COMMUNICATIONS INFORMATION

Postal address  P.O. Box 84, Waratah, New South Wales 2298

Location  Rankin Drive, Waratah West, New South Wales

Telephone  Newcastle 67-1388

Telegraphic code NEWCAE

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PRINCIPAL DATES

1975

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Wednesday</td>
<td>Public Holiday — New Year’s Day.</td>
</tr>
<tr>
<td>17 Friday</td>
<td>Last day for lodgement of Applications for Admission from persons resident in Australia who are seeking admission on the basis of the results of examinations taken after 30th September, 1974 or persons who in 1974 were enrolled in another Australian tertiary institution or persons who have applied to attempt the University of Sydney Matriculation Examination in February, 1975.</td>
</tr>
<tr>
<td>20 Monday</td>
<td>Special Examinations begin.</td>
</tr>
<tr>
<td>24 Friday</td>
<td>Special Examinations end.</td>
</tr>
<tr>
<td>27 Monday</td>
<td>Public Holiday — Australia Day.</td>
</tr>
<tr>
<td>10 Monday to 14 Friday</td>
<td>New students required to attend the College in person to have their enrolment approved. Charges applicable to be paid immediately after the enrolment form is approved.</td>
</tr>
<tr>
<td>20 Thursday</td>
<td>Newcastle Show Day Holiday.</td>
</tr>
<tr>
<td>21 Friday</td>
<td>Last day for lodgement of enrolment approvals without a late fee.</td>
</tr>
<tr>
<td>24 Monday</td>
<td>FIRST TERM begins</td>
</tr>
<tr>
<td>21 Friday to 31 Monday</td>
<td>Last day for variation of course, subject or elective.</td>
</tr>
<tr>
<td>28 Friday to 31 Monday</td>
<td>Public Holiday — Good Friday.</td>
</tr>
<tr>
<td>1 Tuesday</td>
<td>Last day of Easter Recess.</td>
</tr>
<tr>
<td>25 Friday</td>
<td>Public Holiday — Anzac Day.</td>
</tr>
</tbody>
</table>
PRINCIPAL DATES

MAY
2 Friday  GRADUATION DAY
3 Saturday  FIRST TERM ends
26 Monday  SECOND TERM begins

JUNE
16 Monday  Public Holiday — Queen’s Birthday.
17 Tuesday  Practice Teaching begins.

JULY
4 Friday  Last day for withdrawal from subjects and course without academic penalty.
11 Friday  Practice Teaching ends.
18 Friday  SEMESTER I ends

AUGUST
16 Saturday  SECOND TERM ends

SEPTEMBER
8 Monday  THIRD TERM begins

OCTOBER
6 Monday  Public Holiday — Eight Hour Day.

NOVEMBER
14 Friday  SEMESTER II ends
15 Saturday  THIRD TERM LECTURES end.
17 Monday  Annual Examinations begin.

DECEMBER
5 Friday  Annual Examinations end.
13 Saturday  THIRD TERM ends

JANUARY 1976
1 Thursday  Public Holiday — New Year’s Day.
21 Monday  Special Examinations begin.
25 Friday  Special Examinations end.

FEBRUARY
22 Monday*  FIRST TERM begins.

OFFICERS OF THE COLLEGE

Principal:

Vice-Principal:

Co-ordinator of Primary and Special Education Studies:
Jeffrey William Bennett, B.A., M.Ed. (Syd.)

Co-ordinator of Secondary Education Studies:
Bertram Lucas Wood, M.A. (Syd.)

Secretary:
John David Todd, B.Com. (Ncle.), A.A.S.A.
THE COLLEGE COUNCIL

Chairman:
Leslie GIBBS, B.E.M., F.A.I.M.

Deputy Chairman:
Alderman Gordon Cameron ANDERSON, F.A.I.M., M.A.I.P.S.M.

Members Nominated by the Minister for Education:
Alderman Gordon Cameron ANDERSON, F.A.I.M., M.A.I.P.S.M.
Francis Bruce BENSLEY, B.Sc., Dip.Ed.(Syd.), M.A.C.E.
Jack Herbert BRENNAN, B.A.(Syd.), A.A.S.A.(Senior), A.C.I.S.
James Redriff FOSTER, B.A.(U.N.E.)
Leslie GIBBS, B.E.M., F.A.I.M.
Edgar Elliott GRAY, B.Ec.(Syd.)
Rodney John HARDEN, B.Sc.(N.S.W.), A.S.T.C., M.A.I.M.M.
Raymond Ernest Alexander PATRICK, B.Com.(Ncle.), F.C.A., A.C.I.S.
Professor Lawrence Neville SHORT, M.Sc.(Syd.), D.Phil. (Oxford), Dip.Ed.(Syd.), F.R.S.A.
Kathleen Prescot STEWART, B.A.(Qld.).

Members Being Official Members:

Members Elected by Members of the Academic Staff:
Raymond Lewis HODGINS, B.Sc.(N.S.W.), A.S.T.C.
Joan Evelyn POOLE, M.A.(Syd.).

Member Elected by Members of the Non-Academic Staff:
William Munro FORD, L.A.S.A.

Member Elected by the Students of the College:
Michael John MURRAY

Secretary:
John David TODD, B.Com.(Ncle.), A.A.S.A.

ACADEMIC STAFF

(With the exception of the Department of Art the following staff lists were compiled June 1st, 1974)

DEPARTMENT OF ART

Head of Department and Principal Lecturer
Lawrence Arthur Ware

Senior Lecturers
Aldona O'Brien, Dip. in Painting, M.A.(Royal College of Art in Lond.)
Gordon Rintoul, Dip.Art

Lecturers
Dawn Kathleen Bursdon, A.S.T.C., Dip. in Painting
Francis Matthew Celtlan, A.S.T.C., Dip. in Art
John Raymond McGrath
John Montefiore, Dip. of Painting, A.E.S.T.C.
Alfonso Giuseppe Mula, Artistic "Liceo" of Rome, Dip. Maturita Artistica
Christine Alexandra Ross, A.S.T.C., Dip. in Painting
Patricia Ann Wilson, A.S.T.C., Dip. of Painting and Drawing

Assistant Lecturers
Gavin Peter Crichton, Dip. of Painting and Drawing
Gary Wilfred Jones, Dip. Art Ed.(Hons.)
Ronald John Morrisson, A.I.I.P., A.I.A.P.
Barry William Shepherd
ACADEMIC STAFF
DEPARTMENT OF ART (EDUCATION)

Head of Department and Senior Lecturer
(Industrial Design)

Senior Lecturer
(London)

Lecturers
John Nixon Berthold, Dip.Art(Ed.)
James Birkett, Dip.A.D., A.T.C.
Eszter Jones, Dip.Art(Ed.)
Kenneth George Wilkinson, Dip.Art(Ed.)

ACADEMIC STAFF
DEPARTMENT OF EDUCATION

Head of Department and Principal Lecturer
Jeffery William Bennett, B.A., M.Ed.

Principal Lecturers
Harold Bruce Lindsay, B.A., M.Ed.(Syd.), Ph.D.
(U.N.E.)
E. Agnes Smith, B.A. (Lecturer in Teacher Librarianship)

Senior Lecturers
Dennis Caren Chaston, B.A., M.Ed.
Ralph Richard Milne, B.A.(Hons.) (Syd.)

Lecturers
Rosina Bailey, B.A., A.T.C.L.
David Lee Baird, B.A., M.A. (Educ.)
Charles Thomas Burford, M.Ed.
Joseph Alphonse Burke, M.A.
Ross Henry Coulton, B.A., Litt.B.
Carolyn Gae Flanagan, B.A.
Philip J. Foreman, B.A., Litt.B.
Trevor John Fullerton, B.A.(Hons.)
William Garnet Jones, B.A.
Margaret Florence Jurd, B.A.(Syd.), M.A.(Ncle.)
(Syd.)
Jim Miles, B.A.(Hons.), Ph.D.
John Allan Rees, B.A.
Robert Samuel Rowe, B.A.
Patrick Russell Smith, B.A.
M.Ed.Admin.
Robert Leslie Wilson, B.A., L.T.C.L.
Neil Henry Wright, B.A.

Assistant Lecturer
Stanley Harold Johnson, B.A.

Part Time Lecturers
Margaret Gilling, T.T.C., Dip.Teach., B.A.
Mary Martin, B.A.
ACADEMIC STAFF
DEPARTMENT OF ENGLISH

Head of Department and Principal Lecturer
Bertram Lucas Wood, M.A.(Syd.)

Principal Lecturer

Senior Lecturers
Douglas Rex Huxley, B.A., Litt.B., M.A.
Graham John McGill, M.A.
Frances Nugent, B.A.(Syd.), M.A.(U.N.E.)
Joan Poole, M.A.(Syd.)

Lecturers
Michael Massey Beck, B.A.
Ronald John Haywood, B.A.
Denis Francis King, B.A.
Donald George Matthews, B.A.(Ncle.), M.A.(Toronto)
Albert Paul Mitchell, B.A., Litt.B.
Pamela Margaret Mowatt, B.A.(Hons.), P.G.C.E.
Alan Charles Murphy, B.A., Dip.Ed.
John Daniel O'Donoghue, B.A.(Hons.)(Ncle.)
John Robson, B.A., Dip.Ed.
Jacqueline Maria Thorpe, L.T.C.L.
Bruce Watson Wilson, M.A.

ACADEMIC STAFF
DEPARTMENT OF HOME SCIENCE/TEXTILES

Head of Department and Principal Lecturer
Mabel Frances Grady, B.A.(N.S.W.)

Lecturers
Ena Davison Abell
Rae Allaburton, Dip.Teach.
Pauline Joyce Clark, Dip.Teach.
Elaine Mary Goggin, B.Sc., M.S.(Nutrition) (Hawaii), Cert.Diet.
June Patricia Gollan, Dip.Dom.Arts
Maia-Liisa Manning, Teachers Certificate
Olga Kathleen Pilger, Dip.Teach.
Ruth Ellen Symes, Dip.Teach.

Assistant Lecturer
Rhonda Marilyn Williamson, B.Sc.(Hons.)
ACADEMIC STAFF
DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Head of Department and Principal Lecturer
Walter Eli Wilcox

Senior Lecturers
Eric Walter Fitness, A.S.T.C.
Geoffrey Thomas Nicholls, B.A., A.S.T.C., M.Ed.

Lecturers
Barry William Ableson, A.S.T.C.(Hons.), M.I.I.A.
Owen James Barry, A.S.T.C.(Hons.)
David Eric Corney, A.S.T.C., Dip.Art(Ed.)
Clarence Herbert Lindsay Ferguson, Industrial Arts Diploma (Credit)
John Bruce Fisher, Dip.Art(Ed.)
Charles William Hook
John Paul Koos, Dip.Art(Ed.)
Gordon Cameron Lindsay, A.S.T.C.(Man.Arts)
William Thomas Marsh, A.S.T.C.
T. Ross Owen, Dip.Art(Ed.)
Allan John Pateman, A.S.T.C.
Harry Pickard, A.S.T.C.
Ernest Douglas Pyle, A.S.T.C.
Douglas Norman Smith, B.Sc.(Hons.)(Ind.Arts)
Graham Petrie Symes, A.S.T.C.

ACADEMIC STAFF
DEPARTMENT OF MATHEMATICS

Head of Department and Principal Lecturer
Richard Joseph Whitbread, B.Sc.(Hons.), Dip.Ed.

Senior Lecturer
John Walter Hill, B.A., A.S.T.C.

Lecturers
Frederick George Hunt Bishop, B.A.(U.N.E.)
David John Condon, B.Sc.(N.S.W.), M.Sc.(Macq.)
William Patrick Galvin, B.A., M.Ed.
Robert Esmond Haines, B.Sc.
Brian Francis Joyce, B.A.(U.N.E.), M.Ed.(Ncle.)
Robert Scott Murray, B.Sc., Dip.Ed.(Syd.)
Jack Neilson, B.A.(N.S.W.)
Malcolm James Williams, B.A., Dip.Ed.
ACADEMIC STAFF
DEPARTMENT OF MUSIC

Head of Department and Principal Lecturer

Senior Lecturer

Lecturers
Jenifer Joy Ewans, B.A.

Part Time Lecturers
Margaret D. Holt, Dip.Mus.Ed.

ACADEMIC STAFF
DEPARTMENT OF PHYSICAL EDUCATION

Head of Department and Principal Lecturer

Lecturers
Kathleen Abernethy, Dip.P.E.
Leon William Burwell, B.A.
Wendy Merle Coleman, Dip.P.E.
Marilyn Kay Cooper, Dip.P.E.
Eric J. Dunnage, Dip.P.E.
Tom Hall, B.Sc. in Ed. (I.U.), M.Ed. (U. of I.)
Kevin Alphonsus Laffey, Dip.P.E. (Syd.), B.A. (Ncle.), M.Ed. (Syd.), M.A.C.E.
Merren Kaye Thomas, Dip.P.E.
ACADEMIC STAFF
DEPARTMENT OF SCIENCE

Head of Department and Principal Lecturer
John Patrick Doherty, M.Sc.

Principal Lecturer

Senior Lecturers
Raymond Lewis Hodgins, B.Sc., A.S.T.C.
Kevin McDonald, M.A.
Leslie William James Pennington, B.Sc., Dip.Ed. (Liverpool), M.Ed.(Syd.)

Lecturers
Stephen James Beveridge, B.Sc.,(Nele.), M.Sc.(Syd.), Dip.Ed.
Ross Brent Flanagan, B.Sc.
Gordon Sydney Grace, B.Sc.
Herbert Everard White, B.Sc.
Joyce Elizabeth Winney, B.Sc., Dip.Ed.

ACADEMIC STAFF
DEPARTMENT OF SOCIAL SCIENCES

Head of Department and Principal Lecturer
Edward Albury Crago, B.Sc.

Principal Lecturer
Leslie Gordon Young, B.A., Dip.R.E.

Senior Lecturers
John James Grady, B.A.
James Morris Graham, B.A., Litt.B.
Noel Douglas Pryde, B.A.(Hons.)(Nele.), M.Ed. (Syd.), M.A.C.E.

Lecturers
William Reid Bruce, B.A., Dip.Ed.(Syd.)
Henry James Cyril Green, B.A., Dip.Ed.
Ronald Lewis, B.A., M.Ed.
Kenneth Scott, B.A., Litt.B.
Graham Spencer, B.A., Dip.Ed.
James Frederick Stokes, B.A.(U.N.E.)
Helen Margaret Vaile, B.A., Dip.Ed.
Philip John Vaile, M.A.
Reginald John Ward, B.A.
ADMINISTRATIVE STAFF

Secretary:
John David Todd, B.Com.(NcIe.), A.A.S.A.

Assistant Secretaries:
Administration—
Robert Weir, B.A.(NcIe.).

Finance and Properties—
Paul Raymond Welsh, A.A.S.A.

