

DIPLOMA IN TEACHING

**Primary Education
and
Secondary Education**

HANDBOOK 1975



**NEWCASTLE COLLEGE OF ADVANCED EDUCATION
New South Wales**

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

CONTENTS

	Page
PRINCIPAL DATES	5
OFFICERS OF THE COLLEGE	7
THE COUNCIL	8
STAFF	
Academic	9
Administrative	20
Library	21
Counselling Service	21
NEWCASTLE COLLEGE OF ADVANCED EDUCATION	22
ADMISSION REQUIREMENTS	24
Prerequisites	26
PROCEDURES	
Enrolment	29
Re-Admission	30
Designation of Students	30
Late Enrolments	30
"Show Cause" Students	31
Enrolment in Correct Subjects	31
Withdrawals	31
Variation of Course	32
Change of Name/Address	32
Identity Cards	32
Travel Concessions	33
Lost Property	33
CHARGES	34
GENERAL REQUIREMENTS	35
Notices	35
Notice Boards	35
Discipline	35
Attendance at Classes	36
Ownership of Work	36
EXAMINATIONS	37
Annual Examinations	37
Further Examinations	38
Examination Results	39
Special Examinations	39
THE LIBRARY	40
COLLEGE SERVICES	
Amenities	41
Health Society for Trainee Teachers	41
Insurance	42
College Shop	42
Banking Facilities	42
Student Loan Fund	42
Chaplaincy Service	43

	Page
COLLEGE ORGANIZATIONS	
Student Organizations	44
The University of Newcastle Company	44
TEACHING EXPERIENCE I	45
TEACHING EXPERIENCE II AND III	47
COURSE STRUCTURE	
DIPLOMA IN TEACHING	
General Primary	48
Special Education	48
Two Year Conversion to General Primary	49
One Year Conversion to General Primary	49
English/History	50
Home Science/Textiles	51
Industrial Arts	52
Industrial Arts (Artisans)	53
Mathematics	54
Physical Education	55
Science	56
Social Sciences	57
ELECTIVE AND CURRICULUM SUBJECTS	
Level I	58
Level II	58
Level III	59
Year III Curriculum Subjects	59
THE SUBJECT DEPARTMENTS AND SYLLABUS OUTLINES	60
Art (Education)	61
Education	68
Teacher Librarianship	94
English	96
Home Science/Textiles	133
Industrial Arts and Crafts	146
Mathematics	168
Music	192
Physical Education	200
Science	223
Social Sciences	240
Languages	280
Department of External Studies	285

PRINCIPAL DATES

1975

JANUARY

- 1 Wednesday Public Holiday — New Year's Day.
- 17 Friday 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.
- 20 Monday Special Examinations begin.
- 24 Friday Special Examinations end.
- 27 Monday Public Holiday — Australia Day.

FEBRUARY

- 10 Monday New students required to attend the College to in person to have their enrolment approved.
- 14 Friday Charges applicable to be paid immediately after the enrolment form is approved.
- 20 Thursday Newcastle Show Day Holiday.
- 21 Friday Last day for lodgement of enrolment approvals without a late fee.
- 24 Monday **FIRST TERM begins**

MARCH

- 21 Friday Last day for variation of course, subject or elective.
- 28 Friday Public Holiday — Good Friday.
- to
- 31 Monday Public Holiday — Easter Monday.

APRIL

- 1 Tuesday Last day of Easter Recess.
- 25 Friday Public Holiday — Anzac Day.

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.
Last day for acceptance of applications for examinations.
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:

Griffith Hammond Duncan, O.B.E., B.A., M.A.(Syd.),
B.Ed.(Melb.), F.A.C.E.

Vice-Principal:

Gordon Charles Elliott, B.A., Dip.Ed. (Syd.), M.A.(N.S.W.),
A.B.Ps.S., M.A.Ps.S., M.A.C.E.

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

President:

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

Vice-President:

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.
Professor Alexander John CARMICHAEL, B.E., Ph.D.(N.S.W.),
A.S.T.C., C.Eng., F.I.E.Aust., F.I.Mech.E.(Lond.),
M.A.S.C.E.(N.Y.), M.S.E.S.A.(N.Y.), F.R.S.A.(Lond.).
Professor Clifton Darfield ELLYETT, M.Sc., Ph.D.(Manch.),
F.R.A.S., F.R.S.N.Z., F.A.I.P.
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.
Harry Douglas HARDING, M.I.E.(Vic.), F.R.I.P.A.,
F.A.I.M., M.C.I.T.
Robert Alwyn JAMES, Dip.T.C.P., M.R.A.P.I.
Raymond Ernest Alexander PATRICK, B.Com.(Ncle.),
F.C.A., A.C.I.S.
James Alwyn REEVES, B.Ec., Dip.Ed.(Syd.), Dip.Bus.
Studies(Ncle.).
Professor Lawrence Neville SHORT, M.Sc.(Syd.), D.Phil.
(Oxford), Dip.Ed.(Syd.), F.R.S.A.
Kathleen Prescott STEWART, B.A.(Qld.).

Members Being Official Members:

The Principal: Griffith Hammond DUNCAN, O.B.E., B.A.,
M.A.(Syd.), B.Ed.(Melb.), F.A.C.E.
The Vice-Principal: Gordon Charles ELLIOTT, B.A.,
Dip.Ed.(Syd.), M.A.(N.S.W.), A.B.Ps.S., M.A.Ps.S.
Raymond Lewis HODGINS, B.Sc.(N.S.W.), A.S.T.C.
Joan Evelyn POOLE, M.A.(Syd.).
William Munro FORD, L.A.S.A.
Michael John MURRAY
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
Peter William Singleton, Intermediate Certificate of Art
and Crafts (U.K.), N.D.D.(U.K.)

Lecturers

Dawn Kathleen Burston, A.S.T.C., Dip. in Painting
Francis Matthew Celtlan, A.S.T.C., Dip. in Art
David Monro Hawke, Dip.Ed.(Art), B.E.D., M.A.
(Art Ed.)
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

James Walter Cramp, B.A., Dip.Art, Grad.Dip.
(Industrial Design)

Senior Lecturer

Donald Leonard Yorke, N.D.D., A.R.C.A., A.I.B.D.
(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.

William Raymond Maley, B.A., Litt.B., M.Ed.

Eric Joseph Manning, M.A.(Hons.), Dip.Ed., M.A.Ps.S.

Ralph Richard Milne, B.A.(Hons.) (Syd.)

Basil Roy Morison, B.A., Dip.Ed., M.Ed.

Lecturers

Rosina Bailey, B.A., A.T.C.L.

David Lee Baird, B.A., M.A. (Educ.)

Jean P. Braithwaite, B.A., Dip.Ed., M.Ed.

Charles Thomas Burford, M.Ed.

Joseph Alphonsus Burke, M.A.

John Archibald Wayne Caldwell, M.A.(Hons.), Dip.Ed.

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.)

Ronal David Hinten, B.A., Dip.Ed.Admin.

William Garnet Jones, B.A.

Margaret Florence Jurd, B.A.(Syd.), M.A.(Ncle.)

John Joseph McIvor, B.A., Litt.B.(U.N.E.), M.Ed.
(Syd.)

Jim Miles, B.A.(Hons.), Ph.D.

John Allan Rees, B.A.

Gregory Lionel William Robinson, B.A., Dip.Ed.

Robert Samuel Rowe, B.A.

Patrick Russell Smith, B.A.

Ross Alexander Telfer, B.A., Dip.Ed.Admin.,
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

Jessie Reid Dyce, B.A.(Syd.), M.A.(Ncle.), L.A.S.A.,
C.D.D.(London)

Senior Lecturers

Douglas Rex Huxley, B.A., Litt.B., M.A.

Graham John McGill, M.A.

William Newling, B.A., Dip.Ed., M.Ed.

Frances Nugent, B.A.(Syd.), M.A.(U.N.E.)

Joan Poole, M.A.(Syd.)

Barry Ronald Smith, B.A.(Syd.), Dip.Ed.(U.N.E.),
Litt.B.(U.N.E.), M.A.(Ncle.), Ph.D.(Ncle.)

Lecturers

Michael Massey Beck, B.A.

Ronald John Haywood, B.A.

Mary Christina Humphries, B.A., Dip.Ed., Litt.B.,
L.S.D.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

William Laurence Cook, B.A.(U.N.E.), A.S.T.C.,
M.Sc.(N.S.W.)

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.

Laurence Neville See, A.S.T.C.(Dip.Man.Arts),
M.I.I.A.

Douglas Norman Smith, B.Sc.(Hons.)(Ind.Arts)

Graham Petrie Symes, A.S.T.C.

Allan Owen Taylor, B.A., A.S.T.C., M.Eng.Sc.

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

Jessie Elaine Ferguson, D.S.C.M., L.T.C.L., L.Mus.A.,
Dip.Mus.Ed.

Senior Lecturer

Roger Heading, B.A., Dip.Mus.Ed.

Lecturers

Alan William Curry, B.A., Dip.Mus.Ed.

Jenifer Joy Ewans, B.A.

Margaret Lloyd, Dip.Mus.Ed., A. Mus.A.

Part Time Lecturers

Margaret D. Holt, Dip.Mus.Ed.

ACADEMIC STAFF
DEPARTMENT OF PHYSICAL EDUCATION

Head of Department and Principal Lecturer

David Roy Parsons, B.P.E.(Brit.Col.), M.P.E.(Brit.Col.),
Dip.P.E.(Sydney Teachers College)

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

John William Moore, B.A.(N.S.W.), B.Sc.Agr.(Syd.),
B.Ed., Dip.Ed.(Mel.)

Senior Lecturers

Raymond Lewis Hodgins, B.Sc., A.S.T.C.

Kevin McDonald, M.A.

Leo Aloysius McKenzie, B.Sc.(W.A.), Dip.Ed.(Syd.),
B.Ed.(U.N.E.)

Leslie William James Pennington, B.Sc., Dip.Ed.
(Liverpool), M.Ed.(Syd.)

Terence John Sheedy, B.Sc., M.Sc., M.Ed., Dip.Ed.

Lecturers

Stephen James Beveridge, B.Sc.,(Ncle.), 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.)(Ncle.), M.Ed.
(Syd.), M.A.C.E.

Leonard C. R. Smith, M.A., Dip.Ed., Th.L.
(Lecturer in Classics)

Lecturers

William Reid Bruce, B.A., Dip.Ed.(Syd.)

John Gill, B.A., Dip.Ed.(U.N.E.)

Henry James Cyril Green, B.A., Dip.Ed.

Ronald Lewis, B.A., M.Ed.

Jack Richard Nyman, B.A.(Syd.), M.A., B. Litt.
(Oxon.), Dip.Ed.(U.N.E.), Th.L.

Kenneth Scott, B.A., Litt.B.

Graham Spencer, B.A., Dip.Ed.

James Frederick Stokes, B.A.(U.N.E.)

John William Tierney, B.Ec., Dip.Ed., M.Ed.

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.(Ncle.), A.A.S.A.

Assistant Secretaries:

Administration—

Robert Weir, B.A.(Ncle.).

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:

Joan Blatchford, B.A.(Syd.), Dip.Ed., A.L.A.A.

Technical Services:

Robyn M. Emanuel, B.A.(N.S.W.), A.L.A.A.

Lynette Dorothy Firkin, B.A.(Ncle.), Dip.Lib.,
A.L.A.A.

Laurie Nilsen, A.L.A.A.

Teresa May Gan, B.A.(Ncle.)

Margaret Anne MacDougall, B.A.(Ncle.), 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.(Ncle.), 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

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

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

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:

English	Greek	Chinese
Mathematics	Latin	Japanese
Science	French	Hebrew
Agriculture	German	Dutch
Modern History	Italian	Art
Ancient History	Bahasa	Music
Geography	Indonesian	Industrial Arts
Economics	Spanish	Home Science
Farm Mechanics	Russian	Textiles and Design

(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

PREREQUISITE
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.

Any TWO of the following subjects
taken at the Higher School Certificate:
Home Science, Textiles and Design,
Science.

HOME SCIENCE/
TEXTILES

INDUSTRIAL ARTS—
NORMAL ENTRY

Higher School Certificate pass in
English and at least three other sub-
jects. 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 Indust-
rial 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, includ-
ing English, or an equivalent such
as the N.S.W. Leaving Certificate
or a certificate from a recognised
Technical College in a field re-
lated 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. Depen-
dent 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 re-
cognised University (or equiva-
lent).
- (iii) One-year programme.
Mathematics I and II at a re-
cognised University (or equiva-
lent).

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 musi-
cal abilities. All three dependent upon
successful interview with Music De-
partments 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.

SCIENCE

SOCIAL SCIENCES

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.

SPECIAL EDUCATION

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 enrolls 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 enrolls 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.

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)	
(The charge is refundable if the result is altered.)	\$3.00
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.

NOTICE BOARDS

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;
 - or
 - (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.
10. A candidate who commits any infringement of the rules governing examinations is liable to disqualification at the particular examination and if detected at the time, to immediate expulsion from the examination room, and is liable to such further penalty as may be determined.

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.

EXAMINATIONS

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 if the candidate does not pass therein 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 audio-visual 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

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.

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

- Anglican:* The Reverend Canon Edwin Harold Victor Pitcher, M.A.(Syd.), Th.Schol.
The Rectory,
MEREWETHER. Telephone 63-1388.
- 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, Tae-Kwon 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.

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.

- (d) Because of individual differences in student teaching ability it might be advisable to structure the micro-practice to account for these differences. For example, only one team member might teach a lesson to a class while the other two act as teacher aids.

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.

TEXTBOOKS

Turney, et al.

Sydney Micro Skills: Series 1 Handbook. Sydney, Sydney University Press, 1973.

Turney, et al.

Sydney Micro Skills: Series 2 Handbook. Sydney, Sydney University Press, 1974.

TEACHING EXPERIENCE II AND III**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.

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.

ASSESSMENT:

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 TEACHING
GENERAL PRIMARY**

Year I	Hours per week
Education I	3
English I	4 x 26
Physical Education IP	1
Mathematics I	2
Music I	2
Social Science IA	2
ELECTIVE LEVEL I	3
Teaching Experience I	<u>17</u>

Year II	Hours per week
Education II	3
English II	5 x 26
Physical Education IIL or IIP	2
Art II	2
Crafts II	2
Science II	2
ELECTIVE LEVEL II	3 x 26
Teaching Experience II	<u>19</u>

Year III	Hours per week
Education III	4
3 Curriculum Subjects	9
ELECTIVE LEVEL III	3
Teaching Experience III	<u>16</u>

DIPLOMA IN TEACHING (SPECIAL EDUCATION)

For selected students from second year of the Diploma in Teaching (General Primary) course the following alternative third year course is available.

Year III	Hours per week
Education IIIA	8
English IIIC	4
Physical Education III	2
Mathematics IIIS	2
Art III or	2
Music III	2
Teaching Experience III	

COURSE STRUCTURE

TWO YEAR CONVERSION TO GENERAL PRIMARY

Year II	Hours per week
Education IIZ	4
Physical Education IIZ	3*
Art IIZ	3*
Crafts IIZ	3*
English IIZ	3
Mathematics IIZ	3*
Music IIZ	3*
Science IIZ	3*
Social Science IIZ	3*
Teaching Experience II	

*These subjects are conducted for one Semester only. Students who successfully complete this year, proceed to either Year III of the General Primary course or may be selected for Year III Special Education course.

ONE YEAR CONVERSION TO GENERAL PRIMARY

Year III	Hours per week
Education IIHY	4
Physical Education IIHY	3*
Art IIHY	3*
Crafts IIHY	3*
English IIHY	3
Mathematics IIHY	3*
Music IIHY	3*
Science IIHY	3*
Social Science IIHY	3*
Teaching Experience III	

*These subjects are conducted for one Semester only.

COURSE STRUCTURE
ENGLISH/HISTORY

Year I	Hours per week
Education I	3
Physical Education I	1
English IA	3
English IB	4
History IA	4
History IB	3
Teaching Experience I	
Year II	Hours per week
Education II	3
Physical Education II	2
English IIA	4
English IIB	4
History IIA	4
History IIB	3
Teaching Experience II	
Year III	Hours per week
Education III	4
English III or IIIA	4
*English IIIB	3
History IIIA	4
*History IIIB	3

*An elective may be taken in place of ONE of these subjects. If a student chooses not to study English IIIB he must undertake English III. English IIIA however, must be undertaken if English IIIB is studied.

Teaching Experience III

COURSE STRUCTURE
HOME SCIENCE/TEXTILES

Year I	Hours per week
Education I	3
Communications I	2
Physical Education I	1
Home Science I	4
Textiles I	4
Applied Home Science/Textiles IA	4
Applied Home Science/Textiles IB	3
Teaching Experience I	
Year II	Hours per week
Education II	3
Communications II	2
Physical Education II	2
Home Science II	4
Textiles II	4
Applied Home Science/Textiles IIA	4
Applied Home Science/Textiles IIB or ELECTIVE	3
Teaching Experience II	
Year III	Hours per week
Education III	4
Home Science III	4
Textiles III	4
Applied Home Science/Textiles III ELECTIVE	4
Teaching Experience III	3

COURSE STRUCTURE

INDUSTRIAL ARTS

Year I	Hours per week
Education I	3
Communications I	2
Physical Education I	1
Drawing and Design I	4
Technology IA	4
Technology IB	4
Engineering Science I	4
Teaching Experience I	

Year II	Hours per week
Education II	3
Communications II	2
Physical Education II	2
Drawing and Design II	4
Technology IIA	4
Technology IIB	4
ELECTIVE	3
Teaching Experience II	

Year III	Hours per week
Education III	4
Two of:	
Drawing and Design III	4
Technology IIIA	4
Technology IIIB	4
ELECTIVE	3
Materials Science III	4
Mechanics III	4
Teaching Experience III	

COURSE STRUCTURE

INDUSTRIAL ARTS

**FOR ARTISANS WITH SELECTED
TRADE QUALIFICATIONS**

Year II	Hours per week
Education IIA	6
Communications I	2
Physical Education I	1
Drawing and Design IIA	4
Technology IIAa	4
Technology IIBa	4
"INDUSTRIAL ARTS ELECTIVE" or ELECTIVE	3
Teaching Experience I	

Year III	Hours per week
Education III	4
Communications II	2
Physical Education II	2
Two of:	
Drawing and Design III	4
Technology IIIA	4
Technology IIIB	4
ELECTIVE	3
Materials Science III	4
Mechanics III	4
Teaching Experience II	

*COURSE STRUCTURE***MATHEMATICS**

Year I	Hours per week
Education I	3
Communications I	2
Physical Education I	1
Mathematics IA	3
Mathematics IB	3
Mathematics IC	3
Mathematics ID	3
Teaching Experience I	
Year II	Hours per week
Education II	3
Communications II	2
Physical Education II	2
Mathematics IIA	4
Mathematics IIB	4
Mathematics IIC	4
ELECTIVE	3
Teaching Experience II	
Year III	Hours per week
Education III	4
Three of:	
Mathematics IIIA	4
Mathematics IIIB	4
Mathematics IIIC	4
Mathematics IIID	4
ELECTIVE	3
Teaching Experience III	

*COURSE STRUCTURE***PHYSICAL EDUCATION**

Year I	Hours per week
Education I	3
Communications I	2
Physical Education IA	4
Physical Education IB	4
Physical Education IC	4
Teaching Experience I	
Year II	Hours per week
Education II	3
Communications II	2
Physical Education IIA	4
Physical Education IIB	4
Physical Education IIC	4
ELECTIVE	3
Teaching Experience II	
Year III	Hours per week
Education III	4
Physical Education IIIA	4
Physical Education IIIB	4
Physical Education IIIC	4
ELECTIVE	3
Teaching Experience III	

COURSE STRUCTURE

SCIENCE

Year I	Hours per week
Education I	3
Communications I	2
Physical Education I	1
Biology I	3
Chemistry I	4
Geology I	3
Physics I	4
Teaching Experience I	
Year II	Hours per week
Education II	3
Communications II	2
Physical Education II	2
Three or Four of:	
Biology II	4
Chemistry II	3
Geology II	4
Physics II	3
ELECTIVE (if only three above)	3
Teaching Experience II	

Students with 3/9ths of an Arts Degree or equivalent, will be admitted to second year "with standing" determined by the Department. Students may be required to undertake study in areas in which they are deficient.

Year III	Hours per week
Education III	4
Three or Four of:	
Biology III	4
Chemistry III	4
Geology III	4
Physics III	4
ELECTIVE OR YEAR II	
SUBJECT NOT YET TAKEN	
(if only three above)	
Teaching Experience III	

Students with 6/9ths of an Arts Degree or equivalent, will be admitted to third year "with standing" determined by the Department. Students may be required to undertake study in areas in which they are deficient.

COURSE STRUCTURE

SOCIAL SCIENCES

Year I	Hours per week
Education	3
Communications I	2
Physical Education I	1
Commerce I	4
Geography I	4
History I	4
Social Science I	4
Teaching Experience I	
Year II	Hours per week
Education II	3
Communications II	2
Physical Education II	2
Commerce II	4
Geography II	4
Social Science II	4
ELECTIVE	3
Teaching Experience II	
Year III	Hours per week
Education III	4
Commerce III	4
Geography III	4
Social Science III	4
ELECTIVE	3
Teaching Experience III	

ELECTIVES AND CURRICULUM SUBJECTS

ELECTIVES AND CURRICULUM SUBJECTS FOR CANDIDATES IN THE DIPLOMA IN TEACHING AWARD

LEVEL I ELECTIVES

Art IE	**
Craft IE (NOT available to Industrial Arts Students)	
Education IAE	**
Education IBE	**
English IAE	**
English IBE	**
French IE	**
German IE	**
Latin IE	**
Mathematics IAE	**
Mathematics IBE (only available to Industrial Arts Students)	
Music IE	**
Religion and Society IE	**
Science IE	**
Geography IE	**
History IE	**

**Only these Electives are available to Industrial Arts students.

LEVEL II ELECTIVES

Art IIE	
Craft IIE	
Education IIAE	
Education IIBE	
English IIAE	**
English IIBE	
French IIE	
German IIE	
Latin IIE	
Mathematics IIE	**
Music IIAE	
Music IIBE	
Physical Education IIE	
Science IIE	
Geography IIE	
History IIE	

**Only these Electives are available to Industrial Arts students.

ELECTIVE AND CURRICULUM SUBJECTS

LEVEL III ELECTIVES

Art IIIE	
Education IIIAE	
Education IIIBE	
English IIIAE	**
English IIIBE	
French IIIE	
German IIIE	
Mathematics IIIE	
Music IIIAE	
Music IIIBE	
Physical Education IIIE	
Science IIIE	
Geography IIIE	
History IIIE	
Social Science IIIE	

(Only available to students specialising in General Primary, English/History or Social Sciences courses.)

Teacher Librarianship IIIE **

**Only these Electives are available to Industrial Arts students.

*YEAR III CURRICULUM SUBJECTS

Art IIIL
Art IIIP
Craft IIIL
Craft IIIP
Education IIIC
English IIIL
English IIIP
Mathematics IIIL
Mathematics IIIP
Music IIIL
Music IIIP
Natural Science III
Physical Education IIIL
Physical Education IIIP
Social Science IIIL
Social Science IIIP

*These subjects are available to Year III General Primary students only.

DEPARTMENT OF ART (EDUCATION)

ART IE

Practical Art: Introductory course

Three hours per week

An introductory study to cater for students with different levels of ability and experiences in this subject.

Basic knowledge and technique will be introduced in a wide variety of art forms and media, enabling the students to develop their creative potential and skills.

Students will also be encouraged to experiment with new and exciting approaches, expressing individual ideas through creative drawing, observation techniques, three-dimensional expression and design etc., so that a greater understanding and aesthetic appreciation will be gained of the visual arts.

Subjects include Drawing, Painting, Sculpture, Three-Dimensional Design, Applied Arts, Weaving and Jewellery, Ceramics, Photography, Graphic Art, Art Appreciation.

PROJECTS

Each student is expected to complete a schedule of project exercises in a variety of techniques utilizing the above areas of knowledge.

ESSAYS AND ASSIGNMENTS

An essay of minimum length 2,000 words is required each term. This is intended to assist the student relate historical background and art application to media and techniques, the creative process and philosophies concerning art.

EXAMINATION

All practical work including working sketches, plans, models and completed works will be exhibited for evaluation.

TEXTBOOKS

Barrio, R.

Experiments in Modern Art. New York, Sterling Publishing Company Inc., 1968.

Beslin, M. E.

Design Through Discovery. New York, Holt, Rinehart and Winston, 1963.

Burnett, Calvin

Objective Drawing Techniques. New York, Reinhold Publishing Corporation, 1966.

Scott, R. G.

Design Fundamentals. New York, McGraw-Hill Book Company Inc., 1951.

REFERENCES

Arnheim, Rudolf

Art and Visual Perception: A Psychology of the Creative Eye. Berkeley, University of California Press, 1969.

Barry, Gerald (ed.)

Man the Artist: his creative imagination. London, Macdonald, 1964.

Bertram, Anthony

One Thousand Years of Drawing. London, Studio Vista, 1966.

Birren, Faber

Principles of Colour: a review of past traditions and modern theories of colour harmony. New York, Van Nostrand, 1969.

Fripp, Sir Alfred

Human Anatomy for Art Students. London, Seeley (n.d.).

Oevirk, Otto G. et al.

Art Fundamentals, theory and practice. 2nd edition.

UNESCO

Dubuque, Iowa, W. C. Brown, 1968.

The Arts and Man: A world view of the role and functions of the arts in society. Paris, Unesco, 1969.

THE

SUBJECT DEPARTMENTS

AND

SYLLABUS OUTLINES

(The following Syllabus Outlines
apply for 1975 only)

ART II

Three hours per week

A basic introduction to the skills, materials, resources, thought processes and objectives of art and education through art.

The subject involves three elements:

- (1) Theories of art education and their relationship to classroom experience.
- (2) Practical art experience.
- (3) Practical classroom techniques and procedures.

1. Theories

- (a) Traditional and contemporary research in art education.
- (b) The nature of the child and an understanding of his development.
- (c) Criteria for assessing child art.

2. Art Experience

- (a) Visual language study.
- (b) Basic design principles and their application.
- (c) Drawing, composition and picture making.
- (d) Three-dimensional art forms. Sculpture (carving, modelling, construction, etc.) and Ceramics.
- (e) Printing techniques (Mono, relief, block and screen printing).
- (f) Creative use of the environment. Developing powers of observation leading to imaginative awareness. Training the eye to observe and appreciate patterns of line, shape, tone, colour and texture in the environment.
- (g) Historical survey of art and society. Study of art forms from many periods.

3. Classroom Procedures

- (a) Study of the primary Art curriculum.
- (b) Programme design for progression in art experience and correlation with other subject areas.
- (c) Lesson preparation, presentation and evaluation.
- (d) Use of resources. School, departmental, environmental, community.
- (e) Use of materials. Distribution, conservation, sources of supply.

ASSESSMENT

- (a) Practical work and methods book.
- (b) Assignments.
- (c) Class tests.
- (d) Participation in seminars, discussions and teaching expositions.

TEXTBOOKS

- | | |
|-----------------------------------|--|
| Jansen, H. W. | <i>A History of Art.</i> London, Thames and Hudson, 1968. |
| Lowenfeld, V. and Brittain, W. L. | <i>Creative and Mental Growth.</i> 5th edition. New York, Macmillan, 1970. |
| McFee, J. K. | <i>Preparation for Art.</i> San Francisco, Wadsworth Publishing Co., 1970. |
| Morris, A. W. | <i>Play, Explore, Create.</i> Sydney, Sydney Allan Pty Ltd, 1969. |
| Read, H. | <i>Education through Art.</i> London, Faber and Faber, 1963. |
| Viola, W. | <i>Child Art.</i> London, U.P., 1948. |

ADDITIONAL REQUIREMENTS

An essential part of the work will be observation in schools and practical classroom teaching experience. Students will be required to utilize their study time to complete prescribed reading to enable lecture time to consolidate essential relationships.

ART IIE

Practical Art

Three hours per week

Intended to follow up experiences gained in the first year, introductory study. However, students will be able to develop special interests and concentrate on various art forms at greater depth.

Students may work individually or on group projects, but a higher standard and completion of selected works will be expected.

Opportunities will exist for more ambitious work in sculpture, painting, design etc., either in traditional or modern styles including applied art and design.

Subjects may include painting, sculpture, design, graphic arts, including process reproduction, photography, ceramics, weaving, jewellery.

ART IIZ

Art Curriculum Studies

Three hours per week for one Semester

A basic introduction to the skills, materials, resources, thought processes and objectives of education through art.

To make the student aware of the nature of the child and the developmental stages through which he passes, planning activities calculated to foster this development.

Practical experiences in:

- (1) Two-dimensional expression — Basic design, drawing, composition, picture making and printmaking.

- (2) Three-dimensional art forms.
- (3) Creative use of the environment. Training the eye to observe and appreciate visual patterns in the environment.

Study of the Primary Art Curriculum, Programming, Lesson Preparation and Evaluation.

Observation of demonstrations and practical teaching experience. Two units of work over one semester with philosophy of art education child development being treated in both units and an emphasis on two-dimensional experiences in the first unit and three-dimensional in the second.

ASSESSMENT

Progressive evaluation of:

- (1) Performance in practical experiences, seminars and discussions.
- (2) Results in assigned work.
- (3) Participation in the planning of lessons at the demonstration school and preparation of reports following demonstration lessons.

TEXTBOOKS

Lowenfeld, V. and
Brittain, W. L.
McFee, J. K.

Creative and Mental Growth. 5th ed. New York, Macmillan, 1970.
Preparation for Art. San Francisco, Wadsworth Pub. Co., 1970.

Read, H.

Education Through Art. London, Faber and Faber, 1963.

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. The general classification of 700 in the College library contains basic texts for most areas of study in the course.

ART III

Two hours per week

An examination of art in the education of the retarded, emotionally disturbed and physically handicapped child.

- Topics to be covered will include art development and ability in the pre-school and infants child.
- The theory of primary art education including emotional and mental growth and creative activities.
- Use of the environment. Art used to overcome environmental isolation.
- Art activities for handicapped children and mentally retarded children including
 - (a) possible uses of clay and other three-dimensional activities.
 - (b) exploring other materials for their possibilities and therapeutic values.
- Case studies.
- The environment, classroom and playground design for handicapped children.

REFERENCES

Churchill, A. R.
Harris, Dale B.

Naumberg, M.

Naumberg, M.

Eisner, Elliot W. & Ecker,
D. W.

Art for Pre-adolescents. New York, McGraw-Hill, 1970.
Children's Drawings as Measures of Intellectual Maturity. New York, Harcourt, Brace and World Inc., 1963.
Psychoneurotic Art, Its Functions in Psychotherapy. New York, Grune and Stratton Inc., 1953.
Dynamically Orientated Art Therapy: Its Principles and Practises. New York, Grune and Stratton, 1966.
Readings in Art Education. Waltham, Mass., Ginn Blaisdell, 1966.

ART IIIE

Practical Art: Painting/Graphic Art

Three hours per week

Students will be expected to do intensive studio work and achieve a level of professional standing. To this end they will be encouraged to concentrate on developing a personal form of expression in one or more selected areas of study. In addition opportunities will exist for students to study applied art and theoretical studies such as history of art, art education etc. Subjects may include painting, sculpture design, ceramics, jewelry, photography, graphic art, history of art, art education, architecture.

PROJECTS

Students will be required to submit a programme of work at the beginning of the year. The lecturer will discuss this with each student at the commencement of the study and progress throughout the year will be under the lecturers' guidance and tuition as necessary.

ESSAYS AND ASSIGNMENTS

One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 3,000 words, or three minor assignments of 5,000 words each.

EXAMINATION

Will be by exhibition of all work for evaluation by a panel of lecturers.

TEXTBOOKS

Baldwin, J.

Moholy-Nagy, L.

Pye, David W.

Scuphor, Michel

REFERENCES

Krantz, Karl
Lindeman, Earl W.

Contemporary Sculpture Techniques. New York, Reinhold Publishing Company, 1967.

The New Vision and Abstract of an Artist. New York, George Wittenborn Inc., 1947.

The Nature and Art of Workmanship. London, O.U.P., 1968.

Abstract Paintings: 50 years of accomplishments from Kandinsky to the present. New York, Oeill, 1967.

Art, the Revealing Experience. London, Tiranti, 1965.
Invitation to Vision Ideas and Imagination for Art. Dubuque, Iowa, W. C. Brown, 1967.

ART IIIL and ART IIIP

Art Education and Child Creativity

Three hours per week for one year

A study, at advanced level, of the theoretical bases and practical approaches to the methods of teaching art at infant and primary levels.

SYLLABUS OUTLINE

1. Theories of Art Education

This section of the work is designed to extend the student's knowledge and understanding of established methods and examine current thinking and research on the subject. This will involve:

- (1) re-evaluation of the aims of education through art.
- (2) development of a deeper insight into the nature of the child and his development.
- (3) tracing the influences of the child's cultural background on the development of his expression and the pressures exerted by the home environment, peer group and a technologically orientated society.
- (4) examining the changing role of the teacher together with child, teacher, parent relationships.
- (5) understanding features of visual perception, visual logic and imagination.

2. Practical Art Experiences

- (1) Extension of experience in the use of a wide range of media and the development of techniques by way of experimentation.
- (2) Art in society. Functional design.

3. Practical Classroom Procedures

- (1) The establishment of creative teaching environments.
- (2) The provision of opportunities for a child to enrich his experiences and develop his powers of expression.

ASSESSMENT

Progressive evaluation by:

- (1) compilation of a book containing examples of the student's practical work and teaching method notes.
- (2) one major assignment based on original research work attempted during time allocated for in-school experiences.
- (3) Brief essays on topics directly related to the content of lectures.
- (4) participation in the planning of lessons at the demonstration school and preparation of reports evaluating the success of these and other demonstrations.
- (5) participation in discussions and seminars.

TEXTBOOKS

- Barkan, M. *Through Art to Creativity*. Boston, Allyn and Bacon, 1960.
- Eisner, E. W. and Ecker, D. W. *Readings in Art Education*. Waltham, Mass. Blaisdell, 1966.
- Hastie, W. R. (ed.) *Art Education*. 64th Yearbook. Part 2. National Society for the study of Education, Chicago, University of Chicago Press, 1965.
- Lansing, K. M. *Art, Artists and Art Education*. New York, McGraw-Hill, 1969.
- McFee, J. K. *Preparation for Art*. San Francisco, Wadsworth Publishing Co., 1970.

ADDITIONAL REQUIREMENTS

Wide reading will be necessary since comparative studies are important to the establishment of sound criteria.

A complete list of authors and titles will be issued to students on commencing the course.

ART IIIY

Three hours per week for one Semester

Art Curriculum Studies

A basic introduction to the skills, materials, resources, thought processes and objectives of education through art.

