

TALK ABOUT

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WAGGA TEACHERS' COLLEGE.

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Co-education—Error or Boon?

I quote "Centaur," publication of the Western Australian Teachers' College:

"Co-education—the term may not be familiar to all, but all will be familiar with it!"

What is co-education? I submit this definition for the benefit of those entirely ignorant of the term, and not for those with misguided conceptions of the meaning.

Fundamentally, it is the process of educating both sexes in the same institution. We are all familiar with the methods of education up to the time of the Industrial Revolution, when it was considered most unnecessary for women to be taught anything which was not directly correlated with household duties. But this great social change had an immediate effect upon the status of women. They now refused to be regarded as a convenient puppet, possessing an I.Q. thirty points and more below that of the superior sex.

With the realization of intellectual equality came the desire for careers, and so education was all-important. "Education," is rather a vague term. There are very few so-called Educationists to-day who are entirely familiar with the word in its real sense. It is more than just a cramming of knowledge, and competitive struggle with Homer and Pythagoras, Chaucer and Einstein; education is the development of an attitude, facilitated by a study of such varied topics. However, many students of education become so intrigued with the possibilities which these subjects offer, that they lose sight of the main objective and ultimate aim—a broader attitude towards life, and a critical eye for the shams and hypocrisy of our civilisation.

I have often heard it said that it is only the poet who really lives, because he has developed a greater insight into life than the average person, and perceives the elements of life in their true perspective. I am inclined to add the true educationist, for through his development of the mature attitude, he also sees the world in its correct perspective.

The New World—the United States of America—leads the way in many aspects of the world to-day, and also

takes the honours as the greatest exponent of co-education.

To-day, in Australia, co-education in its narrower sense, is the acknowledged policy of the education system. This policy was adopted to reduce sex distinctions. Modern educationists asked: "If men and women are to work, live, play and govern harmoniously together, would it not assist them to understand and evaluate one another?"

Therefore, into our primary and secondary schools came the new and rather uncertain system of co-education. It was supposed at first that this system would lower the academic standard, because of the still existing regard for woman's inferior mind. But contrary to this belief, the standard was raised. On referring to class records, we discover on the average—there are more absences through illness of boys than girls, the more rapid development of girls during adolescence is equalled scholastically by the usual superiority of boys in the scientific field, and girls' powers of retention in memorizing may be favourably compared to the creative and constructive powers of boys. (I refer you to Mr. Renwick.)

Co-education introduces the natural aspect of man-woman relations. Why be ashamed of something which is decreed as part of nature, and thus avoid all connective references? The young child realizes no sex distinctions, and is entirely unselfconscious. Under the guidance of the true educationist (I refer you again to Mr. Renwick), he would develop an attitude which would bring a greater naturalness and a closer conformity to the conditions of home life. The chum of his childhood would remain the chum of his manhood, if it were not for the influence of those teachers who are neither one thing nor the other—neither co-educationists nor tradition upholders, but who, through the doubtfulness of their ideas and opinions, do more harm in the distortion of the child's mind than possibly either of the other representatives could do.

It is the educationist of the country who lays down the fundamental principles, in this case, of co-education. When it is agreed that the general public holds a narrow, shallow view on co-education, is it wise that we should consent to be governed by this ignorance, and conform to the maladjustment which exists within the community, or would it be wiser if we were to set

the standard and allow the public to conform accordingly?

SUMMARY

"There is nothing either good or bad, but thinking makes it so."

JUNE SCOTT.

Putrefaction and All That

There is, in our society, a certain clique who consider a knowledge of current political affairs a requisite of the educated person. It is this faction which is continually bewailing the average Australian's political apathy. They complain of his ignorance, his smug self-satisfaction. They insist that his cultural capacities have not aspired beyond the "Wild Bill Hickok" stage.

All that need be said regarding this clique is that it is boorish and prejudiced, its philosophy disgusting and degrading. Its aims are the development of a healthy mind in a healthy body—a repulsive ideal. It was responsible for the circulation of the erroneous belief that the ideal man should be a mixture of physical and intellectual elements, in equal ratio.

