



How Are the Mighty Fallen!

The following article deals mainly with the future of this paper, and the part which, it is considered, first year students should play in its development. The writer on behalf of the Editorial Committee invites nominations for various executive positions on "Talkabout" staff, and concludes by listing the various qualities necessary in the nominees.

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Recently an article appeared in this paper inviting contributions of prose and poetry suitable for publication. As an incentive to dormant minds a prize of one guinea in each section was offered, but despite such munificence no material has been handed in to date. One is forced to the conclusion that in matters literary the average student is prepared to accept whatever is served up to him, never bestirring himself to put pen to paper and give his ideas on matters which are of interest to the general student body. I think you will agree that this is a deplorable state of affairs, and one which cannot be remedied until quite a few students, mainly first years, do some serious thinking about whether they want "Talkabout" to continue.

It is to first years that I wish to appeal for help in continuing the work of "Talkabout" after we second years evacuate the editorial office at the end of this term. The Editorial Committee has decided that a transfer must be effected this term for the following reasons: Those connected with the publication of "Talkabout" desire a "fair go," unhampered by publishing prob-

lems, for their final examination next term. It is considered that the paper will suffer less from a planned handing over of responsibility now than from a hasty transfer next May to those uninitiated in the joys of journalism.

Perhaps some explanation is necessary to clarify these reasons. The group which produces this paper is composed of about eight students who devote a considerable amount of time to the writing of articles and verse. Admittedly they themselves derive a great deal of pleasure from such creative work and from seeing their efforts in print, but this does not compensate them for the amount of time they spend in writing for you. They become despondent about student reaction to their work, the whisper of "sameness" which is breathed about the College by persons whose ill-advised and malicious criticism does nothing to remedy matters. They sometimes feel that the effort is not worth while; that it is their fate to be accepted as an inanimate part of College life, rather than as individuals who would welcome an occasional word of praise for their efforts. Can they be blamed, then, for despairing of first years' accepting the responsibility of "Talkabout"? They contend, and justly, that the position has been made clear by innumerable Editorials (you know, those things in heavy type that no one reads) and that there has been a response by only two first years to their frequent pleas for assistance. Now they are forced to the inevitable conclusion that actions speak louder than words

and have accordingly decided to invite first year students, as a group, to assume the responsibility for one issue of "Talkabout" this term. No second year material will be accepted.

ZERO HOUR—9 p.m. NOVEMBER 8

Unless sufficient material is in the hands of the Editor by this time there will be no issue the following week.

Volunteers will be required to proof read the copy (under the supervision of an editor) and to handle sales. Perhaps some first year student who would like to see "Talkabout" appear would supervise the collection of material and the co-ordination of the work of the several persons involved. He can be assured of every help from this group, but it is reiterated that we have no intention of writing material simply because first years are not willing to avail themselves of the opportunity which is being presented.

**If this edition does not appear the blame will be upon the shoulders of first year students only.
WOT! NO SINECURES.**

At this juncture it would seem opportune to call for nominations from first years for several positions on "Talkabout" staff. Those nominated need not necessarily assist in the compilation of the edition abovementioned, but should they do so their help will be taken into consideration in filling the positions. Nominations should be in writing and should state the position which it is desired the nominee should fill. They should bear the signatures of two seconders, and will be accepted by the Editor until November 8, when Mr. Levis and the Editorial Committee will discuss them and finally choose those whom they consider most suited for the positions in question.

The positions to be filled are as follow:—

- Editor (male or female).
- Two Sub-Editors (preferably, though not necessarily, one male and one female).
- Two Sport Editors (preferably, though not necessarily, one male and one female).
- Business Manager (male).
- Shorthand Typist(e).

Those selected will be informed of their selection by a notice which will be displayed on a notice board about November 10, and will be required to assist the second year student now filling the position for the remainder

of this term and until they accept responsibility next term.

