

talk about

LIBRARY TEACHERS' COLLEGE
- 3 AUG 1971
WAGGA WAGGA *

A publication of the students of W.W.T.C. FRI 9th JULY VOL. 25 No.3 CIRC. 700



blackboard jumble

"New teachers are trained in the latest methods and theories of education --- and they are prepared to instigate relevant teaching practices in the public schools.

But when they actually enter a public school, they soon discover that little has changed since they were there as children --- and that as teachers, they have no more say about the education process than when they were students.

It does not take a new teacher long to realize that as an individual with new ideas he is liable to be regarded as radical, dangerous or even wierd, and that invariably he will be pressured, bullied and coerced into conforming with the existing practices regardless of his individual abilities and talents.

No individual with creative energy, new ideas and enthusiasm can work long within such a restricting and stifling system. Consequently, Australia is losing its greatest educational resource --- its energetic, knowledgeable, and dedicated teachers.

When an idealistic teacher enters the classroom, it is not the small room, the lifeless decor, the functionless space, the lack of materials, nor the sea of faces staring at him from using new and relevant techniques of teaching (or helping the individuals learn how to learn). It is the well grounded knowledge that he simply will not be allowed to inovate.

The really depressing thing is that even if all the collective teacher demands were met, the state of education in Australia would still be miserably substandard.

This is because the bulk of teacher demands are self rewarding and are outside the realm of directly improving education.

The only way to really effect direct improvement is to concentrate on education-al methods and processes.

For example, even though the higher school certificate examination is passionately hated by a majority of teachers, we do not

see them striking to have it abolished.

Any system which is geared to a product rather than to a process must subordinate the individual to ensure good production quotes.

The ecstasy, enjoyment and excitement which is real learning is ignored for a product orientated system of cold programming. The examination system of education stresses mediocrity and ensures conformity."

The Australian.
25th June, 1971

Mutilated by
Lorraine Taylor

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The hard part of any paper is the editorial which no one ever reads, so I'll make this one short and sweet. I suppose the most important function at the moment is the ball. Everyone went, knowing that they would have a good time, but how many bothered to spend a few hours of their time making this possible? How many helped decorate the hall before the ball, and clean it up afterwards? This seems to be the pattern of behaviour for most activities in life, everyone will help with the celebrations but not the actual preparation when it means a few hours of one's time or a bit of hard work.

Enough of that, full credit must go to those who did bother to put a bit of effort into the ball to make it the success that it was. Let's hope that more co-operation is forthcoming next time.

Vicki Gow

Living Out in Docker St.

If you are looking for romance, mystery and excitement in your life---STOP---Dont read this article.If your out to retain a certain cultivated image,youll get nothing from these words of wisdom.

BUT if your a male or female who gets masochistic satisfaction from destroying the "tang" of male/female relation ships this article is for you,baby!

The first step in the disillusionment process is to move out from the virginal mystique of the dormitories.The second step is to find two flats in close proximity---upstairs and down stairs in a block of flats will do ---put "da-girls" upstairs ,and "da-boys" downstairs and what will you have?Eventual,complete disillusionment.

Mind you ,the first few days are quite smooth.There we have "da-girls" upstairs visiting "da-boys" downstairs,bringing them glad tidings of chocolate "puds",little cookies and showing them how to operate the nineteen-forty-eight Hoover Washing machine.There we have "da-boys" gratically offering "da-girls" a lift each day to college,running "da-girls" around town (at the expence of 15 minutes at the "Turv" with all the udder boys) and waiting with a smile as "da-girls" slap on the face savers (make up) figure(use your imagination dumb+dumbs) and life savers(colgates and spray fresh).

THEN THE ROT SETS IN

I mean,can you imagine the horror that appears in the male eye when the male eye first lights upon "da-girls" female form in a six year old dressing-gown,that makes all figure savers completely redundant.Can you visualise the growing horror in the male eye as the male eye moves upward to rest upon "da-girls" female face shown in glorious sterility without face savers BUT with freckles,warts and "accers" glowing in naked splendour.By now the male mind is wondering if this is in fact one of "da-girls" he used to admire as their female form disappeared toward the virginal mystique of the dormitory.

THE TANG IS CURDLING.....

But there are two strands in the disillusionment process.If you are female and still cherish ideals about wedded bliss,dont read on,this will really louse up your ideals "baby".

I mean,Ireally mean,can you imagine the terror that appears in the female eye when one of "da-boys" appears at the door twelve o'clock on the proverbial day of rest,suffering from post -saturday night binges."Da-boy" has turned into an unknown species with mean ,reddened slits where his eyes should have been and whose only means of vovalisation is a grunt.Can you visualise the growing terror as the "thing" grunts a few syllables which sound remarkably like,..... "Gawdwottanightgotany caffee?"

THE TANG HAS CURDLED.....

But the disillusionment process goes on."Da boys" now grind their teeth into a grotesque smile as "da-girls" jump apologetically into their car ten minutes after the nine o'clock lecture has begun. "Da-girls" sink slowly to the floor as one of "da-boys" (in a fit of alcoholic devilment) reveals to all at the "Turv" "da-girls" most embarrassing moments (told to "da-boys" in a moment of trusting) stupidity) , "Da-boys" mumble in their fungi as one of "da-girls" troops in,cheerfully asks if they can use the shower (theri's is on the blink) proceeds to use the shower,drips cheerfully out having used all the hot water.

"Da-girls" walk home from college in bitchy martyrdom because "da-boys" have gone to that holiest of holies---footy practice!

And then,the ultimate climax in the process of disillusionment: One of "da-boys" offers to tea teach one of "da-girls" how to drive (silly boy). "Da-boy's" car is now in "da" garage with "da" wrecked clutch!

THE TANG HAS WELL AND TRULY BEEN TRODDEN ON.

ANN COLEMAN



In the wee hours

Into the early hours of the morning a student worked. Around 2.30a.m. he heard a sound in the corridor. He crept out of his room...nothing, but a gust of wind and a slamming door...

