

MATILDA



(Drawing by Nan Beard, South Australia)

O Lord of all Life, enrich and purify our
lives and deepen us in our discipleship.
Inspire us to be humble, brave and loving;
and ready for adventure. We do not ask
you to keep us safe, but to keep us loyal to
yourself.

From lack of reverence for truth and beauty;
from prejudice and sentimentalism; from
being content with the mean and ugly;

From the cowardice that dares not face new
truth; the laziness content with half-truth;
and the arrogance that thinks it knows all;

From artificiality in life and worship; from
all that is hollow, unreal and insincere;

From trivial ideals and cheap pleasures;
from mistaking vulgarity for humour;

From being dull and pompous; from being
rude, offensive, ill-mannered and unwhole-
some;

From the blasphemy of cynicism about our
brothers; from all false pride, intolerance
and contempt;

From the false piety which cannot laugh,
from being self-centred in our pity; from
being narrowly ecclesiastical and from
loving systems and institutions more than
people;

From the disloyalty of being satisfied with
things as they are, in the church and in the
world; and from failing to share in your
indignation;

From everything in our lives that hides your
light — you who are the Light of the
World;

O LORD, DELIVER US.

MATILDA

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State Commissioner: MRS. F. S. GRIMWADE

State Secretary: MISS M. W. BARR

Editor: MISS MARGARET SHAW

From our STATE COMMISSIONER

Dear Members and Friends of the Guide Association of Victoria,

We were all shocked and deeply saddened by the sudden death of our beloved State Secretary, Miss Betty Macartney, in early January. Betty had devoted most of her life to Guiding and had been a source of help and guidance to us all. She will be greatly missed by everyone.

Camp Wirake was wonderful! Our thanks must go to everyone who helped. Mrs. Squire and her team were so well organised that they even managed to control the weather. We were so thrilled Mrs. Price could open the camp and I know she enjoyed meeting the girls and seeing many of her old friends.

I spent my first night in the "Thank-you Chalet," together with Mrs. Renshaw Jones, ably guarded by Miss Peg Barr and Bella. It is a delightful place to stay and I hope it is the first of many nights I shall spend there.

I managed to visit all the camps and see how they were settling in. Some of the gateways and notice boards were most imaginative. My short spell as a helper on the delivery van, "The Witchetty Grub," will remain in my memory for a long time! The quantities of food being consumed were fantastic, and the excellent lunch I had with the Naturalists certainly showed how everyone enjoyed their food. I was sorry not to stay longer in camp, but I was going on holidays with the family.

We returned in time for me to speak at an Australia Day celebration in Kilmore. It

was very pleasing to see the large part played by the Guides and Scouts. I am sure many of you throughout the State took part in similar Australia Day celebrations. It is a day when we should all celebrate, because we do live in a very wonderful country.

I wonder what sort of Thinking Day celebrations you all had. I shall look forward to hearing about some of them in "Matilda." It is wonderful to belong to a family, especially a family as large as our Guide family, which has members spread throughout the world. As some of the more fortunate members of our family we are lucky to be able to help our less fortunate sisters with our contributions to the Thinking Day fund.

March means Moomba and Moomba means fun! I hope you are planning to come with your families to the Badminton Centre to join in all those exciting activities being planned for you. It will be a wonderful time of fun and friendship and I look forward to meeting many of you then.

I know we will see many of you at our "At Homes" for Mrs. Renshaw Jones and her assistants to be held at Guide Headquarters over Moomba week-end.

It is a busy time for us all now, but then Guides are always busy and enjoying themselves.

With love and best wishes to you all.

Joan E. Grimwade

MAINLY FOR COMMISSIONERS

The meeting was in an uproar! We were weak with laughter. Commissioners and Guiders come in all sorts of packages but this was too much — eight of us in the room together and we'd just taken a spontaneous critical look at ourselves!

"Can't think why we can't get people to join us!" It had been a very serious discussion to that moment. Then a pause had started it all, a glance around, and we dissolved. Then blushed — almost. Guilty — certainly.

No two like badges in the same places on our uniforms, someone in slacks who really shouldn't have been, some shoes probably cleaned yesterday, some badges certainly hadn't been, a too-tight blouse (must have shrunk), our hair?

"Right! Now! Next meeting everyone gets dressed with P.O.R. open in front of her — page 38. One concerted try!" And the agenda item changed.

The previous item — The difficulties of recruiting Guiders — had gone on for 20 minutes anyway. Long enough.

The State-wide financial recession, more working wives, farming husbands needing more help or attending night school to re-qualify, new additions to families, the greater mobility of the population in general . . . we were aware of the reasons. What to do about it was the burning question.

We needed Guiders. We needed bright, smart, young Guiders if we were to produce alive, attractive, adventurous Guiding. Even if we could find such people — free and interested — did we look like the sort of team to whom they would be attracted?

Or did we look a bit harassed, a bit too busy, a good deal less than smart and well groomed? Well did you have to ask? Who was superhuman anyway?

In six weeks' time our next Division meeting, and our challenge to be met.

"When the going gets tough, the tough get going." Who said that?

Could we really smarten ourselves up? No good expecting the Guiders to help make up our "attractive team" unless we did our part. I'd make a list:

Diet? Good idea. Let's start at base 1.
Hair? Make appointment for trim and set.
Hands? Could do with some attention.
Must get gardening gloves.
Make up? This could be fun!
Now where's that P.O.R.?
Suit. Badges (position?).
Blouse. Gloves.
Shoes. Bag.
Pantihose. Hat.

Check each one — mend, brush, polish, clean and press. Must order a new cockade — that one's had it! Wonder if I could stretch to new gloves too?

Later I'd make time to dress at leisure, then sally forth! Walk tall, pleasant smile, springy step. Heavens, if we all did it this could be really something! Worthy of a special supper next time?

And think of our morale! Who would be able to resist us?

(from the "Courier")



Your children are not your children
They are the sons and daughters of life's
longing for itself
They come through you but not from you
And though they are with you, yet they
belong not to you

You may give them your love but not your
thoughts
For they have their own thoughts
You may house their bodies but not their
souls
For their souls dwell in the house of
tomorrow
Which you cannot visit, not even in your
dreams
You may seek to be like them, but seek not
to make them like you
For life goes not backwards nor carries with
yesterday

You are the bows from which your children
as living arrows are sent forth . . .
Let your bending in the archer's hand, be for
gladness.

(from "Catharsis",
a student newspaper)

VICTORIAN UNIFORM SUB-COMMITTEE

How would **you** like the task of keeping up to date a uniform suitable for women in the age span of eighteen years to over fifty, all shapes and sizes, and in a climatic range from the sub-tropical North to the winter in Tasmania? How would you plan to keep the uniform neat and becoming, bearing in mind fashion trends and how quickly they change; keep it reasonably priced (because this is a voluntary organisation and members giving generously of their time may not have money to spare)? That is about one-quarter of the task undertaken by the Uniform Sub-committee, because they also cope with the uniforms of Brownie Guides, Guides and Ranger Guides.

The Uniform Sub-committee meets five times a year on the first Thursday of alternate months. It consists of a Chairman, a representative each from the Brownie, Guide and Ranger sections, a Commissioner representative, the International Adviser, a representative from the Executive Committee, Headquarters secretary and the manageress of the Guide Shop.

The Committee receives suggestions on uniform changes and improvements from individuals and units, through districts and regions. They are discussed by the committee and may have to be referred back to the relative section committee. Recommendations are sent to the Victorian Executive Committee for their consideration and if approved are then forwarded to the Australian Uniform Co-ordinator. A.U.C. considers all items and informs all other States who advise their Uniform Sub-committees and relative sections, and it may involve a vote by members. Their reports are returned to the A.U.C. who then informs Victoria what changes, if any, are to be implemented. A comparatively recent directive declared that changes would be made only every two years, to give some stability and to enable everyone to be fully aware of the proposed changes.

