W.W.T.C.
EXCEL WITH HONOUR

TALKABOUT

A PUBLICATION OF THE STUDENTS OF WAGGA TEACHERS' COLLEGE.

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The Policy of Our College

In this article the Principal gives an outline of the type of student he hopes Wagga College will produce, and gives a clear indication of the possibilities of teacher-training in a residential co-educational establishment.

THE Official Opening of the Teachers' College, Wagga Wagga, marks an important step in the history of teacher-training in New South Wales. There are now four Colleges with a common objective —all engaged in the very important work of producing each year a body of teachers worthy in every way of the great profession they have chosen.

Since the students of every college are holders of Government scholarships and since all the expenses of teacher-training come from Government funds, the four Colleges have certain common responsibilities and obligations. Regulations governing examinations, and all matters affecting students' conditions and general college administration are discussed by the Standing Committee of Teacher Training of which all College Principals are members. The Chairman is the Director General of Education, and meetings are held several times a year at a different College each time.

The framework within which each College functions is therefore much the same in all, but each retains a definite individuality and carries out its own policy. Different environmental conditions, different philosophies of education, different philosophies of life will always mean different emphases on various aspects of teacher-training in different institutions wherever they may be situated. Policy is essentially an individual matter, indeed a personal matter, determined by the special qualities it is hoped the course of training will develop in each student, framed with a clear picture in mind of the type of teacher, the type of man or woman it is desired to send forth into the teaching profession.

At Wagga, the fundamental basis of policy is that the aim of school education is complete living—not only for complete living at some future stage of maturity, but for complete living here and now. If the pupil at school is to be trained by the Wagga student when his College days are over, then the student himself must be developed on these lines.

It is felt, first of all, that if the student is to live completely he must love knowledge, he must develop an abiding interest in learning, for only through knowledge can he find out what he owes to the past, and how he can help to build a brave, new world in the future. Besides the work in the lecture rooms, there are many activities in College life specially designed to lead the student along the paths of culture and scholarship.

But the person who is merely a scholar cannot be said to live completely. Healthy, wholesome, co-operative community living is of vital importance to human happiness. Man must learn to live with his fellows. Tolerance, charity, leadership, teamwork — these things are essential to complete living, hence they must play an active part in life at the College. An attempt is being made to take the fullest advantage of the residential and co-educational nature of the College to inculcate the highest ideals of community life, and to develop personality, self confidence, and social confidence.

Again, since Australian community life is traditionally democratic, student life must be organised on a democratic basis. Not only through the Students' Representative Council, the democratically elected student body that has control of all students' funds and social activities, but also in every department of College life—residential, cultural, professional — students' representatives are being given an increasing share of responsibility. In every sphere students are encouraged to express their opinions, to get the viewpoints of others, and to form their own judgments. On no occasion has "Talkabout," the weekly students' newspaper, been restricted in any way; rather has it been a part of College policy to encourage more and more students to express their views through this medium. In every way possible, then, all are prepared for intelligent and worthwhile participation in the democratic way of life after College days are over by actually living democratically for the two years at the College itself.

College policy maintains, too, that complete living involves a deep appreciation of spiritual values, and every encouragement is given to the formation of religious clubs, in order that character building and character development, without which any sort of professional training is futile, may form the foundation upon which the whole College structure is built. It has been most gratifying to see the enthusiasm of these clubs maintanied, and to see students of all denominations discussing their religious beliefs and carrying out various club activities with tolerance and an appreciation of the different points of view in these matters.

Finally, it is assumed that, to make living complete, there must be a spirit of adventure abroad, and it is aimed to produce here teachers "clear-eyed and heroic" in their professional sphere, who will not only preserve what is good from the past, but will blaze new trails in education; and who, in the wider community life, will play a real part in producing a generation of citizens better than the old, and that "better, saner world of which the wisest of all ages have dreamed."

G. L. BLAKEMORE,
Principal.

West Wallsend to Wagga Wagga

OUR PRINCIPAL'S VARIED CAREER

Mr. Blakemore entered the teaching service of this State in 1916 after completing a six months' course of training at Hereford House, which at that time was, with Blackfriars, the only training institution in New South Wales. We, the students of to-day, can learn much from a survey of the conditions of the past when the newly fledged teacher was paid £110 p.a. if he lived away from home, and £72 p.a. if he resided at home. These were the prevailing salary rates when Mr. Blakemore became junior assistant at West Wallsend School in 1916-17.

After serving a year in this capacity our Principal moved on to a small school at Summer Vale, near Walcha, thence in 1918 to the direction of two half-time schools (now fortunately a thing of the past), Gurnang and Isabella, in the Oberon district. Later he became master of a small school at Mimosa Dell in the same district.

Was it the call of the west, the love of the unknown that influenced the rugged pioneers to leave the big smoke, which in turn called Mr. Blakemore to Tibooburra, a delightful little hamlet some 200 miles from Broken Hill? Some idea of its isolation can be gained from the announcement in the Press recently of its link with the outside world by telephone. Here amid the heat and dust of the Never Never our Principal laboured for two years—years which were valuable in that they gave him an opportunity to see at first hand the hardships of life in the west, the spirit of friendly co-operation so characteristic of small bush communities.

