

KMP



TALKABOUT

A PUBLICATION
OF THE STUDENTS OF
WAGGA TEACHERS' COLLEGE.

14th May, 1958

"TALKABOUT"

IS PRACTICE TEACHING ANY USE?

Practice teaching is useful in only two ways. Firstly, it gives the student confidence in a "classroom situation" and secondly it gives you a chance to copy someone else's programme and ideas.

As for actual teaching—so little is done that it must take class teachers weeks to catch up to their programmes—that is if they follow one. Students spend more time displaying their supposed talents to a beetle-browed supervisor than they do in actually teaching the children. The practice teaching situations is unreal. The main reason for this is the standard of supervision.

SUBJECTIVISM

The student is caught between two evils: the ideas and programme of the class teacher and the dictates and vagaries of the Supervisor. It is not possible for a Supervisor to give students under his control a mark that will be co-ordinated with the mark of other Lecturers. He judges his group one against the other and chooses the best OF THAT GROUP. This is the reason why such vast anomalies are present. There is also a marked difference in the standards of Supervisors according to their personal methods and philosophies of teaching. Here are but a few opinions that have been gathered.

" . . . they don't judge you on your teaching ability. They judge you by the number of gimmicks you use."

" . . . aids are all right but when you're expected to use two in every lesson, well."

" . . . my Supervisor's dogmatic. 'This is the way I think you should teach the lesson and this is the way you're cotton-pickin' well going to teach it.'"

" . . . he thinks that lesson

notes in syllabus style are the last word in teaching technique."

" . . . mine's all right, he doesn't care how I write my notes as long as I actually TEACH."

HALO EFFECT

Whilst most supervisors may know what this is, it's extremely doubtful if the majority of them ever take it into account when trying to estimate a student's ability.

REPORTS

Reports written on lessons seen by the Supervisor are perhaps one of the greatest drawbacks of our system. Philosophies of lesson-report-writing vary between the Supervisor who writes down everything bad and mentions your good points in discussion if you're lucky, and the Supervisor who does the opposite. Some Supervisors don't even discuss the report or the lesson with you. There is nothing worse than to have all your efforts summed up on one small piece of paper with scrawling writing.

PRAC. MARKS

This marking system of ours, besides being educationally absurd, is bad because it introduces an undesirable element of competition into the Prac.

Too much time is spent preparing lessons for Supervisors and not enough on actual preparation for the children.

The purpose of practice teaching is not to gain a "mark," which is not taken into account when you go out

teaching anyway, but to give us more experience in the art of teaching.

Let's go back to a system which allows us to do that and cut out the frills and doodads and lesson-notes-in-syllabus-style distractions.

—B.S.

(The views expressed in this article are not necessarily those of the Editorial Staff —Ed.)

Unprosy Prose and Poetic Poetry

Each year somebody in this College wins a prize for poetry and somebody wins a prize for prose. These are the Literary Prizes donated by Hunter Bros. of Wagga.

The awards are made generally on work published in the College's annual magazine, **Baringa**. This means that even you could win one of them.

Last year the prizes were each raised to the value of £5/5/- worth of books. Of course it is not suggested that any College student would attempt to write an article or poem for **Baringa** in order to supplement the adequacy of his allowance, but, as a famous educationist says, "In every way possible you should make up your minds to participate in the College activities."

EDITORIAL

I'm not much of a believer in miracles but I think I've found one right here in Wagga. One of the business people of the town is actually giving students a reduction—a 10 per cent. reduction. The name of this enlightened person is Mrs. Vernon. Perhaps this is just the start of a movement that will place us in the same position as Bathurst and particularly Armidale, where discounts are given to students on all manner of articles. In Armidale, students are even given a concession rate to the pictures. Perhaps if the S.E.C. approached the Chamber of Commerce its members might agree to at least consider the question. Anyway, three cheers for Mrs. Vernon, who, even if she does stand alone in this matter, has sympathy for the students in their plight.

FOR THE FALLEN!

He came with bark to the dorm., he was old,
Low of tall, sad of eye, a droopy, itchy hound.
He scratched at the haunch against fleas uncounted,
He walked with his ears upon the ground.
He shall grow not old, as we that are left grow old,
The staff shall not weary him, nor the Vice condemn,
In the common room, and by the garden side,
We will remember him.

—P.G.P.
Ipa! Minor

SYMPATHY

We sympathise with the unfortunate pup! at North Wagga who must still be writing out his student teacher's name two hundred times, complete with the hyphen.

—Mari Minor Mourners.

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PRAC. TEACHING REMINISCENCES FROM KABI MINOR

1. Our singer, Barry P., has decided to have a rubber stamp of his autograph made, after having been mobbed by the Junee Inter. girls—He will soon have more fan-mail than Elvis Presley.

2. Geoff Bohringer is seeking a good back liniment after teaching Kindergarten for three weeks.

3. Our dorm's Joseph Andrews, alias J. B., gives terrifically interesting narratives—ask the pupil who forgot to be excused.

4. Our heavy footed friend, Rom, seems to think that opening the windows of the shower room, while fellow studes are having their morning showers, will help them improve their prac. teaching.

5. The No. 1 bachelor of the dorm—G. Shell—has had it visibly impressed on him even further that married life is not for him—he can't stand the kids.

6. The "Lullaby" Group on the Junee bus is very effective—just ask our warden, Mr. T., who enjoyed the snooze.

7. Prac. teaching is having a bad effect on the big man of the dorm (B.C.)—he is contemplating leaving the Bachelors Club.