To make the student aware of the nature of the child and the developmental stages through which he passes, planning activities calculated to foster this development.

Practical experiences in:

- (1) Two-dimensional expression — Basic design, drawing, composition, picture making and printmaking.
- (2) Three-dimensional art forms.
- (3) Creative use of the environment. Training the eye to observe and appreciate visual patterns in the environment.

Study of the Primary Art Curriculum, Programming, Lesson Preparation and Evaluation.

Observation of demonstrations and practical teaching experience. Two units of work over one semester with philosophy of art education child development being treated in both units and an emphasis on two-dimensional experiences in the first unit and three-dimensional in the second.

ASSESSMENT

Progressive evaluation of:

- (1) Performance in practical experiences, seminars and discussions.
- (2) Results in assigned work.
- (3) Participation in the planning of lessons at the demonstration school and preparation of reports following demonstration lessons.

TEXTBOOKS

- Lowenfeld, V. and Brittain, W. L. *Creative and Mental Growth*. 5th ed. New York, Macmillan, 1970.
- McFee, J. K. *Preparation for Art*. San Francisco, Wadsworth Pub. Co., 1970.
- Read, H. *Education Through Art*. London, Faber and Faber, 1963.

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.

The general classification of 700 in the College library contains basic texts for most areas of study in the course.

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

Communications Research
Machines

Educational Psychology: A Contemporary View. Del Mar, California, CRM Books, 1973.

REFERENCE

Clarizio, H. F., Craig,
R. C. and Mehrens,
W. A. (eds.)

Contemporary Issues in Educational Psychology. Boston, Allyn & Bacon, 1970.

EDUCATION IAE

Atypical Children

Three hours per week

This elective is aimed at providing—

- (a) An extension of the study in child development through a study of developmental disorders and special provisions for the same (Education I).
- (b) A background into the variations in learning patterns and behaviour to be found in the normal classroom at the infant and primary level (Education II).
- (c) A background for possible later in-depth practical work with exceptional children (Education III).

1. Disorders of physical and motor development:

- (a) Visual defects:
 - (i) The blind child—social and educational implications—special needs and provisions.
 - (ii) The partial-seeing child—types of visual defects—measurement of visual acuity—educational management—partial sighted units.
- (b) Auditory Defects:
 - (i) The deaf child—measurement of auditory acuity—C.A.L.—special schools.
 - (ii) Partially deaf child—causes of auditory impairment—educational management—O.D. classes.
 - (iii) The hard of hearing child in the normal classroom identification—assessment—management.
- (c) Physical and motor disabilities:

Types of disorders — educational problems — special schools — hospital schools.

2. Disorders of communication:

- (a) Speech defects—nature of defects—assessment—educational implications—speech clinics.
- (b) Language disorders—types of disorders—assessment—education in the normal classroom—O.L. classes.

3. The Intellectual Atypical:

- (a) Nature of mental retardation—effects on development of motor skills, language, perception, cognition.
- (b) Gifted and creative children—special problems, special needs, educational provisions.

- (c) Cerebral Dysfunctions—epilepsy, cerebral palsy, minimal brain damage—origins—educational difficulties and provisions.
4. Disorders of social and emotional adjustment.
Types of behaviour problems—cause and effect, educational implications.
5. Referral Agencies—C.A.L., Child Health Centre, Guidance Services.

TEXTBOOK
Telford, C. W. and
Sawrey, J. M.

The Exceptional Individual. Englewood Cliffs, N. J., Prentice-Hall, 1967.

REFERENCES
Cruikshank, W. M. and
Johnson, G. O.
Kirk, S. A.

Education of Exceptional Children and Youth. Englewood Cliffs, N.J., Prentice-Hall, 1967.
Educating Exceptional Children. Boston, Houghton Mifflin, 1962.

EDUCATION IBE

Psychology

Three hours per week

This elective is intended as a contribution to general education rather than as professional education for teaching. Some attention will therefore be given to the nature of psychological research and the evaluation of evidence in the subject. This unit is designed to supplement other psychology studies and while major topics are treated in depth, it is hoped that the unit will be flexible in permitting students to select certain areas for specialized study. Students will themselves carry out practical exercises and experiments. Statistical methods of analysis will be taught as required for the practical work. Two major areas of study will be undertaken, viz.:

- A. Perception, Thinking and Problem Solving.
- B. Motivation, Emotion and Attitudes.

Topics of study will be chosen from the following:

A. Perception

1. Sensation and perception.
2. Perception deepened.
3. Physiological bases of perception.
4. Perceptive organization and meaning.

5. Attention and set in perceiving.
6. Some theoretical views of perception.
7. Thinking, perception and language.
8. Concept formation, thinking—problem solving.

B. Motivation and Emotion

1. Basic human needs—bodily needs and motivating states.
2. Emergency states—conflict and its resolution.
3. Acquired motives.
4. The doctrine of instinct.
5. Drive theory and motivation.
6. Pre-natal and post-natal influences.
7. Emotion—physiological bases. Cognitive and social aspects.
8. Anxiety and arousal—conflict and its resolution.
9. Motivational properties of attitudes.
10. Theories of attitude change—adjustive significance.

TEXTBOOKS

Day, R. H.

Human Perception. Sydney, John Wiley & Sons, Australia Pty. Ltd., 1969.

Cofer, C. N.

Motivation and Emotion. Glenview, Ill., Scott Foresman, 1972.

EDUCATION II

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.

The Secondary School Guide. Sydney, V.C.N. Blight, Government Printer, 1975.
Changing Education. New York, McGraw-Hill Book Co., 1972.
Basic Principles of Curriculum and Instruction. Thirtieth Impression. Chicago, The University of Chicago Press, 1970.

Von Haden, H. I. and
King, J. M.
Anderson, R. C. and
Faust, G. W.
Brown, T. J.

Innovations in Education: Their Pros and Cons. Worthington, Ohio, Charles A. Jones Publishing Co., 1971.
Educational Psychology: The Science of Instruction and Learning. New York, Dodd, Mead & Co., 1973.
Student Teaching in a Secondary School. New York, Harper and Row, 1968.
Education in the 1970s and 1980s. Sydney, Hicks-Smith and Son, 1970.
Open Education: Alternatives within our Tradition. New Jersey, Prentice-Hall Inc., 1972.

Fenley, W. J. (ed.)
Hassett, J. D. and
Weisberg, A.

Lefrancois, G. R.

Psychology for Teaching: A Bear Always Faces the Front. Belmont, California, Wadsworth, 1972.

Maclaine, A. G. and
Smith, R. S. (eds.)
Merritt, J., et al.

Fundamental Issues in Australian Education. Sydney, Novak, 1971.

The Curriculum: Context, Design and Development. Bletchley, Bucks, The Open University Press, 1971. (Units 1 to 17).

Peters, L. J.

Prescriptive Teaching System. Vol. I: *Individual Instruction.* New York, McGraw-Hill Book Co., 1972 (together with the workbook and the record book).

Taba, H.

Curriculum Development: Theory and Practice. New York, Harcourt, Brace and World, 1962.

EDUCATION IIA

Six hours per week

This is a specialized course provided for students enrolled in the Diploma in Teaching Industrial Arts (Artisans) 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.

EDUCATION IIZ

Four hours per week

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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.

EDUCATION IIAE***Atypical Children***

Three hours per week

This study has been designed to outline the causes of emotional conflict in children. It discusses personality theory, the reasons for emotional upheaval and some of the means used to modify the resultant atypical behaviours.

The unit will include a survey of some relevant personality theories, for example, the work of Freud, Skinner, Rogers, Combs and Maslow. Involved with these theories will be the biological, psychogenic and sociocultural causes of insecurity and anxiety in children.

Some broad categories of mental dysfunction and remedial techniques will be developed, with specific reference to such conflict reactions as enuresis, stuttering, temper tantrums, extreme aggression, stealing and lying.

TEXTBOOK

No specific book is set as a text.

REFERENCES

- Kanner, L. *Child Psychiatry*. Springfield, Illinois, Charles C. Thomas, 1966.
- Nunokawa, W. D. *Human Values and Abnormal Behaviour*. Glenview, Illinois, Scott, Foresman, 1965.
- Sarason, I. G. *Personality—An Objective Approach*. New York, John Wiley and Sons, 1966.
- Spielberger, C. D. (ed.) *Anxiety and Behaviour*. New York, Academic Press, 1966.
- Ullman, L. P. and Krasner, L. *Research in Behaviour Modification*. New York, Holt, Rinehart & Winston, 1968.
- Ullman, L. P. and Krasner, L. *A Psychological Approach to Abnormal Behaviour*. Englewood Cliffs, New Jersey, Prentice-Hall, 1969.
- Verville, E. *Behaviour Problems of Children*. Philadelphia, W. B. Saunders, 1968.
- White, R. W. *The Abnormal Personality*. New York. The Ronald Press Co., 1956.

EDUCATION IIBE

Psychology

Three hours per week

Individual Differences

Sources of differences, tests of general ability, primary mental abilities, specific aptitudes, non-cognitive aspects of abilities.

Learning

Short-term and long-term memory, verbal learning, mediation, retention and forgetting, learning sets, transfer and generalization.

Developmental Psychology

Infancy and middle childhood: early experience; patterns of child rearing, critical stages, cross-cultural studies of perception and cognition. Adolescence: cross-cultural and historical comparisons, developmental tasks, cognitive development, attitudes and value systems.

REFERENCES

- Mead, M. *Culture and Commitment*. London, Bodley Head, 1970.
- Morgan, C. T. and King, R. A. *Introduction to Psychology*. New York, McGraw-Hill, 1971.
- Ripple, R. E. (ed.) *Readings in Learning and Human Abilities*. New York, Harper & Row, 1971.
- Rogers, R. E. (ed.) *Issues in Child Psychology*. Belmont (California), Brooks Cole, 1969.
- Sperry, L. *Learning, Performance and Individual Differences*. Glenview, Illinois, Scott Foresman, 1972.

EDUCATION III

Four hours per week

EDUCATION III (a)

Sociology of Education

Two hours per week

- Sociology of education as a discipline.
- 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.
 - Personality as a social phenomenon—society, culture and personality—the self; self and achievement motivation.
 - Theories of dissonance, consonance and balance.
 - Social status and role.
 - Socialization.
 - The function of education in society.
- Agencies of socialization.
 - Family.
 - School.
 - Peer group.
 - Other agencies, e.g. mass media.
 - The dynamics of social and cultural change.
- 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.

DEPARTMENT OF EDUCATION

The influence of peer groups in the educative 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.) *Social Psychology of Teaching.* Harmondsworth, Penguin, 1972.
- Morrison, A. and
McIntyre, D. *Teachers and Teaching.* Harmondsworth, Penguin, 1969.
- Schmuck, R. A. and P. A. *Group Processes in the Classroom.* Dubuque, Iowa, Wm. C. Brown, 1971.

REFERENCES

- Backman, C. W. and
Secord, P. F. *A Social Psychological View of Education.* New York, Harcourt, Brace and World, 1968.
- Brookover, W. B. and
Cottlieb, D. *A Sociology of Education.* Second Edition. New York, American Book Co., 1968.
- Swift, D. F. (ed.) *Basic Readings in the Sociology of Education.* London, Routledge and Kegan Paul, 1970.

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

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.

DEPARTMENT OF EDUCATION

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. *Evaluating Pupil Growth: Principles of Tests and Measurements.* Fourth Edition. Boston, Allyn and Bacon, 1971.
- or
- Ebel, R. L. *Essentials of Educational Measurement.* Second Edition. Englewood Cliffs, New Jersey, Prentice-Hall, 1972.
- or
- Gronlund, N. E. *Measurement and Evaluation in Teaching.* Second Edition. New York, Macmillan, 1971.

Additional textbook required for students engaged in studies by correspondence:
Gronlund, N. E. *Readings in Educational Measurement and Evaluation.* New York, Macmillan, 1968.

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

- Brubacher, J. S. *Modern Philosophies of Education*. New York, McGraw-Hill, 1950.
- Copleston, F. C. *Contemporary Philosophy*. London, Burns & Oates, 1965.
- Kneller, G. F. *Foundation of Education*. New York, John Wiley, 1963.

REFERENCES

- Brameld, T. *Education for the Emerging Age*. New York, Harper and Brothers, 1961.
- Kneller, G. F. *Existentialism and Education*. New York, Philosophical Library, 1958.

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 Lumsdaine (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.

TEXTBOOK

No specific book is set as a text.

REFERENCES

- American Library Association *Occupational Definitions for School Library Media Personnel*, Phase 1. Chicago, 1971.
- Australian National Advisory Committee for UNESCO *The Role of Libraries in Secondary Education*. Canberra, Australian Government Publishing Services, 1971.
- Bajpai, A. C. and Leedham, J. F. *Aspects of Educational Technology*. London, Pitman Publishing, 1970.
- Block, J. H. *Mastery Learning: Theory and Practice*. New York, Holt, Rinehart & Winston, 1971.
- Brown, J. W., Lewis, R. B., Harclerod, F. F. *AV Instruction Media and Methods*. Third Edition. New York, McGraw-Hill, 1969.
- Bush, R. N. and Allen, D. W. *A New Design for High School Education*. New York, McGraw-Hill, 1969.
- Davis, H. S. *Instructional Media Center*. Bloomington, Indiana Univ. Press, 1971.
- Dieuzeide, H. *Educational Technology: Sophisticated, Adapted and Rational Technology*. UNESCO, International Commission on the Development of Education, 1971.
- Dwyer, B., Millis, R. and Thomson, B. *Mastering the Media*. Sydney, Reed Education, 1971.
- Edling, J. V. *Individualized Instruction: A Manual for Administrators*. Oregon, D.C.E. Publications, 1970.
- ERIC micropublications, Cf. ERIC catalogues N.T.C. Library.
- Gagné, R. M. *The Conditions of Learning*, Second Edition. New York, Holt, Rinehart & Winston, 1971.
- Gaver, M. V. *Services of Secondary School Media Centres*. Chicago, American Library Association, 1971.
- Gaver, M. V. *Patterns of Development in Elementary School Libraries Today. A Five Year Report on Emerging Media Centres*. Third Edition, New Jersey, Encyclopaedia Britannica Inc., 1969.
- Gerlach, V. S. and Ely, D. F. *Teaching and Media: A Systematic Approach*. Englewood Cliffs, N.J., Prentice-Hall, 1971.
- International Council for Educational Media *Educational Media International*. Quarterly, London.
- Kapfer, P. G. and Ovard, G. F. *Preparing and Using Individualized Learning Packages for Ungraded Continuous Progress Education*. Educational Technology Publications, 1971.
- Knirk, F. G. and Childs, J. W. *Instructional Technology—A Book of Readings*. New York, Holt, Rinehart & Winston, 1968.
- Minor, E. and Frye, H. R. *Techniques for Producing Visual Instructional Media*. New York, McGraw-Hill Inc., 1970.
- Nickson, M. *Educational Technology: A Systematic Approach for Teachers*. Edinburgh, Ward, Lock Educational, 1971.
- Pearson, N. P. and Butle, L. *Instructional Materials Centres: Selected Readings*. Burgess, 1969.
- Richmond, W. K. *The Concept of Educational Technology*. London, Weidenfeld and Nicholson, 1970.
- Schmidbauer, M. *New Educational Technology and its Implications for the Efficiency of Educational Systems*. UNESCO, International Commission on the Development of Education, 1971.
- Taylor, L. C. *Resources for Learning*. London, Penguin Books, 1971.
- Tindall, K., Collins, B. and Reid, D. *The Electric Classroom: Audio Visual Methods in Teaching*. Sydney, McGraw-Hill, 1973.
- Travers, R. M. *Man's Information System: A Primer for Media Specialists and Educational Technologists*. Chandler, 1970.
- Williams, J. G. *The Emerging Role of the Teacher*, in Simpkins, W. S. and Miller, A. H.: *Changing Education: Australian Viewpoints*. Sydney, McGraw-Hill Book Company, 1972.
- Ziegler, L. *Educational and Technology*. UNESCO, International Commission on the Development of Education, 1971.

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 research 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.
11. Peter Board: innovations in primary education, secondary education and reforms in teacher-training, 1905-1913.
12. The Winds of Change, 1912-1942.
 - (a) Educational theory and the neo-Herbatian contributions;
 - (b) New methodological approach in primary education;
 - (c) The influence of 1929-1933 Depression on education in New South Wales;
 - (d) Secondary education in 1930s in a transitional stage.
13. The war and its impact on education. Attempts at educational reconstruction post-1945.
 - (a) The C.R.T.S.;
 - (b) The universities;
 - (c) The technical colleges;
 - (d) Changes in private schooling;
 - (e) Adult education and evening classes.

14. The technological revolution and education in the 1950s, 1960s and 1970s.
 - (a) Its background;
 - (b) The Wyndham Committee and report;
 - (c) Developments within the private school system;
 - (d) State Aid;
 - (e) The changing pattern within new universities; the universities of technology, New England; the traditional type university of Sydney;
 - (f) The crisis within the teachers colleges;
 - (g) Attempts to decentralize educational administration.
15. Education and democracy within our changing and developing society.

TEXTBOOKS

Barcan, A.

A Short History of Education in New South Wales. Sydney, Martindale Press, 1965.

REFERENCES

Austin, A. G.
Fogarty, R.

Australian Education 1788-1900. Melbourne, Pitman, 1964.
Catholic Education in Australia 1806-1950. Melbourne, Melbourne University Press, 1959.
Documents on the Establishment of Education in N.S.W., 1789-1880. Melbourne, A.C.E.R., 1957.

JOURNALS

The Australian Journal of Education.
Journal of the Royal Australian Historical Society.

Other articles and references, e.g., from conferences of the Australian College of Education, to be nominated during the course.

EDUCATION III (b) (vi)

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.

Causes: Prenatal, perinatal, postnatal; genetic and hereditary factors. Formation of special classes. O.A.; O.F.; G.A.; Sheltered workshop. Curriculum planning and techniques designed for dealing with retards.

2. Visually Handicapped.

Methods of educating the blind. Educational problems associated with the blind. Causes of visual defects. Extent of education of partially sighted. P.S.U.

3. Auditorily Handicapped:

Causes of deafness. Prevention of deafness. Discovery of hard of hearing. Methods of educating these children. C.A.L., O.D. classes.

4. Crippled Children.

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.

6. Mentally Gifted.

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

TEXTBOOKS

- Haring, N. and Schiefelbusch, L. R. *Methods in Special Education*. New York, McGraw-Hill, 1967.
 Trapp, E. P. and Himmelstein, P. *Readings on the Exceptional Child*. London, Methuen, 1962.

REFERENCES

- Kirk, S. A. *Educating Exceptional Children*. Boston, Houghton Mifflin Co., 1962.
 Myers, P. I. and Hammil, D. *Methods for Learning Disorders*. New York, John Wiley and Sons, 1969.

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.

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) Factors relevant to this relationship.

(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. *Teacher Tactics*. Sydney, Angus & Robertson, 1974.

REFERENCES

- Campbell, W. J. (ed.) *Scholars in Context*. Sydney, Wiley, 1970.
 Cusick, P. A. *Inside High School—The Student's World*. New York, Holt, Rinehart & Winston, 1973.
 Eddy, E. M. *Becoming a Teacher*. Teachers College, Columbia University, 1969.
 Fisk, L. and Lindgren, H. C. *A Survival Guide for Teachers*. New York, Wiley, 1973.
 Gregory, T. *Encounter with Teaching*. Englewood Cliffs, N.J., Prentice-Hall, 1972.
 Johnson, D. W. *The Social Psychology of Education*. New York, Holt, Rinehart & Winston, 1970.
 Musgrave, P. W. *The School as an Organization*. London, Macmillan, 1968.
 Owens, R. G. *Organizational Behaviour in Schools*. Englewood Cliffs, N.J., Prentice-Hall, 1970.
 Shipman, M. D. *Sociology of the School*. London, Longmans, 1968.
 Williams, P. *Behaviour Problems in School*. London, University of London Press, 1974.

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.

TEXTBOOKS

- Bassett, G. W., Crane, A. R. and Walker, W. G. *Headmasters for Better Schools*. Brisbane, University of Queensland Press, 1964.
Walker, W. G. *The Principal at Work*. Brisbane, University of Queensland Press, 1965.

REFERENCES

- Campbell, R. F. and Gregg, R. T. (eds.) *Administrative Behaviour in Education*. New York, Harper, 1957.
Carver, F. and Sergiovanni, T. J. *Organizations and Human Behaviour: Focus on Schools*. New York, McGraw-Hill, 1969.
Castles, F. G., Murray, D. J. and Potter, D. C. *Decisions, Organizations and Society*. Ringwood, Penguin, 1971.
Crusky, O. and Miller, G. A. *The Sociology of Organizations. Basic Studies*. New York, Free Press, 1970.
Cusick, P. *Inside High School—The Student's World*. New York, Holt, Rinehart & Winston, 1973.
Etzioni, A. *A Sociological Reader on Complex Organizations*. New York, Holt, Rinehart & Winston, 1969.
Griffiths, D. E. (ed.) *Behavioural Science and Educational Administration*. Chicago, Sixty-third Yearbook. The National Society for the Study of Education, 1964.
Hack, W. G. *et al.* *Educational Administration—Selected Readings*. Second Edition. Boston, Allyn and Bacon, 1971.
Hunt, J. W. *The Restless Organization*. Sydney, Wiley, 1972.
Jacobsen, P. B. *et al.* *The Principalship: New Perspectives*. Englewood Cliffs, N.J., Prentice-Hall, 1973.
Katz, D. and Kahn, R. L. *The Social Psychology of Organizations*. New York, Wiley, 1966.
Morphet, E. L. *et al.* *Educational Organization and Administration*. Englewood Cliffs, N.J., Prentice-Hall, 1974.
Owen, R. G. *Organizational Behaviour in Schools*. Englewood Cliffs, N.J., Prentice-Hall, 1970.
Pugh, D. S. (ed.) *Organization Theory*. Penguin, 1971.
Walker, W. G., Rich, F. and Teadale, R. *Schools of Mapleton In-Basket*. No. 1 Mapleton Elementary. No. 2 Mapleton High. No. 5 St. Catherine's. No. 4 Mapleton Grammar. St. Lucia, University of Queensland Press, 1969.

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.
4. Educational Measurement and Evaluation.

REFERENCES

- Ary, D. *et al.* *Introduction to Educational Research*. New York, Holt, Rinehart & Winston, 1972.
Johnson, H. H. and Solso, R. L. *An Introduction to Experimental Design in Psychology: A Case Approach*. New York, Harper, 1971.
Gaudry, E. *et al.* *Educational Psychology: A Laboratory Manual*. Sydney, Wiley, 1972.
McAshan, H. H. *Elements of Educational Research*. New York, McGraw-Hill, 1963.
Rummel, J. F. *An Introduction to Research Procedures in Education*. New York, Harper, 1958.
Travers, R. M. W. *An Introduction to Educational Research*. London, Collier-Macmillan, 1969.

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

- Allen, D. and Ryan, K. *Microteaching*. London, Addison-Wesley Publications, 1969.
 Ober, R. L., Bentley, E. L. and Miller, E. *Systematic Observation of Teaching: An Interaction Analysis—Instructional Strategy Approach*. Englewood Cliffs, N.J., Prentice-Hall, 1971.
 Stones, E. and Morris, S. *Teaching Practice: Problems and Perspectives*. London, Methuen, 1972.

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. *School Media Centres—A Response to Change*. Melbourne, Australian School Library Association, 1972.
 Davies, R. A. *The School Library—a Force for Educational Excellence*. New York, Bowker, 1969.
 Hicks, W. and Tillin, A. *Developing Multi-Media Libraries*. New York and London, R. R. Bowker Co., 1970.

REFERENCE: As advised in lectures.

EDUCATION IIIA

PART A—THE ATYPICAL CHILD

Three hours per week for one year

The section has been designed to complement previous work in atypicality in children. In the first semester it will deal with some sociological problems associated with children and outline

work being done to alleviate pressures on the disadvantaged child.

Difficulties experienced by Aborigines, migrants and children from low socio-economic areas will be discussed.

During the second semester, students will prepare a thesis of approximately 5,000 words on some accepted area of atypicality.

This work is expected to contain some original research into the skills and methods involved in teaching atypical children.

TEXTBOOK

No specific book is set as a textbook.

REFERENCES

- Adler, S. *The Health and Education of the Economically Deprived Child*. St. Louis, Missouri, Warren H. Green Inc., 1968.
- Berndt, R. M. *Aborigines and Education: The Importance of Aboriginal Tradition in the Contemporary Scene*. W.A., *Teachers Journal*, vol. 58, No. 2, March, 1968.
- Bottom, R. *The Education of Disadvantaged Children*. West Nyack, N.Y., Parker Publishing Co., 1970.
- Bourke, J. *Educational Attainment and Migration*. *The Australian Journal of Education*, vol. 15, No. 1, March, 1971.
- Bridges, B. *The Teacher's role in Aboriginal education*. *Forum on Education*, vol. 29, No. 1, March, 1970.
- Broom, L. *Educational Status of Aborigines*. *Australian and New Zealand Journal of Sociology*, vol. 6, No. 2, October 1970.
- Clemens, A. *Kids pick up language naturally*. *The Secondary Teacher*, No. 168, August, 1971.
- Coombs, H. *Human values in education: the educational status of Aboriginal Australians*. *The Australian Journal of Education*, vol. 14, No. 3, October, 1970.
- Cowles, M. (ed.) *Perspectives in the Education of Disadvantaged Children*. Cleveland, The World Publishing Co., 1967.
- Dunn, S. (ed.) *Aborigines and Education*. Melbourne, Sun Books, 1969.
- Gordon, E. W. and Wilkerson, D. A. *Compensatory Education for the Disadvantaged*. College Entrance Examination Board, New York, 1966.
- Gough, I. *"Aspirations of Aboriginal children."* *Australian Psychologist*, vol. 5, No.3, November 1970.
- Kearney, J. *Psychology of Aboriginal Australians*. Sydney, John Wiley and Sons, 1973.
- Miller, H. L. *Education for the Disadvantaged*. New York, Free Press, 1967.
- Watts, B. H. *"Current approaches to effective education for disadvantaged ethnic minority group children."* *Education News*, Feb., 1972.

PART B—EDUCATIONAL SOCIOLOGY

Two hours per week for one year

- (a) Sociology of education as a discipline.
- (b) Social Learning.

Reinforcement and social learning.

Development sequences—culturally determined values and expectations—choice of models—reference groups—social attractions and relationships—sociometry.

- (c) The School in Society.
 - Culture—transmission.
 - Function of education in society.
- (d) The School as an Agent of Social Control and Integration.
 - Socialization.
 - Social attitudes and motives—social influences.
 - Social climate.
 - Theories of dissonance, consonance and balance.
 - Social status and role.
 - Personality as a social phenomenon—society, culture and personality—the self; self and achievement motivation.
 - Institutional and subinstitutional structures.
 - Communication structure; task versus non-task activities.
 - Power structure and authority; types of power, power and leadership; the teacher as a group leader.
 - Social climate of the classroom—moral, intergroup conflict—cohesion of subgroups.
 - Small groups in the classroom—the influence of peer groups in the educative process.
- (e) The school as an organization: formal and informal aspects.
 - The school as a social system.
 - Bureaucracy and the school organization.
 - Bureaucracy and the teacher-pupil relationship.
 - Personnel—the problems of professionalism.
- (f) The Impact of Social and Technological Change.
 - Technological change—effects on culture and the social structure of schools.
 - Impact of bureaucracy and specialization of function.
 - Assimilation of immigrants and minority groups (e.g. aborigines).
 - Political change in Australia and the world.
 - Dynamics of social and cultural changes—conceptual views.

ADDITIONAL REQUIREMENTS

One assignment, 2,500 words, due in July.

ASSESSMENT

Progressive evaluation on assignment, three class tests plus a final examination if necessary for borderline students.

TEXTBOOKS

Backman, C. W. and
Second, P. F.
Swift, D. F. (ed.)

A Social Psychological View of Education. New York, Harcourt, Brace and World, 1968.
Basic Readings in the Sociology of Education. London, Routledge and Kegan Paul, 1970.

PART C—LEARNING DISORDERS AND DIAGNOSTIC TEACHING

Three hours per week for one year

This study concerns itself with, first, an examination of pupils who deviate from normal expectation, second, a testing programme to identify underachievers in school and third, practice of diagnostic teaching procedures.

A. The Biological Bases of Learning

Structure and function of the nervous system.
Genetics and behaviour.

B. Behaviour Difficulties

Aetiology: Biogenic and psychogenic factors.
Categories of mental dysfunction.
The treatment of selected reactions to conflict.

C. Diagnostic Teaching

The analysis of developmental skills. The perceptual-motor, auditory perception, visual perception and language development.

Testing and diagnosis. Tests of intellectual functioning.

Demonstrations of Binet, WISC, WPPSI, Slosson and Peabody Tests.

Developmental Test—ITPZ, Frostig, Oseretsky.

Attainment and diagnostic tests.

Diagnostic evaluation of the child's total functioning as basis of remedial programme—the diagnostic profile.

Remedial Techniques.

Programmes and techniques related to channels of communication and developmental skills.

The integrated approach.

Teaching aids and materials.

The use of behavioural modification techniques in the classroom.

ADDITIONAL REQUIREMENTS

Assignments will be related to Case Study Work conducted in schools.

ASSESSMENT

Progressive evaluation, plus a final examination if considered necessary.

TEXTBOOKS

Berry, M. F.

Frierson, E. C. and
Barbe, W. B.
Myers, P. I. and
Hammill, D. D.

Language Disorders of Children, the Bases and Diagnosis. New York, Appleton-Century-Crofts, 1969.
Educating Children with Learning Disabilities. Selected Readings. New York, Appleton-Century-Crofts, 1967.
Methods for Learning Disorders. New York, John Wiley & Sons, 1969.

REFERENCES

Trapp, E. P. and
Himelstein, P.

Readings on the Exceptional Child. London, Methuen, 1962.

EDUCATION IIIC

Learning Difficulties and Diagnostic Teaching

Three hours per week

This study concerns itself with, first, an examination of pupils who deviate from normal expectations, second, a testing programme to identify underachievers in schools and third, practice of diagnostic teaching procedures.

1. Biological Bases of Learning.

Structure and functions of the nervous system.
Receptors and effectors; the central nervous system; brain processes in learning.
The EEG; genetics of behaviour.

2. The Analysis of Developmental Skills.

The perceptual-motor, auditory perception, language development and visual perception.
Testing and diagnosis. Familiarization with tests and intellectual functioning. Demonstrations of Binet, WISC, WIPPSI, Slosson and Peabody Tests.
Developmental tests—Practical experiences with ITPA, Frostig, Oseretsky and Peabody language kits.
Attainment and diagnostic tests, e.g., Neale Analysis, Wepman, A.C.E.R., Individual Reading Test.

3. The Remediation of Learning Disabilities.

Case study methods. The diagnostic profile. Evaluation of and practical experience in emerging methods.
Programmes and techniques related to channels of communication and developmental skills.
The use of behavioural modification techniques in the classroom.

DEPARTMENT OF EDUCATION

TEXTBOOKS

- McCarthy, J. J. and J. F. *Learning Disabilities*. Boston, Allyn and Bacon, 1970.
Nathan, P. *The Nervous System*. Harmondsworth, Penguin, 1969.
Waugh, K. W. and Bush, J. *Diagnosing Learning Disorders*. Columbus, Ohio, Merrill Publ. Co., 1971.
Wilson, J. A. R. (ed.) *Diagnosis of Learning Difficulties*. New York, McGraw-Hill, 1971.

REFERENCES

- Berry, M. F. *Language Disorders of Children, the Bases and Diagnosis*. New York, Appleton-Century-Crofts, 1969.
Frierson, E. C. and Barbe, W. B. *Educating Children with Learning Disabilities: Selected Readings*. New York, Appleton-Century-Crofts, 1967.
Jones, R. L. *New Directions in Special Education*. Boston, Allyn and Bacon, 1970.
Morgan, C. T. and King, R. A. *Introduction to Psychology*. New York, McGraw-Hill, 1966.
Myers, P. I. and Hammill, D. D. *Methods for Learning Disorders*. New York, John Wiley and Sons, 1969.
Naidoo, S. *Specific Dyslexia*. London, Pitman, 1972.

EDUCATION IIIY

Four hours per week

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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.

EDUCATION IIIAE

Atypical Children

Three hours per week

The section has been designed to complement previous work in atypicality in children. In the first semester it will deal with some sociological problems associated with children and outline work carried out by groups to alleviate pressures on the disadvantaged child.

Difficulties experienced by Aborigines, migrants and children from low socio-economic areas will be discussed.

During the second semester, students will prepare a thesis of approximately 5,000 words on some accepted area of atypicality. This work is expected to contain some original research into the skills and methods of teaching atypical children.

DEPARTMENT OF EDUCATION

TEXTBOOK: No specific book is set as a textbook.

REFERENCES

- Adler, S. *The Health and Education of the Economically Deprived Child*. St. Louis, Missouri, Warren H. Green Inc., 1968.
Berndt, R. M. *Aborigines and Education: The Importance of Aboriginal Tradition in the Contemporary Scene*. *W.A. Teachers Journal*, vol. 58, No. 2, March 1968.
Bottom, R. *The Education of Disadvantaged Children*. West Nyack, N.Y., Parker Publishing Co., 1970.
Bourke, J. *Educational Attainment and Migration*. *The Australian Journal of Education*, vol. 15, No. 1, March 1971.
Bridges, B. *The Teacher's role in Aboriginal education*. *Forum of Education*, vol. 29, No. 1, March 1970.
Broom, L. *Educational Status of Aborigines*. *Australian and New Zealand Journal of Sociology*, vol. 6, No. 2, October 1970.
Clemens, A. *Kids pick up language naturally*. *The Secondary Teacher*, No. 168, August 1971.
Coombs, H. *Human values in education: the educational status of Aboriginal Australians*. *The Australian Journal of Education*, vol. 14, No. 3, October 1970.
Cowles, M. (ed.) *Perspectives in the Education of Disadvantaged Children*. Cleveland, The World Publishing Co., 1967.
Dunn, S. (ed.) *Aborigines and Education*. Melbourne, Sun Books, 1969.
Gordon, E. W. and Wilkerson, D. A. *Compensatory Education for the Disadvantaged*. College Entrance Examination Board, New York, 1966.
Gough, I. *"Aspirations of Aboriginal children."* *Australian Psychologist*, vol. 5, No. 3, November, 1970.
Kearney, J. *Psychology of Aboriginal Australians*. Sydney, John Wiley and Sons, 1973.
Miller, H. L. *Education for the Disadvantaged*. New York, The Free Press, 1967.
Watts, B. H. *"Current approaches to effective education for disadvantaged ethnic minority group children."* *Education News*, Feb., 1972.