If you have been able to "plough through" the last two paragraphs, which tell you what actually happens (and suggestions can be voted out on any step of the ladder and we start again perhaps), you might begin to understand why some of your suggestions have not been implemented.



STAMPS—A FUND-RAISING JOB

There will be many newcomers to Guiding who may like to know how the Stamp Section operates. It is a case of everyone doing their bit to help. The smallest Brownie or the newest recruit can tear stamps off paper or soak them in a bowl of cold water. The older girls can be shown the difference between a good used stamp and one to be discarded. Stamps which are bent, crumpled, dirty, have corners off, damaged perforations, paper stripped at back or torn in any way, also those with two heavy post-marking, cannot be sold. Discard all these no matter what their face value. Guiders should explain to members of Units who collect and prepare stamps that they must also be sorted into different denominations. This job is best done either at the tearing off or soaking stages.

The blue-backed envelopes are best done separately when soaking, that is, floated for a brief time in another dish, until the paper and stamp come apart, then wash the old gum off in the main soaking dish with other stamps. Do not leave any gum on stamps or they will stick together when packed, particularly in humid weather. Place stamps to dry face down, on absorbent paper; for this the common sort used by butchers is ideal. When quite dry, pack stamps into used envelopes, making sure each is flat, as they tend to curl up and become bent if care is not taken. I suggest Commissioners arrange for a District "receiver," who would despatch packets to me at intervals during the year.

Packets should not be sent to Guide Headquarters, but packed securely and either posted or delivered to: Miss L. E. Cuzens, "Lyndon," 12 Cowderoy Street, St. Kilda West, 3182.

(Continued on page 183)



WIRAKE—CAMP OF "FRIENDS"

Dear Matilda,

I would like to thank all the Guiders who made Camp Wirake such a success. The organization was tremendous.

I was lucky that I was not going to the camp a complete stranger as I already knew the girls in my tent. The Ballarat girls held a practice camp and I would like to thank our Division Commissioner and our Camping Adviser for this valuable experience.

At last the great day arrived. We left Ballarat at 6.30 to travel to Melbourne, and when we reached Melbourne's Olympic Park, where we were to meet it was fascinating to see all the Guides arriving with their different sized bundles.

The 46 miles to Britannia Park were the longest I have ever known.

When our bus, the second last of about twenty, reached Britannia Park, everybody collected their haversacks and bed rolls and struggled to their camp site.

During the afternoon **everybody** assembled for fire drill. It was the first time everyone had assembled together and 1,000 Guides looked an awful lot.

That night everyone assembled again for camp fire. Camp fire at a camp like this is tremendous.

During the camp fire the camp was officially opened by Mrs. Price, Australia's Chief Commissioner. Hundreds of gold and blue Guide balloons were lowered and many burst as Guides grabbed for them. Also a large replica of the camp badge was revealed and remained at the dais for the rest of the camp.

Saturday morning our camp were all up early because we had decided to go on a breakfast hike. After a quick plate of Cornflakes we set off. When we arrived we ate our breakfast then spent about two hours

exploring the Falls which weren't very full, but still very beautiful, before we set off back to camp.

Visitors began arriving very early on Sunday. During the afternoon skits were performed by half of the camp to entertain the visitors. It was exciting showing visitors and friends around the camp.

After tea was another impressive event. A mod. Guides' own service was held in the camp fire site. A group from Melbourne led the service which consisted of modern religious songs and readings.

On Monday about half the camp went on a day excursion to the Healesville Sanctuary. It was very interesting to see so many animals and made you realize some of the beauty Australia has.

The following day the Soldiers Sub-camp held an optional hike to the near-by ranges. We packed lunches and set off. With every step we clambered higher. On one particular hill we thought we would never find the top and had to ration the water. Further on a friendly snake watched us tramp past. No matter how far we looked ahead we could not find the fallen tree trunk which was to signify where we were to turn down hill. At last we found it—it had taken us about five hours to walk the six miles. Everybody arrived back at camp tired but feeling they had achieved something.

The final camp fire was a rather sad one for everyone. Bravo's were sung to all the helpers and guiders who had helped make the camp such a success. We also said good-bye to Mrs. Renshaw Jones, the retiring State Commissioner. Skits were performed by the two camps who had had the most entertaining skits. It was a very enjoyable but sad evening.

Thursday morning seemed the busiest time for the whole camp. Everything had to be

packed up, washed and put away, tents taken down and the camp tidied. After lunch everybody boarded the waiting buses to return to Melbourne, and it did not seem as long a journey as before. The camp was over but everyone had friends and memories to remind them of the wonderful camp.

Once again I would like to thank all the staff and organizers who made the camp such a memorable one.

Helen Humphreys.
11th Ballarat Coy.



THE TREFOIL GUILD

I THOUGHT of joining the Trefoil Guild—
I'll admit I had some doubts
Wasn't that for ancient Guides
And long-ago Girl Scouts?
But I'm now too old for Rangers,
Too busy to run a Crew;
I've got a Brownie of my own
And housework I must do.
But soon my son will be a Scout
And mem'ries say "Don't leave me out!"
Shall I rush out and buy a felt hat,
Brogues and tunic of blue?
After all I know nothing about them—
What does the Trefoil Guild do?

I went to a meeting and soon I found out
Just what all this Trefoil Guild lark was
about.
I didn't find Guiders with Eton-cropped hair,
There weren't any cockaded Guiders' hats
there,
Just friendly faces — Spinster and Mother—
Each one a Guide at some time or other
What do they do? They all have one aim—
Keeping the spirit of Guiding aflame.
Their eyes are wide open to what they can do
To help those around them — I could help
too.
So I have joined them and now I can see
Trefoil Guild members are people like me
Guiding behind them and friendship intend-
ing—
The spirit of Guiding goes on never ending.

(From "The Trefoil")

STAMPS — Continued from page 181

The "Thank-you Chalet" was the latest project to receive stamp funds, and over the 25 or so years of our activities many items have been purchased for Britannia Park or Headquarters.

It is hoped that these few lines will lead to the fullest co-operation, for this fund-raising side of Guiding.

Donors are asked to wrap and tie the parcels securely and label each clearly. The receiver will like to thank you.

A final word to all stamp donors. PLEASE DO NOT SEND shoe boxes or other parcels of soaked, mixed stamps. Do sort the stamps during either the tearing off or soaking processes. Remember that I've to handle stamps from everyone, not just your lot, and, in this way, help me to help Guide funds.

Lorna E. Cuzens,
Hon. Organiser for Stamps.



HERE'S METHOD FOR YOUR MEETING

"What did we get done? Almost nothing! I'm getting so fed up with those wasted afternoons", Nora grumbled as we walked out to her car. It was three hours since we had so enthusiastically settled in Janet's living room for the committee meeting. Now frustrated, bored, and disgusted, I was secretly searching for an acceptable excuse to miss the next meeting, and it sounded as if Nora might be doing the same.

Our committee had met to plan the next year's programme for our organisation, but we hadn't done it. What had gone wrong? For one thing, there had been no agenda to work from, which would have helped the chairman to keep discussion to the subject and stop members from digressing. It would also have helped the members to be prepared ahead of time to give their opinions. Then, too, the living room chairs were too comfortable to encourage a business-like attitude while their arrangement had kept some members "out-of-it" and encouraged separate conversations and gossip instead of business.