Night in winter;a student wandered across the ovals, reflecting...a form appeared about 100 yards away and shadowed his movements.

What was this form? Who was in the corridor? The answer to both these questions is simple. It was no one. The students concerned had not seen or heard anyone. But they had experienced something. Many students have encountered strange Phenomenon in the last few years. No one has been able to explain these experiences. Most have encountered these forms or spirits on foggy nights near the gymnasium or on the ovals.It may appear at any time and follow the unsuspecting student for several minutes.So far no one has been injured or attacked by this form but no one has tried to find out what it is.

Some say it is the ghost of a student who drowned when 32 men tried to have a shower at one time and only one shower was operating.

Others, that it is a lecturer checking on the activities of students. However until this form is captured or dealt with, foggy nights will not be safe for students who venture away from the light on the College grounds.

TONY BYRNE

On the Outside

One question that probably goes through your little heads, just as it went through mine, sometimes, is --- What's teaching really like? Is it really the Don Quixoteish conflict between ignorance and enlightenment that college portrays it as? Is it a situation where gentle children wait with baited breath for the words of wisdom that 'Sir' or 'Miss' spouts out.

Don't have so noble a picture or you will be a little disappointed and probably half of last year's 2nd year students were. Sometimes it's a dirty fight where you nag, pick yell and rush off to the pub to relax.

But remember one thing, you're learning too. You teach a few algorithms, a few poems for the inspect- or to get all gooey over, a "Day at the Beach" type of composition plans..... But you learn a hell of a lot too- from the kids.

Not just IQ's, reading ages, answers to questions who's the class dumbo, why a poem is good, etc. But you learn a lot (in so short a space of time as three months) about them- their likes, dislikes, their feelings, sometimes their fears, their needs.

You also learn to undersatnd what a beautiful, unblemished, pure being a child is. They don't care who you are; they'll tell you to "Get ...", you're a good teacher, (or a lousy one), you yell too much , they like you. It goes on and on. They're honest and truthful and so, basically (despite what the child psychologists say) simple and uncomplicated. They like sometging because it's good or nice. They don't like something because it's bad, not nice, or not worth worrying about.

So look forward to next year. Teaching's the only job you get paid \$3,000 tax free to learn.

Ray Parkins.
Ex-student.

WHAT BETTER PLACE TO TRAIN TEACHERS FOR THE
TEACHING SITUATION THAN TEACHERS COLLEGE ?

CONDITIONS ARE BAD IN BOTH PLACES !

College, reality and us.

The recent comparison of Teacher Training to Disneyland (for those who missed this gem : Fantasy Land---waiting for pay, Adventure Land---prac. teaching, Tomorrow Land---that which Lecturers tell us about, and Frontier Land---the real thing) to my mind, was very very apt to this College.

It has been very noticeable to me, ever since I arrived at this College, that those standards which are preached so religiously over the pulpits and those by which we are treated (and in some cases, admittedly, deserve to be treated) differ very widely.

The thought of that hilarious letter which accompanies some mid-year exam results, is a good example of this. After all that gaff about 'capabil capability levels, treating us like adults etc., there is one almighty attempt to get our parents to scare us into working and, just in case that fails, there are those solemn Area Interviews which are an insult to the intelligence of any adult, both lecturers and students.

Let us move further. The students also score very highly here. The idea seems to be to get into the schools, put a beaut show on for the supervisor, manage and control his class, try to help bring up his children then go back to College to the Tavern and hope that when he starts rolling he might roll home.

Little wonder that the College is full of people carrying a mask to cover up themselves. The dual role of the teacher (instilled in us from the first day) and the confusing, hazy standards of an Administration which insists we are adults and doesn't go any further, all help to confuse a developing person just that much more. He grows into taking on roles, and by God does he take them on.

So hard is it to find a student who is himself That it is almost funny. Sure, you can find many students, but I never cease to wonder what each new person I meet is really like. Will I, or anyone, for that, ever find out ?

Believe it or not, it is important to present yourself as you really are, but the lack of ability to do this is the result of a careful education, and may result in an unreal world populated by snail-like people.

JOE ILK

BY WHAT STRANGE PERVERSIVE MIND ARE WE TAUGHT SO
MANY USELESS THINGS, WHILE THE ART OF DOING COUNTS
FOR NOTHING ?

J.J.ROUSSEAU.

An Outsider Has Been Among Us

A student from the University of N.S.W. visited college for a few days last week. He has a look at the college, spoke to quite a few students and on his departure, left these comments as food for thought.

Q. What is your view of the college compared with Uni. life?

Compared with Uni. this place is a trumped-up high school. This omnipotent, unseen deity, the administration, which seems to run this show, appears to have unreasonable power, as is shown in the rules. I would say that this T.C. is apart from Tertiary education: it is not in the spirit of adult education.

Q. What about the rules then? Do you think they are fair?

Restricting walking area about the College characterises a complete and utter dictatorship. The segregation between males and females to this extent (men not allowed near women's dorms except at prescribed times, and vice versa) to me sounds very paternalistic.

Compared with Uni. colleges these Halls of Residence are like secondary boarding schools, where the moral welfare of the students is protected by those supposedly wiser. The Administration is imposing outdated doctrines on a group of students in a modern age. The rule that disallows a fellow to escort a female all the way back to the Residence is an example. This is carrying power

beyond logical foundation.

Another example is the rule that restricts what a girl wears! It's just like High school when you get into trouble for not wearing your uniform.

Rules of this nature are not only unfair, but also an insult to the intelligence of young adults. Q. But couldn't the differences between these types of tertiary education be the reason for the different environments?

The two institutions have basically the same format; a system of lectures. There is however some difference between the two, but does it warrant the enforcing of trivial rules? Can this dictatorship be justified when the aim of both Uni and T.C. is to put people through a similar system. There is very little difference when you remember that the aim of both is to educate adults.

