



TALKABOUT

A PUBLICATION
OF THE STUDENTS OF
WAGGA TEACHERS' COLLEGE.

"TALKABOUT"

TUESDAY, AUGUST 11, 1959

PAGE 1

THE PRINCIPAL SPEAKS ON THE "SPIRIT OF INTERCOLLEGIATE"

Intercollegiate visits are as old as Teacher Training in New South Wales. Recently in Sydney, a dinner was held to commemorate the 50th Anniversary of a visit to Melbourne Teachers' College by a group of Sydney Teachers' College sportsmen in 1909. These gentlemen, members of one of the very early Intercollegiate teams have maintained the very close contact made on that visit even though some of them had forsaken teaching and become prominent in some other fields. There were present at the dinner a judge and an industrialist, a Bishop sent his apologies; and, of course, the majority of them had achieved success in the Department of Education in New South Wales.

In many ways this reflects the spirit of Intercollegiate in Teachers' Colleges, for one never forgets the Intercollegiate team with whom one played or travelled to represent one's College.

Prior to the foundation of Armidale Teachers' College in 1928, Intercollegiate visits were inter-State and Sydney Teachers' College will, no doubt, when they visit us, sing some of the songs which date back to those early College visits to Brisbane, Melbourne and Adelaide. In fact, to close each day's work at Sydney Teachers' College camp at Castlereagh, a song dating from the first Intercollegiate visit, is sung by students and staff together.

Following the foundation of Armidale, Intercollegiate visits within the State were possible, and many of the staff first met one another on the playing fields of Sydney or Armidale in those pre-war Intercollegiates.

With the post war era and the development of a number of Teachers' Colleges, Intercollegiate visits have come to be more rigorous. At the moment each of the inland Colleges visits each of the coastal Colleges in turn, and in turn is visited by its opponents. At least that was the

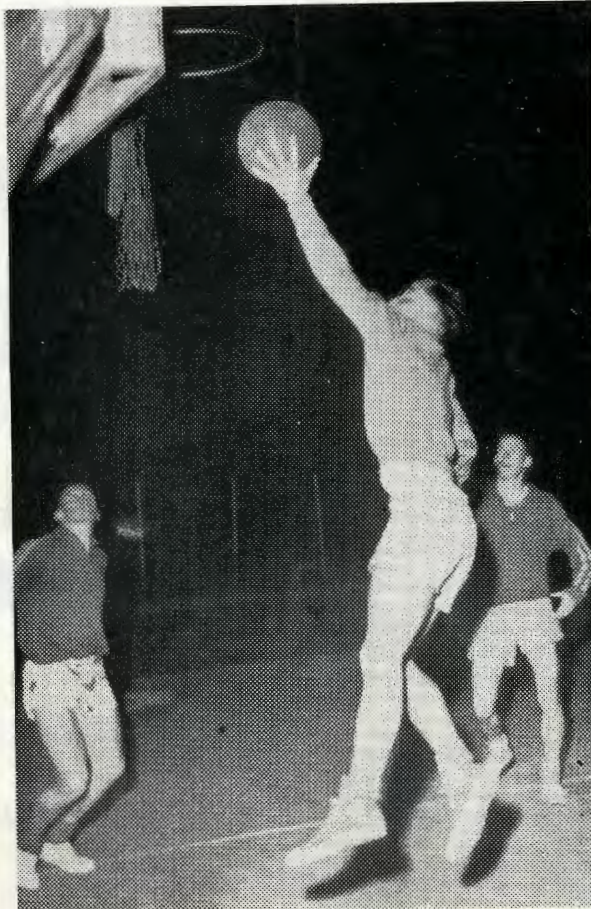
pattern until the foundation of Albion Street Teachers' College made a change necessary and no doubt the foundation of new Teachers' Colleges will make further alteration.

This Teachers' College has maintained the inter-State tra-

dition, visiting and being visited by its opposite number, Bendigo; though as a general rule inter-State visits from Teachers' Colleges did not survive the development of the Teachers' College system in New South Wales.

HONOUR

For many of you, to play in an Intercollegiate team is the crowning achievement of your sporting career in a Teachers' College and, certainly, to be a member of the winning Intercollegiate team is an honour to which you will all aspire. But Intercollegiates have meant more than playing and more than winning. They have meant the development of contact between people preparing for the same profession, the beginning of professional contacts and friendships which will last far beyond the Intercollegiate week and the opportunity to show a sporting professional spirit beyond the normal opportunities of town competition. Intercollegiate games are always played in the best traditions of sportsmanship, are clean, hard and fast with honours going to the better team and congratulations to the team that plays in the best spirit whether it wins or loses. It is the "with honour" part of our motto which is uppermost at these times.



Some of the Intercollegiate keenness is reflected in these practising basketballers. Ron Burns is here seen shooting for goal.

EDITORIAL

Many times during the year, Talkabout has been critical of the Administration's lack of reform. Now I wish to defend the Administration against doubting critics.