RESPONSIBILITIES AND PRIVILEGES

EDITOR: Must feel capable of coordinating, coercing, censoring, censuring, lauding. He must be the epitome of probity and purity and must be prepared to lend as ready an ear to puerile ravings of obsequious calumny-merchants as to the sublimities of a discussion on decentralisation. A knowledge of etymology, rhetoric and journalism is desirable but not essential; whilst a tendency towards verbosity is often helpful. A capacity for much sweaty toil, and an over-developed sense of humour are indispensable. In short, he must embody all the Christian virtues and quite a few others to be successful. We had hoped to obtain the services of Superman, but owing to his engagement elsewhere we are prepared to accept nominations of persons possessed of half of these qualities.

SUB-EDITORS: Should be abridged editions of the above and should be possessed of that indefinable quality which enables them to assess "student feeling" (slippery language), and bring the Editor back to earth from the ethereal realms of speculative philisophy. Most important, they should be prepared to work, and whilst "yes-men" are not asked for specifically, a fair proportion of affirmative replies to the Editor's perennial question, "Will you?" is considered an advantage.

SPORTS EDITORS: Should have some knowledge of the fundamentals of English composition and should be able to write. The writer does not consider himself capable of listing the various attributes of a Sporting Editor, but counsels nominees to avail themselves of the assistance of Mr. Hawcroft, whose views on sport and its place in a tertiary institution should be of the utmost value.

BUSINESS MANAGER: Should combine the qualities of Shylock with those of Mr. Wilcox—system being essential. He should be possessed of a mellifluous voice and persuasive oratory with which to induce creditors to yield the elusive shekels. Most important, he must be capable of producing a credit balance for S.R.C. meetings. A pair of solid shoes is considered an advantage as "Talk-about" finances do not permit of the use of vehicular transport in its weekly delivery down town.

SHORTHAND TYPIST(E) (preferably "e."—Ed.) should be attractive, intelligent and efficient in the performance of her duty. She must be prepared to keep a record of the Editor's engagements (business) and must be able so to enrapture any errant males who might stray into the office as to facilitate their disburdening tortured souls in verse or prose (which will immediately be filed for the next issue). An ability to co-operate with the Editor is considered essential. Whilst the hours are not specified, it is understood that the position involves some night work.

Whether "Talkabout" continues next year improving week by week, or whether it ceases publication, only to be remembered by, "You remember

"Talk about", it used to . . ." depends on you, the first years. We of the Editorial Committee welcome you to the capacious "Talkabout" office; we assure you of our unremitting help this term; but we state most emphatically that the future of this paper lies in your hands.

PORTRAIT OF AN EDITOR

Perhaps in solitary, awful state he sits,
Like some lone eagle on his craggy throne,
Remote beyond his silent ramparts from
the world that seeks him. Brooding
there alone,
Hemmed in by countless words, by
endless streams
Of would-be writers' cherished hopes
and dreams.

(Contributed by K.McL.)

On Writing Articles

Did Bacon ever write an essay on writing articles full of good advice and epigrams and very dull? I hope not because I couldn't stand the comparison.

My room-mate just came into my room and said: "You look like an American."

"Why," I said.

"You're chewing gum and smoking a cigarette and one usually associates that with hash journalists."

"Thanks," I said.

"Look," she said, "you can't chew gum and smoke cigarettes at the same time."

This is good Saroyan, at any rate. Why does everybody copy Saroyan nowadays? Why don't they give some other writer a break. O.K. Light a cigarette and this time don't burn your fingers trying to burn the whole of the match.

In Australia, we need more flats, slacks, barbecues, beer gardens, multi-coloured silk scarves, and three or four more languages.

Don't start writing till one a.m. if you have a serious purpose. Your mind is always too clear before then.

Keep your eyes open for "1948," the literary magazine of the Wagga Teachers' College, filled with tension, drama, excitement, romance, despair, humour and including such masterpieces as "Lyn," "Friday Night," "Cary," "Things That Were" and a score of others. "1948" runs to about 40 pages. The bindings are extremely handsome. "1948" is unconditionally guaranteed by the publishers; your money back if you are not satisfied with your first copy. There are no strings to this offer.

The editors of "1948" consider that this volume will be one of the most impressive that will appear from the press—expected in Wagga early in December.

It is 2.15 a.m., so I really must stop writing now. Tune-in to-morrow night for another exciting episode of that exciting serial "Gobberslobber" and cheerio for now, customers!

