



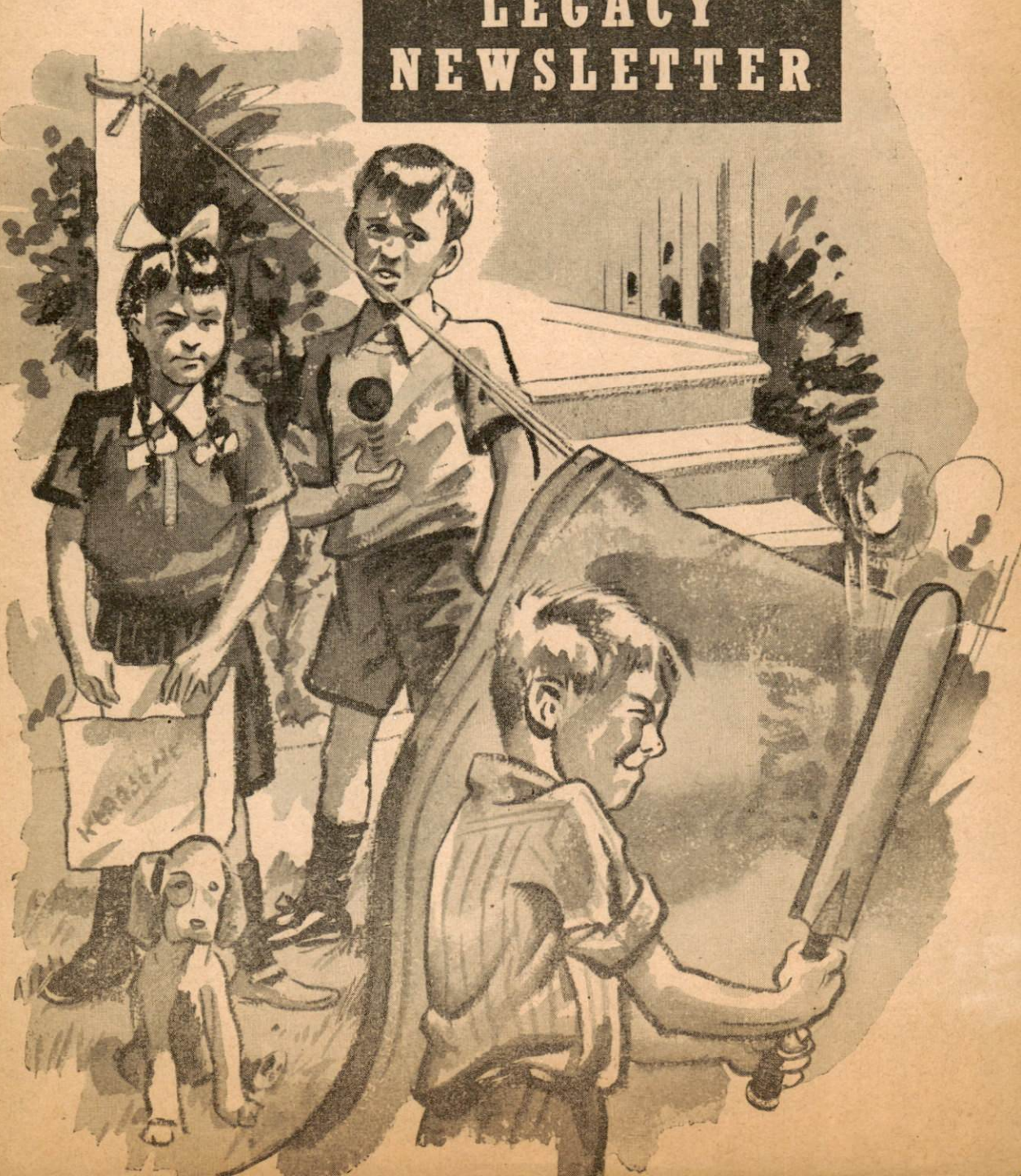
## JUNIOR LEGACY CLUB . . . MELBOURNE

Issued for Private Circulation among the Sons and Daughters of Deceased Service Men and Merchant Seamen who served their Country during the Wars of 1914-18 and 1939-45.

Address: The Editor, Legacy "Newsletter,"  
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# LEGACY NEWSLETTER





# "The world owes me a living"

Do you remember the story of the grasshopper and the ants? The way the grasshopper skipped along through the fields all summer just enjoying life and not having a care for the future, either its own or the community's in which it lived; how the ants built a complete town and divided their numbers into workers to gather and store food, nurses to look after the health and care for the young ants, and even soldier ants to guard the town.