LIFE HISTORY OF BUTCH (IPAI)

The late Butch Ipai was a well known figure and personality of this College and his sad death was mourned by all, or most, members of this establishment. In his short stay at the College, from the time he first sought its succour till his brutal death, Butch became loved and respected by every student of the College and even by some of the more tender-hearted lecturers.

Butch wandered into the College on the night of March 29th, in a most pitiful way. He had obviously been treated most cruelly—probably belted, cursed and kicked in a most sadistic manner. Grasping at his last faith in human nature he sought the refuge of this institution. When found by the Ipai Minor good samaritans he had a hurt back leg, and a suppressed spirit. Perhaps this may have been the first time that Butch had ever been accepted without blasphemy, curse or the wrong end of a well-worn boot.

Butch responded to this pity with great affection, love and faithfulness and from there on he was an intimate part of Ipai Minor and a student of Wagga College. Perhaps he was an unusual student, but to anyone that knew him as well as the members of Ipai Minor he was more than human. His joyful leap and doggy smile soon became known throughout the whole College and even some of the lecturers showed a little affection. Thus he was loved by all (with a few exceptions). No one could wish for a more clean, respectable dog. He was washed regularly by an honourable member of Ipai Minor and through his perseverance and the courtesy of the College laundry this state was always maintained.

However, despite this, the fact was sometimes doubted and his talk of pleasing everyone in the College was not completed, for the Administration in its heartless bureaucracy saw fit to have this lovable creature removed by means as yet undisclosed. May his remains Rest in Peace.

—Ipai Minor.

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Letters to the Editor

Dear Sir,

Just what does the Wagga community think about this College of ours? Do they appreciate us or just stand us? These questions are ones to which, in my stay at the institution, I haven't had a suitable answer.

Many is the time that I have heard someone from the outside say, "Oh, a College student." How is this remark to be treated and how is one expected to reply to such a remark?

I have heard from various sources that we, as visitors to this city, will be taken and accepted by the townspeople. But I feel that we are looked on as just a place which brings to Wagga the students' wages and gives a large number of people a means of living.

We are a race of our own confined to our own little settlement during the week after a set time of the evening. This may be right, but does it help to break down the barrier that does exist between the two "races?"

When compared with a rival College situated very close to Wagga I feel that, as far as the townsfolk are concerned, we come off second best on all occasions. Are the young gentlemen of this rival College more sociable than we, or is it that they have more leave than we have?

The students of this College are led to believe that Wagga Wagga put up a fight to get the College here. This may have been true amongst the district party members, but was it wanted by the people of the city?

There is this constant problem in my mind and as yet I haven't found the answer. Maybe I am looking at it from "the student's view." Perhaps if I come back to Wagga in a different position I may be able to solve this question. Can you?

COMPLAINT

Dear Sir,

With buses moving steadily and not so steadily in and out from College daily over the prac. period, many students complain of roads and wasted time, but my only complaint is of the lack of those buses which move most unsteadily half in or half out—the type which rely on student pressure to the rear when the trail is soft and slow.

Nothing is more pleasing to the senses than the feel of lusciously turned loam between the toes, the sight of the

BLAZERS

Dear Sir,

On the 22nd April, after a prolonged delay, blazers were distributed to first year men, who, at first sight, were extremely disappointed. Since then, general opinion has confirmed the original feeling, and a state of thorough dissatisfaction exists. We find that the following are found in almost every blazer:

1. Faulty and uneven shoulders.
2. The breast pocket is too low and too far to the left;
3. Waist measurements and hip measurements are highly inaccurate;
4. Sleeve measurements are inaccurate thus allowing very little freedom of movement;
5. One side, in many cases, hangs lower than the other when two buttons are done up;
6. Inside stitching not completed in some cases.

Having taken into consideration the price and waiting period, we consider that our complaints are well justified. At the time of writing, the contracting firm has undertaken to endeavour to eradicate the faults in the blazers. We consider that these faults should never have occurred in Blazers, which we were told were to be made to measure.

It is with high hopes that we look forward to the eradication of the faults with the minimum of inconvenience to all.

—1st YEAR MEN

smooth sway of a bus's behind, moving to the hum of slippery wheels on scattered brush, accompanied by a throbbing piston beat from within, and from the partnering tractor, and the scrumptious smell of numerous unplucked fowls and lactating cows, which falls on one's College-food-semi-filled self.

As an adventurer, photographer and lastly as a student, I regard such occurrences as time well spent (unless one has a date). After all schools do provide for leave of absence and one has some excuse to give or show time more profitably spent.

Every day I watch 'he barren sky,

And not for falling stars!
And I pray dear God for sodden clouds,

As big as big can be,
'Cause I only want a little rain
To get bogged just once more!

Please—just this once!!

Dear Sir,

It may interest you to know that I have formed a hose watering club. It am at present the sole member, being the president, secretary and chairman. During club hours we have observation lessons spending our time observing the hoses. The following are a genesis of the notes I have so far collected.

STATEMENT ONE—

Hoses are placed on the lawns and have two functions:

- (a) to water the lawn;
- (b) to water the paths.

STATEMENT TWO—

Paths are given preferential treatment over lawns. Obviously this must be the case as the paths are subject to much more constant use.

STATEMENT THREE—

Paths grow at night by starlight. Have you ever noticed that the watering ceases at dark?

STATEMENT FOUR—

Paths are watered generally when students require them most. This is a rule I suppose designed to reduce the wear on the paths and place it on the lawns.

