



TALKABOUT

A PUBLICATION
OF THE STUDENTS OF
WAGGA TEACHERS' COLLEGE.

VOL. 6; No. 6.

September 29, 1953.

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Ron McKenna, Neil Macintosh and Margaret Davoren in a scene from Tchekov's "The Bear," one of the plays produced for Bendigo's visit.

They Came They Saw

.....and we conquered—at least in the field of sport, & now what remains? A few sagging streamers and balloons, slowly deflating in the dining hall, several more Bendigo badges on Wagga blazers, oh! yes!! and one Bendigo blazer—rather the worse for wear.

That, and a few snapshots are the only visible evidence that such an event as an inter-state incollegiate has taken place. Yet, I do not think many students will disagree with my assertion that we have gained something more from the intercollegiate than the few badges, the sporting victories and the hours away from lectures.

We gained obviously, th-

ce? We gained likewise the pleasure of participating in sport against opponents to whom we would have been proud to lose.

But beyond these considerations I think all of us and ree nights, and two days of good fun and fellowship. I doubt if any people maintained a serious and profound visage throughout the debate, the plays or the dances especially those who had visited Bendigo enjoyed and appreciated the opportunity of showing Bendigo people our College, of returning their hospitality and of trying to show them something of our way of life.

Such a visit as this cannot help but bring home to ev-

everyone, even those formerly almost unaware of the fact that we have at Wagga, something to be proud of, the more so since we have helped to make it ourselves.

It was pleasant on hearing the Bendigo students remark on our fine Assembly Hall, to reflect that we had helped to make it beautiful: We liked them to admire our dormitories and sportsfields. It made us open our eyes, look around and see that perhaps Wagga Teachers' College was a better place than we had imagined.

The presence of Bendigo students at our demonstrations and their comments afterwards, left us wondering if it was not perhaps something rather remarkable to have first-class teachers take great pains to show us how to teach. We thought for a moment or two that maybe it was unusual to see

Editorial

As the year draws towards its final stages, I should like to thank the people who have helped produce Talkabout, up to this time and remind them, as well as others, to begin thinking about contributions for the annual super-edition. Do not confuse this with Baringa—which will be purely literary

Incidentally, there is still waiting to be won £5 for the best short story and £1/1/- for the best miscellaneous article.

Although arrangements for the publication of the magazine have been made, we still want your efforts.

Here is my final appeal—

Please try to write something really good this week!

Please try to write something good this week!!

Please try to write something this week!!!

so many kinds of craft work to hear near-perfect verse speaking and singing, to witness every such a classroom conducted by an enthusiastic expert.

Yes, Bendigo's visit certainly gave us a great deal of pleasure but it gave us something more.

We enjoyed meeting young people from another State we liked returning their hospitality.

We found somehow, that names did not matter much and we made many friends

We found also that it is not only the visitors who discover a new College and explore new fields; the hosts and hostesses often find that they too, are in a strange and unfamiliar place.

ON OUR SELECTION

The Students' Cricket Team has shown continued enthusiasm at practices, and members are rapidly learning the fine points of the game (e.g. methods of weighting balls, littering the pitch with banana skins, pulling ghastly faces at the opposition).

Play became rough the other evening, and Jimmy Gallagher actually bowled a maiden over. Quite obviously the lecturers are regretting accepting the challenge.

Let us mention just some of the gems of our team, together with the reasons for such selection:

One of the main fielders is Theo Will, who will occupy the 1st slip position, as she arrived early at Coles' bargain sale.

Miss Val Stewart is renowned for her unique style in leg breaking techniques. This daring female will open the attack upon the principal batter of the staff team. Each other student player (others invited) will follow.

The short square leg position will be filled (and how!) by Beattie Thorne, who, because of her possession of obvious qualities, is the natural maiden of our choice.

We are hoping of the timely arrival of Charles Barnes to fill the position of Gully (we believe that's where he was last seen in the cross-country run!).

Borna Log was unanimously selected as fine leg position, while she passed the selecting team on her way to tennis.

