



A PUBLICATION  
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WAGGA TEACHERS

# TALK ABOUT



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The WWTC Administration Block and Art Room in 1964, taken from the roof of the Principal's residence. The well-remembered rose gardens of the college are in the centre of the photograph.



Charles Sturt University

A view of Wagga Wagga Teachers' College from the air in 1961

Page 3 captures 'The Last Hurrah', after the demolition team moved in

# Across the Secretary's Desk - Lesley Forbes



Thankyou Lesley and best wishes to our *Talkabout* friends for 2020. I do love reading the issues and appreciate all the work that you do to keep it going.

I am proud to be one of "Us".

Suzie Garigliano (Donnison 65-66)  
living in Sardinia

Have received the latest *Talkabout*, but have not read it all yet. As with all previous editions, no doubt, it will be interesting and informative. I have meant to write since I learned of the passing of Brian Powyer last year: very sad, and a contributive life cut short. I met with Brian at our Reunion in Wagga some years ago, but have had no contact with him since our College days. He was a member of our Students' Council in 1967, and I have read of his continued contribution to the students, schools and communities where he attended.... And these groups, along with his family, will miss him most. A very well considered and friendly bloke.

I have read of the Southern Highlands Social Gathering for some time now, but am unable to attend; still working, and we now make the trip south just once a year, (daughter and family still in Wagga). I would like to be remembered to all those who will have the pleasure to attend, and I hope the Gathering is fun for all.

I hope you two are well still, and

busy as usual; we do all sincerely appreciate your efforts in keeping us all in touch.

All the very best,

Allan Manning (Holzheimer 1966-67).

My best wishes to the Social Gathering in the Southern Highlands- a lovely part of NSW. My health (old age) does not permit me to travel as I have been doing for many years. I am pleased to say that I am still driving around Dubbo and district and enjoying a good social life locally.

Warm regards,

Ruby Riach (Lecturer 50-54)

Thanks Lesley, I received my edition in the mail. Thank you for all the work you do to produce and mail *Talkabout*, I do enjoy reading it and especially about Youngie and people who attended College with me or the remote schools some people experienced.

Best wishes

Robin McKinnon (52-53)

Suella Jarvis let me know that her Mum and Dad had moved into aged care and that her Mum passed away at the end of January. She spoke of chatting to some of Jennifer's ex-College folk at her funeral. Suella will ensure Ken receives the *Talkabout*.

Ken & Jennifer (Gamble) Jarvis (55-56)

G'day Lesley, I am back home in Canada, keeping the isolation after spending the summer in your part of the world, DROUGHT, BUSHFIRES & FLOODS.... Now we have a world-wide VIRUS.

What a bloody year 2020 has been.

We are back golfing in Nanaimo, but clubhouse is still closed.

Some restaurants & pubs are beginning to open.

Bill Keast (60-61)

I want to thank you for the marvellous work you are doing and the huge work load you have taken on. I don't know how you find the time to do it all. I love receiving *Talkabout* and reminiscing about College days.

Sally Barnes-Cooke (62-63)

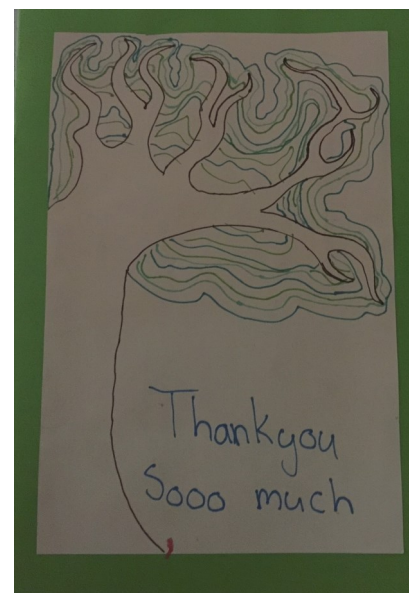
Some time ago *Talkabout* published a couple of articles from ex-students talking about things they had become involved with in retirement. At the time I mentioned to Brian that I was interested in writing something about Trove, an initiative of the National Library which is gradually digitising Australian newspapers from settlement to 1955. Volunteers are assisting by correcting some of the digitised text (using the actual newspaper page which is also displayed) which in turn, improves the search capability of the database. Volunteers can also create lists and/or tag items to help people find relevant information. For anyone researching family history or anything connected to the early history of Australia this is a goldmine. The beauty of this project is that you can combine the corrections, creations of lists etc, with whatever searches you might be personally interested in.

Beth McLaren (60-61)

The students and staff at Bobin Public School wish to thank you for reaching out to us and for your kind donation (\$1500).

It has meant a lot to have your support.

