INTERVIEW

with Griff

An interview with Griff on the Synthesis of the College and other associated things. Altjirinjga editor Dale Brown interviewed Griff Duncan (and stole a whole hour of his time) to record what you are now about to read. The general introduction was a bomb out so we'll start at the first question.

Dale ALL THE STUDENTS AT NEWCASTLE WOULD BE AWARE THAT YOU'RE PRINCIPAL OF THIS COLLEGE BUT THEY WOULD BE UNAWARE AS TO HOW THIS CAME ABOUT. WOULD YOU BRIEFLY FILL US IN ON YOUR BACKGROUND

Griff I began as a teacher in 1935 at Newcastle Junior High School where I taught Mathematics, Science and English. From Newcastle Junior High School I went to Newcastle Technical College where I was in charge of the Mathematics Department and also in charge of enrolments for Technical College diplomates and in charge of Mathematics courses and Trades courses, tool-making courses and Ironfounders courses and heavens knows what. Then I went into the Air Force where I was for 5½ years a member of the RAAF as an education officer and, in that time, I calculated that I taught altogether 32 different subjects including such funny things as Air Force Board Administration, anti-gas precautions, morse code, all sorts of silly things that came under my wing; navigation of course electromagnetics and things like that. Well then when I was discharged from the RAAF, and, by the way I had some magnificent people with me including Mr. Crago as one of my senior Squadron Officers in the RAAF, I went to Sydney Technical High School, that's where I first met Mr. Wilcox, and from Sydney Technical High School I went to Balmain Teachers College as a lecturer in Mathematics. I was also a part-time lecturer in Mathematics at the University of Sydney. Well then I went to Wagga Teachers College as Vice Principal of Wagga Teachers College where I spent two years. Then they decided to open Newcastle Teachers College and I was fortunate enough to get the job. We opened with a staff of 13. I still have photographs of those magnificent 13, and we opened in the Manual Arts rooms of what was to be Newcastle Technical High School. At that time Newcastle Technical High School was quartered on the Technical College at Tighes Hill and we opened with 182 students. An amusing thing happened when we first opened. Since Newcastle Technical High School at Tighes Hill used to be a school only for boys the Public Works Department only provided for boys' toilets and when the first students arrived, and I discovered what had happened, the only thing I could do was to send all of the students straight out to the schools for a fortnight's practice teaching while they constructed the toilets and then I made a magnificent statement to the press that this was a magnificent idea to send the students out to the schools for a fortnight first so that they could find out what it was like to be teachers before they came into the College and of course it was hiding the fact that we weren't ready for them.

Our first group of teachers, I thought, did benefit tremendously from their first fortnight in the schools. I thought that they learned it once the difference between being in front of the class as distinct from being in front of the teacher. Anyway, that's the was be began. That was the beginning of 1949.
HOW MANY BUILDINGS WERE AT BROADMEADOW THEN?

There was only one. The Manual Arts block plus of course the toilets and the Canteen. The others hadn’t been erected at all. As a matter of fact, when they tried to build the other part the builder got bogged, and was bogged for six weeks because, I don’t know whether you know, but the ground that Newcastle Technical High School was built on was an old swamp. Well the first time that they tried to put a bulldozer into it sank about six feet and so it was bogged for weeks.

HOW MANY COURSES WERE OFFERED?

Only Primary teaching. We used to send all the students to do Primary work in first year and then allow them to choose between Primary and Infant work in second year and we also used to give them the right to choose small school work. We used to give a special practice teaching in one-teacher schools and then send them out into the bush.

WAS BROADMEADOW TO BE NEWCASTLE TEACHERS COLLEGE OR WAS IT GOING TO BE THE TECH HIGH SCHOOL?

No. It was always to be Technical High School. We only got the use of it temporarily while the High School was still incomplete. As soon as the High School buildings were completed we had to get out because the P. & C. naturally claimed that they were to have the buildings for what it was intended to be, the High School. So we got out and then we got to the temporary buildings at Union Street.

BY TODAY’S STANDARDS THE UNION STREET BUILDINGS WOULD SORT OF RANK INCREDIBLY LOW AS HOUSING FOR A TERTIARY INSTITUTION. WAS THIS SAME ATTITUDE PREVALENT? WAS IT TO BE TEMPORARY?