Despite the Principal's request that members of the student body should trust the Administration, many of our number have been vociferous in decrying the Principal's offer to lift any rule that is not broken for three months. These cynical observers say that the offer means no real reform, in that the rules will still apply in an unwritten form after they have been lifted. These cynics claim that there will be no real benefit from the Administration's promise.

This attitude is deplorable. Distrust breeds distrust, and if we cannot trust the Admin., what right have we to expect to be trusted by them? Mr. Muir has said: "We trust you, we would do more of it if we were trusted." (Assembly, 20/6/'59.)

I feel that it would be remiss of Talkabout were we not to state that student attitude on his subject is just not good enough. The Administration has shown a genuine attempt to allow us to prove our capabilities of self-discipline. It is now up to the students to show that they can be trusted and that they can trust the Admin.

T.R.

SOCIAL UNION

Inter-coll is now well under way and I extend thanks on Jan's behalf and mine to all those who came along to help make the decorations for the intercoll ball. Wednesday evening is the last social function of the 2nd term and I'm sure it will be as enjoyable as some of the activities held this term.

The film night went off as enjoyable as some of the smoothly, thanks to the work of Bob McCarthy and Ray Osmotherly (the projectionists), who saved us from a nasty situation when one of the projectors started to fall to pieces.

From the results of that evening we hope to make a film night one of the features of our 3rd term programme.

Only a few latecomers prevented us departing on time, at

5.30, for a most enjoyable day in the snow. Students are to be congratulated on their punctuality.

Though the fall was not as big as expected, it was big enough to find its way down backs, build snowmen, and for the toboggan enthusiasts to find a slope where a few met their Waterloo in more ways than one.

Special thanks must be extended to Mr. Davis and Miss Cuskey, whose work was appreciated by all.

On Saturday nights we held our regular dances and it was surprising to see all the "rig outs" on the "Ranch Night," which went off with a pop.

I would like to thank those fellows who stay every week to clear the dining room for the dances.

Remember, the Social Union may programme for a social fixture but it is the students that make it a success.

The programme for the 3rd term social fixtures will be published in the next issue of Talkabout. Suggestions are more than welcome.

—P. Dobson, President

FIRST YEAR

TREATMENT

Inter-Collegiate and G. & S.

Next month two of the most important events of the year will occur when "The Pirates of Penzance" is staged in the College Auditorium, and following that the visit of the Sydney Inter-Collegiate team.

The staging of a production of the magnitude of a Gilbert and Sullivan opera shows what can be accomplished in this College in the spirit of co-operation.

Each night for the past few weeks the College Auditorium has been a hive of activity. The producers, the choreographer, principals, members of the three choruses, set designers, stage hands, lighting crew and others have all given up much of their time, to ensure that this production will reach the tradition of excellence which has been built up around

College performances of Gilbert and Sullivan opera.

Following this will be the week when we entertain our fellow students from Sydney. We will, of course, win this contest, but quite apart from this the Inter-Collegiate symbolises that all students in all colleges are striving to enter the same profession, the same service which entails the same duties.

By the time this is read both these events will be over or nearly so. I think more than anything else they point to the difference between secondary and tertiary education. That much maligned word, maturity, has been bandied about so much this year that I hesitate to use it. However, I am sure that functions like this show that students have reached a definite standard of maturity and that if given the proper incentives, correct guidance and a system completely in accordance with tertiary principles of education by which to develop, they will rise to even greater heights.

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**GUEST
SPEAKERS**

A SUCCESS



The visit of two people eminent in the world of Education proved to be a success, both being warmly received by the students.

Firstly, the visit of Dr. Volkov was appreciated by all those who met her. The action of the Administration in allowing her to meet members of the student body without any restriction from the College was one which greatly enhanced the relationship between the S.R.C. and the Administration. The S.R.C. feels that it is capable of representing students on such an occasion and was grateful to the Principal for his acknowledgment of this.

IN ENGLAND

A second welcome visitor was Miss Bertie, an extremely eloquent speaker, who charmed an assembly of students with her experiences of teacher-training in England. A former principal of a teachers' College for women, Miss Bertie related many interesting anecdotes to illustrate the differences in training methods between our college and a similar English institution. Her address was so polished and entertaining and it was equally obvious that she was talking about a subject very close to her heart. Her personality overwhelmed the students.

CONGRATULATIONS

The Administration is certainly to be congratulated on obtaining these two guests for the college. While we realise that such speakers must be difficult to obtain, we feel that such people greatly improve our knowledge.

Should the Administration be able to acquire for us more speakers of this nature, its efforts would be greatly appreciated by the students. Congratulations to the Admin. for a step in the right direction.

**AS MUCH AS I CAN
TAKE**

Just for the interest of Sydney studes, a co-educational residential college is one in which the girls pursue learning and learn pursuing.

Got a note from a college girl the other day. It read: "I personally enjoy your column as much as my boy-friend."

One of the studes asked one of his pupils what was the first thing he saw in a girl. Expecting an answer like beauty or kindness, he was quite taken aback when the young gent said: "Depends on which way they're facing."

