



# TALKABOUT

A PUBLICATION  
OF THE STUDENTS OF  
WAGGA TEACHERS' COLLEGE.

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## Taxation Hits You

Some time ago the Taxation Department in its wisdom decided that students' allowances in excess of £104 p.a. were taxable. Since then hostility to this imposition on the meagre financial assistance given students has become vocal. Most students find it almost impossible to subsist on the allowance as it now stands; their plight will be made much worse if this allowance is to be garnisheed to swell the finances of an insatiable Taxation Department.

### ACTION

Already a joint deputation representing students of Balmain and Sydney Teachers' Colleges has approached the Taxation Department re a clarification of the position, and, if possible, an exemption from tax. Although their representations on the latter of these matters were not successful it was learnt:

(a) That as the law stands Teachers' College scholarship allowances are definitely taxable income;

(b) That the Education Department has no legal right to make instalment deductions until previous agreement has been reached between the Department and students;

(c) That the Commonwealth Government is at present considering the matter of exempting scholarships from all taxation;

(d) That Teachers' Colleges should write to the Prime Minister and the Minister for Post-war Reconstruction to request that this exemption should be granted and that the Federal Taxation Act be amended accordingly. ("Lumen", Sept.)

### REACTION

Wagga students commend this action by the joint committee, and appreciate their initiative in presenting a case which reflects the position as it affects us here. For many the taxation return due in June next will be rather a novelty—though an unpleasant one. As the position now stands each living-in student will be required to disgorge from his already depleted purse about £2/10 in a lump sum.

### REMEDY

As we see it, every student is vitally concerned in the outcome of these negotiations begun, by representatives of Sydney and Balmain Colleges. It is our

duty to see that we support our demands for exemption by arousing public indignation at this gross injustice, which, if allowed to continue, will make students' difficulties insurmountable.

A representative committee, appointed by the S.R.C. of Sydney College, to investigate students' financial position under the system of present allowances states decisively: "No College student can live on his or her present allowance." Taxation may be likened to the proverbial last straw with which a merciless officialdom would break the already bent back of the student.

"Talkabout" will watch the outcome of these negotiations closely, and will, in the meantime, report any progress made.

—A.F.

## Radio Aids Book Week

Book Week has now closed, and we may look back to it, and measure the standard of success which it has attained. Organisers, and those who contributed to it in any way, should feel justly proud of their work. All events which comprised Book Week ran smoothly, and the success of the project is largely indicated by the interest which has been evinced in no small degree by the citizens of Wagga.

We are proud to acknowledge Miss Webb and Miss Moore as active participants, and congratulate them upon their achievements. Miss Webb is in no way lacking our pioneer spirit, as her Radio Quiz, which we were fortunate to hear two nights this week, was the first Book Week Radio Quiz to be held in Australia.

At the conclusion of the Quiz last Thursday night, Miss Webb was congratulated upon her choice of questions, and the wide range which she had managed to embrace in them; we appreciate also her wisdom in wording the questions in such a manner as to link up associated ideas, thus ensuring the general interest of the vast, mixed audience.

### THE PLAY

Mr. Hodges and Mr. O'Ryan as Quiz masters far surpassed even Ken McLean, and we were all genuinely amazed at their powers at officiating in this

capacity, and tact in placing the young contestants at their ease. Here, particularly, mention must be made of Mr. Hodges, who in one instance was so eager to put one small girl at her ease that he began inquiries as to the health of her big sister!

The winner of the Junior Quiz was Lola Thompson, and the winner of the Senior Quiz Nick Packham, of South Wagga. Each winner may choose a book from Hunter Bros. to the value of one pound.

After hearing Anne Renwick on Tuesday night and Sue on Thursday night, we waited in vain to hear "Patch" on Friday night, but after listening intently for a few minutes, we discovered it was only Kevin Wilcox.

"The Fairy Pedlar", as enacted by the Dramatic Art Option Group, reached the height of success, which was attributable to the skilful direction and training given them by Miss Moore. Veronica Rene as "Mary," the farmer's wife was superb (almost as superb, in fact, as her interpretation of "Shoo Fly Pie"), while Margot McInerney as the Fairy was so perfect that we could not recognise the voice for some time. But it is hardly fair to make special mention of one or two, when all members of the cast played a wonderful part.