Do not ponder over the allegory—there is none.

Little Iodine—Problem Child

Just what are you going to do when she pops up from the back desk of your class-room? Just what are you going to do when you are confronted by that whirl of a curl with its big, red-spot bow? How will you ignore that little button nose and those BIG, BIG, all-seeing eyes? How will you react to little Sharkey, her favourite pal? He'll be with her in most class-rooms, you know. What will you do when confronted by their favourite racing spiders or those dear little bees that swarm from your drawer? Can you remain motionless and dignified while you explain to her that she just shouldn't bring those things to school when all the time you know that one of her pet lizards is running straight for your leg and half a dozen dead flies have been carefully pressed in your roll-book? What will you do with those frogs when they DO finally come out of your handbag, for, after all, it was you who aroused an interest in these things, wasn't it? How will you explain to little Jimmy's mother that it isn't exactly your fault that he dreamed all night about dead snakes and those big white grubs? Can Mary Ann's father be made to realise that her finger will be all right in two days time—even if it was jammed in Iodine's suitcase? What will you tell Iodine's mother when she accuses you of being in possession of her very last yard of elastic (in the form of Sharkey's shanghai)?

In fact, what will you do with Iodine when she appears in your schoolroom? Or, what will she do with you?

WYN WALSHAW.

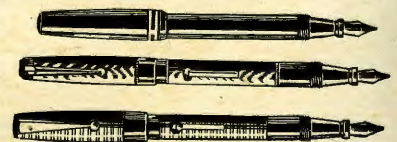
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Letters to the Editor

Dear Editor,—To my notice has come the ungentleman conduct of a certain gentleman of this College. As far as a gentleman is concerned, I maintain that he should, among many other courtesies, raise his hat or take off same when addressing or being addressed by a lady; should allow ladies to precede him into a lecture room; and should ALWAYS give up his seat in the bus either to town or demonstrations if a lady is standing.

Now of this "GENTLEMAN" whom I mentioned in my first sentence I would just like to ask one simple question. Do you wish to be treated as a gentleman and preceptor, or just the latter? It is a question of example being or not being set.

Now having finished the main object of this letter, I would like to reply to one "Agitato" who so rudely hit the press in the issue of 5/10/48. You say, sir, that after listening to a Jazz session you were exhausted. Did the enchanting rhythm overcome you? Couldn't the intense feeling of these Jazz pieces penetrate your rhinoceros-like hide?

Do you know where Jazz originated? It first started in Harlem, the Negro quarter of New York. To these people classical music as written by Liszt, Beethoven and Rachmaninoff (just to name a few) was too staid, too artificial and even though the feeling of the composer or the times was echoed through it, it did not harmonise with their feelings. They are suppressed by the white people and were, or their ancestors, were slaves. The music reflects their efforts to break free from all this degradation that has been placed upon them by those people who listen incongruously to the original music. All I can say is leave "these shameful, unmusical and syncopated renderings of our beloved themes" and retire into the seclusion of a "rat-house."

A final word. I think you are very narrow-minded and as such a very unsuitable type for the teaching profession. Every good teacher should have an open mind on all matters. He should be able to appreciate the views and feelings of other people. By the way, I noticed you included the inverted

commas around good in your phrase "good" music.

—"FRA DIAVOLO."

Dear Sir,—Just at the moment, we're so TERRIBLY, TERRIBLY pleased with our fellow students we just simply have to write and tell you. We've just been to Mr. Lewis's address (Friday afternoon, remember) and we're just so frightfully thrilled with their conduct. You can always depend on the students always to do the right thing. We don't know why they do, but they always just DO. Now, this afternoon, we arrived at the meeting rather late, so sat at the back of the hall. Mr. Blakemore entered and introduced Mr. Lewis. The students, being such expert mind readers felt sure that we couldn't possibly be interested in what Mr. Lewis had to say, so they decided to amuse us with their very diverting chatter and laughter. So very considerate of them. Yes, there's no doubt about it, they always do just the right thing.