Administrative Assistants:
Examinations—
Neville John Garnham

Student Administration—
Sandra Isabel Cheryl Lamb

Personnel—
Ian Brian Selwyn Rawlings

Publications—
Elaine Walker

Accounts—
Thomas Gerald Jones

Salaries—
Grahame Albert Searles, A.A.S.A.

Properties—
John Christopher Goluzd

Purchasing—
Keith James Morrissey

Maintenance Supervisor—
Frederick Paul Barry

Resident Caretaker—
Irving Auld

Senior Gardener—
Thomas Dyson

LIBRARY STAFF

Head, Library Services:

Technical Services:
Robyn M. Emanuel, B.A.(N.S.W.), A.L.A.A.
Lynette Dorothy Firkin, B.A.(NcIe.), Dip.Lib.,
A.L.A.A.
Laurie Nilsen, A.L.A.A.
Teresa May Gan, B.A.(NcIe.)
Margaret Anne MacDougall, B.A.(NcIe.), Dip.Ed.

Reference Services:
Jennifer Margaret Scobie, B.A.(Hons.), Dip.Ed.(Syd.),
A.L.A.A.
Marie-Thérèse Van Dyk, A.L.A.A.
Carolyn Laura Symes, B.A.(NcIe.), Dip.Lib., A.L.A.A.

COUNSELLING STAFF

Senior Student Counsellor:
Austin J. Kavanagh, B.A.(Syd.), M.A.Ps.S.
Newcastle College of Advanced Education, formerly Newcastle Teachers College, is situated in a natural bushland setting on a site of some 20 hectares, just off Rankin Drive in Waratah West, a suburb of Newcastle. The College is bounded on the Southern side by Rankin Drive, but on the North, East and West by the University of Newcastle, whose address is Shortland.

The College was established in 1949 as Newcastle Teachers College with a first enrolment of 182 student teachers. It was housed first in the partly completed buildings of Newcastle Technical High School at Broadmeadow and transferred in 1952 to “temporary” pre-fabricated aluminium buildings at Union Street, Cooks Hill, where it continued to develop and grow until 1974. In late February and early March of 1974 all of the College’s activities were moved to the new and modern complex of buildings at Waratah West, part of which had been occupied by the Industrial Arts and Art sections of the College from the beginning of 1971.

The College is now in its permanent location but there is still a programme of development to be accomplished. A significant and important academic development for the College will be the introduction of courses for professional artists at the beginning of 1975. From 1st January, 1975, the College will assume responsibility for the Diploma in Art courses formerly offered by the Department of Technical Education in Newcastle and will add more than 100 Art Diploma students to its complement. Newcastle College of Advanced Education will provide courses for the professional artist and continue to offer the Diploma in Art (Education) courses for prospective teachers of Art. The Art “School” will continue to be located in the Hunter Street West premises of the Technical Education Department until such time as the College can provide new accommodation on the Waratah West site.

A major capital building development to be completed in the 1973/75 Triennium is the construction of a Special Education Clinic and Teaching Centre at an estimated cost of $500,000. Work on this Centre will commence early in 1975 and be completed before the end of the 1975 academic year. The new Centre will provide courses for the preparation of resource teachers and teachers of educationally handicapped children.

The main emphasis of the College’s programme is still the provision of a wide range of teacher education courses. In 1975 the effective full-time student enrolment is expected to be 1,914, with an academic staff totalling 168 and a non-academic staff establishment approaching 140. The Departments offering courses in the College are as follows:—

- Art
- Art Education
- Education
- English/History
- Home Science/Textiles
- Industrial Arts
- Languages (French, German, Latin)
- Mathematics
- Music Education
- Physical Education
- Science
- Social Sciences

The College was declared a corporate College of Advanced Education by the Hon. E. A. Willis, Minister for Education, on 1st October, 1974.

The first corporate Council constituted by the Minister will hold office for a period of two years from 1st October, 1974, to 30th September, 1976. The Council is the governing body of the College and has the responsibility for the management of the affairs of the College. In discharging its powers, the Council consults the College Academic Board and the chief executive officers.

The College Academic Board consults and receives recommendations from the two Boards of Studies which were established in 1974.

The Council has established committees to advise it on matters relating to Finance, Management and Personnel, Properties and Grounds, Legislative and Academic matters.

A corporate College of Advanced Education established under the Higher Education Act, 1969, has perpetual succession, a common seal, may take legal proceedings, deal with property and all matters that a body corporate, by law, may do to further the purposes for which it was constituted.

The College is funded by the Australian Government through the agencies of the Australian Commission on Advanced Education and the New South Wales Advanced Education Board.
ADMISSION REQUIREMENTS

The Interim College Regulations governing admission to courses are set out below. The College does not conduct its own matriculation examination but recognises the New South Wales Higher School Certificate Examination and the University of Sydney Matriculation Examination for this purpose.

Regulation 5.1 — Admission

1. (i) Except as provided in subsections 5.1.2., 5.1.3., 5.1.4 and 5.3.3 of the Interim College Regulations, a candidate, before being admitted shall:

(a) have passed in the New South Wales Higher School Certificate examination or the University of Sydney Matriculation examination or other examination of equivalent standing in at least four recognized subjects one of which shall be English; and

(b) have attained in that examination the aggregate of marks prescribed by the college Academic Board from time to time and calculated in the manner determined by the college Academic Board.

(ii) The recognized subjects shall be:

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Subject</th>
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<tbody>
<tr>
<td>English</td>
<td>Greek</td>
<td>Chinese</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Latin</td>
<td>Japanese</td>
</tr>
<tr>
<td>Science</td>
<td>French</td>
<td>Hebrew</td>
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<tr>
<td>Agriculture</td>
<td>German</td>
<td>Dutch</td>
</tr>
<tr>
<td>Modern History</td>
<td>Italian</td>
<td>Art</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Bahasa</td>
<td>Music</td>
</tr>
<tr>
<td>Geography</td>
<td>Indonesian</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>Economics</td>
<td>Spanish</td>
<td>Home Science</td>
</tr>
<tr>
<td>Farm Mechanics</td>
<td>Russian</td>
<td>Textiles and Design</td>
</tr>
</tbody>
</table>

(iii) Mathematics and Science, both passed as full courses, together shall, for the purpose of subsection (1) (a) of this section, be counted as three subjects, but otherwise, each shall count as one subject.

(iv) The qualification for admission normally should be obtained at one examination but when the qualification is obtained by taking papers at two successive examinations the method of aggregation of marks will take this fact into account.

2. A person who has applied to undertake a course or subject or subjects shall upon:

(a) the approval of his admission to the College and the payment of such fees as may from time to time be determined;

and

(b) signing the admission register of the College;

become an admitted member of the College and be deemed to have accepted the privileges and obligations of membership of the College.

3. The Academic Board may establish prerequisites for admission to specific courses or subjects.

4. Special qualifications for admission for applicants with other kinds of educational experience may be determined from time to time by the College Academic Board on the recommendation of the Admissions Committee. Such students shall be granted "provisional admission" only. Such a provisionally admitted student shall not have the privileges of a formally registered student but may, if he shows satisfactory progress, on recommendation by the Academic Board, be granted formal admission and be allowed to sign the admission register.

5. The Council may limit the number of students in any subject or course.

OTHER ENTRY PROVISIONS:

Provision has been made for the admission to courses of persons who have not met the normal entry requirements specified above.

The Admissions Committee may recommend the admission of an applicant as a student under such conditions or with such standing as it may determine where the applicant has satisfied the Committee that he has reached a standard of education sufficient to enable him to pursue his proposed course of study.

NEW SOUTH WALES LEAVING CERTIFICATE EXAMINATION:

Any person who has passed this examination and is in doubt about this qualification for entry purposes is invited to approach the College for advice.

INTERSTATE AND OVERSEAS STUDENTS:

Prospective students who have received their secondary education outside New South Wales will be considered for Admission by the Academic Board which will determine the status of their qualifications for entry to courses in the College. Such students will be required to submit official documentary evidence of their qualifications.
ADMISSION REQUIREMENTS

PREREQUISITES

DEPARTMENT

ART

Higher School Certificate at Level 1 or Level 2 in Art.

ART EDUCATION

Higher School Certificate at Level 1 or Level 2 in Art.

ENGLISH/HISTORY

The entry requirements for the English strand:

Higher School Certificate at First or Second Level English.

The entry requirements for the History strand:

No prescribed entry requirements.

HOME SCIENCE/TEXTILES

Any TWO of the following subjects taken at the Higher School Certificate:


INDUSTRIAL ARTS—NORMAL ENTRY

Higher School Certificate pass in English and at least three other subjects. Preference is given to students with passes in Industrial Arts, Science and Mathematics.

INDUSTRIAL ARTS—ARTISAN ENTRY

Students entering the Artisans course offered by the Department of Industrial Arts should be not older than 36 years of age on entry and have achieved the following:

(a) have four passes at the N.S.W. Higher School Certificate, including English, or an equivalent such as the N.S.W. Leaving Certificate or a certificate from a recognised Technical College in a field related to Industrial Arts.

(b) in addition have completed a trades Certificate at a recognised institution or alternatively have completed an apprenticeship in a related field.

LANGUAGES

Success in French, German or Latin at Higher School Certificate. Dependent on successful interview with the Head of the Languages Department.

ADMISSION REQUIREMENTS

MATHEMATICS

New enrolments are invited into courses leading to a Diploma in Teaching in three ways:

(a) Students enrolling in first year for a three year programme.

(b) Students enrolling in second year for a two year programme.

(Usually ex-University).

(c) Students enrolling in third year for a one year programme.

(Usually ex-University).

Enrolments are also invited into the Post Graduate Diploma in Education programme from students who wish to specialise in mathematics. Each of these programmes has general College prerequisites for students wishing to specialise in mathematics:

Diploma in Teaching

(i) Three-year programme.

Pass at Level 2S Mathematics, Higher School Certificate (or equivalent).

(ii) Two-year programme.

Pass in Mathematics I at a recognised University (or equivalent).

(iii) One-year programme.

Mathematics I and II at a recognised University (or equivalent).

Post Graduate Diploma in Education

Degree from a recognised University with a major in Mathematics.

MUSIC EDUCATION

Pass in Higher School Certificate Music or Grade VI Practical, Grade VI Musicianship or Higher School Certificate together with special musical abilities. All three dependent upon successful interview with Music Departments at the College and the Conservatorium.
ADMISSION REQUIREMENTS

PHYSICAL EDUCATION

Although prerequisites are not prescribed, lectures in the Diploma in Teaching (Physical Education) course will be given on the assumption that students will have successfully studied for the New South Wales Higher School Certificate the subjects listed below to the level indicated.

English — Second Level
Maths — Second Level (short course)
Science — Second Level (short course) preferably but not necessarily with Physics and Chemistry.
Second Level Short Course Science together with Mathematics at any Level.

Although there are no prerequisites for entry to the course, Lectures will be based on the assumption that students have studied Economics or Geography at Higher School Certificate level.

SOCIAL SCIENCES

A degree of an approved university or equivalent together with a minimum of two years teaching experience having completed an approved course of Teacher Education.

OR

The equivalent of 8/9 of a degree of an approved university together with concurrent completion of degree requirements of an approved university, together with a minimum of two years' teaching experience having completed an approved course of Teacher Education.

OR

Possession of the Diploma in Teaching (Primary or Secondary) or Teachers Certificate (two year trained) or equivalent from an approved institution of Teacher Education, together with a minimum of two years' teaching experience.

PROCEDURES

ENROLMENT

All forms relating to enrolment are obtainable from the Student Administration Office.

Students seeking admission in the 1975 academic year will be required to lodge an "Application for Admission — 1975" with the Student Administration Office not later than

(a) 5.00 p.m. on Friday, 25th October, 1974, in the case of:—

PERSONS RESIDENT IN AUSTRALIA who are seeking admission on the basis of qualifications which are already held at 30th September, 1974; persons resident outside Australia provided they already possess the results of the examination on which they are relying for admission in 1975.

Persons resident outside Australia whose examination results will not be available by 1st November, 1974 will not be considered for admission in 1975. They may inquire in September, 1975 for admission in 1976.

(b) 5.00 p.m. on Friday, 17th January, 1975, in the case of:—

PERSONS RESIDENT IN AUSTRALIA who:

(i) are seeking admission on the basis of the results of examinations taken after 30th September, 1974.

(ii) in 1974 have been enrolled in another Australian tertiary institution.

(iii) have applied to attempt the University of Sydney Matriculation Examination in February, 1975.

NO GUARANTEE CAN BE GIVEN THAT APPLICATIONS RECEIVED AFTER THE PRESCRIBED DATES WILL BE CONSIDERED.

Applications sent by post should be addressed to The Secretary, Newcastle College of Advanced Education, P.O. Box 84, Waratah, N.S.W. 2298.

Students proposing to attempt the University of Sydney Matriculation Examination in February, 1975, should indicate on the application for admission the subjects and levels to be attempted, and must advise the Secretary of their results as soon as they are known.

Documentary evidence must accompany each application where studies have been carried out at secondary educational institutions outside New South Wales or where previous tertiary studies have been undertaken.
PROCEDURES

Each student will be advised by letter of the outcome of his application and those accepted will be informed of the procedures to be followed for the completion of enrolment. However, it should be noted that new students will be required to attend the College in person to have their enrolment approved and to pay fees. Certain days in mid February will be set aside for this purpose. Students accepted for admission will be advised of these dates.

RE-ADMISSION

Any student excluded from a diploma course or from the College may apply after one academic year to the Admissions Committee for re-admission to any such diploma course or to the College. If the Admissions Committee is satisfied that the condition or circumstances of any such student should have so changed that there is reasonable probability that he will make satisfactory progress in his studies it may recommend to the Academic Board the re-admission of that student under such conditions as it may determine.

DESIGNATION OF STUDENTS

A student shall enrol as a full-time student or as a part-time student or as an external student.

FULL-TIME STUDENTS

A Full-Time Student is a student who enrols in more than half of the subjects of a normal course-year; such a student remains a full-time student unless and until his application to be classed as a part-time student is approved by the Co-ordinator of studies in the programme within which the student is enrolled.

PART-TIME STUDENTS

A Part-Time Student is either
(i) a student who enrols in half or less than half of the subjects of a normal course-year; or
(ii) a student enrolled in a part-time course.

EXTERNAL STUDENTS

An external course student means a student who enrolls in a course available by correspondence.

LATE ENROLMENTS

A late fee will apply to any student whose enrolment form is lodged after the last date for enrolment approvals.

PROCEDURES

"SHOW CAUSE" STUDENTS

1. A student shall show cause why he should be allowed to repeat a subject in which he has failed more than once.

2. (i) A full-time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year of study.

(ii) A part-time student shall show cause why he should be allowed to continue a course if all subjects of the first stage of his course are not completed by the end of his second year of study.

3. (i) A student who has a record of failure at another college or university shall show cause why he should be admitted to the College.