STATEMENT FIVE—

Efficiency is essential in the watering of paths. This accounts for the fact that most sprinklers are generally found watering either two or three, or maybe even four, paths at once. This is the reason for the fact that most sprinklers found watering the path are found at the intersections.

A Water Conservation Fan
Yours Per Aspera
G.Q.

PRAC. TEACHING

Dear Sir,

We students have just finished three weeks of practice teaching. These three weeks of "teaching" have been a way of letting supervisors air their "remarkable" teaching philosophies.

"You should do the lesson this way, in other words my way. If the lesson is not given this way then you are approaching the teaching situation from the wrong angle."

The Supervisor says, "My way is the only way, forget everything you thought you learnt last practice and take notice of my "technique."

So instead of preparing the lesson the way the student wants it, the lesson has to be done in such a way as to please the supervisor. After all he is the traditional marker, the bogeyman of students.

Consequently the wretched student sits up threequarters of the night trying to prepare a lesson that will please his supervisor, forgetting entirely what

prac is for or should be for, namely to foster your own ideas as a teacher, to give confidence and strengthen weaknesses.

This reminds me of an idiotic story. A small boy asked his teacher, "Why am I running around in circles?"

The teacher replied, "If you don't stop asking questions I'll nail your other foot to the floor."

In plainer jargon the student is continually running in circles trying to please a supervisor. If he doesn't succeed his foot is nailed. Or for the so-called educated, his mark is lowered.

—I. HATEM

Dear Sirs,

We acknowledge your letter published in last "Talkabout." Though we can see your point we would like to point out that the elections were legal and correct and that your representatives, who were nominated, had an equal chance as ours. You also state that before the elections for the girls it was said that as far as possible each dorm should be represented; could it be possible that the chairman made this point for both elections thinking it unnecessary to repeat himself?

We would like to make this clear: Those of our members voted on the Social Committee regard themselves as representatives of First Year, not of Ipai Minor. They will be ready to discuss any point with you about the Social Committee and will bring any point up on the committee you wish them to.

—Dorm Rep. Ipai Minor



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BENDIGO SUPPLEMENT

The Bendigo Inter-Coll. proved to be a most interesting trip. The sporting events, in both the social and other events, were most interesting.

I do not intend to go deeply into past events, as these were covered by telegrams hotly despatched, but only to say something in general terms.

First of all it must be mentioned that in Bendigo they regard swimming as one of their fill-in sports, while cricket is their major sport. It can, as it is past history, be seen that both Colleges scored well in their stronger sports.

Although our rivals had a good tennis team I suspect that they had given up the fight before it even started. They seemed to think only of "Bogyman" Howes and no one else. This, I feel, contributed a lot to the final sets score.

Both Colleges had good teams in Softball and were evenly matched as such. Bendigo was able to take this event after a very closely fought match.

Somehow, one, after being at an Inter-Coll and participating in the choral work and seeing the debate and one-act play, cannot imagine an Inter-Coll being complete without the cultural setting as well as the sporting fixtures.

EAST LODDEN

A party of Wagga and Bendigo students visited East Loddon on Thursday, 10th April.

East Loddon has been in existence for about six years. It was opened as an experiment in rural education; all small isolated rural schools (one-teacher schools in N.S.W. parlance) in the area were closed, and now their pupils are brought to East Loddon by bus.

The Victorian system of "Grades" and "Forms" is—

Primary Schools: Grades 1 to 6.

Post Primary: Forms 1 to 6.

In Post Primary (or High Schools) the examination system is:—

Form 3: Proficiency Certificate.

Form 4: Intermediate Certificate.

Form 5: Leaving Certificate.

Form 6: Matriculation Certificate.

Rural Schools finish at Form 4—or Intermediate standard. East Loddon, however, continues to Form 5, and children wishing to sit for the Matriculation Certificate proceed to Full High Schools at Bendigo or Melbourne.

East Loddon has far more freedom in its curriculum than rural or even City Schools. Form 1 and 2 follow the same basic course, but in Forms 3 and 4 a rural bias is introduced in Mathematics and Science. Children commence an intensive course in Farm Book-keeping, aimed at making them realise that running a farm is a business undertaking. As part of the Science Course children take part in Young Farmers' Club activities under the direction of the Science Master. These special classes are designed especially for children who finish school at Form 4 and who in nearly all cases return to farms and properties. Girls can continue from this stage to Home Science High Schools (Domestic Science is a Matriculation subject), but boys wishing to Matriculate are advised to leave after Form 2 and transfer to a High School doing a Languages Course. The Science is also given an Agricultural Science bias.

In the Young Farmers' Club children have opportunities for practical work. Five acres of land is attached to the school and the children have control of ploughing, planting, harvesting, etc. They decide on crops to plant and handle all aspects of buying and marketing. Last year the five acres yielded 270 bales of hay. In answer to an advertisement in the Bendigo paper, many farmers in the area rang the school offering to buy the hay, but as no-one had offered the price of 9/- per bale, which the children had decided upon, they are holding the hay until the demand is greater and they can get this price. During our tour of the school we saw a class of children discussing the selling of Y.F.C. wheat. One buyer had said he would possibly be interested in buying the whole crop, and several other buyers had quoted for smaller lots. The children decided to leave their decision until the first buyer had inspected the crop among the other smaller buyers. The

Headmaster also told us that some of the boys, in company with an experienced local farmer, had attended Fat Lamb sales, and chosen the lambs they wished to buy, decided on their maximum price, and then bid for the lambs at auction.

In some cases outside experts are called in to give advice, but usually all decisions and responsibilities are left entirely to the children. The main principle behind the Young Farmers' Club is that the children learn by their experiences and by their mistakes.