It may be interesting to note that "The Fairy Pedlar" was adapted as a radio play by Miss Moore, from Rodney Bennett's book of dramatic plays.

We congratulate Hunter Bros. upon their enthusiasm and enterprise in sponsoring this, the first Book Week Quiz, in Wagga.

### NOTE:

The celebrated members of the cast of "The Fairy Pedlar" would like it to be made known that their autographs may be obtained for the small charge of sixpence—proceeds to go to Common Room Funds—while the autograph of Miss Moore herself (the esteemed director and producer of the play) is obtainable for the reasonable sum of five shillings. Miss Moore also informs us that a lip imprint on a handkerchief will cost only ten shillings.

Many are asking for a quote on the real McCoy! What about it, Miss Moore?

—JUNE SCOTT.



## Approbation v Vituperation

What do you think of **your** paper? To obtain a general opinion of "Talkabout" we interviewed several people, who graciously gave us their ideas about it.

Jack Gleeson and Noel Fletcher expressed the ex-servicemen's point of view. Both agreed that the paper was "pretty good". Jack found particular interest in the editorial and Noel appreciated the paper's well-balanced arrangement.

Mr. Renwick was also enthusiastic: "An excellent effort on the part of the students concerned. I particularly appreciate the humorous attitude in some articles."

Miss Kilgour had some constructive criticism: "A high standard has been achieved despite inexperience of the editorial staff. If townfolk are to be interested students might contribute articles of more general interest."

Darb. Munro, who can digest most things, finds the editorial "very assimilable". "There is not enough serious matter in your paper," was his cry when asked for some critical suggestions.

Paul Rees: "Very interesting, but it should have a much smaller scandal column." (Euphemistically called "Watson".)

Shirley Brown: "Not enough controversial articles. The paper should be longer if possible. I enjoy it, especially 'Watson'."

Ruth Johnstone considers the "Watson" column too personal. "No names should be mentioned, and it could be longer."

Betty Sanders: "A very enlightening paper. It shows how the other half lives—and loves."

Marg Abraham: "It is one of the best college magazines I have read and is certainly every bit as good, if not better than, 'The Collegian' or 'Lumen'."

Others were also interviewed but most found the paper beyond criticism. Suggestions for improvements will be duly noted and, if possible, followed out. We will find it hard to please everyone, but you at least should see that it pleases you; if you find it lacking, then tell us.

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## Club Pot Pourri

While on the subject of displays, the pantograph on show at the recent visual Education exhibition aroused considerable interest. A labor-saving device, it can be made at a very low cost, thus adding to the attractiveness of the instrument. The club has therefore begun the construction of 100 pantographs which will be sold to students at a small charge.

Within the next fortnight, the second edition of "Viz-Ed" will be on sale. Ted Swan and Morton Rawlin have pooled their ideas and produced a title page for the magazine. Good work, Ted and Morton. Noreen Perry is again suffering from that editor's complaint—lack of articles for the magazine—so would all those preparing articles please make her task lighter?

Our sympathetic Noreen, our editor advises that you resort to the soothing opium of music; he can recommend it.

Which brings me to the Recorded Music Society's report. The programme, Tschalkowsky's Fifth Symphony, was thoroughly enjoyed by all members, thanks to Mr. Pople's able handling of the new turntable as well as to the efforts of the composer.

The Variety Show on Monday night also proved pleasant entertainment, in lighter vein due to the efforts of June Scott, Bill Parsons and Ken McLean, ably assisted by a group of talented humorists. We are pleased to note the variety of self-expression amongst the students.

Another really gala night is being planned by the Social and Recreational Club for the last week of the term, the College Ball. We suggest that the men might start brushing up their pumps and their technique, in readiness for the prey. As for the women, well girls, I leave it to you. You know your stuff.

To more topical matters, the Kabi v. Kambu debate! Kambu-ites, Marg Abraham, Dave Rummery and Alan Fryer, valiantly contended that Australians are not politically apathetic. However, the government team, Ed. MacMicking, Roy Hildebrand and Cath Smith, outmanoeuvred them and were victorious, the final score being 63-57.

## Letters to the Editor

DEAR SIR,—Might I express my views through the columns of your paper regarding a matter so vital to us as budding school teachers, yet so ignored by the majority of college students and lecturers that it has been relegated to a very minor position?

