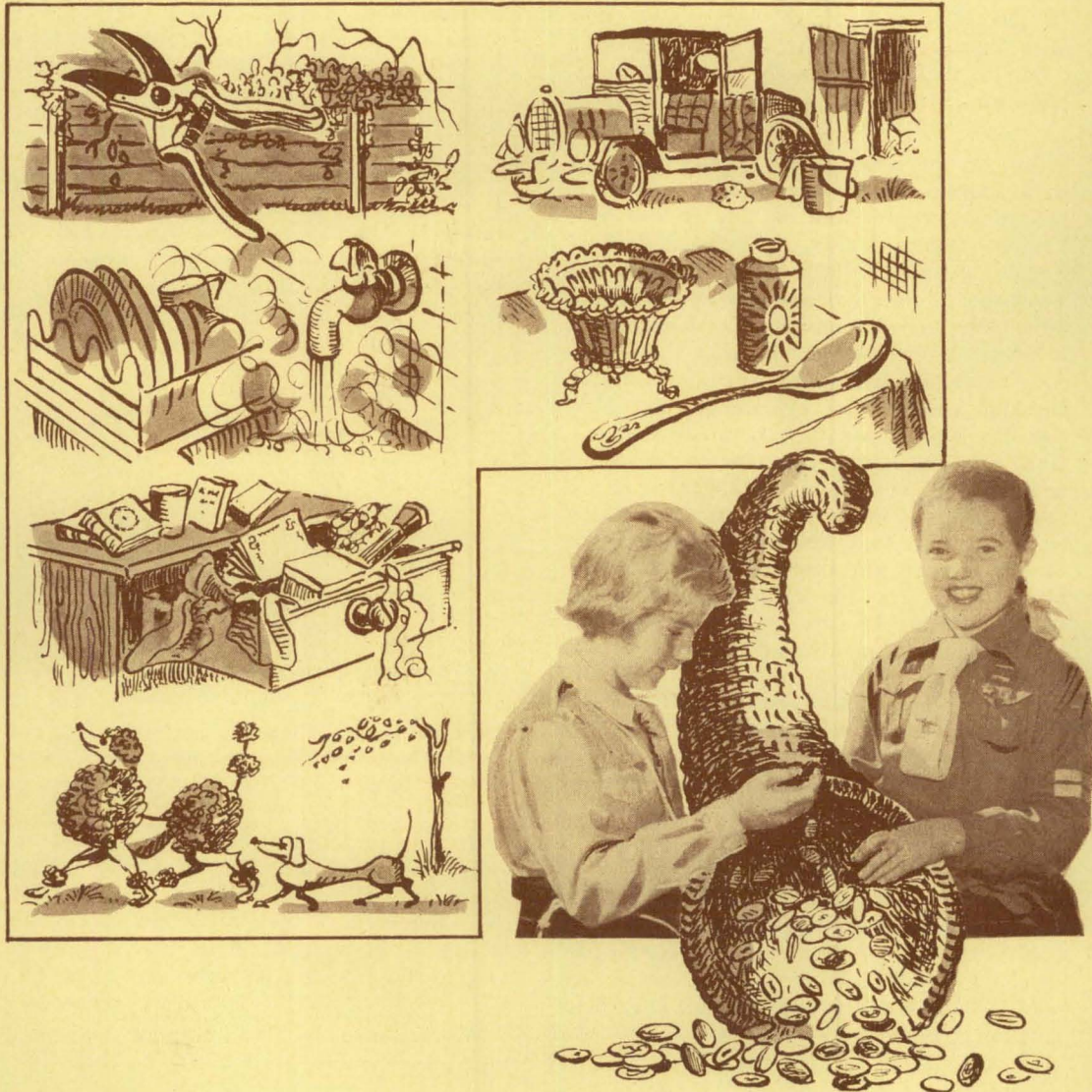


29-6-66 MC (May wanted)  
April 1966  
T.S.

# MATILDA

Vol. 43—No. 9

APRIL, 1966



**“CENTS FOR SERVICE” WEEK**



## FROM THE STATE COMMISSIONER

While my diary shows few highlights this month, from 1st February when we began our regular weekly meetings with the three Senior Secretaries at H.Q., first meetings of all Committees have taken place in rapid succession. As the administrative wheels have begun turning again, Mrs. Gray and I have been thankful to know that Mrs. Osbourn Shave will be sharing our particular job. You will rejoice with us, too, that Miss Macartney's health has improved after a holiday that unfortunately had to be translated into sick leave.

But, on the other hand, I must comment with sadness on two resignations. We received with regret that of Mrs. H. Barwick, Region Commissioner for South-Eastern Region, member of the State Council and Executive Committee and Chairman of the Movement Appeal Committee. Again N.S.W. is fortunate in that Mr. Barwick's transference to Sydney will give them the wealth of Guiding interest and experience that Mrs. Barwick has shared so generously with us. Hard on the heels of this piece of news we heard with great sadness that Mrs. F. S. Catomore, too, found it necessary to resign from our Executive Committee and Finance Sub-Committee, and that she could no longer be available for the numerous additional tasks that she, because of her wisdom and understanding and love of Guiding, was so frequently called upon to do, and which she has so willingly shouldered over many years. We shall miss them both sorely, but must resolve to thank them in the way they would appreciate most — by giving a little more generously of our time and talents, and attracting others to share in the work of the Movement that they and we hold dear.

I am pleased to welcome to the Executive Committee Mrs. R. Renshaw-Jones, who has agreed to fill the casual vacancy created by Mrs. Shave (now occupying an ex officio position).

We celebrated Thinking Day at Headquarters, too, and as well as sending our greetings in thought all around our Guide world, we had very much in mind our own Guide family in Victoria. We thought with satis-

faction and pleasure of how much Special Thinking of Others was going on throughout the State and we look forward to hearing of the various ways in which you chose to celebrate the birthday of our Chief Guide and her husband, Our Founder.

I'm sure that many of our members emphasised a basic aspect of our world-wide thinking by joining in the Women's World Day of Prayer on 25th. For me this day finished with a very pleasant occasion — again with an international interest — in attending the reception for the Prime Minister of Thailand and his charming wife at the invitation of the Lord Mayor.

Our Guide year is now really under way. It will be a very exciting one for your Headquarters — building for the future with the means that has been, and is, continuing to be provided by so many members and friends. May the year be worthwhile and happy for all of you in every way.

*Joyce S. Price*

★ ★ ★

## SCOUTING'S HIGHEST HONOUR

Dame Leslie Whateley, until 1965 Director of the World Bureau, has been awarded the Bronze Wolf, the highest Boy Scout honour.

It was presented to her in a simple but moving ceremony before the World Chief Guide by Colonel J. S. Wilson, C.M.G., O.B.E., Vice-President of the Boy Scouts World Conference, "in recognition of her outstanding services to the Scout Movement".

We are sure you will share our pleasure at this news, more particularly as there have been only 38 recipients of this honour. Dame Leslie is the second woman to receive it — the World Chief Guide being the first.

—From "News from the World Bureau".



# MATILDA

PUBLISHED BY THE GIRL GUIDES ASSOCIATION OF VICTORIA  
20 RUSSELL STREET, MELBOURNE, VICTORIA, AUSTRALIA

STATE COMMISSIONER: MRS. J. R. PRICE • STATE SECRETARY: MISS B. MACARTNEY  
ASSISTANT STATE COMMISSIONER: MRS. R. E. GRAY.

EDITOR: MISS MARGARET SHAW.

Registered at the G.P.O., Melbourne, for transmission by post as a periodical.

Subscription: \$1 (10/-) p.a., 10c (1/-) per copy

## PRESENTATION OF AUSTRALIAN PRESIDENT'S BADGE

Representatives of all States attended the presentation of the Australian President's Badge to Lady Casey at Admiralty House, in Sydney, in March.

Because the weather was humid the ceremony was held on the terrace, and this gave us a magnificent view of the harbour and its many ships.

A Brownie, Guide and Sea Ranger (just back from the Philippines camp) attended the ceremony. The Guide and Ranger carried Colours, and the Brownie presented Lady Casey with a book about our Founder.

Lady Casey, who has had previous experience in Guiding, was presented with the President's Badge by Mrs. Buntine, Chief Commissioner for Australia, and then she



GOVERNMENT HOUSE,  
MELBOURNE.

Tuesday 22nd March, 1966.

*Dear Mrs Price,*

I do not think anybody realises the help which your Guides give to us on the occasion of the Youth Garden Party.

Together with the Scouts they did a most excellent job and there was nothing to be seen, except a very tidy lawn, a few minutes after the end of the function.

Please give my thanks to all the Guiders and Guides concerned and I only hope that they derived some enjoyment themselves.

*Yours sincerely,  
Boban Macartney*

Mrs. J. R. Price,  
State Commissioner,  
Girl Guides Association,  
20 Russell Street,  
MELBOURNE. C.1.

chatted with us all informally, and was delightful.

It was a simple but most impressive ceremony.  
—R.F., E.B.

## HAIL AND FAREWELL!

It is with regret that we announce the resignation of Mrs. D. Moors as Extension Adviser. Unfortunately, for health reasons, Mrs. Moors was not able to finish the normal five-year term of an Adviser.

We know that you would all wish to join together in expressing warm appreciation to Mrs. Moors for the service she has given to the Movement in this capacity.

We are delighted to announce that Miss Norma Young, of 3 College Crescent, Bendigo, has been appointed by the Executive Committee as Mrs. Moors' successor, and will take up her new duties on 26th April.

Miss Young, who has given long and loyal service to the Movement as a Captain, and as a Guide and Camp Trainer, is already well known to the members of the Extension Section, having joined with them on some of their special gatherings — the Extension International Training Conference held in Victoria and, more recently, the Extension's visit to New Zealand.

To you, Joan, we say, "a very sincere thank you", and to you, Norma, we extend "a warm welcome, coupled with best wishes for a happy and rewarding term of office."

## PLEASE REMEMBER . . .

When you are sending in your "Matilda" subscriptions for 1966-67 that the subscription from 1st May, 1966, is \$1.50 (15/-).

"Matilda" regrets that this increase has been necessary, but there has been no increase in subscriptions for many years, whilst costs have been continually rising.

Please help Headquarters, and remember the new rate.



## THE SHAPING OF MOTIVES IN GUIDING

By R. B. Cornish, B.A., A.Ed. (Qld.),  
M.A. (Ed.) (Berkeley), M.A.C.E.

(Continued from March issue)

### The Self

In looking more closely at the "self" concept we mustn't confuse this with the description to be given about the person by some outside observer. That is to say it is not "to see ourselves as others see us", but rather it is "the way we see ourselves".

**How does it develop?** It has been brought about from earliest infancy. At first the young child isn't clear as to what is "self" and "not self", and is certain to include far too much. To be separated from mother is to lose a part of himself as much as to be separated from a hand or a foot. At about two years of age there have developed understandings of "mine", "me", "you" and "I" — in that order.

Social contacts, group play and similar experiences add to the growing self-concept. The child identifies with his parents and others. At three years the self picture is fairly well integrated, but he is still concerned with how adults see him, and anchors his perception of himself more in this than in his own direct experience. He should be spared from acquiring an unlovely picture of himself. Unlovely self-concepts lead to unlovely views of others.

In school these tendencies are continued. To be singled out for praise or blame is to give the self the role of "good" or "bad" entity. Proneness to a particular behaviour is recognised as one's own, and becomes established as a feature of the self.

### Adolescence

Another vitally important period in the development of the self is adolescence. There is a period of awkwardness as one has to consolidate a new physical self. Accepting oneself and establishing independence from the opinions of adults can lead to insecurities and adult-youth conflicts. Finally, a reasonably well-settled self is reached with normal adult status.

Adolescents often refuse to accept themselves as they are. This frequently leads to unhappiness, but they can be helped to

acquire understanding and security, and to be more self-accepting. Older adolescents tend to be more introspective and more willing to write about their inner world. Interesting to note, concern with moral and spiritual values represents a high point in the development of the self-concept and is basic to self-esteem.

For your interest, I have set out findings of how children see themselves in 14 general categories listed by Jersild. These represent the more important areas, set out in an **ascending order** of a normal development to maturity:—

1. Physical characteristics, including general appearance, size and weight; build and shape, and details of head and limbs.
2. Clothing, grooming and make-up.
3. Health and physical condition.
4. Material possessions and ownership.
5. Animals and pets and attitudes towards them.
6. Home and family relationships.
7. Sports, games and hobbies — participation in, and ability at.
8. School and school work — ability at, and attitude towards them.
9. Intellectual status. Intelligence.
10. Special talents and abilities or interests.
11. Personality traits, including temperament, disposition, character traits, emotional tendencies, etc.
12. Social attitudes and relationships.
13. Religious ideas, interests, beliefs and practices.
14. Management of practical affairs; independence and self-help.