Then winter came, with snow covering the ground. It was very cold, and what little food was about had been completely covered with the snow, and was hard to find. The ants, of course, were all right and well fed—the grasshopper was nearly starving and nearly frozen. The moral of the story being that the world does not owe anyone a living unless he, in turn, is prepared to take an active part in the life and welfare of the community in which he lives.

Australian children, numbering 260,500, have accepted the example of the ants by joining Junior Red Cross and taking its motto "I serve" as their guiding principle. Throughout March, which is Red Cross month for Australia, Junior Red Cross members are making an all out effort to uphold that pledge of "Service" and are uniting in their common aims of help and kindness; of promoting good health; and of friendship.

Junior Red Cross is the Youth section of Red Cross and membership is open to all children of school age. Its aim is to help train boys and girls as good citizens of both their own countries and of the world.

Junior Red Cross circles are established mainly in schools and the activities are organised and conducted in co-operation with Education authorities and the teaching staff. Circles have an adult leader, who is usually a teacher. The other offices—President, Treasurer, Secretary—are held by children. The Juniors are encouraged to conduct their own meetings and organise and arrange their own programmes.

It is the spirit of Service which is considered so important by Junior Red Cross. The raising of money is given a minor place in comparison with the act of helping and doing for others. The money Juniors contribute is money earned—not solicited. It comes in pennies from backyard bazaars, from sweeping garden paths, and from self-denial.

But Service to a Junior means also little acts . . . A sick friend in need of cheering . . . An elderly woman with no one to fetch and carry her mes-

sages or chop her wood . . . The children in a nearby orphanage lacking family laughter and affection . . . The school yard continuously untidy . . . A lost, unhappy puppy . . . A children's ward inadequately supplied with books . . . Making toys which will help crippled children to regain the use of injured muscles . . .

Such are the things that Juniors do . . . And by so doing, they learn that the wheels of life go round more smoothly if we will but remember other people and act upon that remembrance.

Australian Juniors are being trained in a nationwide Home Nursing Drive, and practice their knowledge by giving assistance during sickness in their homes. At a recent meeting held at Murray Bridge, South Australia, 23 Juniors gave a most impressive demonstration before a large audience.

When a child helps a child, thus is sown the seeds of friendship and understanding.

## PATRONESS OF JUNIOR RED CROSS IN VICTORIA.



*Miss Jeanette Brooks, daughter of H. E. The Governor of Victoria.*



# How to win goals and influence your game!

by Geoff Swan, ex-Junior Legatee and Victorian Interstate player.

To all those young fellows in the club who are going through the early stages of becoming good basket-ballers, I hope this article will be of some assistance.

The beauty of the game is that anyone can enjoy playing it, whether he be a good or a bad player, but, on the other hand, to be able to do anything really well is in itself an achievement. It is to this end that I offer some advice in the hope that it will be helpful.

Like many other sports it is desirable, though not essential, that you should commence learning the game while you are young. Thus you become, through years of practice, very good at handling and controlling the ball, and on this point depends your future ability as a player. In other words, if you don't learn to throw-catch and dribble the ball in the correct manner, then you can never make a really efficient basket-baller.

Let us take these points and, very briefly, discuss each one of them in turn:—

**The Throw or Pass:** There is no rule in basket-ball stating how the ball should be thrown, but before endeavouring to learn fancy variations, it will pay you well to spend considerable time perfecting the ordinary "chest pass." To do this pass you merely have to hold the ball about chest high in front of you, the hands being placed directly opposite one another, fingers and thumbs pointing upwards and spread comfortably. The essential in this hold is that the ball must rest on the tips of the fingers and on no account must be held flat against the palms of your hands. To throw the ball you must firstly tilt the wrists down, then thrust the ball away from your body, flicking your wrists up again just as the ball is about to leave your hands. Always remember a good, accurate pass is the first essential in playing basket-ball.

**The Catch:** To catch a ball surely, you must develop the art of keeping your eye on it until it is safely in your hands. Only then can you afford to think of passing it to one of your team mates. It is also necessary when catching the ball that you spread your fingers well, extend your arms towards the ball and always have your elbows slightly bent in order that your arms may relax and absorb the shock of the ball when it strikes them. If the arms are held rigid the ball will rebound from them as though it has struck a brick wall.

**The Dribble:** In case any of you are not quite sure what the "dribble" is, I will quickly explain. You can only run in basket-ball when you have possession of the ball, if you are in the act of dribbling; that is, when you are bouncing the ball between any one hand and the floor. Either hand may be used, or you may use the right and then the left, and so on, but immediately you touch the ball again with two hands, the dribble must cease and you must either pass the ball or immediately stop running.

The art of dribbling is to have complete control of the ball, and make it travel in any direction you wish to move. When you have mastered this art, and through practice can dribble almost without looking at the ball,

then you are well on the way to becoming a proficient basket-baller.