We at Wagga College may be proud of our stalwart quality and grim determination in revoking these ideas. We were willing, nay eager, to fight these prejudices and expound a true philosophy of life. We have based our theories on the sound scientific principle that "all play and all play make Jack a dull boy," and are striving to attain this latter state of perfection. Our aims are the elimination of thought and enlightenment, and the cultivation of the ability to stagnate without dissatisfaction.

The first step is to make ourselves immune to outside influences. We can report that we have here succeeded most satisfactorily. Listening to the news over the air or the discussion of topical affairs, is taboo in the College. Regarding papers, we regret to say that there are still eight students indulging in this pernicious habit of reading the daily papers. However, if we can entice them to restrict this study to the sensational murder cases, or the Saturday afternoon preferences, we shall have cause not for discouragement, but satisfaction.

Though we have received trenchant criticism of our attitude, we are undisturbed. Such has been the fate of great men throughout the ages, Galileo, Socrates, Columbus, whose truths were too revolutionary to be accepted by a critical multitude. Regarding voting, we have resurrected a very valuable theory, "the Divine Right of M.P.'s," which the Opposition, by foul means drove into disfavour hundreds of years ago. What far-reaching effects the nationalization of the banks may have is of little, if any, concern to us. The danger of kakistocracy, in the form of socialism or capitalism, is not our concern either.

We are suffocating all genuine thought except in regard to our own clique. Our conversation is restricted, on pain of ostracism, to the discussion of the latest twosome under the College lamp post or the quality of the nourishment provided by marmalade and barley water.

In our striving, we have had a great many factors in our favour. The outcome of exams, the numerous assignments; the many diversions provided have all assisted our cause. We may be proud of the fact that students are not only entirely ignorant of the latest developments in political affairs, but decidedly apathetic. Another unforeseen but very pleasing result is the muddled thinking of which students have been complaining lately. This is attributable to our influence; and we have fiendish hopes that as a result the majority of studes will fail in the forthcoming half-yearly exams.

DR. SENILE,

Master of Diabolical Sciences.
Patron Saint of Ignorance.

Under the light:—

"Give me a kiss," he begged.

"No," she replied, "I have scruples."

"Never mind, dear; I've had them twice."

The cynic is one who knows the price of everything and the value of nothing.

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Distinguished Visitor Speaks

When asked to say something about herself for the College paper, Dame Mary Gilmore was quite adamant. "That sort of information," was her reply, "can be found in any library. I would like to tell you something different, and that is of South America." So did Dame Mary, with modesty focus the conversation, not on her achievements, but on the early history of a young country's struggle to overcome the terrors of the untamed.

"Australia," she began, "is a great horse and cattle country, Wagga especially so, in spite of the amount of wheat farming and sheep grazing carried on. South America is a similar country. The Argentine, one of the world's greatest beef-producing countries, has always been so since European cattle were first taken there by the Spaniards over four hundred years ago. At that time, the "Conquistadores," in the name of the King of Spain, landed with twenty cattle and seven horses for breeding—a third of the number they had begun with. From these seven came the millions almost of wild horses of South America. One writer in Patagonia alone, travelling the Pampas, wrote that for three weeks the horses never stopped passing by him, without even a break of an hour, on their way from north to south for pastureland.

"With the coming of the horses the Araucanian Indians of South America became perhaps the world's greatest horsemen. An Indian could ride along the side of his horse clinging to the mane with the hand, and holding his body stretched out with toes in the tail, so as to be invisible from the other side of the horse. In that position, he could throw the spear or bolus under the horse's neck or belly, or straight forward. The bolus consisted of three stone balls, larger than cricket balls, with a groove around the middle, round which was laced a thong. Each of these three thongs met in a common rope of hide. This could then be swung round and round and then flung at any animal within reach, and the balls, each flying out wide from the other, would lace around the limbs of man or beast and break or hobble the bones. The Indian had achieved such skill that he was almost as dangerous with his spear as the Spaniard with his muzzle-loading flint-lock or wheel-lock gun. Besides such riding, every Indian trained horses in pairs. Thus two horses would gallop along with noses level, never breaking step. He would hang between where no weapon could reach him though he could continue his attack.