The whole Uni. environment is based on complete freedom. There are no stringent checks on attendance at lectures. There are no restrictions on the individual beyond those of common sense. In other words, every thing is left up to the individual. The advantages and disadvantages of this have been argued many times.

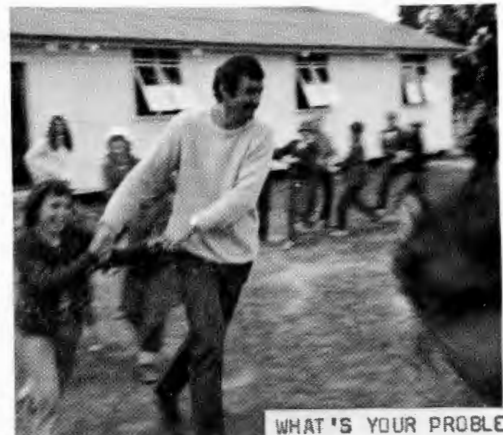
Q. You would say then, that this T.C. is not a true Tertiary institution?

Yes. Whether this is true for the whole system of T.C.s or not, I don't know. Things may be different next year under the C.A.E.

It will be interesting to see what happens.

 * GET SET SET *
 * * * * *
 * Q-quickly and smoothly she whispers up high,
 * A-ustralia she leaves as she splits through the sky,
 * N-ever the sea...leaves the ship in the dock.
 * T-ick, Tock.... Tick, Tock,
 * A-ll open your baggage and search for a package,
 * \$ 500,000.
 * * * * *
 * Brown's Cow. *
 * * * * *

Colin Semmler



WHAT'S YOUR PROBLEM, BOB ?

snow bunnies

A GUIDE TO SKIING FOR THE ARMCHAIR SPORTSMAN.

The Ski Season is here, and for the would-be-skier plans are afoot to get with the gay, young and international scene. Here are a few do's and don'ts that may give you a better perspective.

Dress for the occasion. Even if your plans or abilities do not cater for schussing over the piste no one can tell what standard you've reached if you look the part---when walking! Jeans and corduroy boots give you away immediately.

For fatties, the fairesle and stretch pants cover a multitude of sins (is it bulky clothing or just you?). Take up a nonchalant pose, order a gluwein but surreptitiously tip it into the nearest clump of edilweiss while disclaiming its merits, and throw an occasional "stem on traverse" into the conversation. Stay off "christies" and "wedeln" or you'll be up the summit before you can say snowdrop.

For the skinnies, wear a few layers of clothing where the subcutaneous isn't up to scratch. Only you will know. Several layers of different fabric are most effective in keeping out the cold (air is trapped between layers and acts as an insulator). A can of fabric spray is cheap, and will proof your outer wear effectively.

If it's your first time up and morale is low, don't let on, stand nonchalantly, and survey the skiing area, skis resting lightly on shoulders, (tips uppermost), and stocks in the same hand that is steadying them. You can hold this pose until falling snow begins to build up---then you must move to a new point, lightly brushing off as you go or someone will mistake you for a well sculptured snowman.

When you do pluck up courage and clip your skis on, spend some time on the flat simply learning to walk, slide one ski forward at a time with tips up, co-ordinate arms and stocks; left leg, right arm; right leg, left arm; then pick yourself up and start again! Don't walk towards an incline, stay on the flat. It's definitely non-U to ski backwards. Only the rank amateur performs this way, and even you aren't as rank as all that!

Once you can walk, Try side stepping up a gentle incline. Keep your skis parallel to the slope and press the upper edge into the snow. Lean into the hill and transfer weight onto this ski. Your uphill stock moves with the uphill ski and is used when transferring weight. Now move the downhill ski while unweighted, the downhill stock supports as you move. The action is repeated until you reach the desired height, not too high for the moment! Skis not kept parallel will precipitate you into an unplanned downhill run called schussing, for which you are not yet ready if you haven't planned on going. Worse, you may go backwards, and remember, a backward skier just has to be retarded. This last will earn you the title of "snowbonny", and you can interpret the adjective as you will.

When descending, keep your skis parallel, weight forward on both feet, with ankles, knees and hips slightly bent; push off and you're away. As you

approach other skier who are also descending, you call "on your left" or "on your right" or "look out" Now, choose a gentler slope when you've picked yourself up and try again, Perhaps Tomorrow?

The apres-ski is good for the soul.

Next issue, we'll learn how to stop if you can hang on till then.

The Abominable Snowman.



slave day

DRINK
MILK
AND
SALE
THRU
THE
DAY!



something funny

Some time ago, one of the Editors of this publication asked me to "write something funny for Talkabout." I refused---arguing that the surest way to turn of a sense of humour is to ask one to be funny. But like a good Editor (Editress ?), she insisted. She even suggested some topics; "the netball club (how can one be funny about the leading sporting club of the College ?), the Union (hardly), newspapers (funny enough perhaps---but who needs to be told ?), and so on.

Then it occurred to me that really the funniest thing around here is the students, especially the student when he (or she) is trying to be serious. The problem was solved. All I need to do is let students speak for themselves, to share with you some of the wonderful questions they ask and statements they make in lectures, assignments, examinations, etc. "Funny" isn't the word for most of these gems:

Several years ago, for example, one gentleman---trying for a big finish to an essay on learning theorists---wrote: "Tolman advanced no major theory of his own, but was content merely to play with himself and criticise the theories of others." I could never bring myself to find out exactly what he meant.

In the same year, during a lecture on motivation in Psychology course, a young lady (now teaching in Broken Hill I believe) lead us off into a discussion of homosexuality. Her questions became increasingly difficult to answer and even her peers were, beginning to writhe. Then came the clincher; "But Mr. Keeble" she asked, "what do homosexuals do?" End of discussion.

Then there was the girl who woke to find that the bus on which she was returning on Prac. had come to a halt. "Why?" she asked, and was told that the bus had run out of petrol. Her next question "What the hell do we need petrol for?" And the other girl who held up a picture of a group of naked Greek youths in a gymnasium and asked something like; "What do you notice about the clothes these boys are wearing?" Incidentally she is still with us.