In conclusion, I wish to tell you that many of Victoria's present A grade players commenced their basket-ball in the Junior Legacy Club, and I am quite sure that many more in the future will come from you young fellows. My advice to you all is to learn thoroughly first the three points which I have mentioned: (a) passing, (b) catching, (c) dribbling, and with these mastered you will then be at a stage where you can be taught court-craft and tactics because you will possess the ability to manoeuvre the ball or your opponents into the position you require them at the right time.

(Photo courtesy Herald.)





# GIRLS! Ready, Commence!

My Dear Girls,

It has seemed to me such a long time since I have seen you and I miss you all very much. Tuesday and Friday nights always seem a little strange without you. I was as much disappointed as I know you were, that, owing to the Polio, we could not have our usual "Demo." But our work during 1949 was not wasted, more important than any show is your physical well-being and I know that you have benefited greatly from our regular weekly classes. We must make our next "Demo" an extra special one.

Now, girls, you haven't escaped my clutches although you cannot hear my whistle.

We don't want you to do any *tiring* work, but to keep you in trim I have arranged the following easy exercises intended to achieve good carriage and posture.

Good posture means only one thing; carrying your body in such a way that all your internal organs can work properly as they are meant to work and so keep you in good health.

It also means that you do not slump here and stick out there, but I want you to remember what I have so often told you—your chest should be up, your shoulder-blades flat and your shoulders *relaxed*, not strained stiffly back. Head erect, abdominal muscles firm to hold your tummy in without strain. Now, girls, this next bit is very important, the small of your back is *not* hollowed.

If all this sounds rather complicated for you at first, you will find that, after a while, you get used to doing these things and then you don't have to think about them at all.

The reason why good posture does not always feel good when you *first* try it is that many of the muscles now being used, are weak. That is why you must stretch them and strengthen them and the only way to do this is by exercise. Just simple *untiring* exercises that will leave you less tired than you were when you started, and which will gradually build up your strength. Here are the exercises.

Ready — Com——mence! (Remember?)

1. Stand with your back against a wall, your feet should be six inches away from it. Make your *entire* spine touch the wall, particularly at the small of the back. Step away from the wall and pretend that the wall is still behind you.

Do this six times then on to our next exercise.



2. Still standing against the wall, raise one knee to your chest and hug it with both hands very hard, keeping your head, shoulders and the small of your back against the wall. Return the leg to the ground very slowly, without letting the small of the back leave the wall.

Hug each leg six times. Here is our third and last exercise.

3. Lie on your back on the floor, arms stretched above your head, with wrists resting on the floor and they must stay there throughout the exercise.

Bring your knees up to your chest, or as near as you can. You will find that the small of the back is touching the floor. Now slowly lower your feet until your legs are straight out on the floor.

The small of your back *must stay down* on the floor. That's the hard part but with practice, you'll do it.

Four times will be enough.



Remember, my dears, all your famous glamour girls work very hard to obtain and maintain good deportment; they know how important it is. But, indeed, I always think that there is no better example of outstanding carriage and deportment than Princess Elizabeth, and this notwithstanding the great physical strain which her many public duties impose on her.

Now, girls, I am giving you this "home-work" and, if you do it well, I'll expect to see a beautiful (?) or at any rate, a very graceful class when we meet again.

Thank you for thinking of me at Christmas time and for all the lovely cards you sent me.

Looking forward to seeing you before very long, lots of love to you all,

From

Enez Domec-Carre.



# Meet "Miss Australia"

MISS MARGARET HUGHES, 19-year-old, blue-eyed blonde Sydney receptionist, who was recently judged "Miss Australia, 1949," indirectly helped raise nearly £1,500 for Legacy.

The last "Miss Victoria" Quest, this State's preliminary to the Australia-wide title, aided Legacy, Lord Mayor's Fund, and Orthopaedic Hospital.

What is the story behind this quest which attracts Australia-wide attention as the judging day approaches?

Each State decides which organisations will benefit from money raised within its area. "Typical Australian girls" are then nominated by committees representing trades, sporting bodies, ex-servicemen's organisations and even charities.

The contestants, with their sponsors' help, then seek to raise a certain sum—£250 in Victoria in 1949—to qualify for the State judging. Organisers of the Quest declare that the whole purpose of the idea would be lost if this qualifying sum were eliminated. They feel that if a girl cannot form a committee to work for her, she hasn't the first requisite of a Miss Australia—to attract others.

Of the 118 girls who nominated in New South Wales last year, 101 qualified. Only two Queensland girls failed to raise the necessary amount in the past two years. Thirty-five girls faced the judges in Victoria last year.

Only a fixed fraction of the money which each girl raises goes to the main organisations for which the Quest is run. The rest may be given to any cause which the girl cares to name.