It is economical to give special rooms and equipment to subjects such as Art, Science, etc. Amenities provided at the school which would be lacking under the former rural school system include:—

1. Separate well equipped rooms are provided for Art, Craft, Domestic Science (wood stoves are included in the modern kitchen):

Craft—facilities for wood-work, sheet metal work.

Art.

Domestic Science—modern kitchen equipped with refrigerator, mixer, electric stoves and wood-burning stoves.

Science—large classroom and laboratory.

Needlework.

2. A Cafeteria is attached to the Domestic Science section at which lunches, cool drinks, ice cream, etc., are served. The Cafeteria is not managed to make a profit but merely to pay costs and sometimes even runs at a loss.

3. Self contained flats are attached to the school for accommodation of the teaching staff.

4. A large dam is used as the school swimming pool. Water is filtered in from the Irrigation Channel nearby and from the pool is pumped out to irrigate the grounds and fields attached to the school. The pool is about 160ft. by 60ft. and water is changed daily.

5. The school has a particularly active P. and C. Association (yet another advantage of the consolidated school system—it was expected at first that parental interest would decrease). At present parents are raising the money for four rubberised tennis courts being constructed for

the use of children. One parent donated a public address system, and equipment such as Gestetner, Projectors, has also been donated.

6. Classrooms are large and well lit. They are roughly six-sided; two long sides with floor to ceiling windows and slanted two-sided walls at the front and back of the room. Blackboards extend along the entire front wall and a display board along the back wall. There is also a raised dais for the teacher at the front of the room and ample cupboard space, both underneath the blackboards and at the back of the room. The buildings are weatherboard, painted white outside and soft pastels inside.

In the infants' section, children sat at miniature chrome steel tables.

Infants' rooms were equipped with miniature chrome steel furniture, and at the back of each room were cupboards or pigeon holes and hanging space for the children. Each child had a pair of slippers and an apron.

The large library was a most noticeable feature of the school. It was the size of a large N.S.W. classroom, with a section of book shelves for each Grade or Form.

Of particular interest to the N.S.W. visitors was the modern and well-equipped Administration section of the school, situated between the Primary and Post-Primary sections, with its pleasant offices and particularly its office equipment—typewriters, duplicator, filing cabinets and so on. The school teaches children to run properties on a businesslike basis, and the school itself is administered in the same way.

We learnt much from our visit to East Loddon and went away envying the Bendigo students who have opportunities to apply for such schools (there are now ten consolidated schools in Victoria) and could not help comparing it to our N.S.W. system of isolated "one-teachers." There is no doubt that N.S.W. is far behind Victoria in providing equal educational opportunities for the rural child. Schools such as East Loddon give rural children the chance to have education of a city standard and, because of the rural bias, one which is far more suited to their environment.

Aspects of Victorian Education

On Thursday morning, a group of students visited the Floral Heights Primary School.

The work being done is similar to that in New South Wales Schools, but with some major improvements.

The first of these is that the School has a visiting Music Specialist who comes for one whole day each fortnight. We were most fortunate in that he was visiting on the day we went to the school. All classes from Kindergarten upwards receive extra work in music (class teachers give the usual music lessons) and this was particularly noticeable in the three upper primary classes. In 4th Class the children start learning the Recorder, and in 5th and 6th Classes the standard of proficiency was extremely high. While we were in the 5th Class room the children performed two class items for us, entirely from memory, and with sections playing on treble, descant and tenor recorders. (There are 983 Rec. Bands in Victorian State Schools.)

The specialist visits all schools in the Bendigo area, and has established not only recorder bands but also a Bugle Band, Brass Band, three Mouth Organ Bands, a Violin Group, a Drum and Pipe Band and a Lemonade Bottle Band (with backward group in a rural area) the majority of whom are tone deaf. His idea is to build up a Junior Symphony Orchestra, drawing on musicians from all schools in the area.

A Physical Education specialist also calls at the school and, up until last year, a Speech Training specialist also called.

The system of training these specialist teachers is that they first do the general primary course, and then one year of a degree course in their own time, after which the Education Department gives time off to complete the degree course. Any teacher accepted can do such an "Elective" Course, i.e., one year teaching full-time and doing degree subjects at night, then following years teaching for half a day with time off to attend University, Conservatorium, etc. Infants' teachers also do the General Primary Course for one year and then do two years at Melbourne to qualify for their Certificate.

The School buildings were of a far better standard than most

New South Wales Schools, being aluminium and wood prefabs., and the school itself was situated on top of a hill overlooking Bendigo with a view of the whole city. As was the case in all schools we visited, the staff rooms and offices were light, cheerful and large.

After leaving Floral Heights we proceeded to the MacDonald School for Deaf Children.

The school was opened by a former Premier of Victoria to give specialised education to deaf and partially deaf children. At the moment there are ten children on the roll, about five to each class. The two teachers in charge have a General Primary Certificate and have done a one-year specialist course in Melbourne.

The age range of the school is from 5 to 15, and in the last few years the school works in liaison with the School of Mines and other Institutions in Bendigo at which older children train part-time so that they may enter a profession as soon as they leave school.

The Bendigo Teachers' College is also connected with this school in that the College Social Service Committee invites all children from the school to each College dance. The younger children are looked after and entertained in a lecture room, and the older boys and girls attend the dance, learning to dance and to mix socially.