The second slip position will be taken by Willy Walburn, and so we do call upon some similar shape, to offer adequate and suitable clothing, befitting of his position.

Yours, in full hope,
PLEASANT WALTER,
(Capt.)

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QUIZ

Can you place the following passages and name the authors?

1. "It is a far, far better thing that I do than I have ever done, and it is a far, far better place that I go to than I have ever been."
2. "This is the way the world ends, not with a bang, but a whimper."
3. "The time has come," the Walrus said, "to talk of many things."
4. "Nuts!"
5. "I have nothing to declare but my genius."
6. "Not bloody likely!"
7. "And the cook sat down and rolled a cigarette."

THIS HECTIC CITY

OF SYDNEY
City of wickedness, City of sin,
That god has gone out of and evil crept in.
City of harlots, City of thugs,
Swarming with plague spots,
And doubtless, with bugs.

City, where virtue is dragged through the gutter,
Where a really good woman Has to buy black butter.
City where liquor makes drinkers regret it
And costs you a fortune—
If you can get it.

City of gangsters and black marketeers,
Where hypocrites bloom
And shed crocodile tears.
City apparently covered without light,
Do we love her or all that?
Too flamin' right!
G. McALARY.

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FRIDAY

Last day of the week—
What, here already?
Just six short hours and I'll be out with my steady.
Yet, how those hours drag away—and how much colder it seems today!
Though near the lecturer it's nice and warm
It's much more comfortable in the dorm.
Two hours option—athletics today,
Shot-put and javelin seem almost like play.
There's nothing like exercise to brighten you up,
Twice round the oval and you're ready to drop.
As I stagger to dress, I'm ravenous for dinner,
I hope all this exercise helps me get thinner.

J. SHAW.

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ANSWERS TO QUIZ

1. "A Tale of Two Cities." Charles Dickens.
2. "The Hollow Men." T. S. Eliot.
3. "Alice in Wonderland." Lewis Carroll.
4. At the Battle of the Bulge, said by General McNaught, in reply to a German ultimatum.
5. Oscar Wilde, in reply to American customs officers.
6. "Pygmalion," G. B. Shaw.
7. Mr. G. L. B.

Art Society

IT is proposed, in the very near future, to establish in the College, an Art Society.

The aim of the Society will be—

1. To foster a love of Art, and
2. To further Art work amongst the students of the College.

In establishing the Wagga Wagga Teacher's College Art Society, this College will have the distinction of being the first Teachers College in New South Wales to have its own Art Society, where both present and ex students may, if they wish, exhibit their paintings.

Next year, it is hoped that the Art Society will hold its exhibition at the Annual Re-union of Students—i.e., the annual Gilbert and Sullivan production.

This year it is the intention to hold the exhibition on Saturday and Sunday October 10 and 11—for those without a calendar—the week-end after 8-hr week-end.

So far there is room for more paintings and those of you who are hiding your efforts in old art folios are asked to contact Greg Hotchkis or Harry Smith so that arrangements can be made to have them included in the exhibition.

Remember the time—October Saturday 10th and Sunday 11th. Place: the Students common room.

By the way!

This Society is in no way connected with the Art Option or the Sketch Club but is open to all college students. Come on you Rembrandts Gruners etc., find those old oils, water colours, pencil, pastel or sculpture efforts & let the college see them!

Stamp Club

A NEW club has made its appearance in the College—the Philatelic Society.

This club aims at promoting stampcollecting (Philately) as a hobby and also the use of the postage stamp as a visual aid to education.

The meetings are being held at night so that all interested persons may attend. These will usually include a display by members and also hints on how to care for stamps.

An omen? The day of the initial meeting was the 1st day of the new 150th anniversary of Tasmania issue.

Dems and Despair

(By our Guest Writer—
this issue)

DEMS are under fire again. Perhaps it is superfluous to write "again"; "still" might be preferred.

To those who have followed this perennial discussion the complaints currently levelled against the demonstration system are familiar: lessons are "unreal", "rehearsed", "elaborate" and "uninteresting"; students are bored and have usually seen "this kind of lesson" before.

