

# TALKABOUT

A PUBLICATION  
OF THE STUDENTS OF  
WAGGA TEACHERS' COLLEGE.

Vol. 2, No. 1.

APRIL 5, 1948

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## Sooner or Later?

During the past three weeks there has been much controversial chatter and throwing of knives concerning the delicate subject of films which are being run in our College Assembly Hall each Sunday night. These last two words provide the incentive for argument.

Because of the complaints of Churches and some students, the time of commencement has been changed from the original 7 p.m. to 9 p.m., affording opportunity for those people who attend night services to attend the pictures, but on the other hand, necessitating late hours for retiring.

When I interviewed lecturers and students to-night, a general fued soon developed, and increased to such an extent, that I was relieved when I was able to jot down a few opinions and squeeze my way unnoticed out of the room, feeling, to no small degree, like one of those mysterious dark moustachioed gentlemen who move furtively among our industrial workers inciting revolutions.

Majority of students called for referendum. Here are some of the opinions expressed:—

Mr. Pople: Another example of a biased minority trying to influence the thoughts and actions of individuals.

Miss Wylie: I agree with the principle, but consider that the pictures may constitute a conflict in the minds of students on relative merits of entertainment of pictures or church. Furthermore, the College is a leader of conduct in this town and should set a high standard. Part of this standard comes from our leadership in spiritual as well as cultural matters. The show itself provides amusement and entertainment on a night which lies heavily on the hands of students.

N. Mitcheson: I think they were successful last Sunday night at 9 p.m. solely because there were no lectures or exams or important lesson notes to think about for the following day, and studes did not mind having the late night. But in future, when work is heavier, studes will not be able to afford the late hours. It will be detrimental both to studes and to the funds of the Social and Recreation Committee. Also, it is unfair to the people who must organize the machines before and after the shows.

B. Sanders: Should the majority be sacrificed for the minority? If the few, very few people who attend night services have the courage of their convictions, they will attend these services in preference to the pictures. Otherwise, they are only hypocrites. But they have all day to attend services, anyhow. They have no right to throw their convictions on to other people.

N. Chidzey: Nine p.m. is definitely the only time to have the pictures. When they are held at 7 p.m. those people who desire to attend night services are not able to attend the pictures, when they should be given the opportunity also. When first-class pictures are shown, it draws people away from the church.

J. Johnston: I myself do not agree with the College running pictures on Sunday at all. But if we must have them, then after church is the only time. Seven p.m. provides too much competition with the Churches. Nothing should be held on Sunday which conflicts with church.

## Editorial

**MOST** students are aware of the reasons which have delayed publication of "Talkabout" this year. It is our obligation to support those businesses in Wagga which so largely finance this paper. They have shown their faith in "Talkabout" in no uncertain manner, and we must patronise them whenever possible.

At present the finances of this paper are rather strained, but, with your co-operation in purchasing each week as many copies as you are able, the financial position may be stabilised and a long-range plan put into effect.

It is the objective of the Editorial Committee that "Talkabout" should be the best publication of its kind in Australia. An unattainable goal—never! With your assistance this weekly of ours can, and will become truly the mouth-piece of all shades of student opinion here at Wagga.

We, as students of a residential College have a unique opportunity to live socially and democratically. Most of our institutions are democratic, and "Talkabout" is not the least among them. You have opinions on subjects which

affect you vitally—why not use the columns of this paper as a means of expressing your ideas?

It has been almost impossible at times to report without bias—so much has been left to so few. In the interests of better and more representative "Talkabout" will you accept our challenge? One article from each student before June.

ALAN FRYER.

## Demonstration Lesson Notes

Aim: To catch a man.

Motivation: Children's normal desire for varied and interesting activity.

Preparation: Intense research on available subject matter. Choice of subject.

### PRESENTATION

Step 1: Short introductory talk on requirements of accuracy and speed.

Step 2: Preliminary practice of "come-closer" look.

Step 3: Application to model.

Step 4: Correction and analysis of errors.

Step 4: Further application to model. If unresponsive, take a new model.

Conclusion: Display of best work.

N.B.: All practice must be done in Syllabus Style.

### POINTS FOR DISCUSSION

1. Note the method by which the rule of procedure is applied.

2. Was the time spent in perfecting the technique justified?

3. "Practice makes perfect." Discuss.