Headmistress Bobin Public School



## South Campus - Demolition Proceeds



It will be unrecognisable when next we visit. The move from South Campus is all but complete. Within the next couple of years, the Riverina Regional Archives will move seeing the Campus totally devoted to other purposes.



Thank you to Jock & Jenny Currie for these photos.

# Wagga Wagga Teachers' College Graduates 1950-51

Each year a group of ladies from one of the "truncated" sessions at the College meet at the Swissotel in Sydney. We studied the two year course over 18 months to align with school year commencement. Previously the College's students graduated in June with the difficulty of school placement in the middle of a year.



L to R Narelle (Matthews) Griffiths; Gladys (Chapman) Meaney-Budd; Ella (Redpath) Keesing; Decima (Wheeler) Pickles

This year we were few in number but Decima had plenty of news about others unable to attend. We reminisced about College life, attending lectures from 9am to 5pm, travelling miles for "Prac" teaching, the Gilbert and Sullivan productions, and our initiation into College life where the second year students collected all our carefully stored shoes and distributed them throughout the College grounds while the innocent first years were at a special assembly. We wonder if the staff were party to this and whether we ever found all the shoes? Some were up the flagpole in front of the Admin building.

Already looking forward to our reunion next year!

## AGOSCI Distinguished Services Award to Ella Keesing (Redpath 1950-51)

Some time ago, *Talkabout* published an article by me titled *From Primary Teaching to Producing and Editing Books of Manual Sign*. This is a sequel to that review.

To recap briefly, I trained at Wagga Wagga Teachers' College in 1950/51, taught for 3 years at an outer Sydney suburb, had a year at Wagga Demonstration School, then back to Sydney where I married and had three daughters. My husband was transferred to Melbourne and we established a home in a new city.

I upgraded my qualifications to 3 year trained status completing a course with

the Victorian Education Department. Following graduation I obtained a position in a Special Education setting and became hooked on the diversity of programs and the colleagues who were so committed to the education of intellectually disabled children. After 3 years in this setting I applied to complete a Graduate Diploma in Special Education at Deakin University. I was granted part time study leave and part time work at a Special School. Because I was working part time, I was given the role of Speech and Language Teacher. One of the grades had 6 out of the 8 children who had hearing but were non-verbal or had speech which could not be understood. At

that time the school had minimum input from a Speech Pathologist.

To assist in my role I decided to complete a short course with Makaton (now Key Word Sign Australia), a language program using manual signs to communicate. In Australia, Auslan (the Signs used by the Deaf community) is used but only the Key Words are signed and the signs are always accompanied by speech. I held sessions and activities in the classrooms so the teachers and the verbal students could learn the signs and communicate with their hearing but non-verbal peers. It worked! I was indeed for-

fortunate that I had the support of the administration and all the teachers. Soon I was running workshops for parents and teachers from other schools. Several submissions to philanthropic organisations were successful in obtaining computers and electronic speech aids to assist in communication in addition to signing. However it was early days in this field compared to current developments.

In 1997 I retired from the Victorian Education Department but continued my interest in Key Word Sign as I saw such benefits for the families. As part of a committee, over several years, I helped develop 4 books, 2 CD Roms and an App to show how to make the signs and how to use them in communication. I also initiated the publishing of a *Footy Book* showing the signs for the AFL teams and related conversational words.

I continued to assist the committee organising workshop training for Parents, Carers, Speech Pathologists and Teachers. In 2019 I had been an active voluntary committee member for 22 years.

At the AGOSCI Confer-

ence in Perth in 2019 I was awarded a Distinguished Services Award for my contribution to Key Word Sign. "Established in 1981, AGOSCI is an inclusive group interested in enhancing the participation of all people with complex communication needs". (Google) Originally, AGOSCI was an acronym which stood for Australian Group on Severe Communication Impairment. Due to changes in terminology and the wider reach of the group, AGOSCI no longer refers to itself in that way but still uses the acronym.

I was indeed delighted to be nominated and honoured to receive this award as it is by an Australia wide selection, awarded only every two years and is usually granted to a Speech Pathologist.

A long way from the Wagga Wagga Campus but a dedicated teacher for many years, in many different ways!



**2019 - Services to AAC in Australia Award**

Presented to

**Ella Keesing**

Ella is a retired special education teacher, who has been a key player in the success of key word signing in Australia. Initially with Makaton, and then with Key Word Sign Australia, Ella has been, and still is, on active committees overseeing the coordination of training, resources, and decision making. She has been on the Key Word Sign Victoria committee for 22 years. Her skills, dedication and passion have allowed thousands of Australians to be able to communicate. Without her involvement, unaided communication would not have the profile it does today.