A female stude was boasting that her boy-friend had given up smoking. "My that takes will-power," said her friend. "Indeed it does," agreed the girl, "and that's just what I've got."

"Riding is an art of keeping a horse between you and the ground." Interesting observation.

They say that money is the root of all evil. There will be nothing evil happening during intercoll., for sure.

"NOR IRON BARS . . ."

Break, break break
Down the cold grey walls I see,
Lest my vehement tongue should utter
The thoughts that arise in me.

O well for the College Boy,
That he doesn't get locked out at night —
O not by him to be had
Is thas menacing, threatening sight.

As the warden shines her torch,
To light up my way to the dorm,
I brace myself for the threatening voice
And sense the fast developing storm.

Break, break, break
Down the doors, or hand me a key,
For I have the longing for days that have gone —
I have a wish to be free.

—O ME MISERUM

**Repression as an
Educative Principle**

This topic is one which has been argued upon by leading educationists for many years, with differing opinions being formulated on the subject.

It is the opinion of some educationists that imposed repression will lead to self-discipline. These people believe that the compulsory restriction of habit will lead to voluntary restriction of children even to the state of a mid-Victorian concept of behaviour could lead to a corresponding restriction of self in the child to the extent where he adopts the mid-Victorian Code of Behaviour as his own form of self-disciplined living. This theory is one entertained by some leading educationists, but is one which is also used as an excuse for adopting repressive measures to keep children in order rather than to educate them.

The second group of educationists believe that the answer to the problem of self-determination does not occur in the use of repression. They believe that the answer to the creating of a personality lies not in the adoption of repressive techniques to mould, literally, the child's character, but rather, the solution lies in the creation of a harmonious being. This second group argues that the impulse which is merely held down subsists as a source of minor conflict. Possibly by persistent repression, they say, it may be extinguished, but contemporary psychology sees reason to think that even so it is either apt to emerge again in another form, or to become the centre of deep-seated division operating below the threshold of conscious life with ill effect.

By harmony, this second group does not refer to anarchy. They claim that harmony lies midway between repression and anarchy. They claim that a harmonious personality is ideal, and that this type of personality must be the true aim of the educator.

Which of these two methods is adopted depends largely on the individual educator. If the educator strives to assert himself in an authoritarian role, he will use the first method. If he strives to adopt the more effective role of class leader, he will use the second and probably more effective method of educating the child.

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THE NEW DEMONSTRATION SCHOOL AT TURVEY PARK

THE NEW DEMONSTRATION SCHOOL

In April, 1957, plans were drawn up to construct a new Demonstration School at Turvey Park, next to the Infants' School already existing there. A school was needed at Turvey Park to cope with the increasing population of the suburb and being close to the College would cut down on the cost of transport to demonstrations.

The new dem. school reflects the amount of thought which the Education Department is putting into designing new schools today and gives students an opportunity of seeing teaching in as close to ideal surroundings as is possible.

It was intended that students be shown over the school in the first week back at College, but due to its lateness in completion this was not possible.

However, a tour of the school will be conducted during Inter-Collegiate Week. Unfortunately,

the school is not yet fully furnished and equipped, but you will still be able to see some of the features that make both teaching and learning in it a pleasure.

Every classroom has a different colour scheme and is well lit and ventilated. Water is laid on in every class room and warmth is provided by gas heaters. Each teacher has, next to the classroom, a combined office and storeroom, while outside is a place for hats, coats and bags.

Unfortunately, the Craft and Sewing Rooms are not fully furnished and so will not be seen at their best, but you will notice the well-mirrored "trying on" room, where the pupils may try on their self-made finery.

The teacher's comfort has been considered, as the well-equipped staff room shows, and the students have also come under consideration.

The students' room is grey and white and will be furnished with art tables and chairs. It has a blackboard, which will be useful for practice teaching and for dem. discussions.

It is intended to use it as a common room and a discussion room for demonstrations.

The new library is very modern and attractive, though Mr. Reece is still trying to build up the number of books which is, still inadequate.

The school has a sick bay, which serves as a clinic for visiting doctors and dentists. The room is sound-proof. It has a sink, a gas jet and a couch, which looks suspiciously like the ones used by psychiatrists.

There are two kitchens in the school, one which the P. and C. use for their functions, and one which revels in the title of "The Food Preparation Unit." The kitchen has a deep freeze, gas rings, an electric bread saw and a hot water service.

It is used to provide lunches of a high standard. Children can select from a wide variety of fillings for their sandwiches or rolls. Soup, pies, sausage rolls, ice cream and sweets, are also available.

The school has space for a Public Address system which will be installed from P. and C. funds some time in the future.

The air-conditioned Assembly Hall is bright and modern and is designed so that the quietest voice can be heard clearly.

The school has ample playground space as well as the large oval across the road. There is a large concrete area and a grass area on a higher level where hard balls may be used without danger to the numerous windows.

The weather sheds are large and connect with the modern toilet block. They are protected from the wind and rain on the western side by a shatter-proof glass screen.

The school was built at a cost of £117,000 and shows what can be done if the finance is available.