PIONEERS

"We talk of the hardships of our pioneers and of the dangers they faced in Australia. They were nothing compared to what the Spaniards faced in South America. In the dense forests through which the sun did not penetrate jaguas, pumas, ocelots, rattlesnakes, boa-constrictors and other deadly creatures

lurked, while the Indians were armed and used poison on their spears and arrows as no Australian aborigine did. There were other hardships as well. On the Pampas there was no timber. Houses and fences, therefore, had to be made of earth dug with a spade. One man and his family, with one or even two spades, could not erect a very strong building or a very high wall of earth if only because he had to plant his crop and attend to his animals. All animals had to be brought in and secured at night, every night. Perhaps the only protection these Spaniards had were the prayers they said before going to bed at night.

"When the Indians decided to attack the settlement, one of their methods was to collect a mob of five hundred horses and drive them over the settlement ahead of them. What the maddened horses did not kill, they killed as they followed. Australia never faced such peril as that.

"In South America there was once a breed of small horses, about a fair pony size. These were stout, strongly built, though apparently never common. Their origin was unknown. A remarkable feature about them was the hair on their bodies which curled back like the feathers of a French hen. (The French hen seems to have been forgotten in Australia, but was not uncommon in the '70's and '80's.) The mane and tail of this little horse were curly. In my stay in South America I saw only one.

"As well as this curious breed of horse, there was a curious herd of cattle still in existence when I was in South America. Their origin, however was well known. They were bred by one Estranciero only. This cattle breeder had a bull calf which had a face like a bulldog. As a curiosity he bred three hundred animals from this one, all alike. As their only value was as a curiosity, the Estranciero heirs at his death sold the herd and bred no more.

"Argentina is noted for the high quality of her beef. In travelling stock to market, the stock trains take precedence over every other, except mail trains. Cattle are watered and fed at fixed intervals. If the weather is very hot, the animals are taken out and showered along the route. If, on reaching the destination, a beast shows a single bruise anywhere, the driver of the train is called upon to explain why the train caused the bruise. He is blamed for it.

"On the milk farms, no dog is allowed and no shouting at the cattle, as it might cause fright and spoil the milk.

"All this shows the need of a knowledge of other countries so that we can learn as well as teach. Here in South America we have a case where, even we who gave the world the secret ballot and the 'Torrrens title, may nevertheless learn much."

MARY GILMORE.

25/10/47.

Heard at Mangoplah:—

"Darby, if you eat another thing you'll burst."

"Good. Pass those cakes and stand clear."

The Style Spy

Everybody knows that ours is a classy profession. Still, it gave us considerable pleasure the other day to overhear someone in high authority remarking on the excellent standard of dress among students in the College.

By the way, speaking of high authority, have you noticed the snappy ensemble favoured by Mr. Blakemore when he visits the College on Sunday afternoons? Nigger brown shirt, with short sleeves and American pockets, and beige trousers. Definitely the smartest thing in semi-formal sports wear—and we're not just saying it on principal.

Spring has brought the usual flowers wot bloom—especially on the girls' hats. Of these we consent to call hats, Billie Andrew holds first place so far with her little white halo trimmed with blue flowers—though we've heard mysterious hints of some amazing creations to come.

Frocks have sported not only flowers but stripes. (You supply the stripes, we see the stars.) Some dazzling red and yellow stripes bore down on us the other day and it turned out to be Maureen O'Neill. Others we have noticed in the stripe brigade are Gloria Robinson in pastel tones and Miss Moore in lime, royal blue and turquoise.

Congratulations to Ken. McLean and Ian Thomas for setting the fashion for summer dress. Khaki shirt, shorts and socks certainly take some beating. Ken, we notice, added a touch of formality to his outfit by wearing a black tie. (But perhaps they don't do that in the navy, sorry, Navy.)

Stylist of the week for his choice of ties is Bill Parsons. Space won't allow a detailed description, but the brown and mustard, the red and green tartan, and the blue with its scattered golf clubs are just a few of the impressive array. And speaking of blue, what a rhapsody Mr. Cornell creates when he turns out in his blue tie and blue-green sports coat. As for Mr. Pople's new red tie—well, we all think it's very hearty.

Sportswear among the girls gives plenty of scope for a style spy. Bouquets for Ella Fawcett's red and white floral dirndl. Among the more formal frocks, special mention for Miss Wylie's pink model with the white embroidered jewel neckline.