Darren Trentepohl - Chairperson

31<sup>st</sup> August 2019

## Kambu 1958-59 Snippets (continued)

**Kambu Men 1958-59:** (continued from last Issue)

In Room 1 with Mike Bonner was William Wenban. He was fortunate to His initial appointment in 1960 was to Mt Oriel Public School near Grenfell where he spent the first three years of his career. He was fortunate to board with Max and Marie Barr on their farm and during this time, Bill's Kambu mates, Mike Bonnor, Lach Farrell and Kel Hardingham spent many a happy 'farming weekend'.

In 1963, Bill moved to the 'big time', Gilgandra Public School, married and

after three years was appointed to Woolooma Public School and lived in Stewarts Brook, seven miles and six creek crossings from the school. During this period, the Wenban's produced three children, the youngest having the distinction of being 'born would have happened if the Land Rover had stalled in a raging torrent on the road' en route to Scone Hospital. During the rainy season many of the creek crossings became impassable. Bill fortunately had a Land Rover which clothed over the engine and in addition, a

canvas in front. In retrospect Bill certainly feels fortunate that making these crossings with his wife and children were without mishap but not sure what would have happened if the Land Rover had stalled in a raging torrent.

Bill and his family continued to move: Aberdeen PS, Muswellbrook PS, Grif-fith PS, Wee Waa Central and finally from 1985 to retirement in 1997 Nelson Bay PS.

Bill was honoured with Life Membership in the NSW Teachers Federation. He continues to live at Soldiers Point near Newcastle.



### William Wenban Conferring of Life Membership in NSW Teacher's Federation

**Room 2:** Kel Hardingham began his teaching career in Hay PS and then two years in Urana, where he joined Bill Grant (WWTC lecturer) as Headmaster, Guy Pickering WWTC (1959-60) and Pam Collingridge WWTC (1960-61). A great staff and great friends.

At WWTC, Kel had been inspired by Speed Gammage, biology lecturer and in 1963, he resigned from NSW Dept of Education and enrolled as a full time UNE student in biological sciences. In 1964 he was fortunate to have Charlie Vernon, godfather of corals in his zoology class. Through Charlie, Kel learned that if a group of students were accompanied by a lecturer, accommodation on Heron Island was free. Thus began a 30 year pilgrimage for Kel, family members and school groups for a two week trip to the Great Barrier Reef. Kel believed that if the GBR were to survive, it needed friends who knew it.

In 1965, Kel was thrown out of the Science Faculty for failing Chemistry twice. He then began secondary teaching at Dapto High School. He also completed Chemistry at Wollongong University and between 1966-67, returned to UNE, completing a BSc (Honours).

He had a brief venture into a private business manufacturing science teaching aids, and between 1970 and 74, he married Fay, producing two sons, and taught sciences at PLC, Armidale. In 1974, he was invited to teach the lecturing staff on how to talk science to Arts students as a physiology course had been introduced to the Arts faculty. In 1979, Kel returned to the classroom at The Armidale School.

Opportunities beyond Public Schools abounded. He conducted Bush Sports (canoeing, rock climbing and bushwalking), led four overseas, seven-week expeditions to Nepal and India for Year 10 students from the Armidale area, created a

week-long residential camp for high ability Year 8 students. (The Talented Students Forensic Science Camp, which attracted students from all over Australia.)

In 1994, Kel received a BHP Prize for innovation in science teaching. In 2002, he was awarded the National Excellence in Teaching Award for innovations in the teaching of Field Ecology. In retirement, in 2005, The School of Education at UNE recognised Kel for his outstanding contributions to Science Teaching. Between 1988 and 2002, Kel was also a Member of the Board of Directors of the Non Government School Superannuation Fund.

Year 10 student, PLC 1986, with Fay and Kel at Bonza Point, Ganesh Himal North of Kathmandu



## Past Scholarship Holders & COVID 19

We have heard how many parents and grandparents have struggled with on line learning during the lockdown. Many will breathe a sigh of relief that lessons have returned full time. Speaking to some of our scholarship students who are now in the classroom they too have experienced a challenging and crazy time that we retired teachers are happy to have missed.

Molly, in Narrandera, felt that the start of on line learning was daunting but got on top of it and it started to run smoothly. A first year teacher with good IT skills she still needed to develop new skills which must have been a challenge for many of the older staff in the system.

Mandy, another first year teacher, in

Grenfell and Katelyn in Picton also thought it a challenging time and are happy to be back in the classroom. The sudden return to full time lessons after the part time attendance was unsettling. All three think that the children in their classes will take time to settle into school life again. It will not be the same, of course, with constant hand washing and sanitising part of the new routine and the constant threat of a virus outbreak in the school, which would confuse everyone.

Katelyn has a Kindergarten at Picton and her class had only started to have a routine when the lockdown began so return to school has them adjusting to the system again. As things return to something like normal many will look back and see that the problems, like

Molly's school attempting a Zoom assembly which failed, are all part of the new learning.