Yes, it was intended to be temporary. I was told that I’d only be in Union Street for 2 years before I had a new building. The first buildings put up there were built in the form of a rough H to provide mens and womens common rooms, a canteen and then the lecture rooms over the other side. And they were all built out of prefabricated aluminum, originally it would have been intended to be the basis of Hawksley and Bristol fighters used in the War and so they were Hawksley units and Bristol units and instead of making them, into aircraft they made them into buildings for us.

THIS WAS THE POST WAR PERIOD!

Yes.

WOULD YOU BE ABLE TO TRACE WHAT THE ATTITUDE WAS WITH UNION STREET DURING THE FIRST TEN YEARS OF OPERATION BY THE STUDENTS AND BY THE STAFF?

Well, I think the students accepted it as a challenge and so did the staff. They always believed that the buildings were temporary and that every time some new demand came up an extra building got put on or an extra portable or something like that and then finally we got a Hall and then we got a Library. I think that somehow or other the students responded better to these conditions than they would have responded had they gone at once into a brand new building. I think that we learned to work together better, overcoming difficulties. I’ll always remember the first time that the student complaints about crossing the road to get to the (we had no sports ovals) so all our physical education had to be done across the road and they always wanted me to put in a zebra crossing so that they could carry the physical education gear across the road and I always resisted and said They ought to cross at the corner because that was safer. In the long run it took the students 11 years but they got their way in the long run we had that zebra crossing at that gate whereas I contended that the corner was better. Anyway I lost and they won.

WOULD YOU DESCRIBE THE YEARS OF GROWTH OF THE COLLEGE AT UNION STREET UP TILL 1973?

Well first of all we started off with Primary, Infants and small school work. Then we started going into other things. Among the things that were added were Industrial Arts and we arranged with Newcastle Technical College to do all the trade work while we did the teacher education work, but it was quite clear at the first opportunity we would take over the whole
thing. Similarly we introduced Home Science and Textiles. Then it became quite clear that we needed Scientists badly and we put up our first Science laboratory. That was in the little portable opposite the Staff Room. And so we started training Scientists in our one laboratory. Then we added English/History, Geography/Commerce — we were among the first Colleges to offer these things and then Mathematics. Then of course we added the Ex-University course because in the meantime the University had opened, (we had been instrumental in helping them open, but then the students who had failed at University had to have something done about them so we arranged to have ex-University courses continued at the College. And then as the University grew and the Graduates wanted to become teachers we provided the first Diploma in Education courses and for 11 years Mr. Elliott and myself and the many other members of staff were visiting lecturers on part-time lecturers at the University. Then the time properly came in 1967 I think when the University had grown big enough to offer their own Diploma in Education courses. Later on we established our own Diploma course. Meantime several other developments had taken place. First of all we established the Art teaching course in conjunction with the National Art School at Hunter Street and then the Music teaching course in conjunction with the Conservatorium.

THE MUSIC AND ART COURSES RATE SPECIAL MENTION. STUDENTS SPEND SOME TIME WITH US AND OTHER TIMES AWAY AT THE CONSERVATORIUM OR TECHNICAL COLLEGE. HOW AND WHY ARE THEY LINKED WITH US:

They are still linked in exactly the same way as past because as of yet we do not have our autonomy, we don’t have corporate status but discussions are going on to try to decide what is the best for the future. It appears likely that there will be a strong movement to have the National Art School absorbed into the College. There will be an equally strong movement to absorb the Conservatorium also.

IS THIS JUST IN THE NEWCASTLE AREA?

Yes, just in Newcastle, although similar things are happening at Alexander Mackie Teachers College in Sydney although not with regard to the Conservatorium. And naturally I would say that the Technical Education Department does not wish to lose the Art School because it will lose a part of its tertiary education scheme. So the decision will be probably at the highest possible administrative level. Probably the Director-General and the Director of Technical Education will have to work out a solution to that.

N.T.C. OFFERS A COMPREHENSIVE RANGE OF COURSES, HOW DOES THIS RANGE COMPARE WITH OTHER COLLEGES?

Easily the widest range of courses in the whole of Australia. Not even Sydney has our range, although they have more students, but these are mainly Diploma of Education students.