Your style spy for this week is going to be brave enough to nominate the ten best-dressed girls in College. And that doesn't mean the most expensively dressed, but rather those who dress neatly, in styles that suit their figures and in clothes appropriate for each occasion. Here they are—and not in order of merit, because we couldn't separate them—Joyce Robinson, Pat Davies, Thelma Whitechurch, Ruth Johnston, Gwen Roberts, Nita Chidzey, June Scott, Gloria Robinson, Effie McCulloch and Barbara Bosler.

Hope you approve of the choice!

ANONYMOUS.

The Hobbies Club

Early in the College history, there were few clubs to attend and most people wended their way along to the Visual Education Club which, at first, had a membership of about half the student body, and which, since, has made quite a name for itself. As time went on, more clubs were formed, among them the Hobbies Club. At its first meeting on 4th July there were six present. The meeting was conducted by Mr. Wilcox (our worthy lecturer in Art and Crafts), who is the official lecturing assistant of the club. Office-bearers elected were: President, Miss Andrew; Secretary, Mr. D. Davis. Billie has stood the strain and is still doing a grand job as pioneer president of the group.

Apparently, Maths Option was not enough for Don, who obeyed the call of the Mathematical Association to join them in their work, and so we lost one who had been a great asset to the club.

Nominations were called for a new Secretary and Edna Baker was elected. Since then, there have been no changes in the administrative body of the club.

In this, one of the most energetic of clubs, there are four main sections, namely, Weaving, Basketry, Leatherwork and Pottery. At the beginning weaving proved very popular. We greatly appreciated donations by the carpenters of timber to commence our looms. An extensive search throughout Sydney for rigid heddles for these looms was fruitless. Our latest hope is the 113th Hospital. So good luck, Hobbies Club!

Since the weaving has been interrupted, members of this section have taken up basketry and leatherwork. Some truly excellent baskets have been produced—I think the pioneer basket being made by Mr. Wallace, who later joined the Physical Education Club. This club has robbed us of quite a few of our members, our total now being about fifteen. Mr. Wilcox has been most helpful in explaining the different types of basketry and showing us the interesting borders which can be made. As the women students are requested to provide a wastepaper basket for each room, there has been a noticeable raid on wooden bases and cane. The rooms of Option studes and members of the Hobbies Club are inundated with baskets cane, and still more cane. But, of course, it does help when sweeping out the rooms at three minutes to nine.

The unfortunate pottery section has been held up, as there are no kilns and no clay. However, like true pioneers, members have worked on making do with substitutes.

Some very worthy objects have been completed in the leatherwork section. I have noticed Mr. Fletcher working very industriously each week and is now in his glory carving the shape of a doll out of very hard wood. The Library Club sought our assistance in making some dolls for the Children's Book Week. It was grand to see such co-ordination in these clubs. Some very bright materials were purchased to dress these little wooden figures, which will be a great asset to the Library Club (we hope).

The Art and Crafts rooms are always a hive of activity on Friday afternoons, with Mr. Wilcox lending a hand here and there and always ready to advise us on interesting ideas with a hint to beautifying every object made. Keep up the good work, members, and let us see some more of that artistic talent blossoming forth from our club.

EDNA BAKER.

FROM THE VIZED

Little has been said about that section of the club which has been studying the development of education. Since the inauguration of the club, Messrs. Rascal, Thomas and O'Ryan have been doing research work with regard to this and have prepared valuable articles which will be displayed on the bulletin boards and which will be made available to any student who is interested.

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SPECIAL SERVICE TO ALL STUDENTS

Articles left with Mr. Logan on Tuesday morning, delivered on Friday morning; and parcels left on Friday will be delivered on Tuesday.

During the past two terms much valuable information has been collected by the club and it is proposed that this material should be filed and placed in the library, thus making it available to students. Instructive articles on puppetry, model aeroplanes, etc., should prove helpful to students.

Hearty congrats' to Alan Thomson and co-workers on the completion of their film. This film of Wagga Wagga will be shown to students at a premier showing, the date of which will be announced later.

More headaches for Shirley Brown, who finds that ceremcraft won't make model frogs. Remember, try, try again, Shirl!!

Members of the Phys. Ed. Club have obviously been hearkening to the above worthy proverb, with the result that "vaulting" work has rapidly improved. Club membership has dropped slightly in the last two weeks, but there are still sufficient to prove the club's popularity.