### N.B.:

- (a) **External criteria** such as physical characteristics and grooming are **more often the terms used by younger children** in describing themselves.
- (b) Older ones describe themselves more in terms of **inner resources** and the quality of relationships with other people.

Parents and adults of their age group have a declining influence on the "ideal self" of children after 8 to 10 years of age. "Glamorous idols" have their impact between 10 to 15 years of age.

The self is of tremendous importance for the child psychologically, and **must** there-



fore be an important understanding for leaders in their youth work. The ordinary run-of-the-day comments may be fraught with status possibilities and serious emotional content for children; for example, "You're a Patrol Leader, you shouldn't do that!" Those who most frequently invoke status situations and make relevant comments are most likely to modify the child's self-concept in this direction. Better adjusted children are more able to accept damaging statements about themselves than less well-adjusted children.

**The self-concept must be recognised as a significant factor in every learning situation, whether the Leader is aware of it or aiming for it or not.**

### Programme

With these understandings from theory as a background we are finally in a position to give one simple example on the theme, "The Shaping of Motives". It is merely an outline of a sequential programme in which we utilise what I have said so far. If it can help bring about some increased attention directed towards motivational ends as well means in Guiding I shall be more than satisfied.

When the child enters the Pack she is not aware that she can get gratification in the Pack for any of her motives. In fact, on the first visits, she may strongly doubt this. Therefore, it is the Leader's first duty to lead the child to accept her as one who can please and satisfy her. In order to demonstrate this, it is necessary for Brown Owl to reward the dominant behaviour, which reflects the foremost drive in the child.



By gratifying the dominant drive she has, in effect, said, "I am somebody to whom you can turn for satisfaction of your drives." For example, if the child is anxious and performs dependency-seeking behaviours such as touching her skirt, Brown Owl responds by hugging the child or putting her hand on the child's shoulder, or in some way giving the child reassurance, that is, satisfying her dependency needs.

Once the Leader has communicated to the child that she is an agent of gratification, the next step would seem to involve the shaping of **behaviour**. That is, the Leader now rewards conditionally; she rewards the child only for certain desirable behaviours. This, by the way, is the current technique used in education. In the early years we give praise for practically anything, but later on we raise our standards, or select the behaviours for which we provide the praise.

Now, what behaviour is the Guider trying to shape? I suggest that she should select behaviours which may be in the service of the motives she desires to strengthen. Let us take as an example curiosity motivation. Some time during the child's time at Brownies, for some reason or other, she will most likely perform some curiosity-type **behaviour**. While this behaviour may be partly in the service of satisfying a curiosity motive, it may also be partly directed toward receiving the Guider's approval. Such a behaviour would fulfil our criteria, since it is a behaviour which, while serving more than one motive, at least in part could be in the service of the desired motive. Thus the Guider now gives the dependency satisfaction that the child is seeking, but only for the performance of curiosity behaviour (e.g., "Mary, I think it's wonderful the way you found out that answer"). We can anticipate that the frequency of the desired behaviour will increase if the Guider is able to space her gratification-giving appropriately.

Now we have gone as far as most people usually go in a motivational programme, but according to **this** programme sequence we are but half-way home. Previously, any curiosity behaviour, even if the child had performed the curiosity behaviour specifically to please the Leader, was rewarded. The next step is for the Leader to teach the child a **new** discrimination. This discrimination is that behaviours, **per se**, are not rewarded, but rather the **intention** behind these behaviours. That is, the Guider now selectively rewards behaviours which were **mainly** carried out for the desired motive. **Now only the curiosity behaviour which seems truly to be concerned with satisfying a curiosity drive is rewarded.**

This step is aided considerably by general remarks. The Leader can show this discrimination with words. For example, "Jean, I



think it's wonderful that you were interested enough in that unfamiliar bird to go and look it up in the Bird Book". Here the Guider is not only rewarding the **behaviour**, but suggesting an appropriate **intent** for the behaviour as well. Another child who looks up the details about some bird because she is asked to gets less, or at least a different, reward.

This step demands, of course, that the Leaders can reward intentions and/or behaviour differently. There are marked differences with regard to what the Guiders reward, and we can discriminate in a reliably objective manner as to whether the Leader reinforces a particular child's (a) productions, (b) behaviour, (c) intention, or (d) natural attributes, such as personality, ability, etc.

Simultaneously, with reward of intent, the Guider starts on another track, that of modifying the child's self-concept in a specific direction. Shifting self-concept is not easy. Before it is possible a child must feel sufficiently secure so that she can risk a modification in something as central as her self-concept. Can the Guider carry out such a task in the Pack?

From my own experience it seems possible. Let me tell you the true story of a little girl whom I shall call Vicky. She had the misfortune to have quite a serious speech impediment which made her exceptionally "babyish" gibber particularly difficult to understand. At school the other children laughed at her, with the result that she simply didn't try to talk.

She was eight when she joined Brownies, and for quite some time she didn't talk much either. But Vicky made quite a discovery. She found that in the Pack, when the talking sign was given for Pow-Wow, that the rule was for everyone to listen except the one who had been given the chance to talk. Vicky discovered that she, too, could expect an opportunity. Moreover, Brownies didn't laugh. A wise Brown Owl seemed always to understand what she found it important to say. Her confidence and outlook changed. Vicky's parents took her to a speech therapist, and at Brownies she developed a secure accepting self-concept, free from inhibiting ridicule and social rejection. Regular speech practice was fostered, and eventually her

speaking was that of a normal child. Vicky, I might add, went on to gain her Golden Hand.

If one treats a child as if she were a certain type of desirable person, one often can get her to act as if she **were** that type of person, and ultimately, if she feels secure enough, to actually **become** that type of person. What I would do is to reward a student for being a certain type of person or, more specifically, I would reward her **with the assumption** that she **is** a certain type of person. "I like being with you because you are the type of person who is interested in so many things." How might we expect a person to react to a statement such as this? If she desires your attention, as a youngster usually does, she would not be inclined to say, "Well, actually I am not interested in anything."

I am suggesting treating a child as if she were a certain type of person would lead her to try **being** that type of person. Through such rehearsals she would receive more satisfaction and pleasure. Therefore, if the Leader can modify a child's self-concept so that, for example, she says of herself, "I am the type of person who is very curious," we are almost home.

This step, I suspect, can be accomplished not only by direct instruction, that is, by making statements to the child about herself, e.g., "You are a thus-and-so type person", but also through **the process of identification**. That is, to the extent that the Guider has formed a close emotional relationship with the child and satisfies some of her social needs, she indeed could be an identification figure for the child, and thus her values, if they are clear, will be incorporated by the child. Therefore, for example, to the extent that I state and believe the value, "A child who is intellectually curious and feels good when she satisfies this curiosity is good," I am providing the child with an ideal self-concept which I obviously value highly and which she might well incorporate.

If, at the same time, I am responding to the child as if she were an intellectually curious person and providing many opportunities for her to be that type of person, it is reasonable to anticipate that, barring severe anxiety in the situation, the child will move in the desired direction.



### How will this new self-concept affect the child's motivation?

We do know that children with high self-concepts perform better than equally intelligent children whose self-concepts are poor. Assuming that the self-concept affects motivation, we must consider why this should be the case. If we are able to build into a child a statement about herself which says in effect, "I'm the type of person who enjoys making rational decisions, is intellectually curious, and so forth," then we expect that the child will perform appropriately when placed in situations that present opportunities for thoughtful or curious behaviour. But why?

If a child is placed in a situation where her curiosity is aroused, and she takes no action to satisfy her curiosity, then she must accept the statement, "I apparently am the type of person who is not curious." This statement is a contradiction of the self-concept which we have built into her, i.e., "I am a curious person." This disparity, i.e., "I am not curious", over against the self-concept, "I am curious", would set up a motivation to resolve itself, and in the process of its working out whichever statement is most modifiable would change. Thus, if we cannot only build a self-concept which includes the components which we desire, but also assure ourselves of its stability and resistance to change, she will perform curiosity behaviour so that she may continue to say of herself, "I am a curious person."

But what is to keep the child from merely not seeing the situation as one about which she might be curious? The Leader can teach the child by the same process as the one outlined above that a person is valued who tends to see the world in terms of problems for solution and that, furthermore, the child is, indeed, such a person. If the child accepts, and incorporates these values, they in turn will affect her perception of her environment.

She will be driven to behaviours which maintain the self-concept statement, "I am the type of person who tends to see the world in terms of problems about which I can be curious."

Finally, once the Leader has helped the child to develop this self-propelling mechanism (that is, a strong specific self-concept), she must wean the child from herself. This

can be carried out by shifting the nature of experience in the later programmes (Senior Guides — and Rangers) so that the Guide has ample opportunity to rehearse her new-found self-concept. Thus, the later programmes should provide numerous opportunities for her to perform rational-type decision-making or curiosity-type behaviour, and she should have the opportunity to perform these for their own pleasure and satisfaction and with little or no other recognition and reward. By narrowing the alternatives, by diminishing the expectancy that other motives can be satisfied in the situation, and increasing the expectancy that the Guide can satisfy the desirable drives and motives **in the programme of the Company**, we are maximising the chance for the shaping and thus the strengthening of the desired motives of the entire Guide Movement. We are ultimately increasing the likelihood that these motives will become significant in the girl's future.

Such a person might well be expected to develop a whole network of behaviour for sound citizenship through healthy, happy activities which interest girls and develop their ingenuity and resourcefulness while training them to think for themselves, and to give service for others. The leadership potential shown by V.A.Ds. in England during World War II revealed, in the ratings allocated, that where any individual score was as high as the full 10 points, the V.A.D. concerned had formerly been a member of the Guides. One other example, also in mind, is the Guide who developed such a balanced personality, assured manner and confident outlook after years of Guide training that she has been able to keep with others who seem far more gifted in the stiffest of academic careers. I believe, in fact, that you Guiders would be able to give many, many actual instances to support this process which I have been outlining this morning.

There you have the programme. Obviously, such a programme could never run flawlessly, partly because of the fact that the child is at Guiding for relatively few hours of her week. Nevertheless, we have 8, 10 or 12 years in which to carry out this programme, and it seems reasonable that a systematic plan for the development of certain motives could be expected to be effective despite flaws if carried out over such an extended period.



## NATIONAL MARRIAGE AND FAMILY WEEK — 8th to 14th May, 1966

From its first observance, National Marriage and Family Week, which commences each year on Mother's Day, has, through its Council, consistently affirmed that a strong and secure family life is essential for the welfare of the nation.

The important theme chosen for 1966 is "Teenagers in the Family".

National Marriage and Family Week could be an opportunity for co-operation between community organisations, e.g., churches of different denominations, School Parents' Associations, Guides and Scouts, and so on — all concerned for children and family welfare.

### TEENAGERS IN THE FAMILY

The family is where the teenager should receive his basic training in citizenship, parenthood, maturity. But many problems face both the teenager and his parents.

- **The population explosion** — between 1950 and 1970 the teenage population in Australia will increase 80% — with proportionately fewer adults to preserve balance and give leadership. Attention to teenagers in the home becomes increasingly important.
- **Our affluence** — teenagers have entertainment, clothes, wages or pocket money, transport, more comforts than will perhaps help their development as hardy and resourceful persons. Are parents spending too much time earning this money, and too little with their teenage children?
- **The fear of war** and threat of destruction makes them wonder, "What's the use if we're going to be blown up anyway?" Basic trust in life comes largely from secure family relationships.
- **The sex obsession** of our society unduly and ruthlessly stimulates to an unnatural and undesirable degree through a certain type of advertising, entertainment, magazines, books, clothes. Parents have responsibility for countering this with wholesome influences, positive example and instruction.

- **Teenagers reach sexual and physical maturity** early in the teen years, yet they can seldom marry or otherwise participate responsibly in society for 10 or more years. Formal and informal preparation for marriage, and vocational training, should be available.
- **The education system** is staggering under the strain of our large youth population. In some places, provision for schools is quite inadequate. In others, competition and quotas add undesirable strains. How do parents view education?
- **The teenager's emerging personality**, awakening interest in sex, development of physical strength, widening mental horizons, growing independence. Against these are lack of maturity and experience, and the childhood relations of dependence. Parents have to know how to hold the balance between relaxing control too soon which causes bewilderment and overstrain; and holding control too long which sets up reactions of hostility or overdependence.
- **The church** is preaching ageless values and unchanging good news, but its impact is challenged by many moral attitudes, intellectual ideas, modes of life. The teenager turns instinctively to God; the family has a responsibility in helping teenagers find meaning, purpose, standards in terms of basic faith.