Our two scholarship students in Albury have missed face to face lectures and are waiting to hear if and when lectures will begin and have been advised that their teaching placements deferred from Semester One will be in August/September. The final placement will be in October/November. Unfortunately the placements this year will be shorter in length but Jack and Renee should both be able to graduate this year.

Jenny and Chris Blake

## Renee Antill - 2020 Scholarship Holder

I am writing this letter to express my sincere gratitude and appreciation in being awarded this year's Wagga Wagga Teacher's College Scholarship. I am very humbled to receive this support and be recognised for my effort and results achieved through my studies to date at Charles Sturt University.

I was born and raised in Wagga Wagga but have never fully understood the importance of South Campus and the Teacher's College, until I began looking into this scholarship. I am the first in my family to attend university and consider a career in the education sector and have not had close contact with anyone who has attended the College. Learning about the importance of the Teacher's College in the local area and the impact the College has had on current opportunities for regional students to study education has been a very rewarding experience. I am very thankful for being able to remain in regional New South Wales to complete my studies and feel this would not be possible without the Teacher's College paving the way for future regional students.

The financial burdens placed on university students are immense and are often exaggerated during times of professional experience placements. In this final year of my studies, I am required to complete 12-weeks of placements which can be a very stressful time in terms of balancing workloads and family commitments and due to the financial stress associated with being unable to work during this time. The financial assistance associated with this scholarship will help to ease this burden significantly and allow me to also scale back the hours I work throughout the year to best manage my time with my family. My kids are often forced to make sacrifices to allow me time to study and having the ability to spend more quality time with them during this final year of my study will be highly valued and is something I am looking forward to. Spending more time at home during the current isolation situation has already been enjoyable and I am looking forward to spending more quality time as a family. Hopefully there are no frustrated outbursts while we play Monopoly!

In these current times of uncertainty associated with the Covid-19 pandemic, the way I intended using the scholarship funds is changing. I had planned on using the funds to attend the ALEA National Conference in Sydney this year, but the conference has been cancelled. While this is very disappointing, I am determined to use these funds to attend the conference in 2021 as I know how valuable the conference is for developing knowledge of literacy teaching strategies and is not something that I want to miss while the conference is held on the east coast of Australia.

Four years is a very long time to study at university and maintaining a high level of motivation and dedication can be challenging, especially when faced with the circumstances we are currently experiencing due to Covid-19. The support you have shown has already had a substantial and positive impact on my motivation to make this year as successful and enjoyable as possible.

# President's Report - Bruce Forbes



## **Veteran Golfing –how it was**

*I'm a veteran golfer, with legs somewhat wobbly,  
The shorts rather saggy, the knees a bit knobbly*

*The hair has become sparse, the eyes aren't as twinkly,  
And putting it bluntly, the skin is a mite wrinkly.*

*I still love my golf, two or three days a week,  
And consider myself elderly, but not quite antique,  
My drives aren't as far, my putts aren't as true,  
The approaches drop short, the chip shots go through*

*I can't see the green, let alone the flag,  
And keep putting my clubs in the other bloke's bag.  
I bend down to retrieve my ball from the cup,  
And bloody near faint as I try to stand up.*

*An eagle's impossible, a birdie's a miracle,  
A par is enough to send me hysterical.  
I feel tired and develop a terrible thirst,  
And that's just while I'm waiting to hit off the first.*

*I can't find my ball (you know what I mean),  
And just avoid the bunker as I walk off the green.  
'Point of relief' has a completely new meaning,  
Thank goodness for shrubbery, and excellent screening.*

*I'm not getting deafer, it's just people speak lower,  
And they're walking faster - I'm not getting slower.  
I get back to the clubhouse, and sit down with a sigh,  
And they have to remind me it's my turn to buy... **how it is now***

*Now with Covid they expect me to score on my own card  
But counting with accuracy has be-*

*come exceptionally hard  
Leave the flag alone and bunkers are without a rake  
But preferred lies are the go and an advantage to take.*

*The Corona Cup is some mysterious mythical prize  
It's played at Kew Country Club with all these old guys  
Scores accumulate over this unprecedented pandemic time  
With the winner in each grade the champion sublime.*

*I've washed my hands and sanitised before entering the pro-shop  
Used my credit card electronically and waved it over the top  
Limited my warm-up to just a few putts on the green  
But when finished the round no handshakes are to be seen.  
Medley, stableford, par, monthly medal and match play  
These are the games available on mostly a week day  
Social distancing with only two golfers per tee to get their ball away  
One person per cart and perhaps a walker, is what the rules say*

*When this is all over and the new normal appears  
We will all sit together and converse over draught beers  
We have endured the pain, the despair, the profanity,  
And clung by a thread to the remains of our sanity.*

*I guess we've been honest, even when things were tough,  
We did not use our shoes to kick out of the rough.  
We can all reminisce at the Corona Golf Cup run  
You may have won a few vouchers, but mostly got done.*

*Do not despair as we manage the new normal with Covid-19  
Every surface you touch now has a deep clean.  
Enjoy your golf and may each putt attempted be a winner  
Kew Golf has provided opportunity to be a Corona Cup grinner.*

No longer is there space on the front page for my report. The editor has control! Adapting to changing times is a reality with which we all need to cope.