And then, there's their sense of humour; such a sense of humour they've almost given us an inferiority complex about ours. They laugh hilariously at the mention of separate staff rooms for male and female teachers; or anything else remotely concerning male and female relationships. It's such a healthy attitude, and so TERRIBLY, TERRIBLY funny. Even after the four hundred and fiftieth time it's happened, it's still terribly funny.

Then, it's always so eminently sensible the way they always clap any mention of salary increases. It's so helpful, such a constructive method. Why, I used to think, at first, a conditioned reflex, it happened so often. But I've realized since that it's because the only clever thing a speaker ever says is about salary increases.

Lastly, there is the matter of questions. They are so useful, can serve so many purposes. Why occasionally a student can even manage to ignore answers given to previous questions, and can ask other questions very, very thoughtfully turned into instruments of abuse. What a refined and intelligent method. It's so flattering to the speaker, too, to be allowed the opportunity of showing his refinement in giving a calm and thoughtful answer. Such an extraordinary method.

Yes, there's no doubt about it, the

students here are so refined and courteous and so TERRIBLY, TERRIBLY intelligent.

Don Quixote and Sancho Pancho.

Impressions of Armidale

BY MR. BLAKEMORE

I was particularly impressed by Armidale's very fine view, not only of the town but also of the surrounding district. Their brick buildings were very pleasurable indeed and well planned. The corridors, lecture rooms and all other parts are decorated with beautiful works of art, part of the famous Howard-Hinton collection, worth thousands of pounds. Another striking feature for the lover of the beautiful is the stained glass windows, also given to the College by its great benefactor. Attending the Student Assembly, I thanked Armidale for the gifts of pictures they had presented to us on our Official Opening Day.

The most striking part of the ceremony at the College Assembly was the reading by the Principal of the names of all the members of the College who had fallen in the last world war. Since I myself had known many, either as students or teachers, the sight of the whole of the student body standing with heads bowed reverently made a deep impression upon me personally.

Armidale's hospitality was really wonderful. The visitors to the conference were given a warm and cordial welcome to the College itself at Smith House and the New England University College. Indeed the warmth of their welcome makes one think of the enjoyable times that the students of Wagga are going to have when they play Armidale in Inter-Collegiate contests in future years.

Despite all the good things about Armidale, I must say that I am very pleased to be back with you all and appreciated very much the welcome I received on my return.

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'I'll Leave It to You'

With the Little Theatre Group's production of Noel Coward's "I'll Leave It to You" still very fresh in my mind, I write now of its merits and its faults.

Yes, even though we would like to say "there weren't any" to the last word, there were, and some of them quite bad faults. However, they will be seen as, and if, you read on.

The play was most evidently carefully and well produced. The producer had thought out how his play should be presented and his conception was most faithful to Noel Coward's. Tempo was good and fast as it should be in any comedy, and in no part did it lag. As a matter of fact, in many cases the players, perhaps feeling it incumbent upon them to keep the speed up, committed one of the most heinous sins of dramatic art; that, is they talked into their laughs. The play is full of sparkle and wit and the humorous incidents and parts of dialogue follow upon each other's heels in such quick succession that it is somewhat of a pity to cheat the audience out of their full significance by over-eagerness. To cite an instance, the audience mocked when Mrs. Dermott in her fluffy way announced, "Rubbish, no one ever wins anything on horses," but quite missed the excellent sequel of "the bookies and jockeys won't let you," simply because she did not allow her audience to sufficiently recover.

Another criticism which could have been levelled in so far as dialogue is concerned was the galloping speed in which most of the dialogue was delivered. This was, however, a minor fault as, fortunately, the excellent quality of the players' voices enabled them to be heard.

The topical innovations were amusing and, no doubt, were appreciated by the audience, but they brought one back from Mulberry Manor, England, to the Teachers' College, Wagga Wagga, Australia. Perhaps the allusion to "The Duke of Kent" could be forgiven as other such-named hostleries are sure to exist in places outside Wagga, but there is only one R. K. Levis, Esq., B.A., for whom short stories must be written.

Each member of the cast had definitely found his or her particular niche in the build-up of the play. In no instance was there evidence of any character over-emphasising his part and stealing the show. There was, however, some over-acting, but on such rare occasions that it was merely an unconscious effort by the particular character to make the most of an important spotlight. An example of this was noticeable in Sylvia's haranguing of her brothers and sisters regarding the treatment of their uncle, in Act III.

