

# TALKABOUT

A PUBLICATION  
OF THE STUDENTS OF  
WAGGA TEACHERS' COLLEGE.

VOL. 2, NO. 8.

JUNE 7, 1948

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## A Message From the Principal

On June 7th. the second session of students will be enrolled at the Wagga Teachers' College.

Since they are coming from many parts of the State they will find themselves confronted by many new situations and many new problems. However, they will have the satisfaction of knowing that just one year before, another session of students successfully faced just the same situations and the same problems. Indeed, these new students will know that those old students have done many things that will make their pathway easier to tread.

They will find their Students' Representative Council established and functioning smoothly. They will find a College newspaper very well organised, publishing each week the thoughts and feelings of the student body. They will find a scheme of clubs and sporting bodies developed and planned in accordance with local needs and local conditions. But, above all, they will find a fine College spirit among the students that they will do well to emulate. Through an increasing measure of self-government in the organisation of student activities, the old students have developed a pleasing sense of responsibility. It is expected that with the increased College enrolment many new students will be willing and eager to share the burdens. When the officers of the various bodies that control student activities are elected at the beginning of the new term, first year students will be equally eligible with their second year colleagues for all executive posts.

The Education Department's painting and repair staff are doing all in their power to have lecture rooms and dormitories ready for you when term opens, and if there are some buildings not quite ready, it will be only because of the prevailing shortage of materials. If there are a few discomforts for a while, I know you will all accept them in the same spirit as many more discomforts were accepted by the Pioneer session.

College life offers you many opportunities, but also makes certain demands. You will find ample facilities for every branch of sport; you will find many opportunities for the development of per-

sonality through community living; you will have plenty of time for relaxation and the development of worthwhile leisure activities. But life here also involves definite responsibility. It is expected that every student who enters College will be prepared to give adequate time to study in the various courses arranged on the College timetable; that he will do his best, under the guidance of the lecturing staff, to prepare himself for the great profession he has chosen.

In short, students of the new session, Wagga College has much to offer you, but Wagga College expects that you will worthily play your part in the many sides of College life. A hearty welcome to you all!

G. L. BLAKEMORE,  
Principal.

## Welcome to New Students

To all new students I should like to extend a welcome and to say that I believe you will spend a very happy two years at Wagga College.

In the academic field you will find something more than just hard work—you will find interest and satisfaction in many of the things you learn; in community life you will find, established by the Pioneer Session, a spirit of comradeship, loyalty and corporate goodwill which will come to mean much to you.

Good luck to you in all the many aspects of College life which are opened to you.

J. WYLIE,  
Womens Warden.

## Editorial

THIS issue marks the beginning of the second year of "Talkabout's" publication. Looking back, I feel that our first year has been fairly successful, thanks to the loyal support of members of "Talkabout's" staff, and the co-operation of most of the student body. Since its inception this paper has become increasingly representative of student opinion, and it is hoped that it will

continue to give a true picture of life at this College. Pioneers and freshers can combine to broaden the scope and thus increase the appeal of "Talkabout": you can help by realizing from the start that, just as you form an integral part of our College community, so too is your opinion, your article or letter essential if this paper is to play its proper role as a students' publication.

Occasionally ill-informed persons have asserted that "Talkabout" is controlled by a clique. Without bothering to investigate the nature of that which they malign, they have always been ready to criticise destructively, and to sneer at the efforts of those who have made this publication possible every week. Unfortunately the writing of "Talkabout" was confined in the early stages, to a group of stalwarts, who of necessity contributed excessively. Latterly, however, the position has improved to a marked degree. Students have realised the opportunity which exists in these columns to air their views, and with such a realisation has come the representative contributions which make "Talkabout" a vital force.

We welcome contributions from all—any subject which you consider will be of interest to others will find a place in this paper. "Talkabout" does not however accept short stories or work of a literary nature. It is hoped that a literary magazine will be produced some time this term; such original work as has been mentioned will find a place there.

The publication or rejection of any article rests in the hands of the Editor, who will only reject articles in extreme circumstances; all manuscripts not used will be returned to their owners.

Will you, the freshers, take up our challenge to make "Talkabout" an even more effective mouthpiece for student views and thought than it is now?

ALAN FRYER.

## "TALKABOUT"

Editor: Alan Fryer.