EDUCATION IIIBE

Psychology

Three hours per week

The third year consists of two strands which will be pursued concurrently. First, the student will plan and carry out a research project. Problems of experimental design and analysis will be discussed in lectures and illustrated from current journals. Secondly, a series of seminars and discussions will examine the psychological basis of some of the important social issues and controversies of the day. Examples: Racial prejudice, indifference to others, population, blind obedience, influence of mass media.

TEXTBOOKS

- Johnson, H. H. and Solso, R.
Mann, L.

An Introduction to Experimental Design in Psychology: A Case Approach. New York, Harper and Row, 1971.
Social Psychology. New York, Wiley, 1969.

TEACHER LIBRARIANSHIP

TEACHER LIBRARIANSHIP IIIE

Prerequisite for this elective is admission to Year III of the primary course. This elective is sequential to any other elective so far taken.

Three hours per week

1. Exploratory:

Development of library/resources/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:

Attractive features, light, ventilation, provision for study and recreational reading areas, flexible utilization of space. Shelving systems, furniture and display equipment, storage, special purpose areas, multipurpose areas.

(b) Clerical:

Establishment of efficient routines involving selection, ordering, purchase, accessioning, charging and borrowing of print and non-print materials, shelving and display, stocktake, regular report to principal and other authorities.

(c) Functional:

For efficient use of all resources. Classification, indexing and cataloguing systems; access and integration of multi-media resources, reference areas; maintenance and repair of stock. Information processing and retrieval.

TEACHER LIBRARIANSHIP

(d) Educational:

The library/resources 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 total school programmes.

Evaluation 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.

6. Practical work in—

(a) Cataloguing;

(b) Classification;

(c) Reference materials and methods.

TEXTBOOKS

Davies, R. A.

Hicks, W. and
Tillin, A.

Kemp, Jerrold

The School Library—a Force for Educational Excellence. New York, Bowker, 1969.

Developing Multi-Media Libraries. New York, London, R. R. Bowker Co., 1963.

Planning and Producing Audio-Visual Materials. Second Edition. Scranton, Pennsylvania, Chandler Publishing Co., 1963.

REFERENCE AND RECOMMENDED READING

As advised in lectures.

The College library is excellently equipped to provide references for this course.

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

Olgvie and Rees

Wells and Colson

ASSESSMENT

Progressive evaluation.

Voice Production and Speech. London, Museum Press, 1963.

The Scope of Oracy. Oxford, Pergamon, 1968.
Creative Communication. Sydney, McGraw-Hill, 1972.

The Pronunciation of English in Australia. Sydney, Angus & Robertson, 1968.
Communication Skills—Voice and Pronunciation. N.Y., McGraw-Hill, 1969.
Practical Phonetics. London, Pitman, 1971.

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.

DEPARTMENT OF ENGLISH

(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

Anderson, Jonathan *et al.* *Efficient Reading.* Sydney, McGraw-Hill, 1969.
De Leeuw M. and E. *Read Better, Read Faster.* London, Penguin, 1970.
Strang, Ruth *et al.* *The Improvement of Reading.* New York, McGraw-Hill, 1967.

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.

Interpretative reading of prose and verse passages. Play reading: script analysis: dialogue and action integrated. Student production of short extracts from plays.

REFERENCES

Bruford, Rose *Teaching Mime.* London, Methuen, 1958.
Close, L. and Robson, J. *New Drama I.* Sydney, Whitcombe and Tombs, 1970.
Lease and Siks *Creative Dramatics.* New York, Harper, 1952.
Slade, Peter *Child Drama.* Univ. Lond. Press, 1956.
White and Tobitt *Dramatized Ballads.* New York, Dutton, 1961.

ASSESSMENT

Progressive evaluation.

COMMUNICATIONS II

Part A—The Use of English

One hour per week

This section is concerned with the communication 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

Casty, Alan

Emery, M. C. and
Smythe, T. C.
Groombridge, B.
Mayer, Henry
Merrill, J. C. and
Lowenstein, R.

Mass Media and Mass Man. New York, Holt, Rinehart & Winston, 1968.
Readings in Mass Communication. Dubuque, Iowa, William C. Brown Company, 1972.
Television and the People. London, Penguin, 1972.
The Press in Australia. Melbourne, Lansdowne, 1968.
Media, Messages and Men. New York, David McKay Co., 1971.

Thompson, Denys (ed.)

Discrimination and Popular Culture. London, Penguin, 1964.

Watson, K. and
Christie, Frances

Language and the Mass Media. Sydney, Reed, 1972.

Articles from the *Mass Media Review* and the *Journal of Popular Culture.*

College Library at 301.16.

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.
 Improving oral language.
 Approaches adopted by English teachers in fostering basic language abilities.

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.
 Jones, Anthony and Mulford, Jeremy
 Rosen, Harold
- Towards a New English.* Sydney, Reed, 1972.
- "Language and Learning in the Classroom." In *Language in Education*, ed. A. Cashdan and E. Grugeon. London, Routledge and Kegan Paul, 1972.
- Language, the Learner and the School.* London, Penguin, 1971.
- New Methods and Materials in Spelling.* Melbourne, Australian Council for Educational Research, 1967.
- Language and Learning.* London, Penguin, 1972.
- Language in use.* London, Edward Arnold, 1971.
- Language and Education.* London, Longmans, 1966.
- Children Using Language.* London, Oxford University Press, 1971.
- "The Language of Textbooks." In *Language in Education*, ed. A. Cashdan and E. Grugeon. London, Routledge and Kegan Paul, 1972.

ENGLISH I

Four hours per week

*Part A—Speech and Listening**Aims*

1. To discuss the role of speech and listening skills in the classroom and the community.
2. To provide opportunities to increase speech skills and listening efficiency.

The Techniques of Speech and Listening:
 Ear training in listening to speech sounds.
 The nature of listening: hearing, listening and auding.
 Voice production.
 Theory of speech, including the techniques of interpretation.
 Speech and listening in the classroom. The curricula.
 Analysis of faults of listening and of speech.
 Elementary phonetics.

Speech and Listening Activities:

Speech making.
 Interpretative reading (Prose, Verse and Drama).
 Verse speaking.
 Discussion.
 Debate.
 The procedure of public meetings.
 The improvement of listening skills.

Demonstrations.

ASSESSMENT

Progressive evaluation.

TEXTBOOKS

Bullard and Lindsay
 Sansom, C.
 McAllister

Speech at Work. Longmans, Green, 1951.

Speech in the Primary School. London, Black, 1965.

A Year's Course in Speech Training. London, Univ. London Press, 1952.

REFERENCES

Binder, Scott and Thompson
 Hoffman, C.
 Horner, G. M.
 Johnson, W. et al.

Talking Time. St. Louis, Webster.

Speech in the Australian Classroom. Sydney, Smith, 1964.

Good Speech in the Making. Adelaide, Rigby, 1959.

Speech Handicapped School Children. New York, Harper and Row, 1967.

Speaking and Listening. Dubuque, Iowa, Brown, 1965.

Creativity in Teaching. Belmont, Calif. Wadsworth, 1962.

Speech for the Classroom Teacher. Englewood Cliffs, N.J., Prentice-Hall, 1956.

Speech in the Elementary School. New York, McGraw-Hill, 1954.

Speaking and Listening. New York, Prentice-Hall, 1952.

Voice and Speech. London, Nisbet, 1948.

Lewis and Nichols
 Miel, A. (ed.)
 Mulgrave, D.

Ogilvic, M.

Weaver, et al.
 Thurburn, G.

AND

Part B—Reading

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

- Anderson, Jonathan *et al.* *Efficient Reading*. Sydney, McGraw-Hill, 1969.
 De Leeuw, M. and E. *Read Better, Read Faster*. London, Penguin, 1970.
 Strang, Ruth *et al.* *The Improvement of Reading*. New York, McGraw-Hill, 1967.

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.

AND

Part C—Drama

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.

Interpretative reading of prose and verse passages. Play reading: script analysis: dialogue and action integrated. Student production of short extracts from plays.

REFERENCES

- Bruford, Rose *Teaching Mime*. London, Methuen, 1958.
 Close, L. and Robson, J. *New Drama I*. Sydney, Whitcombe and Tombs, 1970.
 Lease and Siks *Creative Dramatics*. New York, Harper, 1952.
 Slade, Peter *Child Drama*. Univ. Lond. Press, 1956.
 White and Tobitt *Dramatized Ballads*. New York, Dutton, 1961.

ASSESSMENT

Progressive evaluation.

AND

Part D—The Teaching of English in the Primary School

An introduction to language teaching in the primary school to provide instruction in the teaching of the basic subjects of the N.S.W. English Primary Curriculum, including:

The Teaching of Spelling:

- Past and present attitudes to spelling.
- Selective material.
- The pre-test method.
- Evaluating spelling skill.

The Teaching of Handwriting:

- The handwriting styles and materials.
- Teaching a new letter or join.

The Teaching of Reading:

- Interpreting the Reading Syllabus.
- Understanding the reading process.
- Using the School Magazine to advantage.
- Integrating resources in a programme of instruction.
- Types of reading lessons.

Talking and Listening Skills:

- Developing skills in conversation, the talk, discussion and impromptu drama.
- Hearing, understanding, evaluating and responding.
- Mass media and the Primary School child.

Writing:

- Stimulating children to express feeling, to generate and express ideas, to write for a specific purpose and to convey a message clearly.

REFERENCES

- Anderson, Paul S. *Language Skills in Elementary Education*. New York, Macmillan, 1964.
- Bennett, D. M. *New Methods and Materials in Spelling*. Melbourne, Australian Council for Educational Research, 1967.
- Clegg, A. B. *The Excitement of Writing*. London, Chatto and Windus, 1964.
The Elementary School Journal.
The Reading Teacher.

ASSESSMENT

Essays, final examination.

AND

Part E—The Teaching of English in the Infant School

1. Aims of the teaching of English in the Infant School. Experience in the use of English of the Infant School child:
 - (a) Ability to use language to communicate.
 - (b) Ability to use the sentence form.
 - (c) The morning talk lesson.
 - (d) The comprehension and use of language forms—introduction of correct forms and the child's reproduction of these.
2. Development of oral embellishments. Broadening of imaginative fields in oral work. Picture Talk lessons. The conversational exchange of ideas—the Creative Play lesson—work with individuals and small groups.
3. Dramatization—formal and creative:
 - (a) The content of material to be dramatized.
 - (b) The use of impromptu and creative drama. The relation of content to the English programme, particularly in the illustration of difficult word usages.
 - (c) The use of puppetry.
4. Reading—the Prereading Stage:
 - (a) Left-right eye movement.
 - (b) Visual discrimination.
 - (c) Auditory discrimination.
 - (d) Exercises in the association of written material with concepts represented.
 - (e) Development of a sense of sequence through use of pictures.

5. The Beginning Reading Stage.

The Look-Say approach:

- (a) Word recognition.
- (b) Phrase recognition.
- (c) Sentence recognition.

The use of simple, direct, easily understood works. Use of contrast in visual quality. The value of the use of print similar to that used in writing.

The analytic approach—use of phonics.

- (a) The teaching of the basic sounds.
- (b) The breaking down of a word.
- (c) The building up of a word.
- (d) The use of contextual and auditory clues.

The complementary qualities of these approaches.

6. Phonic Training.

- (a) Digraphs.
- (b) Word building.
- (c) Word grouping.

7. Spelling. Introduction—the accurate reproduction of a simple pattern—the morphology of words. Systematizing knowledge gained through the use of phonics. The use of spelling names.

8. Handwriting. Developing handwriting readiness. The pre-writing course. Transition to formal script writing. Rhythmic pattern work as an aid to fluency.

Practical work—seven demonstrations (3 Infant, 4 Primary) on which brief assignments will be set.

ASSIGNMENTS AND ESSAYS

1. Note taking from curriculum with additions from reference material. About 1,000 words. Due April or May.
2. Practical assignment based on Infant Method plus analysis and comment—approximately 1,000 words. Due July.
3. Essay on research topic. About 1,000 words. Due September/October.

TEXTBOOKS

- Durkin, Dolores *Teaching them to Read*. Boston, Allyn and Bacon Inc., 1970.
- Frost, Joe L. *Issues and Innovations in the Teaching of Reading*. Scott Foresman and Co., 1967.
- Howes, Virgil M. and Darrow, Helen F. *Reading and the Elementary School Child*. New York, Macmillan, 1968.

REFERENCES

- Anderson, P. S. *Language Skills in Elementary Education*. New York, Macmillan, 1967.
- Gagg, J. *Beginning the Three R's*. London, Evans, 1960.
- Hildreth, G. *Teaching spelling*. New York, Holt, Rinehart & Winston, 1962.

DEPARTMENT OF ENGLISH

Schonell, F. S.

The Psychology and Teaching of Reading, 4th ed. Edinburgh, Oliver and Boyd, 1962.

METHOD OF ASSESSMENT

Progressive evaluation (assignment and demonstration work). Written examination.

AND

Part F—Growth of Literature

Syllabus Outline

Background studies in English literature for students who will be teaching English to give a general overview of English literature.

Topics include *Beowulf* and Malory; the development of drama; the development of the novel; review of poetry by centuries and "periods"; some characteristics of modern literature.

Practical work—Students are expected to take advantage of local presentations of films, plays, etc. Practical criticism.

TEXTBOOKS

To be notified in lectures.

REFERENCES

Allen, Walter
Brooks, C. and
Heilman, R.
Burgess, Anthony
Esslin, Martin
Leavis, F. R.
Watt, Ian

Tradition and Dream. London, Penguin, 1965.
Understanding Drama. New York, Holt, Rinehart & Winston, 1948.
The Novel Now. London, Faber, 1967.
The Theatre of the Absurd. London, Eyre and Spottiswoode, 1967.
The Great Tradition. London, Penguin, 1962.
The Rise of the Novel. London, Penguin, 1963.

ADDITIONAL REQUIREMENTS

An essay and/or class exercises—one essay 1,500 to 2,000 words due in July.

ASSESSMENT

Essay and/or class exercises, final examination.

ENGLISH IA

Three hours per week

Part A—An Introduction to English Teaching in the Secondary School

One hour per week

Topics to be covered include the following:

1. New directions in teaching English.
2. An examination in general of the N.S.W. Curricula in secondary school English.

DEPARTMENT OF ENGLISH

3. Range of lesson procedures.

4. Development of language abilities.

The course includes: Micro-teaching (refer Teaching Experience I), Demonstrations, Practice Teaching (refer Teaching Experience I), Excursions, Visiting Speakers, Video Tapes.

REFERENCES

As advised in lectures

ASSESSMENT

Exercises, essays.

Part B—Growth of Literature

Two hours per week

The following objectives have the greatest priority in the preparation of specialist English teachers.

- (1) Improvement of the student's knowledge of his literary heritage by developing his contact with major authors;
- (2) An increase in his knowledge of the development of different forms of literature;
- (3) Development of his understanding of questions and problems with which writers have been continually concerned; and
- (4) Development of his acquaintance with writers on whose work he can draw in his teaching to foster imaginative responses and to stimulate creative writing.

The lists that follow indicate the kind of material from which selections are made.

- (1) *Authors*—Medieval dramatists and balladists, Chaucer, Malory, Dante, Shakespeare, Jonson, Marlowe, Marvell, Swift, Defoe, Goldsmith, Austen, Coleridge, Blake, Dickens, Browning, Tennyson, Poe, James, Hardy, Joyce.
- (2) *Works*—*The Second Shepherd's Play*, *Abraham and Isaac*, *The Divine Comedy*, *Doctor Faustus*, *Volpone*, *Romeo and Juliet*, *Paradise Lost*, *The Duchess of Malfi*, *The Revenger's Tragedy*.

Shakespeare: The Sonnets. *Joseph Andrews*, *Moll Flanders*, *Gulliver's Travels*, *She Stoops to Conquer*, *The Deserted Village*, *The Way of the World*, *The School for Scandal*, *Persuasion*, *Songs of Innocence and Experience*, *The Rime of the Ancient Mariner*, *Great Expectations*,

Vanity Fair, The Scarlet Letter, The Red Badge of Courage, Robbery under Arms, Madame Bovary, Alice's Adventures in Wonderland, Barchester Towers, The Return of the Native, The Portrait of a Lady, The Way of all Flesh, Eminent Victorians, The Waste Land.

- (3) *Periods*—Metaphysical Poetry, Jacobean Revenge Tragedy, Restoration Comedy, Eighteenth Century Novel, Romantic Poetry, Victorian Era.
- (4) *Topics*—Gothic Trends, The Development of Satire, The Early Growth of the Short Story, Children's Classics, Twentieth Century Literature in relation to the Past.
- (5) *Themes*—Concepts of Love, Innocence and Evil.
- (6) *Film Interpretations*—such as *Romeo and Juliet, Tom Jones, Wuthering Heights, Great Expectations, The Portrait of a Lady.*
- (7) *Oral Interpretations*—studies of recorded readings.

REFERENCES

- Allott, Miriam
 Craig, Hardin
 Drew, Elizabeth
 Grierson, Herbert and Smith, J. C.
 Day Lewis, C.
 Lodge, David
 Manvell, Roger
 Pollard, Arthur
 Spender, Stephen and Hall, Donald (ed.)
 Sutherland, James
 Watt, Ian
- Novelists on a Novel.* London, Routledge and Kegan Paul, 1962.
The Literature of the English Renaissance. New York, Collier, 1962.
The Novel. New York, Dell, 1963.
A Critical History of English Poetry. London, Penguin, 1962.
The Poetic Image. London, 1947.
The Language of Fiction. London, 1966.
Shakespeare and the Film. London, 1971.
Satire. London, Methuen, 1970.
English and American Poets and Poetry. London, Hutchinson, 1970.
English Satire. Cambridge University Press, 1962.
The Rise of the Novel. London, Penguin, 1963.

ASSESSMENT

Class Exercises, Essays, Seminar Papers, Final Examination.

ENGLISH IB

Four hours per week

Part A—Speech and Listening

One hour per week

This section is designed to give comprehensive knowledge of and practice in the production of the voice; a skilled standard of performance in acting and speaking; and general development of the voice in effective public presentation. Attention is also given to public speaking skills.

Voice production: physiology, dynamics, tonal development and projection.

Theatre techniques in movement and speech.

Microphone and TV speech techniques from plays, verse and prose for performance.

Production of programmes of readings from poetry and drama.

TEXTBOOKS

As advised in lectures.

REFERENCES

- Gilman, Wilber E. et al. *The Fundamentals of Speaking.* New York, Macmillan, 1964.
 Gordin, W. R. and Mammin, E. W. *The Art of Speaking.* London, Allen, 1967.
 Mulgrave, Dorothy *Speech for the Classroom Teacher.* Englewood Cliffs, N.J., Prentice-Hall, 1956.
 Turner, Clifford *Voice and Speech in the Theatre.* London, Pitman, 1966.
 Wise, Arthur *Your Speech.* London, Longmans, 1969.

ADDITIONAL REQUIREMENTS

One essay (1,500 words). Class tests or exercises. Final written test.

ASSESSMENT

Progressive evaluation based upon practical work and essays. Class tests.

AND

Part B—Drama

Three hours per week

Practice in the various skills of play production: make up, lighting, set and costume design, stage management, grouping and movement on the stage. Experience in acting and the production of plays (through the performance of excerpts from contemporary plays). History of the playhouse and the stage. Study of contemporary dramatists (at least one play from each in the necessary detail): Ionesco, Albee, Pinter, Beckett, Brecht, Osborne, Wesker, Behan, Patrick White, for example.

TEXTBOOKS

As advised by lecturers.

REFERENCES

- Allardyce, Nicoll *World Drama.* London, Harrup, 1949.
 Brustein, Robert *The Theatre of Revolt.* London, Methuen, 1965.
 Esslin, Martin *The Theatre of the Absurd.* London, Eyre and Spottiswoode, 1967.
 Hansen, H. H. *Costume Cavalcade.* London, Methuen, 1958.
 Marriott, J. W. *The Theatre.* Sydney, Harrap, 1946.
 Melville, Harald *Designing and Painting Scenery for the Theatre.* London, Art Trade Press, 1949.
 Sheldon, Cheney *The Theatre.* London, Longmans, Green, 1947.

DEPARTMENT OF ENGLISH

ADDITIONAL REQUIREMENTS

Participation in the active work of production and play-acting.
Seminars. One essay (1,500 words). Practical assignments—one each term.

ASSESSMENT

Progressive evaluation.

ENGLISH IAE

Literature and the Modern Mind

Three hours per week

Prerequisite—None.

Five strands will be offered in the Elective.

Strand 1. Twentieth Century Violence

The theme of violence is frequently treated in twentieth century literature. This strand of the subject examines its treatment by writers in different genres.

Strand 2. Censorship

Many works of literature have been, at some time during their existence banned or restricted. In this strand some of these works will be examined critically with the intention of assessing their intrinsic worth.

Strand 3. The Plight of the Individual

The techniques of modern writers in the various literary forms will be considered to see how they view and present the plight of the individual today.

Strand 4. Women in Fiction

The role of the female in fiction—an historical overview to provide a background to the modern emancipated heroine.

Strand 5.

The fifth strand will be decided on by the lecturer and his students after a period of discussion and inquiry.

COURSE REQUIREMENTS

As directed by lecturer.

ASSESSMENT

By means of examination, written assignments and seminar participation.

DEPARTMENT OF ENGLISH

ENGLISH IBE

Practical Theatre and Film I— Theatre and Stage Craft.

Three hours per week

Prerequisite—None.

1. Relaxation; inhibition release; movement.
2. Non-scripted creativity.
3. Acting.
4. Basics of dramatic structure.
5. Play production and performance.
6. History of theatre and costume.
7. Make-up.
8. Lighting and sound.
9. Voice production for the stage.

REFERENCES

To be advised during the course.

ASSESSMENT

1. Practical exercises.
2. Assignments.

ENGLISH II

Five hours per week

PART A—COMMUNICATIONS

Section A—*Creative Writing*

One hour per week for one Semester

This unit is designed to give students creative experience of expression in different forms of writing for audiences of various kinds, including children. Attention is given to the writing of poems, stories and prose sketches in particular—may include scripts and informal essays.

REFERENCES

Ashe, Geoffrey
Cowley, Malcolm *et al.*

The Art of Writing. London, W. H. Allen, 1972.
Writers at Work. (Three series). London, Secker and Warburg, 1958, 1963, 1967.

ASSESSMENT

Exercises and examination.

DEPARTMENT OF ENGLISH

ADDITIONAL REQUIREMENTS

Participation in the active work of production and play-acting.
Seminars. One essay (1,500 words). Practical assignments—one each term.

ASSESSMENT

Progressive evaluation.

ENGLISH IAE

Literature and the Modern Mind

Three hours per week

Prerequisite—None.

Five strands will be offered in the Elective.

Strand 1. Twentieth Century Violence

The theme of violence is frequently treated in twentieth century literature. This strand of the subject examines its treatment by writers in different genres.

Strand 2. Censorship

Many works of literature have been, at some time during their existence banned or restricted. In this strand some of these works will be examined critically with the intention of assessing their intrinsic worth.

Strand 3. The Plight of the Individual

The techniques of modern writers in the various literary forms will be considered to see how they view and present the plight of the individual today.

Strand 4. Women in Fiction

The role of the female in fiction—an historical overview to provide a background to the modern emancipated heroine.

Strand 5.

The fifth strand will be decided on by the lecturer and his students after a period of discussion and inquiry.

COURSE REQUIREMENTS

As directed by lecturer.

ASSESSMENT

By means of examination, written assignments and seminar participation.

DEPARTMENT OF ENGLISH

ENGLISH IBE

Practical Theatre and Film I— Theatre and Stage Craft.

Three hours per week

Prerequisite—None.

1. Relaxation; inhibition release; movement.
2. Non-scripted creativity.
3. Acting.
4. Basics of dramatic structure.
5. Play production and performance.
6. History of theatre and costume.
7. Make-up.
8. Lighting and sound.
9. Voice production for the stage.

REFERENCES

To be advised during the course.

ASSESSMENT

1. Practical exercises.
2. Assignments.

ENGLISH II

Five hours per week

PART A—COMMUNICATIONS

Section A—*Creative Writing*

One hour per week for one Semester

This unit is designed to give students creative experience of expression in different forms of writing for audiences of various kinds, including children. Attention is given to the writing of poems, stories and prose sketches in particular—may include scripts and informal essays.

REFERENCES

Ashe, Geoffrey
Cowley, Malcolm *et al.*

The Art of Writing. London, W. H. Allen, 1972.
Writers at Work. (Three series). London, Secker and Warburg, 1958, 1963, 1967.

ASSESSMENT

Exercises and examination.

AND

Section 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

- Casty, Alan *Mass Media and Mass Man*. New York, Holt, Rinehart & Winston, 1968.
- Emery, M. C. and Smythe, T. C. *Readings in Mass Communication*. Dubuque, Iowa, William C. Brown Company, 1972.
- Groombridge, B. *Television and the People*. London, Penguin, 1972.
- Mayer, Henry *The Press in Australia*. Melbourne, Lansdowne, 1968.
- Merrill, J. C. and Lowenstein, R. *Media, Messages and Men*. New York, David McKay Co., 1971.
- Thompson, Denys (ed.) *Discrimination and Popular Culture*. London, Penguin, 1964.
- Watson, K. and Christie, Frances *Language and the Mass Media*. Sydney, Reed, 1972.
- Articles from the *Mass Media Review* and the *Journal of Popular Culture*.

College Library at 301.16.

ASSESSMENT

Essay and exercises.

AND

Section C—*Language and Linguistics*

One hour per week

1. The nature of language and language learning: an examination of the views of psychologists and linguists.
2. Modern approaches to linguistic description: an introduction to transformational grammar.
3. Linguistics and classroom practice: application of the findings of linguistic research to the teaching of English.

REFERENCES

- Britton, J. *Language Learning*. London, Penguin.
- Bellugi, V. and Brown, R. (eds.) *The Acquisition of Language*. Lafayette, Child Development Publications, 1964.
- Cattell, N. R. *The Design of English*. Sydney, Heinemann, 1969.
- Chomsky, C. *The Acquisition of Syntax in Children from 5-10*. Cambridge, Mass., M.I.T. Press, 1969.
- Creber, J. W. Patrick *Lost for Words*. London, Penguin.
- Douglas, D. *Linguistics and the Mind*. Sydney, Syd. Univ. Ext. Board, 1973.
- Eishenhardt, C. *Applying Linguistics in the Teaching of Reading and Language Arts*. Columbus, Ohio, Charles E. Merrill, 1972.
- Herriott, P. *Language and Teaching*. London, Methuen, 1971.
- Keddie, N. (ed.) *Tinker, Tailor—The Myth of the Cultural Disadvantage*. London, Penguin.
- Lyons, J. *Chomsky*. London, Fontana.
- Reed, C. *The Learning of Language*. New York, Scribners, 1970.
- Rosen, C. and H. *Language of Primary School Children*. London, Penguin.
- Schane, H. G. *Linguistics and the Class Room Teacher*. Washington, Assn. S.C.D., 1967.
- Slobin, D. I. *Psycholinguistics*. Glenview, Ill., Scott Foresman, 1971.
- Wilkinson, A. *The Foundations of Language*. London, O.U.P., 1971.

ASSESSMENT

1. Essays and exercises.
2. Examination.

PART B—GENERAL PRIMARY

Section A—*The Teaching of English in the Primary School*

A continuation and extension of the first year unit in teaching Primary English. A selection is made from such topics as the following:

- Integrated English—the centrality of literature.
- Focal points—themes, centres of interest, projects.
- Thematic source books.
- Strategies in discussing poems and stories.
- Useful poetry anthologies.
- The value of free verse.
- Stimulating reading interests. Wide reading of fiction.
- Useful short stories—possible teaching approaches.
- A novel as a centre of interest. Possible approaches with useful novels.
- Literature as a basis for work in developing listening, speaking, reading and writing.
- From literature to creative writing, or vice versa.
- Literature as a stimulus for creative writing and dramatic expression.
- Using literature produced by children.
- Developing language abilities through personal writing.
- Improving language performance in the context of subjects other than writing—subjective writing in these areas.

Individualizing learning—spelling, punctuation and sentence structure.

Oral reading and comprehension. The limitations of reading laboratories, rate controllers and comprehension exercises. Standardized tests—their use and danger.

Stories, poems and novels as bases for mass media work.

The value of small group and panel discussions.

Significant method writers.

Children with reading difficulties.

REFERENCES

Jones, Anthony and Mulford, Jeremy Smith, James A.

Children Using Language. London, Oxford University Press, 1971.

Creative Teaching of Reading and Literature in the Elementary School. Boston, Allyn and Bacon, 1967.

Walshe, R. D.

Exploring the New English. Sydney, English Teachers' Association of N.S.W., 1973.

ASSESSMENT

Exercise, essays, examination.

OR

Section B—*The Teaching of English in the Infant School*

Amplification of the subjects treated in the first year—discussion of Reading, Spelling, Literature, Drama, Oral and Written Expression and work on programmes and timetables for Infant Grades (Kindergarten, First and Second Grades).

Reading—Types of reading lessons, including activity and group reading. Principles of writing and treatment of basic reading primers. Extensive reading—library and supplementary work. Chalkboard reading.

Handwriting—The use of manuscript. Syllabus requirements. Principles involved in the movement from fluency and pre-writing exercises to written material. Synthetic and analytic.

Expression—Correct usage—a positive approach to the development of acceptable grammatical habits. Expression in formal and informal language activities. Method and scope of correction. Extension of vocabulary.

Written Expression—Relating needs in written work to the maturational standard of the child. The formal, informal and diary approaches. Correction. Appreciation. Creative writing.

Conversation Periods—The technique of a morning conversation period. Variations in procedure according to variations in aim—conversation to foster expression, to elicit information, to develop a code of behaviour.

Spelling—Becoming “word conscious”. Emphasis on spelling as a written activity. Spelling by sight, sound, touch, letter names. Use of word-grouping. Selection of suitable lists with reference to the needs of the child and correlation with reading. Development of interest in and positive approach to words. Dictation for testing. Methods of correction.

Literature—Principles of selection of poems suitable for:

- (a) memorization;
- (b) appreciation.

Methods of Presentation—The importance of enjoyment. Lesson procedures. Principles for the selection of stories suitable for telling and reading. Methods of presentation. Stories for children's re-telling. Stories for dramatization. Serial stories.

Drama—Informal—for expression and as a teaching aid. Formal—dramatic activities including acting of stories and poems, development of expression of character and feeling. Use of simple properties. Puppetry and mime.

Creative Play and Creative Activities—Types of activities. Use in social training and developing informal language activities. Use to develop group discussion. Motivation for early reading.

Kindergarten—Training in listening skills. Preparation and motivation for later reading. Training in the skills needed to prepare for reading.

Programming and Timetables—Principles and procedures as they relate to the needs and abilities of the 5-8 year-old child.

The Lower Division—Adaptation of lesson procedures for use in teaching Lower Division.

Demonstrations—Lessons illustrative of procedures and methods are given at the Demonstration School and fully discussed.

ADDITIONAL REQUIREMENTS

Practical work. Five sets of collected practical material. Demonstrations.

Assignments and Essays. Analysis and comment on above practical material—due
1. First Term; 2. Second Term; 3. Third Term.

TEXTBOOKS

Goddard, Nora, L.
Renwick, A. and I. D.

Reading in the Modern Infants School.
Some Modern Lesson Procedures for Infant Grades.
Newcastle, Newtex Productions, 1963.
Programming Reading in Infants Grades. Newcastle, Newtex Productions, 1966.

REFERENCE BOOKS

Foster and Headley

Education in the Kindergarten. New York, American Book Co., 1959.

McKee and Harrison

Let's Talk—Annotated Teacher's Guide.

METHOD OF ASSESSMENT

Progressive assessment with alternative examination.

TOGETHER WITH

Section C—*Children's Literature—Its Development*

1. A consideration of children's literature as a representative of the moral and social values of a society.
2. Analysis of the content of stories to present their relationship to the present day as instruments of communicating the values of a contemporary culture.
 - (a) a cautionary tale;
 - (b) a nonsense story;
 - (c) a realistic story.
3. Emergence and use of the following:
 - myths,
 - fables,
 - folk tales,
 - legends,
 - fairy tales.
4. The criteria of a good children's book.
5. History and development of Children's Books. The use of books written for adults as vehicles of moral instruction—Foxe's *Book of Martyrs*. The children's appropriation of books written for adults, e.g. *Robinson Crusoe* and *Gulliver's Travels* because of:
 - (a) basically good stories;
 - (b) episodic plot structures.
6. The development of didacticism in material written for children.
7. The recording of folk tales—a comparatively late literary phenomenon—The Brothers Grimm.
8. The development of the literary folk and fairy tales at a time when society becomes both urban and industrial—Hans Christian Andersen.

9. The development of the incorporation of moral content into an artistic whole, e.g. Kingley's *The Water Babies*. The use of symbolism in characterization.

10. The development of children's literature as a form aimed directly at children's enjoyment—The nonsense story which mocks adult's values—Carroll's *Alice in Wonderland*.

11. Boys' adventure stories—R. M. Ballantyne's *Coral Island*—relevance to modern literature—Golding's *Lord of the Flies*.

12. The children's story written with author-like identification—e.g. E. Nesbit's *The Treasure Seekers*.

13. The recent developments of qualities of fantasy in children's literature—*The Hobbit* (J. R. Tolkien) leading on to adult material—*The Lord of the Rings*; *The Borrowers* (Mary Norton); *The Narnia* series (C. S. Lewis)—use of symbolism.

14. Australian writing for children. The bush stories—*Dot and the Kangaroo*. The growing recognition of the worth of aboriginal myths—*Children of the Dark People* (F. D. Davidson), *Fantasy* (Norman Lindsay), *The Magic Pudding*. A bush fantasy with lilliputian qualities—*Snugglepoot and Cuddlepie* (Mary Gibbs). The postwar emergence of an indigenous Australian children's literature. Prize material.

ASSIGNMENTS AND ESSAYS

Critical essay or practical writing for children—1,200 words—due July.

TEXTBOOKS

Arbuthnot, M. H.
Meigs, C.

Children and Books. Scott Foresman & Co.
A Critical History of Children's Literature. New York, Macmillan, 1953.
A Critical Approach to Children's Literature. McGraw-Hill Book Co., 1967.

REFERENCE BOOKS

Hazard, P.
White, D.

Books, Children and Men. Boston, Horn Book Inc., 1960.
About Books for Children. N.Z. Library Association.

AND

Section D—*Contemporary Literature: Fiction and Poetry from the 1930s to the Present*

The objectives having the highest priority in this work of equipping the student to participate in the cultural life of communities and to carry out his classroom work in English effectively are the following:

- (1) to improve his knowledge of cultural trends as they are reflected in contemporary literature to the extent that this understanding improves his response,

DEPARTMENT OF ENGLISH

- (2) to develop his acquaintance with prose extracts, stories and poems in which he can draw on his own teaching,
- (3) to equip him with understandings and abilities that he will need in order to foster creative responses to literature and to cultivate imaginative writing in the classroom situation,
- (4) to sharpen his sensitivity to the tonal effects of words and to develop his ability to perceive the central meanings or purposes of a work of literature, and
- (5) (if need be) to remedy cultural deficiencies.