### BUILDING APPEAL

Public Appeal ...	\$67,496	
Women's Committee .....	26,598	
		\$94,094
Movement ... ..		45,108
PROGRESS TOTAL .....	\$139,202	

Happiness depends, not on what you view, but on your point of view.





## **TIMBERTOP HAS CHARLES . . . ADEKATE HAS MICHAEL**

Adekate is a Conference Campsite of the Methodist and Presbyterian Churches near Ballarat used to accommodate members of Trefoil Guild and Baden-Powell Guild at the Thinking Day Commemoration — at the invitation of Ballarat Guilds and Division.

The Honourable Michael Baden-Powell, grandson of B-P, is now living in Camberwell. He came to the weekend with his fiancée, Miss Joan Barrington, and "Joan" and "Michael" they soon became to everyone. On Sunday morning our slogan appeared on the board.

Mrs. Pinder organised a motor coach from Melbourne, and a fleet of cars came from many directions, especially from Bendigo on the Sunday.

On Saturday we centred on Lingbogol, Creswick, a campsite named in honour of Miss Ling. At the Commemoration Service the Guide Law was read as a litany — in literal translation of the words used in different countries. A well-known thought comes with stronger impact if suddenly heard in different words, e.g.,

Law 1 — I SPEAK THE TRUTH.

Is that more clear in the life of every day for a girl of 11 — indeed for all of us?

Mr. Tepper, Guildmaster for Australia of Baden-Powell Guild, spoke of the foresight of Baden-Powell not only in raising the physique of the boys of Britain, but in giving us a principle to combat moral deterioration which we are facing urgently today. A principle that is important when we use it with conviction.

Mrs. C. O. Fairbairn told us of her first Company in Surrey, England; Guides who were really poor, but who raised 1d. a week whenever they could — sometimes by performing cartwheels and songs to busloads of people who came for the local races.

She also spoke of the great privilege of attending International Conferences, of realising how each group was from a different country and that that country had Guides.

How some delegates from "newer" countries were nervous and afraid of the power of friendship and courtesy — and of the unintentional, thoughtless reverse.

Everything we can do as Guides is intensely important. In the evening Guides from the beautiful campsite joined us in a grand campfire with Miss Barr, and then Mr. Homer Frase spoke of the next International Conference at Durham, England. He plans group travel to the Conference, and details will be sent, but the Conference is open to ALL MEMBERS, SO IF ANYONE WILL BE ABROAD IN 1967, BE SURE TO ENQUIRE.

Mrs. Coutts, of Waubra, spoke to us at Guilds' Own Service. She is State International Secretary of Country Women's Association.

So many evil things are prominent: "Bad news is good news" seems a slogan of the press. United Nations planned International Co-operation Year to emphasise how much is done with creative activity to help one another and co-operate among the nations. In Papua many women are helped; and they long for help and like pretty dresses. It is false propaganda that they wish to be left as they were. Her talk was a challenge to KNOW and ACT.

On Sunday afternoon a tour of Ballarat was arranged — all ready for the Begonia Festival, and in glorious weather. Then 2nd Ballarat entertained us to afternoon tea — a sumptuous meal at the Nurses' Home of the Base Hospital, by courtesy of the Committee of Management.

Victorian Posts, led by Miss Shirley Luke, were prominent at the weekend for numbers, energy and spirit. Mrs. Nothling, who is blind, has written her own impressions.

. . . May I just add a word or two on behalf of the Extensions as to how we enjoyed being with the other members of the Trefoil Guild for the weekend at Creswick?

Such little things to contend with as the loss of a limb, legs and hands that do not co-ordinate, and the lack of sight — these things did not deter us from having a most enjoyable time, for, as full a programme as it was, there was nothing we could not share in. Distance meant nothing between the sites because the bus was hired for the weekend, and this was the means of transport.



The Thinking Day Service and the campfire were two things we will not forget. Then, too, the evening meal served to us at a table in a quiet room adjoining the main assembly hall — just made for comfort since balancing a meal on one's lap is not the easiest. There was room underneath the table for the two guide dogs — Wendy and Fanta — and for this consideration we do say "thank you" to the ones concerned — a mighty gesture.

The tour of the city was grand because everyone was so helpful, and, of course, I cannot conclude without a word to our hostesses at the Base Hospital, who gave of their best.

Yes, it was a grand weekend, and I trust that we might see some more of the Baden-Powell Scout Guild, bringing into our midst some of the "old Scouts" who would surely enjoy themselves. To Ballarat from us all the biggest "thank you".



### AN UNEXPECTED ENCOUNTER

I felt I must tell you of three Guiders who, one Thursday in February, visited the Shepparton Art Gallery, where we thoroughly enjoyed the Sidney Nolan Art Display. It was well worth viewing — it depicted lovely Australian bush scenes and incorporated some of the history of Ned Kelly.

We spent a very satisfying hour admiring and discussing the paintings in the quietness of a beautiful Art Gallery. As we were opening the large glass entrance door to depart a group of young people came up the steps, and we held the door open for them to enter.

Imagine how thrilled we were to realise that the one nearest us was Prince Charles! We WERE thrilled, and I know we three will remember just how proud we felt that day to "meet" such a charming person as the Prince.

—A.N.

### WORCESTER DIVISION, ENGLAND

Following a request from the Guides of Worcester Division, England, permission was given for them to use, in their Thinking Day Service, a Thinking Day Prayer printed in "Matilda" and which the Commissioner had seen in a copy of "Matilda" sent to her by a Victorian friend.

With the permission went a Thinking Day card of greetings — one showing a leaping kangaroo, hence the reference in the first paragraph of the letter. The letter read:

"Dear Miss Shaw,

"Thank you so very much for the lovely Thinking Day card. We had our service this last Saturday, 27th February, owing to half-term arrangements the previous weekend. The Vicar of St. George's, Worcester, read out the greetings and described the kangaroo at the beginning of the service.

"I am enclosing a copy of the form of service, so you can see how well your prayer fitted in.

"The content of the service was produced by Guides, Rangers and Guiders, who discussed what they would like in their Companies; then we had a meeting of District representatives, mostly Guiders and Rangers, to co-ordinate. Then I put it together, and a clergyman, Rev. Albert Woods, who is good at this sort of thing, gave it form, arrangement and edited it. Everybody was exceedingly pleased with the result. We had nearly 500; we invited Brownie Guiders and Sixers (the Brownies have their own service later on), and, of course, Local Association, Trefoil Guild and parents and friends.



"For the Guide Law 10 'assorted' Guides (including Guider and Ranger) stood in formation in the Chancel and each said a Law. Then I went up and stood in the middle for the Promise.

"The Colour Ceremonial — new in moving by the Anthem — was very effective. The



precedent — a Naval Service at Liverpool Cathedral — which Mr. Woods had seen.

"The hymns were 'Who Would True Valour See', 'O Jesus, I Have Promised' — to a 20th century tune; the choir of Rangers and Guides had practised this, others picked it up — and 'For All the Saints', and the theme, chosen by the Vicar, Rev. Keith Jinman (a Guide father), was 'Obedience'.

"It was lovely for us to have the direct link with you, through the Thinking Day Prayer. Thank you so much for permission to use it.

"With very best wishes to our fellow-Guides and to 'Matilda'.

Yours sincerely,

ALETHEA ELIOT,  
Division Commissioner."

★ ★ ★

### "LEADERSHIP AND LIFE",

by John G. Vance

A quote from this book: "The plain truth, if rarely flattering, is always stimulating", is most apt for Guiders.

How often does a Guide or Brownie, with their direct simplicity, cut one down to size?

John Vance tells us that, as Leaders, we must be sincere, though not too downright or forthright. Being sincere through our manner and words is the only way those we come in contact with will know where they stand.

As Guiders we are aware of the necessity to give praise when it is due, and here the point is made never to steal another's glory; and, in fact, if things do not turn out as anticipated, to, indeed, keep the blame to ourselves. These points, the author states, are essentials in the character of a good Leader.

How to delegate, being ready to learn and being responsible — these are among the many subjects dealt with in this book.

We all, from time to time, indulge—usually in private — in a soul-searching spree, and this small book can help us in our self-analysis. Useful to all endeavouring to be better Guiders — "Leadership and Life", by John G. Vance, price 45c from the Guide Shop.  
—S.W.

## EXECUTIVE JOTTINGS FOR FEBRUARY

The first item on the Executive Committee agenda, apart from the formal matters, was that of the Extensions to Headquarters building — discussions of possible plans and proposals, finance, etc. Everyone will be glad to know that a start has been made, even though there will be a long way to go before the building is actually finished.

The Lady Delacombe Cup Golf Day was next on the agenda. We are delighted that Lady Delacombe has agreed that this cup be played for in the Association in perpetuity, and proceedings from the 1966 day will go to the Building Appeal.

The establishment of the Uniform Sub-Committee, with Mrs. Osbourn Shave as Chairman, was finalised.

With the Australian Council meeting due in mid-August items which will be submitted for the agenda by Victoria are beginning to come forward for discussion by the Executive. Items for discussion and confirmation from the Australian Training Conference also came forward.

Discussions then covered such wide and varied fields as: appointment of an Extension Adviser for Victoria; booking for the Annual Meeting of the Association for 24th October, 1966; consideration of the appointment of a Religious Advisory Panel for the Scout and Guide Associations; a report from the International Representative; reports from, Training, Property, Camping, Public



Relations, etc; appointment of a representative to attend the National Youth Council of Australia — Youth and Student Seminar on International Affairs; discussions on matters affecting Guiding throughout Australia, such items as the All-Australia Guide Camp to be held in 1967.

And discussions on finance, Executive Committee appointments and resignations, etc. — a varied and interesting meeting.



# ❁ TO THE TREFOIL GUILD ❁

We would like to convey to you that, even if time and circumstances do not allow for active participation in new activities, there is a ready field at hand where their membership in Trefoil Guild can play an active part in bringing the spirit of Guiding into their job or sphere of life. They can help to revive confidence and security —

In their homes, by ensuring the sanctity of home life as a background for their children.

In their public duties, by preserving the dignity and integrity of true service to the community.

In their contacts with people, by fostering trust and understanding.

In their work, by restoring a place of honour for human effort of mind, brain and body.

In the factories, offices, services, by improving the quality of workmanship.

In their daily life, by upholding the standards of morality, honesty and integrity.

By their example as citizens, by contributing to the safety and happiness of their fellow-creatures.

Let us go forward with the firm conviction that the Trefoil Guild can contribute in no small measure to the well-being and prosperity of the future by a corporate effort to sustain the Guide way of living, which, if fostered and preserved, can lead many people along the road to peace and understanding.

—From "Trefoil Notes and News"  
and "Coo-ee".

*Don't forget your . . .*



## COMPACTOID first aid kit

*Small — Medium — Large*

As supplied to, and recommended by, your Association **AT YOUR GUIDE SHOP**





## TRAINING PAGES

### OUR PROMISE IN EVERYDAY LIFE

Isn't this quite clear? Why do we need to do anything about it? Surely because for some at least at Senior Branch age (and no doubt for Guiders, too) it is unreal, unrelated to life, and therefore irrelevant — or at least it is not always easy to see that it has very much to say to one's everyday life.

Take, for example, honour — the very first Law we promise to keep. What has this to do with honesty, and what is honesty? It is pretty revealing to ask each member of a Senior Branch group to write down a list of common, petty dishonesties and then to discuss the lists. (It may be necessary to remind them that it is small and reasonably common dishonesties that are in question: the petty cash not a hold-up of the local bank.) What they will argue about is what is, or is not, dishonest. As they do this, maybe the word "honour" acquires greater relevance for their daily life.

Then, take loyalty. Ultimately one hopes that this will, like duty to the Queen, lead to a discussion on good citizenship, but it needs to start with the conflicts of loyalty that are everyday occurrences. (Does loyalty lead to "cliques"? Does one "cover up" for a friend at school or work?) Clash of loyalties means choice and **how** to choose rightly means knowing something about the motives we act by.

Take a collection of newspaper or magazine advertisements (especially those aimed at the teenager) and ask, "What is the motive that is being appealed to in this advertisement?"

The answers we give pass into a discussion of good and bad motives. What are **our** motivations? What do we really want from life? What, in fact, is our aim?

Perhaps service is the part of our Promise which is most easily seen as real and relevant today. There is a deep fund of idealism and generosity and readiness to give to real need. The tragedy is that so often it seems that only the few can answer with personal ser-

vice the great and dramatic needs which touch the imagination: to feed the starving or to teach the illiterate to read. The service on our doorstep often seems in comparison to be tame and trivial. Maybe we need to help our Guides and Senior Branch to discover the **real** needs in the midst of our society. For example, have we, in Guiding, done anything very much to help the immigrant?