Sub-Editors:

June Scott, Dave Rummery  
Business Manager: Jim O'Ryan.

## On Teaching

Teachers may enter upon their professions mainly motivated by the desire to seek personal security, but few are so entirely selfish in their outlook not to feel the need to render the community some service. It is difficult to imagine a completely selfish teacher. He would certainly be an unsuccessful teacher if he existed. But it is probable that a completely unselfish teacher would be unsuccessful too. The teacher throughout his whole career will be attempting to balance the twin claims upon his time and his energy, his home and his personal life, and the duty he feels towards his pupils.

While we are busy this week welcoming our new students—and we do welcome them, most heartily, our welcome is no half-and-half affair but a right down regular Wagga welcome—it may interest us to reflect upon what we are welcoming them to. Yes, we are welcoming them to Wagga. We hope that we like them and they like us. We hope they enjoy it here. We want them to like our sport, to write for our paper, to make new and worthwhile friends, and to be proud of our, and their, College.

But we are welcoming them to more than that. We are inducting them into that profession which is to be their life's work. It is well that we all realise what we are about.

Many welcomes are possible to this profession. In the past the initiation ceremonies have been different. A former inspector of schools who began his career as a pupil-teacher in the 'nineties told me that he began his teaching by being a pupil aged thirteen; one day at a school and a teacher the next. His first duty as a teacher was to take a wet rag and wipe all the chalk marks put by his former classmates on the school fence. Every afternoon from 4.30 p.m. till 5.30 p.m. after the day's work was done he attended lessons given by the Headmaster of the school and on Saturday mornings he attended special classes at the old Castlereagh Street school for pupil-teachers.

The Ministerial Report for 1885 states about this system: "Young persons desiring to become pupil-teachers must not be less than thirteen years of age nor more than seventeen. Not only are they required to satisfy the examinatory tests with respect to attainments and aptitude to teach, but they must have a sound constitution and be free from all physical defects likely to impair their usefulness as teachers. Having regard to the arduous nature of the work devolving upon pupil-teachers and on teachers in general, these latter requirements are viewed as of paramount importance. Before receiving permanent appointment they are employed on probation for three months, and their appointments are not confirmed unless they give promise of becoming useful and efficient teachers. They are engaged for four years, and after completing their term of service and passing the successive yearly examinations are expected to enter the

Training School."

It can readily be seen that at this time teaching was regarded as a trade, not a profession, and that the first four years of apprenticeship could rightly be regarded as training but not as professional preparation.

How these hapless pupil-teachers fared at their yearly examinations may be gathered from this table published in the Ministerial Report for 1885.

### PUPIL-TEACHERS

Advanced from Class IV to Class III, 212; not promoted, 54. Advanced from Class III to Class II, 139. Not promoted, 36. Advanced from Class II to Class I, 125; not promoted, 34. Advanced from Class I to training, 110; not promoted, 32.

What their examinations were might also provide a little touch of "human" interest. Here are some selected questions:—

How many yards of cloth will £568/3/7½ buy at 11/9½ a yard?

A grocer sold 3 tons 11 cwt. 3 qrs. 27lb. 13oz. 11drs. of tea, or one-thirty-sixth part of his original stock. What was the amount of his stock at first, and what would one-third of it be?

And the spelling for the entrance examination contained these gems of rare value: Prejudicial, chronological, masquerade, phraseology, etymology, espousal, susceptibility, incommunicable, bissexile, auriferous, euphonical, auricular.

I am sure we would all have passed the Geography with flying colours. It contained this:

Write out fully the mountains, rivers, lakes and principal towns belonging to the Coast District of N.S.W., and give such description as you can of the Hunter.

And our earnest young thirteen-year-old had to teach a junior class in the presence of an inspector to prove his skill in teaching.

Just to complete the debacle and see that he did not get any false ideas of his ability he was examined in grammar, music and reading as well, and to ensure that he did not advance too rapidly in the service his first yearly examination for the pupil-teachers' fourth class grading contained these two posers:

(1) By practice, find the value of 5 tons 18 cwt. 3 qrs. 11 lb. 13 oz. 11 drs. at £7/13/7½ per ton.

(2) An ounce of gold is worth £4.18953, what is the value of 375.3lb.?