That this should be so is clearly systematic of there being a weakness somewhere

From time to time the system has been modied in an endeavour to remedy the weakness but oddly enough the symptoms, or many of them, persist. It might be well argued then, that the modifications previously made even though they may have alleviated the problem may not have been crucial and certainly have not been completely effective.

This state of affairs is surely a challenge to educationists. Can it be said that earlier modifications have varied the basic factors? Or have they merely treated symptoms? These are problems which those interested in education should, quite properly, attack and it seems to the writer that any modification of the demonstration system destined to produce a significant improvement must be based on sound educational principles.

To any informed observer there can be no doubt that the introduction of "student-participation" lessons has stimulated interest, especially in those students selected to give the lessons. Their response has invariably been complete as might be expected when the circumstances, ipso facto, required complete "participation."

There is in this an application of the fundamental principle that we learn best by doing.

But what of the other students? Is a student-participation lesson any different for them than a lesson given by a member of the demonstration staff? Admit-

tedly the demonstrating student is one of their peers and the quality of his performance might well be judged by a different standard from that used in assessing a lesson given by a demonstrating teacher,

The role of the observing student however, remains essentially the same. He is an observer, frequently a passive observer, irrespective of whether the lesson is given by a teacher or a student. Because his role is unchanged, his oft-voiced complaints, which are the symptoms in the case, are also unchanged.

There is little ground for hope that during demonstrations the majority of students can ever be other than observers. The whole concept of demonstrations demands precisely that situation. But all is not lost; this is not ground for despair. Indeed this is ground for hope, provided we reorientate the approach.

Surely an observer need not necessarily be bored, even if the observed phenomenon is artificial, over elaborate, repeated, rehearsed. Hundreds of patrons recently paid five shillings each to see "Ruddigore" to which each of these adjectives could truthfully be applied and furthermore, the patrons enjoyed the show. Of course those patrons who had previously read the libretto and studied the music appeared to obtain the greater satisfaction.

It is said that some folk are bored by orchestral concerts and that they attend merely for social reasons. They deserve to be bored.

The orchestral fan who takes the trouble to study the music beforehand is never bored during its performance.

Observers may be relatively passive or active. Active observation springs from prior knowledge of the subject matter. Mere curiosity may occasionally precede knowledge but it is invariably short-lived. Active observation and its concomitant, interest can never precede knowledge; they may only follow where it leads.

A demonstration lesson is a mere snippet in the education of a child, but a skilful teacher can, and often

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BUSINESS MANAGER: F. H. Smith.

TYPIST: C. F. Stanton.

does, apply a whole philosophy of education in the wording of a question or the treatment of a point; she can move significantly closer to a fundamental goal of her years work in number of reading in almost any lesson but these things will be missed by the uninformed.

They may only be recognised by those who have previously taken the trouble to become informed about them. To some informed observers, dems are seldom dull

....."RELAX"

Straw Ballot

You all should realise by this that there was held recently a straw ballot to find student opinion on intercollegiates.

Since you are probably interested in what you yourself think, the following results are published:

58.9 per cent. thought intercollegiates should not cater for more educational activities.

58.7 per cent. thought there should be more social activities.

59 per cent. did not agree with the six year plan.

84 per cent. were in favour of more inter-state visits

81.1 per cent. thought there should be return visits in the same year.

58 per cent think intercollegiates are long enough.

76 per cent. thought more students should be given the opportunity to attend intercollegiates.

70 per cent. would not travel at their own expense to an intercollegiate during a vacation, as a spectator.

85.7 per cent. consider the present method of selecting teams (combined student-lecturer committee suitable.

85.7 per cent do not consider the present Intercollegiates too competitive.

An Enquiry Into

WAGGA TEACHERS' COLLEGE STUDENTS'
KNOWLEDGE OF CURRENT AFFAIRS

IT had occurred to the lecturing staff at this the Wagga Teachers' College, that the general body of students was not very well versed in current affairs.