HOW MANY STUDENTS ARE THERE AT N.T.C.? 

Our total effective enrolment is supposed to be 1,684 made up of over 300 correspondence students, these only count 1/3rd of a full-time student. Approximately 240 Art and Music students who only count as half because they work at other institutions as well. Thus the correspondence students count as 105 and the Art and Music count as 120 = 225. This leaves a total of full-time students. We are no longer responsible for looking after University students. The Teacher Education Liaison Unit, now called the Teacher Education Advisory Centre will be responsible for looking after them.

WHAT WERE THE REASONS AND AIMS IN BUILDING WARATAH WEST?

At first it was my dream that the College would become a School of Education within the University of Newcastle. I have always believed that a School of Education similar to that which is established at the University of British Columbia would be the ideal kind of arrangement for training teachers. All teachers would then be trained at the one institution under the auspices of a University. Unfortunately this dream is not to be realised, there were difficulties; the acceptance of the staff at Universities and the acceptance of students. The fact that by the time the possibility of a change came to be reality we had grown so big that if we had been taken over the University we would have swamped some of their Faculties. We were almost half the size of the University then and this meant there were many difficulties in putting this into effect. This proposal was first put forward by Professor Short of the University of Newcastle in a most generously worded and planned document. Unfortunately the proposal put forward by Professor Short was not accepted by everybody and the idea was dropped. So it was decided that we would become a separate institution. By this time the Martin Committee had reported and it was intended that tertiary education throughout the whole of Australia would be divided into sever levels or several kinds. The
first would be regular University work, the second would be Colleges of Advanced Education work and the third would be Teachers Colleges and the fourth would be Institutes of Technology which would also be C.A.E.'s. At first the Commonwealth Government under Mr. Menzies was not prepared to accept teacher education as part of its function. Since that time the Commonwealth Government both the last one and the present one had decided to go ahead with being responsible for all points of tertiary education. Teachers Colleges are now Colleges of Advanced Education but there are two kinds of C.A.E.'s in New South Wales, those which are still under Ministerial control and those with corporate status. We are moving towards corporate status just as quickly as we and the powers that be can manage it. We hope that this will be done by the 1st July. That might be an overambitious time-table.

WHo, AND WHEN, MADE THE DECISION TO BUILD WARATAH WEST?

The decision was actually made by Mr. Vercoe who was then Director of Teacher Education and was also Deputy Director-General. He then became Director-General but died shortly after assuming his office, of a heart attack. He succeeded Dr. Wyndham in this office. So the decision was made by Mr. Vercoe and I believe with Dr. Wyndham’s support. I believe the site was chosen by Dr. Wyndham after discussion with Professor Baxter who was then Vice Chancellor the Uni of N.S.W. At that time the Uni of Newcastle was a College of the Uni of N.S.W. It was intended that the College be built in such a way that it could be surrounded by the University. Something which I believe Professor Auchmynor I agreed. We felt the College should be at one end and not surrounded.

THE GOVERNMENT ARCHITECT WAS RESPONSIBLE FOR THE DESIGN OF THE COMPLEX BUT WERE THERE ANY PEOPLE FROM N.T.C. INVOLVED IN THE DESIGN? IF SO, WHO WERE THEY AND IN WHAT AREAS WERE THEY INVOLVED?

In theory the N.T.C. staff were to be involved from the beginning but in practice it did not work out this way. Mr. Vercoe set up what was called a Teachers Colleges Planning Unit. This Unit comprised of Mr. Howell and Mr. Underwood, Mr. McKinley representing the Department of Public Works and perhaps one other but I am not aware of the full complement of the group. They were responsible to Mr. Vercoe for the planning of Goulburn, William Balmain and Newcastle Teachers Colleges. The method of procedure was for the people doing the planning to come to Newcastle in our case and discuss all the needs of the College with the people on the staff here and then go back and draw the plans. Unfortunately from the very beginning some of our ideas were not accepted. I, for instance, always wanted the College to have a central complex consisting of a Library, a Hall, a Students Union and an administration Centre. All other blocks would be separate, built radially off from the central block, these would contain each individual Faculty. Where as the way it was planned resulted in this enormous complex. It’s really magnificent but it has the difficulty of being too big in one section.