What type of girl becomes "Miss Australia?" The best of the champions in each State judging. In the quest for "Miss Victoria"—airline hostess, Joan Easey took the 1949 State title—contestants face five judges in individual interviews spread over four hours. One judge allots points for the entrant's voice (elocution ability), another for her education, a third for her photogenic qualities, a fourth for her personality and deportment, and the fifth for her physical fitness and beauty.

Points for each candidate are put in an envelope which is sealed and sent to the "Miss Australia" Quest Board, whose members total up the results of each interview and so decide who shall win the State title. The same procedure is followed with the State finalists seeking the title of "Miss Australia."

The five sections in judging aim to find a girl of charm, beauty, poise and education who can represent Australia ably abroad.

Miss Australia attracts the spotlight of publicity at every port of call in her overseas trip. She is usually followed by newspapermen photographing her every move and noting every significant statement she makes. This gives her an unrivalled opportunity to carry Australia's story overseas.



*Miss Margaret Hughes, Sydney.*



*Miss Beryl James, "Miss Australia, 1948."*

*Below: Miss Joan Easey, "Miss Victoria, 1949."*







## KINDERGARTEN Career for **GIRLS!**

### **What must you be like to make a good teacher?**

To make a good teacher you must—

... like to be with and to work with people, especially children.

... realise that the way in which children grow and develop is determined largely by the type of care and guidance given them by older people. This realisation should bring a deep sense of the

responsibility and importance of the profession of teaching.

... be an intelligent, healthy, well-balanced, co-operative person.

... have wide interests, including an awareness of what is going on in the world around you, and a capacity to appreciate and enjoy some cultural experiences — e.g. music, art, literature — so that from the richness of your own living you can enrich the lives of others.

*(Continued on Page 11)*



# BOYS! Attention, please!

We certainly hope that it will not be long before Classes are resumed and we are seeing you all again and it appears that there is a good chance that this will be soon.

This year we have quite a lot of plans for brightening and broadening the scope of the Classes and we hope to see them put into effect in the early part of 1950. To make these plans a success we will need your co-operation, but when we tell you what we have in mind, we are sure that you will give us all the help you can. The following are a few of the things which we hope to see started in all Classes.

Regular monthly talking picture shows using Legacy's own projector and with films provided by various organisations. We have arranged for comedies, scenic films and some very good instructional sporting films, as well as films on educational subjects. We also hope to have regular talks and demonstrations on different sports given by some of our local sporting champions.

Team competitions within the Classes are going to be fostered and championship cups will be given for competitions within each Class and will be held for the ensuing year by the winning team.

Plans are proceeding for the formation of a special Legacy troop of the Sea Cadet Corps. This is an official organisation sponsored by the Navy. Training will probably take place at Port Melbourne and uniforms will be provided by the Navy.

This year we hope to form additional Classes. The new Class at Brighton will commence operation in the Landcox Street Drill Hall.

We would like to see more mothers visiting the Classes and they are particularly welcome on special picture or demonstration nights. We hope that they will not only enjoy these evenings, but will use them as an opportunity to contact Legatees for any advice or help they need. In short, we want the Boys' Classes in the various districts to become real centres of Legacy life.

## GROUPS—

Sorry boys, but the following groups have not yet been started:—

CENTRAL GROUP — Wednesday night class at Market Street.

Swimming class at the Y.M.C.A. pool.

When we have the green light to go ahead with these classes, you will be notified without delay.

## Time Table.

The following groups have started again. Classes are held on Fridays, commencing at 7.30 p.m.

AUBURN — Cr. Auburn Rd. and Caroline St.

COBURG — Drill Hall, Reynard Rd., Coburg.

DEEPPENE — Church Hall, Burke Rd.

MALVERN — Drill Hall, Maken Place, Armadale.

NTH. FITZROY — Cr. Brunswick and Reed Sts.

BRIGHTON — Drill Hall, Landcox St.