THE VICIOUS CIRCLE

Lectures have been over for some time now, sport has been practised and tea has been eaten. Rehearsals for the production are over and a few remain behind to make the set. The coming of night, its black darkness and its quietness with it, seems itself to have turned on the lights. Along the path, through all the dormitories, in the library and in the odd lecture room, and in the auditorium, the lights are on. The evening hours run quickly away from the workers and those talking.

The library lights are switched off and the library closes. Those who worked there, all six of them, leave for the dormitory in which they live day in and night out. Ray closes his shop. The late workers in the auditorium leave their work. Couples kiss and say goodnight. He wanders to his dorm, she moves quickly inside her dorm. The wicker basket is put back.

The teeth are cleaned, the wash is had or a late shower is taken. Whether it be to around the corner, across the way or next door the last trip for the day is made.

A slight commotion and the warden is through. He may come and go like a blush on the face. She may rudely turn off the light regardless of your working or knowingly remind you of the rule. The warden is no less nor more human than the student.

The open fire is put out, the supper table cleared and cleaned. The dormitory chats, discussion, debate or argument is concluded but is not finished.

The warden has gone. A late ablutionist hurries back to his room. In some room of the dorm the chat or argument is taken up afresh as the warden is derided or praised.

But soon all students are in their own rooms, many in their beds. It may be fine weather, rain or engulfing fog that hugs the dormitory around outside but each building subsides from activity and rests just like an animal. The warden returns from duty to his or her room. No murders, no thieving, a little snogging or some dirty stockings left on the bed, is all the warden can report. She may smile, he may chuckle, for both remember themselves as students and often find themselves admonishing themselves in other students.

Many lights are turned off and many rooms settle down for sleep. A light may be still on in some rooms. The Univer-

sity Option essay must be done, a little more grading of mathematics, or perhaps a letter home keeps some students awake a little longer.

He may toss and turn in bed with worry or conjecture for tomorrow (he has decided definitely now), he will ask her to go out with him to the pictures. She may toss and turn trying to decide whether or not she will go out with this boy that asked. She would not hurt him. Does she really wish to go out with him? Those with steadies may sleep easily and soundly, the rejected steady may not sleep at all. A tear down this one's cheek, another tear down the cheek of the one refused a date. Pity for the cheek that has experienced this many times.

Should I or should I not have taken that option? This and other problems play upon the students' minds. The lead of the production dreams of great successes. To be cheered and congratulated by one's own dorm mates, section mates, and table pals in the success dreamed of. The desire for recognition. The chorus girl, or rather the girl in the chorus, is envious; yet is happy with her part. Small? Nay, important to that person and some who watch will see only her. The rest are extraneous.

Some will contemplate moves for the coming sports games and wonder how they can gain limelight and/or help the team on to victory. Others may dream of being in these people's places.

One student remembers a summary not prepared, curses all concerned and turns over in bed to face the other wall. Another dons dressing gown, hunts through papers, books and everything else, makes those near her wake up, and does a summary. Guess who will be asked to give a summary?

The late retiree undresses, arranges clothes for the morning's rapid dressing and painfully snuggles in between cold sheets. The last light is turned off. All rooms are dark now. Sleep makes men of boys, ballerinas of ungainly girls, calms fear (till dreams allow it to run amok) and wipes away tears.

She accepts, there is the right decision made, and none are hurt, there is reconciliation, there are numberless wonderful evenings with pretty girls. There is a success for the production, an overwhelming football win, there is a student winning an argument against a lecturer who bows before student wrath. There are miracles in sleep that day and awake-

ness cannot bring.

The snore, the wheeze, the sob, the chuckle, are barely heard now. All is quiet for all are asleep—till that damned alarm clock rings and the bustle of another day is with us.

—SIR CLOS

WEDNESDAY OPEN NIGHTS

The question of an open night on Wednesdays has received a considerable amount of attention in the S.R.C. this year. The S.R.C. has presented a case to the Admin. for the amelioration of the restrictions placed on us and I feel that this measure may be a step in the right direction.

Should the Administration decide to alter the rules by granting us this open night, the effect, as far as I can see, could only be beneficial. If one thinks back through the disciplinary troubles with which the Administration has had to cope it is found that trouble almost invariably occurs during the week nights. Repeatedly, breaches of rules have occurred near the end of the week, when students, having no other way to vent their feelings, engage in the practices which break rules. By making Wednesday night an open night, I feel that the Administration would be taking a step which would greatly assist them in alleviating disciplinary problems.

The action would not greatly affect the study of students. Students plan their study to suit their own methods, and the change of study timetable to accommodate an open night during the week could easily be made. Students who find it necessary to study on Wednesday nights would find that it is easier to work when the noisy elements have disappeared from the dorms.

Even if an open Wednesday night were merely adopted for a trial period, this step would be appreciated by students and Talkabout would be the first to laud the Administration for such an action.

THOUGHTS ON THE SPRING OF LIFE

Oh, that word again. It sounds such a damning statement describing the stage of growth of a being.