We hear, from the Recorded Music Society, that the new method of listening has proved very pople-ar. We predict that they will give club membership quite a boom. The programme presented last week was Bach's Third Brandenburg Concerto and Schubert's Fifth Symphony.

Some people say that girls are growing taller, just because they stick out of their dresses farther at both ends.

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Please Note: Any reference, hint, innuendo, double entendre to students or lecturers living and dead is not entirely coincidental, but purely deliberate.

TO A RABBIT'S INTESTINES

The rabbit is a handy beast, It does but little harm, Except to make the ladies swoon When Art's there with his arm. (Based on an old, old story by Roberts the Tanner.)

What's this we hear about our half boarding with the matron? A rash act. We spot it immediately.

We consider Brian might find it very "wearing" in the "main" to be interrupted in his effort to support the covered way post. We admire the assistance rendered him in his Library supervision and the conscientious way he waits until all but the last reader has gone.

Just as well Cath. can say "amen" at the end of grace. She has little opportunity to talk at her table.

Question: Who is Beth, what is she that all section 5 admire her?

Answer: She's the president of the bachelor girls' club.

Incidentally, did you know that the president of the bachelors' club was seen talking to Mrs. Logan—only a counter separating them, too.

Why will a lecturer leave his car around the streets of Wagga in the early hours of the morning? He's bound to lose something.

Our Editor waxes strong on literary food. Apparently, if he sleeps through dinner.

Dancing can be strenuous and re-clining females miss the pleasant flutter of the fan. Kevin is not dismayed: his partners revive under a tender gaze and a waving white handkerchief.

Pleased to hear that Murray is to give up hotel for the home life.

When a woman student claims it is a lecturer's duty "to help students out of difficulties," we feel it is time to clear the air. Sounds as though lecturing is a twenty-four hour job, even though the lyon(s) has been timed.

We notice the arrival of the garbage tins . . . for broken hearts. Have you used it yet, Gordon? Ralph unfortunately hasn't.

Is our secretary interested in paratroops? Would the rees-on be that other people paul, consequently she Jacks up?

Trouble on the "Smithy coalfields." Perhaps he's losing his grip on the "helm"?

Have you noticed anything about Max Cox? No, but we wanted to mention him!

P.R.W.P.

(Don't try. You won't get it.)

Woman

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"Is this the brake?" she asked.
"No," he replied, as he adjusted his halo.

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Sport Round-up

COLLEGE SCOOP POOL

The College A team won their first match in the Sunday competition by a wide margin.

After scoring 142 for the loss of one wicket in the second innings, they dismissed Turvey Park for 31, thus winning by 191 runs.

BATSMEN FLOG BOWLERS

Nilon topscored with 77 not out, while Brewster scored an attractive 39 n.o. These two batsmen added 101 runs in 50 minutes.

BOWLERS ON TOP

Hodges again ran through the opposition, taking 7 for 16. He was ably assisted by McLaughlin, who captured 3 for 8 off six overs.

POOR FIELDING

Weak fielding which resulted in dropped catches was largely responsible for Turvey Park's defeat. They lacked a really good bowler and were unable to cope with our fast attack.

This convincing win by the College has established them as a force to be reckoned with in the competition and many supporters downtown have already dubbed them as likely premiers.

BOWLERS TO FORE

The house matches continued on Tuesday afternoon. Conditions were ideal for cricket, but this advantage to the batsmen was discarded and we saw poor displays by Ipai and Mari men.

Kabi's and Kambu's bowlers gave good displays of intelligent spin bowling.

Batting honours of the week go to Murray Millar and Ron James, who both caused the bowlers much anxiety.

WOMEN CATCH ON

In the women's matches Ipai were victorious over Kabi and Mari defeated Kambu.

Batswomen who starred for their teams were Misses Manwaring, Denton, Hulme and Perry.

The bowlers in both matches were badly served by their fieldsmen, but with more practice this defect should be remedied.

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Japanese Elementary Schools

HOLIDAYS

The school year in Japan, divided into three terms, begins on 1st April and ends on 31st March. The Prefectural (or district) Governors are permitted to fix the allocation of holidays during the year. Summer holidays are of one month's duration. A fortnight is allowed at New Year and approximately three weeks at the end of the year. Ten public holidays and all Sundays are free. It is interesting to note that the school day averages about six hours in a six-day week.