We can smile at them now. We realise that our grandfathers based their training on the old faulty psychology which seems to have thought of the mind as some sort of muscular organism to be fully developed by exercising all its parts. We perhaps know better, but should not be over-confident in what we do know, for if these our forefathers had been asked what was the most important function of the school they would have proudly answered, "The training of character!" And, despite all their mistakes they fastened their mind on some clear concepts that are as valuable to-day as they were to them. One of these is the faith they had in the personal example of the teacher in

leading his pupils. Let them speak for themselves from their old Journal of Education published in 1870:

"Those teachers who imagine that their influence is confined within the walls of the school-room, have failed to realize the full extent of their duties. If, as is often alleged, every man exerts some influence, for good or evil, upon the community in which his lot is cast this proposition is especially true of the teacher whose functions, when understood and discharged aright, expressly require that he should mould the habits, thoughts and opinions of others. And this statement applies not merely to his direct influence upon his pupils, but also the effect his character may produce upon the minds of others. From this responsibility no teacher can escape."

No, they were not all wrong, and in judging them let us be kindly remembering that our road is yet before us and after all

Ubi quan qui ante nos  
In mundo fuere?



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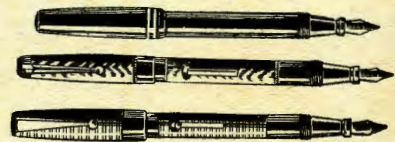
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## Directions for New Students

When we first plopped our dainty foot over the threshold of these precincts we were immediately lost. We surveyed dozens of buildings and innumerable tracks—and for a horrible moment we thought we were a reincarnation of Daedalus. We trotted up the long mile, wound round the lecture blocks, found and lost the laundry, waded through the lucerne with the aid of a periscope and weaved a tortuous passage through millions of dormitories, before we finally ran our bedroom to earth three days later.

After a year we still make vague stabs in the air when asked where men's dorm. 9 or the dark-room is situated, so we feel it our duty to freshers to help them find their feet (which are probably lost too, by now).

The following equipment and succinct directions will definitely prove useful in getting somewhere when you want to get there and in not ending up somewhere else when you should be elsewhere.

### DIRECTION FINDERS

1. **Tongue:** Very useful for asking questions beginning with "Where is . . .?" or "How do I get to . . .?" You are warned, however, of the tongue-in-the-cheek variety possessed by the senior students.

2. **Compass:** Not much use here as it tends to become befogged on winter mornings and may also play you false by virtue of the magnetic attraction of the corner light.

3. **Detailed Map:** Not available. We suspect it was a secret Air Force document and flew with the fliers when they fled the campus.

4. **A Carefully Plotted Course:** Subject, naturally, to the equally careful counter-plots of the Pioneers.

5. **Bump of Direction:** Completely useless. Mine behaved like a light-hearted and irresponsible flea.

6. **Divining Rod:** Not being trained to detect dining-rooms, assembly halls and gymnasia this is not much use either. In fact, it is likely to get you into a frightful bother by taking you to the horse-pond and insisting that that is the bathroom.

Having offered these helpful hints we are now setting out to find our office which seems to be lost again, but (determinedly) we intend to find it!

## Sorority Initiation

Now that the sleeping quarters of women students have been extended to include this, so far untried, Block 9, we must away with such common, unimaginative numerical names as 7, 8, and 9 and re-christen them with names more worthy of their state. They have progressed beyond the stages when such applications as "hut" and "block" were apt.

These new names, which have been suggested by Miss Wylie and acclaimed by the women students, are based on the Sorority System of American Universities. They are taken from certain Greek letters of the alphabet, and will be—

Block 7: Phi Delta.

Block 8: Kappu-pi.

Block 9: Theta-mu.

It is our aim to incorporate more than the names of these several sororities; in the actual workings of these systems, much scope might be found for our activities. For instance, it is the custom in these sororities for one sorority to "throw a party" or an evening in their common room for the benefit of another sorority. Block 9 has the advantage here, having such a spacious common-room. Of course, the invitation need not necessarily consist of a formal evening. Personally, I can think of dozens of reasons why we could invite blocks—sorry, Kappa-pi and Theta-mu over—especially during these first few weeks.