The adolescent; we are persecuted by all. We are typified by street corner bodgies, teenage drunkards, loud mouths and incorrigibles.

We're just not made of what they used to be in the last era.

I'm mixed up, over emotional, a product of the big city, with aggressions which break forth, frantically seeking to escape from the pressure, of man made modern society.

I drink, drive fast cars, have frantic love affairs and am labelled unbalanced under stress.

To the parents, we are "immatures" who don't know what is for our own good, so we must be guided, moulded, forced and driven along the track, predetermined by people of greater knowledge and experience than us.

Ah, we are a persecuted lot, misunderstood and treated harshly.

The tears come to my eyes as my sorrow for my poor self nearly overwhelms me.

But then, the message from heaven, the music to my ears, a friend wants to see me in the rotunda.

My face lights up, all is forgiven, adults aren't a bad lot, at least a few aren't.

CAN IT BE DONE?

Man has been trying to do it since woman was created and he is still trying. Whenever more than two groups or factions exist then this problem will exist.

Nevertheless no matter how opposite the factions are it will still be expected that discussions will take place.

This College is an institution in which no matter how much we would like otherwise, there are two clear cut bodies. These are obviously the student body and the staff—both academic—otherwise, and just as obviously, their points of view are almost direct opposites.

The student wants freedom, of action, as far as he is legally entitled, he wants to be considered as any other adolescent, in the normal community, bound by the same laws—both legal and social.

The staff wants to build a student body professionally mannered, they want to make an 18-year-old into a 25-year-old, as far as demeanour goes, but still they expect that same 18-year-old to be a paragon of professional behaviour.

To me these two aims are irreconcilable and no matter what is done some one will always be feeling he is wronged.

—ROYAL

STRAIGHT FROM THE DEAD LETTER OFFICE

Dear Sir:

Many of man's weaknesses have been revealed by the critical observer. Similarly, through the centuries, man's institutions have fallen through the whiplash of the critical tongue. However, more often than not, judgment and sentence are passed and the institution condemned and destroyed with the Voltaires offering no semblance of suggestion either for reform or reestablishment on worthwhile lines.

As regards Demonstrations there have been many critical and destructive comments passed. Here, however, are some suggestions from a thoughtful student. Instead of en masse transportation in section for a brief impersonal visit to whatever class is drawn from the section allotments, why cannot students be allotted to classes throughout Wagga within "accessible" distance from the College? The grouping could be arranged in numbers of eight to ten.

These groups could visit the same class throughout the year and see and come into personal contact with real everyday problems. The assistance given to unhampered students, who on prac. are concerned with work rather than real adaptability, would equal, if not surpass that received on home practice.

Students attending such demonstrations would see children throughout the year — see real progress, see the real problems and the way these problems are overcome.

Students would, over regular periods, deserve revision methods and techniques, and, following that, the tests which would reveal the weaknesses and strengths of methods used.

Problems of programming and timetable planning could be observed over the whole school and not just over spasmodic periods of practice teaching.

To enable students to experience the problems that they observed, it could be arranged that students would spend a three weeks' practice on this class.

The classes could be those concerned with the special courses — Primary, Junior, Secondary and Infants.

If numbers prevented allotments to the classes, the idea could be modified for second years only.

Records could be kept by students with no limitations

and no requirements set, and a healthy attitude and competent teacher would undoubtedly result.

"WARRIGAL."

Dear Editor,

It is correct that the windows have eyes and doors have ears? Or is it really that there is a highly developed system of tape-recording of private conversation to be held against one, at some later date? Is this trust? Does this beget trust? This seems to be a vicious circle.

—DODO.

Dear Sir,

The Teachers' Federation is, at the moment, making enquiries into the suitability of Uranquinty as a site for a new Teachers' College.

With the shortage of accommodation being experienced by the Department with regard to teacher training, it is essential that new teachers' colleges be erected. It has been stated that new colleges are being planned for Wollongong and Chatswood, but surely if accommodation of a suitable nature can be found at Uranquinty, it would appear that this site would be more advantageous.

Many times views have been put forward with the idea of setting up a University College at Wagga, the most current of which is the suggestion that Uranquinty could provide the necessary facilities. The establishment of a teachers' college at Uranquinty could prove to be a stepping stone in this venture.

The establishment of a teachers' college at Uranquinty could help to overcome the shortage of teachers, a shortage which will become still more apparent after the implementation of the Wyndham Report. It appears essential that Uranquinty should come up for consideration as a site for a new college, so a speedy decision on this issue would greatly ease the problem of accommodation.

—"EDUCATOR"

(N.B.: Recently, the Daily Advertiser presented the views of the D.L.P., who support the move for a new university at Uranquinty. Perhaps a university is necessary, but new teachers' colleges are essential.)

COLLEGE OPEN DAY

Unlucky though the date, Friday the 13th is, it was lucky for the teachers of Murrumbidgee Education Area, for it was on this day in October, 1950, that Wagga Teachers' College held its first "Open Day."

The aims were "to provide personal contacts between the College staff and the practice area's staffs and return the courtesies paid by them during practices."