I refer to the inculcation of blind political patriotism into our pupils with no regard for the creeds or views of their parents, who, despite the height to which our educational system may aspire, will always remain the children's primary educators.

Shall I, as a school teacher in this enlightened (?) age of democracy, be expected to round up my pupils at nine o'clock each Monday morning and force them to salute and give worthless lip service to the Union Jack knowing that if it were to be hauled down on the morrow and another power's ensign run up they would still be forced to pay tribute to it?

Shall I teach them love and loyalty to a flag (not their own, but that of a nation of which they have very small reason to be proud) realising that there are some at least among them whose families and personal connections have no regard whatever for the imperialistic, capitalistic John Bull? I could not in conscience inculcate these ideas while holding in my heart views quite contrary to my teaching, nor do I think any other teacher could be expected to do so.

I do not know, and I am sure your readers do not know, whether in a few years hence a system of government more cruel than that of either Hitler or Stalin will be in effect in Australia. Yet I am ordered to teach blind allegiance to the powers that be.

We admired, nay, glorified, the German school teacher who revealed to his class the faults and brutalities of the Nazi regime, yet let one say but a word to his class about the British oppression of the worker and he is denounced as a traitor to his country.

We do not take away the child's right to democratic freedom if thought is true, for at such an age the child has not the power to make use of such freedom. We do, however, restrict the democratic rights of their natural God-given guardians, whose job it is to educate their children in such matters and who pay us to instil knowledge (not political beliefs) into our classes.

The mental apathy of the Australian people is deplored from the political platform, the pulpit and public domain, but what can one expect when all thinking is done for, instead of by, our people, by State-chosen school teachers.

In conclusion might I state that democracy is not in action in a country where one-sided political views are inculcated in our schools by a jingoistic regime. Never was the trife "magna est veritas, et prevalet" less true than when applied to our educational system. Truth will not out until education in such matters is left to the parents in the home.—Yours faithfully,

—ROGER.

[Views expressed in this paper are not necessarily those of the editorial committee.—Ed.]

THE HALL —

The College Hall  
Is for Assembly,  
But that's not all,  
—namely:

Lessons phonic,  
Solfa tonic,  
Dancing sessions,  
Music lessons.

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—J. M. AKHURST.



## Displays for Children's Book Week

For the past few weeks, members of the Library Club have been busily engaged in preparing for Book Week. By the opening day, Monday, October 20, they had four very interesting displays illustrating projects that could be carried out in the school.

The first display was a map of the world mounted on cardboard and decorated with silhouette figures of children of other lands. Streamers radiated from various countries on the map to books written about those parts of the world, e.g. Hawaii: "Wonder Tales of Hawaii" by Post Wheeler. Italy: "Adventures of Pinocchio" by Carlo Collodi. Switzerland: "Heidi" by Johanna Spyri.

The show was made more effective by the addition of three dolls, dressed in national costume, representing China, Holland, and the Balkans. There was even a very realistic model of a turtle, illustrating the Australian story by Leslie Rees, "Sarli, the Barrier Reef Turtle."

On one of the tables, under the heading, "More Books for Young Readers", was a display of suitable publications for children. These books demonstrated good binding, clear type, colorful illustrations and other qualities so necessary to the young reader.

On the back wall of the library was a display of mounted pictures chosen from the "Pictorial Education" and other illustrated magazines, representing famous writers and scenes from well-known books. Such illustrations have value not only for Book Week, but are excellent aids to student teaching.

Finally, there was a series of prints with careful annotations showing the various stages of lithographic printing.

It is hoped such exhibits will bring the idea of Book Week closer to the students and be practical examples of what can be done in schools observing Book Week. It is important for prospective teachers to realise the value of books and to be able to recognise a high standard of juvenile publication and be familiar with popular titles.

In conclusion I would like to extend the appreciation of the club to Miss Webb, who has been an invaluable adviser and helper; the Hobbies' Club for the national dolls; Mr. Agkhurst for his colorful posters and the lithographic

printing display, Miss Wylie and Miss Grahame, for their art contributions, and any other person who helped in any way. Every member of the club deserves merit, and it was only by co-operation within the club and with the college members that the display has been so successful and of such great educational value.