It is also the custom in American sororities to wear a small pin, "so small that you could put it in the pupil of your eye and see through it," signifying the sorority to which you belong. An interesting tradition has grown up around these pins. It started off when a person presented his or her pin to a person whom he or she respected a great deal. It was a token of esteem. Now, however, the pin is given to the owner's "best beloved"—in token of more than esteem—a sort of mild form of shackles. It must be remembered that only ONE pin is issued to each student, which, no doubt will place some Ambers forever in their true light. Miss Wylie informs us proudly that she still has her University pin in her possession; that remains to be SEEN.

So to Phi Delta, Kappa-pi and Theta-mu, we say "how do you do" and bow with respect, but I fear that when we are "by the Tweed" or "beyond the Darling" our thoughts travel back to Wagga College, they will be to "Wylie's Wig-wam" and "Spider's Web" for us anyway—we'll leave those "high falutin" names to those following, who will never know our College as we know it.

J.S.

## Activities of Debating Club, 1947

The Debating Club meetings were held in Room 7 during the Friday Club period. At the inaugural meeting Miss Roberts was elected President and Miss Armstrong Secretary.

Formal and Oxfords debates were held and some of the subjects were: "That we should enlarge upon our Irrigation Area rather than unify the railway gauge"; "Area Schools" should be adopted in New South Wales to replace one-teacher schools"; "The Age of Chivalry is past"; and "A Liberal Education is more beneficial than a Vocational one."

A three round House debate was held, the final round was between Ipai, who was the victor, and Kabi. It was held in the Assembly Hall, when Mr. Blakemore adjudicated.

Another outstanding achievement was the Mock Trial. The criminal, Mr. Hodges, was seen walking along the covered way between the women's blocks and entering the Rommon Room of Block 7. He was defended by Mr. Squires and was exonerated; the Prosecutor was Mr. Rees. Mr. Pople, as judge, demanded the respect to that position and completed the trial by fining Miss Dempsey sixpence for contempt of court.

A debate was held against the High School when our team, Miss Roberts, Mr. Fryer and Mr. Squires, was successful. The subject was "Convention is Hypocrisy."

On behalf of the Club we would like to heartily welcome the new studes and hope that their interest in our activities will help to make this year as successful as last.

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## Amateurs All

Our once quiet neighbourhood, which until recently only knew such comparatively innocent forms of post-adolescent delinquency as breaking windows and playing practical jokes, is now experiencing a rather serious outbreak of amateur bootmaking; and from tea-time to bed-time the tap of its hammers is like the noise of a shipyard. As a result, the whole social life of the College (the life that counts, anyway) has become disorganised. Study is looked upon as a waste of time; and our only song is the anvil chorus. All this has been brought about by the exigencies of the football season (you can't play in sandals) and also the monetary position, which forces us to be gentlemen of independent means; independent of money, that is.

Let us consider for a few moments what this leprechaun business entails. You begin by trying to put a new pair of heels on your best shoes—that is, your only shoes. You select a blunt screwdriver and remove the worn layer or layers from the heel. The first thing you remove, of course, will be a layer of skin from your own wrist; this is why you use a blunt screwdriver. When you get back from the chemists, you set to work again, and after an hour's gouging, you expose a tank-trap of twisted nails. If you hammer these in, you will wreck the inside of the heel, and if you try to haul them out, the whole chassis will come with them. The right thing to do is to file the nails off, one by one, with a hacksaw and as near to the leather as possible. The butts should then be hammered flat. The whole operation will take two evenings; one for the actual work, and one spent chatting in the room of the obliging individual who lends you the hacksaw. In the meantime, someone has worn your best shoes—your only shoes—through molasses-like mud, and you are sure of fairly regular employment.

Next you soak a piece of leather for twenty minutes or so, and cut two heels from it with your bootmaker's knife (come at last into its own). Actually, you will cut out six pairs of heels; two in the leather, two in your towel, and two in your examination table, an error which will cause much concern, and correspondence with the Public Service.

Having thus shaped the new heels, and your destiny, you proceed to attach the aforesaid heels to the prepared foundations, with small blunt-headed bouncing nails which are allergic to leather and have to be retrieved at intervals from the window sill or the anatomies of your long-suffering associates. Thirty per cent. of them will buckle under your vulcan blows, and most of the others will go in crooked and have to be dug out with the blunt screwdriver. However, you should be able to get at least one heel on before closing time.