Consequently it was suggested to the Educational Research Option that an investigation be made of students' knowledge of current affairs, using the technique of the informal interview.

This method was selected because the subject could supply the answers to the questions without knowing that a survey was being made.

Approximately of the college population including men and women from first and second years chosen at random was asked the following questions:

1 "Who is the present Governor-General of Australia?"

2. Who is the Governor-General designate?

These were considered to be fair questions since, at the time of the research, both gentlemen were receiving much publicity.

Over a period of one week eighty students were interviewed and the data collected was organised in the following manner:

College as a whole: 44 per cent did not know Governor General and 59 per cent did not know the Governor General designate; 29 per cent did not know either.

First year men and women: 42 p.c., 56 p.c., 27 p.c.

Second year men and women: 50 p.c., 67 p.c. 33 p.c.

First and Second year men: 43 p.c., 55 p.c., 23 p.c.

First and Second year women: 45 p.c., 63 p.c., 35 p.c.

Since the sample of students taken was relatively large, conclusions based on analysis of the data appear reliable.

1. The amount of ignorance in current affairs in the college generally is alarming. Almost half were ignorant of the present Governor-General in spite of his long term in office and more than half did not know the Governor-General designate despite much publicity.

2. Second year as a whole is less informed on current affairs than first year. Second year appears especially ignorant in more recent changes in current affairs.

3. Men in the college are generally better informed on

current affairs than women but the difference between men and women is not as great as that between first and second year. There is a big proportion of women very ignorant of the Governor General and Governor General designate of Australia.

Further organisation of the data obtained gave rise to these conclusions:

1. First and second year women are equally ignorant generally but more second year women are greatly ignorant in comparison while many first year women are mildly ignorant.

2. Again first and second year men are equally divided in those very ignorant but many more second year men show mild ignorance.

BACHELORS — YOUNG & OLD

ALL Students will agree that the College Debating Team acquitted itself in a pleasing manner against Bendigo College.

When we consider that this was the first occasion that these particular people have had to debate together as a team, the performance was even more outstanding.

Bendigo's team contained only one member of the team which successfully participated in the Victorian Colleges "Quadrangle" competition. It was obvious from the start that this was a disadvantage to them,

From the moment that Frank Rees stood up until Tom Grunsell sat down the Bendigo team was in difficulties. Immediately taking the offensive the college team forced the Bendigo students off balance—a balance that they never quite recovered.

Taking everything into consideration, the student body will agree that their debate was very enjoyable. For the information of all concerned, Mr. Grunsell did not accept Miss Leslie's proposal, nor is Mr. Rees likely to remain a bachelor all his life. However, no matter how these "real life" problems turn out, it is to be hoped that the present enthusiasm for Debating in the College will not die out, but that other students will develop their talents by taking an active interest in their Debating Club.

LETTER TO THE EDITOR

Dear Sir,

During our summer vacation Education Week was observed in Melbourne. Because of this, we were fortunate enough to visit the Melbourne Teachers' College.

The object in writing this letter is to set before you an observation of conditions, as we saw them, of Melbourne T.C.

It is hoped that these observations will perhaps lead to some useful suggestion for the development of our own College or (when you get out) your own school.

Firstly, the Library. Naturally, for a College of 700 students, it is larger than ours, but the size is not the most impressive feature. Connected to the library is a number of study rooms. Each room is decorated around a central colour, e.g. the green room, the rust room, and the blue room. Here, students can hold discussions, talk or just read in their free periods.

Also there is a special aids room which houses a varied collection of material which may prove of some use to students during practice. This collection works on much the same principle as the library, i.e., aids are excellently indexed under subject headings, students have cards and are able to borrow any particular aid which they might find useful. Not only pictures are available, but also charts, strip films, cameras, maps, posters, records (a tape recorder is available), etc.

Students are given instruction in the use of the b. board. However, emphasis is not on hand writing but on the art of illustration. Some knowledge of basic b. board art would prove a

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very useful aid to the young teacher.