Service to people should lead us on to thinking about relationships between people, whether on a national scale or in our own small groups. For most of us, personal relationship is the most real, the most alive, thing we know. If this be so, may it not be right, to start here, and move through this understanding of relationship to thinking about God, rather than to start with ideas about God, of whom many have only an unreal or irrelevant conception?

Suppose we ask someone to write down that which is most real in her life, and then ask what relation does this have to her idea of God? If, in fact, it turns out that there is very little relation between the two, could it be because our idea of God is often devoid of any sense of relationship to Him? Surely, duty to God makes no sense at all unless it means love of God and of our neighbour (and we probably have to start with our neighbour).

For years we have claimed that our whole outdoor programme should, however indirectly, lead the girl to an understanding of God, the Creator, but have we put up with a dully and dreary campsite, turned in on itself? Have we given a chance for the Ranger's or Cadet's understanding of beauty to come out in the preparation of a lovely place for prayers or have we been content to look at each other as we stand round the flag-staff? Have we used the best of our singing or has the clatter of breakfast preparations been our accompaniment? Have we used campfires to deepen our understanding? In short, have we awakened wonder and stretched the imagination?



Of course none of this is new, but perhaps my last suggestion may be. In these days many people have quite a considerable collection of colour slides. It is well worth while taking a theme on which to compose a meditation, using slides, music (record player or tape recorder), and perhaps a reading or two. I have done this (though with Guiders rather than with the Senior Branch) on such themes as Epiphany and St. Francis' Song of the Creatures, besides the well-known hymn version, "All Creatures of Our God and King".

Finally, we must remember that these problems of unreality and irrelevance are not peculiar to Guiding: they are part of the whole contemporary picture. Our question is, can we, through our work in the Senior Branch, do something to help this generation to find the true way in everyday life?

—By Christian Howard from the "Guider."



## WHY?

### Attend Guide Meetings Regularly for at Least a Month

That is the very first thing that anyone who wants to be a Guide has to do and she must have done that, as well as other things, before she is ready to be enrolled. Why?

There are two main reasons for this. One is so that the girl who wants to be a Guide may have sufficient time to know just what being a Guide means, what happens at meetings, and what is the Promise she has heard she has to make? The other reason is so that the Company, its Guiders, Court of Honour and the recruit's own Patrol Leader, especially, have a chance to help the recruit to understand what being a Guide means and to decide if, and when, she is ready to be enrolled.

What will a girl learn about Guiding in four or five weeks? If she is already a friend of a Guide, she must know quite a lot already, so let us suppose that she doesn't know anyone in the Company. What will

she think? That is up to those who are already members of the Company.

Let us imagine Jean, a girl who has just heard vaguely about Guides, arriving at some Guide headquarters. She looks through the door, shyly, and sees a lot of girls of about her own age, some perhaps a little younger and some a little older, and two or three grown-ups, all wearing the same uniform — more or less! — and apparently all busy on different plays. Jean doesn't know what to do, but one of the grown-ups has seen her and comes over, smiling.

"Are you Jean? I heard that you might come along to join us. Do come in."

A few minutes' conversation, no awkward questions, just cheery comments on what is going on, and then Jean is passed on to a girl who has two white pieces of tape on a blouse pocket. Mary is that girl's name, but she seems to be called "P.L." by some of the girls in the bunch of five or six girls in the corner where Jean is taken. She learns that this bunch is the Robin Patrol, whatever that means, and everyone seems very happy and friendly.

Hardly had they sat down when everyone turns and holds up one arm. What on earth is happening — is it "keep fit?" No, it seems a signal for silence and attention — "a good idea that," thinks Jean, with memories of a screaming crowd in the school playground and an ear-splitting whistle which calls everyone back to lessons. "Leaders, please," says the same adult who spoke to Jean when she came in. Mary dashes off to join four others in front of the adult, and in a minute these girls return to their own Patrols to explain some new game. What fun it all is.

Back in the Robins' corner, already Jean feels that she belongs there where everyone seems to want to help her, and someone with one piece of white tape on her blouse draws her aside and gives a card with ten sentences printed on it. This, she says, is the Guide Law, which Jean must learn, but not just learn by heart, as it is no good unless she knows exactly what it means and how well it will affect her. "Captain or Lieutenant will be helping you with that, but it will be easier if you know the words first, and we often play games that will help, too."



You can fill in the rest of what might happen at that and other meetings, and if you think about it you will realise how much we are all responsible for what a recruit thinks about Guiding. To her, the people she meets in the Company represent Guiding.

The Patrol Leader and the Court of Honour, with the Guiders, who, of course, explain and discuss the Promise and the Law with the recruit, decide when she is ready to be enrolled. Four or five meetings may not be enough, so much depends on circumstances. Our Promise is a very serious one, and either the recruit herself or her P.L. may feel another week or two would help.

Note that regular attendance is necessary. It is no use any Guide going to meetings "when she has nothing better to do" — anyone who thinks that will do, isn't really a Guide at all! Of course, there are many reasons which do prevent people being at some meetings. One is when the Guide should be at home where there may be illness and her help is invaluable.

You who read this are no longer recruits, but these new girls are the responsibility of Guide and Guider — don't you think so?

—By E. M. Beveridge, from the "Guide".



## BECOMING A SECOND CLASS GUIDE

"Beginnings matter" — indeed they do. So do "continuings". What bigger disappointment for a newly enrolled Guide than to find out the next step did not come to expectations? Of what use is it to whet her appetite with the promise of adventures and experiences to come if that promise is not fulfilled?

When the recruit has passed her Tenderfoot Test and has become a Guide, what next? To her mind it's "Second Class", and she wants to start straight away, so make the most of that enthusiasm and ambition. Don't drive her, but let her know that you are as keen as she is for her to get on to

the next stage. See that she knows what the tests involve (from her P.L. or "Be Prepared", or a Patrol or Company "explanation book", etc.) so that she knows what she is aiming at.

Give her a chance to choose for herself which part of the test she will tackle first and be interested in what she has chosen. If she seems to be slow in making a start drop a hint to her P.L., or make an encouraging enquiry. Let the recruit go her own pace, making the most of each part of the test as she comes to it. An occasional, additional incentive may be a good idea for the slower (or lazier) ones (a Patrol challenge, for instance, or "firelighting before camp"); for the slapdash or those to whom things tend to come easily, a good stiff test is the best corrective to "skimping" or rushing ahead in a superficial, hasty way.

Let the Second Class Test in your Company be a target worth aiming at and make the passing of it an achievement which gives each Guide real satisfaction because she knows that it has cost her something in time and effort and sheer hard work, and because what she has done has in itself been worthwhile and satisfying.

The Tenderfoot Test gives a glimpse of some of the things that lie ahead; the Second Class Test opens the door a little further and gives the Tenderfoot a chance to try them for herself. To the 11-year-olds in our Companies "becoming a Second Class Guide" can give many worthwhile experiences — these among them:

**The fun and satisfaction of learning to do new things** — all the more interesting because they are different from things learned elsewhere, are presented in a way that gives purpose to the learning of them, and proof of skill in the testing of them. (The Guides will not get this satisfaction if they slide through on half knowledge or a lucky fluke, so don't let them down.)

**The fun of learning from one another:** Young people naturally receive a good deal of instruction from adults, and it is well worth while to use this opportunity of giving them a chance to learn from one another. There is very little in the Second Class Test that cannot be learned in this way (First Aid needs special care, of course, as it involves human life). Patrols will need



adequate equipment and the leaders will need practical help in how to teach.

**A chance to try things out for themselves:** Firelighting, cooking, stalking, observation — all these give an opportunity to try things out, and to learn by trial and error. Hints on how to do them are useful and acceptable, of course, but leave scope for experiment and initiative as well. There are many different ways of lighting a fire successfully — and even an “A” fire was once somebody’s original idea! Trying out a camp oven may take longer than making a piece of toast, but the chance to experiment will be worth more to the Guide who wants to do it than mere speed in passing a test.

**The excitement of personal discovery:** You will do more for your Guides by stimulating discoveries and being interested in them than by relating your own. The Nature Observation Test gives you a chance to do this. “I Spy” books, and the Nature Discoverer’s Notebook, are a help to those who find it difficult to know where to begin, but beware of a stereotyped “Nature Test”. Keep it individual, and remember that some of the most exciting discoveries are those that are stumbled on unexpectedly. There is plenty of scope for stimulating discovery in other parts of the test, too — how things work (whether the human body or the telephone!); how things are made (rope, for instance); why one method is more effective than another (First Aid and Knotting); how to use one’s powers to the best advantage (Scout’s Pace, Kim’s Game); “what people do to people” (trying to keep the Promise). Make the most of these opportunities as they arise, but keep a light touch all the time. Be interested, but don’t probe.

**The discipline of tackling something difficult** — a salutary experience too often denied to young people nowadays.

Different Guides will find different things difficult — but there is usually something that tests their “stickability”; so make the most of that, too, — but don’t leave them permanently stuck! Don’t be afraid to give them the experience of coping with failure if they don’t come up to standard, but make it a positive experience with opportunity for improvement and trying again.

**The encouragement of success** — a particularly important point for the less able 11-year-olds. Don’t wait till the whole test is

passed before recognising achievement; make the most of each small target achieved — a word of congratulation, a legible signature, a mark or a chart for all to see — these aids to self-respect and encouragement are not to be despised or neglected.

**Growth in self-knowledge** and in acceptance of responsibility — in small ways, of course, but it is valuable to have even a little knowledge of one’s powers and limitations, one’s strong points and weaker ones. There is scope for the revealing of a good variety of skill and ability, and of individual interests and difficulties in the Second Class Test. The health test is an entirely personal one, and so is “showing that she is trying to keep the Promise”. In helping the Guide to get to know herself, we need to get to know her, too.

The Second Class Test is a “continuing” but it is also a beginning, a series of beginnings, too. It is itself a next step, but it also leads to further steps in First Class and Proficiency Badges and in the new and fuller experiences they bring.

—By Janet Cozens, from the “Guider”.



Olave, Lady Baden-Powell



## **"DO NOT LET THIS PARTING GRIEVE THEE"**

This article appeared in a recent issue of the "Canadian Guider", and it was thought that Guiders might be interested in the ideas expressed.

Why don't we help them to say goodbye? Why don't we teach them to say "thank you"? Why don't we show them that they have a right to leave, but that there is a right way to do it? Why don't we encourage them to show this last courtesy? Why don't we make sure that they leave as friends?

Who am I talking about? The Guides we class as drop-outs. They have been precious members of our great Movement. They have become distressing statistics. Worse, far worse, when they leave the Company without a word, as most of them do, they become our very poorest publicity. If that sounds too strong, let's consider for a moment the feelings of the bewildered, bored, perhaps rebellious, insecure adolescent. Having been a Guide, having believed that a Guide is loyal, a Guide is courteous, a Guide is a friend to all and a sister to every Guide, how does she really feel inside when she leaves the Company at an age when she is truly lost and fed up with most things — school, home, Guides and herself?

She feels guilty and uncomfortable. She feels ashamed. She may invent stories about how stupid or dull Guiding was to justify leaving. More than likely she will do anything to avoid meeting her Guide Captain. She will shun her Guide friends and for years, if not forever, she'll feel resentful and anti-Guiding.

When we allow this to happen, haven't we failed this girl? And what does her attitude do to our public relations? What does her family think about Guides?

Surely we could perform one last and lasting service to the Guides who are going to leave us. Surely we could give them a planned and pleasant way to say goodbye and thank you! If we managed to do this for each one, the Guide would have no guilty feeling, her family would harbour no resentment and our public image would receive a boost rather than a disastrous setback. The Guide might even change her mind about leaving. After all, it is an "ornery" age!

We try to train girls for useful, happy lives. Knowing how to say "goodbye and thank

you" is useful all through life. Aren't we perhaps neglecting this?

Of course, there are "goodbye parties" for the Guides who move away, transfer, complete their Guiding years, or who have to leave for some reason and do it properly. These parties don't apply to the girl who doesn't know that Guiding, as a voluntary Movement, recognises her right to leave and wants to see her leave with happy memories and even regrets.

These are the thoughts that have led me to wonder why we don't have a "leaving ceremony" — one that is as impressive, as warm and as memorable as the enrolment.

People have told me this would encourage girls to leave. I doubt it!

People have said it would be impractical because the drop-outs would never show up for such a ceremony. I think a good Court of Honour could handle that.

People say the Captain doesn't know when a girl is going to drop out, but spasmodic attendance and reluctant participation generally precede the dropping out, don't they?