AT THE MOMENT CONSTRUCTION WORK IS STILL CONTINUING. WHEN IS THE CURRENT COMPLEX DUE FOR COMPLETION AND WHAT AREAS ARE THEY.

The main part of the building still to be finished is the Auditorium. That will seat about 1,000 people and we expect to have it ready by June. When that is done the whole of the complex will be completed according to the original plans except the ground work which includes improvements to the parking area, improvements to the roads and entrances and perhaps the re-direction of the main entrance which we are hoping to achieve. The planning of the main entrance is a difficulty because as yet we cannot be sure of the final pattern for Route 14. This is to be the main highway which goes across both the College entrance and the Uni entrance. In addition because we have just over 50 acres already we are limited with regards to space and since the Commonwealth has given us $300,000 to build a Teacher Education Special Education Clinic and Trainee Teacher Education Centre and since this is already planned to be in the area between the Caretakers house and the car parking area then this will have to be done within the next 3 or 4 years. Already the basic sketch plan is done and is now at the Advanced Education Board for approval. In addition the Advanced Education Board has told us we are to get a new building costing $476,000 on the north-eastern corner of our present building to provide for staff offices for up to 70 members of staff and for additional lecture rooms and in addition we are to have an extension of our present administrative centre costing $120,000 to provide for additional staff, in addition we are to have extensions to the Library, by going underneath our present building where it is already planned to cost $150,000 and more than double our present Library space. This won't interfere with any of the present Library facilities, there is a tremendous area of some 9,000 sq. ft. underneath the present building which can be occupied by simply putting in a concrete floor and adding the rest of the facilities. Of this we expect to get 5,000 sq. ft. for the Library. In addition there are to be $40,000 to be spend on ground improvements. How much we are going to get finally I don’t know. There is still a lot to be done.
WHERE ABOUTS ARE ALL THESE GRANTS COMING FROM?

At the present moment the Commonwealth funds all tertiary education, it funds it through the Commonwealth Commission of Advanced Education, they are in turn in contact with the N.S.W. Advanced Education Board and Higher Education Authority. Our plans and requests go towards the N.S.W. Advanced Education Board. The N.S.W. Education Board decided whether it will approve or not. It recommends to the Minister, the Minister and the Department of Education decide whether they will approve then the money is sought from the Commonwealth through the Commonwealth Advanced Education Commission and we know that already they have approved funds for the works to be carried out. So that during the next few years there will be an enormous amount of work done here.

WAS THE DECISION TO BUILD A NEW COLLEGE MADE CONCURRENT WITH THE DECISION FOR N.T.C. TO BECOME A COLLEGE OF ADVANCED EDUCATION.

No. At the time the decision to build a new College was made, it was not even a dream that the College of Advanced Education would exist. My first request to plan the college was in 1962 in which I was asked to plan the College for 1500 students, to whom 500 would be in full-time attendance at the University and 1000 at the College. there numbers never to be exceeded. (laughter). Of course, these numbers were exceeded almost immediately and we set out to do it. But at that time nobody could afford a concept much as a College of Advanced Education. It was to be a Teachers College on the other pattern. Hence we have provided for Doctors and Councillors in exactly the same pattern as we have always done, we have provided for a Registrar and not for a Secretary but all of these other changes have taken place in the meantime and we have had to adapt and use a building plan for one purpose to be used for another and slightly different purpose. As administration haven’t been working this College under the old system, the system on which we set out dependably we would have had about 35 to 40 clerical and ancillary staff but again with next year we will have 130 clerical and ancillary staff, that’s the change this kind of planning now makes. What we have done planning for the Teachers College was planning for a course of only 2 years duration. Before we were half-way through the planning we knew we had to plan for 3 years in duration. We also had to plan for the 4 year courses with the 2 diplomas so this is happening and we are adjusting as quickly as we can.

WHAT WERE THE REASONS AND BENEFITS BEHIND N.T.C. BECOMING A C.A.E.?