Running a good meeting is an art. It isn't difficult if you know how, but meetings can be misery if you don't. Maybe this is why we are having difficulty recruiting and keeping working members for our volunteer and service organisations.

Here are my suggestions for having a successful meeting, be it a small committee, or a larger group.

First, and foremost — have an agenda. Write or type out a copy for each member and preferably get it to them ahead of the meeting. If there is nothing to meet about, don't meet. Put the items to be covered in a logical order. Make sure that everyone needed can be present at the meeting or send their information for it. The disastrous meeting mentioned at the beginning failed primarily because no contact had been made with our treasurer and no-one knew what funds would be available for programmes. Although we had many ideas, we could go no further until we knew what our budget would be and how much the suggested programmes would cost.



Don't overload one or two willing members. Share the load by assigning specific studies or jobs to each member. This can be done by the chairman and secretary when working up the agenda. If you know your members — what time they have available and where their interests lie — jobs can be assigned to suit them and will get done. A woman with young children at home who doesn't drive a car will probably be able to serve on a phone committee, but don't ask for a job-not-done by requesting her to research facts from the library.

With thought and planning on the chairman's part, your members should arrive at the meeting prepared to contribute and get the work done.

Even the best chairman can't hold a meeting to order if the physical arrangements are awkward. This is particularly important when small meetings are held in a member's home.

If children are to be present, special planning can make it an enjoyable experience for them and prevent them from constantly interrupting the meeting. Perhaps the idea is having a babysitter for them, cost shared by their mothers. Or plan the meeting time to coincide with favourite TV programmes, and provide some minimum mess snacks of carrot sticks, raisins, etc. Suit plans to the children involved, and don't bring along the children unless plans have been made for them. We need to remember that daytime babysitters may be difficult to obtain and frequent meetings could mean a strain on a young mother's budget, preventing her from being able to work for your group.

If the number in your group is under ten, a good arrangement is to gather around the kitchen or dining room table. If a living room is chosen, re-arrange the chairs so that

you have a circle or a semi-circle with the chairman centred in the opening equidistant from all members. A closed circle with the chairman as part of it sets an informal mood and encourages all members to participate. The semi-circle puts the chairman in a more forceful position, creates a more formal mood, but puts the members on an equal basis. A routine living room arrangement will allow the formation of "islands". Shy or newer members will gravitate to corners, or sit behind the chairman, and thus be positioned outside the activity zone. More aggressive members tend to sit close to the chairman, either beside her or directly facing. Hence, they are more often in contact with her and tend to dominate the meeting. A really successful chairman will be able to seat members so they are comfortable and feel part of the group. If seating is left unplanned, your meeting may fail because of "gossip corners", isolation of some members and domination by others. Provision of extra tables, clip-boards, paper, and pens, so all members may make notes, will also aid in your meeting's success.

Now your members are prepared for the meeting and seated ready to go to work. You have an agenda — follow it and stick to it. If the meeting is called for two o'clock, start at two o'clock — not at two-thirty. Maybe half the members will arrive late for the first or second meeting. After that, they'll be on time.

State the subject, get opinions, reach a decision and record it. Sometimes a decision can't be made. What then? Don't just forget the item; take some action. For example, if it is a choice between two programmes, perhaps you can agree to do the one if fifty dollars is available and the other if only thirty dollars is available. If more information is needed, appoint someone to get it. Is the final decision to be made at the next meeting, or can action be taken by officers as soon as the information is gathered?



Follow your agenda. Add other items as you go through it if they are needed. Summarise decisions and actions to be taken at the end of the meeting. Make sure everyone knows and understands their assignments. Get a basic outline of the agenda for your next meeting, and decide when and where it will be held. Then adjourn to go home or chatter over coffee. You all will have enjoyed the meeting and will leave with a feeling of accomplishment rather than frustration over wasted time.

—by Dr. M. L. Godkin
(from "Canadian Guider",
reprinted by permission)



THEY

It's a wonderful thing to sit at the place
Where the sages and experts sit—
To refer to the rest of the world as "they,"
And to judge with infallible wit.

"They" ought to do this and "they" ought
to do that
And "they" ought to get cracking to-day.
It's as plain as the end of the nose on your
face—
Providing you're "them" and not "they."

It's funny how "them" just never seem
wrong
And "they" have never seemed right,
And funny how we who are "they" become
"them"
Just as soon as it's us in the fight.

—D. J. Silver.
(from "Signs")

THE DEAF CHILD

The problems of the deaf child were discussed by the guest speaker, Mrs. K. Spicer, of the Princess Elizabeth Kindergarten for the Deaf, at the 20th Annual Meeting of the Auxiliary for Handicapped Guides (Extension Section) at Headquarters.

Mrs. Spicer said people today were more ready to admit deafness than in the past — previously mental deficiency was suspected as a cause of non-development, when deafness was the real cause.

Losing the sense of hearing at any age is a handicap, but children born deaf have a triple handicap — no hearing, no speech and no understanding. They are like people with their ears blocked with concrete and expected to speak a "foreign" language they had never heard.

A small percentage of children at the school are totally deaf; the remainder have a great hearing loss which is improved greatly with hearing aids and training. The causes of deafness are 30 per cent rubella, 40 per cent unknown and the remainder from suspected influenza and mumps, and hereditary deafness. If a child has good intelligence and a little hearing, the hope of education is good, but if little intelligence with more hearing, not so good.

Children attend the Princess Elizabeth Kindergarten from 3½ years to 6-7 years, and recently pupils in the latter age group have been attending local schools one day per fortnight, greatly to their benefit. The kindergarten is not a play centre, but more a pre-school where the children learn to read and write. They either go on to a normal, an oral school (Glendonald) or a sign school (St. Kilda Road).

Mrs. Spicer said she was glad there are Brownies and Guides at the Deaf School, and also commented that many Guiders help at the Princess Elizabeth Kindergarten.

The annual report of the Auxiliary for Handicapped Girl Guides showed that nearly \$1000 had been given to Extensions during 1971-72 for transport, insurance, a Field Day attended by 200 handicapped girls, and pack holidays and camps. Most of the money was raised by an enthusiastic group of chemists who annually hold a Golf Day for this purpose.

EXTENSION GUIDES IN ACTIVE COMPANY

Looking around the thirty or so 1st Northcote Guides gathered in the Church of England hall at Fairfield, it was hard to pick out their nine members from St. Paul's School for the Blind.

They joined in the preliminary singing practice of the Guide choir (made up from one Ranger and four local Guide units), then played some fairly energetic games organised by their enthusiastic Lieutenant, Jan Ziino, and participated in the handwork the company is doing for children at Kew Cottages.

Their dedicated Captain, Mrs. Shirley Prince, explained how she'd started off with one recruit from St. Paul's as an experiment; after an initial settling in period this was so successful that the number had gradually grown to nine!

At a recent court of honour the P.L.'s voted in favour of keeping on with this number — and judging by the happy faces around the hall, all were in agreement!

A DRIVER'S LITANY

From domineering driving, from vanity of power and the infection of speed,
Good Lord deliver us.

From carelessness and indifference, from the demon of impatience and the tyranny of time,
Good Lord deliver us.

From ignorance and ungraciousness, from harsh judgment and the flood of invective,
Good Lord deliver us.

From inattention and monotony, from the delusion of drink and the obscurity of fatigue,
Good Lord deliver us.

Grant us, O Lord, a divine courtesy to all.

Awake in us an abiding care for the slowness of age, and the rashness of youth.

Let our vehicles become instruments of Thy purpose, bringing happiness to all who travel with us,

And leaving no man weeping at our passing.