We come at last to the parink of the working edges. One method of paring is to use your fist as a last, and snick at the edges of the heel, whilst you are

holding it above your head, but you will find it much quicker, though a little more dangerous, to grip the boot between your knees. Then take a razor blade, and making sure that your conscience is clear and your insurance premiums paid, you go to it, praying that you may get away with slashed pants and slight flesh wounds. When the heels have been trimmed, they should be blackened or browned; it is preferable to start with a pair of brown boots; blood leaves a distinctive indelible stain.

Finally, it is worth remembering that there is one almost insuperable difficulty connected with this business of amateur bootmaking; you may be a great man of craft, you may have a wonderful pair of hands, and you may have unlimited time and unlimited patience (as have you, dear reader), but it is most unlikely that you will acquire the ability to talk, smoke or swallow saliva whilst your mouth is full of nails.

"TACITUS."

## Women's Sport

The main sporting activities for girls have been Basketball and Hockey and to a lesser degree, Tennis. All three sports were most popular among the women students.

Besides House matches, which took place every Tuesday, Saturday competitions were played in both Hockey and Basketball. Two representative teams from each of these sports were nominated from the Teachers' College.

On the whole, it was a most successful year, the Basketballers from the College created a precedent in that the "A" team had never been beaten until the final of the competition when College "B" team gained a victory by one goal—19-18.

Thus the Basketball season was an interesting one. However, the "A" team were beaten by Albury in a spectacular mud-match.

The Hockey "A" team came second in the town competition. The winning team was decided by a point score, but in the final match of the season the College team defeated the competition leaders (the Ex-Students' team). The Hockey teams particularly had improved by the conclusion of the competition which gave our teams some badly needed stimulation.

This is a very sketchy outline of our women's sporting activities. We are hoping to extend the teams with the influx of new women students. Here's extending to the new students a very sincere and hearty welcome from our second year sportswomen.

D.W.

## Sartorially Speaking

Colin Squires  
Says, that he admires  
Not, long hair.  
It drives him to despair.  
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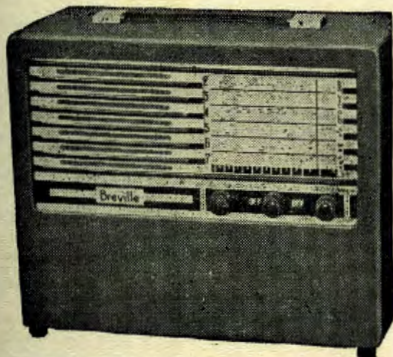
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**We Welcome New  
Students**

Before telling you just what the S.R.C. is and what it does, let us, on behalf of the student body, welcome you to Wagga Wagga Teachers' College. We trust that your two years' stay here will be as happy and delightfully eventful as our first year has been. We (that is, the student body) will be only too willing to help you in any way to make you contented, and any minor problems we will endeavour to solve. All the very best in your new venture in life!

The S.R.C., that is, the Students' Representative Council, is representative of the entire student body—democratically elected, and consisting of a President and Secretary, who are elected by vote by the student body, section representatives, Sports Union and social and recreational representatives. From the council the Vice-President and Treasurer are elected.

With limited finances the first S.R.C. has endeavoured to provide as many facilities for the student body as was possible. Included among these are sporting equipment, a piano, College stationery, College badges, medical and dental fund, a telephone for students, an inter-collegiate committee which has assisted in the arrangements for the inter-collegiate sports carnival to be held in August and numerous beautification schemes. We could numerate further but a detailed report will be given at an annual meeting of the student body which will be held early in this term.

We trust that all will take an active interest in College affairs. That elusive factor for complete success, namely, co-operation, we feel will be forthcoming from all students and College organisations in this and future years.

While remaining in office until re-election we will endeavour to explain any queries regarding the S.R.C. or College affairs in general.

And so on behalf of the whole student body a hearty welcome to you all!

MURRAY MILLER, President.

MAUREEN LANE, Secretary.

**Ours Alone**

This article is written from the women's point of view on the first few weeks of our College career, but Freshers, I am told (no practical experience, of course), that the men had a somewhat similar time.

To begin with most of us arrived with the usual "new feeling"—the new look wasn't out then—and wondered what was in store for us. As batch after batch arrived we filled up the rooms in Block 8 and when it was tightly packed overflowed into Block 7.