4. What provision was made for the different learning rates? How were the bright pupils catered for? How were the slow, grasping ones dealt with?

5. Did the class know the starting positions and did they move lightly in change of position? Why is this necessary?

6. Is this type of lesson the most suitable for the Friday evening games period?

7. Do you think the aim of the lesson is too narrow?

[Editor's Note: These lesson notes were written by two neurotic (pardon, erotic) spinsters. Therefore, we take no responsibility for the reliability of same.]

## A Sympathiser Aroused

Some time ago, "Roger" stated in a letter to you that he could not reconcile his conscience to the Monday morning practice in schools of saluting the flag to honour the "capitalistic" and imperialistic England.

Unfortunately there are abroad those unenlightened individuals who delight in belittling Britain, who have a smattering of knowledge as the basis of the broad generalisations which they make.

It is not my intention to state a case for Britain. Rather I should like to advise "Roger" on the danger of making statements which, in the light of present events, he cannot substantiate.

Let me quote Britain's Labour Prime Minister, Eton and University educated Clement Atlee: "Our wish and intention is to hasten forward the time when Burma shall realise her independence, either within or without the Commonwealth." Burma is now an independent nation. Does that smack of imperialism?

Further, "Roger" must have heard that India has gained Dominion status in the Commonwealth, and that death and destruction followed the exodus of the British "mercenaries" from that unfortunate country.

Also "Roger" must know that Malaya is on the road to self-government. Also, he must know that Britain is washing her hands of Palestine after much advice, but no real help from America; that Britain abstained from voting when the motion for the partition of Palestine was put before U.N.O.

It seems to me that Britain is the one nation which has learnt a lesson from the war, the only nation which is prepared to transform her convictions into actions even to material, but not moral, self-destruction.

"THE LODGER."

LOTH.—Near Tuck Thop, Thurthday, thet of falth teeth (upperth), thentimental value, lother starving. Replleth Bockth Thickth, "Talkabout."

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## Aids Are Only Aids

Though there still lingers about them a certain fascination, it is important to remember that aids are only aids. They must be used for a purpose, the clarification of some point, the understanding of some construction or for the stimulation of the child's imagination. What the purpose is, is here relatively unimportant, but it must involve learning. Even in the kindergarten where the use of Playway material is most developed, the aim is not merely play. It is learning in a happy, interested manner. And all learning should be spontaneous, the result of interest and curiosity.

In our time, the visual aid and activity methods are coming more and more into their own. The days have passed when fear was the motivator, where the iron will of the teacher repressed the child mild, where the yearly examinations were the be-all and end-all of the child's school life. That is, of course, the very antithesis of learning. Learning should develop sympathy, understanding, good social adjustments. If it is a mere mumbo-jumbo of facts, unrelated to living, it has been a purposeless occupation.

In activity methods, the system of preparation of material is important, not the actual material. A child learns to segregate the relevant material from the irrelevant. It learns the method of consulting encyclopaedias, of using text books, libraries, maps and every store of knowledge.

Activity methods also allow the child to follow his own interests, another fundamental of education. And since interest is infectious, and since a child respects his friends' opinions, one child's enthusiasm can be enough to influence the whole class.

The function of visual aids is to bring the child as many and as varied experiences as possible of the subject, involving auditory, visual, kinesthetic stimulations. They make teaching not only more real, but more easily understood.

However, the activity method will never oust the teacher. He or she is always the integral and unifying personality. She should hover on the outskirts making suggestions, acting as the guide, making the children lead themselves. No matter what the method is, there must be a teacher there in the midst. If there is no teacher, there is no method, only chaos.

M.C.

## Turn It On

Since we cannot hear the radio news in College, would it be too naive to suggest that before the next practice teaching period begins we tune in to the school broadcast, "The World We Live In," to bring our current affairs knowledge up to sixth class standard?

## Studes v. Lecturers

Since returning to College this term the more observant of you will have noted a few strange faces, and being enthusiastic students will have tried to discover the owners of them, and to what extent you can judge a book by its cover. The aforementioned items are the property of the new lecturers. Here is an informal introduction to the lecturers, and a few of their opinions of this place.