(ii) A student admitted to a course at the College following a record of failure at another college or university shall show cause, notwithstanding any other provision in this regulation, why he should be allowed to continue in that course if he is unsuccessful in or fails to meet any conditions imposed upon him on entry to the course in his first year of attendance at the College.

4. A student required to show cause shall have his application considered by the Admissions Committee which shall advise the Academic Board whether the cause shown is adequate to justify the student being permitted to continue his course or to enrol as the case may be.

ENROLMENT IN CORRECT SUBJECTS

It is essential that all students consult the 1975 Handbook for the correct subject, strand and elective names involved in their course of study before submitting the completed enrolment form.

WITHDRAWAL FROM COURSE OR SUBJECTS REGARDED AS FAILURE

A student is required to notify the Secretary of the College in writing of his intention to withdraw from either the course or a subject before Friday, 4th July, 1975. Should the application to withdraw be submitted after that date the student shall be deemed to have failed in the subject or subjects from which he withdraws. In special cases the Vice-Principal may grant permission for the withdrawal to be without penalty.
PROCEDURES

VARIATION OF COURSE

Any action taken by a student which involves a variation in or an amendment to his course is required to be documented. Any change in a course programme must be notified immediately to the Student Administration.

A form “Variation of Course” is provided for this purpose and may be obtained at the general enquiry counter. A student must use this form to apply for permission to do any of the following:

(a) completely withdraw from a course
(b) change from one course to another
(c) substitute one subject for another (elective or advanced curriculum study)
(d) defer study of a subject to a later year
(e) study a later year subject in the current year
(f) study an additional subject

Note: Any student seeking approval to substitute one strand in the same subject should contact the Department direct. It is the responsibility of the Head of the Department to authorise such substitution.

CHANGE OF NAME/ADDRESS

Students who change their name and/or address should notify the Student Administration Office in writing as soon as possible. A Change of Name/Address form should be used and is available from the enquiry counter.

The College cannot accept responsibility if official communications fail to reach students because they have not notified the Student Administration Office of a change of address.

Every student must inform the College of an address to which correspondence may be directed from the end of the examination period to the end of the long vacation.

This is particularly important for all outgoing students who will be notified of Graduation arrangements during this time.

IDENTITY CARDS

Identity cards are available in 1975 to students who have paid both the SRC fee and Library deposit. The cards will be issued at the Student Administration Office in first term upon the presentation of a fees paid receipt.

Students wishing to borrow library books, obtain travel concessions and attend student functions are required to produce their identity card on demand.

Loss of Identity Card

If a student loses his identity card he should pay to the College Cashier the sum of $1.00 and present the receipt to the Student Administration Office for the purpose of obtaining a replacement card.

Return of Identity Card

If a student withdraws from his course during the academic year, he will be required to return the identity card to the Student Administration Office.

TRAVEL CONCESSIONS

Travel concessions are provided for certain classes of students by various transport authorities. Application forms for these concessions are available from the Student Administration Office.

OMNIBUS

Concession fare certificates are available to:

(a) students under 18 years of age.
(b) students who are 18 but under 30 years of age provided they are not in employment nor in receipt of any income or remuneration.

NOTE: Income or remuneration does not include allowances paid under the Tertiary Allowances Scheme, holders of Teacher Education Scholarships or Bursaries granted by the State Bursary Endowment Board.

(c) concession fare certificates are not available to students 30 years of age or over; or to married women or ordained clergymen.

TRAIN

(a) Concession tickets are available to all full-time students.
(b) Travel concessions may be for either single or return journeys, inter-state or intra-state.

Ansett Airlines of Australia and T.A.A. offer a 25% discount for full-time students under 26 years of age.

LOST PROPERTY

Inquiries regarding lost property should be directed to the Caretaker between 11 a.m.-12 noon and 1 p.m.-2 p.m., Monday to Friday at the Caretaker's Office. This office is located on C level to the north-east of the smaller lecture theatre. (B13)
CHARGES
SCHEDULE OF FEES AND CHARGES

1. Students Representative Council Fee
All registered full-time students must pay a membership fee of $20.00 to the Students Representative Council. Diploma in Music (Education) students will be required to pay an S.R.C. Fee of only $5.00. External studies students are exempt from the fee.

2. Library Deposit
All registered students must pay a Library deposit fee of $10.00, refundable upon request at the completion of their course. (Any outstanding Library fine or the value of books lost or not returned will be deducted before a refund is made.)

3. Late Enrolment and Re-enrolment Charges
(a) Late lodgement of re-enrolment form charge, where a continuing student fails to lodge a re-enrolment form with the Student Administration Office by 3rd January, 1975.... $10.00
(b) Late enrolment/re-enrolment charge, where a student does not lodge the 'approved' section of the enrolment form with the Cashier by 28th February, 1975.... $10.00
(c) Late payment charge, where an application to sit for examination is lodged after the closing date, Friday, 4th July, 1975..... $8.00
(d) Late payment charge, where payments due under sections (1) and (2) above are not paid within an extension of time to pay fees approved by the Principal.... $5.00

4. Other Charges
Examination under special supervision (per paper)$12.00
Review of examination results (per subject) $3.00
(AThe charge is refundable if the result is altered.)
Academic Statements in excess of six per annum $0.15 per copy
Replacement of student identity card $1.00

GENERAL REQUIREMENTS
ACADEMIC REQUIREMENTS
A student is responsible for acquainting himself and complying with College requirements, especially the requirements relating to admission, enrolment and the award to which he is proceeding.

NOTICES
Official College notices are displayed on the notice boards and students are expected to become acquainted with the contents of those announcements which concern them.

EXAMINATIONS
A notice board has been placed on the wall opposite the Library for the specific purpose of displaying examination timetables and notices concerning all procedural matters relating to examinations. All students should consult these notices regularly.

STUDENT MATTERS GENERALLY
The main notice board is the display point for notices concerning enrolment matters, scholarships, College rules and travel concessions, etc. This notice board is located on the wall opposite the Library.

DISCIPLINE
1. In all matters of general discipline the circumstances shall be referred in the first instance to the Vice-Principal who, after due investigation, shall exercise the authority vested in his office.
2. The Vice-Principal may in respect of any offence against discipline:
(a) fine a student a sum not exceeding $50 and may exclude a student from the College for a period not exceeding four weeks;
(b) refer any matter relating to the conduct of any student to the Discipline Committee of the College and may exclude that student from the College and its precincts until the matter has been dealt with by such disciplinary committee.
3. A student who has been fined or who has been excluded from the College by the Vice-Principal may appeal to the Discipline Committee of the College.
GENERAL REQUIREMENTS

4. (i) Any member of the academic staff, the Librarian, the Deputy Librarian, and/or the Secretary of the College may refer any matter relating to the conduct of any student within the College precincts to the Vice-Principal.

(ii) Any member of the academic staff, the Librarian, the Deputy Librarian, and/or the Secretary may exclude any student from that area of the College under his control.

(iii) If the exclusion under subsection (ii) of this section is for a period of more than one day, the case shall be referred to the Vice-Principal.

(iv) When what is prima facie misconduct occurs in an area of the College which is not the location of an organized College activity, any of the abovementioned officers of the College may deem himself for the purposes of this regulation to be in charge of the area.

(v) The words "College precincts" in subsection (i) of this section and "area of the College" in subsections (ii) and (iv) of this section shall be taken to include any place or places where a student is present under the auspices of the College.

(vi) When a student is excluded pending action by the Discipline Committee a meeting of that committee shall be held as soon as possible.

(vii) No student shall incur any penalty without being given an opportunity of being heard and presenting evidence.

5. The Librarian shall be empowered to impose fines for failure to return borrowed material when due.

ATTENDANCE AT CLASSES

Students whose attendance at lectures, demonstrations, practice teaching and laboratory is unsatisfactory may be excluded from any examination.

OWNERSHIP OF WORK

The College reserves the right to retain at its own discretion any assignments, drawings, models, designs, plans and specifications, essays, theses or other work executed by students.

EXAMINATIONS

Examinations and other exercises may be held in any subject at any time. In the assessment of a student's progress in a College course, consideration will be given to practical work and class exercises and to any term or other tests conducted throughout the year. The results of such examination and class work may be incorporated with those of the annual examinations.

ANNUAL EXAMINATIONS

A student desiring to sit for an annual examination must lodge an application with the Secretary on the appropriate form by the prescribed date, 4th July, 1975. This form will be mailed to the student towards the end of the first term vacation period.

A student who, because of religious convictions, would prefer not to sit for an examination on a particular day or particular day of the week should indicate this in writing when lodging his application to sit for examinations. While the College cannot guarantee to meet such requests it will be willing to co-operate where possible. A special supervision fee is payable where the College agrees to meet such requests from students.

The cashier is authorised to receive application forms during the three weeks immediately following the prescribed closing date if they are accompanied by a late payment charge of $8.00. Applications submitted more than three weeks after the closing date will not be accepted unless the approval of the Secretary is given. Where an application is not accepted, the student concerned is not eligible to sit for the examination.

No student is eligible to attend the annual examination in any subject if any portion of fees or other charges due by him is outstanding by the end of the third week of third term.

The annual examinations take place in November-December. Timetables showing the time and place at which individual examinations will be held will be posted on the examinations notice board opposite the library. Misreading of the timetable will not under any circumstances be an acceptable excuse for failure to attend an examination.

Examinations are conducted in accordance with the following rules and procedure:

1. Candidates are required to obey any instruction given by a Supervisor for the proper conduct of the examination.

2. Candidates are expected to be in their places in the examination room not less than ten minutes before the time for commencement of the examination.
EXAMINATIONS

3. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into the examination room. Small hand purses for carrying money and/or other valuables may be brought into the examination room. Supervisors have the right to determine what is admissible in this context.

4. No candidate shall be admitted to an examination after thirty minutes from the time for commencement of the examination. In the case where the same examination will be conducted for a second group of students immediately after the session for the first group of students has concluded, no candidate will be admitted to the second session of the same examination after the time specified for the commencement of the second session or the time the second group is admitted to the examination room, whichever is the later.

5. No candidate shall be permitted to leave the examination room before the expiry of thirty minutes from the commencement of the examination or during the last ten minutes of the examination. No extra time will be allowed to students who arrive late. In special instances candidates may be required to remain in the examination room for the duration of an examination.

6. No candidate shall be re-admitted to the examination room after he has left it unless during the full period of his absence he has been under approved supervision.

7. A candidate shall not by any improper means obtain or endeavour to obtain assistance in his work, give or endeavour to give assistance to any other candidate, or commit any breach of good order.

8. Candidates are required to complete attendance slips for every examination and to provide all the information sought.

9. Smoking is not permitted during the course of an examination.

FURTHER EXAMINATIONS

After completion of the written annual examination papers, a student may be called upon by an examiner to complete further written, practical or oral tests as part of the annual examination.

EXAMINATION RESULTS

It is therefore important that Student Administration be advised of any change in address from that given earlier in the year.

EXAMINATION RESULTS

Each student will be advised by mail of his examination results. No results will be given by telephone. Examination results may be reviewed for a charge of $3.00 per subject, which is refundable if the result is altered. Applications for review must be submitted to the Cashier on the appropriate form together with the prescribed review charge by the date notified in the publication of results.

SPECIAL EXAMINATIONS

Special examinations may be granted according to the following conditions:

1. When a candidate is prevented by illness or by any other serious cause from presenting himself for the annual examination the Academic Board may order a special examination for that candidate in the subject or subjects in which he was unable to present himself. The result of a special examination may be graded.

2. When a candidate's studies during the academic year have been gravely hampered by illness or other serious cause, the Academic Board upon application being made to the Secretary before commencing date of the examination supported by medical or other proper evidence may direct the examiners to take the circumstances into account in determining whether or not a special examination should be provided for the candidate in any subject in which he does not pass at the annual examination.

3. When a candidate at the annual examination is to a substantial degree affected by illness during the course of an examination in any subject the Academic Board upon application being made to the Secretary within three days after such examination or within such further period as the Vice-Principal may consider reasonable in the circumstances supported by medical or other proper evidence, may direct the examiners in that subject to take the circumstances into account in determining whether or not a special examination or test should be provided for him: provided that no such application shall be considered unless the candidate either during or immediately after such examination reports to the supervisor in charge the circumstances relied on in the application.
THE LIBRARY

The Library has nearly 45,000 books, together with growing collections of cassettes, art prints, strip films, and other audiovisual materials, available for loan. In addition, there are 450 periodical titles for reference purposes. The heaviest concentration of materials is in Education and Education Method. There are also useful collections in the other areas of interest within the College. Such interest extends over all the classes of the Dewey Classification System.

Introducing the Library, Information and Rules for Borrowers and other library publications are available at the Circulation and Reference Desks, to assist borrowers to make the fullest use of library facilities.

BORROWING

Borrowing rights are extended to:

1. Students of the College
2. External members of the Library.
   These persons may borrow five books and/or other library materials for one week.

The University of Newcastle and the College have granted reciprocal borrowing rights to Lecturers in their institutions.

HOURS OF OPENING

8.15 a.m.-5.00 p.m. Monday to Friday.

Extended hours as required — details of these hours are displayed on the notice board in the foyer of the library.

COLLEGE SERVICES

AMENITIES

The Amenities Office is located in the Student Administration Office. The Amenities Officer assists students in the following fields:

SPORT

The Amenities Officer is Liaison Officer for all sporting matters between the Sports Union, the College and all outside sporting organisations.

Intercollegiate activities and travel is arranged for student sporting groups by the Intercollegiate Board assisted by the Amenities Office which will also assist when required at club level.

ACCOMMODATION

The Amenities Office conducts a student accommodation service for students requiring housing while attending the College. A register of rooms, flats and private board available in the Newcastle area is maintained.

HEALTH SOCIETY FOR TRAINEE TEACHERS

The New South Wales Teachers' Federation Health Society provides a special concession scheme for Teacher Trainees. Single students may join this Scheme and receive medical and hospital benefits for a contribution of $20.00 a year or part thereof, payable in advance.

Married students may join and provide coverage for themselves, their spouse and children for a contribution of $40.00 a year or part thereof, payable in advance.

Contributors become eligible for combined Society and Commonwealth benefits from the date their applications for membership and annual subscriptions are received by the Secretary of the Society.

No benefit is payable for treatment for an ailment in existence at the date of joining until a waiting period of two months has been served. Fund and Commonwealth benefits may be payable immediately to members transferring from another Fund.

Neither Commonwealth nor Fund benefit is payable where there is an entitlement to Third Party Insurance, damages or Accident Insurance for Teachers College Students.

N.B. Any unmarried student up to the age of 25, whose parent is a member of the N.S.W. Teachers' Federation Health Society, is already covered by the parent's membership, and should not
COLLEGE SERVICES

take out separate membership of the Students' Concession Scheme. Further information is obtainable from the Student Representative Council Office.