There are many benefits I think. As a Teachers College under the Department of Education the College theoretically was subject to direction from the Director-General and departmental officers. Theoretically the Director-General could require us to alter our courses, in fact, he very, very rarely interferes. It is amazing the kind of freedom that Colleges do have from the Department of Education, but there were times when special requests were made. In 1951 we were asked would it be possible to cut the Infants course short for 30 students so we could send out 30 students in September instead of December as was normal at that time and of course we picked the 30 best students, gave them the opportunity to do extra work and get through their course by September instead of December. There are other times when we have special requests to make this kind of adjustment or that other part of adjustment in order to fit departmental needs so in theory this kind of thing could be done by the College being required to do what the Director-General asked. In fact, it was never done except by an agreed reply to their request, and they’ve always been very courteous and considerate. However, there was tendency to appoint people to the staff who were noted for their teaching ability and their academic standing might not be as high as might have been desired. In fact many of these people go to make magnificent service to teacher education and to the College in particular, but it was felt that if our courses were to have the standing of a degree then we must seek people with academic attainment to join the staff and this has been done progressively over the years. It will occur even more in the future. We are now advertising world-wide for staff and I have received applications from as far afield as New York, Tokyo, England and even one from France. So that you see this sort of thing will mean a wider selection of staff, a great variety of persons on the staff. It also means that in the long run the qualifications of staff will be similar to those of the qualification of University staff with one important extra that all of them will have shown teaching ability. This is essential to their work. So this will happen but there was a tendency for our courses to be very closely related to the needs of the Department of Education as the only employer of our products. Now under this new system at least 10% of our students are likely to be employed by non-Government schools and therefore we are less likely to be bound directly by the needs of the Department of Education as such. We are likely to be guided more by education in general principles rather than by the needs of the Department as an employer.
WHO DO YOU MEAN BY NON-GOVERNMENT SCHOOLS?

First of all the Catholic Education system, the other Church schools, one or two private schools and of course the Commonwealth itself already asked to have some 10 people who have indicated quite clearly that they wish to work for the Commonwealth Teaching Service, some who have indicated that they would like to work in the Northern Territory, one or two in Canberra, and one or two in Papua New Guinea. So we are going to be training people for other services than our own.

The other thing that is important is the training and source of money. Since the money would be provided by the Commonwealth according to our own needs we will be spending the money in accordance with our own planning. This could be very difficult, for instance I have heard that this year I have to make the College live on X-million dollars (its nobody else's business at the moment) but it means that I have to plan so that I don't overspend because otherwise by November I will have no money left. Hence I must have an Accountant that keeps a strict check on all of the expenditure whereas before this would be done by the Department of Education. It also means that I am not likely to get any supplementary funds granted to me if I make any silly mistakes I am just likely left to do without the equipment over the following year. In addition we will be planning our budgets over 3 years instead of 1. There are many differences that flow from this change to college of Advanced Education corporate status. The staff already are ambitious to establish a degree course and have our courses granted the status of a degree. Some subjects are being improved in standard. The number of electives is likely to decrease and the solidity of each elective likely to increase. I could have all this happen over a number of years. But we do find difficulties with this change. For instance, we are unable to fill our classes in foreign languages. Simply because school students aren't finding any future in foreign languages.

Many students don’t know the title of this College.

WHAT IS THE OFFICIAL TITLE OF THE COLLEGE.

At the present moment the official title of the college is still Newcastle Teachers College a College of Advanced Education in N.S.W. and it cannot change its title until it leaves the departments sponsorship and becomes a corporate college. Already the interim council has passed a motion to the effect that as soon as the college becomes corporate its name will be Newcastle College of Advanced Education. There is a reason for not making the change at once, there is an implication that CAE will prepare people other than teachers. Now at the present moment we prepare only teachers, but if for instance we take over the art school we will be preparing artists that are not going to be teachers. If we take over the concercatorium of music then we will be preparing musicians who are going to be musicians - not teachers. Then there are other possibilities that we may enter the field of teaching business studies or liberal studies, or may even enter the field of preparing nurses to do work in special institutions where they take the mentally handicapped. There are many other fields that we might be given - preparing for vocation, and with these vocations not being teaching then the college will be called a multi vocational college. Then it will be truly justified to call it a corporate CAE.

SEEING WE ARE SURROUNDED BY THE UNI IS THERE ANY POSSIBILITY OF NCAE BEING INTEGRATED WITH THE UNI?