Examination papers are a rich source of student

humour - unintentional of course, and not all that funny to the disillusioned examiner at the time. I offer the following without comment:

'Performance assessment is when the teacher asses his pupils.'

'A teaching model is a decomposition of the teaching profession.'

Question (Music paper): 'What is an accidental.?'
Student's answer: 'It's when a musician makes a mistake.'

'To make a curriculum you must have a good source of information in the first place - such things as knowledge about society the school is in (affluent or effluent).'

'The next group in society is the socio - economic group and they might want their children to learn about economics.'

Assorted 'quickies':; lawyers; higher purchase; disloyalty to the thrown; rope learning; the status quote; social morays'

And finally of quite recent vintage, one that will surely go down as a major classic. As a reason for absence from a lecture a student wrote:

'd/er di/r lose bowls'.

There are plenty more where these came from and, perhaps, this article(?) could become the forerunner of a regular column - a sort of staff answer to 'Foot in Mouth' - in TALKABOUT. An added bonus in such a column might be the publication of the names of authors of these literary gems for, although I have refrained from doing this (for various reasons), I believe such genius deserves full recognition.

P.J.Keeble

27 - 6 - 71

.....
BLACK AND WHITE HERE'S ANOTHER VIEW.
LOVE TO FIGHT BOTH TURN BLUE
YET WHEN DEAD BECAUSE OF WHACKS
BOTH BLEED RED. WHITES AND BLACKS.
.....
John skuja.

FREEDOM

Life in the 70's is fast. We are all in a flat spin making very little headway, fast. Affluence, yes we profess to possess it but do we really have the abundant free flow of goods and riches that the word 'affluence' suggests, or, is our affluence a process of contending for some material gain?

In society, there are very many unfortunate words, one is 'class'- it is so easy to blame social strife, repression of the underdog etc. on the class structure. We could even go further and blame the poor old mother country for the introduction of 'class' into Australian society. It's not our fault is it? Why have we got a class-structured society (and more rigidly structured than some people are aware)?

I would hypothesise that it is because we want a class structure. We don't really care about the poor unfortunate, at the bottom of the social ladder, who lives in a shack if he is lucky and can't afford to feed and clothe his wife and kids. Even those who do stop to think, ease their own minds by simply crying, "The Government, yes, 'they' should do something about it," or even more simply, "It's the fault of society" but who are the Government and who are society? Aren't they you and I?

We are so wrapped up in our own struggle for affluence that we don't even consider the basics of food and shelter anymore:- what do we work for? Not for food and a roof over our heads, no, that would be old-fashioned, 'they' must ensure that we have all these things. We really work Monday to Friday so that from Friday night till Monday morning we can "live" so that we can afford that extra can, the most fashionable clothes and more social activities, etc. Work is a bore.

What is our aim in life? Perhaps it is to make a contribution to the education of some sweet little children in N.S.W. But what of your contribution to these kids---will you turn them out to be able to read nicely, do their sums and know about Captain Cook and Christopher Columbus, or will you send them away feeling that there is purpose in life, that we can have happiness and joy knowing that there is an end after life on earth.

How long is it since you have stopped and asked yourself the question, "What is the purpose of my life? What am I looking for in life?" I would propose that you are looking for freedom; freedom from the struggle for material affluence, freedom from the turmoil of life.

How do you get this freedom? Some would have it that they can be free by going around doing their own thing, wherever and whenever they please. This may be okay for those doing their own thing, but there are other people in society. Freedom implies liberty; freedom to do what you desire, but within the mores of society. Since we must live in society (unless you wish to find an uninhabited island) then as we assume liberties, we must assume the responsibility associated with this liberty, as it fits into the conventions of society. To take a simple example: At the age of 17 the youth of N.S.W. are eligible to hold a driver's licence (after appropriate tests). Now associated with this liberty are certain responsibilities, for example, keeping the rules of the road. We could look at the case from another point of view and say that in taking on more and more responsibilities we entitle ourselves to much more freedom.

Some people however, seem to be in search of a freedom which involves no responsibility, but I would state that there is no such freedom. Alan Blythe





Principal's message

Two of the delightful phrases that occur in trade journals or advertisements are "as is" and "or best offer". Sometimes at the bottom of clerical lists or even accountings one sees the phrase "omissions and errors excepted" or sometimes just the letters "E&OE". All of these kinds of phrases catch up the universal situation where people recognise the limitations of the work that they have done, the quality of the product that they have, or even the resources available to them.

One wonders where parallel phrases might be found in the field of Education. What does the teacher say to the children that that is the limit of his/her knowledge, and perhaps the accuracy thereof is in some doubt, and perhaps further information might be found in some kind of resource. In an earlier era in teacher training in N.S.W., young teachers expected to know everything and to have it perfectly accurate, e.g. they had to have perfection with mental and written arithmetic, with spelling, with historical facts, with pitch and time in music, with craft models, natural science specimens.....

Nowadays because of some kind of relaxation or perhaps because of the ramifications of knowledge, we seem to accept the idea that providing general principles or concepts are accurate, the detail can be checked in some kind of resource. This has some generosity involved in it, but it also has some dangers. It is difficult to know just at what point one draws the line and says, these things must be perfectly accurate, and these other things can be generalised and subject to check later on.

The same problem of course arises in written essays, articles or books. In reading the critiques of books one is struck by the reviewers concerned with the accuracy of the statements, the footnotes, the bibliography, etc.

What standards do you set for completeness of knowledge (encyclopaedic?). What knowledge of resources and a location of resource-material have you mastered? What sort of accuracy and completeness are you going to ask for in your learner under your care?

M. E. HALE

Principal

MAN OF THE MONTH



David and his doll's house.

cross of iron

"Today's television child is attuned to up to the minute adult news ... inflation, rioting, war, bathing beauties ... today's child is growing up absurd because he lives in two worlds and neither of them inclines him to grow up."

Marshall McLuhan.