INSURANCE

Teacher Education Scholarship holders are protected by insurance in the same manner as workers under the Worker's Compensation Act. This insurance covers injuries sustained in the course of training, or while travelling to and from College, or while engaged in such activities as are regarded as being an integral part of the course of training. Students who sustain injuries entitling them to insurance benefits should notify the Teacher Education Scholarships Office promptly and seek advice as to the procedures to be followed.

COLLEGE SHOP

Ell's Proprietary Limited Bookshop provides for the stationery and textbook requirements of students and staff and is located in room C116. A 10% discount on all items is afforded to both students and staff.

BANKING FACILITIES

Banking Facilities are provided in the College complex by the Bank of New South Wales and a Commonwealth Savings Bank agency is operated in the College Shop.

STUDENT LOAN FUND

The Students' Representative Council has established a student loan fund managed by a committee comprising the President, Secretary and Treasurer of that Council.

Students experiencing grave financial difficulty may apply in writing (forms available at S.R.C. office) to this committee for a loan, setting out the circumstances of the case. The decision of the committee is final and not subject to appeal. The borrower is required to enter into an agreement for repayment. Since the intention of the fund is to provide temporary financial assistance only, the amount of the loan will not exceed a figure which, in the opinion of the committee, can be repaid in a reasonable time.

COLLEGE SERVICES

CHAPLAINCY SERVICE

A Chaplaincy Service within the Newcastle College of Advanced Education for the benefit of students and members of staff is provided by the Christian Churches of Newcastle.

The service offers personal counselling and guidance, and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.

The Chaplains' office is situated on A level in Room 108.

NAMES AND ADDRESSES OF CHAPLAINS


*Baptist:* The Reverend Thomas Harold Binks, 133 Kemp Street, HAMILTON. Telephone 61-4048.

*Methodist:* The Reverend Wilfred John Death, 19 Metcalfe Street, WALLSEND. Telephone 55-9529.

*Presbyterian:* The Reverend Harold Gilbert Durbin, E.D., B.A.(Ncle.), 40 Stewart Avenue, HAMILTON, Telephone 61-1455.

*Roman Catholic:* The Reverend Father Eladio Neira, O.P., M.A., Ph.D. (U.S.T.) (Phil.), Catholic Presbytery, Sandgate Road, SHORTLAND. Telephone 55-9364.
COLLEGE ORGANIZATIONS
STUDENT ORGANIZATION

The students conduct their own clubs, societies and associations. The Union of Recreational Clubs was formed to co-ordinate the activities of individual clubs and to ensure equitable use of facilities. Associated clubs include: Drama, Revue, Music, Photography, Social, Debating, Film, Chess, Poetry, Science Society and Radio.

The Sports Union incorporates the following clubs: Rugby League, Baseball, Netball, Hockey, Volleyball, Basketball, Squash, Tennis, Rugby Union, Taekwon Do.

All of these clubs, societies and associations elect their own officers, have their own constitution and are responsible to the Students Representative Council which consists of the elected representatives of the student body and governs the affairs of the Students Association.

The Students Representative Council executive consists of the President, Vice-President, Secretary and Treasurer.

THE UNIVERSITY OF NEWCASTLE COMPANY

The University of Newcastle Company is the Citizen Military Force’s Unit affiliated with the University of Newcastle. The Company was formed in 1957 as a Sub-Unit of the N.S.W. University of Technology Regiment which is now called The University of New South Wales Regiment. The current strength of the Company is 100.

Student members of Newcastle College of Advanced Education are eligible for membership of the University of Newcastle Company.

Enquiries regarding conditions of service, and enlistment procedures should be made at the Training Depot which is in King Street, Newcastle West (opposite Birdwood Park). Phone 61-2121.

Officer Commanding — Capt. P. Groves

Full-time Staff — WO2 M. Grovenor
   S/Sgt. P. Toohey

TEACHING EXPERIENCE
TEACHING EXPERIENCE I

This programme, which has micro teaching as a fundamental component, is cyclic in nature and contains seven sequential experiences, each two to three hours in duration. The experiences are held weekly and, on completion of one cycle, the sequence of experiences commences again. This process is repeated throughout the year.

The first five experiences of each cycle are oriented towards the development of basic teaching skills while the remaining two experiences concentrate more on human relations in teaching. Details of each experience are as follows.

One

Teaching Skills: Theory
(a) Presentation and discussion of visual and symbolic models of teaching skills.
(b) Selection of instructional objectives for two ‘mini’ lessons (15 minutes).
(c) Presentation of lesson content for the selected instructional objectives.
(d) Planning of the ‘two’ mini lessons.

Two

Micro-Practice (Video)
(a) Initial teach of one of previously planned lessons to a small group of children.
(b) Evaluation of initial teach under video conditions.
(c) Re-teach of same lesson to a different group of children.
(d) Evaluation of re-teach under video conditions.

Three

Micro-Practice (Audio)
(a) Initial teach of the other previously planned lesson to a small group of children.
(b) Evaluation of initial teach under audio conditions.
(c) Re-teach of same lesson to a different group of children.
(d) Evaluation of re-teach under audio conditions.

Four

Observation
(a) Observation of demonstration teachers treating planned lesson content.
(b) Discussion of lessons with demonstration teachers.
TEACHING EXPERIENCE

Five
Micro-Practice
(a) Teach of previously planned lesson to a full class of children, and/or
(b) Teacher aid experiences.

Six
Human Relations: Effective Teaching Skills
The activities involved in this experience will include group interaction, role playing and peer teaching. Many of these activities will be videotaped and will be supplemented by a 'critical incidents' programme. Themes will include empathizing, respecting, being genuine, communicating concretely and self awareness.

Seven
Teacher Role Awareness
Teacher role awareness will be approached by examining such matters as a principal's expectations of his staff, school and community relations, organizing school sport, running a school library and using equipment in schools.

General Comments
(a) Students will cycle through these experiences sequentially on a weekly basis. Having cycled through the experiences once they will commence the sequence again. In a year most students will have cycled through the sequence four times.
(b) Students do their teaching in teams of three (one on camera, one observing and one teaching). It is hoped that these teams will be maintained for the full class experience in schools. This means that each class teacher will be required to look after three students each week.
(c) The recommended changes have been brought about by student comments and lecturer observations. Some students, while appreciating the opportunity to practise teaching skills in a less threatening situation, have expressed the desire to teach more pupils. Obviously, some students are more ready for this experience than others, but contact with a full class will, at least, make them more aware of the complexity of the teaching process. This factor, alone, should have beneficial effects on other aspects of the programme.

TEXTBOOKS

EVALUATION
Students will be evaluated in terms of reaching a satisfactory standard in each of the following areas.
(a) Attendance
(b) School Experience Handbook
(c) Teaching Skill performance.

TEACHING EXPERIENCE II, III AND IV
AIM: To give students the opportunity to apply in the practical teaching situation, the theoretical propositions which derive from the other aspects of their course.

REQUIREMENT: A minimum period of four consecutive weeks will be devoted to practice in schools.

ASSESSMENT: Certain course units may require further practical teaching experience. If the student's performance is judged less than satisfactory, the question of his/her continuation on course must be examined. It may be possible to afford such a student a further opportunity to satisfy requirements.

The quality of the student's practical performance will be assessed by teachers and/or lecturers against defined criteria. It is emphasised that a satisfactory level of skill must be demonstrated at each level of expectation before a student may progress to the next stage of his/her course.
## COURSE STRUCTURE

### DIPLOMA IN ART

#### Year I — (100 Level Subject Units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Studies</td>
<td>101</td>
</tr>
<tr>
<td>Drawing</td>
<td>104</td>
</tr>
<tr>
<td>Media Workshop</td>
<td>105</td>
</tr>
<tr>
<td>Design</td>
<td>106</td>
</tr>
<tr>
<td>Painting</td>
<td>151</td>
</tr>
<tr>
<td>Sculpture</td>
<td>161</td>
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<tr>
<td>Graphics</td>
<td>171</td>
</tr>
<tr>
<td>Ceramics and Glass</td>
<td>181</td>
</tr>
</tbody>
</table>

#### Year II — (200 Level Subject Units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Studies</td>
<td>201</td>
</tr>
<tr>
<td>Drawing</td>
<td>204</td>
</tr>
<tr>
<td>Media Workshop</td>
<td>205</td>
</tr>
<tr>
<td>Design</td>
<td>206</td>
</tr>
<tr>
<td>Inter-Realm Art</td>
<td>207</td>
</tr>
<tr>
<td>Three of the following, chosen from different disciplines:</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>251 or 252</td>
</tr>
<tr>
<td>Sculpture</td>
<td>261, 262 or 263</td>
</tr>
<tr>
<td>Graphics</td>
<td>271, 272 or 273</td>
</tr>
<tr>
<td>Ceramics and Glass</td>
<td>281 or 282</td>
</tr>
<tr>
<td>History of Art</td>
<td>291</td>
</tr>
</tbody>
</table>

*Note 1: This includes two hours per week of Studio Practice in each discipline.

**Note 2:** See note below year IV regarding Independent Studio Practice.

#### Year III — (300 Level Subject Units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Studies</td>
<td>301</td>
</tr>
<tr>
<td>Drawing</td>
<td>304</td>
</tr>
<tr>
<td>Design</td>
<td>306</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>350</td>
</tr>
<tr>
<td>Sculpture</td>
<td>360</td>
</tr>
<tr>
<td>Graphics</td>
<td>370</td>
</tr>
<tr>
<td>Ceramics and Glass</td>
<td>380</td>
</tr>
<tr>
<td>History of Art</td>
<td>390</td>
</tr>
</tbody>
</table>

**Independent Studio Practice:** Students are expected to extend their experience in independent studio practice, therefore, studio space is provided for students to continue their practical work. It is desirable that as students proceed in their course they should increase their Independent Studio Practice.

#### Year IV — (400 Level Subject Units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Studies</td>
<td>401</td>
</tr>
<tr>
<td>Drawing</td>
<td>404</td>
</tr>
<tr>
<td>Design</td>
<td>406</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>450</td>
</tr>
<tr>
<td>Sculpture</td>
<td>460</td>
</tr>
<tr>
<td>Graphics</td>
<td>470</td>
</tr>
<tr>
<td>Ceramics and Glass</td>
<td>480</td>
</tr>
<tr>
<td>History of Art</td>
<td>490</td>
</tr>
</tbody>
</table>

**Note:** See note below year IV regarding Independent Studio Practice.
### COURSE STRUCTURE

**DIPLOMA IN ART (EDUCATION)**

The following course outline is proposed for 1975. Students may find differences between this proposal and the course actually undertaken in 1975.

#### Year I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Studies</td>
<td>101</td>
</tr>
<tr>
<td>Drawing</td>
<td>104</td>
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<tr>
<td>Media Workshop</td>
<td>105</td>
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<tr>
<td>Design</td>
<td>106</td>
</tr>
<tr>
<td>Painting</td>
<td>151</td>
</tr>
<tr>
<td>Sculpture</td>
<td>161</td>
</tr>
<tr>
<td>Graphics</td>
<td>171</td>
</tr>
<tr>
<td>Ceramics and Glass</td>
<td>181</td>
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</table>

#### Year II

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
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<tr>
<td>Communications II</td>
<td>2</td>
</tr>
<tr>
<td>Art Education II</td>
<td>3</td>
</tr>
<tr>
<td>Theoretical Studies</td>
<td>201</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>204</td>
</tr>
<tr>
<td>Media Workshop</td>
<td>205</td>
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<td>206</td>
</tr>
<tr>
<td>Inter-Realm Art</td>
<td>207</td>
</tr>
<tr>
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<td>281 or 282</td>
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<tr>
<td>History of Art</td>
<td>291</td>
</tr>
<tr>
<td>Teaching Experience II</td>
<td></td>
</tr>
</tbody>
</table>

*Note: This includes two hours of Studio Practice in each discipline.*
COURSE STRUCTURE
DIPLOMA IN ART (EDUCATION)
CONVERSION COURSE

<table>
<thead>
<tr>
<th>Stage</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Stage I</td>
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<tr>
<td>Man and Environment</td>
<td>101.01 1</td>
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<td>Communications</td>
<td>101.02 1</td>
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<tr>
<td>Drawing</td>
<td>104 3</td>
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<tr>
<td>Design</td>
<td>106 1</td>
</tr>
<tr>
<td>Painting</td>
<td>151 4</td>
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<tr>
<td>Sculpture</td>
<td>161 2</td>
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<table>
<thead>
<tr>
<th>Stage II</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Philosophy and Aesthetics</td>
<td>201 1</td>
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<tr>
<td>Drawing</td>
<td>204 3</td>
</tr>
<tr>
<td>Design</td>
<td>206 1</td>
</tr>
<tr>
<td>Painting</td>
<td>251 4</td>
</tr>
<tr>
<td>Sculpture</td>
<td>261 2</td>
</tr>
<tr>
<td>History of Art</td>
<td>291 1</td>
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</table>

<table>
<thead>
<tr>
<th>Stage III</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics and Glass</td>
<td>181 2</td>
</tr>
<tr>
<td>Painting</td>
<td>252 2</td>
</tr>
<tr>
<td>Sculpture</td>
<td>262 2</td>
</tr>
<tr>
<td>Graphics</td>
<td>272 2</td>
</tr>
<tr>
<td>Drawing</td>
<td>304 3</td>
</tr>
<tr>
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<td>391 1</td>
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<table>
<thead>
<tr>
<th>Stage IV</th>
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<tbody>
<tr>
<td>Graphics</td>
<td>271 2</td>
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<tr>
<td>Graphics</td>
<td>273 3</td>
</tr>
<tr>
<td>Painting 351 or 352</td>
<td>3</td>
</tr>
<tr>
<td>Sculpture 361 or 362</td>
<td>3</td>
</tr>
<tr>
<td>History of Art</td>
<td>391.1 1</td>
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<table>
<thead>
<tr>
<th>Stage V</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Theory and Practice of Art Teaching</td>
<td>311 1</td>
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<tr>
<td>Sculpture</td>
<td>363 2</td>
</tr>
<tr>
<td>Graphics</td>
<td>373 3</td>
</tr>
<tr>
<td>Painting</td>
<td>350 6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td>360 6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>370 6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>History of Art</td>
<td>390 6</td>
</tr>
</tbody>
</table>

COURSE STRUCTURE
DIPLOMA IN MUSIC (EDUCATION)

The course aims at the preparation of teachers of Music in secondary schools, and successful students receive the Diploma in Music (Education) awarded jointly by Newcastle College of Advanced Education and Newcastle Conservatorium.

The College component of this course consists of general professional studies, Music Education and a minor study which will commence in year III.

Third and fourth year students in 1975 will study in English as a minor study.

An outline of the Conservatorium component is to be found in the Conservatorium Handbook.

COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td></td>
</tr>
<tr>
<td>Education I</td>
<td>3</td>
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<tr>
<td>Communications I</td>
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<tr>
<td>Music Education I</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Experience I</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year II</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Communications II</td>
<td>2</td>
</tr>
<tr>
<td>Music Education II</td>
<td>3</td>
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<tr>
<td>English IM (Elective)</td>
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<tr>
<td>Teaching Experience II</td>
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</table>

<table>
<thead>
<tr>
<th>Year III</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>Music Education III</td>
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<tr>
<td>English IIM (Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year IV</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
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<tr>
<td>Physical Education II</td>
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<tr>
<td>Music Education IV</td>
<td>4</td>
</tr>
<tr>
<td>English IIM (Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Experience IV</td>
<td></td>
</tr>
</tbody>
</table>
THE SUBJECT DEPARTMENTS AND SYLLABUS OUTLINES

(The following Syllabus Outlines apply for 1975 only)

DEPARTMENT OF ART

CERAMICS AND GLASS 181

This course is concerned with equipping the students with skills, knowledge and attitudes, to enable him to develop sufficient flexibility and encompass needs. The use of utility and environmental materials. An introduction to a wide range of fundamental experiences, upon which the student is able to build a course of study. Emphasis will be placed on the development of exploratory attitudes to media and technique.

1. Safety procedures.
2. Traditional ceramics and glass.
3. Contemporary ceramics and glass.
4. Throwing techniques.
5. Hand building techniques.

Exploratory attitudes to media and technique, studio/workshop, demonstrations.

ASSESSMENT
By individual lecturer.

TEXTBOOKS AND REFERENCES
To be advised.

CERAMICS AND GLASS 281

Ceramics

The course will provide a studio/workshop atmosphere in which the student will select and develop a stimulating, energetic investigation into the topics listed.

1. Practical ceramic techniques and experiences.
2. Basic chemistry and geology.
3. History of ceramics.

Studio/workshop and production methods, individual tuition, demonstrations, lectures.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.

By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.
CERAMICS AND GLASS 282

Glass

This course will provide a studio/workshop atmosphere in which the student will be exposed to a stimulating investigation of glass relative to the topics.

1. Safety.
2. Practical experiences in glass.
3. Basic chemistry and geology.
4. History of glass.

Studio/workshop and production methods, individual tuition, demonstrations, lectures, F/Experiences.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

CERAMICS AND GLASS 380

To have the student work in close consultation with their adviser in a programme of significant value to the student.

Self-selection of ideas and procedures of working and showing an emphasis in—

A. Industrial production.
B. Studio production.

Studio/workshop, independent study in co-operation with their lecturers.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

CERAMICS AND GLASS 382

Glass

Personal development through in-depth study.

Self-selected subject-matter and processes of working showing a bias in a particular direction.

A. Industry.
B. Art Object.

Studio/workshop, individual tuition, lectures, field experiences, independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

CERAMICS AND GLASS 480

The following course is a continuation of Ceramics and Glass 380.

To have the student work in close consultation with their adviser in a programme of significant value to the student.

Self-selection of ideas and procedures of working and showing an emphasis in—

A. Industrial production.
B. Studio production.

Studio/workshop, independent study in co-operation with their lecturers.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.
DEPARTMENT OF ART

DESIGN 106

Design and Colour

A basic understanding of the fundamentals of structuring and colour in two and three dimensions.
1. Composition 2D and 3D.
2. Design 2D and 3D.
3. Colour 2D and 3D.

To deal with essentials of design and colour using the project and lecture method, giving a range of experiences within the limits of the objectives.

ASSESSMENT
Pass/Fail by individual lecturer.

TEXTBOOKS AND REFERENCES
There will be no prescribed texts for this course, but students will be referred to publications as indicated by lecturers.

DESIGN 206

Design and Colour

Two hours per week

To study the mechanics, and explore the potential of, design and colour to give plausibility to form in the areas of special study.
1. Design principles, 2D and 3D.
2. Colour.

By project and lecture methods.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.

By exhibition and consultation.

TEXTBOOKS AND REFERENCES
There will be no prescribed texts for this course, but students will be referred to publications as indicated by lecturers.

DESIGN 306

Two hours per week

The creative application of, and independent research into, design principles and the different areas of applied design.

DEPARTMENT OF ART

A. Design research.
B. Architectural.
C. Graphic.
D. Textile.
E. Industrial.
F. Theatre.

By project, lecture and field experience. Visiting lecturers and consultants will be used. Selected research of one or two topics is required.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
To be advised.

DESIGN 406

Two hours per week

Personal research into new problems and principles to gain an independent knowledge and expanded attitude towards design and to enrich special studies.

(a) design research, e.g.
   1) environmental studies.
   2) human factors in design.
(b) general design.
(c) applied design.

Research. By project and lecture methods. Students may determine and propose their own assignments which must be approved by and undertaken in consultation with the lecturer.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
To be advised.

DRAWING 104

To develop perceptive and manipulative skills.
(a) natural forms.
(b) man-made forms.

By project and demonstrations, incorporating instruction in the use of a variety of media. Individual tuition.

ASSESSMENT
Pass/Fail by individual lecturer.

TEXTBOOKS AND REFERENCES
To be advised.
DEPARTMENT OF ART

DRAWING 204

Two hours per week

To extend understanding and skill in relation to areas of special study, with some emphasis on contemporary aspects.
1. Natural forms.
2. Man-made forms.
3. Experimental.
Project, demonstration and individual tuition.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

DRAWING 304

Two hours per week

To develop a personal creative approach based on an extended knowledge of the media and its conceptual possibilities, with emphasis on contemporary aspects.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
To be advised.

DRAWING 404

Two hours per week

To provide emphasis on personal and individual expression. An open and speculative attitude will be encouraged and the student’s personal critical sense developed, within a contemporary context, to enrich special studies.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
To be advised.

DEPARTMENT OF ART

GRAPHICS 171

To explore the possibilities of communication to develop a visual code.
To introduce basic skills and investigate the expressive and creative aspects of photography.
To introduce simple print techniques and their application.
(a) Concepts and imagery.
(b) Psychology of the visual message.
(c) Techniques and applications.
(d) Relief and intaglio printing methods.
(e) Work and safety procedures.
Studio workshop/darkroom methods and practice, processes and application, lectures, field experiences, independent study.

ASSESSMENT
By individual lecturer.

TEXTBOOKS AND REFERENCES
To be advised.

GRAPHICS 271

Printmaking

This area of graphics will be explored by establishing a relationship between technique, concept and imagery.
A workshop knowledge of contemporary and traditional printing will be achieved.
(1) Serigraphy
(2) Intaglio
(3) Relief
(4) Paper
(5) Textiles
Attention will be directed to the special qualities in each process.
Studio/workshop, lectures, tutorials, field experiences, demonstrations, independent studies.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.
DEPARTMENT OF ART

GRAPHICS 272

Film Media

This area of graphics will be explored by establishing a relationship between technique, concept and imagery.
The film, photographic and video areas will be an exploratory visual research and documentation course.
(a) Texture
(b) Form and composition
(c) Structure
(d) Module
(e) Tension and movement
Studio/workshop, lectures, tutorials, demonstrations, field experiences, darkroom, independent study.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

GRAPHICS 273

Graphic communication

Areas of graphics will be explored by establishing a relationship between techniques, concepts and imagery. The course will experimentally investigate drawing as definition and communication.
(a) Visual dynamics
(b) Spatial modes
(c) Applied techniques
Studio/workshop, lectures, tutorials, studio techniques, field experiences, independent study.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.
DEPARTMENT OF ART

GRAPHICS 373

Graphic Communication

To extend the creative potential of applied graphics. Selected subject matter and processes of working. Studio/workshop, lectures, tutorials, demonstrations, field experiences, independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
To be advised.

GRAPHICS 470

The following course is a continuation of Graphics 370.

To have the student work in close consultation with their adviser in a programme of significant value to the student. Self-selection of ideas and processes of working. The students will structure and carry out their own programmes in consultation with their lecturer.

ASSESSMENT
Exhibition assessed by panel.

HISTORY OF ART 291

To instigate a dialogue between the past and the present through the study of dual themes. To provide a formal background for specialized historical research.

1. Classical Art (Greek and Roman; Renaissance and French Classicism; Constructivists and contemporary classical artists).
3. Traditional Art (Sacred Art; Egyptism, Oceanic, African, Pre-Columbian and Aboriginal Art).
4. The Avant-Garde in Art throughout history.

Lectures, tutorials, seminars and independent research. Wherever possible to be supplemented

ASSESSMENT
By participation and submitted papers.

TEXTBOOKS AND REFERENCES
To be advised.

HISTORY OF ART 390

To enable the student to develop a capacity for sustained research into selected areas. To gain competence in utilizing and evaluating appropriate source material, stressing analysis rather than description.

(To be chosen in consultation with lecturers and specialist advisers.)

Semester One—Specialized study of a chosen period of art history.
Semester Two—Specialized study of a chosen individual artist.

Seminars, tutorials and independent research.

ASSESSMENT
By presentation in each semester of a formal paper of no less than 10,000 words and supplemented where appropriate with audio-visual material.

TEXTBOOKS AND REFERENCES
Upon the advice of lecturers and specialist advisers.

HISTORY OF ART 391

To enable the student to gain confidence and competence in sustaining research into selected areas. To gain advanced skills in utilizing and evaluating appropriate source material, stressing analysis rather than description.

(To be chosen in consultation with lecturers and specialist advisers.)

Semester One—Specialized study of a chosen period of art history.
Semester Two—Specialized study of a chosen individual artist.

Seminars, tutorials and independent study research.

ASSESSMENT
By presentation in each semester of a formal paper of no less than 5,000 words and supplemented where appropriate with audio-visual material.

TEXTBOOKS AND REFERENCES
Upon the advice of lecturers and specialist advisers.

HISTORY OF ART 392

To foster diagnostic attitudes and skills in the defining of areas leading to original research studies. Evaluation of hypothesis relevant to art mediation will be emphasized.
DEPARTMENT OF ART

Semester One—A comparative study of art mediators such as art historians, art critics, aestheticists, art teachers, gallery directors, museum curators or others, in relation to any approved area.

Semester Two—A research study concerning the nature of art. Seminars, tutorials and independent study research.

ASSESSMENT

Semester One—By presentation of a formal paper of no less than 2,000 words in a seminar situation and supplementing it where appropriate with audio-visual material.

Semester Two—By presentation of a copy of the research paper, which is to be no less than 2,000 words, which will be retained by the College library.

TEXTBOOKS AND REFERENCES

To be advised.

HISTORY OF ART 490

The following course is a continuation of History of Art 390.

To enable the student to develop a capacity for sustained research into selected areas. To gain competence in utilizing and evaluating appropriate source material, stressing analysis rather than description.

(To be chosen in consultation with lecturers and specialist advisers.)

Semester One—Specialized study of a chosen period of art history.

Semester Two—Specialized study of a chosen individual artist. Seminars, tutorials and independent research.

ASSESSMENT

By presentation in each semester of a formal paper of no less than 10,000 words and supplemented where appropriate with audio-visual material.

TEXTBOOKS AND REFERENCES

Upon the advice of lecturers and specialist advisers.

INTER-REALM ART 207

Two hours per week

To probe the relationships between the special areas of study and to provide extended understanding, possibly leading to formative concepts.

Discussion of current issues and ideas. Reference may be made to specific objects and activities.

DEPARTMENT OF ART

Individual and/or group discussion, guest speakers and tutorial papers.

ASSESSMENT

Not assessed.

TEXTBOOKS AND REFERENCES

To be advised.

MEDIA WORKSHOP 105

To enable students to acquire practical skills and an understanding of the qualities of materials and equipment.

1. Orientation Clinic: Preparatory skills.

2. Units:
   (a) Wood
   (b) Metal
   (c) Plastics
   (d) Graphics and Paint Technology
   (e) Film and Video
   (f) Photography

A one-month orientation clinic in basic skills at commencement of course followed by unit studies over Stage I and II. All units at basic level in Stage I. Provision will be made for the employment of expert lecturers as they become available. Studio/workshop practice.

ASSESSMENT

By individual lecturer.

TEXTBOOKS AND REFERENCES

To be advised.

MEDIA WORKSHOP 205

Two hours per week

To enable students to acquire practical skills, understand the qualities of materials and associated equipment.

Units:

(1) Wood techniques
(2) Metal techniques
(3) Plastic techniques
(4) Graphics and paint technology
(5) Film and Video
(6) Photography
DEPARTMENT OF ART

Any three units of advanced level. Provision will be made for the employment of expert lecturers as they become available. Studio/workshop practice.

ASSESSMENT
By discipline lecturer.

TEXTBOOKS AND REFERENCES
To be advised.

PAINTING 151

This course will develop painting modes. For the purpose of establishing visual languages, traditional and contemporary attitudes will be stressed.
(a) Form and space using natural and man-made objects.
(b) Form and space using abstract ideas.
Confidence in the use of media and techniques and experiments in design and composing will be attempted. Perceptual development will be expected.

Studio/workshop, practice, lectures, tutorials, independent study.

ASSESSMENT
Pass/Fail by individual lecturer.

TEXTBOOKS AND REFERENCES
To be advised.

PAINTING 251

Experimental Figurative

Study and exploration of particular interests in the field of figurative painting.
Students who regard nature an important initial element and will work from this source. Individuals will be encouraged to consider images in the broadest conceptual context.
(a) Natural environmental sources including life studies and anatomy.
(b) Man-made environmental sources.

Studio and field practice, tutorials and independent study.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

PAINTING 252

Non-Representational

Study and exploration of particular interests in the field of non-representational art.
Students who consider the non-objective image as the important element will work through pertinent concepts and ideas.
(a) Research of non-representational idioms and attitudes, including reductive, expressive, intuitive and decorative abstraction are to be attempted.
(b) Speculative extensions and innovations in ideas and techniques is required.

Studio and field practice, tutorials and independent study.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

PAINTING 350

To have the student work in close consultation with the adviser in a programme of significant value to the student.
Self-selection of ideas and processes of working.
To have the students structure and carry out their own programme in consultation with their lecturer.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

PAINTING 351

Experimental Figurative

Self-awareness through in-depth study which shows evidence of advanced conceptual development.
Problems, themes and processes of working will be selected by the student.
Accommodation will be made for individual differences.
DEPARTMENT OF ART

Studio/workshop, individual tuition, lectures, field experiences and independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

PAINTING 352
Collage, Matter and Shallow Space

Self-awareness through in-depth study which shows evidence of advanced conceptual development.
Problems, themes and processes of working will be selected by the student.
Accommodation will be made for individual differences.
Studio/workshop, individual tuition, lectures, field experiences and independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

PAINTING 450
The following course is a continuation of Painting 350.

To have the student work in close consultation with the adviser in a programme of significant value to the student.
Self-selection of ideas and processes of working.
To have the students structure and carry out their own programme in consultation with their lecturer.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

SCULPTURE 161

The heightening of perceptual awareness and the development of creative concepts is expected. A broad variety of sculptural approaches and techniques will be attempted in solving selected themes.