Mr. Couch, who is lecturer in Psychology, accepts being here in a matter-of-fact manner. He considers that College has its possibilities and that we are part of a great adventure in social living—he did not say experiment.

On hearing that she had been appointed to Wagga College, Miss Reidman (Biology) was profoundly disgusted to say the least. Fortunately (for her or for us?) her opinion has suffered a radical change and she now thinks College could aspire to being a "modern Utopia." She didn't say it was though! Still, I wonder who has been talking to her.

The gymnasium has a fatal fascination for Miss Brown (Physical Education) and on the strength of this she votes College A plus. (Appropriate at this particular time, do you not agree?)

One person who was rather cautious about a Press interview was Mr. Young (History). He mentioned that he had heard much of the honesty of "Talkabout"—perhaps that was the motive behind his wary attitude. But he did not neglect to state that he believes in a "free, uncensored, responsible Press"—surely a democratic attitude.

Miss Turnbull (Special Infants) finds this a pleasant enough place and believes that lecturing here should prove interesting from various angles.

Mr. Ashworth (Literature) appreciates the informality here. He thinks a residential College a novelty in many respects—he doubts if he has ever experienced anything quite like living in at College. Just what does that mean!

The new Music lecturer, Miss Cornell, for reasons undisclosed, finds College quite to her taste. Perhaps she likes working near her brother. She is looking forward to lecturing.

Mr. Donnison, the future help-mate of Mr. Wilcox, wonders if the more influential of us might not do something about the climate which he finds does not bear comparison with that of the Coast. However, he thinks he too will find lecturing here an experience worth having.

Mr. Holland (Literature), as Mr. Crouch, thinks that a residential College offers wonderful opportunities for co-operative living—that is, the interchange of thought and idea, broadening of views and lengthening of vision. In fact, all the lecturers share this opinion.

Here's hoping that these lecturers won't be disappointed and wishing them success. Welcome to Wagga Teachers' College!

—E.C.

## Abuse—No Use

Most students will regret that, owing to the selfishness of a few individuals of their number, the library will not be open for reference purposes at night during this term.

It is most deplorable that the main body of students should be made to suffer for the carelessness of a minority. Fifteen books, some of which cannot be replaced, have been mislaid, appropriated or have otherwise gone astray. That a minority of students cannot be trusted to use the library whilst a student supervisor is in attendance is surely an indictment of their upbringing and a poor indication of their respect for property which is not their own. A notice detailing the titles of the missing books will be found in the notice case of the library.

At this stage it would appear opportune to record our thanks to Miss Webb and her assistant, Miss Bell, for the assistance which they have been ready to give students at all times. Most of us will remember with gratitude the numerous occasions on which Miss Webb has cheerfully helped us with our practice teaching problems.

Students are awaiting with interest the transfer of the library to new premises; we can assure Miss Webb of our wholehearted co-operation in making the library comparable to none.

## Bon Voyage!

It is with regret that we announce that our friend, Sub-Editor, President of our Writers' Group, in name Charlie Chapel, has transferred allegiance to the Experiment Farm, for his absence has not passed unnoticed. An honourable pioneer was he, for his untiring help, when "Talkabout" was in its infancy, his thought-provoking articles and the forthright manner in which they were written, we, the "Talkabout" staff in particular, will always remember him.

The entire student body join us in wishing you, Charlie, success in your new venture. With largesse so characteristic of "Talkabout," Charlie will receive a copy of this publication regularly, gratis and for nothing.



Once upon a time, a College came back into session. And, of course, there were the usual excited greetings and exclamations of delight. But there wasn't much time for that. By the third day, everyone was swept into the hurly burly of prac. teaching, so what we have below are the utterances of students who talk in their sleep or who speak and eat at the same time.

The most prominent matter is, what do you think of the Leap Year Look? and a few statements from the multitudes:—

There was a young fellow named Rees  
Whose features one day did decrease,  
'Cause when he'd appeared  
With his long, golden beard  
He got not a moment of peace.

Unavoidably broken in transit—several College hearts.

The trouble with the food in this College is that it's cooked.

Sorry to hear Mr. Pople is still at the terminus.

A new angle on the housing shortage: A Wilcoxian report on the lecturer's common room reveals that maximum space per lecturer will be 18 square inches.

Stick around, Pat!