It was with mixed feelings that he left this isolated outpost to become an assistant at Birchgrove Staffed School in 1922, where he remained for some years, forming, in 1926, his first link with teacher training, by his appointment as a teacher supervisor to assist in the supervision of students from Sydney Teachers' College. In January, 1928, Mr. Blakemore was appointed to the North Newtown Demonstration School, and from then onwards took part in the supervision of College students during their practice teaching. He looks back with interest upon the happy days spent at the College camp at Castlereagh.

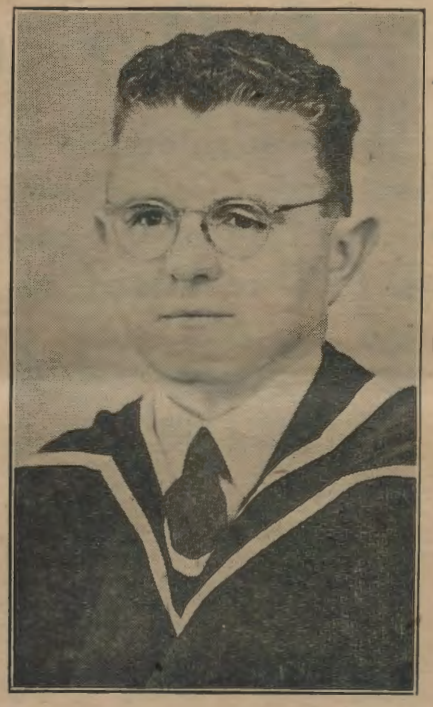
Leaving the Dem. School behind he moved on to the Deputy Headmasterships of Arncliffe and Kurri Kurri Schools and later acted as relieving H.M. of Bourke and Ardlethan Central Schools, and finally was appointed Headmaster of Pelaw Main Primary.

In January, 1938, he was appointed Headmaster of the Demonstration School in Armidale and lecturer in teaching method at the A.T.C. Many Armidale students remember the work of Mr. Blakemore as outstanding because of its use of activity methods, then but little known, in teaching.

Lismore became the next centre of our Principal's activities when he took up his new appointment in 1944 as Inspector of Schools in that district. Later he occupied a similar position in the Murwillumbah area until his appointment as Principal of the W.T.C. in 1946.

ACADEMIC HIGHLIGHTS

The Principal graduated from Hereford House with a 3B Certificate, the highest grade to be attained. The old multiple classification system was then in force, and he proceeded through all grades until reaching the final 1A. He matriculated by private study and graduated as a Bachelor of Arts in 1932



MR. G. L. BLAKEMORE, M.A.

whilst teaching at North Newtown Dem. School. He pursued his studies and graduated M.A. in Education in 1945.

It will be obvious from this brief summary of the salient features of a practical teaching and academic life that our Principal's career has achieved the fine balance necessary for a really successful teacher.

THE BAD OLD DAYS

When asked for a few words on the changes he has seen in 32 years of teaching, Mr. Blakemore replied: "Since 1916 the status of teachers has changed greatly. The pernicious system of multiple classification has been superseded by a far more equitable method of promotion and salaries have been increased greatly. I consider, however, that perfection is still far distant; many changes must still be made before the child can be given an education on modern lines. Better buildings must be provided, the type of equipment issued to schools must be improved and, perhaps, most important the size of classes must be reduced to permit of really effective teaching. Much has been achieved over the last 30 years, thanks to the unremitting efforts of he Teachers' Federation to improve the status of teachers in their profession as well as members of the community. Much remains to be done, however, before teachers can occupy the position to which they are justly entitled—that of professional persons equal in every way with the representatives of other professions in a community."

We thoroughly agree with our Principal's views on this matter and feel confident that students of this College will, by following the noble example he has set, do much to translate these ideals into reality.

Editorial

An attempt has been made to present an overall picture of College life from the academic, social, recreational and spiritual points of view. If any organisation has been omitted it has been from oversight, not intention ,and I apologise. This issue would have been impossible without the co-operation of various members of the lecturing staff, and the hard work of Wyn Walshaw, June Scott and Bette Sanders in importuning the various students whose articles appear in these pages.

If, since our establishment a year ago, we have succeeded in our objective of recording student activities, and sponsoring creative thought on the part of students on subjects which affect them we feel that we have played our part in the plan for "complete living" within the College.

—ALAN FRYER.

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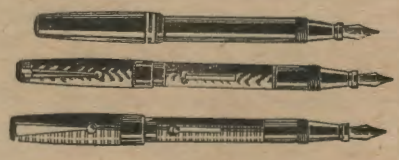

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STATIONERS AND JEWELLERS,

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Social and Recreational Club

At a most enthusiastic meeting soon after the Pioneers arrived at Wagga Wagga Teachers' College the committee for this club was formed. Selection was by popular vote and the following were successful: Misses R. Johnston, A. Tanner, J. Scott, and Messrs. M. Whittaker, I. Thomas and M. Millar.

This committee then set about arranging weekly dances to be held on Saturday nights at the College. For the first few weeks we used the hall, but as soon as the gymnasium was finished we moved down there, and even though Mr. Hawcroft is a little unhappy about the dust on the wall bars, we have used the gym. ever since.

The dances were, and still are, run not only for entertainment, but also to try and give the students some experience of mixing socially. I consider that these functions have done a tremendous job in building up a feeling of comradeship and friendliness throughout the College. Also, each Sunday night a film programme was arranged and I have a suspicion that men and women have really got together at these shows.