The study may be developed in three parts, but the novel section should occupy at least half the available time.

1. *Novels*

At least four to be studied closely—selection to be notified in lectures.

2. *Short stories*

To be chosen from the work of some of the following—William Faulkner, Graham Greene, Joyce Cary, Alan Sillitoe, Bernard Malamud, Patrick White, Truman Capote. One of these authors may be studied in detail.

3. *Poems*

To be chosen from the work of poets such as Carl Sandburg, Robert Frost, Theodore Roethke, Bruce Dawe, E. E. Cummings, Sylvia Plath, Peter Porter, Lawrence Ferlinghetti, Alan Ginsberg. Special attention may be given to such matters as:

- (1) The representation of children in literature—e.g. *The Go-Between*, *The Prime of Miss Jean Brodie* and *The Sailor Who Fell from Grace with the Sea*.
- (2) Approaches to the relationship between the individual and society—e.g. *To Have and Have Not*, *The Fixer*, *The Loneliness of the Long Distance Runner*, *Catch-22*, *Brighton Rock*, *Mister Johnson*, *The Horse's Mouth*, *One Day in the Life of Ivan Denisovich*, *The French Lieutenant's Woman*.
- (3) Novels interpreted in film—e.g. *The Go-Between*, *Slaughterhouse Five*, *The Virgin and the Gipsy*, *Catch-22*.

REFERENCES

Grigson, Geoffrey
Spender, Stephen and
Hall, Donald

Modern World Literature. London, Hutchinson, 1970.
English and American Poets and Poetry. London,
Hutchinson, 1970.

ASSESSMENT

Exercises, seminar papers and final examination.

DEPARTMENT OF ENGLISH

ENGLISH IIA

Four hours per week

Part A—The Creative Approach to Secondary English Teaching

Two hours per week

A selection is made from the following topics:

Major theorists—such as John Dixon, Herbert Muller, David Holbrook, David Shayer, Frank Whitehead, F. D. Flower, James Britton.

Dimensions of creativity—written, oral, dramatic.

The development of spelling, punctuation and sentence structure.

Approaches to teaching literature.

Wide reading programmes.

Language—language development through literature and creative writing; improving listening and comprehension; helping backward readers; the mass media as sources of material for developing language abilities.

Focal points—themes (possibilities for particular themes will be explored), centres of interest (a novel, a short story writer, a poet, a play) and projects.

Stimuli for creative writing—e.g. literature, photographs, painting, music, sounds, mass media.

REFERENCES

As advised in lectures.

ASSESSMENT

Exercises, essays, examination.

AND

Part B—British Literature in the Twentieth Century

Two hours per week

An examination of changing interests in meaning and form—in novel, short story, poetry and drama.

A selection is made from the work of writers such as W. B. Yeats, James Joyce, H. G. Wells, Gerard Manley Hopkins, Joseph Conrad, George Bernard Shaw, E. M. Forster, J. M.

Synge, John Galsworthy, Aldous Huxley, D. H. Lawrence, Katherine Mansfield, Virginia Woolf, Evelyn Waugh, Robert Graves, W. H. Auden, Sean O'Casey, Somerset Maugham, Elizabeth Bowen, H. E. Bates, Henry Green, Joyce Cary, Graham Greene, William Golding, L. P. Hartley, C. P. Snow, Samuel Beckett, Lawrence Durrell, John Wain, John Arden, Arnold Wesker, Kingsley Amis, Muriel Spark, Iris Murdoch, Dylan Thomas, John Fowles, Edna O'Brien, Margaret Drabble, Harold Pinter, John Braine, Alan Sillitoe, Ted Hughes, Thom Gunn.

The course will explore recurring interests in such matters as:

- Violence.
- Love.
- The Role of Women.
- Innocence.
- Evil.
- Imagination.
- Living Death.
- The Plight of the Individual.

REFERENCES

- | | |
|---|---|
| <p>Allen, Walter
Burgess, A.
Collins, A. S.

Ford, Boris
Karl, Frederick

Rabinovitz, Rubin</p> | <p><i>Tradition and Dream.</i> London, Phoenix, 1964.
<i>The Novel Now.</i> London, Faber, 1967.
<i>English Literature of the Twentieth Century.</i> London, University Tutorial Press, 1962.
<i>The Modern Age.</i> London, Pelican, 1961.
<i>A Reader's Guide to the Contemporary English Novel.</i> London, Thames and Hudson, 1963.
<i>The Reaction against Experiment in the English Novel, 1950-1960.</i> New York, 1967.</p> |
|---|---|

ASSESSMENT

Exercises, essays, examination.

ENGLISH IIB

Four hours per week

Part A—Film

Two hours per week

The section may be dealt with in two parts:

- (a) Students develop techniques of critical appreciation in studying the art of film. In addition, they study the techniques of teaching film appreciation in secondary schools. The following matters are emphasized:

1. Historical perspective.
2. Elements of film language.
3. The documentary.
4. The animated film.
5. Producers and directors.
6. The use of film extracts.

- (b) Film Making. Appreciation of the art of the film requires an understanding of the techniques available to the filmmaker. Students study the following aspects as they relate to the use of 8mm and 16mm equipment and to the use of CCTV:

- visual composition and movement;
- shot and sequence arrangement;
- use of light and colour;
- correlation of visuals and sound.

TEXTBOOKS

- | | |
|---|---|
| <p>Bobker, L. R.

Fists, S.
Kuhns, W. and
Giardino, T. F.
Stephenson, R. and
Debrich, J. R.</p> | <p><i>Elements of Film.</i> New York, Harcourt, Brace and World, 1969.
<i>Film Making.</i> Sydney, R. J. Cleary, 1972.
<i>Behind the Camera.</i> Dayton, Pflaum, 1970.
<i>The Cinema as Art.</i> London, Penguin, 1969.</p> |
|---|---|

REFERENCES

- | | |
|--------------------------------------|--|
| <p>Gessner, R.
Lawson, J. H.</p> | <p><i>The Moving Image.</i> London, Cassell, 1968.
<i>Film: The Creative Process.</i> New York, Hill and Wang, 1969.</p> |
|--------------------------------------|--|

ASSESSMENT

1. Essays and exercises, practical exercises.
2. Examination.

Part B—Mass Media

Half an 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

- Casty, Alan *Mass Media and Mass Man*. New York, Holt, Rinehart & Winston, 1968.
- Emery, M. C. and Smythe, T. C. *Readings in Mass Communication*. Dubuque, Iowa, William C. Brown Company, 1972.
- Groombridge, B. *Television and the People*. London, Penguin, 1972.
- Mayer, Henry *The Press in Australia*. Melbourne, Lansdowne, 1968.
- Merrill, J. C. and Lowenstein, R. *Media, Messages and Men*. New York, David McKay Co., 1971.
- Thompson, Denys (ed.) *Discrimination and Popular Culture*. London, Penguin, 1964.
- Watson, K. and Christie, Frances *Language and the Mass Media*. Sydney, Reed, 1972.
- Articles from the *Mass Media Review* and the *Journal of Popular Culture*.

College Library at 301.16.

ASSESSMENT

Essay and exercises.

Part C—Language and Linguistics

One and a half hours per week

This study investigates and develops methods of applying the results of linguistic research to the classroom situation in the teaching of reading, writing, speaking and listening. The following are the major areas of study:

- (1) Kinds and levels of usage;
- (2) Semantic, phonological and graphic aspects of vocabulary development;
- (3) Patterns in and signals of written and spoken structures;
- (4) Use and appreciation of structural patterns of units larger than the sentence;
- (5) Appreciation and control of style with particular reference to the relationship between style and context;
- (6) Problems of semantic interpretation.

ASSESSMENT

1. Essays and exercises.
2. Examination.

REFERENCES

- Alyeshmerni, M. and Taubr, P. *Working with Aspects of Language*. New York, Harcourt, Brace and World, 1970.
- Anderson, W. L. and Stageberg, N. C. *Introductory Readings on Language*. 3rd Ed. New York, Holt, Rinehart & Winston, 1970.
- Beechold, H. F. and Behling, J. L. *The Science of Language and the Art of Teaching*. N.Y., Charles Scribners Sons, 1972.
- Bolinger, D. *Aspects of Language*. New York, Harcourt, Brace and World, 1968.
- Malmstrom, J. and Lee, J. *Teaching English Linguistically*. New York, Appleton-Century-Crofts, 1970.
- Schane, H. G. *Linguistics and the Classroom Teacher*. Washington Assn. for Supervision and Curriculum Development, 1967.

COMPENSATORY ENGLISH (Supplementary)

Elements of this course will be drawn upon during the second and third years of the preparation of specialist English teachers.

The course aims to help prospective teachers to recognize and alleviate some of the major obstacles to growth in English at the secondary school level.

- (i) The need for Compensatory English studies and activities—problems of assumptions, priorities, gaps, lags and relevance in conventional courses. The place of English in the total education of the individual child—the slow learner, the underachiever, the child with specific learning disability, the culturally disadvantaged child, the in-school drop-out and the migrant child.
- (ii) Implications for the teaching of English of changes in secondary school populations. Special local problems of conversion of selective schools to comprehensive schools.
- (iii) Innovations in diagnostic and compensatory teaching in the language arts areas, especially reading—materials, organization, teaching strategies, sources of help. Opportunities for co-operative “across-the-subjects” teaching. Stress-points in remedial and compensatory programmes.

REQUIREMENTS

Lectures, seminars, visits and case study.

TEXTBOOKS AND REFERENCE BOOKS

As advised in lectures.

ASSESSMENT

Adequate participation in course work. Case study preparation.

ENGLISH IIZ

Three hours per week

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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 IIAE

American Fiction

Three hours per week

Prerequisite—Pass in any first year English subject.

This course will study variations on American themes as portrayed in fiction of the 20th century.

Authors to be read include: Dreiser, James, Fitzgerald, Hemingway, Steinbeck, dos Passos, Faulkner, Warreu, Kerouac, Mailer, Baldwin, Heller, Miller, Donleavy, Barth, Vonnegut and Malamud.

ASSESSMENT

Assignment and class work.

ENGLISH IIBE

*Practical Theatre and Film II—
Film and TV*

Three hours per week

Prerequisite—Pass in any First Year English subject.
Students will learn how to produce films and videotapes, using Super 8mm, 16mm and CCTV equipment. The following aspects will be emphasized:

A. *Techniques*

1. Camera operation;
2. VTR and Video Camera operation (studio and portable);
3. Scripting;
4. Direction and editing;
5. Soundtrack production.

B. *Film Language*

1. Visual composition and movement;
2. Shot and sequence arrangement;
3. Use of light and colour;
4. Correlation of visuals and sound.

TEXTBOOKS

- | | |
|-------------------------------------|---|
| Bobker, L. R. | <i>Elements of Film.</i> New York, Harcourt, Brace and World, 1969. |
| Fist, S. | <i>Film Making.</i> Sydney, R. J. Cleary, 1972. |
| Kuhns, W. and
Giardino, T. F. | <i>Behind the Camera.</i> Dayton, Pflaum, 1970. |
| Stephenson, R. and
Debrix, J. R. | <i>The Cinema as Art.</i> London, Penguin, 1969. |

ASSESSMENT

1. Practical film and TV production.
2. Examination.

ENGLISH III

Four hours per week

Part A—Australian Literature

Three hours per week

The study examines developments in the form of prose, poetry and drama written by Australians.

Selected novels, short stories, poems and plays form the basis of the course, but wide reading is expected outside these texts. It would include periodicals such as the *Bulletin*, *Meanjin*, *Southerly*, *Quadrant*, *Overland*, *New Poetry* and *Poetry Australia*. Themes such as Convictism, Mateship, Personal Conflict and Minority Cultures are examined through the selected texts.

TEXTBOOKS

As advised in lectures.

REFERENCES

- | | |
|---------------------------------|---|
| Buckley, Vincent | <i>Essays in Poetry, Mainly Australian.</i> Melbourne, 1957. |
| Dutton, G. (ed.) | <i>The Literature of Australia.</i> Melbourne, Penguin, 1964. |
| Ewers, J. K. | <i>Creative Writing in Australia: A Selective Survey.</i> Melbourne, 1962. |
| Green, H. M. | <i>A History of Australian Literature.</i> Sydney, Angus & Robertson, 1966. |
| Hope, A. D. | <i>Australian Literature 1950-62.</i> Melbourne, 1963. |
| Rees, Leslie | <i>Towards an Australian Drama.</i> Sydney, 1953. |
| Shapcott, T. W. | <i>Australian Poetry Now.</i> Melbourne, Sun Books, 1970. |
| Shapcott, T. W. and
Hall, R. | <i>Impulses in Australian Poetry.</i> Brisbane, University of Queensland Press, 1968. |
| Wright, J. | <i>Preoccupations in Australian Poetry.</i> Melbourne, Oxford University Press, 1965. |

ASSESSMENT

Essays, seminar and final examination.

AND

Part B—Teaching English in the Secondary Schools

One hour per week

A brief coverage of the kinds of topics listed for English IIIA—
Advanced Studies in Teaching English.

REFERENCES

As advised in lectures.

ENGLISH IIIA

Advanced Studies in Teaching English

Three hours per week

A selection is made from the following areas:

- Approaches to literature in the junior school.
- Approaches to literature in the senior school.
- Literature for backward readers.
- Research studies in the teaching of English.
- Evaluating and examining English.
- The library and the English teacher.
- Technological equipment and the English teacher.
- Teaching aids—their relevance to the classroom.

REFERENCES

As advised in lectures.

ENGLISH IIIB

American Literature

Three hours per week

A selection of themes discernible in American literature is studied in depth to provide a sound background in the main-stream developments in American literature. It should be noted that the works of certain major authors may be referred to in connection with more than one of the themes: students should be aware that these themes are not exclusive classifications. For this reason students are, if they wish, able to make special studies of writers whose works particularly interest them.

Themes:

- The American Abroad.
- The Isolation Theme.
- The Novel as Mirror of the Times.
- The American Dream.
- Political Themes.
- Minority Cultures.
- American Humour.
- Themes of Love and Death.

Writers. Hawthorne, Melville, James, Twain, Crane, Dreiser, Sinclair, Faulkner, dos Passos, S. Lewis, Fitzgerald, Hemingway, Steinbeck, West, Baldwin, Bellow, Mailer, Updike, Malamud, Salinger, Heller, Nabokov, Roth.

Poe, Longfellow, Whitman, Dickinson, Frost, Pound, Stevens, Cummings, Lowell, Williams, MacLeish, Ferlinghetti, Ginsberg, Dylan.

O'Neill, Rice, Anderson, Wilder, Miller, Tennessee Williams, Kopit, Carson, Gelber, Albee.

REFERENCES

To be recommended by the lecturer during the year. However, several good anthologies are available and it would be advantageous for students to acquire one prior to commencement.

ASSESSMENT

By means of assignment, seminar and examination.

ENGLISH IIIC

Atypical Children—English under Difficulties

Four hours per week

This is a problem-centred investigation which aims at the understanding of impediments to learning and achievement in the language arts and at exploration of ways of helping children to overcome disabilities. The study is closely related to three of the major areas of difficulty experienced by teachers and learners, viz. Remedial Reading, Speech Problems and Teaching English as a Foreign Language.

Section I—Remedial Reading

One hour per week

- (i) Reading revisited: a review of techniques and activities previously discussed and implemented during practice teaching;
- (ii) Reading disability: some effects of failure on learning;
- (iii) The place of reading in curricula at all levels—disability in relation to changing tasks and expectations;
- (iv) Innovations in reading instruction, e.g. Breakthrough to Literacy, Words in Colour—application to remedial work;
- (v) Techniques of remediation—direct and indirect;
- (vi) Materials and facilities. Design and preparation of reading aids;

- (vii) Organization problems — administrative arrangements within the individual classroom and the school—stress-points in remedial programmes;
- (viii) Preserving the gains—a programme of compensatory teaching to maintain improvement.

NOTE: The above programme is intended to build on the testing and diagnosis by the Education Department of the College.

ADDITIONAL REQUIREMENTS

- (i) Continuing in-school experiences in remedial work;
 (ii) Demonstrations, visits and lectures from local and visiting practitioners.

ASSESSMENT

Evaluation of case work; unit tests.

REFERENCES

- Bond, G. L. and Tinker, M. A. *Reading Difficulties: Their Diagnosis and Correction*. New York, Appleton-Century-Crofts, 1967.
- Dechant, E. *Diagnosis and Remediation of Reading Difficulty*. New York, Parker, 1968.
- Frost, Joe L. *Issues and Innovations in the Teaching of Reading*. Glenview, Illinois, Scott Foresman, 1967.
- Harris, A. J. (ed.) *Casebook on Reading Disability*. New York, McKay, 1970.
- Mackay, David, Thompson, B. and Schaub, P. *Breakthrough to Literacy*. London, Longmans, 1970.
- Otto, W. and McMenemy, R. A. *Corrective and Remedial Teaching: Principles and Practices*. Boston, Houghton Mifflin, 1966.
- Southgate, V. and Roberts, G. R. *Reading—Which Approach?* London, University Press, 1970.
- Stauffer, R. G. *The Language Experience Approach to the Teaching of Reading*. New York, Harper and Row, 1970.
- Strang, R. et al. *The Improvement of Reading*. 4th ed. New York, McGraw-Hill, 1967.
- Articles, especially from *The Reading Teacher*, as indicated in lectures.

Section II—Speech Problems

One hour per week

The aim of this part is to broaden the student's knowledge of the physiology of speech; to introduce the student to methods of detecting, analyzing and treating speech faults in school-children; to study and experience means and methods of referral of speech defects; to develop and improve, incidentally, the student's own speech abilities.

The development of language in children.

Classification of speech faults and defects.

Speech correction and improvement services.

The speech mechanism and production of speech sounds.

Defects of voice quality.

Speech and impaired hearing—other physical defects.

ADDITIONAL REQUIREMENTS

Lecturettes; writing case studies; remedial work in schools.

TEXTBOOK

Eisenson, J. and Ogilvie, M. *Speech Correction in the Schools*. New York, Macmillan, 1963.

REFERENCES

- Ecroyd, F. P. *Voice and Articulation: A Handbook*. Illinois, Scott Foresman, 1966.
- Lewis, M. M. *How Children Learn to Speak*. London, Harrap, 1957.
- Piaget, Jean. *The Language and Thought of the Child*. London, Routledge, 1959.
- Scott, L. B. and Thompson, J. J. *Phonics in Listening, in Speaking, in Reading, in Writing*. New York, McGraw-Hill, 1962.
- Van Riper, Charles. *Speech Correction: Principles and Methods*. London, Constable, 1963.

ASSESSMENT

Progressive evaluation.

Section III—Teaching English as a Foreign Language

One hour per week

- Problems of the Migrant Child:
 - Linguistic and cultural.
 - Social and environmental.
 - Organizational, i.e. within the Australian educational systems.
- Liaison with social and cultural organizations—their contribution to assimilation and integration.
- The situational method.
- Demonstration lessons on infant, primary and secondary classes (“withdrawal” migrant class).
- Micro-teaching of migrant children.

TEXTBOOKS

Derrick, J. *Teaching English to Immigrants*. London, Longmans, 1966.
English for Us. Sydney, Government Printer, 1970. (A series).

REFERENCE BOOKS

As advised in lectures.

ADDITIONAL REQUIREMENTS

- (i) Completion of practical goals and participation in related activities.
 (ii) Essays on an agreed topic to be submitted in October.

ASSESSMENT

Presentation of case study and performance in subsections 1 and 2 above.

Section IV—Language Studies

One hour per week

This section intends to develop an understanding of the process of a child's acquisition of language during his years in the infant and primary school. This understanding will be developed

through theoretical studies and through the recording and analyzing of the speech of pre-school children, age 4-5 years. Such knowledge of language is applied to the classroom in methodological studies: explorations of the theoretical bases and structures of some published programmes of language development; the analysis of linguistic difficulties in oral readings of magazine stories; the analysis of linguistic development shown in a range of children's writing.

REFERENCES

- Carroll, J. B. *Language and Thought*. Englewood Cliffs, Prentice-Hall, 1964.
- Cattell, N. R. *The Design of English*. London, Heinemann, 1967.
- Chomsky, C. *The Acquisition of Syntax in Children from 5 to 10*. Cambridge, Mass., M.I.T., 1969.
- Furth, H. G. *Piaget and Knowledge*. Englewood Cliffs, Prentice-Hall, 1969.
- Lyons, J. *Chomsky*. London, Fontana Press, 1970.
- Wadsworth, B. J. *Piaget's Theory of Cognitive Development*. New York, David McKay, 1971.

ASSESSMENT

1. Practical work.
2. Essays.

ENGLISH IIII

Three hours per week

An in-depth study of the various modern theories of teaching language development and reading competence with special relationship to the infant school child. Relationship of these theories to the overall development of the child's personality and of the structuring of knowledge across all subject fields through the medium of hearing and speech. Heavy weighting is given to practical work with individual children or class groups in the teaching situation as research topics are followed up.

Montessori methods of teaching developmental skills allied with work in language and reading.

Development and use of an augmented alphabet (I.T.A.) in teaching early reading—use in Great Britain, U.S.A., Australia. Words in Colour—development and strengths of a phonic system. Examination of methods currently in use for aspects which have been adapted from the various modern theories.

REQUIREMENTS

Two minor assignments, due first and second term. One major assignment, due late September.

ASSESSMENT

Assignments and examination with weighting for practical work with individual children in class groups.

REFERENCES

- Chall, Jeanne S. *Learning to Read: The Great Debate*. New York, McGraw-Hill, 1967.
- Daniels, J. C. and Diack, H. *Progress in Reading in the Infant School*. Nottingham, Univ. of Education, 1958.
- Downing, J. A. *Evaluating the Initial Teaching Alphabet*. London, Cassell, 1967.
- Downing, J. A. *The Initial Teaching Alphabet: Explained and Illustrated*. London, Cassell, 1964.
- Downing, J. A. *The i.t.a. Symposium*. Slough. National Foundation for Educational Research, 1967.
- Durkin, Dolores. *Teaching young children to read*. Boston, Allyn & Bacon, 1972.
- Fries, C. C. *Linguistics and Reading*. New York, Holt, Rinehart & Winston, 1962.
- Gattegno, C. *Words in Colour: Background and Principles*. Reading, Berkshire. Educational Explorers, 1962.
- Moore, Omar K. *Autotelic Responsive Environments and Exceptional Children*. Hamden, Conn. Resp. Env. Foundation, 1963.
- Southgate, V. and Roberts, G. R. *Reading—Which Approach?* London, University Press, 1970.
- Spache, Evelyn B. *Reading Activities for Child Involvement*. Boston, Allyn and Bacon, 1972.
- Standing, E. M. *Maria Montessori—Her Life and Work*. New York, New Am. Lib., 1966.
- Standing, E. M. *The Montessori Revolution in Education*. New York, Schocken Books, 1970.

ENGLISH IIIP

Three hours per week

This elective aims to provide insight into the practical problems facing the Primary teacher. As far as possible the language arts will be dealt with as an integrated group of skills rather than compartmentalized units. General areas selected for study are listed below, but flexibility to provide for particular group or individual interests is encouraged.

An overall perspective of reading from the pre-school child to the adult member of society.

Talking, listening and writing as integrated aspects of the communication process.

Drama as an integral part of the whole curriculum.

Mass media and the primary school child.

Critical examinations of various materials, procedures and curriculum recommendations.

Comparative language teaching.

Teaching literature in the primary school.

REFERENCES

- Goodridge, Janet. *Drama in the Primary School*. London, Heinemann, 1970.
- Peters, Margaret. *Spelling: Caught or Taught?* London, Routledge and Kegan Paul, 1967.
- Tinker, Miles A. *Bases for Effective Reading*. Minneapolis, Univ. of Minnesota Press, 1966.
- Wilkinson, Andrew. *The Foundations of Language: Talking and Reading in Young Children*. London, Oxford University Press, 1971.

DEPARTMENT OF ENGLISH

ENGLISH IIIY

Three hours per week

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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 IIIAE

Critical Evaluation

Three hours per week

The study will explore two of the following areas:

Landmarks in the Novel.

Literature of the Commonwealth and Third World.

The Australian Idiom.

Elizabethan and Jacobean Literature.

Textbooks and course outline will be advised.

ENGLISH IIIBE

Theatre and Film III—Creative Activities

Three hours per week

1. Writing for the theatre.
2. Writing for film and television.
3. Production, performance and/or screening of work created by the students.
4. Editing or devising programmes incorporating literary, historical, biographical, musical and/or other material.
5. Production and performance of other theatrical creations.

ASSESSMENT

1. Practical exercises.
2. Assignments.

Textbooks and course outline will be advised.

DEPARTMENT OF HOME SCIENCE/TEXTILES

APPLIED HOME SCIENCE/TEXTILES IA

Studies in human behaviour, food, clothing, shelter

Four hours per week for one year

Human settlements — Theories and elements.

Concepts of family. Kinship (the importance of such ties).

History of the family.

Tracing changes in family structure, family cycles, family controls, child rearing and the gradual changes in the status of women. Vestiges of ancient history on our present form of family. Effects of national events on the family and its food, clothing and shelter.

Ancient Hebrews—greatest information source is the Old Testament. Nomadic to semi-agrarian.

Ancient Romans—effects of Punic Wars.

Early Christian family.

Anglo-Saxon family.

Medieval family.

Later English family—late Middle Ages to early modern period.

Colonial family in North America.

Management and the decision making process.

The roles of the sense organs in Man's adjustment to his environment. Applications in Home Science and Textiles.

The chemical senses: taste and olfaction. Evaluation by taste-testing. Development of synthetic odours and flavourings.

Interpretations of objective and subjective data in research.

ASSESSMENT

By progressive evaluation, including practical and written research exercises, testing, seminars, role plays and assignments.

REFERENCES

The student is expected to read widely, to be competent at using library facilities and to be familiar with other sources of information.

Blix, G. (ed.) *Food Cultism and Nutrition Quackery*. Stockholm, Swedish Nutrition Foundation, 1970.

Bowlby, J. *Child Care and the Growth of Love*. Harmondsworth, Penguin, 1970.

Brody-Johanson, R. *Body and Clothes*. New York, Faber and Faber, 1968.

Brothwell, D. & P. *Food in Antiquity*. London, Thames and Hudson, 1969.

Burnett, J. *Plenty and Want*. Harmondsworth, Penguin, 1968.

Cameron, A. *Food Facts and Fallacies*. London, Faber and Faber, 1970.

Christman, R. J. *Sensory Experiences*. Scranton, Intext, 1971.

Drummond, J. C. & Wilbraham, A. *The Englishman's Food*. London, Jonathan Cape, 1964.

Erikson, E. *Childhood and Society*. Harmondsworth, Penguin, 1973.

Hay, D. A. *Human Populations*. Harmondsworth, Penguin, 1972.

Harris, C. C. *The Family*. London, Allan & Unwin, 1970.

Jenner, A. *Food: Fact and Folklore*. McClelland & Stewart, 1970.

Pyke, Magnus. *Food and Society*. London, Murray, 1968.

DEPARTMENT OF HOME SCIENCE/TEXTILES

JOURNALS RECOMMENDED FOR THE FOUR YEARS OF THE 'A' STRAND:

- Human Relations*. Journal of Social Sciences.
Journal of Food Science. Institute of Food Technologists, Chicago, Illinois.
C.S.I.R.O. Food Research Quarterly. Division of Food Preservation.
B.N.F. Bulletin. British Nutrition Foundation, London.
World Health Magazine of W.H.O., Geneva, Switzerland.
Journal of Home Economics. American Home Economics Association, Washington D.C., U.S.A.
Food and Nutrition Notes and Reviews. Commonwealth Department of Health, Canberra.
Nutrition and Food Science. In association with B.N.F., London.
Agricultural Gazette of N.S.W.. N.S.W. Department of Agriculture.
Rural Research. C.S.I.R.O. Quarterly, Dickson, A.C.T.
Food Technology in Australia. Sydney, Australia.
Food Technology. Chicago, Illinois, U.S.A.

APPLIED HOME SCIENCE/TEXTILES IB

Workshop in Home Science/Textiles Education

Three hours per week for one year

Traditional and experimental approaches to and innovations in Home Science and Textiles Education.

The historical development of Home Science and Textiles as disciplines in Australia and overseas.

The roles of Home Science and Textiles in subject integrated teaching; and as departments within the school.

Organization in school departments.

Interpretation of syllabuses in an era of rapid change.

Change in relation to society.

Curriculum research and development.

Strengthening and enriching basic knowledge of Home Science and Textiles.

Development of educational units for Home Science and Textiles.

ASSESSMENT

Progressive evaluation including practical and written exercises, testing and assignments.

REFERENCES

- Begert, L. J. *et al.* *Nutrition and Physical Fitness*. 8th ed. Philadelphia, W. B. Saunders, 1966.
Boyd, Robin
Clements, F. W. & Rogers, J.
Cook, J. Gordon *Handbook of Textile Fibres. 1 Natural Fibres. Handbook of Textile Fibres. 2 Man Made Fibres*. Hertfordshire, Merrow, 1968 and subsequent years.
Elsworth, Judith *Making Ends Meet*. Living in Society Series. Melbourne, Mills & Boon, 1973.
Grady, Mabel F. *Home Science Today*. Books 1 and 2. Adelaide, Rigby, 1973.
Home Economics Teachers Group
Hurlock, Elizabeth *Cookery the Australian Way*. 2nd ed. Melbourne, Macmillan, 1973.
Ling, E. M. *Child Growth and Development*. 3rd ed. Toronto, McGraw-Hill, 1970.
McCall's *Modern Household Science*. C.U.P., 1972.
Sewing in Colour. London, Paul Hamlyn, 1970.

DEPARTMENT OF HOME SCIENCE/TEXTILES

Perry, P. (ed.)
Prior, Barry

Symons, Catherine

Time-Life
Tomlinson, Catherine

PUBLICATIONS

Corden, Margaret (ed.)

W.H.O.
U.N.E.S.C.O.
B.N.F.

N.S.W. Board of Senior
Studies

Specific articles in *Australian Education Index*.

The Vogue Sewing Book. N.Y., Vogue Fashions, 1970.
Focus on the Family. Living in Society Series. Melbourne, Mills & Boon, 1973.
Management for Living. Living in Society series. Melbourne, Mills & Boon, 1973.
Foods of World Series. Nederland, Time-Life International.
Competitive Cookery. Sydney, Jacaranda, 1974.

Food and Nutrition Notes and Reviews. Canberra, Commonwealth Department of Health.
World Health. United Nations Information Centre.
F.A.O. Reports. United Nations Information Centre.
Review of Nutrition and Food Science. Forbes Publications Ltd.
Syllabuses in the fields of Home Science and Textiles.

APPLIED HOME SCIENCE/TEXTILES IIA

Studies in human behaviour, food, clothing, shelter

Four hours per week for one year

Man's perception of textural qualities: the cutaneous, auditory and visual senses.

Light and vision: visual perceptory processes; use of colour solids, colour naming and colour matching in observation training.

The developing Australian cultures. Survival of the Aboriginal cultures.

Discussion, debate and review of current anomalies in an "affluent" society: conservation of wild life and environment; preservation of aboriginal culture versus integration; poverty; loneliness; high rise; mental illness; violence; stress; population explosion; pollution; divorce; adoption from within and outside specific cultures; abortion; and/or any other social or economic symptom.

The Australian family in an era of changing values. Effects of social pressures on the stability of the family unit.

Technological food production, transportation, packaging, distribution.

Human nutritional problems associated with technical development.

Consumer education: advertising, mass communications, modern marketing practices, consumer protection laws and organizations.

Using secondary information sources in research.

Evaluation of secondary resource material. Analysis of published reports in current journals.

Recognition of the importance of data processing in research work.

ASSESSMENT

Progressive evaluation including practical and written research exercises, testing, simulation experiences, seminars and assignments.

REFERENCES

- Borgstrom, G. *Principles of Food Science*. Volumes 1 & 2. Melbourne, Collier-Macmillan, 1969 & 1971.
- Boyd, R. *Australia's Home*. Harmondsworth, Penguin, 1968.
- Bryson, L. & Thompson, K. *An Australian Newtown*. Harmondsworth, Penguin, 1972.
- Chapman, A. H. *Put-Offs and Come-Ons*. London, Cassell, 1968.
- Conway, R. *The Great Australian Stupor*. Melbourne, Sun Books, 1971.
- Christman, R. J. *Sensory Experience*. Scranton, Intext, 1971.
- Davies, A. & Encel, S. *Australian Society*. Melbourne, Cheshire, 1971.
- Elby, B. *Marketing Made Simple*. London, W. H. Allen.
- Flower, Cedric. *Duck and Cabbage Tree*. Sydney, Angus & Robertson, 1968.
- Freeland, J. *Architecture in Australia*. Harmondsworth, Penguin, 1972.
- Gregory, R. L. *Eye and Brain*. London, Weidenfeld & Nicholson, 1971.
- Gregory, R. L. *The Intelligent Eye*. London, Weidenfeld & Nicholson, 1971.
- Harris, C. C. *The Family*. London, George Allan & Unwin, 1970.
- Horn, M. J. *The Second Skin: An Interdisciplinary Study of Clothing*. Boston, Houghton Mifflin, 1968.
- Hunt, F. (ed.) *Socialization in Australia*. Sydney, Angus & Robertson, 1972.
- McGregor, C. *Profile of Australia*. Harmondsworth, Penguin, 1966.
- McLuhann, M. & Quentin, F. *The Medium is the Message*. Harmondsworth, Penguin, 1971.
- Mann, L. *Social Psychology*. Australia, John Wiley, 1969.
- Marsden, Dennis. *Mothers Alone. Poverty and the Fatherless Family*. Harmondsworth, Penguin, 1973.
- Packard, V. *The Hidden Persuaders*. Harmondsworth, Penguin, 1972.
- Packard, V. *The Waste Makers*. Harmondsworth, Penguin, 1971.
- Pyke, Magnus. *Technological Eating*. London, John Murray, 1972.
- Pyke, Magnus. *Synthetic Foods*. London, John Murray, 1970.
- Rapoport, A. (ed.) *Australia as a Human Setting*. Sydney, Angus & Robertson, 1972.
- Roach, M. & Eicher, J. *Dress, Adornment and the Social Order*. New York, John Wiley, 1965.
- Ryan, M. *Clothing: A Study in Human Behaviour*. New York, Holt, Rinehart & Winston, 1966.
- Ward, R. & Robertson, J. *Such Was Life: Select Documents in Australian History*. Vol. 1 1788-1850. Brisbane, Jacaranda, 1972.

Comparative studies of established European trends in haute cuisine with those developing in Australian society. The contributions of migrant cultures to Australian cuisine.