If the Patrol system works in a Company, wouldn't the Patrol Leader know when one of her Patrol is thinking of dropping out? If the Patrol-in-Council and Court of Honour work, wouldn't it be relatively easy to find out if this Guide is really leaving? Wouldn't it even be possible for the Patrol Leader to find out why the Guide had lost interest and record it? (This could be very useful information for Guider, Commissioner Training and Programme Departments if it were kept and passed on.) And, then, wouldn't it be possible for the Captain or Lieutenant to have a chat with the Guide's mother? If it is true that the girl is going to give up Guides couldn't the Patrol Leader then invite her and her mother to come back for a friendly farewell?

At a recent training I suggested a leaving ceremony to some prospective trainers, who welcomed the idea, and in no time planned two delightful little simple ceremonies — one for Brownies and one for Guides. They made up a farewell song, regretting the loss of a valued Guide . . . they read her a list of all the happy things they had done together . . . hikes, camps, projects and any special contribution she had made . . . and they presented her with a scroll listing all this and her own Guiding record as a sou-



venir. They finished off, singing their good-byes and their hopes that she would some day come back to Guiding . . . perhaps even as an adult with her own Pack or Company. After such a ceremony in her honour, no Guide could leave without saying "goodbye and thank you", and perhaps, as I have said, knowing she can leave, she might even change her mind!

If the idea of a leaving ceremony seems a good one that leaders would like to try through their Court of Honour, may I make one last suggestion?

Please, couldn't we let the spirit of the farewell be the only standard part of the ceremony. The ceremony itself could be of each Company's own devising, as original, as varied and as much fun as Guiding at its best!

★   ★   ★

## WHAT IT TAKES

Looking back after years of belonging to this alive organisation, certain truths stand out. People, young and old, want to join or we oldtimers would be saying, "Remember the Girl Scouts? (They?) (we?) had fun when we belonged to that club."

How does an idea, for truly that's all it is — you can't touch it or buy it in a package except in book form — stay appealing to girls of such a variety of ages, nationalities, geographies and abilities? Why do people like yourselves often shut the door of your homes, leaving unmade beds and dishes on the sink, to go to meetings about Girl Scouting? Why do communities give money to their United Funds — and buy cookies to provide the backing the groups of girls need?

There is no single answer, but we can assume that those wise founders and developers of our Movement, Lord Baden-Powell, Juliette Low and other fine women had "what it takes"!

Some of these qualities are courage to be different from others, to promote a new idea, to have a deep love of youth, faith in good will, belief in the values of knowing the outdoor world, and enthusiasm in "doing" and "being". They had that magic quality of leadership which makes others want to join and help carry out whatever is needed. They had the great gift of letting other people help them.

This is indeed an ability to cultivate, as each joiner brings different attributes, and it often takes great skill to merge all of these contributions into a useful whole.

Our pioneers knew a young organisation would need a clear-cut programme and code of ethics to weld it into a Movement that could be joined by many. They also knew this programme must keep itself up to date with its times, but its basic beliefs — our Promise and Laws — must be so simple they need not be refreshed except in emphasis.

When I joined in 1923 there was a "Girl Scout way" to carry out many of the programme skills. We passed a very literal and strict Tenderfoot Test, struggled through Second Class Rank, doing the skills as directed, and earned many badges ourselves — or how could we teach them to girls? I must say it was fun, though it took its toll of some leadership who spent the time they had available on their own progress!

Courage to be different means you have convinced yourself of the rightness of some belief you've adopted. I'm sure most of you have seen "Mary Poppins", and some of you had only a dim idea of the Suffragette Movement for which the mother paraded and helped to bombard the officials. (Demonstrations of beliefs still follow a similar pattern!)

Our pioneers had courage to be different. Fifty years ago girls were mainly taught skills in their homes. There were definite patterns which a "little lady" followed. Camping and out-of-door skills were novelties. I can't believe we'll ever want to eliminate this part of our programme or that it will lose its appeal for girls. Our problem will rather be to keep inventions and easy solutions from taking over. So far, when camping, we haven't been able to plug our toaster into a tree trunk — Heaven forbid!

Our pioneers had enthusiasm. This is a magic ingredient that helps surmount difficulties. To be enthusiastic one must have accepted some idea to promote or carry out. Some enthusiasts are only interested in arousing responsibility for execution in others, and step aside when this is accomplished (those who find Troop Leaders). Others want to carry out the job — be a Troop Leader or a Committee member. Both



these persons need enthusiasm, as both will experience discouragement and need to be bolstered by the strength that comes from a true commitment.

This is a baffling time in which our girls grow up. Some of us can look back to the simple school and neighbourhood life we knew. I was thinking recently about a High School group which tolerated me. I was a tubby young one who couldn't carry a tune, but was invited periodically to a home after school, where we stood around the piano and sang the then popular songs. I recall being delighted to be included.

In pioneer days when we organised a Council to give backing to the four or five Troops that had sprung up in a city or town (often started by girls whose brothers were enjoying Boy Scouting), our goal was to find women who were busy in other community activities and who had subtle leadership qualities of letting others help. When we found a lady who'd been President of her organisation for 10 or more years — we wished her well and didn't ask her to join. Why? Girl Scouting thrives on changes and believes in administrative rotation. Juliette Low only kept the National Presidency for her term, knowing she could continue to give her skills in other capacities.

The urge to belong has always played a strong part in our programme. Each of us seeks a code of ethics which we can adopt as our own. Girl Scouting has always aimed to provide a simple statement of the "Golden Rule". Most of us inherit our religion, but most Girl Scouts choose to belong and freely accept its code. Perhaps this is one of our strong appeals.

Our pioneers had faith in goodwill — a powerful strength we all need at any age.

It takes character to be a Troop Leader. Like mothers, they'll never know the potency of their example or the values they have established until much later, if they have the good luck to hear then. Girl Scouting contains much help for Leaders, but we know it's not the only influence on adult or girls' lives.

Today all of us are subjected to great conflicts of ideas. We're bombarded through our eyes and ears with much information and propaganda. Which is real? Which is true? Which should we believe? Have we heard both sides?

Our hope as Girl Scouts is to demonstrate by our behaviour that we are making every attempt to live up to the basic precepts of our Movement. When you're wavering with a decision, re-read the preamble of the Girl Scout Constitution for the strength and courage to choose the wisest course, knowing as our pioneers did that change is inevitable to keep alive and alert. We may need to accept a new idea.

Character is an old-fashioned word we still use. We say, "She has character", or we say, "She's a character!" The first implies her ability to weigh decisions and follow a course based on her own beliefs, sometimes different from the crowd. The other, "She's a character", is most often said with a tinge of affection and even admiration for her ability to be different because of personal conviction.

Our job for girls is as big and influential as we have the strength and courage to make it. You lucky Troop Leaders have been given a precious opportunity. The girls in your Troop are looking to you for demonstrations of your beliefs in the ethical code. How do you handle conflicts? How do you eliminate partiality? How do you take disappointment of their failure to carry out a promise? It's not how many skills you have, but what you're like as a person, a friend, their Leader. These abilities you bring with you to a training course. There you learn the "trimmings" and are reinforced in your personal beliefs by sharing your thoughts with other fine women. You're lucky, though I know it's sometimes hard to realise it.

"What it takes" goes all through our Movement, from pioneer to today's leaders in all capacities.

Courage to be different.

Ability to give of one's self.

A deep love of youth.

Faith in goodwill.

Ability to activate the ethical code.

Skill in letting others help you.

Strength to question the easy way out.

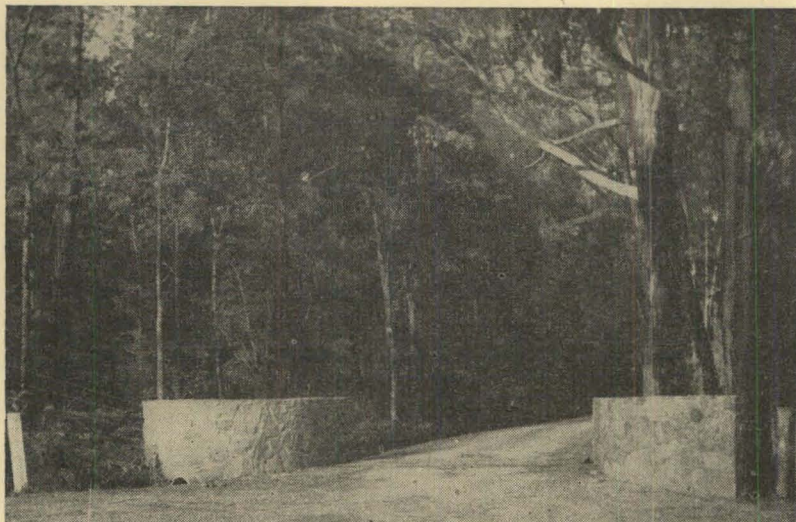
Willingness to abide by an understood decision

(Many oldtimers saw the end of Girl Scouting when the uniform was changed from khaki to green!)

and dozens of other character attributes.

Continued on page 275





## BRITANNIA PARK



Have you a favourite hymn? Most of us have. Would you like to send us a copy of yours?

During the recent Training Conference, which was held at Britannia Park in January, a service was held in the Tartandi Chapel. The collection from that service was given to us to buy something for the Chapel. The Committee has decided to make a collection of favourite hymns, submitted to us by any member of the Movement. These we would have printed in very small books, not only to be used in the Chapel, but to be on sale in the Canteen for anyone who likes to purchase them. We hope especially that the Diplom'd Guiders all over Australia will send us THEIR favourite hymn, because, after all, it was their Conference and their service that started this idea.

Please don't leave it to the other fellow to send in. YOU send YOUR favourite hymn. We would appreciate a good response to this.

Contributions should be sent to Mrs. R. E. Gray, 56 Balwyn Road, Balwyn. We would need the words, please, as they differ sometimes. Could we please have them by the end of June, or sooner if possible? We hope all denominations will contribute to this.

We hope some of you are marshalling your forces to come up to paint the B.P. Hut on 20th April. Pity the poor Committee if they are left to do it on their own! Work starts

at 11 a.m. and finishes at 3 p.m., so we do want help for that short time.

The Committee would like to thank the following for their help with the Maintenance Fund during the month of February:—

- 5th—Knox Division.
- 6th—Knox Division.
- 7th—Knox Division.
- 8th—Knox Division.
- 9th—Knox Division.
- 10th—Knox Division.
- 11th—Knox Division.
- 12th—Knox Division.
- 14th—Boroondara Division.
- 17th—Beaumaris L.A.
- 21st—Chadstone L.A.
- 22nd—3rd Surrey Hills Coy.
- 23rd—Yarraville L.A.



### The TIONS of SUCCESS for any activity

INSPIRation  
ORGANISAtion  
CO-OPERAtion  
PERSPIRation



# KNOW YOUR COMMITTEES



## THE FINANCE SUB-COMMITTEE

The Finance Sub-Committee, of which the Association's Honorary Treasurer is Chairman, has seven members, including the State Commissioner and her assistants.

While the Executive Committee is responsible for all the affairs of the Movement, including finance, they delegate to the Finance Sub-Committee the day-to-day supervision of all financial matters, and the Finance Sub-Committee reports regularly to the Executive Committee on its stewardship.

The main functions of this Sub-Committee involve:

1. The Equipment Department (our Guide Shop).
2. Responsibility for our paid staff.
3. The general budgeting and supervision of the Association's finances.

## Guide Shop

The Guide Shop is really quite big business. It had sales last year of \$148,000, and this year its budget is \$150,000, or around \$3,000 per week. Yes, we do make a profit — a profit very vital to the overall finances of the Association, as, next to members' subscriptions, it is our main source of revenue. As a matter of fact, the profit accounts for more than a quarter of our revenue. To achieve such sales and to operate the Shop profitably, modern business methods (for instance, stock control) are essential.

Although most of our goods are purchased locally, the majority of technical publications comes from England, which requires careful planning to maintain stocks. Accounting for our sales and purchases entails a large amount of work, with hundreds of accounts, invoices and cheques to be handled each month.

In addition, to assist Guiding in both Geelong and Ballarat districts, local enthusiasts help in staffing depots where stocks of most items are carried.

The Finance Committee accepts the responsibility for the smooth running of YOUR shop.

## Staff

Our Executive Committee consists of some 22 members, so they have delegated to the

much smaller Finance Sub-Committee the task of looking after our paid staff.

This entails such things as engaging staff, their conditions of employment, superannuation, holidays, sick leave, rate of pay, etc. The Association endeavours to make conditions of employment as generous as possible and in line with conditions operating elsewhere. All our staff, if not members of the Movement when they come, are soon imbued with its ideals, and give generously of their time and ability to foster its interests, and it is felt that people who make Guiding their career should not do so at a financial sacrifice.