What did we have?—tables NO, chairs NO, wardrobes NO, mirrors NO, beds YES. But don't think a little thing like nothing stopped us. We gaily battled on

laughing at all our discomforts. Two major problems presented themselves. How were we to hang up our clothes and how did we wash?

We gaily hung our clothes on door-knobs, sides, lights and picture rails around the room. The first conceptions of phys. ed. was conceived from this simple situation. Picking 'em up was really classy exercise for waist reducing.

Then there was the problem of washing oneself. The weather was just like it is now, only colder, and the wind outside used to say, "Come outside and be blue too." The hot water tap just stared evilly at us with that "go back in the tap, drip" look because there just wasn't any hot H<sub>2</sub>O. Of course, we couldn't have a shower in cold water, so it was a case of

"There were studes, studes,

Wafting on the breeze," etc.

until the boys very generously donated their shower room with its temporary hot water system. Did I say temporary?

Of course, life wasn't spent picking up clothes and showering; we had the all-important task of getting to know each other, but few minor ailments gave our bond of friendship greater impetus than anything else. We all laughed at each other's efforts to put things ship-shape and had lots of fun in our new task of camping.

Believe me, Freshers, the beginning of College life belongs to us. No other session can possibly have so much fun as those first few weeks of settling in brought to us. Through all our small trials and tribulations gaiety was the keynote to success.

Miss Wylie, you will find is an extremely capable and friendly person. We shall be forever indebted to her for her efforts in keeping our spirits up and doing all she could to bring us a few comforts. You new students will find her influence wherever you go and in all things.

Perhaps I had better include lectures in this ill-written history. At first we went along with infinite curiosity as to what happens in lectures. Were the lecturers ogres with piles of notes to give or were they the opposite? They were the opposite. Everyone kept very quiet and attentive, but this soon wore off. We discovered we had some witty personages in our midst who took the lecture out of lectures. From then on the lecturers have been lectured under difficulties—I haven't said what kind of difficulties, but you will find out in due course.

And now having thought back to our beginning we think of your beginning. You will find everything and everyone very interesting. You will find that this Pioneer session has intense pride in the College which you will inherit and hand on to other sessions. To us the College is everything and now we share it with you.

Happy hunting, Freshers!

B.E.S.

In China, two people of the same surname are forbidden to marry. That must be hard on the Chinese Smith family.

## The Hobbies Club

The Hobbies Club was formed under the guidance of Mr. W. Wilcox (lecturer in Art and Crafts) early in our first College year. The meetings are held in the Art and Crafts rooms each Friday afternoon during the Club's period. Miss B. Andrew was elected first President and Mr. D. Davis first Secretary. Both these pioneer office-bearers have resigned their positions. Miss Baker became Secretary early in the second term when Mr. Davis went to another club. Miss Andrew was forced to resign in 1948 because of other engagements and Mr. MacMicking became our new President.

The Hobbies Club was formed so that people with interests bearing on craft work or any of the handiworks could do some work in their own particular interest.

The main groups in the Club are:—

1. Weaving.
2. Basketry.
3. Leatherwork.
4. Bookbinding and others.

The weaving branch did not progress very far. Some of the pioneers gallantly gathered some boards from the workmen or any other likely source and filed them down laboriously in preparation for making their own looms. Much correspondence was carried on between the Secretary and clubs and associations in an effort to obtain rigid heddles, but they so far, have not been bought. The only ones we found were too expensive for the general student's pocket.

Basketry has proved very successful; some of the students are now attempting the more complicated borders for baskets, etc. Leatherwork, book-binding and other hobbies have developed, according to the students' interests.

Next year we intend working on the same lines, hoping to find some satisfaction from inquiries concerning our looms for weaving. The new students will be able to work on these lines, following their own interests. It is an interesting club and most beneficial for those who use the hour to the best advantage. Come along and join this club, and prove its worth, by making it one of the biggest and best clubs of the College.

E, BAKER, Secretary.

## Sport

### TO WHOM IT MAY CONCERN

You have no doubt been informed, in the circular issued to you before entering the College, of the wonderful opportunities open to you in the field of sport. This article may give you a more exact idea of the actual sports which you can enter.