A display in the craft room, of work produced by students, showed much of their craft to be compatible with ours. Visitors were entertained with a very amusing puppet show. The College has a small portable puppet stage with which it produces shows for local charities, e.g., the Spastic Centre or a local school. These shows, as well as being entertaining, provide a subtle means of educating the young audience.

A project on The Port of Melbourne was exhibited in one of the study rooms.

An elective group (or option) contributed to build a project around a central theme. The reason for this is students find it more beneficial if they put the system in practice rather than have a collection of abstract ideas. Experience is gained whilst they are at College an how to gather and present information.

During their summer vacation, Melbourne T.C. and Perth (W.A.) are engaged in an Inter-Coll. The Melbourne students are going by the Overland Express and returning by boat. This is the last interstate Inter-Coll. for Melbourne. Next year they plan to carry out Inter-Coll. visits similar to the system now existing in N.S.W.

Briefly, here are a few of the many differences between Colleges:

No dems. in Melbourne. Practical teaching one day per week (for each student).

The majority of Melbourne students are non-residential.

The S.R.C. fees are £4/4/ per year. Melbourne students enjoy better rates of pay.

Each year the S.R.C. presents to every student a small pocket diary, which contains much useful information, and is handy for student jottings.

Should anyone be interested, there is an example in the Talkabout notice case.

The hospitality shown to us by the Melbourne students was indeed a pleasurable experience.

Our guides spared neither trouble nor effort in showing to us the organisation of their College.

Yours, etc.,

R.P.
B.R.

INTERCOLLEGIATE SPORTS REPORT

CRICKET

The first cricket match in Intercollegiate history was played against Bendigo.

Bendigo won the toss and elected to send Wagga in to bat. Chessor and Fernon opened the batting. Sent in to take the shine off the ball, Dave did a really good job and finished with 19, before being stumped—remember Dave, an opening batsman does not go for them.

Marley played the most beautiful innings we have seen of him to date. His 47 was top score and big things can be expected of him in the future.

Captain Maurice Ryan did not settle down and was bowled when only three.

Harry Bunton hit the ball well, but was caught for 20 when one went off the edge of the bat. Bill Jamieson made some nice strokes for his 15, but did not quite settle down.

With 8 down for 152, Maurie closed the innings and broke up a good partnership of Whiteside and Morey.

Wagga was quite good in the field, but not quite as spectacular as Bendigo, who held some beautiful high catches.

WOMEN'S BASKETBALL

Team: B. Kydd, N. Stewart, N. Wicks, J. Lambert (captain), M. Mailles, N. Grant, S. Trent. Reserves: J. Ferguson and P. Ryan.

In an excellent battle of wits, Wagga comfortably defeated Bendigo 19 goals to 13. Outstanding players were Val Stewart (Wagga) and B. Custerson (Bendigo).

Wagga gained the lead quickly after the start, Stewart scoring straight off, and went on to lead 3-1 at quarter time; 10-4 at half time and 14-8 at three-quarter time.

Bendigo team started at a disadvantage, their team not having played as a team before, but through the game co-ordination developed better and better until in the last quarter, they outshone Wagga, breaking even with them—five goals each.

On the whole, Wagga was the better team and deserved the win. Lack of unity in combination prevented Bendigo from scoring on many occasions.

The match was capably refereed by Wagga coach, Miss C. Stirling, who commented after the game: "A very even game. Wagga had

the better goal throwers."

It was very unfortunate also for Wagga to be without its chief goal thrower, Rhonda Johansen, absent with the flu. Joan Lambert entered the field greatly weakened by the effects of the flu, but played well despite this handicap.

Wagga 19 (E. V. Stewart 10, B. Kydd 9 goals) defeated Bendigo 13 (L. Hall 8, D. Donohue 5 goals).

TENNIS

It was good to see that the tennis selectors had added some new talent to the team to play Bendigo. Ken Fletcher, always a strong link in any team, proved the mainstay of our attack. He was ably supported by the brilliance of Clive Bonfield, the all-round consistency of John Shipton and the attacking tactics of Doug Stevenson. The doubles proved easy work for the Wagga pairs. Fletcher and Shipton defeated Bendigo first pair 6/5, 6/3, while Bonfield and Stevenson eliminated the Bendigo second pair 6/4, 6/1.