With some forboding, we announce in these colluns a separation by mutual consent.—Requiescat in Pace.

The Loves of Erica Coles.  
Serial No. 1,059.

Who is constant?  
We announce this week's black list:  
Harry Robinson,  
Bill O'Sullivan.

Before we had time to assimilate all this information, the College went into recess for Easter and this manuscript had to go to press, so Tet-ta for now, customers!

## The Recorded Music Club

Members of the Recorded Music Club will be pleased to hear that there will probably be meetings of the Club some time within the next few weeks. Representations have been made to Mr. Blakemore to have the Assembly Hall returned to the Club for its Sunday evening meetings. As yet negotiations have produced nothing concrete, but are being pursued with a view to reaching a solution of the following points of difference with the Social and Recreational Committee:

(a) The weekly films should be shown in gymnasium.

(b) The Recorded Music Club should meet at the original time, i.e., 9 p.m. on Sunday night.

Mr. Blakemore has suggested tentatively that the Club should meet on Friday night each week. So doing, he points out, students will have an opportunity of attending the Club's meeting on Friday night and also the films on Sunday night. Members of the Club have found Sunday night an eminently suitable time for meetings. Most of us consider the Club meetings to be a most appropriate way of concluding a week of work and we hope that once more it may be found possible to meet on Sunday evening.

G. B. Shaw once said: "I have always despised Adam because he had to be tempted by the woman, as she was by the serpent before she could be induced to pluck the apple from the tree of knowledge. I should have swallowed every apple on the tree the moment the owner's back was turned.

An expert is a man who avoids small errors as he sweeps on to the grand fallacy.

It's all right to have a train of thoughts if you have a terminal.

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## New Deal For Education

In 1938-39, the U.A.P. Government voted the sum of £5,900,000 to education. This year, the Labour Government has voted the sum of £11,000,000—nearly double the 1938-39 figure. On paper this looks good, but in actual fact £11,000,000 in 1947 will go no further than £5,900,000 did in 1938-39. The only advance education has made financially in nine years has been in figures—not in material facts.

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## Letters to the Editor

Dear Sir,—Recently when in Central Australia, I came upon a native chappie reading your College paper, "Talkabout." I asked him where he got it, and he said it came, by smoke signal direct from Wagga.

He then introduced himself as King Billy V, stating that he was a personal friend of yours. He asked me to tell you that he is apprehensive of the effect that the atomic bomb tests will have on his smoke signal system. He fears that the smoke from the explosion will interfere with reception and cross his lines, thereby placing extra work on his maintenance staff.

Already the maintenance staff has threatened a "lie-down" strike, and this in spite of possum hunts and corroborees specially arranged to gainfully employ the extra leisure which the forty-hour week now provides.

Finally, he desires me to tell you that affairs of State (particularly with regard to the Royal wedding) have taken a heavy toll of his time, and that the more pleasurable but less pressing duties incumbent upon Royalty have had to be temporarily waived.

Indeed, Sir, it is for this reason that the King has commissioned me to write to you, a task which, I trust, I have dutifully and honourably discharged.

I am, Sir,

Your obedient servant,

ANTHONY CHOLMONDELEY.

67 Best Street,  
Wagga Wagga, N.S.W.,  
26/11/47.

The Editor, "Talkabout."

Wagga Teachers' College,  
Wagga Wagga, N.S.W.

Dear Sir,—I was very glad to receive a copy of your magazine and learn something of the views held by yourself and your contributors. Like speech and actions, our manner of writing can do much towards influencing others, and I believe you will succeed in doing this in a beneficial way.

To write without any clear and useful purpose is, I think, to ignore a splendid opportunity and renders our time as valueless.

Together with yourself, I am a newcomer to Wagga and yet there is no reason why each of us should not make some contribution to its cultural pursuits. In this regard, I anticipate your College playing a significant part.

On several occasions I have had the opportunity of meeting some of your colleagues. Their unrestrained enthusiasm and intelligent concern should be of great benefit and provide an influence that will continue here long after your College days are finished.

Somewhere I read that "education is something which lingers when all else is forgotten." Perhaps it does, but when

we choose to consider ourselves as educated people, it is well to examine carefully just what we mean and to what extent our education benefits ourselves and, more important still, those we encounter through each day.