—SHIRLEY KIMBER.

## See, Hear

It was a glorious night with the temperature about 40 degrees below—nature had well prepared for a death battle between the eagle and the porcupine. As the debaters took their places (next to their beloved pennants, which decorated either side of the stage) the audience was breathlessly still. "Has the press greater influence than the radio?"

Miss Roberts, a member of Ipai and leader of the government, spoke on the influence of the press. "The radio in many cases is heard, not heeded, but it means a conscious effort to read."

Miss O'Neil, as second speaker, dealt with the influence of the radio and regarded it purely for its entertainment value. "Anyway modern educationalists, in supporting visual education, realise that children remember and are influenced to a greater extent by what they see, than what they hear. Is not this the same with the general public?"

Up to now, all the speakers had stood their ground, so for variation (changing the visual pattern) Mr. Squires wended his way across the stage several times. As third speaker, he compared the press and the radio. When we hear something over the radio, it is gone in a flash, and we remember very little of it, but with the paper we can keep it with us; its impressions are lasting.

Mr. MacMicking, a member of Kabi and leader of the opposition, had his quills fully extended when dealing with the use of the radio in education (apart from the teacher's point of view), and its use for illiterates, as well as for outlying and scantily populated places such as Central Australia. Mr. Squires took up this point and said we were dealing with majorities, not minorities, and this section of the community still looked forward to mail day and the paper.

The second speaker, Mr. Hildebrand, looked at the argument from the poli-

tical side. The never-to-be-forgotten speech of Churchill, "We will fight them on the beaches . . .", was the highlight of his debate and had a very obvious effect on the audience (judging from the murmurs).

Miss Smith, third speaker for the opposition, who discussed women's sessions and their cultural value in the form of literature and music, caused a stir by adding that the newspapers were too awkward to manipulate. Miss Roberts said this was possibly because of Miss Smith's dimensions, as she herself found it quite simple.

Who had won? The adjudicator, Mr. Blakemore, congratulated the excellent debating qualities of each team and individual members. He also mentioned the noticeable influence the psychology and social studies lectures had on the debaters, (by this time each team was frantic as they thought over their mistakes). At first the porcupine had used its quills well, but it was caught by the eagle, the final score being Ipai 47, Kabi 44.

We thank Mr. Blakemore for his criticism and encouragement and good judgment as adjudicator.

—JOAN ARMSTRONG.

## Sonnet to the Sea

I stood one day above the summer sea,  
And suddenly youth and inspiration  
came,  
As on a steed encircled by a flame  
Which springing lightly did soon o'ertake  
me.  
"No matter what the past has been, he  
Is banished from my mind; my only  
claim—  
My God to be with me, then love will  
name  
The door of which I hold the golden  
key."  
The sea, the power that had trans-  
formed my soul,  
Then seemed to lose its brightness, but  
in the West  
The colors of a glorious setting showed  
Upon the darkened depths, like slum-  
bering coals.  
So brought to all the world and me  
due rest,  
With the hope and strength that in  
my heart now glowed.

—BETTE LONERGAN.

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## "The Flowers That . . ."

Many students have admired the beautiful show of lilacs in the local Memorial Gardens and around the town, and it should not be long before the lilacs in front of the dining room are as large and as beautiful as these blooms.

Also, despite the effect of building materials littering the grounds, most of the roses along the drive into the College have survived, and are now in bud.

Now that paths have been marked out in the area between the men's and women's dormitories, all students are requested to keep within these pathways so that lawns can be established. The many shrubs around the gymnasium are growing considerably, so with the students' co-operation, this entrance will soon be worthy of the building itself.

Shortly, the area of lucerne behind the College will be mowed and rolled, and from then on kept cut short. It will eventually provide playing grounds, but until such times will be most useful for sun-baking at the week-ends.

### COLLEGE REPORT

First term: "Rummery is trying."

Second term: "Rummery is still trying."

Third term: "Rummery is MOST trying."

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This week, even Sherlock has been finding difficulty in following up clues located, and is thinking of buying a higher-powered lens for his magnifying glass. A compliment, perhaps, to the increasing skill of the criminals. But you must know the hero always comes off best, and in time you will learn that crime does not pay.