Well I don’t think that the college will ever become a school within the Uni of Newcastle, perhaps the future will prove me wrong, but I believe that there will be separate development which allows for particular contributions of both institutions. Hence bridges will
have to be built between the 2 institutions in such a way that college students can go over to the uni with come recognition of what they have done at the college and University students can come over to the college with some recognition of what they have already done at the Uni. This kind of movement has already begun quite remarkably. The so called under graduate courses have begun with a lot of strength and we provide recognition for 1/3 degrees, 2/3 degrees etc. There are means whereby we can take Uni people over and correct them to 'teaching' and the University has shown some generosity, not as much as I had hoped but some co-operation in recognising our diploma of Teaching equivalent to 4/9th provided that certain things are done, I think the students must be part time students and the Uni will not give them the 4/9th straight away, for each subject they do at Uni they are granted another one and so it means their part time students are able to complete their degrees at Uni much more quickly than they would otherwise be able to do. I believe the Uni will still not recognise full time students in this way, it is only for part time students that the recognition is given.

INCIDENTLY WHAT ARE THE DIFFERENCES BETWEEN THE CAE AND UNI?

I think the college of Advanced Education is intended promarily to be vocation to prepare people for particular vocations, a Uni is not intended to be vocational, it is intended to prepare people for professions without any real thought about whether the people will work in those professions, from an employment point of view. In fact I think that the Uni finds itself in a quandary with this kind of definition because it can't be maintained because it is quite clear that Uni trained Engineers are going to work as engineers etc. etc.

It is quite clear that they are going to do this. It is only the Faculty of Arts, and in the Faculty of Science perhaps, that the original idea of the Uni (-that it seeks truth whenever truth leads it and doesn't care about the professional employment of the people afterwards) will be maintained. But there is a significant difference in the approach to the teaching in the two institutions, in the college we tend to be very closely related to what we expect our students to do after they leave us, the Uni tends to teach it's subjects as disciplines. (and the the students have to make the best they can of transferring a lesson from one field to another after their appointment.

SUPPOSEDLY IN JULY THIS YEAR WE OBTAIN DIRECT GRANTS FROM THE FEDERAL GOVERNMENT AND THE STATE AID CAUSES – Does this also make the end of the Interim council?

No the Interim Council will not be changed to a public council until the Minister for Education and Science in N.S.W. grants the college corporate status. This is not a question of granting money from the Commonwealth because the Commonwealth is already granting money. It is a question of corporate status and that means:

1. ability to run, our accounting affairs.
2. ability to run its own tasks of ordering supplies.
3. to run its own cleaning system.
4. ability to do all the tasks that a College must do independently
5. ability to set up its own contracts for buildings - at present it is still in the hands of the government.
6. to have own by-laws, these would have to be approved. I had hoped we could have had all this done by July 1st but it appears possible that I may have been over optimistic.

The problem is not as big as it sounds and yet, since what we do has to be approved by the minister and other authorities I suppose the difficulty is to get time for these other authorities to consider what we put forward and give their necessary approval before we go ahead. Sometimes it takes a couple of months to get documents read and approved.

WHAT IS THE PURPOSE OF THE INTERIM COUNCIL THEN?

The Interim Council acts as an advisory body to the College at the present moment, hence members of the Interim Council are present at the selection of all new members of staff. The Interim Council...
helps to decide policy in accordance to community needs, should the college wish to introduce a new course, that new course will have to be submitted to the Interim Council and if the Interim Council does not approve then it is quite certain that the Advanced Education Board will not approve. If the college wishes to have an alteration to, say, the building programme, the Interim Council will consider this in terms of local and community needs, if the Interim Council doesn’t approve then it is quite certain that the Advanced Education Board will also not approve. So even though the Interim Council is advisory it still has a tremendous authority because of the respect given to the members of the Council.

SOME OF THE MEMBERS OF THE INTERIM COUNCIL HAVE VACATIONS THAT ARE OUTSIDE THAT OF EDUCATION. IN WHAT WAYS DO THEY ASSIST COLLEGE?