TRAINING PAGES



KNOWING EACH ONE

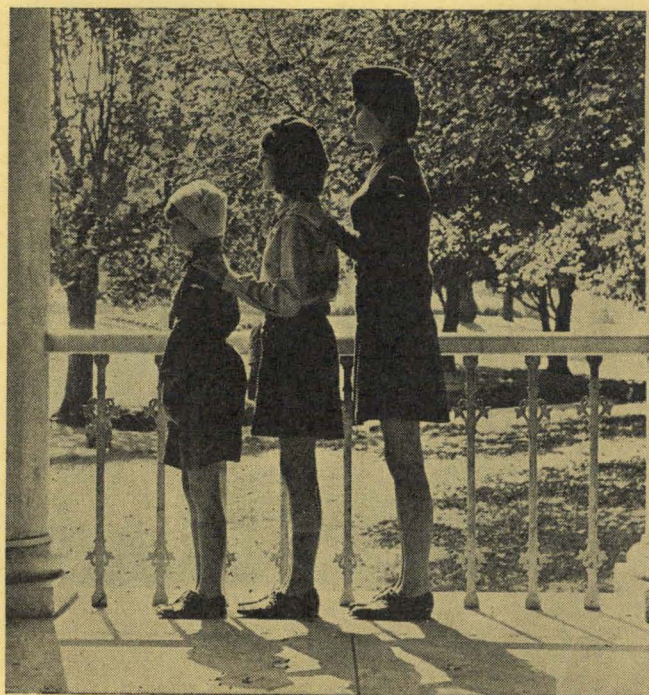
How important is it that you know each one of your Brownies, not just as a member of your unit or of her Six, but as the highly individual child that she is?

Our ultimate aim in Guiding is surely to help lead each of our Brownies toward full all-round development of her personality and interests. The Guiding programme gives us the freedom to work in which to achieve this aim, through the Law and the Promise and the Journeys of the Eight Point Programme. But it is only as we really know each child that we can help to stimulate her and lead her through this programme according to her needs.

What do you know now about each child in your unit? Can you sit down now with a pencil and paper and write a short pen picture of each of your Brownies? You probably know their ages, the schools they attend, what class they are in and something of their family background. You would certainly know each of them as a Brownie, what parts of the programme they have attempted and are working on, what sort of challenges they set themselves and their level of ability in assessing their own achievement. But what do you know about their likes and dislikes, their interests, their fears and their ambitions? What do you really know about their ability and how they relate to the other Brownies in the unit? Do these sound like "tall orders"? Perhaps they are, but achieving such knowledge is not only essential but highly rewarding.

The questions you are now asking in your mind can almost be heard. "Yes, but how do I go about it?" Perhaps the first step is to want to get to know the girls and if you want strongly enough then you will think of ways to go about it. But in the meantime here are some ideas that might help you.

Children's interests and ideas are often reflected in the books and magazines they read. Try asking your Brownies to lend you one of their favourite books or a school



magazine or text books. You are guaranteed to learn a great deal about your Brownies by doing this. Try finding out what things they like to do outside Brownies, the places they go, the sports they play, the activities they enjoy. Finding out about these will not only increase your knowledge of your unit but may lead to some very interesting Brownie activities. Try as often as possible to ask for the children's opinions on various matters, not just what they want to do or have done but their opinions on other things as well. You may be surprised and delighted to find out just what firm opinions Brownie-age children do have on events and activities.

You know only too well that each girl in your unit is not just one of the Brownies but is a highly individual person, a little person maybe but nevertheless a person. As you work at building up a total picture of each one of these little people both you and

your Brownies will be rewarded by the added depth of your understanding of each of them.

Determine to-day that you will try even harder to "know each one."



What a challenge! Rather like attempting all eight points at once. To know everyone thoroughly is to expect a lot of Guiders, because in our unit we could have as many as thirty-six different personalities.

Each personality is a guide and each of these guides is developing naturally towards social, emotional, physical and intellectual maturity. This maturity requires a balanced development in these points wholly and not just in any one facet. Thus each guide in your unit has individual characteristics determined by her own particular rate of growth.

As adult leaders we too have our own personal characteristics and we should understand these and know ourselves well if we are to have a real understanding of others.

We can easily look at a guide and see her physical framework and with regular contact can soon assess the physical capabilities of the individual. Thus within our programme any physical effort should suit the growth of each child.

It is much harder to assess the emotional social and intellectual development of the child.

As the brain and mind develop, children find that they are able to satisfy their bodily requirements such as hunger, tiredness, warmth, cold, etc. As infants mother was the one to decide what to wear, warm or cool clothes, same with food and of course 7.30 p.m. was always bedtime.

We find too that they develop in other things such as self-preservation, competitive self-assertiveness, emotional and social defences, protectiveness towards others, curiosity and creativeness, imitation and attraction to the opposite sex—there is conservatism too (i.e. trend to doing the familiar).

Having recognized at some time during contact with an individual in the Unit some or all of the previous things, we must understand the reason for the "fear" or the "curiosity," etc., and take steps to remove such fear or to satisfy such curiosity, etc.

Be careful of imitation; here we have our greatest responsibility.

Much could be said on the previous subjects, but if you are interested you can find the answers you seek in many books readily available in the library or book stalls. "Trying to Understand People," by A. E. Mander is one example.

Since we have mentioned imitation we should now think about the social development.

Social behaviour begins at home with family ties, place in the family (i.e., there are usually older or younger children to be considered).

Here also the environmental influences such as T.V., pop group pressures—that is where there is security in belonging with an established pattern where everybody has mini skirts or long hair. This is more noticeable with the teenage child who is still trying to sort out her own emotions.

We come now to the intellectual growth of the individual; this is governed by the child's own ability to learn and retain what is given, at school, at guides, etc.

Hence the eight-point programme is ideal as each guide may progress at the level and pace which is best suited to her as an individual.

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111 WEST STREET, NEW YORK, N. Y.

Now, as a guider, what do you do with all these complex situations? Panic? No! It really isn't all so hard. Just take each situation as it comes along. Remember to try and understand how important each small crisis is to the particular individual and try making some personal contact with every one of those Guides who are your responsibility on guide night. Some of your girls may be very glad to have your opinion on the new boy friend or the new frock or the colour of the nail polish—how dull they would all look in the same size frock with the same colour nail polish—each with an identical hair-do—all reading the same book, all eating the same food!



Have you been following the fortunes of the Warrimoos over the last few months?

Can you recall the things you have learnt about each girl?

There is no prize other than your own satisfaction for scoring high in this little lot, so see how you go. You will know where to look for the answers!

Who is doing a Guide Leadership Certificate?

Who found the complexities of camera lore above their heads?

Who has a friend called David?

Who are the most recent arrivals from the Guide unit?

Who is the eldest?

Who is the sceptical one?

Who lives on a farm?

Who is the unit tease?

Who is quick on the uptake?

Who reads quite a lot (including Kuringal—free ad.)?

Who joined the Life-saving Club?

Whose father belongs to the Camera Club?

Who crosses a creek to come to Rangers?

Whose grandma made her own soap?

Who joined the Camera Club?



Well, how did **you** score?

Would you rate as well on **knowing each one** in your own Unit?

Let's see what you **know** about your individual girls.

Divide a page into vertical columns and allot a column to each girl. Jot her name at the top of it. Off we go!

Do you know her school? Or her place of employment?

Which form is she in? Or what type of work does she do?

Which church does she attend? Regularly?

Does she belong to any other clubs or organizations? Which?

Does she live with her parents? Or one parent? Or someone else? Or alone?

Does one or both of her parents work outside the home?

Has she any brothers and/or sisters? How many of each?