Of the girls, Barbara Skene played a big part in this series. She won her singles match easily and helped Jan Weir to win the doubles match 6/2, 6/3. Of the others, Jeanette Caldwell, Helen Harrison, Anne Prendegast and Margaret Stapleton all pulled their weight.

Tennis has always been a strong point in the sport at Wagga Teachers' College. In every match they have played, our tennis players have come out on top. Congratulations!

"MARATHON"

In the first cross-country race in Wagga's history, 28 starters faced the gun.

At the first hill four men were well clear. Walliss, Ewart, Bonfield and Sherrett were all running well within themselves.

At the four-mile mark it was evident that only the abovementioned four had any chance.

First of the four to tire was Sherrett. Singlets were jettisoned, and the leading bunch settled down to a ding dong struggle.

Ewart was the first to weaken, but still finished third.

Bonfield and Walliss were locked together until 50 yards from the finish, where the Mari man went ahead to win in the record time of 51 minutes.

THE DALTON PLAN AT LAKE ALBERT

During last term, as the result of studies being carried out on various philosophies advocating "education of the individual", the Principal selected five students to prepare seminars setting out on paper, ways in which these philosophies might be made adaptable to the normal primary school of N.S.W. This, of course, meant the usual student practise of mulling over authoritative texts and reproducing something in theory which, because of its very nature, could be of little practical importance, even considering the fact that it may have stimulated some College members to action along these lines in the future.

So it was that three of us approached the Principal with the request that we be allowed to institute a scheme of "individualised ducation" at one of the local schools, which, as you now know, is Lake Albert, and this scheme is to operate from October 5 for one month.

The basic aim of this project is first and foremost to assess what progress the child can make under this particular system. Briefly, the programme is this: All forms of grades are to be abolished and contracts are to be prepared in English, Maths, Social Studies and Natural Science for issue to each child; so that he may work at his own pace independent of teacher instruction, except to be given assistance where some difficulty is preventing progress in that particular phase of the work.

As would be imagined, numerous difficulties have been met with in this early stage and it is here we wish to thank the Principal for his enthusiastic support of the scheme, and the lecturing staff who have been only too willing to discuss the numerous problems which we have confronted them with and the advice they have given us during the process of drawing up the contracts for the various subjects.

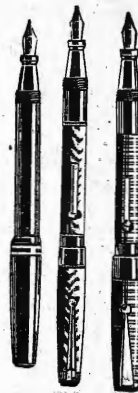
A great deal of the success of the project must necessarily depend upon the

(Concluded on Page 6, Col. 1)

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THE DALTON PLAN AT LAKE ALBERT

class teacher and Mr. Hurrel has been more than enthusiastic in his efforts to see the experiment meet with success.

In dealing with the individual subjects we have attempted as far as possible, to allow the child every scope in working at his own rate, and in such a way as to express his individual efforts, the results of each unit of work being recorded in much the same way as the "Dalton Plan" expounds. But, with an eye to the moulding of character in relation to the child's part in society we have left definite openings by which the child will be able to express himself as a member of the community. Subjects such as Phys. Ed., some phases of the integrated Social Studies curriculum, etc., will bring the child into frequent working contact with his fellow-pupils.

In aiming at this ideal of "individual education" we realise that much criticism will be brought to bear. We welcome it! We know that frequent derogatory remarks will be made in reference to the time factor involved in preparation and "where would one be able to acquire professional advice readily, should one decide to institute such a method of teacher. Well we could answer you immediately (in theory), but it is because of such questions that we are working at Lake Albert—to put into practice ideas which we have heard of in theory.