The elementary school course which is followed in 26,000 schools is divided into an ordinary course of six years which is compulsory and a higher course of either two or three years. Although this higher course is not compulsory, most attend. All children are expected to enter the elementary school at the age of six years and continue till fourteen years of age. Although economics and family problems result in the absences of many children, the Japanese people are intensely interested in education.

School hours vary greatly in different parts of the country at various seasons. Where school accommodation is restricted, instruction of two shifts of children each day are used. This system of double shifts applies mainly to the upper classes as a temporary expedient, and is usually worked alternately week by week from 8 a.m. to 12 p.m. and from 1 p.m. to 4 p.m. As new schools are being built, the necessity of employing this expedient is decreasing.

CO-EDUCATION

The elementary courses are entirely co-educational except in a few schools

where the boys and girls are divided into separate classes. Generally speaking, the Japanese teachers prefer co-educational classes, as they claim that the result is wholesome and that as a rule the harder working girls provide a challenge to the boys.

OBJECT OF ELEMENTARY EDUCATION

The object of elementary education as defined by the "Mombusho" is to instil into the youthful minds the elements of moral and general education and the knowledge and ability essential for the conduct of life, care being taken at the same time to develop the physique of the children. Moral objectives appear to be primary in the training of primary school children.

In the past, the system was designed to produce "subjects of unquestioning loyalty to the Emperor, conscious of their duties of citizenship and their obligations to one another, frugal, virtuous, obedient and sufficiently informed to be able to fulfil their functions in a modern civilised state." A definite training of obedience, family obligations, etiquette and manners commences in the home long before school. However, these subjects are taught in the school under the general term "morals," and are indirectly stressed in other subjects.

DISCIPLINE

For very many years, corporal punishment has been practically unknown in Japan; instead reprimand, suspension and expulsion are the usual forms of punishment.

The imposition of "writing out lines" or similar task is unknown.

As the Japanese people are very sensitive about public opinion, even among school children, a reprimand before the class by the teacher is felt to be a very severe punishment.

M. F. WHITTAKER.

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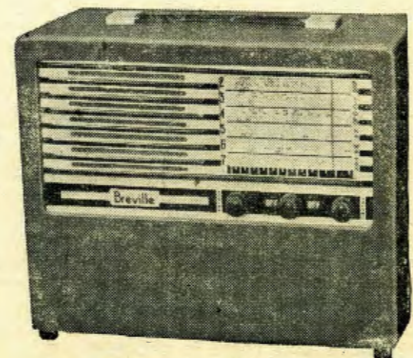
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Teachers' Federation

The first open meeting of the College branch of the Teachers' Federation was presided over by Jack Gleeson in the Hall on Thursday, 30th October. The minutes were taken by Gwen Roberts.

Meetings will be held on the last Monday of each month.

A letter from the Wagga Welfare Officer was read by the Secretary concerning the weekly board paid by the domestic staff. A motion was then passed that the Federation be approached to inquire into the discrepancy between the board of the domestic staff and that of the students.

FREE TRAVEL

Following a discussion on train travel, the meeting decided to approach the Department about free train travel to and from College as is granted to the public boarding schools throughout the State.

The Federation sent a copy of the letter they had sent to the leading Sydney bookstalls requesting a discount of 10 per cent. for College students. This was read to the meeting.

The Federation invited the College to send along two delegates to its annual conference in December. G. Roberts and J. Gleeson were elected by popular vote, while M. Evans and P. Rees were elected as alternative delegates in the case of either of the former being unavailable.

ON TAXATION

A motion was passed that a letter be written to the Federation approving their efforts to exempt students from taxation and stating our willingness to participate in any delegation that may be formed to further our claim.

As the Department would not supply the College with a bus for transport, a motion was moved to approach the Federation for one, giving details of past trips and their expenses.

This concluded the business of the meeting and Jack Gleeson thumped the table and said: "This meeting is closed."