Whereabouts in the family does she come?

Are there other relatives living with the family?

Does she live in the town or on a farm?

Has she any special interests or hobbies?

What things have you noticed that she is specially good at? Or weak in?

Is she happy? Does she smile a lot?

Has she a sense of humour?

Is she normally helpful to others? And considerate of their feelings?

Is she usually punctual? And polite?

With what attitude does she accept a rebuff?

In what way does she react to another's success?

Can you rely on her to finish the job?

Would **you** depend on her in an emergency?

Therefore—in what ways can Guiding (and **you** help **her**?)

Quite a dossier, haven't we?

And **how** do we find out these things?

Some of them we can ask about, in a sympathetic, interested way; but mostly, we listen quietly in the background, and unobtrusively observe our girls as they talk, discuss, argue, plan, play, work and celebrate.

Getting back to the Warrimoos:

Did you notice?

- How the Rangers make use of local Groups and Clubs, both for help from experts, and for service and social activities?
- How the Rangers sometimes unite or divide as they share common interests and experiences, or follow individual preferences, a tendency to group and re-group?
- How the Ranger Helper in a Guide Unit may be used to sound out Guide preferences and ideas when planning a joint happening?
- How Rangers may evolve their own Ceremonial? And initiate moves to design their own Colour—if they wish?
- How, when an issue or topic is introduced, the Rangers take over **if their imagination is caught?**

Do you think it matters whether the initial suggestion comes from the Rangers themselves, or consciously but unobtrusively from the Guider?

Have you noted?

- How little their Guider intrudes in their planning, discussing, and decisions?
- How she is prepared to permit the shelving of a planned programme to take advantage of a sudden enthusiasm, and also for an equally sudden lessening of enthusiasm?
- How she confines her intervention to diverting attention from hurt feelings, augmenting information on subjects under discussion, and suggestions for widening the Rangers' sources of reference, or activities?



—How she makes her little observations about each one from time to time?

—In fact, **how she really seems to know each one of her Rangers?**



Is it like this in your Unit?

Do let us hear how YOU operate.

Write to the Training Department and tell us any hints or tips you may care to share.

Finally, how do you think **knowing each one** in this way can help **you** in your job as a Guider?

Check your answer by reading (or re-reading) your Guider's Handbook.

Page 11 and 12—Relationship of adult and girl.

Page 25, Chapter 1—Introducing To-day's Young Woman.

Page 29—Aim.

Page 33, Chapter 3—The Role of the Ranger Guider.

Page 62, Chapter 7—Progress.

Page 71, Chapter 8—Service.

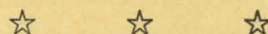
You've practically re-read nearly half of the whole Handbook, haven't you?

Which just goes to show how much bearing **knowing each one** DOES have on the way we do our job if we are to truly **help each individual to develop as a whole person, physically, mentally, and spiritually**, and so to become a responsive, and responsible person.

IT WOULDN'T HAPPEN HERE — WOULD IT?

I was told that there was a Guider's meeting which I was expected to attend. Having never been to one before I went with some uncertainty. Others were going in, so I followed. The Guiders stood about in twos and threes, no one spoke to me. At last Commissioner arrived, "You have all got to know Mrs. X haven't you?" she said, with a hand on my shoulder. "Oh", said two groups of Guiders together, "we thought you were with those Guiders", each group pointing at the other".

—from the "Guider"



The greatest undeveloped territory in the world lies right under our hats.



Dear Matilda,

In a recent issue you asked for a definition of the differences between "Conservation" and "Preservation." I'd like to submit the following. The meaning of the term **conservation** is often misconstrued. People use it to mean different things, often with emotional argument, which leads to confusion. In terms of natural resources, **CONSERVATION** means **using them wisely**. **PRESERVATION** is only one use of resources and is not synonymous with conservation. If one is to justify preservation over other uses then it must be far superior in accomplishing the desired objectives of conservation.

I have often been asked—"What can I do about conservation issues?"

I suggest:—

1. Be educated and understand the local situation from all sides or your good intentions can become misdirected.
2. Discuss it first with the responsible authority or person. Ask how you can help, if possible, and give your point of view, as it may be appreciated.
3. Criticize only if you have a better practical alternative and then be constructive.
4. Remember—faults may lie on many sides. Individuals, and not necessarily industry, often cause most pollution or destruction, e.g. litter, vandalism and misuse of cars,

and try to live up to this motto—

"Let no one say,
And say it to your shame,
That all was beauty here
Until YOU came."

Yours sincerely,
Bette McLoughlin,
D.C., Traralgon.

* * * *

Chinese proverb: Keep a green bough in thy heart and God will send thee a singing bird.

CAMPING

To be out of reach of the polluted civilisation,
To physically relax and enjoy a fresher atmosphere,
To lose mental strain and tensions, leave reality behind is to camp.

You have time to think things over,
You have time to be creatively imaginative,
You have physical strength to strive for unknown goals,
You have natural freedom in solitude,
You have companionship among friends,
And to be within nature you become observant of wonders,
And to be with natural surroundings you are in camp.

by Genevieve Overell, 1st Deepdene
Composed and written on Kym's Kamp



"NOW IS THE TIME" . . . 1973?

The time has come to enquire seriously what will happen when our forests are gone, when the coal, the iron, the oil and the gas are exhausted, when the soil has been further impoverished and washed into the streams, polluting the rivers, denuding the fields and obstructing navigation.

—Theodore Roosevelt 1908
(From "Fur, Feathers and Fins.")

MATILDA NOTICES . . .

REGION BADGES

Some regions have kindly sent in the stories of their region and/or camp badges with samples, from which "Matilda" has been able to print illustrations.

We would be interested in hearing the story behind YOUR region or camp badge — who designed it? why was that particular design appropriate? etc.

Stories and badges should be sent to the Editor of "Matilda" — Unit 2, 90 Yarrbat Avenue, Balwyn, 3103.



INTERNATIONAL

Girl Guides of Cyprus

Cyprus has just got a Guide House! The Famagusta Guide House (Hostel) is ready to welcome Guides/Girl Scouts and their friends from all parts of the world. It had for a long time been our dream to have a place where Guides could come and spend their holidays in a friendly atmosphere.

Now Famagusta District has managed to have a House. They have gone to great sacrifices to find the place and to furnish it, and their success will depend largely on you. It is a wonderful place to spend holidays. The Guide House has 25 beds and it is ideal specially for groups; individuals are of course welcome too. You can stay as long as you like and you pay only 750 mils (about 2 dollars) per day for bed and breakfast. There are also cooking facilities.

Sightseeing tours could easily be arranged. You can visit all parts of the Island very easily and cheaply, and return the same day, to spend the night "at Home." Make the Guide House **your** house. It is waiting for you!



ADVERTISEMENTS IN "MATILDA"

Have you remembered that "Matilda" is happy to insert advertisements for that special function your unit is holding? that uniform you want to sell? that re-union you're having to celebrate the birthday of Guiding in your area?

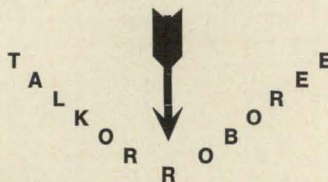
However it must be stressed that these "notices" are **advertisements**.

"Matilda" would like to insert freely all the material and notices you send in but the number of pages available (which affects the weight of "Matilda" issues and therefore the postage costs) just aren't sufficient.

Advertisements in "Matilda" are of two types — one the classified variety, which is inserted at a cost of 5 cents per word; and the other the display variety, which costs from \$5 upwards.