First, however, let me tell you a little of what we have achieved in the past year of sports. We think we have done much of which to be proud, considering we are breaking the ice.

In football we have two codes at present, Rugby League and Soccer. So

far this season the League team has not been beaten, has not in fact had its line crossed. Last year we were beaten only twice. The Soccer team has not had much actual playing, but those games which were played proved that the College team was one which needed close watching.

Hockey is another sport which the College plays and in which the College excels. Four of our players this year gained representative honours.

The College has entered teams in the Saturday and Sunday tennis competitions. We have some fine players and they are looking forward with interest to some rivalry by new students.

There is also talk of starting up a baseball team. There is a competition operating in town and if enough interested people can be found this should be made possible.

Tuesday afternoon sport is, at present, soccer. It has been found that Soccer is more suitable for our conveniences and it also gives us an insight into another sport which may be handy to us when teaching.

Here, in brief, are the sports in which you might participate at week-ends:

1. League—  
Under 10.7 team.  
Blake Cup competition.
2. Soccer.
3. Tennis.
4. Hockey.
5. Possibly Baseball.

Thus you can see what a wide scope is open to you. We ask you to enter unhesitatingly into your College sport. Believe you me, the women studes think it's great if you score the winning try.)

H. T. HODGES.

## Tit-Bits

### MAINLY FOR FRESHERS

While you still have some money, and let us warn you that that happy state of being financial is now a lost thing for you, and when you visit Wagga city to shop, would you accept as a directory of firms for thoroughly reliable service the list of advertisers whose names appear on our pages? These advertisers keep "Talkabout" from bankruptcy and the Editorial staff realize acutely their indebtedness to these people who have shown in a tangible form that they appreciate the work the Teachers' College is doing for Wagga and the Riverina. You will find courtesy, attention and real satisfaction if when you purchase you visit our advertisers and mention that you are from College.

An unwritten College law states:

- (1) No student buys less than three copies of "Talkabout."
- (2) Very many students will buy half a dozen and a dozen copies.
- (3) Students circulate "Talkabout" by mailing copies to all their friends.

Back issues of our paper may be obtained so that you can compile a complete file of all issues. As soon as "Talkabout" GETS ITS OFFICE an announcement will be made concerning this.

## First Impressions

Exit, the Pioneer year,  
Enter like bubbling beer,  
Eager as a bounding deer,  
Sweet little Second Year.

Blatant is the lordly sneer  
Of the toil-worn Pioneer,  
Who sees the Fresher now appear,  
From taxi's maw, with loads of gear.

Too late the Fresher's eye is op'ed.  
'Tis not the College he had hoped.  
Too late he sees he has been roped.  
The sugar-coated sweet is doped.

He, started, stops and stands to peer  
His heart at grips with chilling fear.  
"Good grif, what means this fiendish leer  
That from Admin. block cometh here.

"Who is this chap, who armed with pen,  
Sits down to write in darkened den;  
Long letters to lauded literary men,  
His demeanor seems beyond my ken?"

"These crosses white bring forth a tear.  
Does Daphne Indica lie buried here  
'Neath autumn leaves all brown and sere.  
How did she die, O Pioneer?"

"Here lies her sister Myrtle too,  
Did she succumb to College stew  
And Berkais, what did she do,  
Was it College Steak she tried to chew?"

"Who is this chap whose brand of ties  
Have knots that are of stunning size?  
Whose posture's pert, whose physique's  
nice,  
On him there seems to be no flies.

"On that there chap with face so drear  
Is that red nose from frost or beer?"  
(Editor's note: "The truth is clear,  
This one's not bad, ash worth a cheer.")

"This fellow here with flutes and staves,  
Does he pile on work like studes were  
slaves?  
Is he the chap who on Bach raves  
And can play on piano 'Over the Waves'?"

The blinded Fresher is a fool,  
Unfit to teach in primary school  
If he sees no more in College here  
Than scattered huts and paddocks drear.

We Pioneers shall hear no moan  
From Freshers fresh who look alone  
At outside views and realize none  
Our College does possess a TONE.

D.R.

## On Student Allowances

He renounces it with ardour  
To live without my income  
Is an art that has me beat;  
To live within my income  
In an equally impossible feat.  
Fair dinkum,  
Let no doubt come  
Is merely an outcome.

D.R.