Further applications of the basic principles of nutrition and food science in relation to the reaction of basic food materials to handling procedures.

ASSESSMENT

By progressive evaluation.

(a) Presentation of research material and written projects—60%.

(b) Practical applications of research—40%.

A pass standard in each is essential for a pass grading.

REFERENCES

- Clarke, Harold C. *Menu Terminology*. London, Pergamon, 1969.
- Hellman, Renee. *Celebrity Cooking*. London, Paul Hamlyn, 1967.
- Hume, Rosemary and Downes, Muriel. *Dictionary of Cookery Terms*. London, Cordon Bleu, 1972.
- Hume, Rosemary and Downes, Muriel. *The Cordon Bleu Cookery Book*. Suffolk, The Cookery Book Club.
- Saulnier, L. *Le Repertoire De La Cuisine*. London, Leon Jaegger & Sons, no date.

Books in the following series could be helpful references:

- Cordon Bleu Cookery Course.
Craddock Cookery Programme.
Penguin.
Rigby Instant Books.
Supercook.
Time-Life.

(ii) Textiles

A study of textile techniques originating in ancient cultures, in particular those of South and South-East Asia, South America and Scandinavia.

Historical perspectives of origin and development within the culture.

Effects of revival and adaptations within European and Australian cultures.

This study will include

- (a) experimental exercises on a variety of techniques.
- (b) in-depth research to produce an educational reference unit for approximately three of these techniques.

ASSESSMENT

By progressive evaluation based on the standards of the experimental exercises and reference units presented.

TEXT AND REFERENCES

No set textbook is required.

- Embroiderers Guild. *Embroidery*. London, W. P. Griffiths & Sons.
- Graumont, R. & Hensel, J. *The Encyclopaedia of Knots and Fancy Rope Work*. Cambridge, Cornell Maritime, 1970.
- Harvey, V. *Macrame: The Art of Creative Knotting*. New York, Van Nostrand Reinhold, 1970.
- Willcox, D. J. *New Design in Stitchery*. New York, Van Nostrand Reinhold, 1970.

APPLIED HOME SCIENCE/TEXTILES IIB

Conceptual development activities

Three hours per week for one year

(i) Home Science

Extension and research into ethnological food presentation and geographical factors supporting these trends.

APPLIED HOME SCIENCE/TEXTILES III

Studies in human behaviour, food, clothing, shelter

Four hours per week for year

Variations in perception between individuals and cultures.

Historical, economic, sociological, physiological and psychological influences.

Perceptual expression in Home Science and Textiles.

Concepts of the family in other cultures and in historical perspective.

The family in transition:
the classical family;
pre-industrial family;
traditional family;
contemporary family.

Clothing and shelter of families in transition.

Transitions in food and fashion.

Designing new foods—substitute and non-nutrient.

Food additives: colourings, flavourings, non-nutrients, preservatives, hormones and nutrients.

Nutrition and dietary surveys.

Patterns in food selection and preparation methods in cross-cultural perspective.

Preparation of an original research paper based on an individually designed and executed piece of research.

ASSESSMENT

Progressive evaluation including presentation of an original research report, role playing or simulation experiences, practical and written exercises and assignments.

REFERENCES

- Anderson, M.
Dalton, G. (ed.) *Sociology of the Family*. Harmondsworth, Penguin, 1971.
Tribal and Peasant Economies. New York, Natural History Press, 1967.
- Day, R. H.
Fletcher, Ronald *Human Perception*. Sydney, John Wiley, 1969.
The Family and Marriage in Britain. Harmondsworth, Penguin, 1973.
- Gavron, W.
Goode, W. *The Captive Wife*. Harmondsworth, Penguin, 1973.
World Revolution and Family Patterns. New York, Macmillan, 1973.
- Mead, Margaret *Growing up in New Guinea*. Harmondsworth, Penguin, 1973.
- Rapoport, R. *Dual Career Families*. Harmondsworth, Penguin, 1971.
- Christman, A. J. *Sensory Experience*. Seraton, Intext, 1971.
- Reynolds, H. *Aborigines and Settlers*. Australia, Cassell, 1972.
- Roach, M. & Eicher, J. *Dress, Adornment and the Social Order*. New York, John Wiley, 1965.
- Ryan, M. *Clothing: A Study in Human Behaviour*. New York, Holt, Rinehart & Winston, 1966.
- Vayda, A. (ed.) *Environment and Cultural Behaviour*. New York, Natural History Press, 1969.

HOME SCIENCE I

Four hours per week for one year

Home Science is a three-year study integrating current concepts and research findings in the areas of nutrition, biochemistry, food science, microbiology and cytology.

The emphasis in Year I is on the study of water, mineral salts and vitamins.

1. *Laboratory techniques of research*

Basic laboratory techniques and procedures, and the construction of equipment for experimental studies. Study of scientific concepts basic to the understanding of atoms, molecules and metabolism.

2. *Cytology and microbiology*

The cellular basis of life. General structure of plant and animal cells. Microbial ecology.

Composition and effects on cell functioning of inter- and intracellular water and mineral salts.

Acid-base balance and pH constancy of the internal environment. Colour in plant foods. How the roles of chlorophylls and the carotenoid pigments in photosynthesis effect their colour constancy.

3. *Metabolism, nutrition and food science*

Basic nutrition—standard requirements for age groups.

Water, mineral salts and vitamins in foods. Importance of these nutrients in body functioning. Study of renal functioning in acid-base control.

Properties of solution. Effects of methods of food preparation, processing and preservation on retention of water, mineral salts and vitamins. Vegetables and fruit in food preparation.

Testing for vitamin retention.

ASSESSMENT

Progressive evaluation, including testing, seminars, written experimental data, reports, exercises and assignments.

REFERENCES

- The following list is not restrictive. The student is expected to read widely.
- Baker, Geoffrey J. W. & Allen, Garland E. *Matter, Energy and Life*. Massachusetts, Addison-Wesley, 1970.
- Buvat, Roger *Plant Cells*. London, Weidenfeld & Nicholson, 1969.
- Davidson, S., Passmore, R., Brock, J. F. *Human Nutrition and Dietetics*. London, Churchill Livingstone, 1972.
- Duckworth, R. B. *Fruits and Vegetables*. Oxford, Pergamon Press, 1966.
- Dyke, S. K. *The Chemistry of the Vitamins*. Interscience Publishing Co., 1965.

- Fox, Brian A. & Cameron, Allan G.
Griswold, Ruth
- Howe, Phyllis Sullivan
- Hulme, A. C.
- MacKinney, Gordon & Little, Angela C.
Matz, Samuel A.
Matz, Samuel A.
N.S.W. Government
- Paul, Pauline C. and Palmer, Helen C. (eds.)
Pike, R. L. & Brown, M. L.
Ray, Peter Martin
- Robinson, Corinne H.
- Routh, J. I., Eyman, D. P. & Burton, D. J.
Swanson, C.
- Food Science: A Chemical Approach.* University of London Press, 1970.
The Experimental Study of Foods. Boston, Houghton-Mifflin, 1962.
Basic Nutrition in Health and Disease. Philadelphia, W. B. Saunders, 1971.
The Biochemistry of Fruits and Their Products. Vol. 1. London, Academic Press, 1970.
Color of Foods. Connecticut, AVI, 1962.
Food Texture. Connecticut, AVI, 1962.
Water in Foods. Connecticut, AVI, 1965.
Pure Food Act of New South Wales and Regulations Thereunder. Sydney, Government Printer, 1971 and subsequent amendments.
Food Theory and Applications. New York, John Wiley, 1972.
Nutrition: An Integrated Approach. New York, John Wiley, 1967.
The Living Plant. New York, Holt, Rinehart & Winston, 1972.
Fundamentals of Normal Nutrition. New York, Macmillan, 1973.
A Brief Introduction to General, Organic and Biochemistry. Philadelphia, W. B. Saunders, 1971.
The Cell. New Jersey, Prentice-Hall, 1969.

REFERENCES — PUBLICATIONS AND JOURNALS

- Australian Institute of Food Science and Technology
Commonwealth Department of Health
C.S.I.R.O.
- Dietetic Association of Victoria
Forbes Publications Ltd.
- Institute of Food Technologists
The American Dietetic Association
World Health Organization
- Food Technology in Australia.*
- Food and Nutrition, Notes and Reviews.* Edited by M. Corden. Canberra, Government Printer.
Publications of Division of Food Preservation: Ryde, N.S.W.; Cannon Hill, Queensland, and Highgate, Victoria.
The Journal of the Dietetic Association of Victoria.
- Review of Nutrition and Food Science.* Forbes Publications Ltd.
Food Technology.
- J.A.D.A.
World Health. United Nations Information Centre.

HOME SCIENCE II

Four hours per week for year

The emphasis in Year II is on the study of lipids and carbohydrates.

1. Laboratory techniques of research

Microscopy as a technique.

Colorimetric and chromatographical methods of food analysis.

2. Cytology and microbiology related to carbohydrates and lipids

The composition, structure and functioning_r of the:

- cell wall polysaccharides.
- unit membrane and membranous systems in cells. The lipids of the unit membrane.
- mitochondria. Man's need for energy at the cellular level and energy metabolic cycles.

3. Metabolism, nutrition and food science

Chemistry of lipids and carbohydrates. Ingestion, digestion, absorption and metabolism of lipids and carbohydrates. Problems associated with lipids and carbohydrate metabolism.

Energy measurement by calorie and joule. Study of various standards of nutrient requirements.

Understanding of reactions of lipids and carbohydrates to methods of food preparation, processing and preservation. Autoxidation of lipids. Microbial spoilage of lipid and carbohydrate foods.

ASSESSMENT

Progressive evaluation including written experimental data, testing, seminars, research reports, practical exercises and assignments.

REFERENCE BOOKS

- Blix, Gunnar (ed.)
Braverman, J.
Frazier, W. C.
Howe, Phyllis Sullivan
Kent, J. W.
Knight, N. L.
Krause, Maria V.
N.S.W. Government
Paul, Pauline & Palmer, Helen C. (eds.)
Pike, R. L. & Brown, M. L.
Robinson, Corinne H.
Swern, Daniel (ed.)
- Polyunsaturated Fatty Acids as Nutrients.* Swedish Nutrition Foundation, 1966.
Introduction to the Biochemistry of Foods. Amsterdam, Elsevier, 1963.
Food Microbiology. New York, McGraw-Hill, 1967.
Basic Nutrition in Health and Disease. Philadelphia, W. B. Saunders, 1971.
The Starch Industry. London, Pergamon Press, 1969.
Technology of Cereals. London, Pergamon Press, 1966.
Food, Nutrition and Diet Therapy. Philadelphia, W. B. Saunders, 1966.
Pure Food Act of New South Wales and Regulations Thereunder. Sydney, Government Printer, 1971 and subsequent amendments.
Food Theory and Applications. New York, John Wiley, 1972.
Nutrition: An Integrated Approach. New York, John Wiley, 1967.
Fundamentals of Normal Nutrition. New York, Macmillan, 1973.
Bailey's Industrial Oils and Fat Products. New York, John Wiley, 1966.

HOME SCIENCE III

Four hours per week for one year

The emphasis is on protein structure, reactions and functioning.

1. Laboratory techniques of research

Advanced studies in:

- microscopy,
- colorimetric techniques,
- chromatographical analysis,
- microfiltration,
- pH determination of opaque food mixtures.

2. Cytology and microbiology related to proteins

Composition, structure and functioning of:

DEPARTMENT OF HOME SCIENCE/TEXTILES

- lysosomes,
- nucleic acids and the nucleus,
- cytoplasmic reticulum,
- the muscle cell,
- enzyme systems.

Biosynthesis of proteins.

Endocrine systems.

3. Metabolism, nutrition and food science

Chemical structure and function of proteins. Ingestion, digestion, absorption and metabolism of proteins. Health problems associated with protein nutrition and metabolism.

Reactions of proteins to methods of food preparation, processing and preservation. Food poisoning. Microbial spoilage of protein food.

ASSESSMENT

Progressive evaluation including practical and written exercises, research reports, testing, seminars and assignments.

REFERENCES

- Bartley, J., Birt, L. N. & Banks, P.
Cohen, Georges H.
Crewther, W. G. (ed.)
Dickenson, Richard E. & Geis, Irving
Krause, Marie V.
Paul, Pauline & Palmer, Helen C. (eds.)
Pike, R. L. & Brown, M. L.
Routh, J. I., Eyman, D. P. & Burton, D. J.
The Biochemistry of the Tissues. London, John Wiley, 1968.
The Regulation of Cell metabolism. New York, Holt, Rinehart & Winston, 1968.
Symposium on Fibrous Proteins. Australia 1967, Butterworths, 1968.
The Structure and Action of Proteins. New York, Harper and Row, 1969.
Food, Nutrition and Diet Therapy. Philadelphia, W. B. Saunders, 1966.
Food Theory and Applications. New York, John Wiley, 1972.
Nutrition: An Integrated Approach. New York, John Wiley, 1967.
A Brief Introduction to General, Organic and Biochemistry. Philadelphia, W. B. Saunders, 1971.

The student is expected to read widely and to make the most effective use of all resources.

TEXTILES I

Four hours per week for year

Textiles is a three-year study concerned with textile raw materials and their conversion into finished products through the application of a number of scientific and creative processes.

1. Textile science and technology

Emphasis on fibre study.

Analysis of fibre structure: basic structure of fibres—polymers and polymerization (natural/man-made). Chemical and physical methods of fibre identification.

DEPARTMENT OF HOME SCIENCE/TEXTILES

Laundering techniques and reagents.

Spinning and spinneret production of yarn (laboratory/commercial).

2. Fashion design and construction

Concept of three-dimensional designing in two-dimensional form.

Comparative study of existing methods of garment pattern making, cutting and construction; and analysis of amount and type of adjustment required for figure type.

Preparation of individual blocks and basic shells for garment designing; application and construction.

3. Embroidery and design

Fundamentals of structural and applied design.

Creative use of yarns, surface stitchery and fabrics. Experimental approach and applications.

ASSESSMENT

Progressive evaluation including practical and written exercises, testing and assignments.

TEXTBOOKS

- Bray, Natalie
Cook, J. Gordon
Mark, Harman F.
Snook, B.
Dress Pattern Designing. London, Crosby Lockwood, 1961.
Handbook of Textile Fibres. Volumes I, II and III. England, Merrow, 1968 and later.
Giant Molecules. Nederland, Time-Life Books. Pocket edition, 1970.
Embroidery Stitches. London, Studio Vista, 1963.

REFERENCES

- Allen, James A.
Bell, J. W.
Calcraft, P. N.
Risley, C.
An Outline of Polymer Chemistry. Edinburgh, Oliver & Boyd, 1968.
Practical Textile Chemistry. London, National Trade Press, 1955.
The Chemistry of Carbon. Part I: Structural. Australia, NSCM Series, Jacaranda Press, 1971.
Embroidery Stitches. London, Studio Vista, 1963.

This list is not restrictive. The student is expected to read widely, to be competent in using library facilities and will be directed to specific articles in journals during the year.

TEXTILES II

Four hours per week for one year

1. Textile science and technology

The emphasis is on geometric and mechanical properties of textiles structures.

Methods of fibre-yarn conversion—conventional and new techniques, novelty yarns.

Cloth construction—weaving: fabric design and colour, yarn and weave effects, components of a loom, commercial weaving.

- knitting: range and versatility of knitted goods, warp and weft knitting, types of knitting machines.
- unconventional methods of fabric manufacture.

2. Fashion design and construction

The relationship between design, fabric and construction techniques in contemporary garments.

Creation of fashion design in fabrics by the adaptation of construction methods.

3. Embroidery design

Embroidery in cultural perspective.

Traditional embroideries produced by ethnic groups.

- factors influencing these.

Experimental work:

- (a) Traditional embroideries.
- (b) Design and application of traditional embroidery.

ASSESSMENT

Progressive evaluation including practical and written experimental exercises, testing and assignments.

REFERENCES

This list is not restrictive. The student is expected to read widely and make use of all available resources.

- | | |
|-----------------|--|
| Anchor | <i>Coats Sewing Group Booklets.</i> |
| Bray, Natalie | <i>More Dress Pattern Designing.</i> London, Crosby Lockwood, 1970. |
| Cook, J. Gordon | <i>Handbook of Textile Fibres.</i> Volumes I, II and III. England, Merrow, 1968 and later. |

TEXTILES III

Four hours per week for one year

1. Textile science and technology

Textile preparation and finishing processes. Evaluation of fabric finishes. Dyes and mordants, fastness properties. The dyeing process; application of dyes. Selection of dyes for end-use.

2. Fashion design and construction

Practical projects to show depth and diversity in design, fabric choice. Processes for assembling, fitting and finishing to be incorporated in tailored and formal wear.

Study of new fabrics and fashion trends in this field.

3. Embroidery and design

This strand is designed to allow for individual development. Creative designing with fibre, yarn, fabric, paper and related materials using inspiration from natural and technological areas.

ASSESSMENT

Progressive evaluation including practical and written experimental exercises, testing, seminars, research reports and assignments.

REFERENCES

- | | |
|---------------|--|
| Bray, Natalie | <i>More Dress Pattern Designing.</i> London, Crosby Lockwood, 1970. |
| Fangel, E. | <i>Pulled Thread Work I and II.</i> Copenhagen, Haandarbejdets Fremmes Forlag, 1958. |
| Howard, C. | <i>Inspiration for Embroidery.</i> London, Batsford, 1960. |
| Liley, A. | <i>The Craft of Embroidery.</i> London, Mills & Boon, 1967. |
| Marsh, J. T. | <i>An Introduction to Textile Finishing.</i> London, Chapman Hall, 1966. |
| McNeill, N. | <i>Pulled Thread.</i> London, Mills & Boon, 1971. |
| Peters, R. H. | <i>Textile Chemistry.</i> Volume III. New York, Elsevier, 1974. |
| Svennas, E. | <i>Brodera Vitt pa Vitt.</i> Uppsala, Appalbergs Boktryckeri AB, 1967. |
| Whyte, K. | <i>Design in Embroidery.</i> London, Batsford, 1969. |

This list is not restrictive. The student is expected to read widely and make use of all available resources.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

CRAFT IE

Three hours per week

This unit is aimed at developing in the student an awareness of the scope, cultural and historical background and place in our modern society of some of the traditional crafts involving metal, leather, wood, etc. It will provide an opportunity to apply skills in an individual and creative manner, thus fostering powers of selective judgment; an appreciation of materials, tools, and processes, and an awareness of aesthetic and functional quality in the varied products of man.

REFERENCES

- | | |
|------------------------------|--|
| Clegg, Helen and Larom, Mary | <i>Jewellery Making for Fun and Profit.</i> New York, David McKay Company, 1951. |
| Mattil, Edward L. | <i>Meaning in Crafts.</i> New Jersey, Prentice-Hall, 1971. |
| Moseley, Johnson, Koerig | <i>Crafts Design.</i> Belmont, California, Wadsworth, 1962. |
| Rottger, Ernst | <i>Creative Wood Craft.</i> London, Batsford, 1971. |
| Ullrich, H. and Klante, D. | <i>Creative Metal Craft.</i> London, Batsford, 1968. |

CRAFT II

Two hours per week

The subject is designed to develop an understanding of the significance of craft activities in the overall education of the Primary and Infant school pupil.

Consideration is given to the development of ideas and techniques suitable for planning and implementing a variety of craft activities in the classroom.

Laboratory classes make provision for working in a wide range of media. Activities undertaken are designed to have students gain confidence in their ability to teach simple tasks by example.

REFERENCES

From time to time specific reference will be made to books, periodicals and leaflets relevant to various sections of the subject. An extensive list of teacher reference material is to be completed during the course. General reading for the subject area can be found under 745 in the college library.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

CRAFT IIE

Three hours per week

Prerequisite—Satisfactory completion of Craft IE

The unit is organized to provide the opportunity for theoretical and practical exploration of traditional and current methods of graphic communication. Laboratory activities are designed to encourage the development of individual expression through the use of a wide variety of media including paper, fabric, plastic, felt and glass.

REFERENCES

- | | |
|---------------|--|
| Baranski, M. | <i>Graphic Design—A Creative Approach.</i> Scranton, International Textbook Co., 1960. |
| Keller, I. | <i>Batik.</i> Vermont, Charles E. Tuttle, 1966. |
| Maile, A. | <i>Tie and Dye.</i> London, Mills & Boon, 1963. |
| Taylor, F. A. | <i>Design and Expression in the Visual Arts.</i> New York, Dover Publications, 1964. |

CRAFT IIZ

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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.

CRAFT IIIE

Three hours per week

Prerequisite—Satisfactory completion of Craft IIE.

Students will be introduced to the study and appreciation of a wide variety of plastic materials. Criteria of evaluation will be the history of plastic materials, together with design to form an examinable theoretical framework for the course. The relationship of plastic materials to other areas of innovative endeavour

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

and an appreciation of form and applied surface design are important areas of study.

Laboratory projects will include examples of historical and contemporary design, executed in such plastic materials as clay, paper, plaster, P.V.C. and related media.

REFERENCES

- Moseley, S., Johnson, P. and Koenig, H. *Crafts Design*. Belmont, California, Wadsworth, 1962.
- Kenny, B. *Ceramic Design*. London, Pitman & Sons Ltd., 1964.
- Nelson, C. *Ceramics*. New York, Holt, Rinehart & Winston Inc., 1960.
- Winterburn, M. *Handbuilt Pottery*. London, Mills & Boon Ltd., 1966.
- Taylor, F. A. *Design and Expression in the Visual Arts*. New York, Dover Publications, 1964.
- Ball, F. C. and Lovoos, J. *Making Pottery Without a Wheel*. New York, Reinhold, 1968.

CRAFT IIII

Three hours per week

An investigation of the pattern of physical, social and mental development in the 4- to 8-year-old child, will form the foundation on which this study is structured.

Information gained from this investigation will be related to the requirements of the child in the practice of creative activities, in a wide variety of media, and the processes of translating concepts into visual and tactile form.

Special emphasis will be placed on the correlation of handwork activities with other areas of learning experience within the curriculum and with personal experience the child has gained from contact with the environment.

It is anticipated special interest studies will be made available to provide students with the opportunity to develop an aesthetic response through involvement in practical experiences, studies of techniques, historical studies and philosophies, or to conduct research into application of creative activities to the education of the physically, intellectually or socially handicapped child.

TEXTBOOK

- Linderman, Earl W. and Herberholy, Donald W. *Developing Artistic and Perceptual Awareness*. Dubuque, Iowa, Wm. C. Brown Co. Publishing, 1972.

REFERENCES

From time to time specific reference will be made to books, periodicals and leaflets relevant to various sections of the subject. An extensive list of teacher reference material is to be completed during the course. General reading for the subject area can be found under 745 in the College library.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

CRAFT IIIP

Three hours per week

The subject is designed to reinforce and enlarge upon the primary section of the Craft II curriculum course. Emphasis is placed upon application to the classroom situation. The view that craft activities in the primary school can be used as a means of implementing more effectively other subject areas of the primary curriculum is basic to the study of the subject.

The subject organization is developed around a number of major areas or units. A portion of the time allocated to each of these units is devoted to the acquisition of manipulative skills through the construction of projects, curriculum enrichment products and instructional aids which are representative of those made and used by primary school children. Unit areas involve consideration of the place and function of craft activities in the primary school, an examination of the construction process, planning for craft activities, model making and the application of a variety of materials in the classroom.

TEXTBOOK

- Miller, W. R. and Boyd, G. *Teaching Elementary Industrial Arts*. South Holland, Illinois, Goodhart-Wilcox, 1970.

REFERENCES

From time to time specific reference will be made to books, periodicals and leaflets relevant to various units in the subject. An extensive list of teacher reference material is to be completed during the study. General reading for the subject area can be found under 745 in the college library.

CRAFT IIIY

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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.

DRAWING AND DESIGN I

Four hours per week

Part A—Drawing

The theory of geometrical drawing and its application to Engineering and Architectural drawing are the fundamental aims of

the unit. The relationship between orthographic, isometric, oblique, axonometric and perspective drawings with some examples in freehand sketching of machine parts and architectural details. The solution of problems in relation to the practical application of plane and solid geometry is also required. A high standard of draughtsmanship is a fundamental requirement. Standards used throughout the study conform to Australian Standard Drawing Office Practice and Architectural and Building Practice.

ASSIGNMENTS

Practical exercises commenced in lectures are completed as assignments.

ASSESSMENT

Progressive evaluation of assignments submitted and by tests, and a final examination.

TEXTBOOKS

Fitness, E. W.

Descriptive Geometry and Drawing Books I, II, III and IV. Kotara, N.S.W., Newtex, 1970.
Descriptive Geometry. London, Macmillan, 1970.

Pare, E. G., Loving,
R. O. and Hill, I. L.

REFERENCES

Jenson, C. H.

Engineering Drawing and Design. London, McGraw-Hill, 1968.

Co-operative Building
Societies of N.S.W.
Standards Association of
Australia
The Institute of Engineers

Construction Standards for Home Building. Building Societies of N.S.W., 1972.
Australian Standard Architectural and Building Drawing Practice. Sydney, Standards Association, 1969.
Australian Standard Engineering Drawing Practice. Sydney, Standards Association, 1967.

College library at 744.

Part B—Craft

Appreciation of fine workmanship and design. Development of a background of techniques in a wide variety of media and equipment. Research into the history and development of various crafts, viz., Weaving, Basketry, Leatherwork, Papier Mache and Bookcrafts.

The development of technology from 5000 B.C. to the present day as an historical background to the Industrial Arts studies. Principles of colour and design as a basis of aesthetic design applied to technology. Development of individual skills and techniques in project drawings in the form of perspective drawing and architectural rendering.

ASSIGNMENTS

Students are required to compile their own individual notes on design, history, techniques, materials, source books relevant to each craft to be submitted together with practical examples for assessment. To be presented at end of each term.

ASSESSMENT

By progressive evaluation and semester tests.

TEXTBOOKS

Bainbridge, C.
Mummott, H.
Percival, O. and
Graham, R.

Hand Puppets. London; Museum, 1968.
The Australian Pottery Book. Sydney, Hamlyn, 1970.
Unsewn Binding. Leicester, Dryad, 1964.

Roseaman, I.
Simpson, L. F. and
Weir, M.

Leatherwork. Leicester, Dryad, 1959.
The Weaver's Craft. Leicester, Dryad, 1963.

REFERENCES

Black, M. E.
Robinson, S. & P.
Kranzberg, M. and
Pursell, C. W.
Zimmerschied, G.

New Key to Weaving. Milwaukee, Bruce, 1957.
Exploring Puppetry. London, Mills & Boon, 1967.
Technology in Western Civilization, Vols. I and II. London, O.U.P., 1967.
Graphic Effects in Architectural Drawings. Berlin, Interbuel, 1962.

College library 371, 609 and from 741 to 744.

DRAWING AND DESIGN II

Four hours per week

Part A—Descriptive Geometry

Principles of descriptive geometry. Third angle projection. Reference planes, principles of orthographic projection, projection of points, lines and solids, true lengths, inclination of lines to the principal planes.

Auxiliary planes, traces, projection of points, lines and solids, intersection of lines and planes, sectional views, true shapes, developments, lines and solids inclined to both planes.

Oblique planes, intersection of planes, projection of points and lines on the oblique plane, conversion of the oblique plane to a simply inclined plane, intersection of lines and the oblique plane (piercing points), projection of lines perpendicular to the oblique plane, true shapes by rebatement of the oblique plane, projection of solids on, or cut by the oblique plane, mining problems.

Shortest distance from a point to the oblique plane, point and lines, line and line (skew lines). Dihedral angles. Developments of the cone, oblique cone, cylinder, oblique cylinder, transition pieces by triangulation. Intersection of solids with parallel or inclined axes. Fillet curves and rod ends. Conic sections.

ASSIGNMENTS

Two per term.

ASSESSMENT

Progressive evaluation of class work, assignments and final examination.

TEXTBOOKS

Pare, E. G., Loving,
R. O. and Hill, I. L.
Steel, G. and Fitness, E. W.

Descriptive Geometry. London, Macmillan, 1970.

Descriptive Geometry and Drawing—Senior Book. Kotara, N.S.W., Newtex, 1970.

REFERENCES

Hawk, M. C.

Theory and Problems of Descriptive Geometry. New York, Schaum, 1962.
Engineering Drawing and Design. London, McGraw-Hill, 1968.

College library 744.

Part B—Craft

Graphic Arts—Short history of the evolution of recording. Printing presses and type, composition, methods of printing. Preparation of mattes and the operation of duplicators and offset printing machines.

Ceramics—Short history of ceramics, preparation of clay, shaping, moulding, modelling, throwing, decorating, glazes and glazing, firing.

ASSIGNMENTS

Practical work commenced in lectures is completed as assignments. Essays on the history of each craft to be submitted at the beginning of second and third term.

ASSESSMENT

Progressive evaluation of practical work, assignments and final examination.

REFERENCES

- | | |
|------------------|---|
| Grannis, C. B. | <i>What happens in Book Publishing.</i> New York, Columbia Univ., 1967. |
| Johnson, P. | <i>Creative Bookbinding.</i> Chicago, Univ. of Washington, 1961. |
| Nelson, C. | <i>Ceramics.</i> New York, Holt, 1960. |
| Rhodes, D. | <i>Kilns.</i> London, Pitman, 1961. |
| Savage, G. | <i>Pottery through the Ages.</i> Harmondsworth, Penguin, 1949. |
| Savage, G. | <i>Porcelain through the Ages.</i> Harmondsworth, Penguin, 1954. |
| Steinberg, S. H. | <i>Five Hundred Years of Printing.</i> Harmondsworth, Penguin, 1965. |
| Town, L. | <i>Bookbinding by Hand.</i> London, Faber, 1951. |
- College library at 650 and 738.

DRAWING AND DESIGN IIA

Artisans

Four hours per week

Part A—Drawing

The theory of geometrical drawing and its application to Engineering and Architectural drawing are the fundamental aims of the unit. The relationship between orthographic, isometric, oblique, axonometric and perspective drawings with some examples in freehand sketching of machine parts and architectural details. The solution of problems in relation to the practical application of plane and solid geometry is also required. A high standard of draughtsmanship is a fundamental requirement.

Standards used throughout the study conform to Australian Standard Drawing Office Practice and Architectural and Building Practice.

ASSIGNMENTS

Practical exercises commenced in lectures are completed as assignments.

ASSESSMENT

Progressive evaluation of assignments submitted and by tests, and a final examination.

TEXTBOOKS

- | | |
|--|--|
| Fitness, E. W. | <i>Descriptive Geometry and Drawing Books I, II, III and IV.</i> Kotara, N.S.W., Newtex, 1970. |
| Pare, E. G., Loving, R. O. and Hill, I. L. | <i>Descriptive Geometry.</i> London, Macmillan, 1970. |

REFERENCES

- | | |
|---|--|
| Jenson, C. H. | <i>Engineering Drawing and Design.</i> London, McGraw-Hill, 1968. |
| Co-operative Building Societies of N.S.W. | <i>Construction Standards for Home Building.</i> Building Societies of N.S.W., 1972. |
| Standards Association of Australia | <i>Australian Standard Architectural and Building Drawing Practice.</i> Sydney, Standards Association, 1969. |
| The Institute of Engineers | <i>Australian Standard Engineering Drawing Practice.</i> Sydney, Standards Association, 1967. |
- College library at 744.

Part B—Descriptive Geometry

Principles of descriptive geometry. Third angle projection. Reference planes, principles of orthographic projection, projection of points, lines and solids, true lengths, inclination of lines to the principal planes.

Auxiliary planes, traces, projection of points, lines and solids, intersection of lines and planes, sectional views, true shapes, developments, lines and solids inclined to both planes.

Oblique planes, intersection of planes, projection of points and lines on the oblique plane, conversion of the oblique plane to a simply inclined plane, intersection of lines and the oblique plane (piercing points), projection of lines perpendicular to the oblique plane, true shapes by rebatement of the oblique plane, projection of solids on, or cut by the oblique plane, mining problems.

Shortest distance from a point to the oblique plane, point and lines, line and line (skew lines). Dihedral angles. Developments of the cone, oblique cone, cylinder, oblique cylinder, transition pieces by triangulation. Intersection of solids with parallel or inclined axes. Fillet curves and rod ends. Conic sections.

ASSIGNMENTS

Two per term.

ASSESSMENT

Progressive evaluation of class work, assignments and final examination.

TEXTBOOKS

- | | |
|--|--|
| Pare, E. G., Loving, R. O. and Hill, I. L. | <i>Descriptive Geometry.</i> London, Macmillan, 1970. |
| Steel, G. and Fitness, E. W. | <i>Descriptive Geometry and Drawing—Senior Book.</i> Kotara, N.S.W., Newtex, 1970. |

REFERENCES

- | | |
|---------------|---|
| Hawk, M. C. | <i>Theory and Problems of Descriptive Geometry.</i> New York, Schaum, 1962. |
| Jensen, C. H. | <i>Engineering Drawing and Design.</i> London, McGraw-Hill, 1968. |
- College library 744.

DRAWING AND DESIGN III

Four hours per week

Part A—Engineering Drawing and Design

(Diploma and Degree)

The purpose of this study is to:

- (i) consolidate and integrate those areas of drawing (isometric, plane geometry, descriptive geometry, etc.) previously studied;
- (ii) extend the student's knowledge in the field of Engineering Drawing;
- (iii) show the student how this information can be channelled back to pupils by careful programming and lesson preparation.

The student will be required to complete a number of Engineering Drawings representative of the range covered in schools. All drawings are required to conform strictly to the current Engineering Drawing Standards. Drawings should include such items as levers, screw threads (inclined planes), wedges, cotters, keys and keyways, cams, cranks, bearings, springs, couplings, etc.

Analysis of the drawings made should include—

- (a) reasons for choice of materials in components;
- (b) criticisms of design (consideration given to mechanical advantage, link mechanisms, efficiency, safety factor, etc.);
- (c) limits and fits and machine finishes in general;
- (d) related topics in descriptive geometry, plane geometry, etc., covered;
- (e) difficulty in making the component.

The student should become critical of the choice of drawings suitable for different years and develop a facility for recognizing drawings suitable for reinforcing principles taught in other areas. The student will be required to produce original programmes for senior or junior years, giving consideration to the pupils' previous drawing experience and the level of study.

ASSIGNMENTS

Practical exercises commenced in lectures are completed as assignments.

ASSESSMENT

Progressive evaluation of assignments submitted and by tests, and a final examination.

TEXTBOOKS

- Elger, A. J. *Problems in Engineering Design.* Sydney, McGraw-Hill, 1972.
- Standards Association of Australia
The Institute of Engineers *Australian Standard Architectural and Building Drawing Practice.* Sydney, Standards Association, 1969.
- Australian Standard Engineering Drawing Practice.* Sydney, Standards Association, 1967.