The following class is held on Wednesdays, commencing at 7.30 p.m.—

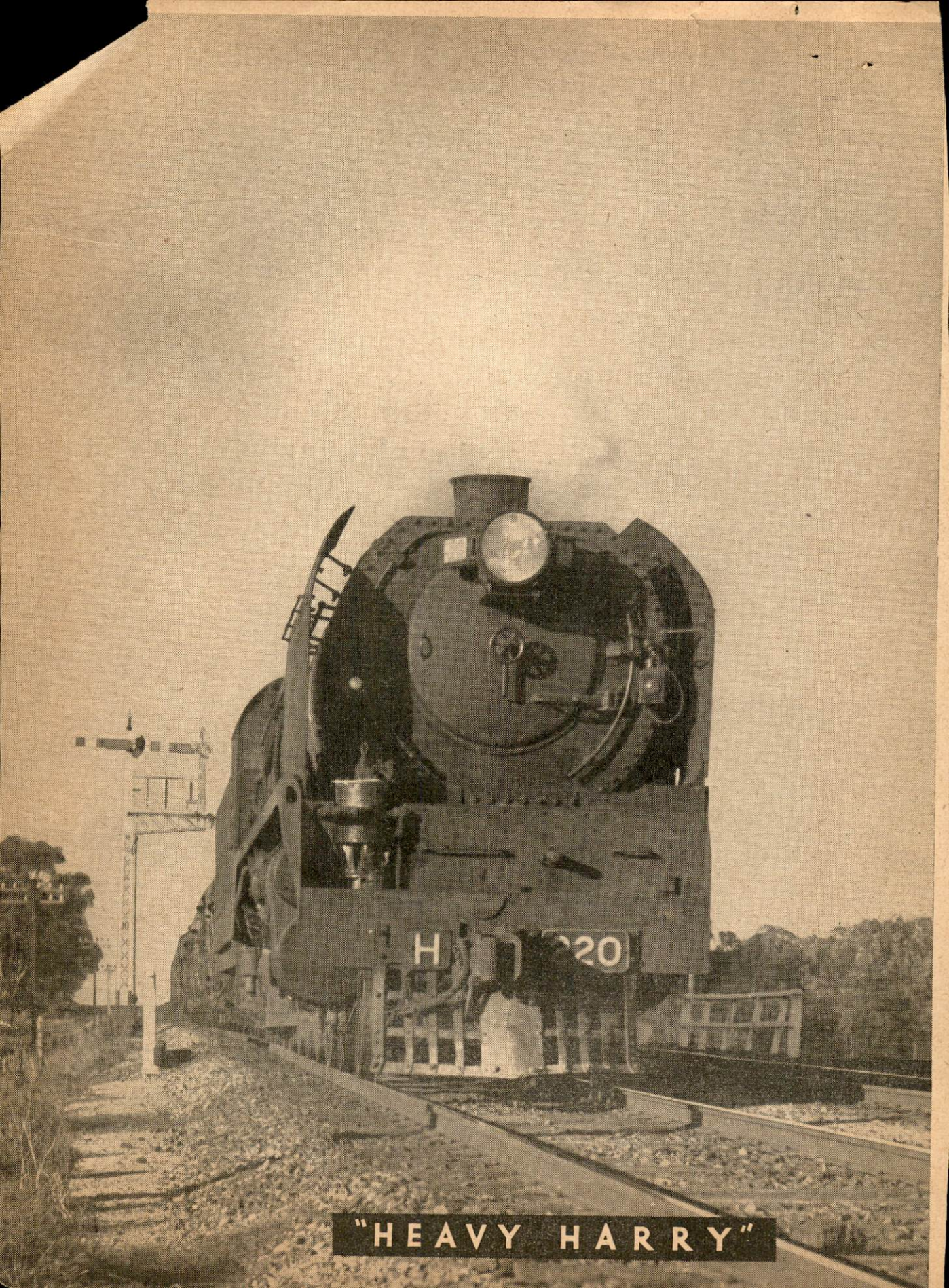
FOOTSCRAY — Drill Hall, Cr. Gordon and Barkly Sts.

*Below: Royal Australian Navy Sea Cadets.*



(Photograph by courtesy of "The Age.")





**"HEAVY HARRY"**



# Do you know "Heavy Harry"?

It might seem that we are talking about some heavy-weight wrestlers, but no doubt most boys have realised by now what we mean.

Whether or not they are mechanically minded, boys in general (from 8 to 80 years old) love locomotives. Because of this, we have taken these two pages to talk about our system, the Victorian Government Railways.

On the left is a grand photograph of Australia's heaviest engine: the "H" class Pocono (meaning 4-8-4 wheel arrangement) No. 220 hauling the "Fast Goods" on the North-East line.

Known in the service as "Heavy Harry," No. 220 has the following specifications:—

Cylinders (3), diameter	21½ ins.
Cylinders, piston stroke	28 ins.
Wheels, coupled, diameter	5 ft. 6 ins.
Wheelbase, total, engine and tender	82 ft. 1 in.
Weight in working order—	
Engine	146 tons 10 cwt.
Tender	113 tons 11 cwt.
Total Weight	260 tons 1 cwt.
Adhesive Weight	
	92 tons
Total boiler pressure surface	3,980 sq. ft.
Boiler Pressure	220 lb. per sq. in.
Grate area	68 sq. ft.
Tractive effort at 85 per cent. of boiler pressure	55,000 lb.
Tender—	
Tank Capacity	14,000 galls.
Coal Capacity	9 tons

## The "R" Class.

In the next few years you will see a new engine appearing on the rails and we will now give you advance information concerning it.