Last year a College Ball was arranged and this year a Welcome Ball to the incoming First Years. With the arrival of these new students it was decided to have three students from each session to form the committee. So, the committee at present consists of Miss A. Tanner, K. McLean, I. Thomas (2nd year) and Miss A. Broadhead, T. Allport, R. Collard (1st year).

In closing I would like to mention just how appreciative the committee is of the worthy advice and help given by Mr. Cornell as lecturer advisor.

"Life Behind the Hedge"

It will never be the same again!

The 9th of June, 1947, was the date. The smiling faces of 150 potential students thronged Wagga railway station. Some, who had no idea of what a Teachers' College should look like, were foolhardy enough to mistake the Base Hospital for their future abode. Imagine their surprise and delight when they were finally set down from the bus outside the College proper.

After undergoing the formalities of signing on, etc., they were conducted to their various bedrooms. It would not be out of place here to mention Miss Wylie's office. It contained a desk and chair plus an ink bottle and pen.

There were only two blocks of bedrooms for the women students at his stage, known as 7 and 8, later changed to Phil-Delta and Kappa-Pi respectively. The large bedrooms were to house 5 students, the smaller ones 4 and 3, while there were about three double rooms.

Both Phi-Delta and Kappa-Pi had long draughty corridors, and unfortunately the wind was given ample opportunity to make itself felt between the floor-cracks as there were no coverings. Several weeks later the latter were laid and accompanied by two central heaters per block.

It was quite a shock to delicate systems to find a complete absence of wardrobes, dressing tables or even a boot-box.

For several weeks the windows were gaily decorated with hand towels or any other article that could be spared to act as stand-in for blinds. When the latter did arrive the feeling of security was overwhelming.

During Trinity term each common room's only furnishings were lino, one long table and two irons which were put to uninterrupted use. Later steel lockers were housed here, and were very welcome as storage place held a priority. Half way through Michaelmas term each block organised entertainment to raise funds for curtain material. Mrs. Johnston helped here by securing Australian hand-printed calico. The two sewing machines which were now part of Kappa-Pi's furniture were used unceasingly after their initiation ceremony of curtain making. At the same time cane furniture in the form of chairs and divans were supplied by the department and heaters were also installed.

Also during Michaelmas term one favored bedroom (it has been said because of tidiness) received a gift from the gods in the form of a wardrobe-cum-dressing table.

Hot water had supplied a freezing question in the initial stages. Between the hours of 4 and 6 women had been able to use the men's shower room which had the luxury of hot water. This only lasted for about one hour. The remaining studes suffered in silence. Gradually, however, bathroom hot water and even shower rooms were forced upon the hardy crew.

The laundry during frst term contained four sets of tubs and four gas coppers. This number was extended to eight sets of tubs one year later. The delights of hot water were unknown until Lent term 1948.

Over the Christmas vacation the clothes lines were moved to a new spot and extended. During Trinity term ('48) the area under the lines was covered by bitumen enabling students to trace their pegs more easily. At the beginning of this term 2nd Year students frantically searched the common rooms for irons. On enquiry, however, they found that irons and ten ironing boards were installed in the laundry—along with a copious drying system. This was now a self-contained unit.

And so it was with regret that most of the 2nd Year students transplanted themselves to a block called Theta Mu at the beginning of the Trinity term ('48). The re-naming of the three blocks had been actuated by Miss Wylie.

Theta Mu supplied nearly the same amenities that blocks 7 and 8 had originally supplied, with the added advantage of direct communication between rooms. This latter effect was obtained by the dividing walls extending only two-thirds of the way to the ceiling.

By the same gradual process doors crept up on the rooms and wardrobes, blinds on the windows, and little wall cabinets took shape. Here the common room was the exposed space between two hallways as it was not lined and the doors were allowed to swing on inclination owing to complete absence of locks or handles.

However this was later remedied and windows, floor covering and cane furniture were fast following one another. A hot water system had been installed in the bathroom only, after the first week.

Theta Mu is still in the throes of insidious development; the whole lighting system is to be reorganised amongst other adjustments. It shows, however, definite signs of becoming a comfortable and happy abode just as Phi-Delta and Kappa-Pi developed from their embryo stages.

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On Administration

On 19th May, 1947, the office of the Teachers' College first came into being. Prior to that date the outside office was used, and the general office, like the rest of the College, was just another storeroom. Two weeks after this the staff was doubled with the addition of the services of a typist. No time was available for the setting up of the office, but within a short time it was functioning and beginning to take on the appearance of an office.

As in all establishments the office is the administrative centre. Lecturers, students, College and Hostel staff all soon began to avail themselves of its services. Whilst a friendly atmosphere is always present, the aim of the staff, controlled by the Registrar, has been to provide a service to the College and Hostel; as the staff employed therein realise that their work is definitely reflected by the smooth running of the College.

To give a detailed account of the work done by the office would occupy more space than is available, but a synopsis can be given. The students know the office by reason of payment of allowance, refunds of money in various forms, bonds, and of course Students' Representative Council accounts and purchases. For stores, duplicating, typing and many other general matters the lecturers avail themselves of this office. The Hostel staff are at times employed by the Registrar and receive their pay in cash payments from the office.

The equipment installed is of a modern type and includes an electric duplicator. Recently the P.M.G. Department installed a pedestal switchboard to provide for the future telephone expansion of the College. A contract has been let by the Education Department for the installation of an internal telephone system; these two appliances, coupled with the amplifier unit installed in the office, will provide a modern and flexible communication system throughout.