The selection of people outside education has been deliberate, for instance there is a member of the Council who is a lawyer, quiet obviously he can help tremendously in the legal problems in which the college could be involved, contracts, the preparation of by-laws, the preparation of rules and procedure concerning the granting of degrees and so on, the possibility of in discipline and what the legal situation of the College is in such a case. In addition he could produce information concerning the way the community looks at the College and what might be its future needs, for all we know it might be possible in the future we might move to training people who will be secretaries and some of these may be employed in law firms. It is possible that these might be interested in establishing certificate courses or diploma courses different from those in the University for people who are employed in industry. In any case he will be a tremendous help in the planning of things like property, guiding of finance, similarly there is an accountant who will be a tremendous help in guiding us in setting up out accounting systems.

Everyone of the people on the council has been chosen because of the contribution he can make in giving the college advice. The elected member of council is there to advise us about the relations of staff and students.

Griff NCAE is no longer a Teachers College alone.

THE STUDENT’S BODY IS OF COURSE THE SRC. HOW DO THEY FIT INTO THE COLLEGE FUTURE? (in other words Student, staff, administration interim council)

Students will have to find this out for themselves. They will be given a tremendous amount of freedom, as in fact they always have been. But the students themselves have to decide whether they want, the SRC to go the way of students, Councils and Unions as in Universities or whether they want it to go divided like CAE Bathurst.

I think the students are likely to choose midway between the present system and the university system and this will mean some time in thought. It also means to get some ex-students of the college, already employed, to come back and take an interest in student affairs. So that their experience outside the college will guide the people inside the college who are likely to have only school and college experience. This happens of course with the universities.

The University Union of Sydney University had its board, members of professional staff, members of lecturing staff, members of the present student body and ex-students who are already working in professions Hence the University Union in Sydney became a very powerful body not guided by students alone.

The SRC in this College runs the whole of the students numerous affairs but in Universities quite frequently the Students’ Council keeps a watchful eye on all the Universities activities but does not run or control them, doesn’t even permit them, or doesn’t give official approval for some of them and in this the Uni Union of course controls the facilities and buildings which are known as The Union. For instance at the University of Sydney the facilities provided by the students union is a very large shop like arrangement with David Jones. There used to be barbers shop but it isn’t used now as well as it used to be,

2 or 3 billiard rooms, a large reading room, a newspaper and journals room. All these are run under the control of the students union, which is as I have already pointed out, has membership from the staff as well as from the student body, and it is run as a complex if necessary. This of course, in the long run, might be what happens with this College. But it is very difficult to see this happening at present because we do not have the ex-students who maintain their interest in the College, where as in the University there are always post graduate students who maintain their interest in the University and can also maintain their interest in such things as the students Union. One badly needed advance with the CAE is the provision of post graduate studies. We would like to have it as soon as possible even if out first post Graduate studies have to be done in conjunction with the University or by shared facilities with the University, or by shared recognition of the University; it must come in the long run.
At the present moment there is no provision of post graduate studies. We would like to have it as soon as possible even if our first post graduate studies have to be done in conjunction with the University or by shared facilities with the University.

At the present moment there is no plan for the use of Union St. The staff and I have been picking our brains to try and think of the best use for Union St. I've come up with a plan which Union St. could be converted to a school of music, which would involve the conservatorium, a school of speech and Drama, which will be combined with the school of music. This is my plan, but as yet that plan has not been accepted by higher authority and I do not know what the future of Union St. will be.

Another plan that has been put forward is that in fact that we try to get additional land on the other side of the University road, which at present divides us from the University campus and perhaps after 1980, which is the present date for the extension of certain faculties of the city garbage site that we get land out of there for sporting facilities and so on. This is something that must be planned by authorities other than ourselves at the present moment.

Other things we have in plan for the future of course is residential accommodation upon the main road near Rankin Drive, there is to be additional car parking area behind it. What we can do is dependant on our total overall plan.

**HOW DO STUDENTS FIT IN WITH THE INTERIM COUNCIL AS A WHOLE.**

One member of the student body is elected to membership of the Interim Council, at the present moment it is Gary Jacobson, who is on the staff at Broadmeadow High School (Phone rings and naturally Griff answers)

and Gary has indicated that he feels he must resign so that another student more in touch with the present student body can be appointed, also because he is finding difficulty in getting away from school to keep his appointments with the Interim Council.