"Well, you have made for yourself something that you call a morality or a religion or a whatnot. It does not fit the facts. Well scrap it. Scrap it and get one that does fit!"

George Bernard Shaw.

"The test, and almost the definition, of sanity is the power of adjusting oneself to the environment.

F.H. Drinkwater.
What motivates man?

"... A life of perpetual fear and tension; a burden of Arms draining the wealth and the labour of all people; a wasting of strength that defies the American system or the Soviet System or any system to achieve true abundance and happiness for the people of this earth. This world in arms is not spending money alone. It is spending the sweat of its labourers, the genius of its scientists, the hopes of its children. This is not a way of life at all, in any true sense. Under the cloud of threatening war, it is Humanity hanging from a cross iron."

General Eisenhower.

Lorraine Taylor
Marilyn Wheeler

In his recent book "Modern Architecture and Expressionism" Dennis Sharp devotes a complete chapter to Rudolf Steiner's work in Architecture. It would take many chapters in several books to adequately summarise the thought and teaching of this modern Uomo Universale. Speaking and working with professionals and experts in thier own fields Steiner was not only able to give new impulses to Architecture but also to agriculture and epiery, speech and drama, eurythmy and dance, medicine and pharmacology, pedagogy and curative education, u music and art, political and social organisation, philosophy and theology, as well as develop the cen central tenets of his thought system known as anthroposophy.

In little more than 20 years he wrote 20 books and numerous shorter articles. He gave nearly 6,000 lectures and addresses in an enormous range of disciplines. When it is finally published the standard edition of his work will number some 350 volumes. Add this to the painting, the sculpture, architectural designing and engineering, the written plays and their production, and one is confronted with a life of prodigious range and productivity that has probably never been equalled.

Born in 1861, the son of an Austrian station-master, he paid his way through school and university by acting as tutor in subjects he often had to master before he could teach. He completed hi first degree at the Technical University of Vienna in Mathematics, Chemistry and Natural History and obtained his Doctorate of Philosophy from the University of Rostock for his contribution to a Theory of Knowledge which provided a refutation of Kant's work. In his late twenties he had achieved sufficient reputation as a scholar to be invited to become the co-editor of the new and definitive edition of Goethe's works. He was responsible for editing the scientific works of Goethe in particular and he devoted his life to to this project until its completion in his 35th year. It was from this point that he entered into the amazing range of pursuits already referred to above.

Of specific interest to teachers is the work Steiner initiated in Pedagogy and Curative Education In 1919 he accepted the opportunity of establishing a school for the children of factory workers and so began the first Waldorf School. Today there are over 80 such schools. His interest in therapeutic medicine has led to the establishment of over 100 schools based on the principles and methods he enunciated. There are 3 such schools in Sydney. Visitors to the Steiner schools are often at a loss to comprehend the methods employed in the school. Although it is impossible to do justice to all the underlying principles some of them are offered as a basis of comparison with our own State system.

..... The Waldorf Schools practice "period teaching" as they do not run to a fixed timetable. One subject may be taught from 4 to 6 weeks as a main subject and then not be taught again until later in the year. This applies to subjects such as mathematics, history and science. Instrumental music involving wind instruments is taught from the very beginning and

so are languages. On no account should either of these subjects be intellectualised before the 9th or 10th year.

..... In the Elementary School the "rhythmic-system" of children is the basis for assisiting the child to grow. Eurythmy, gymnastics, dance and music assist the child to grow in a healthy manner. If the content of the curriculum is intellectualised too early the health of the child is impaired in later years. Steiner himself did not learn to read until he was 12 years old.

..... Up until the cutting of the second teeth the child lives naturally in a world of fantasy and only slowly does this world of fantasy phase into the sense-bound world. The narrative lesson which involves the telling of nursery rhymes fairy stories, legends of folk heroes, old testamnt stories, myths and animal stories are particularly related to the later creativity of the adult. Logical thought, if introduced too early, tires children, whereas fantasy enlivens them.

..... Children are grouped according to temperament rather than ability Steiner distinguishes 4 basic temperaments: the choleric, the phlegmatic the melancholic and the sanguine. Each type of gild demands a differing teaching style and is introduced to the curative aspects of colour according to temperament.

..... Ideally teachers follow a class of pupils through Kindergarten to 6th grade. Children are graded according to age rather than ability, and the influence of child on child is considered an important aspect of teaching.

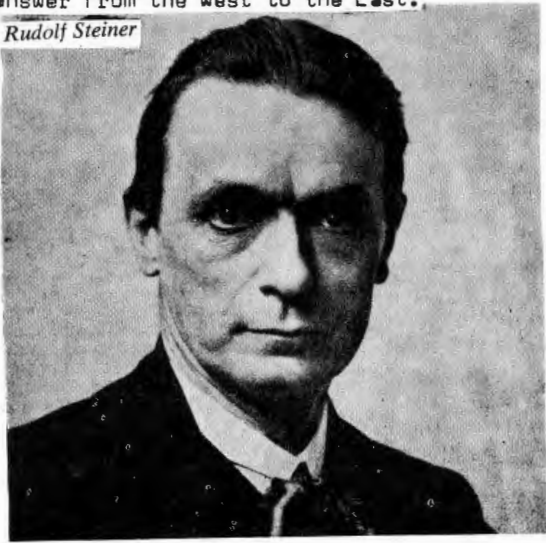
..... The school organisation is run by a college of teachers in which each is invited to contribute his ideas on an equal basis and teacher enjoy great freedom with the activities they pursue.

..... While the school is not an organ for the indoctrination of children along anthroposoph anthroposophical lines, it neverthelsss assumes a stand in regard to the nature of man and the pedagogy is consistent with the basic philosophy of life taught by Steiner.

At a time when the Western World is becoming increasingly enchanted with the East and is subject to the theatrical cult of the Maharishi and the Mantrams of the Hari Krishna Chanters, it may very well be that the Western Esotericism of Rudolf Steiner will meet an increasing need and provide an answer from the West to the East.