SCULPTURE 261
Construction

The emphasis will be on gaining an understanding of the interaction and interchange of spatial and solid rhythms through construction and fabrication in a variety of materials. The exploration of a combination of media and the various modes of construction will be attempted.
Problem-solving situations will be selected from:
(a) Man-made and natural environmental sources.
(b) Non-objective sources.
Attention will be directed to planar and linear possibilities.
Students will select one or more topics.
Studio/workshop, lectures, demonstrations, life studies, field experiences and independent studies.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

SCULPTURE 262
Moulding and Casting, Modelling and Carving

The emphasis will be on gaining an understanding of creative possibilities through the processes involved, materials used and purposes and intentions selected.
Problem solving situations will be selected from:
(a) Man-made and natural environmental sources.
(b) Non-objective sources.
Attention will be drawn to solid and spatial volumes with surface considerations.

Students will select one or more topics.
Studio/workshop, lectures, demonstrations, life studies, field experiences and independent studies.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

SCULPTURE 263
Multi-Dimensional

The exploration of visual shock in three-dimensional multi-media works.
The purposeful and speculative use of:
(a) environmental and participatory elements
(b) sound modes
(c) kinetic modes
(d) other
Students will select one or more topics.
Studio/workshop, lectures, demonstrations, field experiences and independent studies.

ASSESSMENT
By panel of four consisting of:
1 contact lecturer.
1 major study area lecturer.
1 other lecturer.
1 external examiner.
By exhibition and consultation.

TEXTBOOKS AND REFERENCES
To be advised.

SCULPTURE 360
To have the student working in close consultation with the adviser in a programme of significant value to the student.
Self-selection of ideas and processes of working.
Studio/workshop, individual tuition, lectures, field experiences and independent study.

SCULPTURE 361
Construction

Self-awareness development through in-depth study which shows evidence of advanced conceptual development.
Problems, themes and processes of working will be selected by the student.
Accommodation will be made for individual differences.
Studio/workshop, individual tuition, lectures, field experiences and independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

SCULPTURE 362
Moulding and Casting, Modelling and Carving

Self-awareness through in-depth study which shows evidence of advanced conceptual development.
Problems, themes and processes of working will be selected by the student.
Accommodation will be made for individual differences.
Studio/workshop, individual tuition, lectures, field experiences and independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

SCULPTURE 363
Multi-Dimensional and Conceptual

Self-awareness through in-depth study which shows evidence of advanced conceptual development.
Problems, themes and processes of working will be selected by the school. Accommodation will be made for individual differences by lecturers. Studio/workshop, individual tuition, lectures, field experiences and independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

SCULPTURE 460
The following course is a continuation of Sculpture 360
To have the student working in close consultation with the adviser in a programme of significant value to the student. Self-selection of ideas and processes of working. Studio/workshop, individual tuition, lectures, field experiences and independent study.

ASSESSMENT
Exhibition assessed by panel.

TEXTBOOKS AND REFERENCES
Because of the level, nature and demands of the objectives and topics, texts are not relevant to this course.

THEORETICAL STUDIES 101
PART A—MAN AND ENVIRONMENT
Social Psychology of the Environment
One hour per week
To introduce recent trends in Psychology, Anthropology and Sociology which contribute to knowledge about the relationship of man to his environment.
1. Psychology
2. Anthropology
3. Sociology
Lectures, Seminars, Tutorial Papers. Alternation of staff and topics by agreement.

ASSESSMENT
By essay and participation.

TEXTBOOKS, REFERENCES AND JOURNALS
To be advised.
DEPARTMENT OF ART

TEXTBOOKS, REFERENCES AND JOURNALS
To be advised.

PART C—ART CONCEPTS
One hour per week

To encourage students to research into the sources, contexts and nature of contemporary art and art issues. To further the broad range of art possibilities available to the student, to enrich studio practice.

1. What is Art?
2. Single art objects analyzed.
3. Groups of art objects analyzed.

Lectures, seminars, tutorial papers, with heavy emphasis on video tape.

TEXTBOOKS, REFERENCES AND JOURNALS
To be advised.

PART D—TUTORIAL
One hour per week

1. An opportunity will be provided for professional and social interaction among students of different levels and interests so that ideas and attitudes related to studies can be discussed in group situations.
2. Each student will have a member of staff within a stable group for advice and guidance.
3. To have an effective system of distribution and receipt of information as well as being a vehicle for student corporate involvement.

Discussion and evaluative processes will generate the discovery of the qualities and powers that may be inherent in:
(a) Works of Art
(b) Student's work
(c) Research papers and other presentations.
Specific topics and activities as decided by the group scheme committee.

Single and combined seminar groups, guest speakers, excursions and tutorial papers.

ASSESSMENT
There will be no assessment but attendance is obligatory.

TEXTBOOKS AND REFERENCES
To be advised.

DEPARTMENT OF ART

THEORETICAL STUDIES 201

PART A—PHILOSOPHY AND SOCIOLOGY OF ART
One hour per week

To present the central ideas which affect art in its sociological context, emphasizing those controversies which surround the motives and effects of art as a modern activity.

1. The growth of Aesthetics.
2. Philosophy of Technology.
3. Art criticism as Philosophy.

Lectures, seminars, tutorial papers.

TEXTBOOKS AND REFERENCES
To be advised.

PART B—LIBERAL STUDIES
Two hours per week

To provide students with studies supplementary to those offered in the courses proper, especially those which represent the broader contexts of creative, scholarly, utilitarian and entertaining activities. Studies will be offered according to their dynamic relevance to art and community needs and for those qualities likely to promote flexibility and freedom in ideas, attitudes and skills.

Courses to be offered will depend upon the availability of specialist lecturers, practitioners and scholars but are likely to be as diverse as possible.

Liberal studies will be offered in the second semester of each year but will not be confined to any predetermined structure. Whilst it is envisaged that some studies given by individual lecturers may span an entire semester, others may involve lecturer teams, 'short courses' and single lectures by guests of the institution.

All students at the 200, 300 and 400 levels will elect liberal studies from a common list of those being offered for the semester concerned. A preferential ballot will determine the subsequent running of liberal studies groups. A broad range of approaches will be encouraged, including elements of informality as well as instructional, demonstrative and participatory modes.

ASSESSMENT
At the discretion of liberal studies lecturers.

TEXTBOOKS AND REFERENCES
To be advised.
PART C—Tutorial

One hour per week

1. An opportunity will be provided for professional and social interaction among students of different levels and interests so that ideas and attitudes related to studies can be discussed in group situations.
2. Each student will have a member of staff within a stable group for advice and guidance.
3. To have an effective system of distribution and receipt of information as well as being a vehicle for student corporate involvement.

Discussion and evaluative processes will generate the discovery of the qualities and powers that may be inherent in:

(a) Works of Art.
(b) Student's work
(c) Research papers and other presentations.

Specific topics and activities as decided by the group scheme committee.

Single and combined seminar groups, guest speakers, excursions and tutorial papers.

ASSESSMENT

There will be no assessment but attendance is obligatory.

TEXTBOOKS AND REFERENCES

To be advised.

THEORETICAL STUDIES 301

PART A—Philosophy and Sociology of Art

One hour per week

To present the major philosophical and aesthetic streams of the twentieth century.

1. Structuralism.
2. Empiricism.
3. Existentialism.
4. Twentieth century aesthetics.

Lectures, seminars, tutorial papers.

ASSESSMENT

At the discretion of individual lecturers.

TEXTBOOKS AND REFERENCES

To be advised.

PART B—Liberal Studies

Two hours per week

To provide students with studies supplementary to those offered in the courses proper, especially those which represent the broader contexts of creative, scholarly, utilitarian and entertaining activities.

Studies will be offered according to their dynamic relevance to art and community needs and for those qualities likely to promote flexibility and freedom in ideas, attitudes and skills.

Courses to be offered will depend upon the availability of specialist lecturers, practitioners and scholars but are likely to be as diverse as possible.

Liberal studies will be offered in the second semester of each year but will not be confined to any predetermined structure.

Whilst it is envisaged that some studies given by individual lecturers may span an entire semester, others may involve lecturer teams, 'short courses' and single lectures by guests of the institution.

All students at the 200, 300 and 400 levels will elect liberal studies from a common list of those being offered for the semester concerned. A preferential ballot will determine the subsequent running of liberal studies groups. A broad range of approaches will be encouraged, including elements of informality as well as instructional, demonstrative and participatory modes.

ASSESSMENT

At the discretion of liberal studies lecturers.

TEXTBOOKS AND REFERENCES

To be advised.

PART C—Tutorial

One hour per week

1. An opportunity will be provided for professional and social interaction among students of different levels and interests so that ideas and attitudes related to studies can be discussed in group situations.
2. Each student will have a member of staff within a stable group for advice and guidance.
3. To have an effective system of distribution and receipt of information as well as being a vehicle for student corporate involvement.
DEPARTMENT OF ART

Discussion and evaluative processes will generate the discovery of the qualities and powers that may be inherent in:
(a) Works of Art
(b) Student's work
(c) Research papers and other presentations.
Specific topics and activities as decided by the group scheme committee.
Single and combined seminar groups, guest speakers, excursions and tutorial papers.

ASSESSMENT
There will be no assessment but attendance is obligatory.

TEXTBOOKS AND REFERENCES
To be advised.

THEORETICAL STUDIES 401

PART A—PHILOSOPHY AND SOCIOLOGY OF ART

One hour per week

To trace the origins of twentieth century thought through both the Eastern and Western philosophical traditions.
1. Origins and development of Western Philosophy.
2. Origins and development of Eastern Philosophy.
Lectures, seminars, tutorial papers.

TEXTBOOKS AND REFERENCES
To be advised.

PART B—LIBERAL STUDIES

Two hours per week

To provide students with studies supplementary to those offered in the courses proper, especially those which represent the broader contexts of creative, scholarly, utilitarian and entertaining activities.
Studies will be offered according to their dynamic relevance to art and community needs and for those qualities likely to promote flexibility and freedom in ideas, attitudes and skills.
Courses to be offered will depend upon the availability of specialist lecturers, practitioners and scholars but are likely to be as diverse as possible.
Liberal studies will be offered in the second semester of each year but will not be confined to any predetermined structure.

ASSESSMENT
At the discretion of liberal studies lecturers.

TEXTBOOKS AND REFERENCES
To be advised.

PART C—TUTORIAL

One hour per week

1. An opportunity will be provided for professional and social interaction among students of different levels and interests so that ideas and attitudes related to studies can be discussed in group situations.
2. Each student will have a member of staff within a stable group for advice and guidance.
3. To have an effective system of distribution and receipt of information as well as being a vehicle for student corporate involvement.

Discussion and evaluative processes will generate the discovery of the qualities and powers that may be inherent in:
(a) Works of Art
(b) Student's work
(c) Research papers and other presentations.
Specific topics and activities as decided by the group scheme committee.
Single and combined seminar groups, guest speakers, excursions and tutorial papers.

ASSESSMENT
There will be no assessment but attendance is obligatory.

TEXTBOOKS AND REFERENCES
To be advised.
ART EDUCATION II

Three hours per week for one year

This stage of the course is designed for the preparation of students for the teaching of art to Lower Secondary pupils in N.S.W. High Schools.

A detailed study and evaluation of the specific tasks of the Art Educator in order to establish an effective professional orientation.

1) Art and the adolescent.
2) Consideration of the appropriateness of traditional art values when applied to education of the secondary school pupil.
3) Development of creative teaching procedures applicable to the lower secondary school situation and syllabuses.
4) The role of the teacher in fostering creativity and developing understanding and awareness of this quality in the pupil.
5) Relevance of art history, composition, aesthetic theory and design to art education.

The course is structured into three units of one term's duration, each consisting of—

(a) Practical workshop or studio sessions related to the classroom situation.
(b) Demonstrations and/or lectures on teaching techniques and participation in practice teaching.
(c) Lectures, seminars and discussions on Art Education theories and philosophies.
(d) Private research and experimentation.

ASSESSMENT
Progressive assessment of assigned work and participation in discussions and seminars.

TEXTBOOKS
Lansing, K. M. and Hastie, W. R. (ed.)
McFee, J. K.
Secondary Schools Board
Syllabuses in Art. N.S.W. Dept. of Education.

REFERENCES
Textbooks listed are basic reading in art education only. Wide reading on specific aspects of method and content is required since comparative studies are important to the establishment of sound criteria.
A complete list of the authors and titles is issued to students commencing the course.

ART EDUCATION III

Three hours per week for one year

This stage of the course is designed to further prepare students for an art teaching career in N.S.W. secondary schools.

A study designed to increase students' confidence in teacher/pupil relationships by a deeper understanding of the theoretical basis of Art Education and its application in schools.

1) Individual differences and their manifestation in child art.
2) Programming from the syllabus.
3) Analysis of the content of subject sub-areas.

The course is structured into three units of one term's duration, each consisting of—

(a) Practical workshop or studio sessions related to the classroom situation.
(b) Demonstrations and/or lectures on teaching techniques and participation in practice teaching.
(c) Lectures, seminars and discussions on Art Education theories and philosophies.
(d) Private research and experimentation.

ASSESSMENT
Progressive assessment of assigned work and participation in discussions and seminars.

TEXTBOOKS
Lansing, K. M.
Hastie, W. R. (ed.)
McFee, J. K.
Secondary Schools Board
Syllabuses in Art. N.S.W. Dept. of Education.

REFERENCES
Textbooks listed are basic reading in art education only. Wide reading on specific aspects of method and content is required since comparative studies are important to the establishment of sound criteria.
A complete list of the authors and titles is issued to students commencing the course.

ART EDUCATION IV

Four hours per week for one year

An intensive course to prepare students in their final college year for entry into the N.S.W. Education Department as art teachers.

Development of a professional attitude towards art teaching and an understanding of significant administrative procedures within schools.
DEPARTMENT OF ART (EDUCATION)

(1) Exceptional children.
(2) Individual differences. Comparative, sociological and psychological study of factors relevant to education through art.
(3) Development of personal skills or study at depth in selected art techniques relevant to the high school syllabus.
(4) Research in areas of life or human endeavour relevant to art education.
(5) Art Education administration.
(6) Practical teaching experience in a wide application of subject sub-areas to various teaching situations.

The course is structured into three units of one term's duration, each consisting of—

(a) Practical workshop or studio sessions related to the classroom situation.
(b) Demonstrations and/or lectures on teaching techniques and participation in practice teaching.
(c) Lectures, seminars and discussions on Art Education theories and philosophies.
(d) Private research and experimentation.

ASSESSMENT
Progressive assessment of assigned work and participation in discussions and seminars.

TEXTBOOKS
Syllabuses in Art. N.S.W. Dept. of Education.

REFERENCES
Textbooks listed are basic reading in art education only. Wide reading on specific aspects of method and content is required since comparative studies are important to the establishment of sound criteria.
A complete list of the authors and titles is issued to students commencing the course.