REFERENCES

- Fitness, E. W. *Descriptive Geometry and Drawing, Books I, II, III and IV.* Kotara, N.S.W., Newtex, 1970.
- Pare, E. G., Loving, R. O. and Hill, I. L. *Descriptive Geometry.* London, Macmillan, 1970.
- Jensen, C. H. *Engineering Drawing and Design.* London, McGraw-Hill, 1968.
- Co-operative Building Societies of N.S.W.
College Library at 744. *Construction Standards for Home Building.* Building Societies of N.S.W., 1972.

Part B—Properties of Materials

(Degree only)

This course is the catalyst giving interaction between Mechanics, Materials Science and the Engineering Drawing and Design which may be taken in Year IV.

The course is a branch of applied mechanics with content including a brief coverage of the important mechanical properties of materials, methods of testing, effects of loadings and the determination of stresses and deformations which occur as a result of those loadings.

To enable analytical treatment of the subject assumptions must be made in relation to the structure of the materials and distribution of stresses, with the result that theoretical solutions do not represent the actual conditions which exist in the element under analysis but rather an accurate estimate of those conditions. The ability to accurately diagnose and estimate the effect of stress conditions in a machine element is of paramount importance to the designer.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOKS

- Hirschhorn, Dr. J. *Materials and Structures I.* Sydney, University of N.S.W. Press, 19—.
- Russell, R. M. *Materials.* London, Collins, 1970.

REFERENCE BOOKS

- Shigley, J. E. *Mechanical Engineering Design.* New York, McGraw-Hill, 1963.
- Beakley, G. C. and Chilton, E. G. *Introduction to Engineering Design and Graphics.* New York, Macmillan, 1972.
- Bassin, M. G., Brodsky, S. M. and Wolkoff, H. *Statics and Strength of Materials.* New York, McGraw-Hill, 1969.
- Applied Mechanics for Engineers (S.I. Units).* London, Thomas Reed, 1970.
- Machinery's Handbook.* Eighteenth Edition. New York, Industrial Press, 1969.
- Oberg, E. and Jones, F. D.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Part B—Craft (Diploma only)

Graphic Arts—Short history of the evolution of recording. Printing presses and type, composition, methods of printing. Preparation of mattes and the operation of duplicators and offset printing machines.

Ceramics—Short history of ceramics, preparation of clay, shaping, moulding, modelling, throwing, decorating, glazes and glazing, firing.

ASSIGNMENTS

Practical work commenced in lectures is completed as assignments. Essays on the history of each craft to be submitted at the beginning of second and third term.

ASSESSMENT

Progressive evaluation of practical work, assignments and final examination.

REFERENCES

- Grannis, C. B. *What happens in Book Publishing*. New York, Columbia Univ., 1967.
- Johnson, P. *Creative Bookbinding*. Chicago, Univ. of Washington, 1961.
- Nelson, C. *Ceramics*. New York, Holt, 1960.
- Rhodes, D. *Kilns*. London, Pitman, 1961.
- Savage, G. *Pottery through the Ages*. Harmondsworth, Penguin, 1949.
- Savage, G. *Porcelain through the Ages*. Harmondsworth, Penguin, 1954.
- Steinberg, S. H. *Five Hundred Years of Printing*. Harmondsworth, Penguin, 1965.
- Town, L. *Bookbinding by Hand*. London, Faber, 1951.
- College library at 650 and 738.

Part B—Descriptive Geometry (Artisan Entry Diploma only)

Principles of descriptive geometry. Third angle projection. Reference planes, principles of orthographic projection, projection of points, lines and solids, true lengths, inclination of lines to the principal planes.

Auxiliary planes, traces, projection of points, lines and solids, intersection of lines and planes, sectional views, true shapes, developments, lines and solids inclined to both planes.

Oblique planes, intersection of planes, projection of points and lines on the oblique plane, conversion of the oblique plane to a simply inclined plane, intersection of lines and the oblique plane (piercing points), projection of lines perpendicular to the oblique plane, true shapes by rebatement of the oblique plane, projection of solids on, or cut by the oblique plane, mining problems.

Shortest distance from a point to the oblique plane, point and lines, line and line (skew lines). Dihedral angles. Developments of the cone, oblique cone, cylinder, oblique cylinder, transition pieces by triangulation. Intersection of solids with parallel or inclined axes. Fillet curves and rod ends. Conic sections.

ASSIGNMENTS
Two per term.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

ASSESSMENT

Progressive evaluation of class work, assignments and final examination.

TEXTBOOKS

- Pare, E. G., Loving, R. O. and Hill, I. L. *Descriptive Geometry*. London, Macmillan, 1970.
- Steel, G. and Fitness, E. W. *Descriptive Geometry and Drawing—Senior Book*. Kotara, N.S.W., Newtux, 1970.

REFERENCES

- Hawk, M. C. *Theory and Problems of Descriptive Geometry*. New York, Schaum, 1962.
- Jensen, C. A. *Engineering Drawing and Design*. London, McGraw-Hill, 1968.
- College library 744.

ENGINEERING SCIENCE I

Four hours per week

This study is to be broken up into three distinct but related phases.

The first term will be devoted to an analysis of the historical development of the fields of Mechanics and Materials Science, to emphasize the interdependence of one to the other in technological advancements and the manner in which these advancements have been stimulated in meeting sociological needs.

The work to be covered in Second Term will be an in-depth study of a selected topic from the field of Engineering Mechanics. The method of approach will be such that the students will become aware of the various factors, such as structure, logical sequence, pacing, integration and cumulative learning, which need to be considered in the development of a programme for Mechanics as well as explore the various approaches, strategies and techniques used in teaching the subject.

Third Term would be devoted to a similar programme of work concerned with Materials Science.

Theoretical lecture material should be reinforced, where practical, by industrial visit to see the cumulative results and recent advances in production, testing and analysis techniques.

ASSIGNMENTS

Two assignments of 2,500 words, being essays on topics relating to the history of Materials Science and Engineering Mechanics. Other minor assignments will be set as the course develops.

ASSESSMENT

Assignments, progressive evaluation and final examinations.

TEXTBOOK

- Burstall, A. F. *A History of Mechanical Engineering*. London, Faber and Faber, 1963.

REFERENCES

- White, L. *Medieval Technology and Social Change*. Oxford, O.U.P., 1965.
- Hughes, T. P. *The Development of Western Technology since 1500*. New York, Macmillan, 1966.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

- Walker, C. R. *Modern Technology and Civilization*. New York, McGraw Hill, 1962.
- Derry, T. and Williams, T. *A Short History of Technology*. Oxford, O.U.P., 1961.
- Walker, C. *Technology, Industry and Man*. Sydney, McGraw-Hill, 1968.
- Taylor, A. O. and Barry, O. V. *Fundamentals of Engineering Mechanics* (Metric Edition). Melbourne, Cheshire, 1974.
- Schlenker, B. R. *Introduction to Materials Science* (SI Units). Sydney, John Wiley and Sons, 1974.

MATERIALS SCIENCE III

Diploma

Four hours per week

Subject Outline:

The purpose of this introductory subject is to consolidate and extend the student's knowledge of areas of study contained in the Materials Science field of the Engineering Science Syllabus. The subject outline has been designed to suit the needs of diploma students. The approach to both the theoretical and practical units, in this terminating subject, will be focused on the Unit 2 courses.

It is intended that teaching method will form an integral part of the subject. This would include lesson preparation, careful programming and the use of simple practical demonstrations in the teaching situation.

ASSIGNMENTS

Two assignments of 2,000-3,000 words; the first being an essay on a topic relating to the history of Materials Science, the other being a report of a study of the Engineering Science Syllabus for the Higher School Certificate.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOKS

- Schlenker, B. R. *Introduction to Materials Science* (S.I. Ed.). Sydney, John Wiley, 1974.
- Gibson, H. W. and Taylor, T. W. *Experimental Materials Science*. Ryde, G.T.B. Publications, 1973.

REFERENCES

To be advised.

MECHANICS III

Degree and Diploma

Four hours per week

The purpose of this subject is to consider the aims, organization of learning experience and processes of evaluation in the teaching of the Elementary Engineering Mechanics Strand contained in the Engineering Science syllabus of the N.S.W. Higher School

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Certificate. In addition the course will provide opportunity to develop the basic principles in Elementary Engineering Mechanics. Topics to be studied include lesson preparation, analysis of structured teaching programmes, kinetics and equilibrium of coplanar systems assuming constant acceleration. Algebraic and graphical methods of solution will be discussed.

Lectures will be supplemented by tutorial exercises and a laboratory programme designed to encourage the use of practical demonstration in the teaching situation and to develop skills in the use of the scientific method of observation and deduction. Fundamental units and quantities are discussed as well as the means by which they are measured. Variability in measured data is described and an introduction to error analysis is given. The importance of a correct interpretation of experimental data is emphasized, and simple examples of regression analysis are explained.

ASSIGNMENTS

Two assignments of 3,000 words, the first being an essay on a topic related to the history of engineering mechanics, the other being a report of a study of the Industrial Arts syllabus for the Higher School Certificate.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOKS

- Taylor, A. O. and Barry, O. J. *Fundamentals of Engineering Mechanics* (Metric Ed.). Melbourne, Cheshire, 1974.
- Lindsay, G., Smith, D. and Taylor, A. *Practical Demonstrations in Engineering Mechanics*. Newcastle Teachers College, 1972.

REFERENCES

- Hannah, J. and Hillier, H. *Applied Mechanics—Metric Edition*. London, Pitman, 1971.
- Morely, J. *Mechanics for Industrial Arts, SI Edition*. Sydney, Brooks, 1973.
- Mullins, R. K. *Elementary Engineering Mechanics*, Sydney, Shakespeare, 1974.
- Embleton, W. *Applied Mechanics for Engineers* (SI Units). London, Thomas Reed Pub., 1970.
- Holman, J. P. *Experimental Methods for Engineers*. New York, McGraw-Hill, 1966.

College library at 530 and 620.

TECHNOLOGY IA

Metal and Allied Materials

Four hours per week

The unit aims at providing a good foundation in basic metal-working processes and techniques which can be extended in Metals Technology II and III. The processes include fitting, machining, fabrication and sheet metalwork. Safe working prac-

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

tices and care of tools, appliances and machines are fundamental aspects of the subject.

Students are expected to reach a satisfactory standard in a set number of practical assignments to be completed during lecture hours.

Theoretical aspects of the work will be examined by a series of short tests given throughout the year.

ASSIGNMENTS

Assignments of approximately 1,200 words each are to be presented in first and in third term.

ASSESSMENT

Progressive evaluation, assignments and yearly examination.

TEXTBOOK

Department of Technical Education *Trade Technology, Stage I, Fitting and Machining.* Sydney, Government Printer, 1970.

REFERENCE BOOKS

Bruce, L. F. and Meyer, L. A. *Sheet Metal Shop Practice.* Chicago, American Technical Society, 1968.
Burghardt, H. D., Axelrod, A. and Anderson, J. *Machine Tool Operation, Part I.* New York, McGraw-Hill, 1953.
South Bend Lathe Inc. *How to Run a Lathe.* Indiana, South Bend, 1958.
Walker, J. R. *Machining Fundamentals.* Homewood, Goodheart-Willcox, 1969.
Wissell, S. G. *Sheet Metalwork.* Adelaide, Rigby, 1965.
College library at 671 and 739.

TECHNOLOGY IIA

Metal and Allied Materials

Four hours per week

Students are required to investigate the practical problems of metalworking processes which influence tool or machine design and consider the limitations of the various metals, materials and techniques available. This should lead to an understanding of the interrelation between new technological discoveries, expansion of design boundaries and sociological needs.

Investigations should probe both the history and the technology of metal extraction; industrial processes such as machining, art metalwork, metal spinning and electrotechnics; and their application to domestic and commercial uses.

Students will be required to design and construct models utilizing the above processes. Group work will be favoured where the efficiency can be increased.

Theoretical aspects associated with the above areas of work will be covered.

Safe working practices learned in Technology IA will continue to be practised as part of this subject.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

ASSIGNMENTS

Two written assignments of approximately 2,000 words each are to be completed during the year.

ASSESSMENT

By progressive evaluation of the above and final examination on a section to be notified in advance.

TEXTBOOK

Ableson, B. W. and Pateman, A. J. *Metalworking.* Sydney, McGraw-Hill, 1973.

REFERENCES

Cook, W. *Metalwork.* Brisbane, Jacaranda, 1968.
Feirer, J. L. and Tatro, E. E. *Machine Tool Metalworking.* New York, McGraw-Hill, 1961.
Kranzberg, M. and Pursell, C. W. *Technology in Western Civilization.* Volumes I and II. London, Oxford University, 1967.
Johnson, H. *Metal Spinning, Techniques and Projects.* Milwaukee, Bruce, 1960.
Ludwig, O. and McCarthy, W. *Metalwork Technology and Practice.* Illinois, McKnight and McKnight, 1969.
Sydney Technical College *Art Metals.* South Holland, Goodheart-Willcox, 1968.
Siegner, V. *Trade Technology Notes, Book 2.* Technical College, 1966.
Untracht, O. *Enamelling on Metal.* London, Pitman, 1969.
Von Neumann, R. *The Design and Creation of Jewelry.* London, Pitman, 1968.
Zechlin, K. *Creative Enamelling and Jewelry Making.* New York, Sterling, 1965.

TECHNOLOGY IIAa

Metal and Allied Materials (Artisans)

Four hours per week

Students admitted to this subject must have completed a recognized industrial training course at either trade or Certificate level.

The areas of study prescribed for students undertaking Technology IA and IIA, namely fitting, machining, fabrication, sheet-metalwork, art metalwork, metal spinning and electrotechnics, are all dealt with as part of this subject. However, because of the past training, students will concentrate on those areas of study in which they have not previously been trained. This enables them to be assessed at the same final examination as students undertaking Technology IIA.

With the student's previous training as background, and these new areas of study to broaden his concept of technology and design boundaries, the student then investigates the relevance and application of them to school technology courses.

Students will be expected to design and construct models associated with those areas of study undertaken by him. Theoretical and historical aspects of the above work will reinforce practical assignments and student lecturettes.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Safe working practices and care of tools, appliances and machines are fundamental aspects of the subject.

ASSIGNMENTS

Two written assignments of approximately 2,000 words each are to be completed during the year.

ASSESSMENT

By progressive evaluation of the above and final examination on a section to be notified in advance.

TEXTBOOK

Ableson, B. W. and Pateman, A. J. *Metalworking*. Sydney, McGraw-Hill, 1973.

REFERENCES

Cook, W. *Metalwork*. Brisbane, Jacaranda, 1968.
Feirer, J. L. and Tatro, E. E. *Machine Tool Metalworking*. New York, McGraw-Hill, 1961.
Kranzberg, M. and Pursell, C. W. *Technology in Western Civilization*. Volumes I and II. London, Oxford University, 1967.
Johnson, H. *Metal Spinning, Techniques and Projects*. Milwaukee, Bruce, 1960.
Ludwig, O. and McCarthy, W. *Metalwork Technology and Practice*. Illinois, McKnight and McKnight, 1969.
Sydney Technical College
Siegnor, V. *Art Metals*. South Holland, Goodheart-Willcox, 1968.
Untracht, O. *Trade Technology Notes*, Book 2. Technical College, 1966.
Von Neumann, R. *Enamelling on Metal*. London, Pitman, 1969.
Zechlin, K. *The Design and Creation of Jewelry*. London, Pitman, 1968.
Creative Enamelling and Jewelry Making. New York, Sterling, 1965.

TECHNOLOGY IIIA

Metal and Allied Materials

Four hours per week

The aim is to develop individual ability for integrated design and construction and in order to foster this approach the major project for the year is to be one designed and produced by the student. This approach is intended to educate the student to be more adaptive to change.

Opportunity will be provided for experience in the areas of advanced machining, fabrication, foundry and power sources. Theoretical aspects associated with the above areas of work will be covered.

Safe working practice associated with milling, cylindrical grinding, fabrication and foundry work will be stressed.

ADDITIONAL REQUIREMENTS (Degree Students)

All students will be required to submit a comprehensive written report on the major project and two written assignments of approximately 2,000 words, each prepared following individual research.

Students intending to continue to complete the four-year degree will be required to study one area in depth and submit a report on the results of the study.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

ASSESSMENT

Assessment will be by assignments, progressive evaluation and yearly examination.

TEXTBOOKS

Walker, J. R. *Modern Metalworking*. Illinois, Goodheart-Willcox Co. Inc., 1968.
Mosely, S., Johnson, P. and Koenig, H. *Crafts Design*. Wadsworth, Calif., 1968.

REFERENCES

Benham, P. *Foundrywork Design and Practice*. London, Murray Publishing Co., 1966.
Derry, I. K. and Williams, T. L. *A Short History of Technology*. Oxford, Clarendon Press, 1960.
Giachino, J. W., Weeks, W. and Brune, E. *Welding Skills and Practices*. Chicago, American Technical Society, 1968.
Kranzberg, M. and Pursell, C. W. *Technology in Western Civilization*. Volumes I and II. London, Oxford University, 1967.
Lilley, S. *Men, machines and history*. Rev. ed. London, Lawrence and Wishart, 1965.
Marter, D. H. *Engines*. London, Thames and Hudson, 1965.
Meiloch, D. and Selden, D. *Direct Metal Sculpture*. George Allen and Unwin Ltd., 1966.
Pye, D. *The Nature and Art of Workmanship*. Cambridge, University Press, 1968.
Sydney Technical College
Trade Technology Notes. Fitting and Machining, Books 1, 2 and 3.
Ubbelohde, A. *Man and Energy*. Harmondsworth, Penguin, 1963.
West, L. A. *Agriculture: Hand tools to mechanization*. London, H.M.S.O., 1967.
Zechlin, K. *Creative Enamelling and Jewelry Making*. New York, Sterling Publishing Co. Inc., 1969.

TECHNOLOGY IB

Wood and Allied Materials

Four hours per week

This subject aims to provide a sound knowledge of woodworking processes which can be further developed in subsequent years.

This knowledge finds a broad application in practical work, which simultaneously provides practical skills commensurate with the experience of the individual student.

Students practise safe working habits with hand tools and basic machinery, including the band saw, bench grinder, woodturning lathe, power drilling machine, jig saw and sanding machine. A planned approach is made for setting up safety programmes for use in the workshop.

Content and methods relating to the following topics are studied by way of assignments: general principles of design, joining timber, tool maintenance, wood technology, timber products, allied materials, decorative treatment of timber, wood-finishing and woodturning.

A study in the utilization of timber over the last two centuries and its influence on the development of society will be carried out in a historical and technical context.

ASSIGNMENTS

Monthly testing on assigned work. One essay assignment of approximately 1,500 words due at the end of each semester.

ASSESSMENT

Progressive evaluation, monthly tests, assignments and final examination.

TEXTBOOKS

Keable, J. E. and Leadbeater, B. R. *Woodworking*. Sydney, McGraw-Hill, 1970.
Walton, J. A. *Woodworking in Theory and Practice*. Sydney, Australasian, 1970.

REFERENCES

Davey, N. *A History of Building Materials*. London, Phoenix, 1961.
Department of Technical Education *Carpentry and Joinery, Stage 1*. Sydney, Technical Education, 1957.
Egelstaff, D. W. *A Designer's Approach to Woodwork*. London, Pergamon, 1970.
Glenister, S. H. *Contemporary Design in Woodwork*. Murray, R. O., 1961.
Lindbeck, J. R. *Design Textbook*. Illinois, McKnight and McKnight, 1963.
College library at 684, 736, 745, 749.

TECHNOLOGY IIB

Wood and Allied Materials

Four hours per week

This subject will emphasize the approach to problems of design and will place importance upon creativity rather than reproduction.

Areas of work to be studied include the following: cabinet making, wood machining, timber finishing and decorative treatment of timber. Prepared working rods for all furniture designed by the student are to be presented before any project is commenced.

A detailed study will be made of the more sophisticated wood-working machinery, including the circular saw, planes, jointer and power operated hand tools.

A study of the history and development of hand tools is included.

ASSIGNMENTS

Written assignments to be submitted on a weekly basis.

ASSESSMENT

Assignments, progressive evaluation and yearly examination.

TEXTBOOKS

Keable, J. E. and Leadbeater, B. R. *Woodworking*. Sydney, McGraw-Hill, 1970.
Walton, J. A. *Woodworking in Theory and Practice*. Sydney, Australasian, 1970.

REFERENCES

Glenister, S. H. *Contemporary Design in Woodwork*. (2 vols.) London, Murray, 1961.
Hjorth, H. and Holthrop, W. E. *Operations of Modern Woodworking Machines*. Milwaukee, Bruce, 1958.
Kranzberg, M. and Purcell, C. W. *Technology in Western Civilization*. Volumes I and II. London, Oxford University, 1967.
Lindberg, J. R. *Design Textbook*. Illinois, McKnight and McKnight, 1963.
Piepenburg, R. E. *Design in Wood*. Milwaukee, Bruce, 1969.
Zanker, F. O. *Foundation of Design in Wood*. Leicester, Dryad, 1967.
College library at 684 and 690.

TECHNOLOGY IIBa

Wood and Allied Materials (Artisans)

Four hours per week

The aim of this subject is to give teachers a fundamental knowledge of woodworking processes and an understanding of principles associated with practical work attempted. It aims to provide a sound foundation of practical skills and an awareness of techniques in imparting these skills to pupils in their charge. The woodworking syllabuses prescribed for schools will be analyzed and models will be selected to incorporate basic skills and to extend and reinforce the retraining programme. The more capable students will be encouraged to actively apply the principles of design in project work and to teaching aids of a more ambitious nature. Provision will be made for all students to proceed at an accelerated pace should the artisan background and experience enable this to be done.

Familiarity, control and confidence in the use of basic wood-working machinery will be achieved by ample opportunities being given for the use of this machinery. To take full advantage of all machinery available, the section will be divided into groups and each group will participate in a series of activities. Each student will present papers, demonstration models and related information on each group activity which will provide a progressive evaluation of the student's work.

Practical work will be restricted to lecture hours and an assessment will be made on all work attempted. Incomplete practical assignments presented will be assessed and students who fail to reach a satisfactory standard in practical work will be expected to attempt a formal practical examination at the end of the year.

Reference books will be used to increase the scope of work covered in lectures and allow students to search out new approaches.

A yearly examination will be conducted on the theoretical aspects of the course and where applicable, students will be required to undertake a practical examination.

REFERENCES

Keable, J. E. and Leadbeater, B. R. *Woodworking*. Sydney, McGraw-Hill, 1970.
Department of Education *Manual of Safe Practice in School Workshops*.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Department of Education *Syllabus in Woodwork.*
Walton, J. A. *Woodworking in Theory and Practice.* Sydney, Australian, 1970.
Gray, T. A. and *School Certificate Woodwork.*
McCormick, T. *The Australian Carpenter.*
Lloyd, C. G. College library at 684, 690, 736 and 749.

TECHNOLOGY IIIB

Wood and Allied Materials

Four hours per week

A study is required of the part that wood in all its forms has played in the development of civilization. These investigations also show the relationship of this study to other areas of utilization of natural resources. A full appreciation of present day applications to man's environment is encouraged.

The investigation of aesthetic design, sound engineering principles, scientific treatment of wood internally and externally, husbandry and marketing forms part of the course.

The use and maintenance of machinery is included in the course by means of demonstrations and practical application. The full use of power equipment to reduce time taken for project work is accepted.

A major project will be undertaken in one of the following fields—cabinet work; elementary boat building; model building construction; wood turning; joinery; teaching aids; working models and demonstration equipment. Each student is asked to present projects in each of the other areas, to his own design, where possible.

ASSIGNMENTS

Work commenced in lectures is completed as assignments. Project work to be presented on completion and before mid-October. Other assignments will be set as the course develops.

ADDITIONAL REQUIREMENTS (Degree students)

Degree students will be required to submit written assignments covering the following topics:

- (i) the functions of the Forestry Commission of N.S.W. as established under the Forestry Act, 1916,
- (ii) silvicultural practices and characteristics for indigenous and exotic species,
- (iii) relationship of forest industries to raw materials, processing facilities, distribution outlets and protection agencies.

ASSESSMENT

Assignments, progressive evaluation and final examination.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

TEXTBOOKS

Keable, J. E. and
Leadbeater, B. R.
Walton, J. A.

Woodworking. Sydney, McGraw-Hill, 1970.

Woodworking in Theory and Practice. Sydney, Australian, 1970.

REFERENCES

Capron, J. *Wood Laminating.* Illinois, Knight, 1963.
Glenister, S. H. *Contemporary Design in Woodwork I.* London, Murray, 1969.
Haskell, D. F. and *Modern Wood Technology.* Milwaukee, Bruce, 1968.
Spielman, P. E. *English Period Furniture.* London, Evans, 1966.
Hayward, C. H. *Operation of Modern Woodworking Machines.* Milwaukee, Bruce, 1966.
Hjorth, H. H. and *Designing in Wood.* London, Harrap, 1968.
Holthrop, W. F. *Complete Book of Wood Finishing.* London, Faber, 1968.
Jones, D. A. and *Australian Methods of Building Construction.* Sydney, Angus & Robertson, 1953.
Liac, L. H. *Modern Woodworking.* Illinois, Goodheart-Willcox, 1967.
Scharff, R. *Australian Timber Handbook.* Sydney, Angus & Robertson, 1970.
Sharp, W. W. *Building Construction Roof Framing.* New Jersey, Prentice-Hall, 1960.
Wagner, W. H. *Plywoods of the World.* Edinburgh, Johnson, 1963.
Wallis, N. K. *A Manual of Veneering.* New Jersey, Nostrand, 1968.
Wass, A. and *Forest Products Newsletter.* Melbourne, CSIRO Monthly.
Sanders, G. A. *Timber, Its Structure and Properties.* London, Macmillan, 1968.
Wood, A. D. *Commercial Timbers of Australia.* Melbourne, CSIRO, 1967.
Villiard, P. *Hartley's Guide to Boat Building.* North Sydney Printing (Aust.) Pty. Ltd.
Division of Forest Products
Desch, H. E. College library at 684, 680 and 690.

INDUSTRIAL ARTS ELECTIVE

Artisans only

Three hours per week

This is a specialized course provided for students enrolled in the Diploma in Teaching Artisans Two Year Conversion course. The course is made up of two components: Mathematics and Science and is designed to assist Artisans to become familiar with these areas that are offered to students undertaking the three year course.

The course is offered through the Mathematics and Science Departments but only one result is given for the combined subject. Students enrolling in this course should consult with the Heads of the Mathematics and Science Departments with regard to the content of the subject, textbook requirements and method of assessment.

DEPARTMENT OF MATHEMATICS

MATHEMATICS I

Mathematics in the Infant and Primary Schools

Three hours per week

This unit involves the study and discussion of methods of developing number and mathematical concepts of children in the infant and primary schools. Regard is also given to the background of mathematics necessary for a teacher to provide the enrichments envisaged by the N.S.W. curriculum.

1. General methods and lesson structure.
 - (a) Oral drill and written practice.
 - (b) Questioning techniques.
 - (c) Testing.
2. Research into the learning of mathematics.
Consideration of the ideas of:
 - (a) Piaget.
 - (b) Dienes.
 - (c) Bruner.
3. The use and value of structured materials:
 - (a) Cuisenaire rods.
 - (b) Dienes' MAB blocks.
4. Sets.
5. Cardinal numbers and whole numbers.
6. Numeration, history of numeration, systems of numeration.
7. Algorithms—ancient and modern.
8. Calculating devices—ancient and modern.
9. Elementary properties of whole numbers: odd and even numbers, prime and composite numbers, figurate numbers, etc.
10. Tests of divisibility and the general properties of place-valued numeration.
11. Rational numbers: concept, representation, algorithms and properties.
12. Mathematical structures: group, ring, integral domain and field.
13. Field of real numbers.
14. Quantities and experimental procedures.
15. Problems.
16. Spatial relationships and elementary topology.
17. Graphs.
18. Statistics.

DEPARTMENT OF MATHEMATICS

ADDITIONAL REQUIREMENTS

Short class exercises to be submitted at regular intervals during the year. The compilation of a "Mathematics Ideas Book" constitutes a major assignment which will be due at the beginning of the third term.

ASSESSMENT

Assignments, class exercises, final examination.

A satisfactory level of arithmetical calculation is required before students are regarded as qualified to teach Mathematics. Regular tests will be held during the year to determine when this level is attained.

TEXTBOOK

N.S.W. Department of
Education

Curriculum for Primary Schools—Mathematics. Sydney, N.S.W. Government Printer, 1967.

REFERENCES

Copeland, Richard W.
Hackworth, Robert D.

How Children Learn Mathematics. Melbourne, Macmillan.
Mathematical Systems, Finite and Infinite. New York, Holt, Rinehart & Winston, 1969.

Kelley, J. L. and
Richert, D.
Skemp, Richard R.
Turner, V. D. and
Prouse, H. L.
Wolf, F. L.

Elementary Mathematics for Teachers. San Francisco, Holden-Day Inc., 1970.

The Psychology of Learning Mathematics. Pelican Original.
Introduction to Mathematics. Illinois, Scott, Foresman & Co., 1972.

Number Systems and Their Uses. Waltham, Xerox Publishing Co., 1971.

Essentials of College Mathematics. New York, Holt, Rinehart & Winston Inc., 1969.

Zwier, P. J. and
Myhoff, L. R.

MATHEMATICS IA

Three hours per week

Logic.

Sets and Cardinal Numbers.

Mathematical Structures: groups, rings, integral domains, fields.

Integers: structure of the set of integers, elementary properties of integers, mathematical induction.

Rational numbers: structure and properties of the set of rational numbers.

Polynomials.

Real Numbers: structure and properties of the set of real numbers.

Complex Numbers: structure and properties, Argand diagrams, de Moivre's theorem, applications.

Elementary properties of Matrices and Determinants.

Linear Equations.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

Ayres, F.

Modern Algebra. New York, Schaum.

REFERENCES

Bardell, T. and
Spitzbart, A.

College Algebra. U.S.A., Addison-Wesley, 1966.

Weiss, M. and Dubisch, R.

Higher Algebra for the Undergraduate. New York, John Wiley, 1962.

Kaplan, W. and Lewis,
D. J.

Calculus and Linear Algebra. U.S.A., John Wiley, 1971.

Schartz, J. T.

Introduction to Matrices and Vectors. McGraw-Hill, 1962.

MATHEMATICS IB

Three hours per week

Sets.
 Mappings, relations and functions.
 Graphs.
 Limits, infinite sequences and series, conditions for convergence.
 Functions of the real variable.
 Continuity and differentiability.
 Methods of differentiation and applications of differentiation.
 Integration, approximate integrations, methods of integration, applications of integration.
 Applied mathematics; elementary kinematics and kinetics as applications of the differential and integral calculus.

ASSESSMENT

Assignments, class tests, final examinations.

TEXTBOOK

McLoon, K. and Tromba, A. *Calculus IBC*. New York, Harcourt Brace Jovanovich Inc., 1972.

REFERENCES

Ayres, F. *Calculus*. New York, Schaum, 1964.
 Burdette, A. C. *An Introduction to Analytic Geometry and Calculus*. New York, Academic Press, 1968.
 Horadam, A. *Outline Course of Pure Mathematics*. Oxford, Pergamon, 1968.
 Thomas, G. *Calculus*. London, Addison-Wesley, 1964.

MATHEMATICS IC

Three hours per week

Vectors and Analytical Geometry

Fundamentals covered in Mathematics IA and IB. Logic, sets, functions and relations, inverse functions, graphs.
 Two-dimensional vectors and their applications to geometry and applied mathematics.
 Scalar and vector products, applications.
 Lines, circles and convex sets in the plane.
 Polar co-ordinates and special curves.
 Conic sections.
 Isometries of a plane: translations, rotations and reflections.
 Reflections and rotations in matrix form, application to conic sections.

Three-dimensional vectors, triple products, geometrical applications.

Lines, planes, spheres and convex sets in three dimensions.

Surfaces and curves.

Isometries in three-dimensional space and quadric surfaces.

ASSESSMENT

Assignments, class tests, final examination.

REFERENCES

Pettofrezzo, A. J. and Lacatena, M. M. *Analytic Geometry with Vectors*. Glenview, Illinois, Scott, Foresman & Co., 1970.
 Preson, G. C. and Lovalgia, A. R. *Modern Analytic Geometry*. New York, Harper and Row, 1971.
 Schartz, J. *An Introduction to Matrices and Vectors*. New York, McGraw-Hill, 1961.
 Spitzbart, A. *Analytic Geometry*. Glenview, Illinois, Scott, Foresman & Co., 1969.

MATHEMATICS ID

Three hours per week

Curriculum studies, method and introduction to the programmable calculator

An investigation of the background of Mathematics of first form pupils with reference to the curriculum and the common approaches used in the primary school.

General principles of classroom procedures: class management; questioning; motivation and fixing techniques; use of teaching aids; testing; lesson preparation and lesson notes.

Forms I and II Curriculum studies: Number and Geometry.

General introduction to computing—historical data. Typical large scale computer systems. Number systems—binary, octal, decimal, hexadecimal.

Conversions; negative numbers and complements.

Binary codes, storage of numbers and instructions. Logic and Boolean algebra, truth tables, logic gates.

Programming with n—address machines. Comparisons. Simple machine code.

Calculations and computations on the Canon Canola 167P.

ASSESSMENT

Assignments, class tests.

REFERENCES

Butler, C. H., et al. *The Teaching of Secondary Mathematics*. N.Y., McGraw-Hill, 1970.
 N.S.W. Dept. of Education *Curriculum for Primary School Mathematics*. Sydney, N.S.W. Government Printer, 1967.
 N.S.W. Dept. of Education *Syllabuses and Notes (Forms I to IV)*. Sydney, N.S.W. Government Printer, 1971.

MATHEMATICS IAE

Algebra and Calculus

Three hours per week

This study is designed to provide the student with an interest in Mathematics with the opportunity of expanding that interest and of also acquiring a greater appreciation of the basic principles of the subject.

The topics considered will be taken from, but not necessarily limited to, the following:

- Sets.
- Mappings, relations and functions.
- Graphs.
- Limits.
- Functions of a real variable.
- Continuity.
- Methods of differentiation, integration and their common applications.
- Complex numbers.
- Matrices and determinants.
- Polynomials and the theory of equations.
- Mathematical induction.
- Practical mathematics—elementary surveying, model making, mechanical construction of curves.

ASSESSMENT
Assignments, class tests, final examination.

REFERENCES
Suitable reference books will be nominated during the progress of the study.

MATHEMATICS IBE

Three hours per week

Prerequisite—A pass in H.S.C. Mathematics at the 2S level, the 2S level.

Syllabus Outline

Review: Real number system, relations and functions, indices, logarithms, trigonometrical ratios, elementary analytical geometry.