All children are supplied with hearing aids by the Department of Education and replacements, batteries, etc., are also provided free. Other equipment at the school included an Audiogram for plotting the actual hearing range of each child, and a large amplifier. This amplifier has a long flexible hose attached on which are sockets for microphones and hearing aids; the teacher takes two children at a time, they connect up their hearing aids and adjust the volume as they want it. The purpose of the machine is to "boost" the power of the hearing aids, and children can talk to each other by use of the microphones. The teacher uses the machine for speech training, holding up flash cards of simple words and getting the children to repeat them. Many speech corrective techniques are used to help the children attain clear speech. With totally or almost totally deaf children the task is long and involved as

they cannot hear themselves speaking and an entirely kin-aesthetic speech must be built up.

The children learn to lip read and are encouraged to speak as much as possible, the use of gesture is restricted and at no time are children taught the inhibiting "deaf and dumb" language once so common in schools of this type. The whole aim of the school is to train the children to overcome their disability as completely as possible and follow normal lives, earning their own living and being able to understand others and make themselves understood.

The two teachers in charge of the school impressed us all with their patience and skill. The results they were getting were truly amazing; in the ten children at the school they had nearly ten different grades to teach and in all basic subjects each child was proceeding at a different pace from the others. Each child was at a different level in speech and in understanding speech; each child had a different degree of deafness; and the school curriculum ranged from pre-kindergarten to early high school work.

During the visit to East Loddon Consolidated all Wagga students commented on the particularly high standard of blackboard work, illustrations, fancy printing, and most skilful use of the almost iridescent Victorian coloured chalks.

This was explained, however, when we learn that Bendigo students (and we assume other Victorian Teachers' Colleges) do 18 months training in blackboard work, with 1-1½ hours per week. At the end of this time they sit for an examination. Perhaps the easiest way to explain the standard of proficiency reached is to list the requirements for this exam.

They are:—

1. Upper and Lower Case of all Decorative Printing styles.
2. The good old Cursive and Script—complete alphabets of each.
3. 0-9.
4. A line of writing.
5. Illustrations.

And added to all this the work has to be arranged within a set space, colours must be used artistically and sensibly and marks are deducted for all errors—i.e., for anything less than perfection.

Wagga students who had struggled with wavy lines and stick figure illustrations on prac. were really envious.

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SPORTING NOTES

By SPORTS EDITOR

Since the last issue of "Talk-about" there has been some activity going on in the College that is not synonymous with any sport.

With practice teaching and an early evening meal there is not much time that can be devoted to practice of the different sports, although I have noticed the keen specimens doing fairly regular work of some type.

I feel that, although the team members do not realise it, the players in weekend competitions have been affected by the strain of the different type of work that they were doing. From the first weekend in May I expect to see a vast improvement in the performances of our teams.

BASKETBALL

The men's basketball teams are at the present meeting with mixed results in matches played at the Cocomanut Grove. Competition has been quite tough during the season but the teams have been putting up splendid performances.

The "A" grade team, with its tall players, has won three matches and lost three. The "B" grade team on the other hand has only lost about two of its six matches. Practice has been reduced to a minimum over the Practice period, but now the teams will settle down and try to take out the competition in both grades.

Men's basketball has proved the biggest spectator sport in the College so far and this is an indication that the sport is just as good to watch as to play. Spectators are promised that better basketball will be seen in the future and are thanked for their attendance in the past.

Basketball is played every Sunday night from 7.30 onwards and all are welcome to watch.

SOCCER

Contrary to expectations only one team is now playing in the competition. The team is now finalised and the line-up, with the advantage of some competition, will be quite strong.

In trial matches the team played well as a team, but general ball control could be improved all round.

The training is not going as well as it could be, as indications revealed earlier in the year suggested.

I have a note that spectators would be extremely welcome at future matches.

BASEBALL

The baseball is in full swing and interest amongst players and spectators is high.

The first team is made with the exception of Peter Rae, of Second Years, while the second team is made of all First Years.

I am pleased to see the enthusiasm of the seconds and the way Barry and Graeme have combined as pitcher and catcher.

The first team may produce a few Wagga representatives this season. Some prospects are "Jacky Boy" our ace pitcher, Johnny Goff and Johnny Young.

The team now has a comedian, who will soon be their star attraction.

The two teams aim a stylish and spectacular ball and their catching has improved with constant practice.

TENNIS

The disappointing feature for tennis players was the decision of "no comp." by the Wagga Association. College teams can only play on the Sunday morning and so couldn't enter any teams.

It was for this reason, the lack of teams—we would have entered six—that the no-comp. decision was made.

SWIMMING

This year we welcome to the College three "crack" swimmers. Margaret Heery was the most impressive of the new First Year girl swimmers; Ted Sime and Peter Dobson (the Bondi boys) chalked up some notable performances during the season.

Sydney and Bendigo Inter-Collegiate, as well as our own swimming carnival, were extremely successful. As a team, the College Swimming Club has proved itself quite a formidable group.

Our thanks to Messrs. G. Blakemore, Bass, Orchard and Worthington, who provided transport for the early morning swimmers and for the swimming club on Wednesday nights.

Mr. Blakemore and Mr. Bass hold the attendance record for this season—congratulations.

During the season non-swimmers have been greatly assisted by the efforts of Miss Stainton and Mr. Worthington. We do invite other non swimmers to join their ranks next season.

A special vote of thanks to those swimmers who were always available for Wednesday

night and who were always ready to make up the team.

RUGBY UNION

The Rugby season is now well under way and all footballers in the College are very enthusiastic about their prospects for the season.