The Editor of "Matilda" can give you details of space available, costs, etc. — please address enquiries to Unit 2, 90 Yarrbat Avenue, Balwyn, 3103.

It's that **BIG,**
BRIGHT,
BOUNCY



Guide Guiders —

just four more months —

14th JULY

LETTING THE SUN SHINE IN

I saw the sun rise this morning. I don't do that every morning, more's the pity.

This morning I was lucky enough to see the magic of the moment when the sky and the whole world was suffused in pink.

There were just faint tinges of pale blue to contrast with the pink clouds. The park opposite was bathed in a pink reflection.

Most mornings the blinds are pulled down, and the harsh electric light shows me the way to the power point where I switch on the hot water kettle. By the time I've assembled the breakfast and think of letting up the blind, the magic of the dawn has passed and it's just another day waiting outside. This morning, because I saw it in dawn's rosy glow, the day seemed full of promise and beauty.

We miss a lot of sunsets, too, because we pull down the blinds too early. How often have we gone out from the house to find a lovely moonlit night, full of mystery and beauty, which we're missing because we're sitting inside with blinds drawn.

We draw our blinds to stop people looking in, but we also stop ourselves from looking out. Sometimes we pull down the blinds because we don't want the harsh sunlight to fade the furnishings on which we have spent our money. To protect our possessions we grow accustomed to living in a dim light of monotones behind our blinds.

We don't realise that we're missing the sparkle of a sunny day. We're missing the play of light and shade on our garden outside. It's not only the sunshine to be missed.

If we're prone to pulling down the blinds, we can also miss the exciting swirl of rain on the windows. In winter, there are the streaks of lightning in the sky, and the dark grey thunder clouds that swirl and pile on top of one another.

It does us just as much good to see the ominous majesty of the coming storm, as it does for us to see the placid quietness of the calm aftermath.

I wonder how many of us miss out on our enjoyment of the adventure of living, because we're too quick to pull down the blinds. Maybe we're also too slow to pull them up?

If we condition ourselves to prefer the monotones of life where the harsh sunlight doesn't penetrate, nor the storms make any effect, then surely we're missing out on a great deal that makes life worth living.

A television executive, Bruce Gyngell, was quoted in the press as saying: "The majority of people are tired, bored and in the main disillusioned with life".

This executive saw television used as a great means of escape for most people. In other words, he believed that people were content to pull down the blinds and escape into a more palatable world down the flickering tunnel of television.

The same medium can be used, of course, to bring reality smack bang into the middle of one's living room, and as such can penetrate behind the blinds of indifference and apathy.

It would be good to think we could repeat this morning often. When we all rushed around waking each other up so that no one missed the beauty of the sunrise. It made a good start to the day.

It would also be good if we could take a lesson from the surprise beginning to this morning. It would be good if we could learn to live open and unafraid with our blinds always ready to be pulled up so that the light could flood in. It would show up the weak attitudes or out-moded ideas that we are holding on to, too possessively.

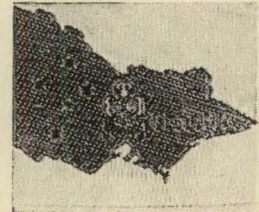
With the blinds up we could become more aware of the excitement and challenge of the world around us. We could become eager to be involved in events, or careers, that stretch our capabilities to the full potential.

The sunrises we see could excite our imagination. The sunsets we share could bring tranquility.

—from the "Whitehorse Standard",
printed by permission

Did you gain full marks answering the Quiz on Victorian Towns, Cities and Suburbs in last month's "Matilda"? The following are the correct answers. How do they match up with yours?

- | | | |
|------------------|-------------------|-------------------|
| 1. Port Fairy | 14. Diamond Creek | 25. Kilmore |
| 2. Dartmoor | 15. Moe | 26. Broadford |
| 3. Swanpool | 16. Nhill | 27. Rainbow |
| 4. Box Hill | 17. Wycheproof | 28. Whittlesea |
| 5. Anglesea | (witchy .. proof) | 29. Philip Island |
| 6. Stawell | 18. Geelong | 30. Mansfield |
| 7. Rye | 19. Mornington | 31. Portland |
| 8. Spotswood | 20. Seymour | 32. Yea |
| 9. Pyramid Hill | 21. Officer | 33. Dandenong |
| 10. Edenhope | 22. Sale | 34. Apollo Bay |
| 11. Donald | 23. Olinda | 35. Heathcote |
| 12. Bright | 24. Bairnsdale | 36. Glen Iris |
| 13. Beaconsfield | | |



PACIFIC GULLS

We were sunbathing after a swim at Cowes, when someone suddenly asked me, "Are those Albatrosses over there, by the edge of the sea?" There were three big greyish-brown birds, seemingly much bigger than their comrades, the Silver Gulls. For a while I was doubtful. Then I noticed that one of the three had white on the neck, head and under. Their beaks were large and brownish, and had that extra tube-nose along the top of the bill, which is characteristic of most sea birds. These birds were immature Pacific Gulls. Albatrosses have the tube-nose on the side of the bill. Also their wing span is very large.

The mature Pacific Gull has a bright orange beak, with a red tip; it is the largest beak of any gull in the world. Look out for the Pacific Gull on our byside beaches.

Young Pacific Gulls are often called "Molly Mawks," a name also given to several of the Albatrosses.

—J. H.



Dear Matilda,

I was at Mornington when the town held its annual celebration, which involved a parade of floats.

The Mornington Guides and Brownie Guides had an outstanding float. It was decorated with many hundreds of hand-made yellow paper flowers with the words "Brownie Guides" in brown flowers interwoven along one side and "Girl Guides" in the traditional blue along the other. Hang-

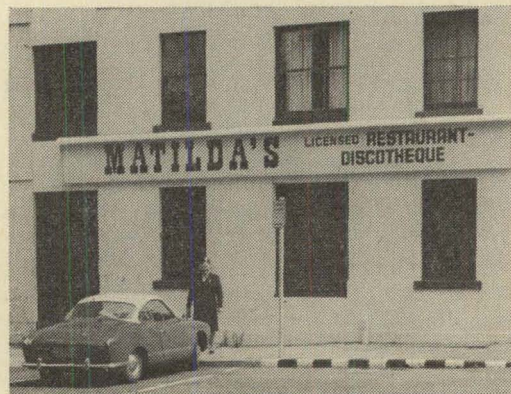
ing below the words were various interest badges, appropriate to the particular section of the movement. Each badge had been beautifully hand painted, and there was such a good cross section showing various important facets of the movement.

Further decorations of the trefoil, hand painted posters and greenery completed the effect.

To the Guiders, Brownies and Guides, I, a fellow Guider, want to say congratulations on an excellent float, superbly decorated.

The thought and hours spent by you all making and assembling it must have been immense, but what a wonderful achievement. You should all feel very proud.

Bev. Cohen,
Lieutenant, 4th St. Kilda.



An "extension" of "Matilda's" usual activities? Seen in Hobart.

THIS IS THE LOCAL ASSOCIATION'S PAGE



It is good-bye, Local Associations of Victoria, from your present L.A. Page Committee. The time has come for a new Committee to serve you.

We have had a most interesting five years and hope we have been able to pass on lots of information and news.

Did we rouse you to take action, to change and grow?

Rarely was there any comment on our efforts, good or bad, except that contributions kept coming at an increased rate and this seemed to show your interest.

May I thank Mrs. Hadaway, Sandringham; Mrs. Thomson, Balwyn; and Mrs. Elischer, Ferny Creek, for their wonderful help. They have researched ideas, talked L.A. Page whenever there was an opportunity, written articles, and in fact, two of them have become Guiders.