It will gradually replace the old warriors, the A2's, which you know so well, and here are comparative specifications of the two classes:—

	"R" Class	"A2" Class
Type	4-6-4	4-6-0
Cylinders (diameter)	(2) 21½	(2) 22 in.
Cylinders, piston stroke	28 in.	26 in.
Wheels, coupled, diameter	6 ft. 0½ ins.	6 ft. 0½ ins.

*This is one of the "X's" which were the most powerful goods locomotives before the advent of "Heavy Harry." One of them, No. 32, recently underwent successful trials burning pulverised brown coal.*

Wheelbase, total, engine and tender	67 ft.	53 ft. 6½ ins.
Length, overall	76 ft. 0½ ins.	62 ft. 6¾ ins.
Height	14 ft.	13 ft. 9 ins.
Weight in working order:		
Engine	105 tons	72 tons 7 cwt.
Tender	82 tons 8 cwt.	45 tons 15 cwt.
TOTAL	187 tons 8 cwt.	118 tons 2 cwt.
Adhesive Weight		
	58 tons 10 cwt.	52 tons 2 cwt.
Total boiler heating surface	2,706 sq. ft.	2,054 sq. ft.
Boiler pressure (per sq. inch)	210 lb.	185 lb.
Tractive effort at 85 per cent. boiler pressure	32,080 lb.	27,480 lb.
Tender:		
Water capacity	9,000 galls.	4,700 galls.
Coal capacity	6 tons	6 tons

## SUBSTITUTE FUELS.

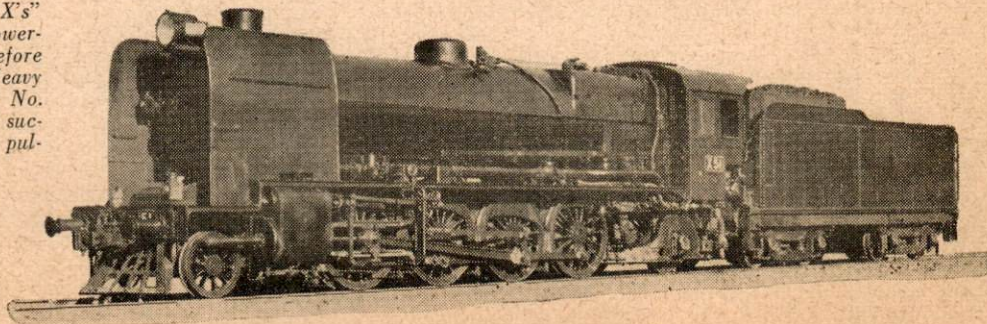
First in Australia to enter upon an extensive (and costly) conversion of locomotives to oil-burning, your railways, by their foresight, prevented much inconvenience and disruption not only of business and industry generally, but also of the social life of the community.

Oil-burners—82 of them—are now providing much service that otherwise could not have been given because of persistent shortages of locomotive coal. In 1948/9, they ran 54 per cent. of the country passenger train mileage, 18 per cent. of goods train mileage and 22 per cent. of mixed train mileage.

They prevented, in fact, a virtual "black-out" of many country passenger and goods services during the disastrous coal strike of 1949.

Firewood, too, although a very poor substitute fuel, has been extensively used to maintain essential services. Upwards of 250,000 tons have been burnt in recent years.

Now, further substitutes are being sought. Experiments are actively in hand to test the possibilities of brown coal as locomotive fuel.





# Take the right step

By Our Doctor



There is an old saying "an Army marches on its stomach"—correct within its meaning, but feet are also useful in the process and no less so in private life. Just think of the picture of someone walking with a nail or stone in the boot—how crippling! Even the aching corn makes people hobble and stumble.

I am sure that, sometime, you have seen a picture of a skeleton and the structure of the foot. There is the heel (big bone the calcaneus), a good, solid one. From it a number of other bones form an arch which gradually bends downward and spreads out to form the ball of the foot and the toes.

An arch must have supports, or buttresses, and a key stone. The latter is the bone which connects with the tibia and fibula and so takes the weight of the leg and the body. Buttress supports there are none, so the two ends are tied together by the strong plantar ligament, a very strong band along the sole of the foot. Thus we have an arch held firmly by the plantar ligament on the bottom, but fairly pliable on the top, the same as a bow.

Lastly, of course, is a big thick pad of firm fat under and around the heel to act as a cushion.