Due mainly to the excellent coaching of Mr. Fitzgerald, but also to the enthusiasm of the players, the matches played to date have been in our favour. The first grade team's two recent victories of 45-0 and 43-0 over R.A.A.F. have given the players a great deal of confidence and they are eagerly awaiting future clashes. The first game played this season was against City, when we had some players at Bendigo. We lost this game 14-6 but played fairly good football, and learnt quite a few things, which we have endeavoured to remedy in future games under the guidance of our coach. An even greater effort than the first grade was the victory of 2nd grade over R.A.A.F. to the tune of 53-0. Although previously beaten by both City 14-3 and Agricultural College 9-6, the team has shown immense improvement since.

Up till the writing of this Rugby news the first grade has not shaped on the field as was anticipated by football enthusiasts and we are sure the footballers themselves. Perhaps it is because of the necessary changes in the team, or the interrupted training programme, but nevertheless we hope we can eat our words, and first grade will have settled down to a fast moving, solid tackling, and a good open playing team when this issue of "Talkabout" is published.

Without doubt, the students have noticed the colourful and artistic notices about the Rugby Union. This work has been done each week by a small team of girls and the Rugby Union Club is very grateful and will show its gratitude in another way at the end of the season.

Up to date we could say that a very fine spirit exists in both teams and reserves. This is a pleasing feature and one vitally necessary if a team is going to be successful. We hope, with confidence that this spirit prevails throughout the Rugby season. When this issue goes to press the 1st XV will have travelled to West Wyalong. It is especially on these trips that we are glad to see spectators and we are sure that they will not be sorry, for besides seeing interesting football they can be certain of a good outing for the day.

Though some might say it is not for us to do, we couldn't write this article without mentioning a few "stars" such as K. Heales, P. Pryor, B. Pitman and T. Wheatley and many more that we haven't got space for. We only hope that these stars keep on shining.

As has been mentioned on the notice board two very fine trophies are being awarded to the best and fairest player in each grade. Besides the incentive of reaching a higher grade or retaining a position, it is hoped that these trophies will be a further incentive for good football, though any outside urge is hardly necessary in Rugby Union.

Watch the notice board for future notices about inter-nouse football, which should prove very interesting and successful. It is pleasing to notice the good number turning out for training. It is even more amazing to see them turn up a second time after a "going over" by Mr. Fitzgerald. Keep up the good work.

We will sign off by saying that the Rugby Union Club wishes its players and spectators a grand and successful season in football.

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APPOINTMENTS - 1957

This is the 1958 List of Appointments that you've all been waiting for. Since a copy of this "Talkabout" is being sent to each of last year's students we would appreciate any offers of help in putting them in envelopes and stamping them.

Baker, Colleen J., Oak Flats; Bastion, Margaret, Ladysmith; Blakemore, Elaine, Klama Inf.; Blyton, Catherine M. (Private Student), Cowra Inf.; Bode, Barbara J., Deniliquin Sth.; Bosworth, Maree T., Panania G.; Bowman, Michele, Carlton Inf.; Bridson, Elaine, Forrest, A.C.T.; Bruckner, Barbara, Griffith, N.S.W.; Burns, Claire, Woonoona Inf.; Bryan, Lorna, Unanderra Inf.; Carr, Patricia A., Gerringong; Carter, Barbara G., Inverell Inf.; Catlin, Alison, Coerwell Inf.; Clark, Jennifer M., Culcairn; Clements, Margaret J., Huskisson; Cochrane, Beverley R., Wingello; Conran, Joyce G., Holbrook; Craig, Isobel M., Quandialla; Dare, Karen J., Ardlethan; Davies, Ruth, Griffith; De Lissa, Janice, Mortdale Inf.; Downs, Patricia M., Braidwood; Durrant, Jennifer, Narrandera Inf.; Dwyer, Heather, Finley Inf.; Ellis, Julianne, Mulwala; Fletcher, Anne C., Keiraville; Fraser, Barbara R., Australia St.; Freeman, Margaret, Oaklands; Gee, Barbara R., Wentworthville G.; Gray, Kathleen A., Queanbeyan; Greig, Adelaide B., Burke Ward; Greig, Beverley J., Broken Hill Inf.; Griffith, Jan., Bass Hill Inf.; Hayden, Madelaine B., Galston; Hingee, Cherie Y., Richmond Pr.; Jenkins (Joan) Lesley, Lake Wyangan; Jordan, Esther H., Glebe Inf.; Kenedy, Berice E., Greenthorpe; Kerr, Joan McK., Mt. Pritchard; Knight, Pamela, Wallacia; Kydd, Amy, Windellema; Lane, Jocelyn M., Yates Ave.; Livette, Jennifer R., Kemps Creek; MacDonald, Patricia, Ryde Nth.; McAuliffe, Margaret, Penrith Inf.; McCredie, Judith, Castle Hill Inf.; McDonald, Margaret R., Hay Inf.; Madden, Valma L., Narrandera Inf.; Maguire, Joan, Wallerawang Inf.; Martin, Jocelyn M., Barham Inf.; Meale, Robin C., Dareton; Mills, Heather I., Ryde Inf.; Monaghan, Marjorie, Canley Vale G.; Moon, Janet, Coolamon; Muller, Carole E., Turner (A.C.T.); Nevin, Noreen E., Girraween; Owers, Elaine, Tingha; Palmer, Ane, Canley Vale G.; Preston, Patricia E., Appin; Price, Nanette, Horsley Park; Punnett, Elizabeth A., Coonamble; Reid, Judy, Delegate; Reid, Thelma, Campbelltown; Renie, Janelle I., Barm-edman; Robinson, Faye Priscilla, Blakehurst Inf.; Rogers,