Exponential functions, hyperbolic functions, applications.
 Logarithmic functions.
 Trigonometric functions.
 Inverse functions: inverse trigonometric, inverse hyperbolic, general inverse functions.
 Differentiation, methods of differentiation, applications.
 Integration, approximate integrations, methods of integration, applications.
 Partial differentiation.
 Taylor's Theorem and Fourier series.
 Elementary vectors, vector sums and differences, applications of vectors to mechanics.
 Differential equations. Emphasis will be given to applications required by Industrial Arts students.
 Matrices and determinants.
 Conics, focal properties, tangent and normal properties.
 Aspects of three-dimensional co-ordinate geometry.
 Calculus: functions of two or more variables, partial derivatives and applications, higher order differentials, double integrals and applications.
 Vectors: Vector algebra, scalar and vector products, physical and geometrical applications.
 Geometry: Polar co-ordinates, special curves, conic sections, isometrics of a plane, reflection and rotation in matrix form with applications to conics.
 Practical Mathematics: Desk calculator, keyboard calculations, calculations involving memories, programming, branching and looping.

ASSESSMENT
Assignments, class tests, final examination.

TEXTBOOK
No prescribed text.

REFERENCES
Suitable references will be announced as the course progresses.

The subjects in Mathematics are designed to provide the interested and able student with a sound appreciation of contemporary Mathematics. Sequences of 2 or 3 years are provided which present a broad profile of Mathematics and permit a degree of individual selection through the provision of elective strands. In addition to offerings in Mathematics, subjects are arranged in mathematics education, to prepare students for the teaching of mathematics in the infants, primary and secondary schools.

DEPARTMENT OF MATHEMATICS

A. ORGANIZATION OF SEQUENCES IN MATHEMATICS

For the student specializing in Mathematics, the second and third year offerings are arranged in 2-hour strands which may be combined in the various ways described below to provide the desired sequences.

Mathematics IIA—Two of the strands (b), (c) and (g).

Strand (b) is compulsory for students training as secondary Mathematics teachers.

Mathematics IIB—Two of the strands (d), (e) and (f).

Strands (d) and (e) are compulsory for students training as secondary Mathematics teachers.

Mathematics IIC—Two of the strands (a), (f) and (g).

Strand (a) is compulsory for students training as secondary Mathematics teachers.

Mathematics IIIA—Two of the strands (h), (i) and (j).

Mathematics IIIB—Two of the strands (k), (l) and (m).

Mathematics IIIC—Two of the strands (n), (o) and (p).

Mathematics IIID—Two of the strands (l), (j) and (o).

Students training as secondary Mathematics teachers are *required* to enrol in strands (h), (m) and (n) and any three of the remaining six to complete their three third-year units.

B. SUMMARY OF STRANDS

<i>Strand</i>	<i>Title</i>	<i>Prerequisite</i>
a	Curriculum studies and junior secondary method.	Mathematics IC (See 1974 Calendar)
b	Matrices and elementary vector spaces.	Mathematics IA
c	Finite mathematics.	Mathematics IB
d	Calculus.	
e	Real analysis.	Mathematics IB
f	Applied mathematics.	
g	Boolean algebra and Computer studies.	
h	Group theory.	Mathematics IA
i	Linear algebra.	Strand b
j	Projective geometry.	
k	Complex variable.	Strand d
l	Differential equations.	Strand d

DEPARTMENT OF MATHEMATICS

m	Analysis of metric spaces.	Strand e
n	Curriculum studies and senior mathematics method.	Strand a
o	Probability and statistics.	
p	Numerical analysis.	Strand g

C. SECOND YEAR STRANDS

Strand (a)—*Curriculum Studies and Junior Secondary Method*

Two hours per week

Prerequisite—Mathematics IC.

Note. Extensions of topics introduced in Mathematics IC are marked with an asterisk (*).

**Curriculum Study*

Extension of the study of Mathematics courses to form IV, all levels. Selection of topics from the above courses to illustrate topic development and the structure of various lesson types.

The Higher School Certificate Level 3 Syllabus:

Intensive study of selected topics.

**Instructional Media*

Brief review of the section covered in first year.

Audio-visual equipment: film, strip-film, loop film, television, colour slides, tapes; preparation of O.H.P. transparencies.

Teaching and Learning Theories

The aims and principles of the Secondary Mathematics Curriculum.

Introduction to the work of Piaget, Dienes, Bruner, Ausubel, Fehr and Mathews (The Nuffield Project).

The concept of "Readiness" and its assessment.

The notion of the Spiral Curriculum related to current policy and practice in N.S.W.

**Classroom Management*

Brief review of the unit covered in first year.

Getting acquainted: names of pupils; background, personality, school record, potential.

Catering for individual differences; diagnosis, remediation, programmed instruction, team teaching, enrichment.

Grading and Grouping: flexible groupings, leaders, partners, use of monitors; learning levels and mobility.

Progressive assessment.

DEPARTMENT OF MATHEMATICS

Innovative Teaching Methods: Programmed learning, teaching machines.

Extra-mural experiences.

*Practical Work

Review of the first year unit.

Paper folding; the use of pins and strings: the conics, lemniscate, cardioid, rose curves.

Trigonometric surveying and the use of calculating machines.

*Evaluation

Review of the first year component; need for "feedback".

The Education Department's Public Examinations.

Statewide assessment and progressive evaluation: advantages and pitfalls. Mediation.

The classroom testing programme. Item analysis.

The assessment of "other aims" of the syllabus.

*Demonstration Lessons

A continuing programme of demonstrations will be undertaken in district high schools to illustrate lecture material in a practical setting.

The compilation of a file of reports on lessons observed will be continued.

ASSESSMENT

Final examination and assignments.

TEXTBOOKS

N.S.W. Department of Education *Syllabus and notes for Forms I-IV and Level III.* Sydney, N.S.W. Government Printer, 1971.

REFERENCES

The following Journals will be useful:

Association of Teachers of Mathematics: *Mathematics Teaching.*

Australian Association of Mathematics Teachers: *The Australian Mathematics Teacher.*

N.S.W. Department of Education: *A Mathematics Bulletin.*

National Council of Teachers of Mathematics: *The Mathematics Teacher.*

National Council of Teachers of Mathematics: *The Arithmetic Teacher.*

Strand (b)—*Matrices and Elementary Vector Spaces*

Two hours per week

Prerequisite—Mathematics IA.

Matrices.

Revision of basic definitions.

Rank of matrix.

Determinants.

DEPARTMENT OF MATHEMATICS

Vectors.

Vectors in space and in the plane.

Vector spaces.

System of linear equations.

Linear dependence of vectors.

Dimensions of a vector space.

Change of basis.

Inner product, length and angle.

Algebra of Matrices.

Multiplication of matrices.

Inverses and zero divisors.

Elementary transformations and determinants of rank.

Augmented matrix.

Solution of equations.

Canonical form of augmented matrix.

Equivalent matrices and canonical forms.

Multiplication of partitioned matrices.

Linear Transformation in a Vector Space.

Definition of a linear transformation and its matrix relative to a given basis.

Kernel of the transformation.

Singular and non-singular linear transformations.

Properties of non-singular transformations.

Matrices of a linear transformation relative to a different basis.

Similar Matrices and Diagonalization Theorems.

The characteristic roots and Eiger vectors of a matrix.

Similarity.

Matrices similar to diagonal matrices.

Canonical forms.

TEXT

Lipschutz, S.

Linear Algebra. Schaum, 1968.

REFERENCES

Brisley, W.

A Basis for Linear Algebra. Wiley, 1973.

Campbell, M.

Introduction to Matrices, Vectors, Linear Prog. Appleton, Century-Croft, 1965.

Perlis, S.

Introduction to Algebra. Ginn, Blaisdell, 1966.

Strand (c)—*Finite Mathematics*

Two hours per week

Graphs and networks. Critical path, shortest path, minimal tree, maximum flow.

Linear programming—the simplex algorithm.
 Solution of a Matrix game.
 Finite geometries.
 Block designs.

No Set Text

REFERENCES

- Benner, C. P., et al. *Topics in Modern Algebra*. New York, Harper, 1962.
 Busacker, R. G. and Saaty, T. L. *Finite Graphs and Networks*. New York, McGraw-Hill, 1965.
 Gass, S. I. *Linear Programming*. New York, McGraw-Hill, 1969.
 Hall, M. *Combinatorial Theory*. Waltham (Mass.), Blaisdell, 1967.
 Lipschutz, S. *Theory and Problems of Finite Mathematics*. New York, McGraw-Hill, 1966.
 Liu, C. L. *Introduction to Combinatorial Mathematics*. New York, McGraw-Hill, 1968.
 Owen, G. *Finite Mathematics*. Philadelphia, W. B. Saunders Co., 1970.

Strand (d)—*Calculus*

Two hours per week

Prerequisite—Mathematics IB.

First order differential equations; separable, homogeneous linear; geometrical applications.

Partial differentiation: functions of two or more variables, definitions of partial derivatives and geometrical application to tangent planes and normals to a surface; total differential, approximations, rates of change, maxima and minima, higher order derivatives; exact differentials and solution of exact first order differential equations.

Vector calculus, line integrals.

Double integrals with applications to volumes, plane and surface areas. Infinite series: tests for convergence; Taylor's theorem with remainder; series for e^x , $1/(1+x)$, $\sin x$ etc.

Fourier Series.

ASSESSMENT

Assignments, class tests, final examinations.

TEXTBOOK

No prescribed text

REFERENCES

- Apostol, T. *Calculus*. Vol. 1, 2. Ginn, Blaisdell, 1967.
 Ayres, F. *Differential Equations*. Schaum, 1952.
 Kaplan, W. and Lewis, D. J. *Calculus and Linear Algebra*. Vol. 1, 2.
 Thomas, G. B. *Calculus and Analytic Geometry*.

Strand (e)—*Real Analysis*

Two hours per week

Prerequisite—Mathematics IB.

Sets, index sets, cardinality, denumerable sets, transfinite numbers, countable sets.

Rational numbers, place value representation, special forms, representation properties, structure properties of rational numbers, limitations of rational numbers.

Real Numbers, definition through field axioms, order axioms and supremum axiom, properties of real numbers, Cantor ternary sets.

Mappings, sequences, convergent sequences, algebra of limits, monotone convergence, introduction to the topology of real numbers, open intervals, Cauchy sequences, completeness and compactness—Heine-Borel Theorem.

Series, finite series and methods of summation. Infinite series, divergence and convergence, tests of convergence, series of positive and negative terms, absolute and conditional convergence. Power Series—ranges of convergence.

Continuity, determination of continuity of real mappings, properties of continuous mappings, uniform continuity.

Differentiation, the derivative and determination of differentiability for real mappings, properties of differentiable functions, Rolle's theorem, Mean Value theorem, Cauchy Mean Value theorem and l'Hôpital's rule. Maclaurin's expansion and Taylor's theorem.

Integration, the Riemann integral, properties of integrable mappings, fundamental theorem of calculus, improper integrals.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

Giles, J. R.

Real Analysis, An Introductory Course. New York, John Wiley & Sons, 1972.

REFERENCES

- Anderson and Hall Burrill and Knudsen *Elementary Real Analysis*. New York, McGraw-Hill, 1972.
Real Variables. New York, Holt, Rinehart & Winston, 1969.
 Labarre, Anthony E. *Intermediate Mathematical Analysis*. New York, Holt, Rinehart & Winston, 1968.

Strand (f)—*Applied Mathematics*

Two hours per week

Dynamics of a particle moving in a straight line.
 Kinematics, motion of point in a straight line under constant or variable acceleration. The velocity-time graph.
 Change of reference origin. Simple harmonic motion.
 Kinetics. Concept of force, mass, momentum, impulse, work, kinetic and potential energy, conservation of energy.
 Hooke's law. Newton's law. Resisted motion in a straight line.
 Friction.
 Dynamics of a system of particles moving in a straight line.
 Dynamics of a particle moving in more than one dimension.
 Curvilinear motion.
 Vectors. Relative velocity and acceleration.
 Motion of a particle in a plane. Projectiles.
 Circular motion.
 Centres of Mass.
 Two-dimensional statics.
 Forces and equilibrium.
 Virtual work.

ADDITIONAL REQUIREMENTS
Weekly exercises.ASSESSMENT
Class tests and final examination.TEXTBOOK
To be announced.

REFERENCES

Beer, F. P. and Johnston, E. R.	<i>Mechanics for Engineers: Dynamics.</i> 2nd Edition. McGraw-Hill, 1962.
Beer, F. P. and Johnston, E. R.	<i>Mechanics for Engineers: Statistics.</i> 2nd Edition. McGraw-Hill, 1962.
Bullen, K. E.	<i>An Introduction to the Theory of Mechanics.</i> Science Press, Sydney.
Hall, A. S. and Archer, F.	<i>Principles of Statistics.</i> N.S.W. University Press, Sydney, 1969.

Strand (g)—*Boolean Algebra and Computer Studies*

Two hours per week

General introduction, historical data. Typical large scale computer systems.
 Number systems—binary, octal, decimal, hexadecimal.
 Conversions; negative numbers and complements.
 Binary codes. Storage of numbers and instructions.

Logic and Boolean algebra, truth tables, logic gates.
 Programming with n-address machines. Comparisons.
 Simple machine code.
 Calculations and computations on the Canon Canola 167P.
 Fortran programming.

ASSESSMENT
Assignments, class tests, final examination.TEXTBOOK
To be announced at the commencement of the year.

REFERENCES

Rolston, A.	<i>Introduction to Programming and Computer Science.</i> Tokyo, McGraw-Hill Kogakusha Ltd., 1971.
Scheid, F.	<i>Introduction to Computer Science.</i> New York, Schaum, 1970.
Williams, Gerald E.	<i>Boolean Algebra with Computer Applications.</i> New York, McGraw-Hill, 1970.

D. THIRD YEAR STRANDS

Strand (h)—*Group Theory*

Two hours per week

Prerequisite—Mathematics IA.

Groups:

Definition and examples—numerical, geometrical, abstract, finite, infinite, cyclic, abelian groups;

Basic properties of groups; permutations and the symmetric group S_n ; homomorphism and isomorphism, Cayley's theorem;

Subgroups, cosets, Lagrange's theorem, subgroups of a cyclic group; normal subsets, quotient groups, homomorphism theorems.

ASSESSMENT
Assignments, class tests, final examination.TEXTBOOK
To be announced.

REFERENCES

Baumsley, B. and Chandler, B.	<i>Group Theory.</i> Schaum, 1968.
Birkhoff, G. and MacLane, S.	<i>A Survey of Modern Algebra.</i> Macmillan, New York.
Macdonald, I. D.	<i>The Theory of Groups.</i> Oxford Uni. Press, 1968.
Rotman, J. J.	<i>The Theory of Groups: An Introduction.</i> Allyn & Bacon, 1966.

DEPARTMENT OF MATHEMATICS

Strand (i)—*Linear Algebra*

Two hours per week

Prerequisite—Strand (b).

Vector Spaces.

- Inner products.
- Schwartz inequality.
- Triangle inequality.
- Orthogonality.
- Normal orthogonal basis.
- Gram-Schmidt orthogonalization process.

Transformation of Co-ords.

- Orthogonal matrix.
- Proper, improper orthogonal matrix.
- Rotation and reflection.
- Orthogonal transformations.
- Rotations.
- Reduction of the matrix of a linear transformation.

Similarity.

- Similarity of real symmetric matrices.
- Reduction of quadratic forms.
- Classification of quadric surfaces.

Vector Spaces over Complex Field.

- Inner products.
- Normal orthogonal bases and unitary transformation.
- Hermitian matrices, forms and transformations.
- Normal matrices and transformations.
- Spectral decomposition.
- The real canonical form of an orthogonal matrix.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

Lipschutz, S. *Linear Algebra*. New York, Schaum, 1968.

REFERENCES

- Johnstone, Price, Van Vleck *Linear Algebra*. New York, Schaum, 1968.
- McCoy, N. *Introduction to Modern Algebra*. Allyn & Bacon, 1968.
- Zelinsky, D. *Linear Algebra*. Academic Press, 1968.

DEPARTMENT OF MATHEMATICS

Strand (j)—*Plane Projective Geometry*

Two hours per week

Finite Geometries.

- Augmenting the Euclidean plane—ideal elements.
- Projective plane and the principle of duality.
- Ranges and pencils. Perspectivities and projectivities.
- Cross ratio.

The fundamental theorem and its consequences.

The theorems of Pappus and Desargues.

Harmonic ranges and pencils.

Harmonic conjugates. Harmonic properties of complete quadrangle.

Projectivities between coplanar ranges—double points.

Involutions.

Point and line conics.

Poles and polar lines.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

Ayres, F.

Theory and Problems of Projective. New York, Schaum, Publishing Co., 1967.

REFERENCE BOOKS

Adler, C. F.

Modern Geometry. New York, McGraw-Hill, 1958.

Albert, A. and Sandler, R.

An Introduction to Finite Projective Planes. New York, Holt, Rinehart & Winston, 1968.

Blattner, J. W.

Projective Plane Geometry. San Francisco, Holden Day Inc., 1968.

Coxeter, H. S. M.

The real projective plane. Cambridge, C.U.P., 1955.

Faulkner, T. E.

Projective Geometry. Edinburgh, Oliver and Boyd, 1949.

Filon, L.

An Introduction to Projective Geometry. London, Arnold, 1947.

Fishback, W. T.

Projective and Euclidean Geometry. New York, Wiley, 1969.

Heyting, A.

Axiomatic Projective Geometry. Amsterdam, North Holland Publishing Co., 1963.

Hopkins, E. S. and

An Introduction to Plane Projective Geometry. Oxford, 1971.

Hails, J.

A Guide to Undergraduate Projective Geometry. Oxford, 1971.

Horadam, A. F.

An Introduction to Projective Geometry. London, O.U.P., 1949.

O'Hara, C. W. and

Ward, D. R.

Strand (k)—*Complex Variables*

Two hours per week

Prerequisite—Strand (d)

Complex numbers.

Functions of a complex variable: continuity, differentiation, analytic functions, mapping by elementary functions.

Integration.

Power series.
Residues and poles.
Conformal mapping.

ADDITIONAL REQUIREMENTS
Weekly tutorial exercises.

ASSESSMENT
Class tests and final examination.

TEXTBOOK
Spiegel, M. R.

Theory and Problems of Complex Variables. Schaum Outline Series, New York. McGraw-Hill, 1964.

REFERENCES
Churchill, R. V.

Complex Variables and Applications. New York, McGraw-Hill, 1960. (Available as a paperback—International Students Edition.)

Hanser, Arthur A.

Complex Variables with Physical Applications. New York, Simon and Schuster, 1971.

Ledermann, W.

Complex Numbers. London, Routledge & Kegan Paul Ltd., 1962.

Tall, D. O.

Functions of a Complex Variable. Vols. I, II. London, Routledge & Kegan Paul Ltd., 1970.

Strand (1)—Differential Equations

Two hours per week

Prerequisite—Strand (d)

Introduction. Solution of equations of the first order and first degree. Linear equations. Solutions in Series. The Method of Frobenius. Bessel's Linear equations with constant coefficients. Systems of simultaneous equation. Legendre's equation. The Laplace transform. Boundary Value problems. At appropriate stages of the course applications of the theory to the solution of problems in the physical world will be made.

ADDITIONAL REQUIREMENTS
Weekly tutorial exercises

ASSESSMENT
Assignments, class tests, final examination.

TEXTBOOK
Betz, H., Burcham, P.
and Ewing, G.

Differential Equations with Applications. New York, Harper International Edition, Harper and Row, 1964.

REFERENCES
Ayres, Frank

Theory and Problems of Differential Equations. New York, Schaum, 1952.

Boyce, W. E. and Di
Prima, R. C.

Elementary Differential Equations and Boundary Value Problems. New York, Wiley, 1969.

Strand (m)—Analysis of Metric Spaces

Two hours per week

Prerequisite—Strand (e)

Sets, functions and relations.

Metric spaces, examples of metric spaces, norms as metric, open balls, determination of open balls.

Topology of metric spaces, open sets, convergent sequences, convergence and closed sets, interior, closure and boundary properties, Cauchy sequences and completeness; cluster points and compactness, connectedness.

Equivalent metrics.

Continuity—determination of continuity—continuity and open sets, uniform continuity, continuity and compactness, continuity and connectedness.

Differentiation and Riemann integration, logarithmic and exponential functions.

Interchange of limit operations; integrations and differentiation of sequences of functions, Power series, Taylor's series, trigonometric functions.

Successive approximations and differential equations.

Partial differentiation.

Multiple integrals.

ASSESSMENT

Assignments, class tests, final examinations.

TEXTBOOK

No prescribed text.

REFERENCES

Lipschutz, Seymour
Rosenlicht, Maxwell
Rudin, Walter

General Topology. New York, Schaum, 1965.

Introduction to Analysis. Illinois, Scott, Foresman, 1968.
Principles of Mathematical Analysis. New York, McGraw-Hill, 1965.

Simmons, G. F.

Introduction to Topology and Modern Analysis. Tokyo, Kogakusha Co. Ltd., 1963.

Strand (n)—Curriculum Studies and Senior

Mathematics Method

Two hours per week

Prerequisite—Strand (a)

The organization of Mathematics courses in forms V and VI. An examination of the syllabus content and of methods of presentation of:

- the first level Mathematics course.
- the second level Mathematics course (short and full courses).
- the computing strand of the third level Mathematics course.

The assessment of pupils studying Mathematics.

The Mathematics laboratory—practical work in Mathematics.

The preparation and presentation of learning aids—teacher made and departmentally supplied.

The organization of a Mathematics Department within a school—the maintenance of records.

Library work for the Mathematics student.

An introduction to professional journals.

Catering for individual differences.

Research into the learning of Mathematics. The views of Dienes, Bruner, Ausabel, Skemp and Biggs.

Comparative studies. School Mathematics outside N.S.W.

Trends in Mathematics teaching.

The component skills of teaching, in a mathematical context, will be illustrated through live demonstrations and the viewing of filmed models.

ASSESSMENT

Progressive evaluation through regular assignments and final examination.

TEXTBOOK

N.S.W. Department of Education

Mathematics Syllabus and Notes Forms V and VI, Sydney, N.S.W. Government Printer.

REFERENCES

Aichele, D. B. and
Reys, R. E. (ed.)
Jackson, G. R. and
Condon, D. J.
Kramer, K. (ed.)

Readings in Secondary School Mathematics. Boston, Prindle, Weber and Schmidt, Inc., 1971.
An Introduction to Fortran Programming, Level III. Sydney, Scoutline Publications, 1973.
Problems in the Teaching of Elementary School Mathematics: A Book of Readings. Boston, Allyn & Bacon, 1970.
Mathematics Examination Committee Report. Sydney, N.S.W. Government Printer.
Teaching Practice Problems and Perspectives. London, Methuen and Co. Ltd., 1972.

N.S.W. Department of Education
Stones, E. and Morris, S.

Strand (o)—*Probability and Statistics*

Two hours per week

Introduction—discussion of type of problems that statistical methods were designed to solve.

Description of sample data—classification, graphical representation, descriptive measures.

Elementary probability, sample space, Bayes Theorem, random variables, frequency function, distribution function.

Frequency distributions of one variable (for discrete and continuous variables). Binomial, Poisson, Rectangular, normal distributions. Change of variable.

Statistical inference, hypothesis testing, types of error, power function, elementary sampling theory for one variable.

Frequency distributions of the mean, difference of two means X^2 , t, F distributions.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

To be determined.

REFERENCES

Freund, J. E. *Mathematical Statistics*.
Hoel, P. G. *Elementary Statistics*.
Hoel, P. G. *Introduction to Mathematical Statistics*.
Lindgren and McElrath *Introduction to Probability and Statistics*.

Strand (p)—*Numerical Analysis*

Two hours per week

Prerequisite—Strand (g)

Number Systems and the Generation and Propagation of Errors.
Computation Methods for Error Estimation.

Use of Programmable Desk Calculators.

Linear Iteration for Solution of Nonlinear Equations.

Method of Machine Evaluation of Polynomials for Economy of Storage.

Machine Language Programme for Linear Iteration.

Fortran Programme for Newton's Method—Computer.

Fortran Programme for Secant Method—Computer.

Machine Programme for finding the first Real Roots of a Polynomial Function.

Correlation and regression.

Quadratic Interpolation.

nomial Function.

Interpolating Polynomial.

Iterated Linear Interpolation.

Inverse Interpolation.

The Finite—Difference Calculus using Desk Calculators.

Numerical Differentiation.

Numerical Integration.

Fortran Programme for Trapezoidal Integration—Computer.

Fortran Programme for Simpson's Rule—Computer.

Fortran Programme for Gaussian Integration—Computer.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

Conte, S. D.

Numerical Analysis. McGraw-Hill, 1965.

REFERENCES

Ralston, A.
Scheid, F.

A First Course in Numerical Analysis. McGraw-Hill, 1965.
Numerical Analysis. Schaum-McGraw-Hill, 1968.

The above course would require limited access to a high speed computer using Fortran as a programming language and/or ready access to programmable desk calculators of not less than seven memories plus Jump facilities.

MATHEMATICS IIZ

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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.

MATHEMATICS IIE

Three hours per week

Prerequisite—Mathematics IAE (or equivalent)

Complex numbers, structure and properties, Argand diagrams, de Moivre's theorem, applications, isomorphic forms.

Calculus: functions of two or more variables, partial derivatives and applications, higher order differentials, double integrals and applications.

Vectors: Vector algebra, scalar and vector products, physical and geometrical applications.

Geometry: Polar co-ordinates special curves conic sections isometrics of a plane, reflection and rotation in matrix form with applications to conics.

Practical Mathematics: Desk calculator, keyboard calculations, calculations involving memories, programming, branching and looping.

ASSESSMENT

Assignments, class test, final examination.

TEXTBOOK

No prescribed text.

REFERENCES

Suitable references will be announced as the course progresses.

MATHEMATICS IIIA

Two of the strands (h), (i) and (j) listed on pp. 181-183.

MATHEMATICS IIIB

Two of the strands (k), (l) and (m) listed on pp. 183-184.

MATHEMATICS IIIC

Two of the strands (n), (o) and (p) listed on pp. 185-187.

MATHEMATICS IIID

Two of the strands (l), (j) and (o) listed on pp. 175-179.

Students training as secondary Mathematics teachers are *required* to enrol in strands (h), (m) and (n) and any three of the remaining six to complete their three third-year units.

MATHEMATICS IIIE

Four hours per week

Prerequisite—Mathematics IIE or equivalent.

Differential equations: Equations of the first order and degree with applications to geometry and the physical world. Linear equations with constant coefficients, time and interest will determine the depth of investigation undertaken in this topic.

Vector Analysis: Vector differentiation applications to differential geometry and mechanics; del, grad, div and curl and application, vector integration, line and surface integrals.

Group Theory: Group structure, abelian groups, order of groups and elements, cyclic groups, subgroups, isomorphisms, applications to groups of order 3, 4, 5, 6, 8. Rotation of selected solids. Computer Studies: Extension of studies with desk calculator to programming in Fortran.

It is hoped that some opportunity will be available for limited studies of Finite Mathematics and Numerical Analysis. Studies in the latter topic will concentrate on problems, suitably assisted by the use of a desk calculator of limited capacity, e.g. Canola 164P.

ASSESSMENT

Assignments, class tests, final examination.

TEXTBOOK

No prescribed text.

REFERENCES

Suitable references will be announced as the course progresses.

MATHEMATICS IIIL

Advanced studies of the N.S.W. curriculum in Mathematics for Infant Schools

Three hours per week

This course parallels MATHEMATICS IIIP described below.

MATHEMATICS IIIP

Advanced studies of the Primary curriculum in Mathematics

Three hours per week

1. Comparative curriculum studies: a comparative study of the N.S.W. curriculum in primary Mathematics with that of another Australian State will be made. The investigation will be directed towards:

- (i) The aims of the curricula and the methods by which they are achieved.
- (ii) The nature of mechanical skills encouraged.
- (iii) The criteria of the standards used for the outcomes sought.

Each student will be required to prepare a comparative study from a primary mathematics curriculum on an approved topic not treated in lectures.

2. The teaching of Mathematics: A study of the verbal and activity approaches including discovery techniques, structured materials, environmental methods, etc., commonly used in the primary school. It is anticipated that this section of the course will be closely associated with visits to, and micro-teaching in, local schools. Opportunity will be provided for students to obtain practical experience with:

- (i) Structured materials: Cuisenaire rods, Dienes M.A.B. blocks, Stern's apparatus, Unifix material.
- (ii) Environmental materials.
- (iii) Laboratories: I.M.P., S.R.A., Triad.
- (iv) Audio-visual aids.

3. Each student will be expected to engage in a research assignment involving the analysis of some aspect of the curriculum in terms of problems associated with readiness, remedial difficulties, etc. The examination of this aspect of the course will be in the form of a report detailing:

- (i) The problem under investigation.
- (ii) The nature and description of the investigation.
- (iii) The itemization of results.
- (iv) The conclusions and recommendations.

ASSESSMENT

Assignments, class exercises, final examination.

REFERENCES

Reference books will be recommended during the development of the course.

MATHEMATICS IIIS

*Mathematics in the Infant and Primary Schools,
Diagnostic and Remedial Methods*

Two hours per week

Goals for school mathematics.

Aims of the curriculum.

The developmental theory of Piaget.

The development of mathematical concepts—the theories of Dienes, Bruner, Gattegno, Skemp, Biggs.

Testing and evaluation—
diagnostic tests;
standardized tests;
teacher-made tests.

Instruction materials—
the textbook;
structured materials;
programmed instruction.

Meeting individual differences.

Remedial techniques.

Problem solving techniques.

Discovery methods.

ADDITIONAL REQUIREMENT

One assignment of 1,200 words.

ASSESSMENT

Final examination and assignment.

TEXTBOOK

N.S.W. Department of
Education

Curriculum for Primary Schools—Mathematics. Sydney,
N.S.W. Government Printer, 1967.

REFERENCES

Heddens, J. W.

Today's Mathematics. 2nd edition. California, Science
Research Associates Inc., 1971.

Kramer, K.

*Problems in the teaching of elementary school mathe-
matics.* Boston, Allyn & Bacon, 1970.

Riedesel, C. A.

Guiding discovery in elementary school mathematics. New
York, Appleton, 1967.

The following journals will be helpful:

Mathematics Teaching.
The Mathematics Teacher.
The Arithmetic Teacher.

MATHEMATICS IIIV

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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.

DEPARTMENT OF MUSIC

MUSIC I

Primary and Lower Primary Music Teaching

Two hours per week

Vocal Work

Primary and infant repertoire.

Reading and Writing

Development of music reading and writing skills through creative work and thematic study.

Practical Work

Recorder, tuned and rhythmic percussion instruments. Melody writing and score reading/writing for these instruments.

Listening

Development of the student's personal listening background. Treatment of works related to the classroom situation.

Method and Techniques

Curriculum study; basic lesson types; programming.

ASSESSMENT

Progressive evaluation of tests, assignments and practical work.

TEXTBOOKS

Heading, R.

Listening Alert, Teachers' Edition. Sydney, J. Albert & Sons, 1969.

Salkeld, R.

Play the Recorder. London, Chappell, 1966.

Timmins, Maxwell D.

Music is Fun Book II. Huddersfield, Schofield & Sims Ltd., 1970.

REFERENCES

Dankworth, A.

Voices and Instruments. London, Hart-Davis, 1973.

Heading, R. and

Listen! Hear! Teachers' Edition. Charlestown, Young Books, 1969.

McDonald, T.

Marsh, M. V.

Explore and Discover Music. New York, Macmillan and Co., 1970.

Orff, S. and

Music for Children. London, Schott and Co.

Kcetman, G.

MUSIC IE

Prerequisite—Previous experience of practical work in Music.

Intending members of this group are asked to come for interview with the Music Department.

Three hours per week

Harmony and Creative Work

Melodic and harmonic invention for voices and instruments. Chime bar and piano accompaniments. Composition for tuned percussion, recorder, piano.

DEPARTMENT OF MUSIC

Aural Work

Rhythm and pitch dictation; sight singing; recognition of cadences.

Practical Work

Performance of students' compositions; guitar class.

The Development of Music

Examination of sacred and secular works illustrating the main developments in form, orchestration and musical styles from about 1650 to the present day. The interaction of the more significant features of musical and social thought and activity.

ESSAYS AND ASSIGNMENTS

Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music.

ASSESSMENT

Progressive evaluation—semester tests, exercises and assignments.

TEXTBOOKS

Raynor, H.

A Social History of Music. London, Barrie & Jenkins, 1972.

Smith, E. and

Renouf, D.

Oxford Student's Harmony, Book 1. London, O.U.P., 1969.

REFERENCES

B.B.C.

Guides to Music; Various Titles. Details to be announced in lectures.

Orrey, L.

A Concise History of Opera. London, Thames & Hudson, 1972.

Paynter, J. and

Aston, P.

Shearer, A.

Sound and Silence. London, Cambridge Press, 1970.

Simpson, R. (ed.)

Classic Guitar Technique, Vol. I. New York, Franco Colombo Inc., 1963.
The Symphony, Vols. I and II. Middlesex, Penguin Books, 1967.

MUSIC IIZ

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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 IIAE

Prerequisite—Pass in Music IE

Three hours per week

Harmony and Creative Work

Modes, minor melody and harmony; chords of the seventh and their inversions; modulation to related keys; secondary dominants; suspensions. An introduction to chromatic harmony in

major and minor keys. Musical arrangement and simple orchestration in the styles of the Baroque and Classical periods. Writing of accompaniments.

Aural Work

Recognition of chords, cadences and modulations. More complex melodic and rhythmic passages from dictation.

Practical Work

Performance of students' compositions; guitar class. Works for recorder and tuned percussion ensemble.

The Development of Music

Music in England, France, Germany and Italy in the Baroque and Classical periods. Investigation of the amount and extent of influence which the more significant aspects of the social structure of each area exerted on composers.

ESSAYS AND ASSIGNMENTS

Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music.

ASSESSMENT

Progressive evaluation of exercises and tests.

TEXTBOOKS

Hoffer, C. R. *The Understanding of Music*. California, Wadsworth Publishing Co., 2nd Ed., 1971.
Smith, E. and Renouf, D. *Oxford Student's Harmony*, Book II. London, O.U.P., 1965.

REFERENCES

Blume, F. *Classic and Romantic Music*. London, Faber & Faber, 1972.
Kennan, K. W. *The Technique of Orchestration*. New Jersey, Prentice-Hall, 1970.
Kirby, F. E. *An Introduction to Western Music*. New York, Free Press, 1970.
Palisca, C. *Baroque Music*. New Jersey, Prentice-Hall, 1968.
Shearer, A. *Classic Guitar Technique*, Vol. I. New York, Franco Colombo Inc., 1963.

MUSIC IIBE

An elective offered to second year students who have passed Music I

Three hours per week

Particular emphasis in this course will be placed on group composition and group performance.

Creative Work

Experiments in graphic notation; writing for rhythmic percussion instruments; simple compositions for tuned percussion; harmony and melody in major keys. Chime bar accompaniments to folk songs.