Erudition alone would not satisfy us. For, only by an imbuing of real culture can be acquire a true philosophy. A philosophy which is not an obtruse or insignificant state of mind, but rather a vital and enchanting one.

Of all the teachers I have known, the one I remember best was a person who, amidst our pursuit of scientific knowledge, constantly reminded us that "man does not live by bread alone," and encouraged us to comprehend the magnificence of all that is beautiful. To search for it even in the commonest things; to cultivate it in an appreciation of music, art, literature and in ourselves. He was a strange and yet a marvellous man.

To-day, so many of us are occupied with mundane and mercenary things that there seems so little time, in fact, so little opportunity for any enjoyment of self-expression or the acquisition of even a modest culture.

You have the opportunity of showing our city you are not content without them. I hope you will.

Apathy can be overcome with enthusiasm; ignorance by teaching; precept by example. And, this is your task equally as it is mine.

Two years is not long but others will follow and the marks you have now will be their guide.

In conclusion, to my friend and your charming colleague, I quote—  
Tell me not in mournful numbers  
Life is but an empty dream,  
For the soul is dead that slumbers—

She, I am sure, will conclude it whilst appreciating the inference, and, together with you all, approach the new year in anticipation of it being yours in achievement, happiness and success.—

I am, sincerely,

"NAMLUK."

[I desire to thank this town correspondent for his good wishes. It is most encouraging to receive letters of this nature.—Editor.]

Sir,—Since our return to College this term a matter has arisen which has caused serious doubts in my mind regarding the freedom of the individual. It is readily acceded that personal freedom must necessarily be restricted by the welfare of the community as a whole, but it is a negation of freedom to subordinate the will of the majority to the whim of the minority.

I trust that the statements which I am about to make will reflect in no way upon the motives of the Physical Education Club or the lecturer in Physical Education. If one is prepared to concede that the end justifies the means, then one must necessarily commend the zeal displayed by Mr. Hawcroft in soliciting a "voluntary" contribution from men students to buy a punching bag, or some other form of gymnasium impedimenta.

Whilst deprecating the Department's attitude towards students' sporting requisites, I must condemn the compulsory subscription method as undemocratic. To my way of thinking it is the responsibility of those using gymnasium equipment to buy it. If any item of gymnasium equipment is to be used by the student body as a whole then and only then must the student body be asked to bear its share of the cost. Logically, any other lecturer with similar ardour for his subject might justifiably demand a subscription from all students to further the ends of the few who will benefit.

I trust that by bringing this matter before your notice, students may be aroused to resist strenuously any further attempts to garnishee their already meagre allowances for the benefit of a minority.

**"MENS QUAM CORPORE."**

A rather precocious young man was leaning against a wall in a hotel lobby when an attractive young lady passed. When his usual approach, "How do you do," brought only a frigid glance, he sarcasmed, "Pardon me, I thought you were my mother." "I couldn't be," she retorted, "I'm married."

An agricultural graduate, fresh from University, was trying to show farmer of the old school how to farm his land more profitably. Finally, the farmer, his patience worn thin by scientific terms and new fangled ideas, cut in sharply: "Listen here, young feller, don't tell ME how to farm. I've already worn out three farms!"

The most curious thing about women is men.

When asked about the method he used to rear so successful a garden, Bill the Gardener replied, "Trowel and error."

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**Aspects of Modern Music**

It is doubtful whether there have ever been so many composers in one generation as we find to-day. However, their claim on posterity is problematical.

We are attentive listeners mainly because contemporary music interests us, and we do not pause to think that unless history ceases to repeat itself, the manuscripts of many a respected music maker will one day gather dust on the peaceful shelves of some obscure museum. But galaxies are sometimes useful. Without the smaller man there would have been no J. S. Bach. The dictionary defines galaxy as an "irregular luminous band of stars indistinguishable to the naked eye." Nevertheless, I shall attempt some kind of useful classification. A completely satisfactory one at this stage seems an impossibility, but it is worth while pointing out that there is a degree of cliquishness among those one feels tempted to liken to the chattering occupants of an overcrowded monkey-house.