"To present newer approaches and ideas to the visiting teachers for discussion and mutual benefit.

To make the practice teachers aware of the College approach to the problems arising in practice teaching.

The choice of the lectures the teachers could attend was of a wide variety ranging from "Suggestions on the treatment of New Ideas in the Mathematics Syllabus," by Miss E. Bridges, to "The Place of Films in the Integrated Syllabus." Mr. J. B. Rowe, Vice-Principal.

Though there were 14 lectures given that day it was only possible for a teacher to attend three. This was a limitation, to the teachers, but was overcome, in a manner, by groups of teachers dividing and attending the various lectures and then comparing notes.

In the organising of the three open days which the College has held, Mr. Young deserves a mention for the time and work put into them. The students of the College acted as hosts at morning and afternoon teas, and in the evening the teachers who so wished, could remain and attend a performance of one-act plays by the Little Theatre Group of the College.

The Area Director, seeing the result of these, asked for an extension of these "Open Days" to something approaching a Refresher Course. That is why when the enterprising student (?) opening the July Education Gazette may see the heading

"Post College Courses"
Wagga Wagga Teachers'
College

A course of four days, from which the teachers take away valuable knowledge, and for this his only cost is the tariff of 16/-.

From Friday, 13th October, 1950, arose a course which is now a prominent feature of Wagga Teachers' College.

LECTURE A DAY

Monday morning again. Well, the first lecture of the day is about to commence. So in a silent stolid file we move in and take up our seats.

First thing that I notice is that my books have been moved from the seat where I put them to the cold corner of the room. Without comment I take up this position. The notes begin coming at a rattling pace "What was the last sentence again? . . ." "Wish that idiot would stop clicking his biro." Then the fellow behind me starts asking those obvious questions. "Gee, that individual is a pain in the neck."

This is followed by a joke being made by a lecturer, which, though humorous, is considered hilarious by one character who does all but turn cartwheels to illustrate the point that he has seen the joke and he thinks it's funny.

Then when the lecture is about to come to an end, accompanied by many yawns and glares at matches, another bird shows her keenness by asking a question, which keeps the lecturer and the students in the room long after the time that the lecture is due to end. "My heavens, some people are inconsiderate."

Through all this I sit completely unperturbed by the surroundings and atmosphere and just managing to collect a fair set of notes when I notice the gentleman next to me, who had one leg crossed over the other one rubbing his dirty shoe against my trousers. "All right, Pop, what's the reason for dirtying me daks, you ignorant slob."

Some students never seem to appreciate the niceties and refinements. Oh, well, that's the way the peanuts percolate.

BARINGA

Closing date for articles first week of next term. Write for it during the holidays.

ESSAYS

POEMS

SHORT STORIES

ART

PHOTOS

There are prizes to the value of £10 to be won.



Some of the women hockey players at a workout for the important Intercollegiate match



Marcia Bradley hits out in preparation for Intercollegiate

Women's Basketball

College I is the team playing for Intercoll. Training had been fairly consistent until we were interrupted by the wet weather — however, we are back on our feet again now. Mr. Fitzgerald has very kindly undertaken to help us improve in the remaining time.

There are three first-years and four second-years in the team, which is as follows:

Marilyn Pope. Chief goal-thrower, from Canberra, where she played for a number of years with Canberra High School I. Marilyn is carrying on the high standard of play shown by the girls from Canberra last year.

Judy Cox. Assistant goal-thrower is from Wagga and has had experience at Mt. Erin High School through her secondary schooling.

Shirley Thomas. Attack wing, from Goulburn. A very promising player, being very quick on her feet.

Moya Vineberg played A2 for College last year and is playing a much quicker game this season. Moya plays centre.

Maureen Paterson is on the defence wing, having come up from the 3rd College team last year. Maureen plays a consistent game and is combining very well with the defences.

Margaret Walker plays as defence attack and she too has come from A2 and has improved a great deal since last season.



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Miss Stainton

Born in Hampstead, London, Miss Stainton was educated there and at Hertfordshire, where she gained her Higher School Certificate, specialising in Latin, History and English.

Miss Stainton entered the Hartford (Residential) College of Physical Education for a three year course. Her first appointment was to Lymeregis (Dorset) Grammar School as P.E. Mistress.

Miss Stainton then spent three years in Wellington, New Zealand, as P.E. Mistress, with the Samuel Marsden Collegiate School for Girls.

Coming then to Australia, she taught at Frencham Mit-togang Girls' Boarding School for one year. She then entered the N.S.W. Department of Education and was appointed to Penrith High. From there Miss Stainton came here in 1958, as Lecturer in Phys. Ed. Apart from the work entailed in that position she also helps with the production of G. and S., doing the choreography.

Skiing is Miss Stainton's delight, while she is also interested in dramatic work.

The noticeable difference in her field in England and in Australia is our emphasis on outdoor games work contrasted to the indoor gymnastics and dancing of the English.

SOFTBALL

The softball players have been hard at work practising most afternoons of the week, watched and encouraged (?) by a faithful little band of on-lookers.