For instance, by this time it is common news that the respective presidents of the Bachelor Girls' Club and the Bachelors' Club are temporarily suspended! Nobody quite knows why, but it does seem funny that they should both be suspended at exactly the same time, doesn't it? Though I did hear a rumor that it was over something to do with a discussion of officialdom!

Have any of you heard the sweet notes of a tune that a certain fair-haired young carpenter has been singing most plaintively about the college lately? It goes something like this:

"My Bonny Hes over the boardwalk,  
My Bonny lies over the ramp,  
My Bonny lies over the boardwalk,  
Oh gosh, she's a cute little vamp."

Hodges has hit the highlights again, and is thinking seriously of changing his name to "Jim", because of the constant mat-work he has been doing of late.

A certain young Irish colleen certainly knows how to draw the lion—witnessed personally last Saturday night.

#### Note to Cinderella Fawcett:

"Pardon me, your slippers showing!" Poor old Keith Cowan. Although one of the few members of the Bachelors' Club who is financial, he doesn't seem to have much chance of remaining a member—for two pretty reasons.

One of the "professional" artists about the college is very conscientious, in that he never forgets his washer to wipe off the surplus color. But last Sunday night while out with little Nellie Bligh he was caught by the rain too, without his washer, and had to depend on the elements to wash off the surplus red!

Maid of the Moment: It's sweet Artie Kennedy—unrivaled for the place of honor this week. Your hat (?) was stunning, Arthur!

—JUNE.

#### Overheard in the showers:—

Ian: "Why do you have V.M.-128 tattooed on your back?"

Other Voice: "That's not tattooed, Ian; that's where the girl friend ran into me with the car when I was opening a gate."

## College Courses Too Short

Professor McRae, during his visit here, expressed the opinion that the present two-year course for students was inadequate. "We all look forward to the time when three years is the minimum," he said. "This aim, however, is counteracted by the fact that there is an acute shortage of teachers and until this need is satisfied it will be impossible to extend courses."

However, N.S.W. has many students on longer courses. There are approximately six hundred in four and five year courses, ninety in three year physical education courses. As well, twenty people will be retained next year for a three year course in art, and it is hoped soon to introduce a four year course in manual arts.

In an endeavor to overcome the shortage of teachers the department has established Balmain and Wagga Teachers' Colleges. As a result, it is planned next year to admit 1000 new students to the four colleges. This number is almost double that admitted in 1941.

Heard in the Music Option:

Lecturer (I just can't recall the name):  
Do you like Handel's "Largo"?

Bright Pupil (probably Darby): Yessir  
But I like Tooth's stout better.

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## Sport Round-up

In their first competition game on Sunday, the 19th, Teachers' College A team created a good impression. Batting first against Turvey Park, we were dismissed for 139. Outstanding performances were Hodges 41 and Debenham 26. The standard of bowling was poor, Boswell, with 2 for 25, heading the averages. Running between wickets by College batsmen could be greatly improved. By dismissing Turvey Park for 59, we have already established a first innings lead of 80. Hodges, bowling at a fast pace, and obtaining terrific lift from the wicket, demoralised the opposition. He secured the fine figures of 6 for 19 off 10 overs. The performance of the College XI was indeed heartening, as we fielded a weakened team. A pleasing feature was the improved fielding of our side.

College II: Because of adverse batting conditions, Dave Rummery sent Riverina Distributors to the wickets on the Duke of Kent oval last Sunday. Ross Bree opened the bowling and dismissed one opening batsman with his first delivery. Despite this upset the innings closed with 104 runs on the board. College II openers, Ross Bree and Jack Cummins, opened brightly, Ross scoring 29, but Jack, unfortunately, being run out rather early. College, with six down for 85 runs has every chance of gaining a first innings lead. Des Bieler was our most successful bowler, finishing with 3 for 14.

Mari v Kambu Cricket: On Tuesday, 21st, the intra-mural cricket finally got under way.

The game Mari v Kambu was played at Bolton Park, Kambu going in to bat first. They had only eight men, but these were enough to last out the com-

plete day against Mari's pitiable attack. At stumps 6 wickets had fallen for a total of 169.

Credit must go to Jack Brewster, one of our first graders, for his effort of 94 not out. He was, perhaps, the only person besides K. Quinn, Mari's keeper, who showed any knowledge of the game.

