle, thief vault.

Judo

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

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

Skating—ice

Candidates must be able to:

1. Demonstrate satisfactorily all of the following movements:
 - (a) Plain forward and backward skating. Each stroke is to be held for a sufficient period to show control.
 - (b) Simple figure skating patterns, including some two or three-lobed eights.
 - (c) A simple free skating routine of at least three minutes' duration which should include jumps or spins or dance steps.
2. State the main requirements for the care and maintenance of ice skates.
3. Explain safety procedures to be observed when ice skating.

Skating—roller

Candidates must be able to:

1. Demonstrate satisfactorily all of the following movements:
 - (a) Curve forward outside, curve forward inside, curve back outside, on either foot. Each curve should be about four metres long.
 - (b) Simple figure-skating patterns including some two or three-lobed eights.
 - (c) A simple free style skating routine of at least three-minutes duration.
2. State the main requirements for the care and maintenance of roller skates.
3. Explain safety procedures to be observed before and when roller skating.

Skateboarding

Candidates must be able to:

1. Demonstrate satisfactorily the following movements:
 - (a) Starting and stopping (from speed) effectively and under control.
 - (b) Complete a one-way, downhill slalom circuit,

*BUT IT WASNT MEANT
TO BE A 720° TURN—
MY BACK WHEEL
FELL OFF!*



Skiing—Alpine

Candidates must:

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 must 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 six metres of passing a mark.
5. On pisted snow a complete timed descent of approximately 120 metres at a rate of 7 ½

Skiing—Water

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.

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

Candidates must:

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.

Candidates must be able to:

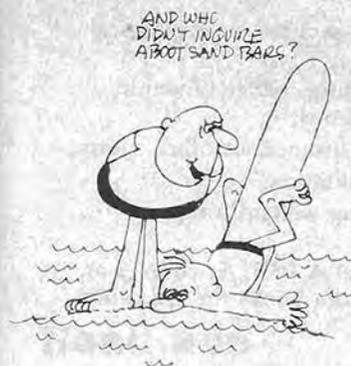
1. Demonstrate the following steps with a backward-turning rope:
 - (a) slow spring steps with a rebound,
 - (b) running step-on the spot and travelling,
 - (c) rope swinging—at both sides of the body,
 - (d) hopping with knee raising,
 - (e) rope checking with changes of direction,
 - (f) bas-de-bas steps.
2. Perform a short sequence of at least 50 bars of music to include at least four of the above steps, and to complete it with a controlled finish.
3. 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 must:

1. Have knowledge of rules for safety which have been designed to prevent injury in the surf, such as the 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 necessity 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 alley, 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 dangers of using a damaged board, for example, with a 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 must:

1. Show knowledge of the history of the trampoline, all the terminology, and basic movements.
2. 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 four 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

Candidates must:

1. Undertake training suitable for one or more of the following objectives:
 - (a) general weightlifting as a means of physical improvement,
 - (b) competitive weightlifting, either Olympic, strength or miscellaneous,
 - (c) weight training as assistance 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.

Wrestling

Candidates must:

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.

The course:

1. 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.
2. Candidates, in addition to studying the rules and physical skills of their activity, must also indicate basic knowledge for the selection and maintenance of equipment and clothing.
3. Candidates must be able to discuss the importance of mental attitude towards the games; the importance of sportsmanship and the benefits of physical fitness.
4. Candidates will be assessed by the examiners on their individual performances in relationship to

their physique, as the examination is individual and not competitive.

5. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.
6. The instructor(s) may not conduct the examination.

Suggested instructors/examiners:

1. Qualified instructors/trainers for the activities listed.
2. Physical education teachers.
3. Other suitably qualified persons as approved by the Commissioner via regulation channels.

Candidates must 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 such as a 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, for instance, the 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. On a map prepared for the examiner, the location of the nearest fire alarm and fire hydrant to your home.

Road and home safety



Signalling



The course:

1. Minimum total instruction time must be at least 12 hours.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.
4. 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. Fifty percent of the marks should be allotted to each aspect.

Suggested instructors/examiners:

1. Officials from the National Safety Council of Australia.
2. Members of the police forces, fire brigades and industrial safety officers.
3. Other suitably qualified members as approved by the Commissioner via regulation channels.

Suggested references:

- Literature available from the public relations section of the police department.

Candidates must:

1. Be able to make a telephone call, receive a simple message and to accurately repeat it after a five minute delay.
2. Be able to use the NATO 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 use correctly the twenty-four hour time system.
5. Be able to describe radio procedures as used in your District.
6. Be able to use a two-way radio of the type used by the Operations Branch of the St. John Ambulance in your District.
7. Be able to reach the specified standard in one of the following—morse code, semaphore, deaf and blind communication or radio communication.

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 two minutes duration.

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

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.

Radio communication

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

The course:

1. Minimum total instruction time must be at least 12 hours of which at least six hours must be practical work.
2. The instructor(s) may not conduct the examination.
3. Pass marks 11-13 years 55% 14-16 years 65% 17-21 years 75%.
4. 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.

5. The examination will be almost entirely practical.

Suggested instructors/examiners

1. Members of the armed services, police forces, national disasters organisations and other emergency services qualified in signalling.
2. Scout or guide instructors in signalling.
3. Deaf and/or blind association personnel.

Suggested references:

- Australian Natural Disasters Organisation publications on communications.
- Relevant Scout and Guide Association publications.
- Publications and manuals of Deaf and Blind Associations.
- Material published by the Wireless Institute of Australia, for the Youth Radio Clubs Scheme.