By Mark Smith
RUDOLF STEINER

Rudolf Steiner



Pakistan: The Succession Crisis

"If we begin to think of ourselves as Bengalis, Punjabis and Sindhis first and Moslems and Pakistanis only incidentally, then Pakistan is bound to disintegrate."

- Mohammed Ali Jinnah, 1948.

In the first week of March this year the blood flowed as the world's fifth most populous nation (130 million), divided between a wheat-growing West with tall, light-skinned people and a rice-growing East with short, dark-skinned people, moved ominously toward a breakup- or a civil war.

The man behind the impending split was Sheik Mujibur Rahman, the unchallenged political leader of the more populous, poverty-stricken East Pakistan.

"Pakistan, as it stands today, is finished"

There is no longer any hope of a settlement," he said.

He urged that East and West Pakistan adopt separate constitutions, and that his followers refuse to pay taxes to the central government which was situated in West Pakistan. He wanted an outright declaration of independence with the establishment of Bangla Desh (or Bengal State) - and this would become the world's eighth most populous nation.

The crisis was an extension of the over the central government's neglect of East Pakistan that helped force President Mohammed Ayub Khan to resign two years ago.

His successor, General Agha Mohammed Yahya Khan held elections last December for a Constituent Assembly that would draft a new constitution- Pakistan's fourth since 1947.

In a stunning victory Mujib's Awami League won 167 of the 169 seats and an overall majority in the Assembly.

Mujib pressed a six-point programme demanding that East Pakistan handle its own taxation, foreign trade and foreign aid, thereby bringing an end to the West's longtime dominance.

Mujib accuses the West with 58 million people of taking:-

70% nation's foreign aid

70% of its imports

Monopolising 85% of the central bureaucracy and 90% of the army.

By contrast East Pakistan, with 72 million people (including a large Hindu minority) remains one of the world's most densely populated regions (1,400/sq.mile.); one of the poorest (\$50 per capita income per year) and one of the most disaster prone (last years Ganges Delta cyclone killed as many as 300,000 East Pakistanis).

In West Pakistan, ex-foreign minister, Zulfikar Ali Bhutto and his Pakistan People's Party emerged as the strongest force---he was pro-Chinese and anti-Indian.

Mujib was pro-Western and would have liked to make peace with India.

More important, most of West Pakistan's capitalists, bureaucrats and Army officers support Bhutto, who opposes Mujib's six point programme because it would destroy Pakistan's unity and his own ambitions.

The continual postponement of the Constituent Assembly to meet in order to come to a decision over the six point programme infuriated the Bengalis

"I am not imposing the six point programme on West Pakistan" declared Mujib, "but the people of Bangla Desh are entitled to it, and they will have it."

Protest, strikes and clashes with soldiers broke out, and after the Constituent Assembly

convened on March 25th, secession was inevitable.

The crackdown on the breakaway State of Bangla Desh began late in March. West Pakistanis were determined to shatter the economic base of East Pakistan in order to crush the independence movement. On orders from the Islamabad high command, troops systematically gunned down students, engineers, doctors, and any other persons with a potential for leadership, whether nationalist or not.

There is, however, a deep sense of brooding among the intellectuals and politicians of West Pakistan, who see the end of ideals upon which Pakistan was founded 23 years ago.

"When we were building this country, the only argument we had for dismembering the Indian subcontinent was our desire to build a home where all of its Moslems would feel free and equal"---an elder statesman said in Lahore. "That ideal is now dead, and the Pakistan which we conceived has gone out of existence.

Shirley Aspinall.

I SAW IT

AS I LOOKED BACK

The cabin crushed

And the people black

I could've stopped

But what the use

The blood pouring out

And the wild abuse

Who cares for the motorist

It happens every day

People killed and injured

"Murdered" is what I'd say

Here in my mind it rocks

the world of thrills

Lying down in agony, dying

Because of lack of skills

The way it happens

Won't make you laugh

The girl that was crying

Her brother in a blood bath

Think it wont happen to you

Look out on that next hill

Because over it comes

A nut behind the wheel.

John Skuja

still peeping at

P
I
A
C
E
S

The first ten days of the school year in California are spent in orientation meetings and general preparations before the children are enrolled. As well as the plethora of meetings much time is given over to preparing the classroom for the arrival of the eager, boisterous and excited occupants.

Clearly there is much to commend in the practice of requiring teachers to prepare in detail before the school year commences. It can be a most profitable time if properly organised.

There is no doubt beginning teachers gain in confidence before having to face their classes.

In Fresno, new teachers were taken at this time to visit the centralised school library services and the audio-visual centre. Fresno, with its population of 150,000 has a film library larger than that of the city of Auckland with its half-million people. Doubtless this is to be expected since Hollywood is only a hundred miles to the south.

I was impressed with the wide range of maps, globes, science apparatus and kits of display materials relating to specific topics. The social studies kits were simply and inexpensively put together. One of the half-dozen available to compliment Mexican studies included characteristic articles of clothing, cooking utensils, musical instruments, fabrics, recipes and toys. I am sure an inventive and creative person could put together these kind of kits for loan in our schools.

Audio-visual aids were available in plenty in the schools. The projectors were on wired up trolleys handy to each classroom. One of the most admirable features was the speedy maintenance service. It was rare for any one piece of equipment to be unusable for more than twenty four hours.

Playground supervision, which can be one of the most tedious chores, was tackled very seriously indeed. Playground accidents may result in court cases against teachers and school authorities. With this in mind, great stress was placed on more care per child.

In the event of an accident the school nurse would take charge. The attendant solicitude appeared at times overdone and perhaps not conducive to producing a race of strong front row forwards. A child reclining soulfully in the sick bay with an ice bag on his head was a common sight.

Young and all as these children were they were already enmeshed in the war for grades. In some cases daily and weekly grades were totted up to make a grade average. This evasive, elusive grade average determined the class, school, college, university and profession and even town or city in which the child, as an adult, might live and work.