- |                        |                                  |
|------------------------|----------------------------------|
| <b>Group A. Style:</b> | <b>Group B. Scale formation:</b> |
| 1. Romantic.           | 1. Atonal.                       |
| 2. Impressionist.      | 2. Polytonal.                    |
| 3. Expressionist.      | 3. Microtonal.                   |
| 4. Neo-classic.        | 4. Modal.                        |
|                        | 5. Conventional.                 |

One will find a place for most moderns in both groups.

Have you ever listened to the records in Volume V of the "Columbia History of Music"? Without claiming to be a complete survey, they are a most interesting cross-section of contemporary composition. Be prepared to be puzzled or even shocked. But it may be your

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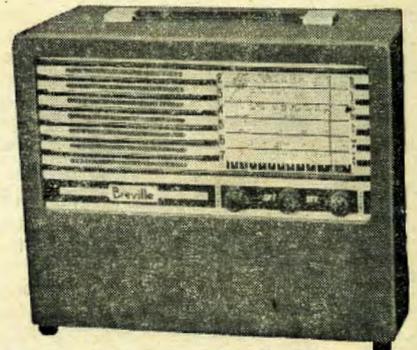
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only chance of studying in Australia the output of certain venturesome creative artists. And now within the ambit of one short article I shall explain and amplify the table above.

Most of us have been involved in an animated discussion on Romantics and Romanticism, and we have at the time the general idea of subordination of form to subject matter. But let us apply it with caution for musical composition is concerned vitally with design. Sibelius we call a romantic because of his nationalism, and Vaughan Williams, whose music is fertilised by Tudor and English folk-song idioms. Richard Strauss, Elgar, MacDowell, belong to this great company. Their music is carried over from the late nineteenth century. In style it echoes the immediate past. They are not the true moderns. But this is not disparagement. Towards the end of his days Bach felt that he had become "old-fashioned".

"Impressionism"—a term borrowed from painting—is an offshoot of romanticism. The origin of the tag is probably well known. The "Salon des Refuses" of 1863 is historic. Among the rejected pictures exhibited was Monet's "Sunrise, an Impression," which reproduces nuances of light and shade, and passes over the patient recording of minute details, the result of keen observation of a certain kind. Impressionism invaded other realms. Mallarme succumbed and in a prelude to his poem "The Afternoon of a Faun", Debussy (1862-1918) composed the first important work in the new style. One will find similar qualities in the music of Ravel and Delius. A feeling of "illusive vagueness" is principally a direct result of the unorthodox kind of chords used. The use of descriptive titles is the hallmark of the impressionist—"The Sunken Cathedral"; "The Girl with the Flazen Hair", "On Hearing the First Cuckoo in Spring". But it is not an infallible guide.

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"Expressionism" is also borrowed from painting. The expressionist claims to record "inner experiences," and music in this class is supposed to be the very antithesis of impressionism, for external influences are important to the impressionist. The result is a more venturesome idiom. Emphasis seems to have been laid on greater freedom by ignoring widely accepted canons of composition. But as the expressionist is usually a consistent fellow, he is suspected of putting aside one set of rules and using another of his own making. Schonberg (b. 1874) is recognised as the leader of the expressionist school of composition. Alban Berg (1885-1935) was his disciple. As teacher and writer, Schonberg, influenced quite a few young musicians in Central Europe, before the pressure of the Nazi regime compelled him to emigrate.

About twenty years ago Igor Stravinsky (b. 1882), a young Russian living in Paris, embarked upon his voyage into "neo-classicism".

He claims to have set aside, when composing, all influences and emotions which are extra-musical. He is very conscious of musical design, as for instance in his "Rite of Spring" (1913), in which he experiments with small rhythmic patterns. Later works are the subject of much dispute, and it is claimed that even his stage works—ballets and operas, are "absolute music".

Paul Hindemith (b. 1895) is another modern with neo-classic leanings and a large output of varied and strikingly original music.

This brings us to a consideration of the second group. In European music there are twelve steps, known as semi-tones, between any sound and its twin, the octave above or below. Now this is by no means a universal practice, and is peculiar to people of European origin. Scales are the notes selected for our compositions and arranged in ascending or descending order of pitch, and there is a tendency to economise on the use of semi-tones, that is we don't use all the notes within the octave. (If this were a technical article this statement would need modification.)