Bachelors' Club Bulletin

As the aesthetic ideals of the French Revolution (Liberty, Equality, Fraternity) shone bravely like a beacon through the surrounding fast-disintegrating civilisation, so too do the ideals of the Bachelors' Club (Liberty, Quality and Non-Fraternisation) shine (like lamp-light) through the mists of degradation clinging to this College. Degradation has caused our President to drop the prefix "Virtue," he having been fully convinced that there is not one iota of virtue left in this world. For the members of the Bachelors' Club we have a brotherly word of advice: "Be good, sweet maids, and let who will be clever."

The club has chosen the motto, as originated by Machiavelli, "the end justifies the means," and all members

are striving conscientiously for the betterment of the club's ends. Thus has it been deemed fit to branch out into various departments, as its scope takes in every field. A reshuffling of the executive has resulted as follows: W. O'Sullivan (President), R. P. Rees (Vice-President), E. Keogh (Secretary), G. Cullen (Prosecutor), A. Fryer, D. Rumery (Advisers to the Constitution).

Mention might also be made of the Ministry of Nocturnal Affairs, graced by the membership of such stalwarts as N. Bricknell; M. Bell and E. Rascall, who believe in the axiom, "deeds rather than words." It has been thought fit to grant H. Robertson a Ministerial folio, as we have his assurance that he has turned over a new (loose) leaf. B. Logan's apprenticeship papers have not been finalised yet, and an inquiry is proceeding. Congratulations to K. Cowan on his promotion in this department after an outstanding probationary period, during which he gained the club's coveted honor, the Order of the Garter.

Many tenders have been received for the position of Club Patron, but after a rigorous scrutiny, all were rejected because of the ineligibility of the applicants. Of this matter, many a tale lies untold; however, such professional matters are not for the rude public ear.

There is (or was) a club called the Bachelor Girls' Club. Could anyone tell us what happened to it? When last heard of it was suing for peace, and proposing affiliation with our club. On receipt of our firm refusal they apparently went beresek, and latest reports indicate that the Bachelor Girls' Club, like Bikini Atoll, just doesn't seem to have any life whatsoever.

We think it fitting to conclude on such a solemn note as the mention of our carefully selected and hand-picked National Anthem, "The Lost Chord," chosen because of the common feeling of the bachelors towards its suitability, as it strikes the same righteous note as the bachelors do. With this last note, therefore, let us draw the line. Double bar, of course.

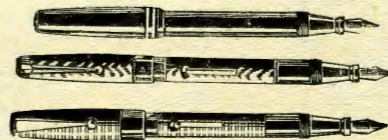
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Thoughts Inspired By the Birth of a New Day

Ah, those silver streaks, harbingers of the sun, slowly coursing their way across the gloomy heavens, announcing the dawn of yet another day. From the very depths of my sumptuous bed I gaze through the window at this phenomenon, and there are born, with this new day, new thoughts and ideas . . . and questions.

What is the purpose of life? Fundamentally and unemotionally, it seems that man is born into this world to remain alive until reproduction is effected and then to die. If entertaining this thought one would obviously be unique in this world of ours. However, one must have some significant aim or an interpretation of the "purpose," to attach to life, a value.

Is this aim to prepare for another life, foregoing pleasures of any kind, living in fear of God, or to accumulate power and riches immeasurable, or to climb high on the social ladder, or become a martyr to an undervalued belief or idol, or . . . All these and countless thousands more have served and are serving as the ideals of diverse persons. To a critical, dispassionate mind most of these criterions would appear intolerably stupid; yet, was not each man happy and content in pursuing his aim? I believe that providing one is happy and living is pleasurable, then his or hers is a successful life.

It is my opinion also that in our modern societies convention tends to hold a far too dominant position. To stress this point, here is an example. A person may be drawn unwillingly into an occupation his foremost desires repressed. Convention compels that he discard his notion of "living" and merge into the collective sub-consciousness with those of his like, surrendering all individuality and literally wasting his life.

Drawing a comfortable wage and possessing a substantial bank account does not necessarily imply successful life unless the one concerned is certain in his own mind that he enjoys living.

Many people without the proverbial "brass rahzoo" can boast of felicity far greater than that of a millionaire. Why? Because they have discovered the essence of life—living as they wish to live.

The radiant fingers of the sun are now adorning the countryside after the curtain of night has parted. A new day blossoms forth in all its splendour and—Oh, damn! There goes the breakfast bell.

"FEATURES."

Half the world doesn't know how the other half lives—but it has its suspicions!