## Overall Finances

The Movement prides itself on the fact that over 90% of its funds come from its own members. In other words, it practices the principle of self-help.

A detailed budget is prepared at the beginning of the financial year covering both income and expenditure, and knowledge and experience help in making this budget extremely accurate. Its preparation is the responsibility of the Finance Sub-Committee, and it is then submitted to the Executive Committee for approval.

The Building Pool Scheme is also administered by the Finance Sub-Committee, and at the present time we have \$47,350 entrusted to our care for 32 Districts and/or Local Associations, and 15 advances totalling \$10,700 have been made to assist various building schemes.

In addition to the strictly Headquarters side of our finances, allocations are made to Britannia Park, the various branches and sections, etc., who all submit their budgets and requests to the Finance Sub-Committee, which makes recommendations to the Executive Committee, depending on the finance available. The investment of surplus monies, all insurance matters and the maintenance of our buildings and properties are also the responsibility of the Finance Sub-Committee — a Committee which contributes much to the smooth running of the Association.



## VICTORIAN JUNIOR ROUND-UP

24th to 31st January, 1966

Boolarra, a small country town 14 miles from Morwell in Gippsland, was the place chosen for the Victorian Junior Round-up which had International Friendship as its theme. Guides from 2nd, 4th and 6th Kew Companies, and 2nd Yallourn, 2nd Dandenong, 2nd Essendon and 1st Aberfeldie Companies camped in Patrols, each representing a country — Japan, Italy, Canada, New Zealand, Switzerland, Holland, Denmark, India, U.S.A., Papua/New Guinea, and Great Britain (staff).

Throughout last year the Guides of several of the Companies worked for the Round-up Badge. Among the requirements for this badge, which had been drawn up by a Court of Honour, were 10 hours' service to the community, learning songs in other languages, and helping to make a rope ladder, which then had to be climbed with a billy of water in the hand.

Most of the Patrols formed links abroad, through pen friends, and obtained information regarding traditional food, customs, national dress, etc. Some Patrols were fortunate enough to have flags and other gifts sent to them. A Canadian Company sent their Union Jack, which can no longer be used in their country. It was flown during Round-up by the U.K. Patrol, and is to be sent to a Company in Fiji later this year. The U.S.A. Patrol was very relieved when an American flag was sent to them from a Girl Scout Leader in Massachusetts, as the thought of making 50 stars rather horrified them. Some Patrols were less fortunate and had to make their own flags by hand — these were Canada, Japan, Denmark and the Netherlands.

A great many swaps, such as tulips, small totem poles, shrunken heads, tikis, Japanese dolls in kimonos, necklets featuring the leaning tower of Pisa, earmuffs, Scottie dogs, umbrellas and national flags had been made by the different "countries", and there was much enjoyment in exchanging these. Other souvenirs were available at the Trading Post, including artifacts from Papua/New Guinea, which were very popular.

The Patrols made gateways or notices for their camps. Holland had a striking-looking windmill, which stood up to all the weather, but New Guinea's impressive erection of

bamboo poles and native shields was less lucky, and the strong winds caused it to spend much time flat on the ground.

Most of the Guides travelled to camp by train and bus, then struggled over the hill to the campsite with their luggage, as the bus would not fit under the low railway bridge. It seemed miles to the camp in the heat. Our first day was spent setting up our Patrol camp sites and getting to know one another, while camp name tapes and the Round-up Badges were presented during the first evening.

We had an official opening of the camp, when Mrs. Johnson, the Regional Commissioner, and Mrs. Hibbins, our Hostess, and the District Commissioner, were among the official guests. A Horseshoe was formed, Colour-Bearers broke the twelve flags while the World Song was sung, and the Regional Commissioner officially opened our Junior Round-up.



That evening the local Guides were among the visitors for our first campfire, when a representative from each country, dressed either in the Guide uniform of her country or national dress, placed a piece of wood on the fire — which unfortunately could not be lit — and gave a greeting in the language of their country. We were entertained by Maoris in traditional costume — "twirling the Pois" and demonstrating a stick game — saw a Japanese tea ceremony. At the end of the campfire we were each given the name of someone in the camp who was to be our secret buddy. The aim was to be helpful to our buddy without revealing our identity. This was a very exciting feature of the camp, and it was so nice to find one's bed made, shoes cleaned, or the car washed!

We were very fortunate to have Janet Cole and Trudy Monk with us. They had been abroad last year representing Australia at



camps in the U.S.A. and Jamaica. They taught us many new songs and told us of their experiences. Also among the campers were an American Girl Scout and a member of the German Girl Guides.

One day we went by the local train to have a swim in the baths at Mirboo North. This was much enjoyed, as the little Morwell River which ran through the campsite was not deep enough for swimming, though we enjoyed getting into it to cool off.

On Visitors' Day everything began very well with all our flags being broken at the right time — a great effort for us; in fact, one day the American flag went up "in distress"! Camp duties were completed in record time, and many national displays and exhibitions were prepared. Italy had Julius Caesar's Museum and New Guinea had many traditional native carvings. Items, including a demonstration of the American way of hoisting their flag, were planned. However, after lunch the weather changed, and we had heavy rain and strong winds for most of the afternoon. Many visitors came, but our entertainment had to be curtailed. Perhaps one of the highlights was when the auto tent blew down while the G.I.C. was inside, endeavouring to hold the centre pole. We had a special campfire that night in the barn, when stunts and items from the countries had their place in the programme.

After four days of total fire ban it was very nice to be able to cook outside again, although our Q.M. had done wonders with three small Porta-gas stoves in our hired caravan. Each Patrol cooked traditional dishes for their tea; I visited Canada, and had corn fritters and popcorn, while Holland had "stimp stamp" and India prepared a special type of rice.

Then we went up the hill again to the barn, carrying our Trefoil candlesticks, cut from balsa wood, which had been decorated according to individual taste during the week. After a most enjoyable campfire, which included the old Mexican game of "pinata", we had our Guides' Own Service, based on the theme of friendship. It was conducted on the lines of those held in the U.S.A., and was one of the most impressive I have ever seen. Songs such as "Do, Lord" and "He's Got the Whole World in His Hands" were sung instead of the more usual

hymns, and it was concluded by a representative from each country, in national costume, in a circle in the middle, while the whole camp sang the World Song. Then it was time to reveal our secret buddies, and there were many cries of amazement, "Not you!" Candle-holders were exchanged, and the campers walked back down the hill with their candles alight. A very impressive ending to a camp based on international friendship and fun.

—Jenny Mills.



## HELP OTHERS TO HELP THEMSELVES

The money raised by the Australian Freedom from Hunger Campaign will help finance important projects in the under-developed countries of South-East Asia, Africa and the Pacific.

Each year hundreds of projects are submitted to the Special Projects Committee of the Australian Freedom from Hunger Campaign by organisations like the Food and Agriculture Organisation, United Nations Children and Refugees Funds, Australian Council of Churches and Catholic Overseas Relief. In most projects, Australian Freedom from Hunger pays only part of the cost, and services, money or manpower come from the Government of the country concerned.

The current campaign will support 28 projects in Taiwan, Jordan, Malaysia, Ceylon, India, Iraq, Philippines, Morocco, Malagasy, Macao, Solomon Islands, Thailand, Tunisia, New Guinea, East Pakistan, South-East Asia and the Fiji Islands.

The Freedom from Hunger Campaign does not provide handouts of food, but finances projects which will increase the capability of the country to produce more food.

It is recognised that the only effective means of overcoming world hunger is by the application of modern scientific methods of food production and population control.

In 1967 hundreds of skilled men will go into different countries on different missions . . . the agricultural scientist who improves the seed which increases the yield . . . the engineer who diverts the rivers to irrigate the land . . . the nutritionist who teaches people correct diet . . . the veterinarian who saves precious livestock . . . the agricultural expert in sheep, fish farming, poultry, dairy and grain. These and many more.



## **REPORT OF AUSTRALIAN UNESCO SEMINAR** (Continued from March issue)

### **Discussion Findings**

1. More adequate educational system to educate the whole man as well as the specialist.
2. Adults, as an influence on youth, must also be educated through a broadened system of adult education.
3. Trained leaders are in demand.
4. More opportunities for giving young people responsibilities are needed.
5. Youth needs training in community affairs — living in amateur environment away from home, e.g., camps.

### **Influence of Films, Radio, Television and Literature on Young People**

Speaker: Mr. N. Rosenthal, Director of Department of Audio-Visual Aids, University of Melbourne.

Mass communication derives its power from latent emotions of its audience.

Mass media has affected conditions; it will only reinforce desires. There must be an outside influence or a desire for a change. Face-to-face contact is still the most effective for influencing people's desires — personal contact first, then follow up with mass media.

Literature is different from T.V., etc., which have a passing influence. Books build up a bank of interest. Good literature has a good effect. Mass communication is not using its impact to the best advantage. There is a move for an educational T.V. station to be set up on the remaining channel in all States.

### **Use of Leisure Time**

Speaker: Mr. Gary Killington, Director of Service to Youth Council, Adelaide.

Leisure is full time — time at one's own disposal. Choice of leisure-time activities is a self-choice for each individual. How far should we go in deciding what uses people "ought" to put their leisure time?

When people have more leisure time they frequently get another job, so that they can be usefully occupied.

Young people are spending more time away from their family than has been the case previously. In comparison with the past generation, young people today are much more affluent.

A delay in marrying, extension of education, means that young people are having an extended childhood or a delayed adulthood. The commercial world sets out to capture the adolescent stage — it has developed an image of youth.

Socialising activities are popular because adolescence is the time when the young people realise they are individuals; they wish to identify themselves with type they would like to be in the future. They want group activities to provide a setting where they may experiment, discuss and decide.

Youth clubs, youth organisations and youth sporting activities are often seen and supported largely as delinquency prevention measures; and so we see organisations and activities, directly related to youth work at a recreational and leisure-time level, being attached to the Department of Social Welfare, rather than, as one would expect, attached to the Department of Education.

Many young people are seeking satisfaction for the socialising desire outside the organised club. The commercial world supplies some of this satisfaction with coffee lounges and casual dances.

Youth itself sees its prime leisure needs as being the opportunity of meeting and mixing with others of their own age. They also want to engage in activities in which they can list their skills and express their creativity. They seek challenges that they can meet. In all their activities they like a voice at the decision-making level and want to be able to assume some responsibility.

They seek facilities that will satisfy their needs, rather than accept facilities for accepting sake, as has often been the case in the past.

So, while it may seem that life for the teenagers is gay and full of fun and adventure they have very real needs and basic reasons for this particular development of leisure time.

### **Preparation for and Development in Working Life**

Speaker: Mr. R. D. Butcher, Executive Officer, Personnel and Training, Broken Hill Pty. Ltd.

Points raised for discussion:

1. The necessity to acquire some form of qualifications in preparing for working life.



2. The need for sound general Secondary School education.
3. Means of relating school studies to working life, career advice, vocational guidance, better and more inspired teaching.
4. The need for students to progress as far as possible in both secondary and tertiary education.
5. The need for employers to encourage and assist further study.
6. The effect of the affluent society on youth's desire to succeed.

### Young People and International Affairs

Speaker: Mr. L. Perott, Past World President, Junior Chamber International, Member of Victorian State Executive of Australian Boy Scouts Association.

Adolescence is a period of uninhibited creative thinking. They want participation in vital issues. There is a danger of the young simplifying situations as black and white. Young people communicate quickly, learn more quickly — uninhibited contact. Education breeds contempt of race; breeds differences where differences do not exist.

Australia is a country of uninhibitions, with no history or background. Youth has a major significance, a potential significance collectively.

Youth has the unparalleled opportunity to comprehend nature of problems internationally, because they work from similarities and compromise with differences.

For the final two days of the Seminar, delegates, in small groups, followed up topics, of their own interests, into facilities and activities available for youth in South Australia.

Three young men and I made a report on the value of residential camps and their effect on the character of young people in relation to an awareness of community affairs.

We approached the National Fitness Council of S.A., Schools of S.A., for our sources of information.

The value of camping is recognised by schools and youth organisations, but the opportunity for all young people to camp is still not available.



### PRESTON DIVISION REVELS

Brownies of Preston Division spent a happy afternoon at Edwardes Park, Reservoir, when they held their "Fairy Tales" Revels.

Each Pack's "Home" was indicated by a large sign depicting the tale which the Pack was representing, and everyone in the group wore a small, appropriate label which Brownies had helped to make.

Games were played in the sunshine, and then each Pack had at least one visitor whom they entertained to afternoon tea. Guide Guiders of the Division were invited for the first time, and they were as thrilled to be included as the Brownies were to have them. L.A. members formed quite a large group of interested onlookers.