Picking out the notes of the conventional major and minor scales on the piano, one notices that quite a number of notes remain unplayed. In most music, too, there is the sense of a "home"-note or key-note, to which, after wanderings great or small, it returns at the close.

But if you defy convention and compose music using, without stint, all the notes within the octave and avoid the feeling of a key-note, then you are an atonalist. In the last hundred years one can see a tendency to cast off the anchor of tonality, the sense of a key-note, and I believe that atonality will become increasingly important.

The High priest of atonalism is Schonberg, and the bible of his followers is his piano work, especially the uncompromising "Three Little Piano Pieces."

On the other hand the polytonalist likes key-notes so much that in interweaving melodic strands he assigns a different one to each. The violin, for instance, may be drawing on a scale built on key-note E, while the piano accompaniment may be founded on key-note D flat. Darius Milhaud is an important writer in this medium, but one has little chance of hearing his music outside the Columbia History in which there is a good sample of his style.

The microtonalist uses steps smaller than the semi-tone—he plays in the cracks of the keyboard. His music is rarely heard, for not only does it mean modifying or adding to the symbols used in musical notation, but also using specially constructed instruments or else restricting microtonal principles to the violin family and the trombone—instruments which stray only too readily from the accepted pitch. It is interesting to note that in 1667 someone wrote: "I am slow to believe that any good musick (especially in many parts) can be composed in Quarter-Tones, although I hear some talk much of it." The most active experimenter in this field seems to be a Czech called Haba, with compositions in third, fourth, sixth and twelfth tones. At the moment it falls strangely on our ears. Perhaps the ice might be broken first by an intensive course in microtonal Hindu folk-musik!

Certain scales were sanctioned by the early Christian Church. Ultimately they became known as Gregorian Modes, though their use has not been entirely ecclesiastical. "What shall we do with the Drunken Sailor?" for example is in the Dorian Mode. The modes had practically dropped out of use by the end of the sixteenth century; their place was taken by the two conventional major and minor scales. Revived and used with modern freedom, they find a place in the compositions of some contemporary writers, principally Vaughan Williams. The modal "flavour" is due to there being a tone between key-note and the one below it, whereas in well-known scales there is usually a semi-tone. Modern modal treatment brought tonal restlessness and, with it, another step towards atonality.

This leaves only the conventional scales. The modern composer does not allow them to monopolise his time as he feels that after several centuries of use, most of their possibilities have been exhausted. But it will be many centuries yet before one will be able to defend oneself against the accusation of singing off the note by a profession of microtonality!

[Acknowledgment is gratefully made to "Hermes", where this article was originally printed.]

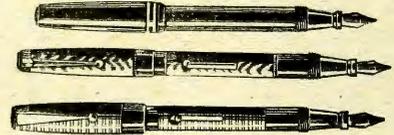
... So embarrassed she tripped over the roses in the rug.

Note to the Fair Sex: Slacks are not for you intended, unless you are diminuated.

## HUNTERS—THE GIFT CENTRE

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Pickwick Club Note: As ye smoke so shall ye also reek.

On one issue at least both men and women agree—they both distrust women.

Speaking of Bill the Gardener. I've heard he intends placing a sign on the grass outside Block 7, "want to be a lawn!"

Our wife's cousin is the kind of gal who, when advised that drinking plenty of water will prevent her from becoming stiff in the joints, sweetly answers: "Yes, but some of the joints I go to don't serve water."

Johnny, ten years old, applied for a job as grocery boy for the Summer. The grocer wanted a serious minded youth, so he put Johnny to a little test. "Well, my boy, what would you do with a thousand pounds?" he asked.

"Gosh! I don't know; I wasn't expecting so much at the start."

The teacher asked them to write an essay on "A Mule." Here is one contribution:

"The mule is a hardier bird than a geese or a turkey. It has two legs to walk with and two more to kick with, and it wears wings on either side of its head. It is stubborn and backward about goin' forward."

Brown: The horn on your car must be broken.

Smith: No, it's just indifferent.

Brown: Indifferent! What do you mean?

Smith: It just doesn't give a hoot.

The conjurer was producing eggs from a top hat. He addressed a boy in the front row. "Your mother can't get eggs without hens, can she?" he asked.

"Oh, yes," said the boy.

"How's that?" asked the conjurer.

"She keeps ducks," replied the boy.