At the present moment his willingness to resign has been held as an offer in good faith, but the resignation has not been accepted. I feel that this business of somebody who has left the college that can keep in touch with the college is some way, who is now in another field so is a valuable way of keeping teachers and everybody else informed about the College, it may be that if we can find means by which Gary can attend meetings it will be better for him to maintain his membership.

**DO YOU THINK THAT MORE STUDENTS WILL BECOME MEMBERS OF THE INTERIM COUNCIL?**

I doubt it because the council is already 23 members strong, but if the student body were to make representations that they should have additional membership then I would submit this to the Minister, and there is a possibility that the Minister would consider it.

At the present moment the number of people on the Council is determined by the Higher Education Act, there must be more than 17 and less than 23

At the present moment, and we have, I think, 3 staff members, and one suggestion was that there should be 2 staff members and 2 student members, never the less the decision is that it remains for the time being ONE student member. Whether the Minister would consider a change I don't know.

**THIS YEAR HAS BEGUN WITH THE COLLEGE OFFERING A TEACHERS COURSE IN PE AND THERE HAS ALSO BEEN A GREAT INFLUX OF NEW**
STUDENTS WHO PREVIOUSLY COULDN'T BE ACCOMMODATED AT THE UNION ST. SITE. ANY SPECIAL ADVICE TO THEM?

I suppose the best advice I could give to any person wishing to be a teacher is to remember that always he will have to suffer the very disadvantage of living his life through the success of others. Never again will he be able to point to his own personal success or achievement. Once he has left the college and has his own personal success as far as academic work is concerned, and unless he goes to University part time or achieves other academic qualifications, always in the future he will be having to say not that he did something, but that his pupils did something.

This is the kind of thing that is almost a teacher's syndrome, and after a while he begins to live through the success of his pupils, he begins to feel disappointed if they don't make the grade. he begins to feel more successful if they pass difficult examinations, just as deeply as their parents do; he becomes involved.

The trouble is to try and find the means of balancing this environment so that one doesn't become too deeply involved, one must be deeply involved in ones pupils yes, but one cannot live THEIR lives for them and the problem is to try to help them without interfering.

This applies to every teacher, how to help without directing it is something that a teacher has to decide for himself, the best way is to let the youngster see what he can achieve and then let the youngster make up his mind and then help him to achieve it.

THERE IS MUCH STUDENT CONCERN ABOUT PRACTICE TEACHING – ESPECIALLY FOR THOSE WHO HAVN'T BEEN YET.

Well of course, this year is a big experiment in first year, some students are lucky, they enjoy practice teaching from the beginning and they enjoy a class teaching from the beginning and it is almost as if their personalities are somewhat matched to their profession from the beginning. Other students are not so lucky, some some tend to be tense, some tend to be nervous and insecure, and the class recognises insecurity just the same way as a dog recognises a stranger who is afraid of it, and the class will play up on this insecurity and it takes some time before a student can relax in the classroom and realise that he is part of the class and yet the leader of the class, in a very real position of authority.

I would suggest that people should not be too disappointed with their failures, they should try to establish 'rapour' with the class. By 'rapour' I mean recognition by the class that the teacher and the class are both trying to do the same thing, to bring about the success of the pupils. When the class feels the teacher is on their side and is genuinely trying to help them, the class will respond.

FINALLY WHAT DO YOU SEE YOUR ROLE OF PRINCIPAL AS IN RELATION TO STUDENTS?

—I've tried hard to understand what my students have heeded and wanted.

— I've tried hard to provide them with a means of improving their own position and status.
— I've tried hard to recognise that sometimes the changes have bought about ability in them to do things that I would never have dared to do when I was young.

Some of the things like change in dress, the change in manners, the freedom of maturity in club activities, dances and even in sexual activities too.

These are things that at first, were difficult to understand, there was a new world, and WE had to make changes as well as the students.

I suppose what I have tried to do, if I could put it in a nutshell, is to try to teach my students, if I could, that real courtesy is based on consideration of another person's feelings. The real thing is to try to help them to understand and be patient, to try to get the other persons point of view grasped. Because it is not what a person sees happening that counts, it is what he BELIEVES he sees happening, and it is the way he interprets what is happening.