Mrs. Kirk, Division Commissioner, and Mrs. Barclay, Treasurer of Guide House Committee, were special guests, and each took part in the programme. Brownies followed most intently the adventures of Mrs. Kirk's "Old Lady in the Vinegar Bottle" story, and a Brownie from each Pack presented to Mrs. Barclay the Pack's contribution towards Brownie Cottage maintenance. Cinderella's sparkling shoe, the Three Little Pigs "brick" house, Robin Hood's "modern" weapon (a revolver) were amongst the containers in which sixpences were presented, and Mrs. Barclay congratulated the Brownies and their Guiders for all the work which had gone into signs, labels and containers, and assured the Brownies that she would see that "their" money was put to the right use.

Brownie Bells brought to a conclusion another most enjoyable "Revels".

\* \* \*

You are not really what you think you are,  
but what you think, you are.

\* \* \*

Optimists are wrong just as often as pessimists,  
but they have a much happier time.



# CAMPFIRE SONGS

## "KINDAMINDI"

The musical score for "Kindamindi" is written on a single staff in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The tempo is marked "Moderate". The lyrics are written below the notes. The score includes several performance markings: "moderate." at the beginning, "mf." (mezzo-forte) above the second line, "f" (forte) above the third line, "Cres." (crescendo) above the fourth line, "p." (piano) above the fifth line, and "mp. Poco rit." (mezzo-piano, slightly ritardando) above the sixth line. The lyrics are: "We are Guid-es, We are Guides, Mak-ing friends to - get - her With our Found-er's dream be-fore us, Days of fun and laughter draw us Through all kinds of weath-er. Kin-da-min-di camp of laughter Joys of friendship hail-ing, And with close of day in-vit-ing Camp-fire flames leap up a-ris-ing, Guides from all Aus-tra-lia."

Camp Song of Camp Kindamindi, New South Wales, 1965.

### "MY FATHER'S HOUSE"

This song, published in the December, 1965, issue of "Matilda", is also known as "O Come and Go With Me".

As "O Come and Go With Me" the song is published in "The Second Gilwell Campfire Book", published by C. Arthur Pearson Limited, and written by Rex Hazlewood, John Thurman and A. Mackintosh.

We are grateful to C. Arthur Pearson Limited, London, for their copyright permission.

### "MY LORD KNOWEST THE WAY"

This song was published in the January/February issue of "Matilda", and we have now ascertained that the copyright of the song is held by Mission Publications of Australia (Light Through Literature to Australia's Aborigines), Sydney.

The author is Sidney E. Cox.

We are appreciative of their gesture in granting us permission to reprint.





Badge of the International Fellowship of  
Former Scouts and Guides (red Fleur-de-  
lys on a white Trefoil)

### REGIONAL GATHERINGS OF INTERNATIONAL FELLOWSHIP OF FORMER SCOUTS AND GUIDES, 1966

For the information of Guiders and members of the Australian Fellowship (Trefoil Guild) the following countries will hold Regional Conferences to which representatives from Australia would be welcome:—

1. Switzerland, Geneva: 28th to 30th May. Language: French.
2. Denmark: 13th to 17th July. Language: Scandinavian and a little English.
3. Ireland, Dublin: 26th to 29th August. Languages: English and French.

Any Guildswoman likely to be abroad and able to visit one of these Conferences should contact the President of the Australian Fellowship (Charles Homer Fraser), c/o Baden-Powell House, 384 Elizabeth Street, Melbourne, who will arrange details and accreditation. The State International Representative should also be informed.

Any Guider likely to be abroad and able to visit one of these Conferences should contact her State International Representative at Guide Headquarters.

---

### WHAT IT TAKES

—Continued from page 267

You wouldn't be here if you didn't have "what it takes"! Be proud to be a Girl Scout!

Be a one-woman public relations agent. Tell your friends and neighbours the **good** part and not how hard you work, or they'll call you a character and leave you to carry out the job you accepted, unaided.

—Talk by Vaal Stark to Santa Clara (U.S.A.), County Delegate Council Meeting (from Santa Clara Girl Scout Leaflet).

### AUSTRALIAN RED CROSS SOCIETY (VICTORIAN DIVISION)

1st March, 1966.

Miss B. M. Macartney,  
State Secretary,  
Girl Guides Association,  
20 Russell Street,  
Melbourne, C.1.

Dear Miss Macartney,

We wish to thank members of the 1st Derinallum and 1st Creswick Companies for the assistance received at the recent bushfires at Creswick.

Red Cross members from our Headquarters at the Creswick Post were indeed very impressed and most grateful for the service the girls so willingly gave during their Holiday Camp at Creswick.

Would you please convey to the Guide Leaders of these Companies our sincere appreciation.

Yours sincerely,

IAN CONNELL,  
Chairman, Victorian Division.

\* \* \*

### WORLD HEALTH DAY — 7th APRIL

The World Health Organisation says that, generally, cities are growing at an even faster rate than the world population explosion, causing widespread overcrowding and slums. This leads to a decline in health standards and a threat to social welfare.

The biggest rise in population is in South America and Asia, where a number of cities have doubled or trebled in 20 years. Caracas in Venezuela has increased in size by five times in 20 years.

Overcrowding, inadequate housing and the dwindling of parklands and open spaces all have indirect effects on health and welfare.

On World Health Day the organisation tries to draw attention to human needs in complex modern communities and the contribution health workers can make towards harmonious environment.

—(From the Journal of the Voluntary Health Insurance Council).

\* \* \*

He had occasional flashes of silence that made his conversation perfectly delightful.  
—Sydney Smith.



# NOTICES

## ANNUAL ST. GEORGE'S DAY SERVICE FOR SCOUTS AND GUIDES

WHERE: St. Paul's Cathedral, Melbourne.

DATE: 22nd April, 1966.

TIME: 7.45 p.m. to 9 p.m. (approximately).

The Address will be given by His Excellency the Governor, Sir Rohan Delacombe.

**Colours:** Each Company is asked to select a well-trained Colour-Bearer (no escorts, please), who will carry her flag in the Procession of Colours. Colour-Bearers are asked to report by 7.15 p.m. in the Cathedral Close. Will you remind your Guiders, please, that it is essential that the Bearers selected know how to handle Colours, and that they are in correct uniform (no white petticoats, please). Holsters **must** be brought, otherwise Bearers will not be permitted to participate.

**Note:** It is the responsibility of Commissioners and Guiders present to impress upon the Guides the necessity for SILENCE before and during the service. In the past there has been a "buzz of chatter", which is most distracting. Would you do your utmost to maintain SILENCE, please!

Further details of this service were given in the April Commissioners' Newsletter. Make sure you ask your Commissioner for these, please.

## SENIOR BRANCH

Don't forget the Senior Branch Conference Camp to be held at "Aldersgate", Methodist Fellowship Centre, Belgrave, from Saturday morning, 11th June, to Monday, 13th June. This promises to be a fun-packed and interesting weekend, so keep these dates free. Further information later.

Convener: Mrs. L. Hipworth, 15 Oxford St., Burwood; phone 29 7070. (Camberwell Rangers).

\* \* \*

## Slides

The Training Department would be glad to hear from any Guiders who have slides which could be used to make up sets for hiring from the Training Department.

As you know, the Training Department already have sets on Colour Ceremonial, Snake Bite and Bandaging, and they would like to extend their range of subjects.

The Training Department would be glad to purchase any slides which are suitable for this purpose.

## CAMPING DEPARTMENT

### State Camp

We are happy to announce that a State Camp will be held at Britannia Park from Thursday, 12th to 19th January, 1967. We will tell you more about this next month. Watch "Matilda".

—LYSBETH TURNBULL,  
State Camping Adviser.

### Camp Staff Book

It has been suggested that a camp staff booking list be kept at H.Q., where a Guider needing experience or staff could place her name, and the book could be accessible to other Guiders to consult. It is to be self-organised, as it would be left to the Guiders concerned to contact each other and cross out their names when they had done so.

This suggestion is thought to have merit, and a book will be available for use by Guiders, with no H.Q. responsibility. It will be found in the Camping Department.

### Pack Holiday Training

If applications warrant it, a Pack Holiday Training Course will be held at Headquarters and will consist of four Tuesday mornings from 10 a.m. to 12 noon, commencing on Tuesday, 31st May. This course will be limited to the first 36 applicants. Guider-in-Charge, Miss D. Holtz.

Applications on blue training form to Camping Secretary, Mrs. B. D. McNally. Fee: 50c.

\* \* \*

If applications warrant it, a Pack Holiday Training Course will be held at Headquarters and will consist of four Tuesday nights from 8 p.m. to 10 p.m., commencing on Tuesday, 31st May. This course will be limited to the first 36 applicants. Applications on blue training form to Camping Secretary, Mrs. B. D. McNally. Fee: 50c.

\* \* \*

### Campcraft Training Course

The next H.Q. Campcraft Training Course will be held at Britannia Park from Monday, 17th October, to Friday, 21st October. Further details later, but keep these dates free.



## STAMPS



—Block by courtesy of the "Herald"

The Post Office will issue a special 4 cent postage stamp about the middle of this year to mark the 75th anniversary of the founding of the Royal Life Saving Society. This Society was first established in England in 1891, its activities being later extended to other countries. The Australian branch was formed in 1894. Further details will be announced later. Papua and New Guinea will issue another new set of four stamps in June next. The values will be 2c, 7c, 30c and 60c.

Some of the new Australian decimal currency stamps have the same designs as those previously in use, so care must be taken when sorting. The older stamps could increase in value as time goes by.

Send all packets of stamps to the undersigned at 12 Cowderoy Street, St. Kilda, S.2.

—LORNA E. CUZENS,  
Hon. Organiser for Stamps.

---

## INTERNATIONAL DAY IN SOUTHEASTERN REGION

An international programme was arranged by the State International Representative, Mrs. G. Farrow, one Saturday from 1.45 to 6 p.m. at the Cheltenham Guide Hall.

Mrs. Barwick, the Region Commissioner, invited three Guides from each Company within the Region to participate in this international adventure day — geared to Thinking Day — with the aim that each Guide could take back to her Company new songs, dances, and Guiding knowledge with international flavour.

The Guides were divided into six Patrols, under the leadership of Miss Heather Bowe, Australian representative at the Philippine International Camp, January, 1966; Miss Rosemary Kelly, standing in for Janet Cole, Australian representative at the All States Camp, U.S.A., 1965; Misses Trudy Monk and Robyn Riddett, Australian representatives at the U.S.A. Girl Scout Round-up, 1965; Miss Pat Stamp, a Guider from England; and Miss Cheryl Steel, Victorian nominee for the Honolulu Conference, 1966.

Each group learnt about a country — a song or dance (which it later presented at the campfire), and also something of Guiding — uniform, tests and camps of that country.

After Patrol time and afternoon tea, Mrs. Walker took us on a song trip round the world. As we arrived in a country adopted by any of our Patrols, we listened to the song or saw the dance learnt earlier.

Highlights of the afternoon were: Seeing the national costumes from the Philippines, doing the Filipino dance with two sticks held at each end by girls who beat them on the ground twice, and then together. The dancers go over and between the sticks — this was very exciting and rather difficult, but we all mastered it to some degree and performed it at the campfire.

(Jan Wardrop, Vivian Atkinson and Jenny Doery — 1st Gardenvale).

We heard of Robyn Riddett's trip to America and Jamaica, and she taught us the Round-up Round, the song especially written for the Round-up Camp. We sang this song at the campfire. Robyn told us about Girl Scouting, with emphasis on uniform, test work and camps.

(Susan Davies, Bronwyn Hogan and Lyn Reynolds — 2nd Jordanville).

We all learnt "The Aunty", a song the American Girl Scouts enjoy singing, too. It has very good actions. We heard about American Girl Scouts, too, and this we found very interesting.

(Jillian Senior, Maureen Dawkins and Helen Pascoe — 2nd Glen Waverley).



## JOURNEY AMONG FRIENDS

Some 15 years ago a young Canadian Guide applied, through Post Box, for a pen-friend in Australia. Nine years later she, as the only Canadian representative, attended the Young Adults' Gathering in Suva. Now she is here with us in Australia, meeting her pen-friend for the first time, renewing acquaintance with Australian Guiders met in Suva, and bringing news of others scattered around the Pacific, who attended the same Gathering.

Our visitor is Miss Elsie Steeves, Captain of 3rd Moncton Company, New Brunswick, Canada, a some time Gold Cord Guide (the Canadian equivalent of the Queen's Guide) who has combined a nursing career with active Guiding. She has been Camp Nurse at a number of camps, including the 1961 Jubilee Camp and the 1964 Heritage Camp (both in New Brunswick), and the Sunset Valley Round-up (New Hampshire, 1965), and last year she also took charge of the New Brunswick group at the Heritage Camp in Quebec.