The Writers' Group and Its Works

The writer occupies an important place in his community. He is the person who observes, interprets, comments, entertains. He does all this publicly to the delight, interest, annoyance or suspicion of his fellows. His readers pay money for the experience of reading his ideas. If he loses touch with his community, readers stop paying. At times, if they are afraid of his ideas, honestly put forward, mental cowardice or hypocrisy hides behind a censor—but that opens a contentious field beyond this article. Enough to say here that the writer asks the freedom needed by the research worker, to investigate and to present his findings, and expects no test of worth but that of truth or falsity.

The writer, then, benefits from his community; the community from its writers. Such a conception underlies the Writers' Group in the College. Freedom of speech, coupled with a sense of responsibility, opportunities to publish and a critical audience—these things make possible effective writing, and the work of the Writers' Group becomes its own advertisement.

"Talkabout," the weekly newspaper, was the first concern of the Group. Vol. I, No. 1 appeared on 6th October, 1947, and despite printing and financial problems, has appeared regularly since. This is an outstanding achievement in days of printing difficulties, made possible only by the energies and efforts of Editor Alan Fryer and his hard-worked staff. The first issue set a high standard and "Talkabout" has developed into a student newspaper eagerly read by students, staff and College friends. The recent inter-collegiate issue sold out with 700 copies. Usual circulation is about the 600 mark—interesting evidence of the place the paper occupies in student life. The new office will make easier the heavy work involved in weekly publication.

The second project of the Writers' Group is the production of a journal to give expression to the cultural life of the College. Publication difficulties have been overcome and, under the editorship of Mary Comino, the magazine has now gone to press.

In "workshop" groups behind the scenes, members of the Writers' Group meet regularly to plan productions and to hold manuscript evenings when MSS. are discussed frankly and informally. These mutual discussions and activities aim to help writers to master techniques and to gain greater control over words.

In reviewing the work of the past year, nothing better than this can be said to sum up progress: That they have wrought for themselves a vital part in College life and its affairs; that they have successfully launched two publications of high standard; that, in a few months' time when first year students take over they will be taking over heavy responsibilities; and that a number of students are rapidly developing their ability in the art of writing. All readers of the publications will watch with great interest and warm wishes their future writing within and beyond the College.

K. LEVIS.

"TALKABOUT"
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Sub-Editors:
June Scott, Dave Rummery
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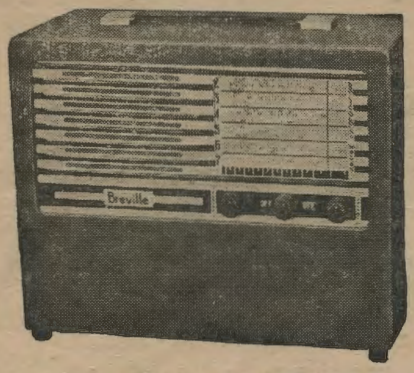

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People We Know

A Chinese philosopher says: "Those who meet over a good meal part friends." And it has been largely due to the untiring efforts of our housekeeper, Mrs. V. Whittaker, that this precious fellowship has been preserved, even from those unsettled early days when everyone and everything was strange and new, and emotions were prone to over-balance at the least provocation. It was unexpected, although humorous enough from some angles, reactions varying from enthusiasm to plain horror, as students queued up at kitchen door and balanced trays of food back to their respective tables; whether you left the dining room with a full or empty stomach, depending solely on the ingenuity of your ambassador in manoeuvring to the head of the queue.

Of course the dining room was only half the size then that it is now, likewise the kitchen. There were no curtains, no pictures, no permanent lighting systems—not even linoleum at the very first, while the kitchen struggled on with only half its utensils. Then after tea, before study, came the washing up—just like home, sweet home; only it was more fun here because of the machinery. Six o'clock next morning saw us up to relieve one of Mrs. Whittaker's numerous anxieties as to how she could possibly have the tables set for an 8 o'clock breakfast.

They were uncertain days, with an extremely small but gallant waitressing staff, ignoring regulation working hours, and later, cheerfully serving at least eight tables per meal under the most trying conditions. Our staff is still comparatively small, but everything runs smoothly in a kitchen equipped with extremely modern machinery, and a beautiful, spacious dining room.

Students who pass through this College will always remembers Mrs. Whittaker as the sometimes frightening friend, to avoid when you have a guilty conscience, but to whom you can always turn whenever you want a favour, no matter how busy she is; as the person who brightens up special occasions by extra dainties, and who will never see your knapsacks absolutely bare on a picnic; but most of all as the person who abolished barley water from the daily diet of all College students.

Mention must be made, too, of the sterling work of Mr. Whittaker. His efforts to preserve some semblance of order amid the morass of journalistic copy in "Talkabout" office are greatly appreciated by the various writers who congregate there.

Mr. and Mrs. Smith also deserve special mention. The former for his untiring labours in performing the many tasks which contribute to the smooth running of a residential College of this nature. His willingness to help and cheerfulness on all occasions are most appreciated. Mrs. Smith, too, has become a firm favourite with men students especially. It was she whose tactful suggestions regarding the establishment of some measure of decorum in the men's dormitories facilitated for many the transition from home to communal life.