In walking, the middle part, or, as is commonly called, the arch of the foot, does not normally touch the ground. Jump just a little way—say off a chair—and land either flat on the feet or, worse still, heels first. What a terrific jar travels up the whole body to the skull! Now land on the toes. The nice elastic springing of the foot takes up the whole jar and jumping is comfortable. Remember, in jumping, *always* land on the toes, otherwise a jarred spine or even a fracture of the base of the skull may result. In walking, the arch of the foot is essential, and the toes *spread outwards*. Therefore, exercise to preserve the arch and to keep the toes supple.

In the bare or stockinged feet, rise up on to the toes and hold it, preferably with both heels together, until balance is established, then lower and raise the heels a number of times. Now try to walk on the toes with the heels held off the ground. Then rock back on the heels, lifting the toes off the ground. Up on the toes again, heels apart, and work the knees and ankles in a circular manner, twisting and turning the ankles all the time. These exercises maintain elasticity of the ligaments and strengthen them as well.

Now for the toes. Throw 10 or 12 marbles, pebbles or corks on the floor, then pick them up one at a time with the toes and lift the foot up until you place the marble in your hand. Repeat with the other foot.

What of boots and shoes? Well, I expect it is useless talking to the girls—for the dictates of fashion are a mightier law than just a doctor's advice. Buy shoes or boots with almost a straight edge along the inside of the sole. Narrow, pointed toe shoes *must* be eliminated. This allows the big toe to go straight forward in a natural manner, but if you buy a pointed toe shoe, note how the big toe is pressed inwards, and if a high heel, it must be thrust inwards—so starts a bunion. The shoe should be long enough to allow the big toe free play, and, as the foot spreads outwards in walking, the shoe should be wide enough to allow for that spread.

A low heel is useful to assist in walking. A few working diagrams on a sheet of paper will soon show how the ankle (the tibia), the knees, and the whole weight bearing is thrown out of alignment with a high heel.

Corns are due to constant pressure and rubbing of a tight shoe, so I am sure none of you will now develop corns.

# Not so Foxy!

By Our Dentist

If you've never been fox-hunting, you're missing a lot of fun. Trying to match the cunning and wile of old "Brer Fox" will keep you on your toes.

Foxes generally feed in the evening and night, and make for their camp in the hills in the early morning. However, there are always a few with "late appointments," and they are the ones we are out to catch.

If you see a fox trotting around in the morning, stalk it. You will find the fox travels about 50 yards, then stops to have a look around. You must freeze on the spot, and, although it may look straight at you, it won't know what you are. When it moves off again, go, as silently as possible, after it until within shooting range. The place for your bullet is just behind the front leg.

Another method is to attract the fox by whistling in such a way as to imitate a rabbit which has been caught.

I remember once in the Alps where foxes abound, a party of four set out about 4 p.m. After selecting a position on a ridge, where we could cover all approaches, we started to whistle. From a thick wooded area, three foxes rushed out. We shot them and were starting to skin them when I noticed a fox about 200 yards away. It appeared to be patting the tussocks (clumps of grass), and was snapping up something as it moved around each clump.

I whistled, but it took no notice. Then I realised it was stirring up grasshoppers and catching them as they jumped. Now, there is no diet Brer Fox likes better than a rabbit, as his teeth are made to tear flesh, and he is a carnivora, or meat-eater, so it was hard to understand this fox preferring grasshoppers to rabbit. I got within 100 yards of the fox, shot him, and carried the prize back to my companions, who were skinning the others.

The foxes were all about two years old, but the three attracted by the whistle were fat, well formed, and the fur was fine. The fourth one, which had been living on grasshoppers, was dull in fur, and its bones were not nearly as strong as the others. We also noticed that its mouth was in a very dirty condition, whereas the other three had glistening teeth and clear gums.

The Doctor in our party explained that the poor condition of the skin and badly formed bones was probably due to the fact that it had, for some reason or other, given up its natural hard food, and had not received enough of the vital elements to build good bone and tissue.

We then drew the attention of "Fangs"—our dentist—to the different condition of the mouths in these four foxes. He explained that when an animal or human substitutes good hard, nutritive food for soft, pappy prepared food, the mouth condition is much the same. He added that in his practice, he had noticed that children who ate plenty of hard food—fresh vegetables and fruit generally, had beautiful teeth and healthy mouths, whereas children who consumed soft food—cakes, biscuits and other fattening but not strengthening foods—nearly always had decayed teeth and evil smelling breath from the starchy foods breaking down around the teeth and gums.

So we learnt that the cunning old fox can make a mistake, and that the easy, soft food does not produce healthy mouths and bodies.



# Career for GIRLS! — continued from page 6

## What does the teacher of pre-school children do?

Teaching young children from 2½-5½ involves helping them to—

... get on with other children; to share and take turns; and, on occasions, to stand up for their rights, too.

... use their bodies skilfully and well.

... be happy, confident and self-controlled.