SET AND PROPS

The set and properties were generally excellent. The set was indeed a very natural living-room in a well-to-do residence.

Stage lighting, both exterior and interior, was excellent. Effective coloured lights suggesting evening, midday and

early morning were very cleverly arranged. On stage, that is interior, lighting was equally effective and there were no unnatural shadows.

Costumes were well chosen and, with the exception of one, in keeping. The exception was Faith Crombie's incongruous appearance in a winter suit when all about her were enjoying the warm weather in cool summer clothes.

On the properties side a relatively small yet glaring fault was present. There was insufficient attention to detail. Joyce complained of inky fingers when it was obvious she had been using pencil. Oliver crankily paced the floor of his English home reading "The Sydney Morning Herald" and Bobbie's arms miraculously extended to the keyboard in the next room before he had left the living room.

THE CAST

The acting on the whole was of a very high standard.

Dorothy Gibson as Sylvia was convincing and her performance was easy and entirely natural, but she could have improved on her conception of the part by an attempt to alter her over-typical and distinguishing gestures and walk. Her part was difficult and she handled it well.

Philippa Albery as Joyce assumed the gawiness and precocity of the school-girl kid sister with really amazing skill and apparently perfect ease.

Baden Brown as Bobby Dermott was on the whole convincing. His emotions and actions rang true, but unfortunately his voice did not. It was the same voice that answers when a friend says "Hello, Baden." Nevertheless it was a good job well done.

Evangeline Dermott was most cleverly played. At no time did Margaret Olive appear in Evangeline. Margaret's performance was one of the best.

The fluffy, lovable and beddithered Mrs. Dermott was well handled by Miriam Bowers. A typical Coward character, Mrs. Dermott must have been hard to imagine so far away from England, but Miriam's portrayal was a credit to her by now undoubted histrionic ability.

Ken McLean as Griggs, the butler, unassumingly carried out his expected and natural duties with a somehow expected and natural ease. Few lines but much thought was evident in Ken's portrayal.

Oliver Dermott as played by Ian Thomas was not at all times convincing and one felt that it was Unk in many instances. This was due mainly to the great resemblance in the actor's and character's personality—such a role is difficult for an actor to convincingly portray. A difficult job, you'll agree, but very fairly handled.

David Rummery as Daniel Davis was at times reminiscent of the Duke of Plaza Toro, but this is a result of typing an actor. Uncle Daniel was most convincing and lovable, but as a fan of Dave's, I could see traces of his previous success. Still it was excellent work.

A most convincing and excellent piece of acting was performed by Norma Nielsen as Mrs. Crombie. Norma was in her part heart and soul and her

acting was of the best in the production.

As Faith Crombie, her hen-pecked daughter (if such things exist), Pat Davies could have been a little more nabby-pabby and objectionable. The Dermott family, with the exception of Bobby, evidently disliked her and yet I could see little in her to object to, except that she could have had a little more go in her and stood up to her brow-beating mother.

Taking all things into consideration, the play was a dramatic success. It was very smooth and most enjoyable. Congratulations to the producer and his cast on their remarkable effort in their first attempt at a full-length play.

M. E. ABRAHAM.

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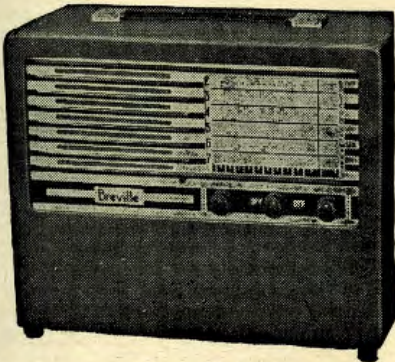
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Reform in the Primary School

(Continued)

One gathers from the publications of Melvin, Lane, Carleton, Washburne, Luella Cole, Dr. Rugg, Leonard and Eurich, Horrell and others that in England and certain parts of the United States there is a more experimental and scientific approach to the problems of modern education than there is in Australia. Factual knowledge is only respected insofar as it induces thought and illuminates the society of which the child is a part. The development of that rich personality for which the specifications were prepared by the Educational Policies Commission has become the aim of schooling.