OUR MATRON

If College folk are ever sick,
Or in a sorry plight,
They go along to someone
Who always sets them right.
She's very inconspicuous
And never asks for praise
For all that she has done for us
Right through our College days
With her basket in her hand,
We see her do her rounds
Of those who aren't in working shape,
Within the College grounds.
So three cheers for the Matron, boys,
She's never failed us yet.
She's always there when needed most,
Though sometimes we forget.

MR. LOGAN

The first session of students arrived at Wagga College on 9th June, 1947. Approximately one week later Mr. Douglas Logan opened a College Shop and has since supplied almost every need of the students. For the first year (June 1947-June 1948) this shop was extremely small and Mr. Logan was forced to work under many difficulties. However, he put this limited space to the best advantage.

This year the College Shop is much larger, even considering the fact that the student body has doubled its numbers.

As well as providing a College Shop—which is a very important part of this College—Mr. Logan has supplied the College football team with a set of jerseys. This gesture has been very much appreciated, as have Doug's and Mrs. Logan's courteous and efficient service since their opening.

Beautification of the College Grounds

The grounds of Wagga College were, in the very early days, almost as bad as the paddocks that border the stock route. During the past sixteen months, however, some remarkable changes have taken place as the result of Mr. Cornell's beautification scheme. The first College gardener, Mr. Bill Davis, worked enthusiastically and trielessly throughout the first College year. Now the College has a specially appointed landscape gardener, Mr. Briggs, who is carrying out further improvements day by day.

Oleanders, roses and crepe-myrtle have been planted along the drive, while poppies and roses encircle the lawn in front of the administration block. On either side of the doorway Daphne has been planted, promising to make this entrance very attractive.

The lawns at the front of the College, extending from the gateway towards the gymnasium, are already showing signs of the constant work that has

been carried out in this section of the grounds. A double row of flowering peach and plum trees has been planted near Matron's quarters and many other flowering shrubs have been planted about the lawns, near the administration block, along the covered way, and alongside the dormitories.

Chrysanthemums extend along the north side of dormitories, Kappa-Pi and Phi-Delta. These plants bloomed very well last season and have at present been pruned to ensure future growth of new tissue. Theta-Mu also will have its beauty spot as a garden and lawn have been planned to beautify the quadrangle which this block encloses.

No doubt, when the playing fields are completed on the site of the present "lucerne patch," they, too, will be surrounded by shrubs and gardens.

Thus, when the grounds of Wagga Wagga Teachers' College are completed another beauty spot will have been added to the "Garden City of the South."

Dramatics

The history of the theatre affords ample evidence that acting is as irrepressible as life, and flourishes equally under good fortune and ill. Actors have in turn been subsidised and forced to pay their way; they have been given theatres or driven to become strolling players; they have been alternately regarded as valued citizens and as "rogues and vagabonds." When forbidden the town, they have played outside it; when deprived of good theatres they have played in bad ones; when they lacked large stages they have triumphed on small ones. Such has been their story.

Into this illustrious company must be admitted the budding actors of W.T.C., for when the College opened there was no beautiful theatre to welcome them. It wasn't even a case of the stage being too small—there was no stage at all. For bath-tubs occupied the site of the Assembly Hall stage and the Gymnasium was about four feet high. Even when the stages eventuated there was keen rivalry for their use, as Miss Moore and Mr. Pople had also begun rehearsals of "The Gondoliers." But the motto of the Dramatic Art Option and the Little Theatre Group had become "press on regardless." The medieval tradition was revived, and the College soon learned to view with unconcern the sight of players gesticulating with abandon on strips of grass or sections of the covered way.

They learned, too, that an actor needs only four boards and a passion, for even when they were able to use the stage, it was, literally, just a stage. The Department had promised to light both stages, and to provide curtains for the Assembly Hall stage, but such assistance would not be forthcoming for some time. The Little Theatre gave up its £10 grant to obtain temporary lighting, Miss Moore borrowed curtains from the School of Arts and sheets from the linen cupboard, and early in the second term the Little Theatre presented the first dramatic performance—a night of one-act plays. These were "The Four-Poster" by Dora Wilcox, "Dimmed Lights" by Sydney Tomholt, both Australian plays, and a modern American comedy, "George and Elizabeth." Several months later the Dramatic Art Option followed with another night of one-acters—Cronin's "Stampede," Philip Johnson's "Legend" and Synge's "Riders to the Sea."

Third term saw "The Gondoliers," and as a result we now have elegant claret-coloured curtains hanging in the Gym. This term there are to be no less than four dramatic performances, and from the proceeds of each added stage improvements will no doubt be made. One day, perhaps, Wagga students will be able to perform on a stage with adequate height and depth, where they can rehearse unhindered. It will have proper dressing rooms, space backstage to store props, a workshop where they can construct their sets. . . . But I am exceeding my assignment. I was asked to describe the day of small beginnings. And, in spite of all the difficulties, it has been fun, hasn't it?

J. MOORE.

Religious Clubs

EVANGELICAL UNION

The Evangelical Union means an acknowledgment of Jesus Christ as Lord, Saviour and God. Its purpose is to present the Bible to its members, to bring its members closer to God, and to bring new members to God.

The inaugural meeting was held on 19th June, 1947 with Don Boyle as President. Membership has increased from seven to twenty since this "pioneer" meeting.

There are two aspects of E.U. ordinary meetings: (a) Bible study, led by Mr. Young; (b) Scripture dems given by Miss Moore.