... be alert and eager, full of interest and curiosity.

It involves, also, caring for their physical needs, participating in their play and sharing with them your own interest in stories, poetry, music, nature and very simple arts and crafts.

Again, it involves working closely with the parents, so that the guiding of a child's development is shared by the Home and the Pre-School Centre.

## How do you become a pre-school teacher?

If you will be 17 years of age at the beginning of the Kindergarten Training College year, and have already qualified or expect to qualify for your School Leaving Certificate, you should write or telephone to the Registrar of the College, Madden Grove, Kew, for an application form.

The Registrar will make an appointment for an interview with the Principal, who will give more detailed information about the course.

If accepted for training, you will enter the College as a student and commence the three years of training. On the satisfactory completion of the course, you will be awarded the Diploma of the College. You will then be a fully qualified teacher of children from 2½-6 and will be free to apply for any position offering.

## Scholarships.

There are many scholarships awarded each year. Qualifications are similar to those necessary for entering College:—

- (a) Girl must possess her Leaving Certificate.
- (b) Must be at least 17 years of age.
- (c) Must be in good health.

Scholarships are offered yearly by the following religions:

Church of England  
Baptist  
Jewish

Presbyterian  
Methodist  
Roman Catholic

Other scholarships are awarded by Public Health Dept., Rotary Club and Estate of the late Ada a'Becket. Details of all scholarships and corresponding values can be obtained from the College in September of each year. An acceptance of a scholarship automatically guarantees that the recipient will serve for two years in a kindergarten sponsored or approved by the donor.

## What positions can you hold when trained?

Immediately after Graduation you may apply for, and be appointed, to the position of Assistant or Director in any of the following:—

1. Free Kindergartens subsidised by the State Government, through the Health Department.
2. Day Nurseries such as those affiliated with the Creches and Day Nurseries Association, and the Day Nurseries Development Association, which are also subsidised by the State Government.
3. Fee paying units, not subsidised by the Government, and affiliated with the Nursery Kindergarten Extension Board.
4. Private schools where children under 6 years are enrolled.
5. Residential Nurseries.

After some preliminary experience, a teacher with special aptitude may become—

Director or Assistant who trains students.

Municipal Child Development Officer.

Supervisor of Kindergartens.

Member of Kindergarten College Staff.

A teacher of handicapped pre-school children.

Overseas travelling scholarships are awarded from time to time.

## What should you do now to help you decide?

If you are interested, but not quite sure, you could:—

- ... make opportunities to meet and play with young children in home of friends or relatives.
- ... enrol as untrained play leader for National Fitness Council vacation play days.
- ... teach children under 6 in Sunday School.
- ... visit a Kindergarten and watch a morning's programme.
- ... talk to anyone you know who is training.



# Welfare

Watching the welfare of the families with whom we are in contact is one of the first essentials of Legacy. We set out to assist and advise on all matters concerning you and your children—medical, legal, financial and improvement of home circumstances. In the latter field we have been called upon extensively and, we are happy to relate, have met with a great deal of success.

Typical of many cases we have handled is this one. A widow, whose daughter is a member of J.L.C., broke her leg. After leaving the hospital, she had to report to the hospital three times a week for treatment. Legacy arranged with Red Cross to transport the widow to the hospital and then met the expense of taxis for the return trip. Every day a call was made upon her by a Legatee and bills such as electric light, gas, and chemist's, which had been worrying her, were covered by Legacy.

To add to her worries, she had moved to another suburb just prior to the accident, she had no friends she could call upon to help her and she had no relatives, other than her daughter.

It was only natural for this widow to feel down in the dumps, completely despondent, when everything seemed to be against her. As in so many other cases, Legacy helped to dispel that hopeless feeling so common to people in trouble by making personal contact, and assuring the widow of friendship and assistance in her troubles. Sometime later, this widow told a Legatee that she became so desperate that anything could have happened—until Legacy came to her aid.

That, however, is only one case where the hand of friendship was extended by Legacy and, in turn, was gratefully accepted by a deserving widow.

## WIDOWS' and ORPHANS' PANEL

Again we would like to draw the attention of Mothers to the Widows' and Orphans' Panel, the special Committee set up by the Services Canteens Trust Fund to look after the Widows and Children of deceased Servicemen of the 1939-45 war.

The Panel consists of three Members of the War Widows' Guild and three Members of Legacy under an independent Chairman and meets regularly to consider applications.

Mothers and guardians! If you need financial assistance from this source, see your Contactor or visit the Legacy Office, or go direct to Victoria Barracks in St. Kilda Road, and see the Secretary, Mr. G. M. Lee, whose office is Room 5 in "K" Block.

The Panel is empowered to grant up to £26 in any three months period with a restriction of £104 for all time.