Your committee has been unable to meet quarterly and the Highland Gathering was cancelled. However, we still have managed to produce another *Talkabout*. **BUT**, please be aware that these "trips down memory lane" can only be published if contributions are forwarded to the editor.

I received an email from John Carolan (WWTC 1954/55), now living in Edmonton (Canada), about the Veteran Golfer. John was also my Maths Teacher at Narrandera High School in 1960. So, with time on my hands and now a Golfer at Kew, I modified the verses to suit our situation from before and during C19.

During the lockdown, from February to June we veterans (over 55 years) played for the Corona Cup which happened to be a case of liquid with a few lemons and limes.

## Scholarship Holder 2020 - Jack Catanzariti

I would like to express my deepest appreciation for being selected as one of the 2020 Wagga Wagga Teachers College Alumni Association Scholarship recipients. When I was notified of being awarded this prestigious scholarship I was overwhelmed with gratitude and happiness. Additionally, I experienced an immense sense of relief at the thought of financial aid, more necessary than ever during the unprecedented times the world is currently facing.

Like many, due to the Covid-19 pandemic, I have experienced significant changes to my usual routine. Most substantial would be the transition to online learning, with all subjects being offered solely in distance mode. For me, this adjustment took time and like many others, I struggled to engage and be productive. With conscientious effort and diligence, however, I have found the positives in this style of learning in conjunction with the strict restrictions in place regarding social interaction and thus have been able to apply my time and dedicate myself to my classes – even resulting in early completion and submission of assignments! I feel like after making the best of this situation I am on top of my workload and have had the opportunity to immerse myself in the theory of education. However

er I am now more eager than ever to take on my last few practical based subjects and upcoming professional placements.

These professional placements cover eleven weeks, likely to be placed close together if not back to back with different schedules in place due to Covid-19 complications. For these eleven weeks, I am unable to earn my usual income due to the placement commitments and will potentially be paying rent in two different locations. Thanks to your generosity I have been granted a great piece of mind in knowing that I will be able to maintain financial stability while being able to devote my full attention and efforts to the placements, gaining rich and invaluable experiences to take into my teaching career. Further, I intend to set aside a portion of this money to assist with the logistics of seeking a rural teaching position upon graduating as that is my ultimate goal, including travel and housing expenses.

Finally, as teachers yourselves, I am sure you are aware of the miscellaneous items accumulated whilst teaching in-



cluding necessary items such as laminators and stationery as well as the personal items that create a fun classroom for students to be in such as storybooks, stamps and stickers. This money will help me begin to collect these pieces both for use on my placements as well as in my future classrooms. With all this in mind, I would like to again convey my sincerest thanks

## Scholarship Report - Chris & Jenny Blake

Our scholarship students, Jack Catanzariti and Renee Antill, have faced a far different final year so far. They have been forced to have lectures on line and Renee said that she had been looking forward to attending all lectures this semester after studying through a mixed mode last year. We missed meeting both Jack and Renee when their presentation was cancelled. This is probably the first time that members of the alumni have not been able to meet the recipients. If the opportunity arises we will travel to Albury later in the year to catch up. Another change for Education students this year has been the postpone-

ment of their placements. They will still have to complete two sessions but the first lot has been deferred until later in the year. Let us hope that all will work out well for them.

Previous scholarship holders also have had to adapt to the challenging conditions and those we have spoken to have been prepared to look after the welfare of their students.



# What's Wrong with Dems?

## A Response from Allan Petersen, (Session 57-58)

### Introduction:

A copy of *Talkabout*, dated 4<sup>th</sup> December, 1958 recently came into my possession, and on page seven an article written by an anonymous student (I presume) titled her/his article "What's wrong with Dems?" I note that a December dated copy could have indicated that s/he was either graduating or concluding the first year of College (There is insufficient detail to determine the specific timing.) The writer highlights the contents of the article by asserting that the interaction between College students and demonstration classroom teachers and those being taught was "boring, flippant and negligent". The narrow approach taken to this topic by the writer of preservice teacher training completely overlooks the part that demonstration lessons, practice teaching, lectures, self assessment and College life, lead toward providing a balanced introduction to teaching. I gather that the writer considers that the sequence of the demonstration lesson process of preparation, implementation and evaluation were "fake" s/he responded with the question: 'WHY DID WE GO?'