Besides the ordinary meetings there are public meetings, at which a visiting speaker gives a message, and Squashes. A memorable event was the house party at Hay with Mildura, at which many were spiritually enriched.

The E.U.'s aim is to testify and witness to the living power of our risen Lord to the rest of the College students.

It is regretted that a report from the St. Thomas Moore Club has not come to hand at the time of going to press.

STUDENT CHRISTIAN MOVEMENT

This movement had its inaugural meeting in the College in May this year. This meeting was held as a result of a visit to the College by the Rev. David Garnsey (General Secretary of the movement). The work of the movement began in earnest during the first week of Trinity Term when we welcomed a number of new members and, after electing officers, decided on a syllabus for the ensuing year.

The first three meetings after this were addressed by the Rev. Donald M. Baird, who took for the topic "A Modern Approach to the Bible." The movement then chose for its next study the Gospel of St. Mark. These studies are still being followed with great benefit to all.

The movement has been indebted to Miss Leila Giles who visted us in July and spoke on the different aspects of the S.C.M. work, and especially of World Student Relief. Leila left with us a lasting impression which has helped the movement here considerably.

Our discussion groups for the study of St. Mark's Gospel are held every Tuesday night in Room 5, and a short devotional period every Thursday evening in Room 5.

The Musical Society

The College had barely been unofficially opened when a meeting was convened for the purpose of forming a Gilbert and Sullivan Society and arranging auditions for a production. This production was "The Gondoliers," under the capable guidance of Mr. Pople and Miss Moore.

Who can forget "The Gondoliers" practices — chorus, principals, dialogue and stagework? Who can forget the fun and puns we derived from it?

Miss Cornell's arrival here was a great thing for the show. Mr. Pople was relieved of the task of tutoring an accompanist(e) and so could concentrate with even more vigour on the work with the cast.

The many months of practice were rewarded when the show took place—success was our portion then!

With the arrival of the 1948-49 session a further step was taken in the musical life of the College. The Gilbert and Sullivan Society was combined with the newly-formed choir to form the Musical Society.

Plans were made for the performance of another Gilbert and Sullivan musical comedy, "H.M.S. Pinafore," with "Trial by Jury" as a curtain raiser.

This time, Mr. Ashworth is attending to the production and has so far proved his worth.

Success again seems to be coming our way.

Last but not least in the history of the Society is the choir. With some one hundred voices and a term's practice, its repertoire is truly amazing, both in variety and quality.

It is obvious that everybody in the society enjoys being in it; every now and then one hears snatches of "Pinafore" or "Trial," and the songs of the choir are seldom far from the lips of the choristers.

Surely this is sufficient proof that our College has begun well in the musical world and, if enthusiasm continues as at present, future productions should be even more successful than those of the past.

Academic Clubs

The inclusion of a clubs' period in the week's activities of the College has given all students an opportunity to pursue interests of their own choosing. This very fact accounts for the keenness with which the Clubs' period is carried on, and although its location in the time-table is not ideal, the exchange of ideas and the good fellowship found in the Club atmosphere is holding members together.

We are progressing some way towards the desired Club spirit, in which enthusiastic groups of students develop their interests in their own way with only occasional assistance from the lecturing staff.

There are twelve duly registered clubs, each with a constitution and elected committee. Each body has as Patron a lecturer whose interests are those of the club and who acts in an advisory capacity only. Registration of each Club is with the S.R.C. and grants of money from this body may be applied for by any Club requiring finance. At present a grant of £100 has been made to the Writers' Group to finance the forthcoming College magazine.

The following is a list of the clubs in operation each Friday afternoon:—

CURRENT AFFAIRS.—Patrons, Mrs. Johnstone and Mr. Young; President, Miss Noble; Secretary, Miss June Ferguson. Location: Room 5. Enrolment 17. Aims: To discuss and formulate opinions of current political, social and economic interest.

MATHEMATICS CLUB.—Patron: Mr. Duncan, President, Miss Dempsey; Secretary, Miss Broadhead. Location: Room 6. Enrolment 20. Aims: To develop an interest in mathematics and to give an opportunity for members to express themselves in the making of aids and in the consideration of the problems of maths teaching in the Primary School.

DEBATING CLUB. — Patron, Miss Moore; President, Miss Roberts; Secretary, Miss Armstrong. Location: Room 4. Enrolment 9. Aims: To carry on the activity of debating with the object of gaining fluency in speech, thought and argument and to develop a critical attitude.

THE VISUAL EDUCATION CLUB.—Patron, Mr. Renwick; President, Mr. Rascall; Secretary, Miss B. Bosler. Location: Room 1. Enrolment 42. Aims: To become acquainted with the various forms of visual education and to gain facility in handling equipment necessary for its use. There are four groups within this Club: (a) Projector Group; (b) Camera Group; (c) Duplicator Group; (d) Puppetry Group.

LITTLE THEATRE GROUP.—Patron, Mr. Ashworth; President, Miss Bowers; Secretary, Mr. McLean. Location: Hall. Enrolment 44. Aims: To read and produce plays and scenes from literature and to help to develop the expressive ability of each individual member.

LIBRARY CLUB.—Patron, Miss Webb; President, Miss Kimber; Secretary, Miss Dominish. Location: Library. Enrolment 37. Aims: To study library procedure and its associated activities.