Judith, Marrickville G.; Rush, Noeline, Liverpool Nth.; Schenk, Terrill L., Ainslie Pr.; Smith, Sandra, Wollongong Inf.; Stephenson, Lorna J., Redfern; Stephenson, Lynette M., Moulamein; Stoll, Elsa G., Tarcutta Pr.; Stolz, Ruth, Campbelltown Inf.; Sutherland, Margaret, Camden Inf.; Sweaney, Helen, Wamoon; Terrey, Judith Lynette, Greenwich Inf.; Tutty, Peggy L., Jones Island; Vance, Dorothy, Carlton Sth. Inf.; Veitch, Janice, Seven Hills West; Waldren, Toni A., Railwaytown; Ward, Wendy, Berrigan; Weaver, Anne, Hillston; Whitteron, Janice, Wentworth; Whybrow, Pamela, Fairfield Inf.; Wild, Gwendolyn M., Russell Vale; Williams, Diana B., Liverpool Nth. Pr.; Wilson, Irene O., Lockhart; Woodbridge, Rosealea, Greenacre Inf.; Woodward, Valerie, Mittagong Inf.

MEN

Baird, Stafford R., Wreck Bay Abor.; Banting, John E., Canley Vale B.; Carberray, Robert E., Northmead; Catt, Frank W., Wollongong Pr.; Childs, Wilfred E., Comora; Christie, Alistair, Queanbeyan; Clarke, John P., Dyer Crossing; Clayton, William A., Gurrundah; Collett, Michael J., Westmead B.; Crittenden, Keith T., Baranald; Dennett, Leonard R., Leeton B.; Dunn, Lyle J., Birchgrove Pr.; Dunn, Neville J., Pumpinbil; Ferguson, Norman B., Hilltop Road; Fowle, Alan G., Canley Vale B.; Freer, Kenneth S., Kinallung; Gallagher, John P., Glencoe; Glasson, Kenneth J., Feakurst West; Hagtharp, Peter, Villawood B.; Hartnett, David G., Byrrill Creek; Haskew, Malcolm G., Illabo; Holmes, Royden S., Yarrabella; Hennessy, Kevin J., Toonumlar; Hutton, Gordon P., Canley Vale B.; Jarvis, Kenneth J., Boree Creek; Law, Alan R., Punchbowl; Learmonth, Donald T., Ilford; McIntosh, Kenneth R., Granville Sth. B.; MacPherson, Donald E., Dyraba; McAlister, Bruce W., Curban; McCarthy, Terence B., Croydon Park; McCullough, Carl J.; Mingoola; McNeil, John R., Walgett; McPherson, Neil A., Blascall St.; Marshall, Norman F., Berala B.; Mawter, Paul T., Wattawa Heights; Moore, Alan T., Logia Brae; Murphy, Desmond N., Innes

View; Neville, Terance D. J., Bungarley; Perrott, Ralph (Korea-Malaya Rehabilitation Student), Riverstone Pr.; Pritchard, Peter B., Adaminaby; Rodham, Maurice R., The Rock; Sapsford, John G., Berala; Solomon, Keith J., Pomana; Strange, Roy C., Cathcart; Street, Kevin J., Teraca; Stretton, Harry W., Coalcroft; Trewin, John R., Berrigan; Wheatley, Frank M., Balldale; White, John, Euston; Writer, James T., Gunning; Yeff, Douglas S., Tarago.

THE LAUNDRY

FOR MEN ONLY

At long last after many years of strife and battle by previous sessions, the new men's laundry is with us. It is expected to be open for business by the second term. It is not large or luxurious but it will sport three (3) fully automatic washing machines which will be foolproof, (they'll have to be). A new drying room is incorporated in the building and let us hope it will be more efficient than the old one.

Congratulations

Congratulations to Messrs. Pearson, Bullen and Swan, on their gaining their M.A.'s. Mr. Pearson wrote his thesis on "The Psychology of Practice Teaching." Mr. Bullen dealt with, "The Psychology of Language Usage," and Mr. Swan was erudite on "The Influence of the White People on the New Hebrides."

Rumours have been circulating that some of the men have been taking advance contracts from the girls to do their washing for two shillings per load. This is not true. The price will be three shillings. Any attempt by individuals to make big men of themselves by washing the girls' clothes for free will be severely dealt with.

SPECIMEN LESSON NOTES

Date: 13/5/58. Class: 3A Remedial IZ. Department: Dolls.

Time of Lesson: 3.30-4.00. Subject of Lesson: Education.

Class Organisation: Seated on park benches.

Aim: To lead the children to dislike every form of learning, and to drill the facts of life.

Programme Link: The yearly lesson, and the only one.

Preparation: Glorious none at all—blank left-hand page.

INTRODUCTION (0 mins.)

Presentation:

Step 1: Children motivated by teacher removing coat and flexing muscles.

BODY OF LESSON (26 mins.)

Step 2: The body of dead Education is dissected by Johnny Gimmige.

Step 3: Investigation into the facts surrounding the murder of Butch Ipai, the scurvy hound.

CONCLUSION (5 mins.)

Step 4: Uproarious confusion and general criticism of all members of the class.

SELF-CRITICISM

The aim of this lesson was superbly achieved. The children went away from the lesson having learnt nothing at all, and this was indeed a most satisfying result.

SUPERVISOR'S COMMENTS

An excellent lesson with no faults in it at all. I will recommend that you receive the highest prac teaching mark in College—C

A noticeable innovation is the inclusion of a small cubbyhole in the middle of the building for the benefit of those shy little creatures, the Wardens (men only, of course). Into their secluded den they may creep in the deep of the night and quietly wash their unmentionables without being exposed to the lurid prying eyes of students. Class discrimination again.