Last January, in a temperature of 11 degrees, she left Canada — a few days later she was standing baffled at the airport at Cook Islands, threatened with immediate return to her last port of call because she had not known that an entry permit was essential. But stern officialdom melted when she explained that she had come to visit her Guide friends, Marguerite Storey, Naomi Iro and Tapaeru Tereora, for all, it seemed, held official positions and were greatly respected in the islands. So, for Elsie, began a wonderful fortnight (one week by official permission, the second by courtesy of a hurricane) renewing old friendships, meeting Guides and taking part in their Company activities.

Her next stopping place was Samoa, where she met another friend of Suva days, Atina Amosa; then on to Suva, where she renewed acquaintance with an Indian Commissioner, Sarah Azam, who had been a Guider at the Young Adults' Conference, and with Mrs. Rogers, who was Colony Commissioner at the time of the Conference. There, too, she met Toe'Umi from Tonga, recently studying in Australia, and now at the South Pacific Training Centre.

And so to Australia, to meet for the first time Mrs. Ian Honess, her pen-friend of 15

years' standing, who has just returned from a long stay in Malaya.

Those Secretaries for Post Box, eternally wondering whether they have "matched" the right people, and those members of the Movement who work so conscientiously to arrange Gatherings of one kind or another — just occasionally they can see the living proof of their efforts. For Elsie Steeves, travelling around our country for a year or so, has come among us a friend, bringing news of other friends in remote and distant parts, and already at home because in the family of Guiding time and distance vanish in the reality of the fourth Law.

—MARGARET CURTIS-OTTER,  
Australian Public Relations Adviser.

★ ★ ★

## ALTERATIONS AND ADDITIONS TO PRICE LIST

Page			Alter to
3, 4 & 5	Guide Belts	7/6	70c
3	Pouches .....	4/6	45c
3 & 4	Brownie, Guide		
	Sea and Air Ties ...	3/4	33c
8	Hints on Girl Guide		
	Badges, No. 1,		
	Handywoman ... ..	2/6	25c
9	The New Queen's		
	Guide Test .....	1/3	12c
9	Proficiency Badge		
	Tests — Hints for		
	Commissioners .....	9d.	8c
NEW			
Page			Alter to
7	Golden Bar Wall		
	Chart .....	1/-	10c
9	Senior Branch Cut-		
	out Badges .....	1/-	10c
9	Leadership & Life	4/6	45c
9	The Common-		
	wealth We Live In	5/-	50c
9	This Could Be You	2/-	20c
	(Previously pub-		
	lished under the		
	title of "Rangers		
	Calling")		
11	Legend of the		
	Brownies — A Play		
	for Brownies .....	5/-	50c
10	Camping for Scouts		
	and Others .....	5/-	50c



## CONGRATULATIONS

**CONGRATULATIONS to the recipients of the following Awards:—**

### Long Service (Uniformed Personnel):

Miss B. Boyes, Hawthorn (White Knot).

### Thanks Badge:

Mrs. A. Douglas, Ashburton.

## APPOINTMENTS

### Division Commissioners:

Mrs. J. Wade, Geelong; Mrs. J. M. Barry, Mortlake.

### District Commissioners:

Mrs. J. Smith, Lilydale; Mrs. A. Morton-Walker, Mount Evelyn; Mrs. R. Rose, Drouin; Mrs. R. H. Perry, Heathcote; Mrs. M. Minogue, Rye-Sorrento; Mrs. J. R. Barker, Northcote East; Miss G. Hurst, Stawell.

## RESIGNATIONS

### Division Commissioners:

Mrs. A. Jephcott, Strezlecki; Miss E. McArthur, Gippsland East.

### District Commissioners:

Mrs. H. T. Grant, Yarragon; Mrs. E. R. Cooper, Sunbury; Mrs. W. Elliott, Cavendish.

## WARRANTS

### Captains:

Mrs. L. North, 1st Bundoora; Mrs. J. B. Powell, 1st Forest Hill; Mrs. L. McDonad, 1st Edenhope; Miss B. Boyes, 6th Hawthorn; Mrs. C. J. A. McLeish, 1st Jacana; Miss Y. Stephens, 7th Preston; Mrs. B. Sorrell, 4th Glenroy; Miss M. Clappett, 1st South Yarra; Mrs. P. I. Browne, 3rd Shepparton; Mrs. H. Johnston, 3rd Bellfield; Mrs. L. Brown, 1st Pine Forest.

### Lieutenants:

Miss L. F. Batchelor, 2nd Maffra; Mrs. B. D. Kidd, 4th Forest Hill; Mrs. A. Clark, 3rd Forest Hill; Miss S. R. Holcombe, 1st Byaduk; Miss M. Prosser, 1st Moe; Mrs. W. McIntyre, 1st Boolarra; Mrs. T. Flowers, 1st Neerim.

### Brown Owls:

Mrs. J. Shoen, 1st Birregurra; Mrs. M. M. Matthews, 3rd Aberfeldie; Miss S. W. Stephens, 2nd Burwood; Mrs. G. Brown, 1st Wodonga; Mrs. G. H. Briggs, 1st Clematis; Mrs. R. E. Rae, 1st Somerville; Mrs. G. Bardi, 1st Ardeer; Miss M. J. Smith, 1st Bellfield.

### Tawny Owls:

Mrs. R. A. Andrews, 2nd Blackburn; Mrs. W. Harvey, 2nd Echuca; Miss G. Menzies, 2nd Footscray; Mrs. E. R. Goodburn, 1st Murrabit; Mrs. K. R. Quick, 1st Echuca; Mrs. G. Prewett, 1st Corio; Mrs. N. Mulhearns, 1st Kyneton; Mrs. J. McLeod, 1st Woodend; Mrs. C. Pricter, 1st Woodend; Mrs. F. J. Littlejohn, 1st Numurkah; Mrs. J. M. Mill, 1st Warracknabeal.

### Correction:

February "Matilda": Mrs. J. H. Hessom, Lieutenant, 1st Yinnar, should have read Mrs. J. H. Heesom.

## WARRANTS RETURNED FOR CANCELLATION

### Captains:

Mrs. A. G. Burnet, 1st Glengarry; Mrs. A. Ashworth, 3rd Traralgon; Miss R. Kirsner, Caulfield District Rangers; Miss M. R. Stamp, 8th Hawthorn; Miss G. Orford, 2nd East Ringwood; Miss S. Mac-

Leod, 4th Hawthorn; Mrs. J. Runciman, 1st Tanjil Valley; Mrs. P. Morris, S.R.S. Ouiberon; Mrs. C. B. Wallace, 1st Orbest; Mrs. M. E. Jeffs, 1st Strathmore; Mrs. S. Holbrook, 1st Chadstone; Mrs. R. Barker, 1st Carrum Downs; Mrs. K. F. Henning, 1st Wonga Park.

### Lieutenants:

Miss M. Bundy, 1st Blackburn; Miss T. G. Lorimer, 1st Ashburton; Miss P. A. Morrall, 2nd Reservoir West; Miss W. Smith, 2nd Edithvale; Miss B. Kent, 1st Jeparit; Miss L. Scott, 1st Heathcote; Mrs. C. N. Munn, 1st Stratford; Miss P. Bellchambers, 3rd Colac; Miss J. Saunders, 1st Altona; Mrs. R. S. Hill, 5th Box Hill; Miss F. Stokie, 4th Bendigo; Mrs. P. I. Brownie, 3rd Shepparton.

### Brown Owls:

Miss M. A. Campbell, 3rd Ballarat; Mrs. B. Barry, 2nd Mordialloc; Miss M. E. Neighman, 2nd Warragul; Miss S. Hatherley, 2nd Kerang; Mrs. V. Dalton, 1st Forest Hill; Mrs. J. R. Fisher, 1st Glenthompson; Mrs. O. C. Morton-Walker, 1st Lilydale; Mrs. K. Evans, 2nd Myrtleford; Mrs. R. A. Swan, 2nd Hawthorn; Miss N. Sainsbery, 1st Thornbury; Mrs. D. Bramley, 1st Ardeer; Mrs. G. Kennally, 1st South Warrnambool; Miss J. S. Uhl, 1st Lakes Entrance; Miss M. Hector, 1st Irymple; Mrs. W. Doulis, 1st Laverton; Mrs. D. Flett, 1st Dunolly; Mrs. J. Carrick, 2nd Sale; Mrs. J. Stevenson, 2nd Strathmore; Mrs. C. L. Seigmann, 1st Whitburn; Mrs. J. L. Pettman, 1st Heathcote.

### Tawny Owls:

Mrs. B. J. Longman, 7th Ballarat; Miss S. Brain, 1st Garfield; Mrs. M. Jose, 2nd Myrtleford; Mrs. V. Holmes, 1st Woodend; Mrs. K. Richards, 2nd Maidstone; Mrs. G. McCorkelle, 1st Reservoir West; Mrs. T. C. Greensmith, 1st Hampton Park; Mrs. E. Gregson, 2nd Whitburn; Mrs. G. Bardi, 1st Ardeer; Mrs. F. O'Sullivan, 1st Stawell; Miss J. Anderson, 1st Dingley; Miss E. Richards, 1st Eaglehawk.

## SUBSCRIPTIONS AND DONATIONS

### Received with thanks:

Niddrie L.A.; Mrs. E. Derrick.

## FROM THE GUIDE SHOP

—Continued from page 280.

### A New Look at—

Ourselves and Others	6/—	60c
The Arts	6/—	60c
Marriage and the Home	6/—	60c
Faith and Loyalties	6/—	60c
Adventure	6/—	60c

### Design for Living Series—

Dressing to Please	11/6	\$1.15
Grooming and Good Looks	11/6	\$1.15
Setting Up Your Home	11/6	\$1.15
Running Your Home — Food and Entertaining	11/6	\$1.15
Running Your Home — Management and Equipment	11/6	\$1.15



# MATILDA SUBSCRIPTIONS

Your subscription to "Matilda" for 1966-7 is due by 30th April.

EARLY RENEWAL IS ESSENTIAL—the May issue will not be sent unless subscription is paid on or before the due date.

SUBSCRIPTION — \$1.50 per year, including postage, is payable to Guide H.Q., 20 Russell Street, Melbourne, C.I. (Please do not send subscriptions to the Editor.)

(Receipts will not be posted unless requested; if required, please enclose a stamped and addressed envelope.)

Addresses to which "Matilda" is to be sent:—

1. \*Mrs./Miss .....

Address .....

2. \*Mrs./Miss .....

Address .....

For additional names and addresses, please attach extra sheet.

\*For Company..... Pack..... L.A.....

\*Cross out words not required.

## SENIOR BRANCH UNIFORM

### Skirts (all Branches)—

#### Waist:

24in.-30in. ....	62/-	\$6.20
32in.-34in. ....	70/-	\$7.00

### Blouse (Cadet, Land and Air Ranger)—

Bust 32in.-40in. ....	32/-	\$3.20
-----------------------	------	--------

### Blouse (Sea Ranger)—

Bust 32in.-40in. ....	30/-	\$3.00
-----------------------	------	--------

### T-Shirt (Sea Ranger)—

32in.-38in. ....	18/6	\$1.85
------------------	------	--------

### Pullovers (all Branches)—

32in.-36in. ....	42/6	\$4.25
38in.-42in. ....	50/6	\$5.05

### Half-Slip (Junior Navy)—

11in-18in. ....	12/6	\$1.25
-----------------	------	--------

### Forage Cap (Cadet, Land and Air Ranger)

22/-	\$2.20
------	--------

### Sea Ranger Cap

17/6	\$1.75
------	--------

### Scarf—

Sea and Air Ranger ...	3/4	33c
Land Ranger .....	3/6	35c

Tie (Cadet) .....	9/6	95c
-------------------	-----	-----

## Section Flashes—

Land Sea and Air ... pr.	4/6	45c
Cadet ..... pr.	5/6	55c

## Cap Badges—

Cadet & Land Ranger	1/9	18c
Air Ranger .....	3/-	30c
Tally Band .....	3/6	35c
Belts .....	7/6	75c
Bosun's Pipe .....	10/-	\$1.00

## FOR SENIOR BRANCH

The Promise from the Ranger Point of View	1/3	12c
Plotting the Course .....	1/3	12c
The Road to Rangering	1/9	18c
Opposite Numbers .....	5/3	52c
Sea Sense .....	22/6	\$2.25
Senior Branch News .....	1/-	10c
Sea and Land Cut-out Badges .....	1/-	10c
Ranger Record Books (Land, Sea and Air) ...	1/-	10c
Ranger Games .....	3/6	35c
This Could Be You .....	2/-	20c

Continued on page 279.