PHYSICAL EDUCATION CLUB.—Patrons, Miss Brown, Mr. Hawcroft; President, Mr. Miller; Secretary, Miss Fisher. Location: Gymnasium. Enrolment 57.

CRAFT CLUB.—Patron, Mr. Wilcox; President, Mr. McMicking; Secretary, Miss Andrew. Location: Craft Room. Enrolment 26. Aim: To pursue the various crafts with a view to future leisure activity.

NATURALISTS' CLUB.—Patrons, Miss Reedman, Mr. Cornell; President, Mr. Nilon; Secretary, Miss Lovett. Location: The College Grounds. Enrolment 20. Aim: To study interesting aspects of biological science.

WRITERS' GROUP. — Patron, Mr. Levis; President, Miss Comino; Secretary, Miss Scott. Location: "Talkabout" office. Enrolment 12. Aims: To produce literary articles and to support the College paper "Talkabout."

LITERATURE CLUB. — Patron, Mr. Holland; President, Mr. J. Gleeson; Secretary, Miss Manwaring. Location: Room 3. Enrolment 16. Aims: To read and discuss literature together and thus to develop a power of literary discrimination.

I am delighted with the spirit in which the student body is carrying on this worthy activity which is becoming a vital part of our College life. Let us all look forward to the future when from these beginnings something in the form of a club tradition will help to bind students old and new more closely together.

N. P. DONNISON.

Library

In May 1947, students and lecturers of Sydney Teachers' College were peering inquisitively at the packing cases piled high in the library corridor. Some 800 books were awaiting transport to their new abode in the Riverina. No reading rooms, shelving, carpeted floors, greeted their arrival at the Wagga College. Unceremoniously the cases were ripped open and the floor of an administration office was stacked with books. Despite the cramped surroundings, records, processing, ordering, began in earnest.

At the start of term, Room 5 became the "temporary" quarters of the library. With the aid of a wheelbarrow, books, cards and other equipment were moved to the lecture block. After considerable bargaining and searching of College buildings, some basic pieces of furniture were secured. Thus, with several dining-room tables and "D" presses with their doors removed, the College library opened for reading and borrowing within the first few weeks of term.

As the months went by, new books appeared on the shelves. The first periodical arrived. The picture file was begun, thanks to the Library Club. Curtains, linoleum, new shelving and pictures brightened the room's appearance, and, as Second Year students will vouchsafe, the "pioneer library" was a quiet and congenial haven.

Now and then staff and students would point out the future abode of the permanent library—the old R.A.A.F. Recreation Hut in the distant College fields. One day the foundations were laid at the end of the lecture block. Several months elapsed for the piles to sink in comfortably, and then, section by section, the building was transferred.

One of the highlights of the record academic year was the establishment of the College library in the present building. (Wagga Teachers' College library must surely be the most mobile in New South Wales.) On the shelves there are now 3,500 books, with a further 2,000 on order; 51 periodicals are being received regularly; and mounts in the picture file have increased to 1,000. All library stock is housed temporarily in the main reading room.

Upon completion the library unit promises to be attractive, and ideal for a country teachers' college. Fluorescent lighting is to be installed in every room. The glassed-in verandahs will be browsing rooms, furnished with lounge chairs and carpets. Here will be shelved books on literature. Already this part of the library is outstanding for its collection of Australian poetry, drama and fiction, some editions being extremely valuable from the bibliographical point of view.

An interesting future development of the library will be the equipping of the children's library room. This room, with built-in shelving designed especially for children's books, is to provide a simple, practical model for a primary school library and a guide to children's literature. Bright curtains, cream shelving, pottery, paintings and large bulletin boards are to be features of the room.

PATRICIA B. WEBB.

Physical Education

Physical education at the College covers three broad fields of activity.

The lectures, two periods per week for First Year and one period per week for Second Year are both theoretical and practical. The emphasis these days in modern progressive education is on student activity rather than on student passivity and therefore student participation is emphasised in all lectures. One period per week for Second Year is insufficient. Two periods would be of much value for several reasons. A better balanced course could be given and the interests of the bulk of students more adequately catered for. A higher standard at a tertiary level could be achieved.

The Tuesday afternoon sports period is considered an integral part of the College curriculum, and therefore all students participate. The smooth running of the intra-mural sport, in all its branches, is secured by basing it on a house system. The four house names are Ipai, Kabi, Kambu and Mari. These

names are derived from the Wiradjen tribe of aborigines who were the original settlers in the Wagga district. The sports period is not regarded as purely recreational; it is used as a means of coaching and of providing the students with a knowledge of those games with which they will come in contact when teaching.

It is Tuesday afternoon and ten games of softball are in progress on the College playing fields to be—soon, we all hope.

Students play an active part in the week-end sport of the city. By so doing they not only benefit themselves and establishing the name of the College, but they are also raising the standard and extending the scope of sport now played in the city of Wagga.

I often wondered what part the gymnasium would play in the life of Wagga College students. Now I know. It is more than a classroom in which lectures are given. It is the Mecca of ninety per cent. of the students when their lectures are finished, and it has contributed much to the development of those desirable habits and attributes evident in the students of this College.