Here it might be well to correct a popular misnomer in relation to "The Dalton Plan at Lake Albert." The experiment has been titled as such because, in the first place, it was through the study of this plan that this effort was initiated, however, we are dealing with a primary school situation and circumstances somewhat different to the High Schools of England and America. Such philosophies as the Winnetka Plan and Washburnes' writings and many others have helped us mould our actions, but as the whole thing progresses, the basic structure will probably embrace something of all those ideas associated with individualising education.

Whatever our conclusions, we sincerely hope that

ONE HOUR OF GLORY . . . THE HISTORY OF THE NOW DEFUNCT SCOOTER CLUB

It all started with a group of students who drifted together one night (no, not around a supper tin), just after the holidays. They were talking about the usual student topics, the inscrutability of fate, the students who persist in accentuating the positive towards College staff, the circular movement of history eliminating the negative from financial students, and a specialised topic dealing with the origin of the species.

As the conversation drifted from one height to another, it just naturally turned to another famous seat of learning—Sydney University (although its sports teams aren't so good as ours or so well looked after and coached, it was agreed that it offered its students a greater range of clubs and societies. But these clubs were not suitable to transplant to this great out-door College. A more physical approach is necessary, e.g., the gardening club.

This group of students, however, belongs to that group of sociologists and efficiency experts who believe that all progress is made by lazy characters. Why did man invent the cart? He was too lazy to carry things around on his back. Why did man invent a power loom? He was too lazy to work one by hand. And as every efficiency expert knows that a lazy man does a job with less loss of energy than an active person. He achieves this by eliminating excessive movements.

Now, the best example of the above is the scooter. It was invented by a man too lazy to walk; he coasts on it most of the time, and when he has to propel it, he has to use but one leg, thus conserving energy and eliminating excessive movement.

It was, therefore, decided to start a scooter club in this College. A notice was typed out and pinned on to the notice board, near the College shop. This being the only notice board students even glance at. Maybe this is because it's usually empty.

Others of our student group will be stimulated sufficiently to attempt something new—that in some small measure we might all add to the progressive education of the individual Australian.

Although there is not an "International Scooter Association", no doubt it would be a very good thing, though, as would a "Wagga Wagga Branch."

As soon as this notice was placed on the board, it received a tumultuous reception, and students joined in the well trained flocks they are moved around in. Overjoyed by this reaction, two lecturers and one warden were asked to be patrons of the club. All refused with regrets, it will be said of them to the end "but they are profession men." The warden, however, displayed the unhealthy bougeous indoor tendencies of the Sydney institution, and said he would be a patron of a "Yo Yo" Club instead.

As about fifty persons had joined the club by the Friday of the week, the first vehicle was purchased. Decorated in green and gold, of course, it was a chariot worthy to be scootered across the sky by Apollo.

It was here that the club had its first official set-back, that force of inertia, of past and prejudice, that is found in all never changing seditious social groups. The club's notice was not read at the lunch time after meal assembly. Such is the blind adherence to the old order, never recognising that the whole structure of society is being changed. A veritable bloodless revolution is being carried out by scooter men.

To counter this lack of official publicity a PRETEX Scooter Trial was planned to be carried out on the following Saturday morning. Mr. Fletcher was to double Mr. Muir on the scooter from South Wagga. Post Office to the Windmill Cafe, where a steak would be waiting for each of them. At each block there would be time checking points. On the morning of the trial it was deemed advisable that a scooter man should run in front with a red flag, Mr. Noon kindly consented to do this duty. The trial ran according to plan, but at times groups of children riding alongside as escort slowed up progress. Some comments on it all by bystanders were:

"It's a protest against

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the meat strike."

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Berrigan's Shoe Store offered the Scooter Club 10/7 if they would propell the scooter up and down the main street again with an add on the scooter, saying the Scooter Club wore Berrigan's shoes.

But alas, this was the beginning of the end, the swan song of the scooter. The lax influence of the powers that be was breaking new bounds. The students were enjoying themselves in a way that circumvented all known rules. They had no rule to cover scooters. Something had to be done about this; persecution was on its way, and on what a FINE way it moves in.

The scooter was declared a subversive element, causing internal strife, a disruptive being. It was impounded, so ended a noble experiment.