After all, in a country of 180 million people classifications are a necessity. What is surprising is that the emphasis on grades and the pressure to succeed is so pervasive in the elementary school.

Straight A records are matters of great pride and status. They are mentioned with bated breath. Therefore a strong feeling of competition is engendered, but maybe this is acceptable in a society which encourages and rewards the person who is one jump ahead.

I wondered about learning for the love of learning but there's not much money in that concept. A teacher with a small class should be able to classify her class in kinder, flexible and more realistic ways than by applying weekly labels to memory tests.

Teacher training in California and in a number of other states now is carried on within the university. A five year course is the norm, with a bachelor's degree an essential part of the training. Practical work in the schools and courses in methodology of education are normally taken in the last year.

For practice teaching, students are carefully matched up with the selected co-operating teachers to avoid personality clashes and to ensure the maximum harmony and opportunity. Co-operating teachers are specially chosen and gain in status and prestige from their association with the students. (In New Zealand they receive special allowances for their supervisory work.)

K.N. O'FLYNN.

And I should absolutely never sacrifice intellect to the fancied interest of morals.

To the editor, Talkabout Vol. 11.

Dear Sir,

It is often noticed that people write to a paper when they have gripes criticisms and complaints, but very rarely will they write to congratulate a paper on its presentation and reportings of a case. The same situation arises in Parliament; a member's constituents are quick to petition their elected representatives of their grievances, but so slow to appreciate the concessions obtained for them. It is in this light that I wish to congratulate the editor and his staff on a well produced, interesting and 'broad' second issue, and 'particularly support and echo the words of your editorial; 'the aim of the system is not to spew out exam passing automatons', so let's get involved.

Thanking you,
Hans Van Haalen.

***** * *****

S.A.U.C.

Well now that the trials and tribulations of Sadie Hawkins weekend are over, the girls can sit back and expect a flood of offers for the next few weeks' outings ... wishful thinking I guess? Guys, your chance to repay the females comes on July 10th, when the Social Union holds its "Buy a Chick" dance. The men will be given a number of tickets upon payment of an admission fee and at the announcement of each bracket, he won't get a dance unless he presents the lucky bird with one of his tickets. The girls have to keep these tickets as the end of the evening will see a lucky number being announced, the winner getting a double pass to the next theatre party. So all of you B.M.U.C.'s who got flattered on the Sadie Hawkins weekend, move into gear and show your face. This is to be a chance for the whole student body to support S.A.U.C.

S.A.U.C.

Committee

Remember Sunday, JULY 11th, another first class

film in the 'heated' auditorium:

'FAR FROM THE MADDING CROWD'

***** * *****

BYE BYE BLOB.

The tragic death of T.V. compere, Blob Dyer has rocked T.V. circles throughout the National Network.

While sharkfishing at a well known holiday resort, and filming another of the famous P.B. Newsreels, Blob plunged off the bow of a hired cruiser while attempting to wind in a prize catch.

Onlookers said that the choppy seas and the speed of the shark prevented any aid reaching the struggling victim in time.

The whole incident was filmed by T.V. cameraman Simon Crank for the P.B. newsreel. Unconfirmed rumours suggest that this film will be screened as the windup for the P.B. television series, to be entitled, "Blob Dyer Picks A Box" Read the report on the funeral in the next issue.

VERY TERSE.



The Mozbird, painted as an owl
Presents a question...
fish or fowl?



THE ETHERNAL FLAME

It is coming close to ten years since the early pop groups hit the world via Britain. Only one of those groups remain - the Rolling Stones. For some eight years of crises and outrage they have carried on. When pop hit Britain it was mainly a revamped version of rhythm and blues. The Beatles played it with a clean sound. Their cleanliness took them to the top. The Stones were more authentic but they always ran second to the Beatles. It stayed that way till the Beatles broke up.

After the early years of pop most of the original groups faded away and were replaced by Americans. At the same time the Beatles began to move further away from R & B as their talents expanded. The Stones continued on with their old approach - notice the lack of development in their first three albums. This was not due to lack of talent but rather it was good business to stay in their field where they were the best and where they could make their money. Because their music had a murky appeal it was unclear to the establishment. Parents and such disliked them and in spite the kids loved them and oh didn't the Stones play on it. Realizing that there was money in being hated the Stones made sure they were just that bit too outrageous with none of the Beatles' innocence. It was in this period that Jagger's dance routines were formed and his ego trip began.

But with time a development had to come to their music. 'Out of Our Heads' their fourth album while using some basic blues riffs for songs showed the start of a change. Their lyrics took on a vicious bite.

From here they moved further away from their old style developing into a more complex one. A later album 'Between the Buttons' saw them at their best in this complex style. The instruments on the album were tight, varied and played well. Soon afterwards Sgt. Peppers was released. It was hailed as pop's first masterpiece. But it was badly timed for the Stones who were about to issue their own 'magnus opus'. It bombed badly. As a result of that and their

SYMPATHY FOR THE DEVIL

involvement with drugs they went into a year's decline only to re-emerge in 1968 with Jumpin Jack Flash. This was well back into rhythm and blues but with a force and wildness that reaffirmed their position as the best white R & B group. At the same time Jagger began to become more and more important while the rest of the group faded into the background becoming mere backing for his song and dance routine. As the Beatles withdrew into their private lives Jagger became pop's new found god.

A year later Brian Jones left the group only to die shortly after. He was replaced by Mick Taylor, a blues guitarist from John Mayall's group. The Stones held a memorial concert in Hyde Park with a quarter of a million people in attendance. It was the first time that Jagger appeared in his new role of a bisexual lucifer singing 'Sympathy for the Devil'.

Later they would release an album 'Let it Bleed' a blues record that showed them performing without the usual pop superfluity. An American tour followed and Jagger in occult gear stunned the American fans. The establishment press heaped praises on him and Lucifer played on. Then they played at Altamont in California where a black man was murdered by the Hell's Angels who had been hired by the Stones as a publicity stunt. The satanic laughter turned sour. Jagger's Satan kick might be all well and good but when someone is killed in front of you while you're dancing the pretence is a little cruel. The Stones left America in disgust. This year they changed record labels and brought out a new album 'Sticky Fingers'.