If through the L.A. Page you have come to know more about guiding and your appetite for it is now "teased," perhaps you would like to help a unit by becoming a Unit Helper.

The 8-point Programme endeavours to allow each girl follow her own interests. Most of us have a talent to give, and by becoming a Unit Helper you might show a patrol how to make jam, stitchery, mend a puncture, carpentry (perhaps Dad's domain) or any one of a thousand interests.

Unit Helpers do not wear uniform, but come to a meeting when requested by the leader.

In the meantime keep your contributions coming in; at the moment please send them to the Editor of "Matilda."

And so farewell. We wish you a rewarding year of Guiding and hope the children for whom you work enjoy their Guiding even more through your efforts.

—Yvonne Kirkman.

REPORT FROM TERANG

A copy of the Annual Report of the 1st Terang Guide Company, written by their Captain, has come into our hands. It has been neatly printed on a handy-sized (12" x 5") sheet for easy distribution at the Annual Meeting—an idea well worth adopting.

Captain has divided the report into two parts. The first deals with company activities, set out under the headings of the Eight-point Programme.

The second part is a wonderful list of "thank-you's," to everyone who had helped the company in any way, including the girls themselves.

We rather liked the first "thank-you" on the list, which went to "Mr. Cap., my ever patient and long-suffering spouse" and "my co-operative family."

The "staunch members of the L.A." were also remembered for their advice, assistance, hall maintenance and help at camps and outings.

STATE LOCAL ASSOCIATION CONFERENCE

L.A. members are reminded that the Biennial Conference will be held on 18th JUNE, 1973, at the Moorabbin Town Hall. We look forward to meeting many old and new friends at this interesting and stimulating gathering.

* * * *

Dear Matilda,

3rd Highton Guide Company invited sixteen ladies from Grace McKellar Old Peoples' Home to one of our meetings and our District Commissioner was also invited. We began the evening with an enrolment. This was followed by a talent quest and a fancy dress parade. Our guests were the judges. Our leader then narrated a story and we acted it. After this we served our guests supper; we enjoyed the left overs.

We finished the evening with Taps.

Gayle Matthews.



NEWS FROM 1st GLENHUNTLY PACK

A few weeks ago we had a Pet Show. Sara took her poodle, Catie brought her guinea pigs, Janice her canary and some of us our dogs.

Penny, our dog, won a highly commended and got an orange ribbon. Penny started barking and it was heard outside the Church. Wise Owl said that if there had been a contest for the loudest barker she would have won.

Brown Owl went on a trip to Europe for about eight weeks and she sent us a lovely postcard showing some children.

—Kim Michôd.

The Pet Show, held by our sister Brownie Pack, was a venture, completely thought out and organised by the Brownies to raise money to help the 6th Caulfield Cubs replace their equipment lost recently when their Scout Hall was burnt down.

—Brown Owl.

* * * *

BROWNIES AT DENILIQVIN

2nd Deniliquin Brownie Pack held a party in the Guide Hall.

During the party, five girls were enrolled as Brownies. They were Catherine and Lizethe Brockman, Maria Connop, Julie Newman and Linda Hetherington.

The Brownies sang several songs and presented two plays for the entertainment of mothers and visitors in attendance.

A delicious supper was served and the party ended at 10.30 p.m.

☆

Brownies representing Red Riding Hood, Goldilocks, Miss Muffett, a Hawaiian Girl and a fairy were all lost at the circus, and were found by the clown who asked Brown Owl could she take them into the Brownie Pack, which would be so much more fun than being lost at the circus. All tweenies

were enrolled individually and slipped off their costumes when they were enrolled.

Nell Priestley, Brown Owl,
2nd Deniliquin Brownie Pack.

* * * *

FUN FOR KYABRAM BROWNIES

1st and 2nd Kyabram Brownies went to Echuca for an outing.

We had lunch at a park near the river, and then we played on the swings. Then we went down to the Murray River for a ride on the paddle steamer. On the way up the river we were on the lower deck of the steamer and the Captain allowed us to have a steer of the P.S. "Canberra." We each received a skipper's certificate. On the lower deck there was a kiosk. The Brownies bought some lollies there and our leaders had a cup of tea.

We saw the remains of an old wharf which was once five times its present size. There was an old barge from which men were pumping water into the river, and quite a few speed boats passed us on the way up the river and back. After an hour's trip on the steamer we all went to the Echuca Historical Society. In the back of their grounds there is an old jail. It would be horrible to stay in there.

Inside, in a 19th century room there was an old typewriter. It was much heavier than our 20th century ones.

We saw a stamping machine, which by pressing a lever makes a raised mark. The man in charge stamped all our certificates from the paddle steamer. When we came out everyone had an icy pole, even our leaders.

It was time to go home then so we all got into the cars and went back to Kyabram.

It was a very exciting day.

Susan Burgess,
1st Kyabram Brownie Pack.



From my perch on "top of the world" I peered down at the pockets of early morning mist which lay between the mountains below me.

And eighteen pairs of Brownie eyes peered with me.

From the shelter of Toolepate Lodge I thrilled at the sight of a rosy-hued sunset which stretched in glorious abandonment half across the sky.

The same Brownie eyes thrilled with me.

A brilliant gold sunrise blinded my eyes while my ears rang with the harmonizing of early morning songsters.

But only a very few sleepless Brownie eyes caught this golden glow.

I wondered at the unity of little voices singing to an Almighty God of this wonderful venue while sheltering beneath a young willow tree high up, high up in this mountain in the beautiful moment before breakfast on a Sunday morning.

Did the eighteen hearts feel the same ecstasy as mine?

I shared with these Brownies in the exciting search for gold in Badgers Creek; in the thrill of feeding baby animals and collecting bright, discarded eagle feathers at Healesville Sanctuary.

With these same Brownies I brought home with me many shared memories plus a log book of adventures.

How much I enjoyed being Linus, the Pack First Aider, at 2nd Deer Park's "Peanuts Pack Holiday," as did all the other members of the Peanut Crew.

Toolepate Lodge, Launching Place, has launched us all off on another year of Brownie Ventures.

—M. Townsend.

AN AUSTRALIAN FLAG . . .

A very happy evening was enjoyed when Sir Winton Turnbull, accompanied by his wife, attended the meeting of 2nd Swan Hill Guides to present the Australian Flag to the Company.

The programme began with the presentation ceremony with words of welcome by our District Commissioner and one of the Guides.

Sir Winton Turnbull spoke to us on our service to the flag, what it means to a country, and most important of all, our willingness at all times, to be of service wherever we may be. We are never too young to help someone.

Also guests for the evening were Guiders, Guides and Brownies from the three packs and two guide companies, and members of the L.A. Two games on the theme of the Challenge "Know Your Australia," followed by supper, concluded the programme.

Margaret Clark,
Guide Leader, 2nd Swan Hill Guides.



FIELD DAY

When we got to the Field Day camp, we went to see where we could make our fire. We saw a good spot and a tree where we could hang our bags. Then we started to get some bits of wood to cook our meat. We had to get all the leaves away because we had to get our fire going.

When we got the fire going good we still had to collect wood to keep it going. Later on we boiled our billy and when we had finished with the fire we put it out with water.

We had to make a shelter of leaves and sticks and Captain went round to see which one was the best. After they had seen ours we went to see the others. It was a bit hard to decide which one was best as they were all good.

Jeannette Watson,
1st St. Albans Guide Coy.

APPOINTMENTS AND WARRANTS

A warm welcome is extended to the following:—

REGION COMMISSIONER:

Mrs. R. V. Pavia, Barwon (Feb., 1973).

DIVISION COMMISSIONERS:

Mrs. M. J. Davis, Gellibrand; Mrs. W. J. B. Pollock, Caulfield.