Others to score runs for Kambu were J. Gleeson 38 and M. Bell 13. Millar bowled reasonably well for Mari.

To me, the whole atmosphere of the game was, to use a colloquial phrase, "on the nose."

Next week Mari goes in to try and catch Kambu's total.

Women's Cricket: On Tuesday, the women's house cricket commenced at the Duke of Kent Park, our previous efforts being postponed owing to rain.

Kambu won the toss from Mari. Mr. Hawcroft told the enthusiastic players some of the finer points of the game, and they then proceeded to arrange themselves around the pitch. The terms "noball" and "wide ball" were so liked by the umpires that they used them monotonously.

The batting and bowling were of a "superior nature," the respective skills, being of a high standard. Although no boundaries were scored the fielders were kept busy—walking from one end of the pitch to the other.

The match is to be finished next week. The scores for the day were Kambu all out for 74, including 47 sundries, and Mari 60 runs, which included 31 sundries.

The outstanding bat of the afternoon was Doreen Manwaring, who scored 17 not out for Mari.

God made the world in six days, and then He rested. He then made man and rested again. He then made woman, and since then neither man, woman nor anything else has rested.

## Tennis

Ipai and Kabi clashed in the opening rounds of the Inter-House tennis, their games being played on the College courts, while on the High School courts, Kambu and Mari contested a hard-fought battle. Ian Thomas and Merv. Whittaker played splendid tennis, but were beaten 6-5 by Keith Willard and Col Taylor in a match of see-sawing scores. Gloria Robinson and Jean Erskine, in an entertaining match, beat N. Mitcheson and Maureen O'Neil 6-2. Kabi, after the final games had been played, had managed to win 61 games and thus beat Ipai, who had 43 games to their credit.

Marie v Kambu: After several poor attempts (owing to the rain), Mari and Kambu have got away to a good start on the High School tennis courts. From the sidelines Mari appears to have the lead over Kambu by a hard won ten sets out of the possible twelve.

During the afternoon there were some smashing shots, especially the one pooled by Ray, which almost ended Johnny Hale. Among the women members there was some ruthless play, and all rallied splendidly to the high standard set.

Next week we hope to see the scores evened and the two houses roll home to an exciting photo-finish.

The best artists are not necessarily the best teachers. If a man has too much skill along a certain line he will overpower and kill the individuality of his pupil. There are teachers who smother a pupil with their own personality and thus it often happens that the strongest men are not the most useful as instructors. The ideal teacher is not one who bends all minds to match his own but the one who is able to bring out and develop the good that is in the pupil—him we will crown with laurel.

ELBERT HUBBARD.

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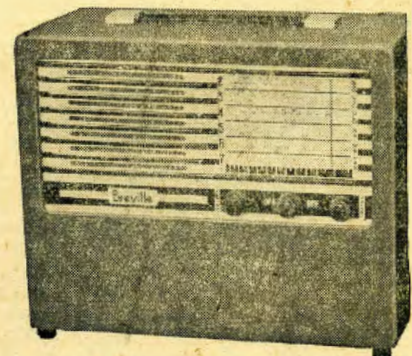
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## Educationally Introducing Japan

During my stay in Japan (between January, 1946, and February, 1947) I had the good fortune to travel extensively through the country, and visiting many schools, I spoke to a number of Japanese school teachers who gave me an interesting and enlightening insight into the educational system of that Oriental country.

As potential school teachers, I feel that we should not only be more than interested in our own educational system and standards, but that we possess at least a general knowledge of the systems and standards of education existing in other countries, for I believe that to know of only one system, is, in a sense, to know of none, as they are all comparative, each serving as a small arc of the circle of knowledge in this field.

It is vitally important that we, as a community, in a world of communities, should know more about, and hence understand more fully, the views, attitudes and actions of other peoples.

As Mr. Renwick has revealed to us, environment plays an important part in the formation of our "make-up," and the experiences in that environment help form our personality and attitudes. The teacher and school in any country in the world have a very strong influence on the lives of those whose environment it helps to form, and so by studying the educational system of a country we may be given a clearer insight into the peoples' lives.