Swimming and lifesaving



Candidates should qualify for the rescue sequence awards of the Royal Lifesaving Society (Australia) appropriate for their age/school grade level.

Equivalent rescue awards for age/school grade level of the Surf Lifesaving Association of Australia also may be used to qualify for this proficiency certificate.

The course:

1. Instruction time will depend on the candidate's swimming ability.
2. The instructors and examiners must be suitably qualified, such as being acceptable to the Royal Lifesaving Society (Australia).

Suggested instructors/examiners:

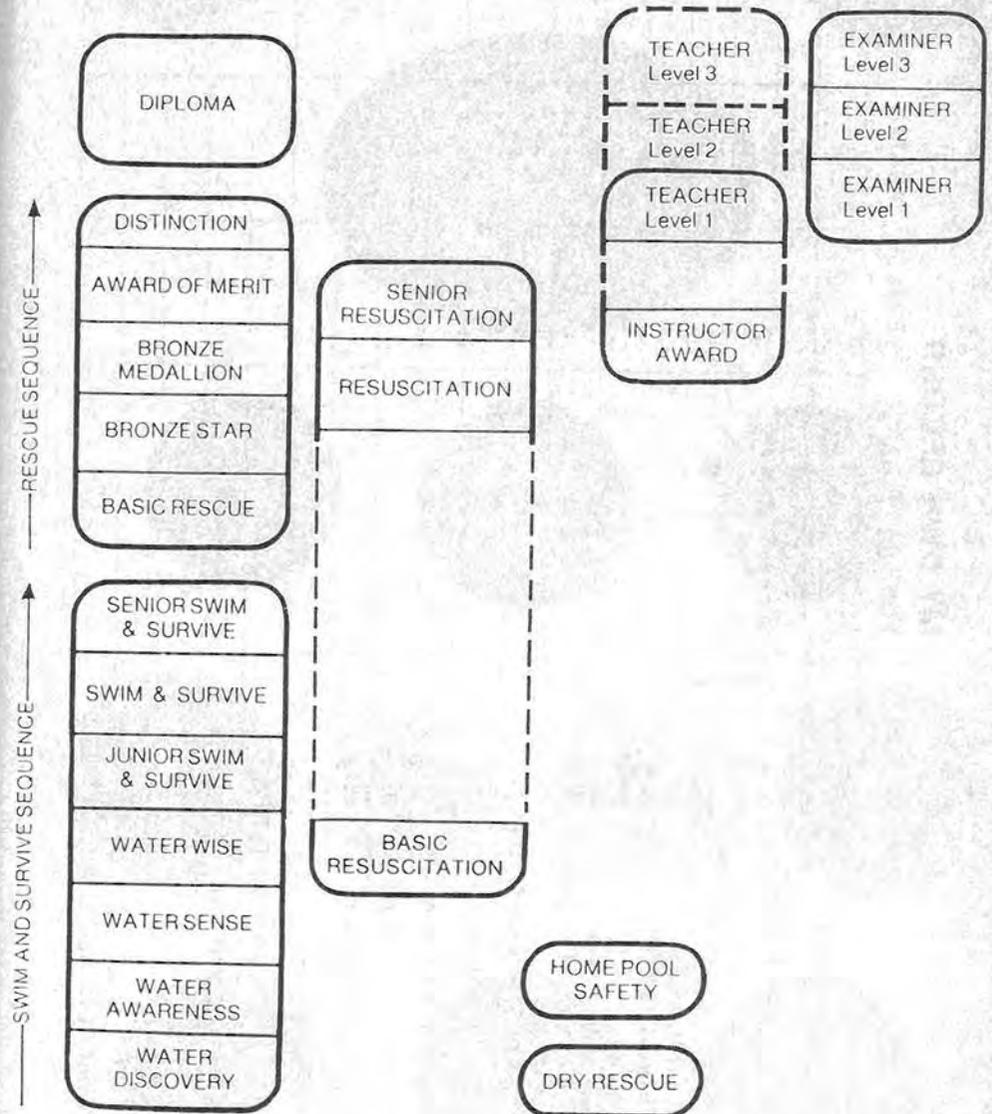
1. Physical Education teachers.
2. Instructors/examiners of the Royal Lifesaving Society (Australia).
3. Suitably qualified members of Lifesaving Clubs or Swimming Clubs.
4. Suitably qualified staff of local Swimming Pools.

Suggested references:

The authoritative text for this subject shall be the current edition of the *Swimming & Life Saving* of the Royal Lifesaving Society (Australia), and all instructors and examiners shall observe the procedures contained therein.



Award scheme



MY OWN RECORD

YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FIRST AID EXAM						
PATIENT CARE EXAM						
PROFICIENCY CERTIFICATES (SUBJECT/DATE)						
DIVISIONAL MEETINGS ATTENDED						
DIVISIONAL INSPECTION						
DISTRICT CHURCH PARADE						
DISTRICT REVIEW						
No. HOURS PUBLIC DUTY						
EFFICIENT YES/NO						
PROMOTIONS						
SPECIAL SERVICE SHIELDS						
CAMPS ATTENDED						
OTHER						
OTHER						
DIVISIONAL SUPT. SIGNATURE						



Camp badges



This book belongs to:

Address

Postcode

Telephone

Important Dates

Date of birth

Preliminary First Aid certificate

Preliminary Patient Care certificate

Date of joining Brigade

Grand Prior's Badge

First Aid certificate

Patient Care certificate

Date of Promotion to Adult Division