DEPARTMENT OF EDUCATION

EDUCATION I

Educational Psychology

Three hours per week

The aims of this subject are to contribute to the professional competence and the general education of the student. Tutorial activities are so structured as to make the applications of psychology available to the student in the form of effective teaching behaviour.

Introduction, Heredity and Environment
Scientific study of child development, nature and interaction of heredity and environment.

Social Development
Socialization, friendship choices, peer group influences, social learning as an objective, developmental stages in value systems.

Learning and Classroom Management
Types of learning and classroom applications, task analysis, behavioural objectives and teaching strategies.

Motivation and Emotion
Physiological bases of motivation and emotion, social and cognitive aspects, relationship to learning, classroom applications.

The Self
Perceived, real and ideal self, factors influencing the self-concept, the school as an influence, the self as a motivational force.

Measurement and Evaluation
Nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations, standardized tests.

Abilities
Individual abilities, correlates of ability, assessment, the nature and measurement of creativity and its relationship to intelligence.

TEXTBOOK

REFERENCE
Trends in Education

Three hours per week

The purpose of the course is to give student teachers an understanding of N.S.W. schools and the N.S.W. educational system, new approaches to teaching and workable approaches to teaching method and programming.

A. The Young Teacher and the N.S.W. School

The beginning teacher—his first appointment, the school principal, the inspector, promotion, transfer.

Interpersonal relations—the beginning teacher and his pupils, parents, the community, other teachers, the principal and the inspector.

School organization—determination of class populations, school policies, supervision of teachers, timetabling and school records.

—and other related matters.

B. The Teacher and the Department of Education

Provision for equal educational opportunity in N.S.W.—can Australia afford it?—significant Boards, Reports, Acts, Councils and Commissions affecting schools and teachers in N.S.W.

School types—schools for atypical children, selective, comprehensive, segregated and coeducational schools.

New courses—the course on sex education.

—and other related matters.

C. The Teaching Process

Some models of teaching—the Anderson and Faust model; behavioural objectives, task analysis, pre-testing, instruction, evaluation, diagnosis and remedial teaching.

Classroom management and discipline;

Instructional materials and resources.

—and other related matters.

D. The Teacher and his Programme

The new approach to curriculum in N.S.W. schools—the selection and organization of syllabus content and learning experiences for the teacher's programme.

—and other related matters.

E. Innovations in Education

The Alice Miel spiral of successive innovations—open education—the non-graded school—the community school—auto-instructional devices—multi-media centres—team teaching—the employment of teacher aides.

The practical significance of the work of Piaget, Bruner and Ausubel.

—and other related matters.

TEXTBOOKS

Department of Education (N.S.W.)

Simpkins, W. S. and Miller, A. H.

Tyler, R. W.

von Haden, H. I. and King, J. M.

Anderson, R. C. and Faust, G. W.

Brown, T. J.

Fenley, W. J. (ed.)

Hassett, J. D. and Weinberg, A.

Lefrancois, G. R.

Macalpine, A. G. and Smith, R. S. (eds.)

Merritt, J., et al.

Peters, L. J.

Taba, H.


Education in the 1970s and 1980s. Sydney, Hicks-Smith and Son, 1970.


EDUCATION III

Four hours per week

EDUCATION III (a)

Sociology of Education

Two hours per week

1. Sociology of education as a discipline.

2. The individual in society.

Social learning.

Culture, values and transmission.

Developmental sequences—culturally determined values and expectations—choice of models—reference groups—social attractions and relationships—sociometry—social attitudes and motives—social influence.
DEPARTMENT OF EDUCATION

Personality as a social phenomenon—society, culture and personality—the self; self and achievement motivation. Social status and role. Socialization.

The function of education in society.

3. Agencies of socialization.
   - Family
   - School
   - Peer group
   - Other agencies, e.g. mass media
   The dynamics of social and cultural change

4. Institutional and subinstitutional structures.
   - The school as an agent of social control and integration
   - Communication structure; task versus non-task activities
   - Power and authority; leadership, power and authority; the teacher as a group leader
   - Social climate and the classroom—morale, intergroup conflict—cohesion of subgroup
   - Group processes in the classroom—climate, leadership, attraction, norms, communication, cohesiveness, developmental stages for groups
   - The influence of peer groups in the educational process
   - Political action within an institution

5. The school as an organization: formal and informal aspects.
   - The school as a social system
   - Bureaucracy and the school organization
   - Bureaucracy and teacher-pupil relationship
   - The political context of the school
   - Personnel—the problem of professionalization

TEXTBOOKS

Morrison, A. and McIntyre, D. (eds.)
Morrison, A. and McIntyre, D.
Schmuck, R. A. and P. A.

REFERENCES

Backman, C. W. and Secord, P.
Brookover, W. B. and Cottlieb, D.
Swift, D. F. (ed.)

The correspondence course in Sociology of Education will follow the same basic course outline, textbooks and references.

DEPARTMENT OF EDUCATION

EDUCATION III (b)(i)

Personality Development and Mental Health

Two hours per week

Aims

1. To contribute to personal growth of the student through an understanding of personality development.
2. To make teachers more effective in the positive influence they have upon pupil's personality development, self-concept and social skills.

Topics to be studied

1. Emergence of scientific theories and practices.
   - Organic approach—psychological approach—sociologist approach—holistic viewpoint
2. Personality as a construct.
   - Language of traits—language of types—models for describing the dynamics of personality—developmental approach

EDUCATION III (b)(ii)

Measurement and Evaluation in the Classroom

The purpose of this unit is to give the student an insight into the methods and problems associated with educational measurement and evaluation. Where necessary basic statistical methods will be introduced and the student will be expected to demonstrate proficiency in computing these statistics. The major areas to be considered in this study include evaluation and the teaching process; planning classroom evaluations, the characteristics of a good measuring instrument, teacher made tests, judging procedures and products, statistical analysis of data, diagnosis and remediation of problems, the role of standardized tests in the classroom and the nature, function, interpretation and reporting of school marks.

This study will also be made available to students engaged in correspondence studies.

BASIC TEXTBOOK

Ahmann, J. S. and Glock, M. D.
Ebel, R. L.
Gronlund, N. E.

Additional textbook required for students engaged in studies by correspondence:

Gronlund, N. E.

The correspondence course in Sociology of Education will follow the same basic course outline, textbooks and references.
DEPARTMENT OF EDUCATION

EDUCATION III (b) (iii)

Educational Change and the Philosophies of the Seventies

Two hours per week

The purpose of this unit is to indicate the implications of the great intellectual, social and ethical movements of the seventies for educational change in the Western World.

1. New Purposes in Education.
   Existentialism and the cult of individuality.
   Social evolutionary idealism and society-centred education.
   Pragmatism and the cult of efficiency.

2. Changing patterns in curricula.
   Existentialism and education for creativity.
   Essentialism and the subject-centred curriculum.

3. Teaching practices and the new educational technology.
   Existentialism, Personalism and the new role of the teacher.
   Piagetian subjectivism and the new Mathematics, Linguistics, etc.

Behaviourism and the new educational technology.

TEXTBOOKS

Krueger, J. S.
Copleston, F. C.
Keller, G. F.
REFERENCES

Branciol, T.


EDUCATION III (b) (iv)

Technology of Education

Two hours per week

The unit deals with the relationship of the technology of education to the process of education. Opportunities are created for participants to develop production skills in the making of software—tapes, films, television productions, projectuals and so on. Assignments are to be presented in written dissertation form and in addition, will be accompanied by some form of media production.

Course Outline

1. Introduction to concepts of educational technology and its development—e.g. notions of phases of development produced by Lumsdale (1964) and Anna Heyer (1971).

2. Theories of organization and their application to what we know about human learning—assumptions about the nature of man inherent in these approaches.

3. Relationship of educational technology to the process of education and the roles of the teacher, pupils and administrator.

4. The future in technology of education—emerging new roles and changes in the physical plant—catalysts for change.

5. The production of educational software.

6. Using the hardware—problems of management in traditional school buildings and organizational systems.

REFERENCES

American Library Association


Australian National Advisory Committee for UNESCO


Block, J. H.


Brown, J. W., Lewis, R. B., Harperroad, F. F.


Bush, R. N.


Davis, H. S.


Dieuzeide, H.


Dreyer, B., Mills, R. and Thompson, B.


Dyer, M. and Bourke, A.


ERIC micropublications, Cl.


ERIC catalogues N.T.C. Library.


Gagne, R. M.


Gaver, M. V.


Gaver, M. V.


Gerlach, V. S.


Ely, D. F.


International Council for Educational Media


Kapler, F. G.


Ovard, G. F.


Pearson, N. P.


Richmond, W. K.


Schmidt, M.


Taylor, L. C.


Tindall, R., Collins, B.


Travers, R. M.

EDUCATION III (b)(v)
The History of Education in New South Wales

The aim of this unit is to bring the senior college student into contact with the significant historical segments which have been responsible for our current system of education. During this study the student will be encouraged to researching an appropriate section of local education in its historical context. The assessment of the student's work will include a lengthy essay: progressive evaluation of work produced during lecturing periods, a half-yearly examination and a final examination.

Topics
1. The influence of European educational thought on Australian education in the late 19th century.
2. Early attempts to promote elementary education in our convict colony.
3. The work of the Anglican ministers and the promotion of elementary education in the first quarter of the 19th century.
4. The contribution of Archdeacon Scott and the Church and Schools Corporation Act.
5. The attempts by Governors Bourke and Gipps to promote the Irish National system of education in the colony and the denominational opposition to it.
6. The Lowe Committee, 1844, and the events which led to the setting up of two Boards of Education in 1848.
7. The work of the National Board of Education and the Denominational Board of Education 1848-1866.
8. Attempts at higher education, 1850-1867.
9. Education in the melting pot, 1866-1880.
10. N.S.W. and free, compulsory and secular education.
   (a) The development of non-assisted denominational schools;
   (b) The expanding State system of New South Wales;
   (c) The expansion of technical education.
12. The Winds of Change, 1912-1942.
   (a) Educational theory and the neo-Herbertian contributions;
   (b) New methodological approach in primary education;

REFERENCES
Austin, A. G.
Fogarty, R.
Griffiths, D. G.

TEXTBOOKS
Barcan, A.

JOURNALS
Australian Journal of Education.

OTHER ARTICLES AND SOURCES, E.G., FROM CONFERENCES OF THE AUSTRALIAN COLLEGE OF EDUCATION, TO BE NOMINATED DURING THE COURSE.

Exceptional Children
(Only available to students who have not previously completed an atypical children unit)

Two hours per week for the year

1. Mental Retardation.
DEPARTMENT OF EDUCATION

Sheltered workshop. Curriculum planning and techniques designed for dealing with retards.

2. Visually Handicapped.

3. Auditorily Handicapped:

Types of orthopaedic dysfunction. Methods of education. Orthopaedic school. Correspondence school.

5. Cerebral Dysfunction.
Description of spasticity, epilepsy, palsy, dyslexia. Causes of these dysfunctions. Control and education of these children. Planning courses for this group.

Definition. Special classes. Selection. Problems of instruction and organization.

TEXTBOOKS
Haring, N. and Schiefelbusch, L. R.
Trapp, E. P. and Himelstein, P.

REFERENCES
Kirk, S. A.
Myers, P. I. and Hammil, D.

EDUCATION III (b) (vii)

Teaching Problems: Possible Solutions to Simulated Situations

Introduction
This section is based on a critical incident approach, providing students with the opportunity to solve actual teaching problems, while being free from the anxiety and repercussions of the actual teaching situation. This approach will utilize participatory and seminar discussion of alternatives, but will be supplemented by the use of audio-visual materials.

The case items will come from a selection of problems associated with teachers' contact with others.

The unit is designed to integrate and consolidate aspects of previous study in education and practice teaching experience, aiming to provide a meaningful link between theory and practice.

TEXTBOOK
Telfer, R. and Rees, J.

REFERENCES
Campbell, W. J. (ed.)
Cusick, P. A.
Eddy, E. M.
Fisk, L. and Lindgren, H. C.
Gregory, T.
Johnson, D. W.
Musgrave, P. W.
Owens, R. G.
Shipman, M. D.
Williams, P.

DEPARTMENT OF EDUCATION

1. Introduction:
(a) Simulation and teacher training.
(b) Evaluations of training by simulation.
(c) The decision process.
(d) The critical incident.

2. Orientation to the Simulated Teaching Appointment:
(a) The community.
(b) The school. (Primary or secondary according to student's interest.)
(c) The staff and the student's position.
(d) School policy, rules and records.

3. Teacher-Pupil Relationships:
(a) Relevant factors.
(b) Case incidents involving the problems of motivation, discipline, adjustment (social/emotional) and education innovations (such as open class, ungrading, team teaching and progressive assessment).

4. Teacher-Teacher Relationships:
(a) Relevant factors.
(b) Case incidents involving teacher morale, ethics, role strain, occupational socialization and professionalism.

5. Teacher-Administrator Relationships:
(a) Relevant factors.
(b) Case incidents involving bureaucratic relationships, ethics, role strain, supervision, discipline and the "generation gap".

6. Teacher-Community Relationships:
(a) Relevant factors.
(b) Case incidents involving community participation in the school, misunderstandings with parents, the teacher's social life, teacher involvement in community activities, the parents and educational change.

TEXTBOOK
Telfer, R. and Rees, J.

REFERENCES
Campbell, W. J. (ed.)
Cusick, P. A.
Eddy, E. M.
Fisk, L. and Lindgren, H. C.
Gregory, T.
Johnson, D. W.
Musgrave, P. W.
Owens, R. G.
Shipman, M. D.
Williams, P.

Teacher Tactices. Sydney, Angus & Robertson, 1974.

Becoming a Teacher. Teachers College, Columbia University, 1969.
DEPARTMENT OF EDUCATION

EDUCATION III (b) (viii)

Educational Administration

(Correspondence Course only)

There are two strands in this unit. The first orients the student in the field of educational administration, taking him into readings in group dynamics, educational leadership, social psychology, organizational theory and practice, innovation and change. The second strand consists of simulation exercises in which the student suggests solutions to typical problem situations.

The emphasis is on the use of theory as a guide to new knowledge, as a guide to research and as a guide to action. The cases deal with problems involving relationships with staff, pupils, educational authority, parents and the community.

REFERENCES


EDUCATION III (b) (ix)

Educational Research

The aim of this unit is to provide the student with a basic grounding in research methodology. With this background and the knowledge obtained from other studies in his training programme, it is hoped that he will develop a more critical approach to research studies and be able to carry out simple research projects for himself.