And where are the Stones going now. Hopefully they are working out a new gimmicks or forgetting gimmicks altogether. It is an anachronism; the old selling techniques are dead - we don't need fake heroes. We can't live up to those ideals anymore. And for the hero there is the risk of becoming isolated as the Stones have become isolated in a world so unreal that their art is irrelevant.

A. BERTRAM.

b.o.o.

In the minds of many, the term "opera" is the original five letter word; but there are about sixty revolutionaries in this College who want to change all that, and that is why we are collectively producing John Gay's "The Beggar's Opera", due for performance in the College Auditorium on August 12th and 13th. Being superstitious we are a little concerned about the latter date falling on a Friday but because we also like to live dangerously, we are pressing on.

While this old masterpiece is set in 1728, there exists a social fashion these days which will save us money---another dirty five letter word. The fact is that long haired male youth saves us the expense of hiring wigs. And this fashion, in combination with the inexpensive but obvious conservatism of students, suggest that slipping back two-and-a-half centuries will present no problem.

Armed with these initial advantages, rehearsals are under way. Even the Wagga winter is serving our purposes, since nightly walks under frigid conditions are likely to be less popular with members of the cast than rollicking rehearsals in a warm auditorium. With luck some practices will involve the best of both activities, as our fiery hero, Tony Byrne, will confirm.

The Play (or Comic Opera, or Newgate Pastoral, or what-you-will) deals with the criminal and other activities of a gang of highway men, whose leader, Captain Macheath, spends most of his time seeking, acquiring and attempting to escape from the charms of a variety of females---and some smaller amount of time seeking, acquiring and escaping from the less attractive material wealth of man. Tony Byrne was obviously born to the former, at least.

His ladies include Polly (Christine Dunn in disguise), Lucy (Debra Cox), Jenny Diver (Nika Lototsky), Mrs. Coaxer (Barbara Mike), Mrs. Vixen (Sharon Rook), Diana Trapes (Marilyn Cochrane),

Dolly Trull (Sue Stanley), Betty Doxy (Leonie Hale) and four other maternalised female skeletons in his cupboard whose parts are acted (acted emphasised) by Susan Lowe, Jenny Geddes, Josephine Dali and Jenny Moss, (plus a large number of other hopefuls)

A poverty stricken Tony O'Ferrall has agreed to accept the title role of the Beggar, on the condition that Robert Currie plays Peachum, Helen Sharp plays Mrs. Peachum, Tim Gleeson plays Lockit, and Colin Semmler plays Filch.

Another group of reactionaries have accepted the roles of highwaymen, prisoners, constables and women of the town.

A press-gang, composed of Mr. Noel Heading and Mr. Phil Vaile, recruited a band of helpers who, if they behave, will have their names on the programme.

"The Beggar's Opera" is a lot of fun for audience and cast alike. Don't miss it---you'll remember the action and the song for the term of your natural life.

Phil Vaile.



MAD DOGS & ENGLISHMEN ***** JOE COCKER
DOUBLE ALBUM

Joe Cocker is at his best on this album, which was recorded live in America. He has a new backing line up on 'Mad Dogs', as the Grease Band (his usual backing group) didn't tour. Musically wise his new line up is probably better, featuring Leon Russell on guitar and piano and Chris Stainton on piano and organ. The production is perfect and tracks like 'The Letter', 'Delta Lady', 'Cry me a river' and 'She came in through the bathroom window' really come over with impact. Other tracks worth listening to; the old Traffic number 'Feelin' Alright', 'Let's all get stoned' and a track called 'Superstar' which is sung by Rite Coolidge whom Cocker refers to as the Delta Lady.

Well worth getting if you like Cocker or good blues.



LET'S MAKE IT LEGAL.

T.T.A. DISCOUNT

Students can obtain a 10% discount on goods purchased at the following stores, by producing their T.T.A. cards.

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 - Turvey Tops Pharmacy.
 - Turvey Tops Newsagents.
 - Lawrence Sports Store.
 - The Book Centre.
 - Gateway Book Shop.
 - Peling's.
 - Quinlivan's Menswear.
 - City Tailors.
 - Huthwaites.
 - Shell Auto Park - Lake Albert Road.
 - Veronne Accessories.
 - Wagga Bowling Centre.
 - David Jones.
- If in doubt about any other stores, - ask - but most stores require evidence that you are a student - T.T.A. card...

T.T.A.

FILM CLUB

COMING FILM ATTRACTIONS.

- July 11th. "Far from the Madding Crowd"
- 25th. "I Love You Alas B. Toukias"
- August 1st. "Quo Vadis"
- 8th. "The Illustrated Man"
- 15th. "Before Winter Comes"
- 22nd. "Assassination Bureau"

plus a cartoon with each film!

All money taken at the door of the films "Cool Hand Luke", "Fraulein Doctor", "If", "The Sandpiper" and "The Comedians", and those yet to be shown, "Far from the Madding Crowd", will be donated to the S.A.U.C. organisation from the Film Club. Your support so far has been good and we hope for your continued support at films screened, in order to raise as much money as possible for the S.A.U.C. programme.

Love,
Sue.

You walk alone, all your life; you cry often,
you die sad.

Some flowers grow in lonely, silent homes
And people cry.

Tears fall. On hardened, ancient pillows
Oldfolk die.

In quiet little city streets or country lanes
They live alone;

Fading memories are their comforts now

In changing towns.

Their minds are old; they can't keep up to date
With modern trends,

They dress so funny, look so ancient,

Have no friends.

You see them every day with shopping baskets

In their hands,

They look so ragged, so misplaced

Within a modern world.

A challenge now for you, and me,

And youngfolk everywhere;

When you see oldfolk in the street;

For God's sake, care.

Robert Currie

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