Most of the players are suffering from dislocated shoulders and aching arms but we trust that by Inter Coll to be sufficiently hardened to cope with the Sydney team, who are reputed to be regular Amazons.

Bev Podmore is doing a fine job as backstop. Nola Baublys, Robyn Chisolm, Lyn Norris and Gillian Hogg are keen players and show considerable promise; while we could all benefit from watching Marcia Bradley's batting.

We would all like to thank Mr. Thompson for his coaching of the team and hope to show at Inter Coll that all his patient guidance has not been in vain.

LUCY JONES.

Mr. Worthington

Mr. Worthington was born in Croydon, Sydney, and was educated at Manly Primary and Darlinghurst Marist Brothers' High Schools. Successful in the Leaving, he entered Sydney Teachers' College to do a Primary Course. He had to wait 18 months for his first appointment, which was to Narrabeen Primary.

Several schools later (one of which was Mt. Gillet Provisional School) he was, as a result of the adoption of the London Board of Education curriculum, and his attendance at the Brookvale Physical Education Teachers' Camp in 1939, appointed to Phys. Ed. demonstrations in the North-West Section of N.S.W.

Later he was appointed to Canberra High. Mr. Worthington then spent two years away from teaching, as sales manager in a rubber manufacturing firm.

However, at night he did his Evening Extension Course in Diploma course in the first P.E. course at S.T.C.

He was appointed to Dulwich Hill Central School, then Hornsby Junior Tech., before coming here in 1952 as Lecturer in Phys. Ed.

Rugby Union, in which he represented with Manly district, is perhaps his main sport.

Mr. Worthington tells me the most enjoyable Inter-Collegiate for him was the visit to Sydney in 1956. Our greatest victory was against Balmain T.C. in 1953.

Don Talbot, coach of the Konrad kids, would be the most distinguished sporting personality of the students who have passed through here.

While we cheer on the sideline or enjoy our inter-coll. in many ways, we must remember the fine work of these two P.E. Lecturers, and in fact, the work of all the Inter-Collegiate Board.

Women's Basketball (cont.)

Anne Dinham plays in the same position as last year.

During the next couple of weeks we hope to improve our overall game by more consistent training under Mr. Fitzgerald.

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THE COLLEGE FOOTBALL CLUB

It was somewhere up the country, in a land of grass and scrub,

That within an institution was the College Football Club.

They were long and wiry youths from the rugged countryside,

And the team was never handled that the College couldn't hide;

For their style of playing foota was spectacular and fast —

They had tons of footie science and a mighty lot of class. And they played with youthful forwards that were muscular and strong,

Though their boots were quite unpolished, and their hair and nails were long.

And they used to train these forwards barbecuing in the scrub:

They were demons were the members of the College Football Club.

It was somewhere from the country, in the city's smoke and steam,

That the foota club existed, called the "Scaff and Scollar" team.

As a social institution 'twas a marvellous success,

For the members were distinguished by exclusiveness and dress.

They had natty little halves that were nice and smooth and sleek.

But they cultivated trainers, only trained them once a week.

So they started up the country in pursuit of sport and fame, For they meant to show the college how they ought to play the game;

And they took their mentors with them — just to give their boots a rub

Ere they started operations on the College Football Club.

Now my readers can imagine how the contest ebbed and flowed,

When the college boys got going it was time to clear the road;

And the game was so terrific that ere half the game was gone

A spectator's leg was broken — just from merely looking on. For they tackled one another till the field was strewn with dead,

While the score was kept so even that they neither got ahead.

And the Scaff and Scholar captain as he tumbled down to die,

Was the last surviving player so the game was called a tie.

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Then the captain of the college raised him slowly from the ground, Though his wounds were mostly mortal, yet he fiercely gazed around; There was no one to oppose him—all the rest were in a trance, So he screamed out for the ball, his last expiring chance, For he meant to make an effort to get victory for his side; So he struck at goal — and missed it — then he tumbled down and died.

By the Murrumbidgee River, where the breezes shake the grass, There's a row of little grave-stones that the students never pass, For they bear a rude inscription saying, "Stranger drop a tear, For the Scoff and Scholar players and the college boys lie here." And on misty moonlight evenings, while the lovers mope around, You can see their shadows flitting down the phantom foota ground; You can hear the loud collisions as the flying players meet, And the rattle of the teeth, and the rush of forwards' feet, Till the terrified spectator runs like blazes to the pub — He's been haunted by the spectres of the College Foota Club.

This is written with all due apologies to "Banjo" Paterson.

MEN'S BASKETBALL

The Intercol. team: Barry Conway, Dave Reid, Phil Pryor, Stan Melville, Guy Pickering, Ron Burns, Dennis Faulkner.

The Intercollegiate team to play Sydney is quietly confident of giving a very good account of itself. Not the least of the reasons for this confidence is the fact that the team includes men with records that show they have played, and distinguished themselves, in competition of the highest standard. We have in the team one man who was considered good enough to play in a State side. Several others were, until they came to college, regulars on teams which reigned supreme for many years against high class competition.