It will be a sad thing to see the old "coppers" go. How can you make home brew in a washing machine?

—WASHERMAN.

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IPAI DORM NOTES

We hear Tom Lake is putting his famous scooter to good use and we don't mean riding home to Sydney.

The dorm is often upset by one of our members, a real tiger he is, always making noise and getting the dorm into trouble for bad language.

Keith Heels is becoming a bit of a whizzer even on the eve of a big match with the Army.

Jeff might be slow getting to breakfast but he beat everyone else in the dorm, and kept her.

Though most of us are bored with prac. Ted S. thinks it has its advantages. One of our lectures does not agree with his taste.

Kid Mulrooney, a first grade star, has trouble in his room—the old problem of youth versus age. He rooms with Grandpa Wheatley, a real old sourpuss.

Due to football, Chunky Ted has acquired another chunk.

Now we come to a feature of Ipai Minor: Jim, Alice or Phil. Not every dorm can boast of having the originator of the College mascot. Phil is a star sportsman, but this is overshadowed by his ability to talk. Phil is a philosopher and he does not like stooge. Phil's main problem is neatness—for there's just buckets of rubbish everywhere in his room he says.

Our funny man is little Kev, whose happy little rhymes wake us every morning. Kev's a man all right.

KAMBU MAJOR DORM NOTES

Lately our theme song has been changed from "Bernadine" to "Technique," this being the pressing problem of Fo-Fo. However, with the experience and advice of the rest of the famous dorm, we expect him to overcome the cold front in a NORTHERLY direction.

Despite supposed regimentation, Denis, we do not wear uniforms, so how about laying off the Natives?

Marlon certainly goes in for queer combinations in more ways than one—Bambi and Brubeck.

Howes Bob? He had to get into this somewhere. He, John and Brian brought back some BITTER memories from Vic-

toria. Now Brian is PATronising someone else.

Evidently the Texas Man prefers the wide open spaces. Heard tell the name of his range was "Margaret."

Rudi bought his coffin on wheels last week. He lined it with L.P.'s and assured us that it will do more than 45 r.p.m.

Wonder if Elvis always looks like that in his railway suit? Seems like R'n'R has gone into hibernation in Marl.

RE STUDENT MORALS

Dear Sir,

When I received notice of my scholarship at the beginning of this year, I read with interest that a student's scholarship could be terminated for one of the following reasons—that he, or she, be deemed unfit for teaching, whether morally, or mentally, or physically. At the time I considered that this was a serious matter and, as such, should not be treated lightly.

However, on my arrival at College, and in the weeks which have followed, I have found, to my amazement, that these three things, which I consider should be the sound attributes of every teacher, are totally disregarded not only by students, but also by certain members of the administration. I realise that this latter accusation needs a thorough explanation, and this I will proceed to give.

Firstly, I will consider the moral degeneration which is prevalent in the College. Acts of which I have heard, and have seen done, would, and of this I am certain, not be accepted in any community. We have been informed that the College is a public place. I am sure that such acts would not go on in a public place without an outcry of horror and disgust. The language which is at times heard issuing from the men's lines is hardly that of a professional person. I can but come to the conclusion that I would not want one of these people to teach my child. (? ? ? — Ed.)

Secondly, the circular stated that students were to be sound mentally—and this does not mean possessing an I.Q. A person mentally sound is one who shows in his actions, speech, dress and general attitude, that he, or she, possesses the ability of steady reasoning, which, not only expresses the traits of the individual, but also is accepted by the society in

Have you ever heard of a person who runs to TROT? John appears to be able to do it . . . but perhaps he has some incentive.

. . . and he only stopped painting once the whole weekend to see the girl in the photograph.

P.S.: From Ernestine Hill's "Great Australian Loneliness," PITURI: A Northern Territory tobacco. Seems they follow it up pretty closely—at times . . .

even to the extent of running to the shop in shorts.

I leave this open to comment.

—DIZZY.

(This student must either be joking or in possession of a low I.Q. There is no place for narrow-mindedness in a Teachers' College. The correspondent needs to indulge in a little straight thinking himself. He, or she, speaks of "juveniles" from the great majority of 17 or 18 years. Inevitably there must be people of little minds in the College but it is best to ignore their ranting and raving —Ed.)

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which that person finds himself. Other students, if they examine these statement carefully and then look into the not far distant past, will, no doubt, recall incidents and individuals which hardly comply with the above. Indeed they record far below it!

Lastly, the physical side of the College life. How many students, other than in lecture hours, indulge in any organised sporting activity, or, for that matter, any physical exercise whatsoever? A person who is not healthy in body can hardly hope to have a healthy mind.

To many of the students, and it cannot be denied, the above statements apply. I think that if they are really interested in their vocations in life that they will attempt to improve themselves.

Now, to the administration. How many times have I heard a male student boast that he has "been swearing his head off," when in walked so and so and he never said a thing. I ask you—is this keeping up a high moral standard in the College? Here, I feel sure that the fault is with the administration.

How many times has a warden, or other such member of staff, interjected in the numerous "cat-fights" that are carried on in the "all-pure" women's lines? Is there any attempt to teach these juveniles how to keep level heads? Or to indulge occasionally in a bit of straight thinking? Here, also, I feel that something is missing.

Moreover, I have not noticed (but perhaps I have not been here long enough) any sign of a member of the administration encouraging students who are backward to stir themselves into extra-curricular motion,