The American integrated curriculum takes school subjects out of their compartments and makes learning the natural part of living that it should be. Children from the schools visit factories, reservoirs, bakeries, law-courts, fire-stations and power-houses to collect social knowledge basic to and expanding into history and geography. They spend roughly half their day in such activities as painting, building models, acting, gardening and dancing and the other half in skills and drills relating to reading, writing, formal English and arithmetic.

But the formal skills are regarded as secondary to the developing child personality, so there is none of that rigid regimentation to a class standard, which is inherent in our school system. These schools are child-centred instead of subject-centred. In some modern American schools each pupil has work-books in arithmetic, formal English and social studies. These books specify not only the standard he is expected to reach in each subject but also the exercises he is to do in that class. When a child has completed, say, the third class book, he or she, is tested by the teacher and, if considered fit, is permitted to begin the fourth class book. This may be after less or more than one year. A child is promoted to a higher class according to his age and he takes his unfinished work-books with him into the higher class. A boy in the fifth class may be doing fifth class arithmetic, fourth class English and sixth class social studies.

The advantages are obvious. A child proceeds through the school at his own pace and suffers none of the humiliation, which a big boy may suffer when he is not promoted because his attainments make it necessary to keep him another year among children junior to him.

There are certain disadvantages to this system, but experimentation in its adaption to Australian conditions would eliminate most of these.

Streamlining the formal work by means of planned-course work-books leaves time for other activities; excursions to interesting places are followed by lecturettes, playlets, research, discussion and a variety of projects designed to stimulate thought and assist comprehension.

But this new approach to learning has made necessary a new type of school architecture. The modern classroom is a workshop, a laboratory, an auditorium and a projection room.

When the instillation of facts was the be-all and end-all of education, the written examination was the measuring rod of attainment; with the adoption of a higher educational ideal, it was realised that new and more reliable measuring instruments were necessary. The new problem was "how may we measure the growth of personality or the influence of schooling on attitudes and prejudices?"

It is doubtful whether this problem has been solved yet, but in the United States research officers are investigating tests based on sets of statements with which students are asked to agree or disagree. The statements deal with highly contentious public questions like religion, communism, birth control, pacifism, the treatment of negroes and atheism. The students' answers are supposed to indicate his social attitudes. Obviously this is a very important field of educational research, because schools that are concerned about the defence of democracy need to define their aims quite explicitly in terms of the mental attitudes which they hope to develop, and, "enough research has been done to prove that schools are not justified in assuming that desirable social attitudes will be developed as by-products of ordinary school instruction, but carefully planned activities and discussions are capable of modifying attitudes and prejudices in the particular field worked in."

These are the trends of reform in the progressive schools of America and their most refreshing feature is the definite aim with which they are directed towards a personality fit to live in a democratic world.

However, in New South Wales, we are not entirely adrift or bound in a Sargasso of worn-out traditions.

It would be a mistake to overlook the important reforms which have benefited primary education during the past decade.

The abolition of the Primary Final examination has already been mentioned as a major reform, which gives teachers freedom to develop their ideas on teaching by the project method or uniting the separate subject about central themes. There are schools in New South Wales which are doing pioneering work in those social studies which really unite the school with the community and there is an increasing growth in the use of radio and films since the coming of peace has made more equipment available.

The introduction of pupil record cards was an important step forward and the raising of the school leaving age to 15, the opening of Child Guidance Clinics, the appointment of school counsellors, the experimental work on speech therapy in certain city schools and the wider use of standardised tests are other gratifying developments of the last decade.

But we are a long long way from the golden goal of an educational system fit to serve this age of science.

Next in importance to the democratic ideal is an effective system of education without which democracy cannot function efficiently nor survive for long. To attain the educated citizen whose characteristics were postulated by the Educational Policies Commission, our pedagogical tasks are: First, the development of certain skills of reading, writing, calculating and expression as the tools of further development, and, second, the integration with the child's personality of a wide pattern of social behaviour. This behaviour includes attitudes towards health and hygiene, the family, the arts, recreation, ethics, socio-civic relationships and economic political and vocational principles.