Those of you who saw the college team so narrowly and so unluckily beaten in the

grand final of the last competition will probably be amazed to hear that the team is capable of far better play than they displayed then.

Perhaps a brief sketching of individual records will show why we feel that this team has every chance to defeat Sydney.

Dave Reid, 6' 3", will play guard. Dave has been playing basketball for six years with the Canberra "Rebels," a team which had an outstanding record of success.

He uses all his speed and skill to outwit his opponents in goal scoring bursts up the court.

Guy Pickering, 5' 10", State representative 1956. Guy is devastatingly accurate with the spectacular one-handed jump shot, and can play any position with skill.

Stan Melville, 5' 8". Stan's record is the same as Dave's.

Stan is a big point scorer for the team and although we expect the dangerous frame work of the college basket-supports to cramp his style a little bit, we are hopeful it will not stop his streaking scoring bids too much.

Barry Conway, 6' 4". Although Barry had not played the game before he came to college, he has picked it up fast enough and well enough to earn him a place as a first grade player. Barry moves very accurately for such a big man and will be one of the bastions of our defence. We are also working on giving him the chance to shoot under the basket.

Ron Burns, 5' 7". Although Ron lacks the height, he has the speed and accuracy of shooting to make up for it. He

has been playing for four years, and at one stage the team he was with reached the third round of the State championships. Ron moves quickly and intelligently about the court and is capable of sinking spectacular long shots while running at full speed.

Phil Pryor, 6' 1/2". Introduced to the game at school, Phil did not play it again until he came to College where he was chosen for first grade at the end of last year. Phil is a reliable guard.

Such are the records of the men in the team. We are hoping that they have gained enough from their experience to carry us to victory.

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TEACHERS AT SPORT

RUGBY UNION

Perhaps the most memorable victory of the season came when College Firsts defeated City 19-13.

The match had aroused much interest and there was talk of wagers being laid. City had been looking forward to their chance of toppling the competition leaders, and Teachers were just as anxious to stay there. The game itself was not without surprises. City opened up very strongly and the older, experienced pack swarmed over the students in the first half. Phil Pryor kicked a penalty and the half-time scores were 10-3.

Teachers were in a bad position on the resumption of play. City went in again — 13-3.

Whether it was the encouraging words of Messrs. Muir and Worthington, the cries of encouragement from the stand, or just superior condition, the Teachers now "came good." Phil Pryor roused his forwards and led them into the rucks and line-outs. Warren Bingham made it 13-6 with a penalty, then shortly after Bob Blake went in for a good try wide out — 13-9. City were being challenged. Teachers at last were playing their usual fast, open game. From a scrum on the City 25, Paul Slater ran the blind, kicked, followed through, gathered the ball and left the opposition standing to score between the posts. Warren converted — Teachers were ahead for the first time in the match, 14-13.

City fought back, and touched down, but the try was disallowed. Teachers brought the play back into enemy territory with a strong run by Brian Webb. From a line-out, "Big Phil" took the ball and went over for a very fine individual try with half the city forwards on his back. Warren again put the ball over.

Final scores, 19-13.

It was a very narrow victory. Teachers cannot afford to let the opposition get the upper hand at any stage. It must be eighty minutes of solid non-stop football. This will apply for our remaining three matches — and Intercollegiate.

The chances are that Sydney will be sending a very strong team down. The Wagga boys must be prepared for this, and for that reason the selectors will be busy picking fifteen players who can meet all the requirements. As yet, with the exception of three or four

players, the College team is unsure. It will not be the first grade side that will represent, but fifteen players that the selectors feel will best acquit themselves.

Football is the last sporting event of Intercollegiate — so let's finishing it with a win for Wagga.

K.P.

HOCKEY

The whistle blows; the bully commences and is won. So the game has commenced. BUT, who will win?

This is the question all sporting teams are asking themselves, in these final few days before Inter-Collegiate. We all want to win, but this is not possible. We of the Hockey Club have every confidence in our team to play Sydney. They have turned in many convincing wins this year, and I think they can keep it up.

Able led by captain Bruce Titheridge, the team is really

functioning well. Ross Graham, on the left wing, can always be relied upon to turn on a speedy, first class game, and give Titheridge in the centre many scoring opportunities. Our defence, led by hard hitting Bob Rayward, at centre-half, should be able to give the Sydney forward line a torrid time; and at the same time give out forwards plenty of drive.

But what about Sydney? They are an unknown quality to us, so any forecast of the result would be useless. Our boys will be going flat out for the 70 minutes of the game and will do their best.

Good luck to both teams, and **MAY THE BEST TEAM WIN.**

Women's Hockey

The women's hockey team is progressing very well with all members attending practices which are held each Tuesday, Wednesday and Friday afternoons. Players are really now just beginning to show their true abilities.

I hope we will be able to hold our own in the all-important

Intercollegiate match and more than that, win it.

Best of luck to all teams. Keep up the good work, women.

G. EDMUNDS,
President.

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