With the realisation of the growing need of fostering this feeling of internationalism among us, the educationists of the future shall contribute to future editions of "Talkabout" for the interest and information of our students, a series of articles dealing with the various methods, the standards and the functions of the "Mombusho" (Japanese Department of Education), under such headings as "How the Kindergarten Works in Japan," "The Elementary Schools," "Physical Education in Japanese Schools," "The Teaching of History, Music, Geography, etc.," "Practice Training," "Special Teachers' Training Institutes," "Student Life in the Universities," etc. I feel certain that such topics will be of interest to all.

At the present time in Japan a very important group of educationists from America are planning ways and means of modernising and reforming the Japanese education system. I refer to the "United States Education Mission to Japan." Some of the recommendations made by the mission are so far-reaching that they can only serve as a guide for a long-range study and future planning.

Whilst dealing with such topics as are listed above, I will refer to the reforms recommended by this Education Mission and thus a clearer picture of the future policy of education in Japan will be revealed.

M. F. WHITTAKER.

## Peace—So What?

We sophisticated moderns talk a lot of baloney about peace and its desirability in the world. Our philosophy is packed full of "toleration, patience, etc.," or to speak in the vernacular "live and let live." We are annoyed at every departure from this rule of procedure. Headlines on the fierce and bitter struggles in U.N.O. alarm us. We despair when we read of revolts, civil war and bloodshed, perhaps rightly so. And then the hackneyed cry reverberates "Toleration—we must have peace."

Some day we are going to come to earth with a thud. Some day, and the sooner the better, we shall realise that what we thought an elusive, mischievous will-o-the-wisp is nothing but a ghastly spectre, shrouded in gloom.

Let us be quite sure then, that peace is not only unprocureable at present, it is also undesirable. It is laziness that prompts our desire for it. The ostrich mannerism is the easiest for us. Once we have buried our heads in the sand, our attitude is determined "to hell with the rest of you—I'm all right."

Hitler, in his spectacular rise to power, probably counted on this apathy. He was right. His treatment of the Jews received little attention from the outside world. A few arms were raised in righteous horror, a few cries of protest were heard, but for the majority, the effort required to rouse ourselves was too great.

But Hitler was no better than all famous tyrants before him. He didn't count on getting opposition anywhere along the line. When he did, it was not to our credit. It was only the threat of economic rivalry that led to the eventual declaration of war. The rampant anti-semitism, the threat of totalitarianism counted little.

The Old Testament, a remarkable account of the evolution of an ethical code, is also interesting in this light. It does not give any short cuts to peace. It prophesies that peace will come eventually, that peace will be inevitable once the ideals of toleration, but of active service have been inculcated in the human mind.

Once this myth of peace has been exploded, the rest is comparatively clear. The elimination of insecurity, poverty, hunger, the pooling of the world's resources, the production of educated and inquiring minds are enough to keep the world militant for the next thousand years.

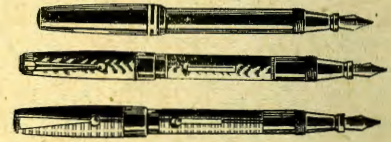
M. COMINO.

## Congratulations

Students will be pleased to learn that our popular Registrar, Mr. Lonsdale, is now the father of a bonny bouncing boy. We understand that both this 9lb 1oz of young Australian and Mrs. Lonsdale are doing well.

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The services of a skilled operator are also required. Award rates of pay and liberal overtime rates will apply. Those submitting tenders will, if successful, be requested to install their machine at least 3 (three) calendar days before the forthcoming Arts and Crafts Exam, whilst the operator will be required to enter a contract for at least six weeks' work.

Unless both a machine and operator are forthcoming in the immediate future, members of Mathematics Option Group are promised a full time job over the Christmas vacation.

Tenderers are requested to submit quotation to the Editor, "Talkabout," Teachers' College, Wagga, who will see that they proceed to the right quarter.

## Welcome

We desire to welcome Matron Ashby to our College and feel sure that she will fill admirably a need long felt. Miss Wylie has been relieved of the onerous duty of acting as matron, whilst, at the same time, lecturing as usual. Women students, especially, will thank her for the consideration and genuine sympathy which she has always shown them. We feel confident that Matron Ashby will continue the duties so ably carried out by Miss Wylie in the past.

Artist (to friend): "Do you know there are some fools who do not like my pictures."

Friend: "Never mind, old man, there are some fools who do."