The unit will involve field as well as laboratory work and the activities will be such that the student will have practical experience with the following:

1. Descriptive Statistics.
2. Experimental Design.
3. Inferential Statistics.

REFERENCES


EDUCATION III (b) (x)

Mathematics Education and Science Education

These studies centre on the actual process of teaching. They aim at isolating, identifying and examining critical teaching skills such as variability, reinforcement, questioning, set induction and closure. Symbolic and practical models will be utilized to illustrate these skills and students will be given ample opportunity to put these skills into practice. Practice sessions will be carried out in a local high school where students will assume the responsibility for teaching strands of the mathematics and science curricula. The lessons will be of mini (or half) form and will be presented to small groups of pupils in a teach-reteach cycle. Each mini-lesson will be videotaped and the recording will be used subsequently, to supplement a critique of student performance.

REFERENCES


EDUCATION III (b) (xi)

The Library in Education

Two hours per week
1. **Exploratory:**
   Development of Library/Resource/Materials Centre in the modern school. Emerging concepts of design and function.

2. **Changing concepts of the Teacher Librarian's role.**

3. **Areas of the Teacher Librarian's responsibility:**
   (a) to the principal; (b) to the staff generally;
   (c) to the pupils; (d) to the community the school serves.

Dual responsibility as Educationist and Organizer.

4. **Organization of the Library:**
   (a) physical; (b) clerical;
   (c) functional; (d) educational.

   The Library/Resource Centre as an instructional/cultural unit of education.

   Survey and diagnosis of student needs, staff and community expectations and requirements.

   Provision of reader services, establishment of routines of instruction and of codes for supervised and unsupervised study.

   Co-operative selection and discussion of short-term and extended library programmes for various subject areas.

   Co-ordination of resource material and programmes.

   Extension of community and public relations.

5. **Special Services and Functions:**
   (a) Mechanical preparation.

   Storage and upkeep of all media material and equipment.

   (b) School library as effective aid in a reading programme.

   Remedial and recreational programmes; extended and specialized programmes for the exceptional child.

   (c) School library as contributing to the guidance programme.

   Student surveys and individual needs; "Book Therapy".

   Training of pupils in community service through the library.

   (d) School library as a teaching/service agency.

   Needs and professional development of teachers; participation in youth leadership and leisure occupation programmes.

   Contact with adult education groups and professional associations.

**TEXTBOOKS**

A.S.L.A.


Davies, R. A.

LOGAN, LOGAN AND PATTERSON

Mitchell and Delbridge

Olgivie and Rees

Wells and Colton

**REFERENCES**

As advised in lectures.

**ASSESSMENT**

Progressive evaluation.

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**DEPARTMENT OF ENGLISH**

**COMMUNICATIONS I**

Two hours per week

**Part A—Oral and listening**

One hour per week

**Course Structure:**

The Communication Process—speaking and listening.

Voice Production—the physiology of speech.

Voice Development—the dynamics of speech.

Interpretation of poetry and prose.

Australian English.

**TEXTBOOKS**

As advised in lectures.

**REFERENCES**

Colson, Greta

Harvey, Basil

Logan, Logan and Paterson

Mitchell and Delbridge

Olgivie and Rees

Wells and Colton

**ASSESSMENT**

Progressive evaluation.

**Part B—Reading**

One hour per week for one Semester

This study sets out to encourage greater awareness of the importance of reading and to develop a range of appropriate reading skills with an understanding of their educational significance.

It attempts to familiarize the student with innovations in reading strategies, materials and equipment and to provide opportunities for practice.

(i) The contribution of reading efficiency towards tertiary studies and teaching.

(ii) Impediments to reading efficiency; analysis of students' existing reading skills.

(iii) Investigation of, and practice on, projected, mechanical and laboratory materials.

(iv) Exploration of particular reading skills. Pre-reading, scanning, skimming, critical reading, inferring, evaluating and resisting.

(v) Note preparation.

(vi) Exercises in matching reading technique to purpose and
content over a wide range of expository and imaginative writing.

(vii) Analysis of claims and counter-claims in the current “speed reading” controversy.

REFERENCES
College Library at 372.4 and 428.43. Articles as indicated in lectures.

ASSESSMENT
(a) Progressive assessment of exercises arising from above activities.
(b) Tests on sustained reading assignments.

Part C—Drama

One hour per week for one Semester

Aim
Expression and Communication through Drama.

Large group, small group and individual expression. Emphasis on basic skills: relaxation, concentration, organic expression and intelligibility and variety of dramatic movement.

Natural and symbolic expression. Cultivation of the imagination. Correlation with Music and Painting.

Activities:

Mime and Movement.

Voice and Gesture.

Improvisations.

Elementary dramatic movement.


REFERENCES
Browne, Rose
Close, L. and Robson, J.
Leach, Peter
White and Tobitt

ASSESSMENT
Progressive evaluation.

COMMUNICATIONS II

Part A—The Use of English

One hour per week

This section is concerned with the communicative arts of Reading, Speaking and Writing, English, with some integration of these strands. It involves some treatment in depth of literature largely from contemporary sources; the techniques of discussion with some practical experience in presenting a prepared paper and conducting discussion as well as taking part in informed interchange of views; there are opportunities for functional, critical and creative writing of English.

METHOD OF ASSESSMENT
Practical work, tests, essays.

TEXTBOOKS AND REFERENCE BOOKS
Details to be provided during lectures.

Part B—Mass Media

One hour per week for one semester

A critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society is the objective of this section.

(a) Distinctive features of each medium.

(b) Language and communication techniques of the media.

(c) Media offerings for different categories of the population, including children.

(d) Recent trends in the media, especially in Australia.

(e) Issues in the media: the "ombudsman" role, advertising, censorship and regulation, ratings and programming.

(f) Investigation and surveys of current programmes and materials.

REFERENCES
Casy, Alan
Emery, M. C. and Smythe, T. C.
Groombridge, B.
Mayer, Henry
Merrill, J. C. and Lowenstein, R.
Thompson, Denys (ed.)
Watson, K. and Christie, Frances

ASSESSMENT
Essay and exercises.

Part C—Language Teaching in the Specialist Subjects

One hour for a semester

This brief curriculum study is concerned partly with the teacher's use of language in the classroom and partly with his impact
on the language of his pupils. The priorities, as far as the aims are concerned, depend on the particular subject in which students are specializing, but the subject is designed to increase understanding of:

(1) Linguistic problems in communicating with children.
(2) Ways of contributing effectively to the language performance of children in the contexts which individual subjects provide.
(3) Ways of promoting children's basic language skills.
(4) The role of the English teacher—the centrality of his concern with creative experience of literature and expression (imaginative, personal language).

A selection from such matters as the following is made:
The evaluation of children's language performance.
The expansion of the child's language in response to new demands.
Language learning “contexts” appropriate to various subjects, including English.
The difficulty of the language and structure of impersonal writing—reading and writing.
Movements towards imaginative writing, on the one hand, and impersonal writing, on the other, in the primary school.
The fundamental role of expressive elements in children's writing in helping them to come to terms with new knowledge and ideas.
Subjective writing in the content subjects.
The importance of imaginative literature in developing language resources in specialist fields.
Appropriate children's literature for various subjects.
Technical terms—advantages and disadvantages: the illusion of understanding. Problems of translating the technical into the nontechnical, and vice versa.
The problem of teaching the meaning of a new term.
The language of textbooks.
What attitude should we adopt towards spelling? Improving spelling ability.
Improving sentence structures.
Guiding the development of listening powers.
Reading—not a general ability. The contribution of individual subjects to reading skills: reading instruction in its natural context.
The difficulties of backward readers.

REFERENCES
Ashworth, Arthur and Watson, Ken
Barnes, Douglas
Barnes, Douglas, Britton, James and Rosen, Harold
Bennett, D. M.
Britton, James
Doughty, Peter, Pearce, John and Thornton, Geoffrey
Flower, F. D.
Furness, Anthony and Mulford, Jeremy
Rosen, Harold

Towards a New English. Sydney, Reed, 1972.


ENGLISH I

Three hours per week

This is a specialized course designed to provide cultural enrichment for students enrolled in the Diploma in Music (Education) course. Students enrolling in this course should consult with the Head of the Department with regard to the content of the subject, textbook requirements and method of assessment.

ENGLISH II

Three hours per week

This is a specialized course designed to provide cultural enrichment for students enrolled in the Diploma in Music (Education) course. Students enrolling in this course should consult with the Head of the Department with regard to the content of the subject, textbook requirements and method of assessment.

ENGLISH III

Three hours per week

This is a specialized course designed to provide cultural enrichment for students enrolled in the Diploma in Music (Education) course. Students enrolling in this course should consult with the Head of the Department with regard to the content of the subject, textbook requirements and method of assessment.
MUSIC EDUCATION I

Three hours per week

Contents and Presentation
Vocal and instrumental repertoire for infant and primary classes.
Associated teaching techniques.
Programming.

Performance
Unison songs and rounds; descant recorder; rhythmic percussion;
tuned percussion accompaniments.

Aural Work
Exercises related to work in singing and listening activities.
Recognition of instrumental tone colour.

Reading and Writing Activities
Development of musical concepts related to music reading and
writing for infant and primary classes.

Assignments
Three major assignments:
1. Development of musical concepts;
2. Creative music-making at primary school level;
3. Arrangements for tuned percussion instruments;

Shorter exercises will be set throughout the year.

Assessment
Progressive evaluation of tests; assignments; final practical test.

Textbooks
Dankworth, A.
Salkeld, R.

References
Cheyette, I and C. H.
Seonyi, E.

MUSIC EDUCATION II

An Introduction to Music in the Secondary School

Prerequisite—Pass in Music Education I

Three hours per week

Content and Techniques
Vocal repertoire for junior classes in the secondary school.
Curriculum study related to first form.

Assignments
Three major assignments:
1. Development of musical concepts;
2. Creative music-making at primary school level;
3. Arrangements for tuned percussion instruments;

Shorter exercises will be set throughout the year.

Assessment
Progressive evaluation of tests; assignments; final practical test.

Textbooks
Dankworth, A.
Salkeld, R.

References
Cheyette, I and C. H.
Seonyi, E.

MUSIC EDUCATION III

Music Education in the Secondary School

Prerequisite—Pass in Music Education II

Three hours per week

Curriculum and integrated planning for elective and non-elective
Music courses in forms II-IV.
Orchestral techniques and styles. Score reading.
Preparation of examination material.
Vocal repertoire: Unison, part songs and rounds.
Rhythmic and tuned percussion; recorder ensemble.
Melody-making, chime bar arrangements; simple orchestration
for school groups; graphic notation.
Extra curricular activities: choir, instrumental groups.
Assignments will be set throughout the year on aspects of the
course.

Assessment
Progressive evaluation: class tests; assignments; practical work.

Textbooks
Fiske, R.
Self, G.
MUSIC EDUCATION IV

Music Education in the Secondary School Senior Classes

Prerequisite—Pass in Music Education III

Four hours per week


Advanced studies—composition and arrangement; the requirements of thesis writing.

ASSIGNMENTS

Three pieces of written work (approximately 1,500 words each) on aspects of the course.

ASSESSMENT

Progressive evaluation; class tests, arrangements and written work.

TEXTBOOKS

Miniature scores—list to be provided early in the course.

REFERENCES

B.B.C.
Brindle, R. G.
Kennan, K. W.
Persichetti, V.
Salzman, E.

Guides to Music.

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL EDUCATION II

Secondary

Second year students will study courses in sports in which they will gain an in-depth knowledge. At least one sport will be studied in each semester. The courses will include such things as skill development, training, rules, offence, defence and officiating.

Choices may be made from the following list of sports, but others may be included.

Track and Field
Netball
Soccer
Tennis
Squash
Softball
Dance
Basketball
Hockey
Rugby
Golf
Gymnastics
Swimming
Volleyball

ASSESSMENT

A system of progressive assessment will include assignments, tests, examinations, projects, essays, presentations, etc. Attendance, participation and attitude will be important factors in assessment.

TEXTBOOKS AND REFERENCES

To be advised by Lecturer as activities are selected.
DEPARTMENT OF SOCIAL SCIENCES

GEOGRAPHY IIE

Australia and Asia
Three hours per week

Prerequisite—Geography IE or Geography I (University) or equivalent.

Contrasts in development in the major Asian countries. Special attention is given to the Indian subcontinent, China and Japan. In addition, annual selection is made of material from other Asian countries in order to emphasize the variety in resource development, cultural patterns, population pressures and relations with Australia that is typical of this area.

Flexibility is maintained so that significant developments in Asia may be considered as they arise.

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Andrews, R. I.
Andrews, R. I.
Breese, G.
Dempster, P.
East, W. G.
Spate, O. K. H.
and Fischer, C. A.
Fryer, D. W.
Gorrie, A. M.
Kolb, A.
Mc Gee, T.
Misen, G. J.
Tregear, T. R.
Wilson, D.

DEPARTMENT OF SOCIAL SCIENCES

GEOGRAPHY IIIE

Australia and the World
Three hours per week

Prerequisite—Geography IIE or equivalent.

Using specific examples, themes from the following list are studied:

(1) Impact of man's increasing numbers and developing technology on natural systems—development and the environment.

HISTORY IIE

Asia in the Modern World
Three hours per week

Prerequisite—History IE or History I (University) or equivalent. In the post-World War II period, Asian nationalism has held Western imperialism responsible for Asia's immediate problems. Actually, many of these political, social and economic difficulties were deeply ingrained in Asian culture before the arrival of the West.

The new nations are only now, twenty years after independence, realizing that progress to modern nationhood and world status is a slow process.

The student will therefore study the problems of the present day through an investigation of Asian history and culture.

Part 1 deals with depth studies of—
Migration.
The Struggle for Power in Asian Society.
Economic Development.
Asian Culture.

Part 2 allows for individual student choice into any aspect of Asian history.

A further objective is the development of historical skills. The following skills are practised throughout the year—
Tutorial.
Interview.
Inquiry.
Book analysis.
DEPARTMENT OF SOCIAL SCIENCES

Article review.
Research presentation.
Use of primary sources in research.

ADDITIONAL REQUIREMENTS
Tutorials, seminars, book reviews, research studies. Three written assignments, one of which is of at least 3,000 words.

ASSESSMENT
Progressive evaluation.

BASIC REFERENCES
Schurman, E. and Schell, O.
Storry, R.

ADDITIONAL REFERENCES
Callis, H. G.
Kamm, J.
Kennedy, R.
Michael, F. H. and Taylor, G. E.
Segal, R.
Tan, Y.
Ward, R. E.

DEPARTMENT OF SOCIAL SCIENCES

HISTORY IIIE

Australia in the Modern World

Three hours per week

Australia’s development from a convict settlement to nationhood and the struggle to gain international status have been and will continue to be difficult. A small population, cultural self-consciousness and the difficulties of economic development are problems which have consistently worried Australians throughout their first 200 years.

This subject employs the theme approach to history. Depth studies are made of Australian historical themes, but opportunity is given for individual research into areas of particular interest to individual students.

Part one deals with depth studies such as the following—

Migration.
The Struggle for Power in Australian Society.
Economic Development.
Social Problems.
Australia in World Affairs.
Australian Culture.