DISTRICT COMMISSIONERS:

Mrs. P. J. Barry, Avondale Heights/Keilor East; Mrs. B. J. Davis, Highett; Mrs. J. I. Fielding, Lara; Mrs. D. E. Goodwin, Epping; Mrs. A. A. Gould, Katunga; Mrs. H. J. Jones, Broadmeadows West; Mrs. J. J. Kirby, West Geelong; Mrs. A. R. Liversidge, Niddrie; Mrs. J. C. Murray, Derrinallum.

RANGER GUIDERS:

Miss M. A. Booth, Armadale Rangers.

ASSISTANT RANGER GUIDERS:

Miss A. T. Morrow, Armadale Rangers.

GUIDE GUIDERS:

Mrs. B. M. Secomb, 1st Lakes Entrance; Mrs. T. Smith, 1st Loch; Mrs. J. M. Begely, 1st Simpson; Mrs. H. S. Hull, 2nd Burwood; Mrs. A. H. Rose, 1st Leongatha; Mrs. F. P. Lindsay, 1st Mildura South; Mrs. P. J. De Jong, 1st Laverton; Mrs. L. G. Barr, 1st Rainbow; Mrs. Hartskeel, 2nd Overport; Mrs. B. K. Wills, 1st Brandon Park.

ASSISTANT GUIDE GUIDERS:

Mrs. L. Roser, 2nd Mt. Waverley; Miss J. Phillips, 1st Armadale; Mrs. G. D. Wuchatsch, 1st Armadale; Mrs. A. Hocking, 2nd Benalla; Miss W. S. Whadcoat, 1st Lakes Entrance; Mrs. A. J. Frew, 1st Coleraine; Mrs. J. D. Larkin, 2nd Highton; Miss M. Moore, 1st Brighton Beach; Mrs. D. Houston, 2nd Springvale North; Miss L. Love, 1st Newborough.

BROWNIE GUIDERS:

Mrs. A. Andrews, 1st Maidstone; Mrs. N. E. Tyshing, 2nd Glen Iris; Miss J. Wrigglesworth, 1st Solway; Miss B. E. Nicholls, 2nd Ormond; Mrs. T. E. Dix, 1st Lakes Entrance; Mrs. E. Brownlie, 1st Oliver's Hill; Mrs. B. Sedgman, 2nd Diamond Creek; Miss L. M. Hall, 1st Yallourn North; Mrs. E. Goodacre, 1st South Croydon; Mrs. R. K. Joyce, 1st Upfield; Mrs. B. W. Graham, 4th Highton; Mrs. J. I. D. Scott, 1st Corangamite South; Mrs. B. Gronow, 1st Yarram; Mrs. Hall, 3rd Mooroolbark; Mrs. A. Mason, 2nd Brandon Park; Mrs. J. C. Millar, 1st Brandon Park.

ASSISTANT BROWNIE GUIDERS:

Mrs. E. A. Stephens, 3rd Leongatha; Miss P. S. Talbot, 2nd Glen Iris; Mrs. C. P. Mitchell, 3rd Glen Waverley; Mrs. C. E. Pettit, 1st Lakes Entrance; Mrs. H. Grainger, 3rd Wangaratta; Mrs. T. Hendricks, 1st Wangaratta; Mrs. K. Nero, 2nd Wangaratta; Miss S. Allanson, 1st Glenhuntly; Mrs. D. Gilfillan, 3rd Maryvale; Mrs. J. Hodges, 1st Coleraine; Mrs. I. R. Douglas, 2nd Diamond Creek; Mrs. V. A. Collins, 4th St. Kilda; Mrs. E. M. Caldwell, 3rd Highton; Mrs. D. Matthews, 4th Highton; Mrs. W. R. Bayliss, 1st Bentleigh East; Mrs. D. Ritchens, 3rd Springvale North; Mrs. A. W. Johnstone, 3rd Newborough; Mrs. L. M. Fox, 2nd Newborough.

REGISTRATIONS:

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RETIREMENTS AND RESIGNATIONS

We acknowledge with gratitude the services given by the following whose Warrants have been returned:—

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* * * *

Dear Matilda,

I want to tell you how we were enrolled at Red Beach. It was in a cave that had caved in two years ago. If you looked up to the sky it looked as if it was going to cave in again. We were presented with our badges on the rocks by our leader.

Leanne Jackson,
1st Bundoora Guide Company.

BOOK REVIEW

"UNFURLED — AUSTRALIA'S FLAG" by G. H. Swinburne.

Australia's story on her flag.

Should Australia have a new flag?

As ties with England weaken, and Australians seek to express a national maturity and independence, this question is being asked with increasing frequency and purpose. This gives added pertinence and interest to an authoritative and fascinating book by G. H. Swinburne: "UNFURLED — AUSTRALIA'S FLAG".

The history of our flag really began way back in 1503, when Australia was still Terra Incognita Australia, the Unknown Land of the South, and England, Scotland and Ireland were separate warring countries.

In June of that year, a lonely, motherless, 13-year-old girl, Princess Margaret of England, set off on a journey of six weeks from London to Edinburgh to become the bride of Scotland's King James 4th. This was the first move in a quest to bring peace and union to the two countries.

But a hundred years passed before the two countries were united under one crown in 1603, and the Union Flag (or Jack) — the red Cross of St. George superimposed on the white Cross of St. Andrew — came into being; and another hundred years before the Parliaments were united in 1707, and peace was secured.

This was the flag — a vertical red cross over a white diagonal cross on a blue ground — that Captain James Cook hoisted when he claimed the eastern coast of New Holland for England. This was the flag that Captain Arthur Phillip raised on 26th January, 1788, when he arrived with the First Fleet to found the colony of New South Wales.

Ireland was not represented on the flag until union was achieved in 1801, when the red diagonal Cross of St. Patrick was added. Thus it was the Union Jack as we know it today that flew proudly from the good ship "Investigator" when Matthew Flinders left England in July, 1801, to explore and chart the coasts of Cook's New Holland, which Flinders renamed Australia.

In time, six separate British colonies developed in Australia, each giving allegiance

to the Union Jack. Then, on 1st January, 1901, because of the vision and determination of many prominent men, the Commonwealth of Australia was born, and, in 1903, the flag of the Commonwealth, chosen by the Australian people, received royal assent. Our flag's evolution had taken exactly 400 years.

"Unfurled" tells the story colourfully and concisely, on the wide canvas of British and Australian history, and discusses the changes through which the British Empire passed to emerge as the British Commonwealth of Nations.

The stories of the three saints whose Crosses make up the Union Jack, the heraldic significance of the parts of the flag, and the details of the construction of the Australian flag, are also given in satisfying detail in this attractive, well illustrated and very readable book.

"Unfurled — Australia's Flag" is now on sale in the Guide Shop at the special reduced price of \$1 — an advantage for your Unit library.

* * * *

ONCE A JOLLY BROWNIE

Once some Jolly Brownies went to Brownie Revels,
Sat round a gum tree and sang lots of songs,
And they sang and they danced around their own special tree.
You'll come a singing at Revels with me.

Hurrah, for Brownie Revels,
Hurrah, for Brownie Revels,
We all get together and meet our division packs,
Commissioners, and Guiders, it's so nice to see you all,
Hurrah for Brownie Revels, where we have lots of fun.

Down came the bush nurse, with her little first aid kit,
Assisted by the swagman, whom we couldn't do without,
And we thank the other packs, who helped with our campfire songs.
Hope to see you next year at Revels again.

By Eileen Tyshing, Brown Owl,
2nd Glen Iris Pack

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