A generation ago the first task was the major preoccupation of schools. It is only since we had a new syllabus in 1822 that the importance of the second has attained something like adequate recognition; but, this recognition is complete in the Director-General's preface to the 1941 syllabus, which says, inter alia: "Its (schooling's) ultimate aim, in the attainment of which the school should co-operate with the home, the Church and community activity, is the continued preparation of the child not only that he may take his place worthily in the existing social order, but that he may, at the same time, come to understand the necessity of modifying this social order to meet his needs, a modification which he, in association with his fellows, will bring to pass as a result of a training which enriches, illuminates and gives point to his growing experiences."

That was the final announcement of the slow and unmoored demise of a school system, which considered subjects more important than children and the status quo as an educational Rock of Ages.

**An Evaluation of Modern Education

(Leonard & Eurlch).

(To be concluded)

The Citizens' Army

Colonel Cormack, commanding officer of the Citizen Army in Wagga is desirous of establishing a branch of the Sydney University Regiment within the College. Members of this regiment can attend the annual camp during the Christmas vacation with the parent unit in Sydney. Uniforms are provided, and those enlisting are paid at the rate of 9/6 per day; such rate can be materially increased by the attainment of certain efficiency standards and promotion. All men over the ages of eighteen years are eligible to join, subject to their passing the prescribed physical examination.

Those interested are invited to attend a preliminary meeting to be held in room five at 6.45 p.m. on November 3, when any inquiries will be dealt with. The establishment of this unit will be dependent upon the number who attend this meeting; so if you are interested your attendance is important.

Some Suggestions

Considering that first years have availed themselves little of opportunities for critical comment on "Talkabout"—they being naturally discreet and "Talkabout" always, welcoming constructive criticism—we force the hand of youthful colleagues.

Thus, agreed that "Talkabout" is a worthy production, there appears the possibility that it could be still more worthy—indeed, it will in future, most likely, reach the standard of "excellent."

JOHN WALLACE: Though the paper is interesting enough, I think that it could be more humorous. It should be confined to College activities and interest would be increased if there were a weekly article by lecturers. (Recall the outstanding landmarks of lecturers' articles last year, second years.)

ANONYMOUS: "Talkabout"—convenient size for sweeping up the rubbish. Therefore, women students require seven copies if they fulfil their duty. Good sales!

EILEEN RYAN: A good paper when there is "Watson," but slow without it. Definitely a College paper, exclusive—if students want topical news of world affairs let them read the daily papers. "Talkabout" is a credit to Mr. Fryer. First years are wondering who will fill his elegant position next year—a big man for a big job. I resent innuendo.—Ed.)

JUDY HANNS: Everyone with whom I have come in contact, outside of College, who has read "Talkabout," has appreciated it. It would be still more interesting if there were fewer long, stuffy articles and a little more LIFE.

TOM ALLPORT: There should be a classified advertisements column in "Talkabout," otherwise I am satisfied with it.

FROM FIRST YEAR GIRLS: A plea for privacy.

EDITOR'S EDICT

Long stuffy articles, which in the opinion of Miss Hanns preclude perfection can be eliminated if more students write more articles. Of necessity when few contribute there will be some repetition of thoughts, expression. The remedy is in your hands.

I welcome Tom's suggestion. Classified advertisements will be accepted for a trial period of a fortnight—at the end of this time, dependent upon the number of advertisements submitted and the amount of space required for this aspect of the paper, a decision will be made about their being retained permanently.

Scout-Guide Club

This club has not been progressing as favourably as it might, due to the fact that, although there are over 20 nominal members, there are not sufficient at meetings to carry out the desired activities.

Over the past weeks we have had short talks and discussions by S. Yonge, K. McLean and A. Kennedy on "Brownies,"

"The World Organisation" and "The Teacher's Place in the Movement." Other activities have included sing-songs and a debate—"Should a White Mouse be Called Albert?"

We shortly have to have some literature available for general student reading. Miss P. Lovett is now assistant leader, following the resignation of Ken McLean.

Future activities will include a hike which will be discussed at the next meeting. Watch the notice board.

A.A.K.

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