### My response to the Article:

I will assume that the writer of the article was a student at WWTC at the same time as myself and my wife-to-be, 1957-1958. We collectively agree that the preparation for the teaching service provided by WWTC at that time was second to none. (This assessment was based on the ensuing years of interaction with beginning and often long serving staff when viewed from an administrative position).

The combination of lectures, a variety of settings for practice teaching, demonstration school visits, self assessments and residential College life led to a well rounded appreciation of being prepared for entry to the NSW Department of Education teaching service as a professional during an extensive two year period of apprenticeship. The writer on the other hand indicates in the opening paragraph of the narrative that: "The trouble is that there is

too great a concentration on method". That in part, is indisputable. The approach to be taken towards demonstration lessons by WWTC administration was considered to be disciplined.

A particular Demonstration Lesson type was arranged with the classroom teacher, prescribed by the College lecturer and based on a prescribed METHODOLOGY suited to the curriculum for the particular grade of students. What is being overlooked by the article writer, is the fact that the preservice training of teachers during this period at WWTC was that it included: lectures; practice teaching; demonstration lessons provided by practising teachers; and self evaluation relative to all of these components by the College students, leading to a professional service teaching outcome of the NSW Department of Education.

I was fortunate to have been appointed within the first month of the College year to a Year Four, all boys' class at Gurwood Street Demonstration School for a week of Practice Teaching. The School Principal Supervisor, Mr Metcalf and the class teacher Mr Fitzgerald both provided direction and support in both lesson preparation and follow-up assessments. During the course of that year students were fortunate in observing class teachers managing the methodology appropriate to the lesson type and curriculum aspect covered. The lessons taught by a student were one off presentations. At the commencement of the second year of College I was further blessed to be appointed to an Infants' Department class at Gurwood Street Demonstration School. Mrs Blanche, Deputy Infants' Mistress was both Supervisor and class teacher. This Practice Teaching period extended for three weeks, so that by the last week students were called on to plan for a whole day's teaching. (On each occa-

sion of practice teaching we were accompanied by at least one other fellow student). At all times we were expected to provide detailed lesson notes prior to the lesson execution, a follow-up written evaluation and response to any supervisor's comments with the view of applying any recommendations to subsequent lessons. It was also expected that we would provide written comments at times "not on class" in an Observation Book that was to be compiled throughout the two year training period.

Mr Blanche, Teacher-in-Charge of Euberta Provisional Demonstration School and Mr Bryant, Principal of the two teacher Lake Albert Demonstration School supported our practical experience of a multi grade school throughout the two years. Interestingly only the male students attended demonstrations at Euberta, one teacher school, while the female students attended demonstrations at an Infants' Department of a Primary School.

In my second year I took a three week practice period at Milbrulong Public School (K-6), and a Year Six three week sojourn at Temora Public School. We were always transported to a specific destination by the Fearne Bus Company of Wagga Wagga. One day, on the journey to Temora during a wet winter the bus was bogged on the gravel road as it was at that time. We were rescued by a local farmer who noticed the circumstances and provided his tractor to release the bus from this quagmire.

I mention these periods as I consider that every attempt was provided by the College Administration to provide an overview of school/class organization, and constituted an outstanding practical support to the theory being delivered by lecturers, demonstration school teachers and the ongoing evaluation and correction being developed. In retrospect I can assert that I believe it applied theory and practice as a solid ground-

ing in preparation for the three year BOND we were to serve as classroom teachers in the initial years at a NSW Public School. In my case those three years were both memorable and a significant part of the overall forty years that I served as a practitioner.

Those first three years were spent as a Teacher-in-Charge, in what were known then as K-6 Small Schools and usually staffed by a newly appointed male. The first of these for one term only was at Ganmurra (post town Ganmain), the second to Green Swamp Road (post town Berrigan) and the third to The Retreat (post town Finley). All three appointments were in the Riverina Region as it was known, and it afforded one with an opportunity to return to Wagga Wagga by VW Beetle which I had recently acquired. It was an opportunity to renew acquaintances and fellowship with members of the Anglican Church which had been formed during one's time at College. During my year at The Retreat, the District Inspector of Deniliquin Inspectorate Dr Joyce, had me provide professional development sessions for the numerous Teachers-in-Charge at his regular teacher conferences. Looking back on this experience I can suggest that I was provided this inservice opportunity because of the organizational ability I had displayed together with a

creative flair to produce one's specific teaching resources which were self directional for children working in grade groups.