E. HAWCROFT,
Lecturer in Physical Education.

Mr. Renwick in Retrospect

I must confess that I have had a more enjoyable time since the first student arrived at the Wagga Wagga Teachers' College in June last than I can ever remember in my very varied career. I do not mean that things have gone smoothly. One of the enjoyable things about our College has been the alarums and excursions. We have worthily lived up to the first College motto, namely, "Substitute and Compromise," and I am convinced that the lecturers, but not the students, work harder in this fully residential College than they do in any other colleges.

In this week of the official opening of the College most of the facilities and amenities of the College are complete. The combined common-room, the music room, the dark-room, and the clinic are yet to come, whilst the "lucerne" still flourishes where ample playing fields were promised. The only shortage of staff is in the Cinderella department, Education. The ghostly Mr. X has been joined by his sister Miss Y in a dematerialised state. I take this opportunity to scotch the rumour current among students that their non-appearance is due to their inability to read and understand Conklin and Freeman. Assuming that we eventually do get the equipment that has been ordered and that Mr. X and Miss Y do grace us with their presence, we aim to make the Education section the most modern in all the colleges. Each lecturer will specialise in one particular section of education.

The Principal will, of course, "excel with honour" in Modern Developments, with special reference to Activity Methods and the Wagga Teachers' College. Myself, if I am ever free of the present overwhelming lecture programme, will return to play with projectors, epidiascopes, film-strips, duplicators, puppets, cameras, enlargers, showcard colours, and the marvellous cut-awl that forever banishes the College weapon of offence (or should I say, offensive weapon) the "boot-knife"—masking my desire to play under the horrid alias of "Audio-visual Teaching Aids." In my spare (?) time, I will probably still play with magnetised scissors and screw-drivers and floating needles, gibbering wildly of Gestalt, Lewin, Motivation and Incentives. Mr. Couch, being a doting father, will continue to be just as interested in child development, tracing the development of your future pupils from the cradle to the grave. He will be our diagnostician, finding out what is wrong with you and your pupils. He will preside in the clinic and, like Mandrake, reveal to the students congregated in Room 8 the failings and deficiencies of others. Let me here deny the report that he will also try to find out something right in his fellow members of staff. He has already disclaimed any ability to do that.

Mr. X will be concerned with the Principles of Teaching and the staff await his arrival in breathless expectation to discover if he can find any principles, or whether they will turn out to be merely Principals and Deputy Principals. Aptly enough, Mr. X will follow in Mr. Couch's footsteps (there will be plenty of room) and also haunt the clinic. He will be our Remedial Specialist and will show you how to fix your pupils after Mandrake has revealed what is wrong with them. Surely this gives us a clue to his identity. He is Mr. Superman. Miss Y will be erudite in the History of Education and we hope she will know what Pestalozzi said to Montessori when she tried to develop his sensory discrimination—but perhaps being a lady she won't tell us. She will also take over my task of drawing cats, dogs, bears and articles of furniture, kitchen and bedroom, for the amusement of the Infants' section. For their benefit I hope she knows that knitting is an automatic response and requires neither attention nor intelligence. All the lecturers will of course carry out their research and the results will be published, as usual, in our own "Research Bulletin."

IAN D. RENWICK.

S.R.C. Looks Back

The Wagga Wagga Teachers' College Students' Representative Council is composed entirely of students' representatives. These members of the council are democratically elected by their fellows and wholly representative of all College life. Sections, Sports Union, Social and Recreational Club are typical of the community strands which have a voice in the council, and therefore in College affairs.

In its first year of appointment the council had many obstacles to overcome, and by surmounting these in creditable fashion, those members who were re-elected to the 1948-1949 council joined it richer in experience and therefore better fitted to carry out their arduous and responsible position.

Typical of their first year's difficulties was the allocation of money to the various clubs. Hindered by the fact that the income of the council was limited because the student body was only at half strength and that the clubs requesting finance were starting with clean ledger sheets, the allocations were a difficult problem. However, it stands to the credit of both the S.R.C. and the clubs that the financial aspect was ironed out and an amicable arrangement was reached. All clubs are to be congratulated on the excellent job which they did with a limited expense account.

This problem has again risen this year, but I am pleased to say that the situation is under complete control.

The S.R.C. has one firm and driving intention and that is the welfare of the general student body. We have joined the struggle wholeheartedly for increase of scholarship allowance. Fine work in this respect has been done by our Federation representatives. Diverging slightly from S.R.C. activities, our ex-servicemen have thrown their weight behind claims for increased allowance from C.R.T.S.

Amenities, for example, telephone, College paper and recreation room, although the last-mentioned has not as yet been used as such, are only several of the items which have come into being because of S.R.C. representation. Dormitory accessories were a result of our legislation. At this juncture I would like to express my appreciation to Mr. Blakemore for receiving various deputations in a very just and sympathetic fashion. There have been many formal and informal discussions with our Principal concerning student welfare and we have many things for which to thank him.

The council has also been fortunate in having enthusiastic and exceedingly helpful advisers. Mr. Cornell, our first adviser, carried out his duty in truly grand fashion and has my sincere thanks for his help over the particularly awkward stage of formation. To Mr. Duncan, our present adviser, the job has fallen on extremely capable shoulders and his personal interest and ability is reflected in the smooth and capable functioning of the S.R.C.

No S.R.C. can carry out its duties with complete success if it has not the support of the student body, and I on behalf of the other members of the council thank the College for the support and co-operation in the past and we are happy in the thought that you will be behind us in all undertakings in the future.

F. MILLAR,
President, S.R.C.