The following year I was appointed to Balmain Demonstration College Small School Division but was able to convert to an appointment to Turvey Park Demonstration School, which was by then serving WWTC instead of Gurwood Street. Turvey Park is a western suburb of Wagga Wagga a block from the Teachers' College. It was 1962 by now and the year in which Welwyn and I were married. By this time she was an English/History teacher with three years' prior service at a Wollongong Secondary School.

A transfer to Wagga Wagga High School ensued.

I now had the role of Demonstration School teacher to fulfil. It seemed overwhelming at first, but that anxiety was soon over come with the patience and professional understanding, teaching experience and calibre of my fellow colleagues, some of whom were long serving in the role together with a band of three of us who had been appointed during that year. The Principal was Mr Harold Reece, who had recently served as Principal of

The Rock Central School, and Deputy Principal was Mr Trevor Harrison who a few years later became a District Inspector and Director of Service at Head Office of the Department.

I can assure the reader that there was nothing "fake" (the term used by the article writer) about the professional expertise shown by the Turvey Park teaching service at that time. I was a member of a team that was committed and supportive of the notion of teaching/taught based on developing positive relationships which were underscored through the advice and encouragement of College lecturers depicting a lesson type methodology that had its outcome in well prepared and step by step lesson plans. The regular meetings with lecturers prior to a set demonstration were complemented by weekly staff meetings and/or within school grade meetings, all programmed for out of school hours. The free flow of discussion and information between administrators/teachers/lecturers was always a feature of these meetings leading to inservice professional development, particularly of background knowledge of the 1958 "Blue Book" curriculum. The class teacher always wrote the demonstration lesson notes, overseen by either the School Principal or Deputy Principal before being transmitted to the College lecturer,

who had formerly proposed the lesson outline. It was expected that class teachers would provide an explanation/justification of lesson procedure at the demonstration follow-up if called upon to do so.

## Conclusion:

The writer of the 4/12/1948 article provides a definition of a "Dem" :the purpose of a demonstration is to show students how to teach" . There is a basis of truth in this limited definition, as it does not include pertinent qualities as included in the Oxford Dictionary (Reprint 1967) that "A demonstration is an outward expression of feeling, clear proof, describ-



Allan at left, Welwyn 3rd from left at 2017 Celebrations

Gurwood Street Demonstration School WWTC Observation 1951 (from CSUR Archives)



be free beer too” is an affront to the seriousness of the program of demonstration school lesson presentations. Was the writer’s priority residential College life?

I have endeavoured to show that the article writer has failed in every respect to seriously include the entire program of WWTC teacher training preparation. Or was it all written with “tongue in cheek” to raise an awareness of responsibility of a classroom practitioner (his/her fellow students) of their teaching futures as they read this edition of the 1958 *Talk-about?*

ing and providing help as a teacher”. Demonstration lesson or not, the relationship, the outward expression of feeling, developed between teacher and taught should always be the prime consideration of the teacher.

The article writer asserts that “There is too great a concentration on METHOD”. Of course there is but this is enfolded in the class teacher’s knowledge of the learner’s needs, curriculum and school procedures (including preprepared programming details), and requirements of the WWTC lecturer. A single demonstration lesson should never have been regarded as a “one off” presentation.

Consider the relationships developed by the experience and individual expertise of the Demonstration School staff members. None of them was a first year practitioner during the course of my six year tenure at Turvey Park. In fact on one occasion during an inspection for a promotions placement a District Inspector referred in writing to one of my lessons that he observed, that it was “pedestrian”. The inference being that one should always aim to improve on

the former effort.

The article writer goes on to mention “self fulfilling prophesies”

The impersonal atmosphere of the dem-- the failure to acknowledge the professionalism of the practitioner

The children pretend the students are not visiting—the failure to acknowledge the positive relationship developed between teacher and taught;

The teacher removes his pedagogical mask—the failure to acknowledge the professionalism of a committed creative minded practitioner

The ill informed, spurious response that the article writer provides to turn these self fulfilling processes around include the unrealistic, unprofessional:

- Have the lecturer conduct the demonstration lesson;
- Have College students adopt a class and follow progress throughout the two year College program;
- Have students become more knowledgeable of the progress of that one class.

The additional comment, “there would

## What’s the Matter with Dems?

A Demonstration School lesson is an integral function of any teaching process, (maybe too expensive to implement in the intervening and current political atmosphere) and a means of putting lesson implementation into practice. Use of the word “fake” is a contemptuous expression and a misrepresentation of the appropriate values to be taken towards the full extent of a teacher training program that encompasses lectures, practice teaching, demonstrations, self evaluation in the WWTC residential setting. Teacher training at all times, in any setting should be fulfilling for every stakeholder.

Allan Petersen  
May, 2020

## Michele Shute (Trewin) WWTC 1963-1964



**1964 WWTC Academic Staff: Arthur Trewin (in academic gown) in back row between John Hodgson and Percy Cosier**

### Tribute by Gerard Say

With great sadness, I have learnt recently that our colleague Michele died in Maclean Hospital on the Clarence River in Northern NSW on 19<sup>th</sup> August last year, aged 73 years..

After being in the same section at WWTC, Michele and I were appointed just eleven kilometres apart in the Riverina, Michele to teach the *K-2* children at Rand Public School and me the twenty *K-10* students at Fernthorpe Public School at Urangeline.

The police in Wagga had set my driving test in December, 1962 on Saturday morning, one of the busiest times of the week. The old sergeant proceeded to put me through all my paces, including reverse parking in Baylis Street and turning diagonally into the highway traffic on Edward St, before stopping beside Bolton Park on Tarcutta St to answer his ten questions about the road rules.

On learning of my first teaching appointment, I purchased a well-used, and

cheap, *Peugeot 203* that was to serve me well for my first two years in my one-teacher school.

Michele's parents, Arthur [*Mathematics*] and Cherry [*Craft*], were both lecturers at WWTC, having returned after many years in England. With their only daughter's graduation, they presented Michele with a *Morris Mini Cooper* for her new life based on Rand.

Initially Michele embarked on the Riverina roads without a license but, one afternoon, during her first week of teaching, she drove the eighteen kilometres to nearest police-station at Walbundrie.

After the attractive young woman entered, the young constable remarked, "You're the new teacher at Rand, aren't you?"

Michele affirmed that she was and explained the reason for her visit.

"That'll be ten pounds", replied the constable.

During our first winter, Michele offered to drive me to a few of the balls in the area. I learnt very quickly that the English automotive engineers had never planned for the deep culverts that were very much part of the local roads. Despite being seated barely above the road surface, Michele never seemed to be disconcerted by the mighty bumps her swift and powerful little machine had to absorb. One popular aspect of each school-term was the once-per-month staff-meeting when, on a Tuesday afternoon, Wes Rowarth, Principal at Rand PS, hosted about ten Teachers-in-Charge who drove in after their school-day. For so many lonely male teachers, Michele was a very popular part of the staff-meeting even though Wes had plenty of practical wisdom to share.

Most weekends I spent back in Wagga after a late Friday afternoon therapy-session and dinner at *Lockhart Exservicemens' Club* before I took on the Bullenbong Plain. Michele, on the other hand, chose to immerse herself in the Rand District community.

Not long into my second year at Fernthorpe PS, Graham Shute, then aged about 9, happened to mention that Michele had been part of their family activities. Before my three-year appointment ended in Decem-

ber, 1967, Mick Shute, parent and widower in my school, and Michele were engaged. They married in 1968. I heard later that they had sold their Urangeline property and moved up to the North Coast of NSW.

The organisers of one of our special WWTC 1963-1964 reunions, after attempting to contact all the eligible members of our group, passed on the news that both Michele and Mick were too unwell to join us.

Michele's obituary notes that Mick [Les] died in 2007 at Iluka, a village

at the mouth of the Clarence River, on the opposite bank from Yamba. That was also Michele's home until she entered Maclean Hospital. Her funeral service, before cremation, was held at St Peters Anglican Church, Iluka,

The family Michele left to mourn her included five adult children and three partners, six grandchildren and four great-grandchildren.

This very special member of our 1963-1964 group with such unique connections to WWTC will be well and truly missed by all who knew her well.

### **An appeal to each of you:**

I am happy to compile and edit an interesting newspaper for you but it is only as good as the material I receive.

May I suggest in these modern times of retirement that a couple of pages incorporating some of the wonderful vacational tours you have indulged in would make good reading for others, especially since COVID will mean some time before overseas tours can be resumed.

Perhaps some of the hobbies that you have now had time to pursue would be worth an account.

Some news of some of the very interesting paths of your children/grandchildren would also be interesting. I know many of you have children who did not become teachers, since universities made courses more readily available and specific Teacher Scholarships ceased.

Irish Quote: 'You will never plough the field by turning it over in your mind'

As many of you know, the Riverina Regional Archives has an extensive collection on the region, including a large one incorporating documents and photographs from the Teachers' College from before its inception until its closure. Our Alumni Association has been contributing an annual amount of funding for this collection to be digitised and this growing volume can be viewed via the following URL.

<https://csuregarch.intersect.org.au/collections/show/2>



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*KEEPING THE SPIRIT ALIVE IN 2020 TO SECURE THE FUTURE*



### IMPORTANT NOTICE

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To ensure the continued financial viability of the Wagga Wagga Teachers Alumni Association the following membership contributions and services will apply from 1 January 2020

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Receive all information and three (3) copies of *Talkabout* electronically. \$10.00 p.a.

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