Practical Work

Guitar class; performance of students' compositions. Introductory piano lessons will be provided where possible at times to be arranged.

The Development of Music

Music in England, France, Germany and Italy in the Baroque and Classical periods. Investigation of the amount and extent of influence which the more significant aspects of the social structure of each area exerted on composers.

TEXTBOOKS

Andrews, D. *Classical Guitar* 1A. Sydney, J. Albert & Son, 1972.
Hoffer, C. R. *The Understanding of Music*. California, Wadsworth Publishing Co. Inc., 2nd ed., 1971.
Smith, E. and Renouf, D. *Oxford Student's Harmony*, Book I. London, O.U.P., 1969.

REFERENCES

Blume, F. *Classic and Romantic Music*. London, Faber & Faber Ltd., 1972.
Kirby, F. E. *An Introduction to Western Music*. New York, Free Press, 1970.
Palisca, C. *Baroque Music*. New Jersey, Prentice-Hall, 1968.
Shearer, A. *Classic Guitar Technique*, Vol. I. New York, Franco Colombo Inc., 1963.
College Library, 780-789.

MUSIC III

Two hours per week

Content and Method

- (a) Rhythmic development: recognition and reading of basic rhythmic patterns.
- (b) Vocal work: repertoire of songs suited to the needs of handicapped children.
- (c) Instrumental work: use of Orff instruments; rhythmic percussion; guitar class.
- (d) Music suitable for listening activities.

Where possible, this work will be tried in schools and teachers' lessons observed.

Creative Work

- (a) Writing of simple rounds and songs.
- (b) Chime bar accompaniments and rhythmic ostinati for songs.
- (c) Percussion scores:
 - (i) to illustrate contrast of instruments;
 - (ii) to consolidate understanding of rhythmic pattern;
 - (iii) to consolidate knowledge of musical form and balance;
 - (iv) rhythmic ostinati for songs.
- (d) Movement to music.

Integration of music with general education and skills

- (a) Music and movement: analysis of suitable music; music for creative dance.
- (b) Music as basis for creative writing.
- (c) Rhythm, pitch, enunciation (singing) as a speech aid.
- (d) Background music for stories, poems.
- (e) Rhythm in motor skills.
- (f) Art: colour and design.
- (g) Background music for Craft lessons.
- (h) Writing—rhythm and fluency.
- (i) Music and Drama.

Music in personal development of children

- (a) As a socializer—development of social skills and activities connected with music.
- (b) As a means of communication.
- (c) Group work and individual response.
- (d) For relaxation and enjoyment.
- (e) As a means for fulfilment and success through participation.
- (f) As a means of expression.
- (g) As a means of contributing towards a feeling of self-awareness.
- (h) As an aid to development of physical control, movement and poise.
- (i) As providing an opportunity for creative work.

ASSESSMENT

Progressive evaluation of assigned practical work during the course.

REFERENCES

- Bailey, P. *They can make Music*. London, O.U.P., 1973.
- Cheyette, I. and H. *Teaching Music Creatively*. N.Y., McGraw-Hill, 1969.
- Dobbs, J. T. B. *The Slow Learner and Music*. London, O.U.P., 1966.
- Farley, P. *E-Z Tutor for Ukelele*. Sydney, Albert and Son.
- Geen, W. A. *A Teacher's Guide to Creative Dance*. Auckland, Reed Education, 1969.
- Ginglend, D. R. and Stiles, W. *Creating Music in Class*. Sydney, Albert and Son, 1970.
- Hope-Brown, M. *Music activities for Retarded Children*. Nashville, Tennessee, Alungdon, 1965.
- Lewis, A. N. *Music with Everything*. London, Warne, 1973.
- Marsh, V. M. *Journal of Music Therapy*. Kansas, N.A.M.T. Inc.
- Nordoff and Robbins *Some aspects of Auditory Perception*.
- Thayer Gaston, E. *Explore and Discover Music*. N.Y., Macmillan, 1970.
- Music and Movement*. Auckland, Reed Education, 1968.
- Therapy in Music for Handicapped Children*. London, Gollancz, 1971.
- Music in Therapy*. N.Y., Macmillan, 1968.
- Teacher of the Deaf*, Volume 65, 1967.
- M. M. Nicholas, O.P. and S. M. Maeliosa, "Sound Perception Training for the Profoundly Deaf Child."

The following articles are from *The Australian Teacher of the Deaf*, Vol. 9, No. 2, 1968.

- Kier, E. F. and Dawson, P. F. *Auditory Training for Pre-Kindergarten Children*.
- Caterina, S. M. and Hefferman, P. O. *The Place of Music, Dance and Singing in Auditory Training*.

MUSIC III L and III P

Primary and Lower Primary Music Teaching

Prerequisite—Pass in Music I

Three hours per week

A course designed to provide skills for the infant and primary classroom and to develop the student's musical background.

The topics include:

- Melody writing; song writing; experiments in graphic notation; scoring for percussion; chime bar accompaniments; application of Carl Orff principles.
- Guitar class.
- Song and listening repertoire.
- Music in special education.
- Comparative music education.
- Musical ability and general intelligence.
- Organization of school choirs and instrumental groups; combined music festivals.
- Brief outline of the significant developments in western music from 1650 to the present day.

ASSIGNMENTS

Exercises in creative writing. An assignment dealing with musical ability and achievement to be carried out in schools. Two essays on the development of music.

ASSESSMENT

Progressive evaluation of class exercises, assignments, tests and practical work.

REFERENCES

- Cheyette, I. and C. H. *Teaching Music Creatively in the Elementary School*. New York, McGraw-Hill, 1969.
- Farley, P. *A Teacher's Guide to Creative Dance*. Sydney, Reed Publications, 1969.
- Geen, W. A. *Creating Music in Class*. Sydney, J. Albert and Son, 1970.
- Higgins, F. *Music Education in the Primary School*. London, Macmillan, 1964.
- Paynter, J. and Aston, P. *Sound and Silence*. London, Cambridge, 1970.
- College Library 780-789.

MUSIC III Y

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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 IIIAE

Prerequisite—Pass in Music IIAE.

Three hours per week

Harmony and Creative Work

Romantic and Impressionistic styles of composition and orchestration. Free counterpoint for two and three voices.

Serial composition; atonal; bitonal; polytonal.

Graphic notation; chance music; experiments in electronic music.

Aural Work

Recognition of chords and modulations; writing the higher or lower part of two-part passages. Melodic and rhythmic dictation.

Practical Work

A continuation of practical work as outlined in Music IAE and

Music IIAE.

Development of Music

The main developments in music in the nineteenth and twentieth centuries, in association with related aspects of social and political history.

Music in non-European countries.

ESSAYS AND ASSIGNMENTS

Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music (2,000 words each).

ASSESSMENT

Progressive evaluation of tests, exercises and assignments.

TEXTBOOKS

- Grout, D. J. *A History of Western Music*. London, J. M. Dent & Son, 1973.
 Smith, E. and Renouf, D. *Oxford Student's Harmony*, Book II. London, O.U.P., 1973.

REFERENCES

- Austin, W. *Music in the Twentieth Century*. London, J. M. Dent & Son, 1966.
 Brindle, R. S. *Serial Composition*. London, O.U.P., 1972.
 Fox, C. *Jazz in Perspective*. London, B.B.C., 1969.
 Howes, F. *The English Musical Renaissance*. London, Secker & Warburg, 1966.
 Longyear, R. *Nineteenth Century Romanticism in Music*. New Jersey, Prentice-Hall, 1973.
 Malm, W. *Musical Cultures of The Pacific, The Near East and Asia*. New Jersey, Prentice-Hall, 1967.
 Palmer, C. *Impressionism in Music*. London, Hutchinson & Co., 1973.
 Persichetti, V. *Twentieth Century Harmony*. London, Faber & Faber, 1961.
 Salzman, E. *Twentieth Century Music—An Introduction*. New Jersey, Prentice-Hall, 1974.
 Schwartz, E. *Electronic Music*. London, Secker & Warburg, 1973.
 Shaw, A. *The Rock Revolution*. London, Crowell-Collier Press, 1969.

MUSIC IIIBE

Prerequisite—Pass in Music IIBE

Three hours per week for the year

Harmony and Creative Work

With the emphasis on practical performance and group composition, there will be a further extension of harmonic and melodic work to include minor harmony and melody, modes, simple modulation to closely related keys and an introduction to chromatic harmony of the Romantic period.

Serial, atonal, bitonal and polytonal composition will be introduced in simple group creative exercises.

Experimental work will include electronic and chance music and the use of graphic notation.

Aural Work

Aural exercises will be closely related to studies in harmony.

Practical Work

Performance of student's compositions. Further practical work in guitar or piano.

Development of Music

See Music IIIAE

ESSAYS AND ASSIGNMENTS

Weekly composition exercises. Three longer assignments in harmony and creative writing, one due at the end of each term. Two essay assignments on the development of music. Each assignment will be of approximately 2,000 words.

ASSESSMENT

Progressive evaluation of exercises, tests and assignments.

TEXTBOOK

- Grout, D. J. *A History of Western Music*. London, J. M. Dent & Sons, 1973.

REFERENCES

- Austin, W. *Music in the Twentieth Century*. London, J. M. Dent & Sons, 1966.
 Fox, C. *Jazz in Perspective*. London, B.B.C., 1969.
 Howes, F. *The English Musical Renaissance*. London, Secker & Warburg, 1966.
 Longyear, R. *Nineteenth Century Romanticism in Music*. New Jersey, Prentice-Hall, 1973.
 Malm, W. *Musical Cultures of The Pacific, The Near East and Asia*. New Jersey, Prentice-Hall, 1967.
 Palmer, C. *Impressionism in Music*. London, Hutchinson & Co., 1973.
 Persichetti, V. *Twentieth Century Harmony*. London, Faber & Faber, 1961.
 Salzman, E. *Twentieth Century Music—An Introduction*. New Jersey, Prentice-Hall, 1974.
 Shaw, A. *The Rock Revolution*. London, Crowell-Collier Press, 1969.

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL EDUCATION I

Secondary

Two principles underly the preparation and presentation of courses for Secondary trainees. The first of these (Personal Development) is that, a teacher must have a relatively high degree of physical fitness in order to perform his duties well. The second (Professional Preparation) is that, in order for a teacher to make a worthwhile contribution to the physical education programme in the school, he must have an in-depth knowledge of the sport which he teaches to high school students.

Personal Development

A. Physical Fitness: Students will perform a series of tests to determine their level of fitness in the various factors, learn a number of exercises for developing these factors and strive to improve or maintain their level of fitness.

B. Recreational Activities: Students will participate in a number of the following activities: Archery, dance, swimming, hiking, softball, gymnastics, tennis, golf, weight training, volleyball, squash, badminton, cycling, etc., to develop an interest in a physical activity which will help to maintain an acceptable degree of fitness now and in the future.

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.

PHYSICAL EDUCATION IA

Four hours per week

PART A—FOUNDATIONS OF PHYSICAL EDUCATION

An introduction to theoretical issues relative to teaching physical education in N.S.W. primary schools. The development of practical skills and teaching techniques; characteristics and needs of primary school children; content of syllabuses of instruction; and types of physical education experiences usually provided in infants and primary schools are considered.

ASSESSMENT

Progressive evaluation consisting of major assignments, demonstration critiques, practical exercise reviews.

TEXTBOOK

Bucher, Charles A.

Foundations of Physical Education, St. Louis, The C. V. Mosby Company, 1972.

DEPARTMENT OF PHYSICAL EDUCATION

REFERENCES

- Brookwaller, Karl W. and Vanden Zwaag, Harold J. Mosston, Muska
Foundations and Principles of Physical Education. Philadelphia, W. B. Saunders, 1969.
- Bible, N. P., Farley, P. E. and Tonkin, A. E.
Teaching Physical Education in the Primary School. Sydney, McGraw-Hill Book Co., 1972.
- Davis, Elsie C. and Miller, D. M. Felsher, G.
The Philosophic Process in Physical Education. Lea and Feliger, 1967.
- Paterson, A. and Hallberg, E. C.
Perspectives and Principles for Physical Education. New York, John Wiley & Sons, 1967.
- Updyke, W. F. and Johnson, P. B.
Background Readings for Physical Education. New York, Holt, Rinehart & Winston, 1967.
- Vandezwaag, H. J.
Principles of Modern Physical Education, Health and Recreation. New York, Holt, Rinehart & Winston, 1970.
- Toward a Philosophy of Sport*. Massachusetts, Addison-Wesley Publishing, 1972.

PART B—HEALTH

The aim is, firstly, to provide useful information, and secondly, to stimulate thought and discussion and to increase personal understanding of human responsibility towards other individuals and to the community, so that the student may be assisted to examine his own needs and goals in relation to social pressures and value systems and may formulate a personal code of behaviour.

The following topics will include:

- personal health
- disease processes
- consumer health
- use and abuse of drugs
- sexual responsibility
- dental health

ASSESSMENT

Progressive assessment will be employed.

TEXTBOOKS AND REFERENCES

To be advised.

PART C—MUSIC

The primary aim of this subject syllabus is the presentation of Music fundamentals and skills which will contribute to the teaching of movement in Physical Education.

Rhythm

- (a) Basic rhythmic patterns in simple and compound times.
- (b) Composition of rhythmic patterns for different types of movement.
- (c) Metre, phrasing, repetition, balance: the application of these to movement.

Melody and Pitch

- (a) Levels of sound and movement.
- (b) Analysis and composition of different types of melodies—flowing, angular, repetitive, contracted, etc.

Interpretation and Analysis of Music

- (a) Musical form—monothematic, binary, ternary, rondo.
- (b) Musical colour—dynamics, tempo, contracts, texture.

Percussion

- (a) Scoring for rhythmic percussion instruments to consolidate knowledge of rhythmic patterns.
- (b) Use of percussion to indicate types of movement—quick, light, strong, etc.
- (c) Percussion scoring in binary, ternary, rondo forms.

ASSESSMENT
Progressive evaluation.

TEXTBOOKS

Farley, P.

A Teacher's Guide to Creative Dance. Sydney, Reed Publications, 1969.*Explore and Discover Music.* N.Y., Macmillan, 1970.

March, V. M.

REFERENCES

Bruce, V. R.

Movement in Silence and Sound. London, G. Bell, 1970.

Murray, R. L.

Dance in Elementary Education. N.Y., Harper, 1963.*Music and Movement.* Wellington, Reed Music, 1967.*Music Curriculum for Primary Schools.*

PHYSICAL EDUCATION IB

Four hours per week

*PART A**Section (i) Biomechanics*

Aim. To develop a basic understanding of the laws of physics, particularly those governing mechanics. This course will be a lead up to a more detailed course in Kinesiology.

*Outline of the Content**Fundamental Concepts*

Force, work, energy, force vectors, centre of gravity, static and dynamic equilibrium, simple machines.

Rectilinear Motion

Uniformly accelerated motion. Newton's laws, resistance, friction.

Rotational Motion

Circular motion, rotation of rigid bodies.

Fluid Mechanics

Density, fluid pressure flotation, Bernoulli's principle.

REFERENCES

Bueche, F.

Principles of Physics. 2nd ed. New York, McGraw-Hill, 1972.Jensen, C. R. and
Schultz, G. W.*Kinesiology.* New York, McGraw-Hill, 1972.

ASSESSMENT

Will be based on tests and final examination.

*Section (ii) Biology for Physical Education**Outline of Subject*

Cell theory: Brief historical outline.

The structure of the cell. Cell organelles.

Exchange of materials between cell and environment.

Enzymes. Concept of metabolic pathways.

Outline of energy transformation in cells.

The function of the nucleus. Cell reproduction.

Role of D.N.A. and R.N.A. The genetic code.

Diversity of cells. Multicellular organization. Cell interactions.

Structure and function of selected tissues in man; muscle; blood.

Integration of tissues into a complex organ.

The course will include a series of laboratory exercises and short written assignments.

REFERENCES

Burnstock, G.

How cells work. N.S.C.M. Biology Series, Jacaranda Press, 1972.

Keeton, W. T.

Biological Science. New York, W. W. Norton & Co., 2nd Ed. 1972 (selected sections).

Swanson, C. P.

The Cell. New Jersey, Prentice-Hall, 3rd ed., 1969.

ASSESSMENT

Will be based on performance in laboratory exercises, assignments and final examination.

PART B—ANATOMY AND PHYSIOLOGY

The study of the structure and function of the systems of the human body will include the skeletal, muscular, cardiovascular, respiratory, digestive and nervous systems.

TEXTBOOK

Astrand, Per-Olaf and
Rodahl, K.*Textbook in work physiology.* New York, McGraw-Hill, 1970.

REFERENCES

de Vries, H. A.

Physiology of Exercise for Physical Education and Athletes. Iowa, W. C. Brown, 1966.Karpovich, P. V. and
Sinning, W. E.*Physiology of Muscular Activity.* Philadelphia, W. B. Saunders, 1971.

ASSESSMENT

The assignments and tests will have equal weighting and the final grade will be the average of the marks.

PHYSICAL EDUCATION IC

PART A—GYMNASTICS

1. Students will develop an understanding of the principles involved with the teaching of both Educational and Elementary Olympic Gymnastics.
2. Particular attention will be given to:
 - (a) Safety procedures.
 - (b) The gymnastic lesson plan.
 - (c) The organization and planning of the gymnastic lesson.
 - (d) Gymnastic terminology.
3. Students will also cover a unit of work on rhythmic gymnastics.

TEXTBOOKS AND REFERENCES

- Buckland, D. *Gymnastic Activity in the Primary School*. London, Heinemann Educational Books, 1969.
- Dunnage, E. J. *Progressively Planned Gymnastics for Primary Schools*. Sydney, N.S.W. Government Printer, 1970.
- Drury, B. J. and Schmid, A. B. *Gymnastics for Women*. California, The National Press, 1970.
- Loken, N. D. and Willoughby, R. J. *Complete Book of Gymnastics*. 2nd ed. New Jersey, Prentice-Hall, 1967.
- Stirrat, M. H. *Introducing Educational Gymnastics in the Primary School*. Sydney, Physical Education Publications Co-operative Ltd., 1972.

PART B—DANCE

This sector of the subject embraces the educational values of dance, basic techniques and the elements of dance composition. Ballroom, folk and national dance will be dealt with as well as the origins of dance. Dance at the primary level will be emphasized.

REFERENCES

- Cust, J. *Creative Dance*. Physical Education Publications, 1974.
- Farley, P. *A Teacher's Guide to Creative Dance*. Wellington, A. H. and A. W. Reed, 1973.
- Hayes, E. R. *An Introduction to the Teaching of Dance*. New York, Ronald Press Co., 1964.
- Laban, R. *Modern Educational Dance*. London, Macdonald and Evans, 1948.

PART C—THEORY AND COACHING OF GAMES

Includes a study of the history, terminology, rules (and wherever possible the attainment of an officiating credential), fundamental skills and tactics of the appropriate activity or activities. Strategies of teaching, coaching and techniques to be covered as well as organization and administration of the activity or activities at class, intramural or inter-school level (doing and teaching level).

One of the following groups will be offered in alternate years:

Group 1: Softball

Hockey

Basketball

Soccer

Cricket

Baseball

Group 2: Swimming (1976)

Netball

Athletics

Football

PHYSICAL EDUCATION IP

Primary

The course is intended to cover:

The aims of physical education in the primary and lower primary schools.

The principles of sound teaching.

The characteristics of the infant and primary school child.

The needs of the infant and primary school child.

An outline of the scope of physical education in both the lower primary and primary school. Basic outline of:

(a) the gymnastic lesson

(b) the dance lesson

(c) the games coaching lesson.

Elementary physiology and anatomy in relationship to personal fitness and posture.

The teaching of gymnastics.

The development of motor co-ordination through the games coaching lesson—emphasis being placed on the development of basic games skills and the teaching of minor games suitable for lower primary.

Swimming—elementary techniques involved with "Learn to Swim" methods.

ASSESSMENT

Progressive evaluation. All demonstrations and practical exercises are required elements of the course.

One major assignment to be included in the final assessment.

TEXTBOOK

Department of Education, *Games Book*, Sydney, N.S.W. Government Printer, 1969. N.S.W.

REFERENCES

- Abernethy, K. et al. *Jumping Up and Down*. Newcastle, Belair Publications, 1970.
- Bory, E. *Teaching Children to Swim*. Sydney, Paul Hamlyn, 1971.
- Buckland, D. *Gymnastics—Activity in the Primary School*. London, Heinemann Educational Books, 1969.
- Department of Education, *Primary and Infant Physical Education Syllabuses*, 1965. N.S.W.
- Dunnage, E. J. *Progressively Planned Gymnastics for Primary Schools*. Sydney, N.S.W. Government Printer, 1970.
- Mauldon, E. and Layson, J. *Teaching Gymnastics*. London, Macdonald and Evans, 1965.
- Stirrat, M. H. *Introducing Educational Gymnastics in the Primary School*. Sydney, Physical Education Publications Co-operative Ltd., 1972.

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

ASSESSMENT

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

TEXTBOOKS AND REFERENCES

To be advised by Lecturer as activities are selected.

PHYSICAL EDUCATION IIA

Four hours per week

PART A—PHYSICAL EDUCATION CURRICULUM

A study of physical education, sports and recreation in N.S.W. with a detailed examination of its nature and values, particularly in relation to the selection of activities for physical education programmes.

TEXTBOOK

To be advised.

REFERENCES

- Daughtrey, Greyson *Effective Teaching in Physical Education for Secondary Schools*. Philadelphia, W. B. Saunders Co., 1973.
- Felshin, Janet *Perspectives and Principles for Physical Education*. New York, John Wiley & Sons, 1967.
- Mackenzie, Marlin M. *Towards A New Curriculum in Physical Education*. New York, McGraw-Hill Book Co., 1969.
- Mosston, Muska *Teaching Physical Education. From Command to Discovery*. Columbus, Ohio, Charles E. Merrill Books, 1966.
- Vannier, Mary Helen and Hollis, Fait F. *Teaching Physical Education in Secondary Schools*. Philadelphia, W. B. Saunders Co. (3rd ed.), 1969.

ASSESSMENT

Progressive assessment of at least five presentation assignments, critiques and reviews will be made. Final course assessment may include formal examination sessions.

DEPARTMENT OF PHYSICAL EDUCATION

PART B—ELEMENTARY STATISTICS

This course includes an introduction to the problems of measurement in relation to behavioural statistics. An introduction to the collection, organization and presentation of data.

Descriptive Statistics:

- Defining statistical analysis
- Basic mathematical concepts
- Grouping of data
- Graphing techniques
- Measures of central tendency
- Measures of dispersion
- Standard deviations and standard normal distribution
- Z scores
- Correlation
- Chi square.

Inferential Statistics:

- Probability
- Statistical Inference
- Hypothesis, types of error, levels of significance, null hypothesis, alternative hypothesis and types of error
- Students t test
- Analyses of variance.

TEXTBOOKS

- Moroney, M. J. *Facts from Figures*. Pelican.
- Runyon and Haber *Fundamentals of Behavioral Statistics*. Addison and Wesley Pub., Latest Edition.
- Weber, J. C. and Lamb, David *Statistics and Research in Physical Education*. St. Louis, C. V. Mosby, 1970.

PART C—RESEARCH METHODOLOGY

Techniques of library research. Compilation of Review of Literature related to one facet of Health Education, Physical Education and Recreation. Introduction to methodology of education research procedures.

TEXTBOOK

- Kroll, Walter P. *Perspectives in Physical Education*. New York, Academic Press, 1971.

REFERENCES

- American Association for Health, Physical Education and Recreation. *Research Methods*. Third Edition. Washington, 1973.
- Van Dalen, D. B. *Understanding Educational Research*. Second Edition. San Francisco, McGraw-Hill Book Co., 1972.
- Tuckman, Bruce W. *Conducting Educational Research*. New York, Harcourt Brace Jovanovich Inc., 1972.

ASSESSMENT

Consideration of oral progress report of literature search; presentation of completed research study chapter. Review of Related Literature, class quiz.

PART D—HEALTH

Current problems in Health Education; human sexuality, nutrition, disease, drugs and population.

TEXTBOOKS AND REFERENCES
To be advised.

ASSESSMENT
Progressive assessment.

PHYSICAL EDUCATION IIB

Four hours per week

PART A—BIOCHEMISTRY

Introductory organic chemistry. Important functional groups and typical reactions.

Biologically important molecules.

Enzyme catalysis.

Biochemical energetics. Respiratory phosphorylation, glycolysis. Muscular contraction.

Digestion and absorption of food.

Blood cells.

Vitamins and the role of essential metal ions in the body.

Biochemical control and integration.

ASSESSMENT
The course will be assessed progressively by means of assignments, laboratory reports, examinations and tutorial contributions.

TEXTBOOK
To be advised.

REFERENCES
Brown, E. G. *An Introduction to Biochemistry*. London, The Royal Institute of Chemistry, 1971.
Mahler, H. R. and Cordes, E. H. *Biological Chemistry*. N.Y., Harper and Row, 1971.

McGilvery, R. W. *Biochemistry: A Fundamental Approach*. London, Saunders, 1970.

Poortmans, J. *Biochemistry of Exercise*. Proceedings of the International Symposium on Exercise. Biochemistry. University Park, 1969.

Harrison, K. *A Guide Book to Biochemistry*. 2nd ed., Cambridge, U.P., 1965.

PART B—ANATOMY AND PHYSIOLOGY

A continuing in-depth study of the structure and function of the human body systems, to include the cardiovascular, respiratory, urinary, endocrine, lymphatics systems and special senses.

ASSESSMENT
Each student is required to prepare a set of teaching materials and drawings for each system as it is studied. Drawings are to be presented on plain quarto sized paper, labelled as prescribed. The assignment is due for presentation at the beginning of the test period covering each system. Performances on the written objective tests, class discussions and submitted assignment materials will be considered as part of progressive assessment scheme in this course.

TEXTBOOKS
To be advised.
REFERENCES
Detailed listing will be issued in Lectures.

PART C—KINESIOLOGY

The analysis of human motion and the discovery of the underlying principles of anatomical action and the laws of mechanics in determining motor efficiency are studied.

The second of the two semesters will be concerned with the correction of performance errors and the examination of the application of mechanical principles to the various types of balance, jumping, throwing, catching, striking and kicking skills. The review of general kinetic principles and the practical application of these to the teaching of new skills and the correction of performance errors will be basic to the course.

TEXTBOOK
To be advised.

REFERENCES
Broer, M. R.

Rasch, P. J.

Smith, Hope M. (ed.)

An Introduction to Kinesiology. Englewood Cliffs, N.J., Prentice-Hall, 1968.
Kinesiology and Applied Anatomy. 4th ed. Philadelphia, Lea and Febiger, 1971.
Introduction to Human Movement. London, Addison-Wesley, 1968.

PHYSICAL EDUCATION IIC

PART A—GYMNASTICS

Emphasis will be placed on the following:

- (a) The use of equipment
- (b) Lesson preparation
- (c) Unit planning.

REFERENCES

Carter, E. R. *Gymnastics for Girls and Women*. New Jersey, Prentice-Hall, 1969.
Frederick, A. B. *Gymnastics for Men*. Dubuque, Iowa, W. C. Brown, 1969.
Mauldon, E. and Layson, J. *Teaching Gymnastics*. London, Macdonald and Evans, 1965.
Morison, R. *A Movement Approach to Educational Gymnastics*. London, Dent and Sons Ltd., 1969.
Szabo, L. *Illustrated Physical Education Through Gymnastics*. Sydney, Angus & Robertson, 1966.
Szyplula, G. *Beginning Trampoline*. California, Wadsworth, 1968.

PART B—DANCE

Emphasis will be placed on the acquisition of knowledge and skill to conduct a successful secondary programme.

The work covered will analyse simple rhythmic patterns, beats, accents and phrasing. Primitive, creative and jazz style will be stressed.

Social dance will prepare the student for Bronze Examinations in Old Time and Latin American.

REFERENCES

Bruce, V. R. *Movement in Silence and Sound*. London, G. Bell, 1970.
 Harris, Pittman and Waller *Dance A While*. Burgess Publishing Co., 1968.
 Mettler, B. *Materials of Dance*. Arizona, Mettler Studios, 1960.
 Moore, Alex *Ballroom Dancing*. 6th ed. London, Pitman.

PART C—THEORY AND COACHING OF GAMES

Includes a study of the history, terminology, rules (and wherever possible the attainment of an officiating credential), fundamental skills and tactics of the appropriate activity or activities. Strategies of teaching, coaching and techniques to be covered as well as organization and administration of the activity or activities at class, intramural or inter-school level (doing and teaching level).

One of the following groups will be offered in alternate years:

- | | |
|-------------------|--------------------------|
| Group 1: Softball | Group 2: Swimming (1976) |
| Hockey | Netball |
| Basketball | Athletics |
| Soccer | Football |
| Cricket | |
| Baseball | |

PHYSICAL EDUCATION IIE

Three hours per week

Part 1

A comparative study of physical education in several countries of the world involves an investigation of principles and procedures in Scandinavia, the United States of America, the United Kingdom, West Germany, New Zealand and Australia and an evaluation of our methods and objectives in such contemporary practices.

Part 2

Concerns the theories involved in learning through play experiences together with the study of environmental influences on the physical educational development of the school child.

Part 3

Looks at the relationships of anatomical and physiological factors in the personal fitness of the child. Such a review gives particular emphasis to the study of the excretory, digestive and reproductive systems of the human body.

Part 4

Forms an extension of remedial work begun in first year and provides for an analysis of physical defects in posture and activity and an opportunity for the application of some comparable analysis to modern training methods and attempts to augment physical fitness.

Part 5

Deals with the practical application of scientific knowledge to sport and major games begun in the previous year and continues here with additional emphasis on major games, gymnastics, athletics and swimming.

Part 6

The final phase of this unit of study provides the incentive for individual selection of specialities within the subject and the opportunity for individual development of dance, with particular accent on interpretative dance.

ADDITIONAL REQUIREMENTS

One assignment of approximately 3,500 words due mid-second term.

ASSESSMENT

All demonstrations, practical exercises and assignments are required elements of this section. Three written examinations, one at the end of each of the three terms must be attempted successfully.

REFERENCES

Bunn, J. W. *Scientific Principles of Coaching*. Englewood Cliffs, N.J., Prentice-Hall, 1969.
 Fleishman, E. A. *The Structure and Measurement of Physical Fitness*. Englewood Cliffs, N.J., Prentice-Hall, 1964.
 Mathews, D. K. *Measurement in Physical Education*. Philadelphia, W. B. Saunders Co., 1973.
 Ross, J. S. et al. *Foundations of Anatomy and Physiology*. 3rd Edition. London, Churchill Livingstone, 1972.
 Van Dalen, D. B. et al. *World History of Physical Education, Cultural, Philosophical and Comparative*. New York, Prentice-Hall, 1971.

PHYSICAL EDUCATION IIL

Lower Primary

Introduction:

- (a) the role of physical education in lower primary education.
- (b) the nature of the infant school child and its effect upon the movement programme.

The theory and mechanics of movement:

- (a) development of a vocabulary of movement and an appreciation of good movement—problem-solving associated with movement. An appreciation of music as related to movement.
- (b) analysis of movement; the theories of Rudolf Laban.

The Games Lesson: Scope, progression, equipment, playground

markings and lesson plan. The development of basic movement concepts—a foundation for the teaching of skills in the primary school.

The Gymnastics Lesson: Educational gymnastics. Progression through the presentation of tasks and stresses of basic movement themes.

The Dance Lesson:

- (a) The role of the teacher in the creative dance lesson.
- (b) Qualities of movement related to space, time, effort and flow.
- (c) Inherent need for creativity.

Programming and administration of physical education lessons in the lower primary.

ASSESSMENT

Progressive evaluation plus two assignments each of 1,500 words due in May and October. These to be included in the final assessment.

TEXTBOOKS

Inner London Education Authority *Educational Gymnastics*. London, London County Council, 1965.
London Education Authority *Movement Education for Infants*. London, London County Council, 1970.

REFERENCES

Department of Education, N.S.W. *Games Book*, Sydney, N.S.W. Government Printer, 1969.
Farley, P. *A Teacher's Guide to Creative Dance*. Wellington, A. H. and A. W. Reed, 1969.
Laban, R. *Modern Educational Dance*. London, Macdonald and Evans, 1948.
Russell, J. *Creative Dance in the Primary School*. London, Macdonald & Evans, 1965.
Stanley, S. *Physical Education: A Movement Orientation*. Toronto, McGraw-Hill, 1969.
Stirrat, M. *Introducing Educational Gymnastics in the Primary School*. Sydney, Physical Education Publications Co-operative Ltd., 1972.
Streicher, M. *Reshaping Physical Education*. Manchester, Manchester University Press, 1970.

PHYSICAL EDUCATION IIP

Primary

The theory and mechanics of movement.

The teaching of dance—the development of desirable movement through the medium of folk, creative and social dance.

The games coaching lesson—an outline of the techniques involved with the teaching of the skills associated with some of the following sports:

- (a) soccer
- (b) rugby
- (c) cricket
- (d) netball
- (e) softball

The coaching of elementary athletics.

An outline of the sportsmaster's duties:

- (a) weekly sport
- (b) carnival organization.

Programming—planning a satisfactory programme in primary Physical Education.

ASSESSMENT

Progressive evaluation. All demonstrations, practical exercises and assignments are required elements of this course.

One major assignment of 2,500 words to be included in the final assessment.

TEXTBOOKS

Department of Education, N.S.W. *Games Book*, Sydney, N.S.W. Government Printer, 1969.
Victorian Education Dept. *Curriculum Guide to Physical Education for Primary Schools*, Melbourne, Education Department.

REFERENCES

Bible, G. et al. *Teaching Physical Education in the Primary School*. Sydney, McGraw-Hill Book Co., 1972.
Cust, J. *Creative Dance*. Sydney, Physical Education Publications, 1974.
Department of Education, N.S.W. *Primary and Infant Syllabuses*, 1965.
Farley, P. *A Teacher's Guide to Creative Dance*. Sydney, A. H. and A. W. Reed, 1973.
Mettler, B. *Materials of Dance as a Creative Art Activity*. Tuscow, Arizona, Mettler Studios, 1971.
Russell, J. *Creative Dance in the Primary School*. London, Macdonald & Evans, 1965.
Steward, K. *Training for Athletics and Simplified Sequence Coaching*. Jeanne Norman, 1972.
Various Authors *Track and Field*. Sydney, Peters Pty. Ltd., 1966.

PHYSICAL EDUCATION IIZ

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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.

PHYSICAL EDUCATION III

Physical Education for the Atypical Child

This course has been designed to assist prospective teachers of atypical children in the primary school and will concentrate on methods of teaching motor activities to handicapped children, and the solving of difficulties and problems resulting from specific handicaps.

The study aims at analysing specific learning difficulties or handicaps and introducing students to methods and materials in physical education designed to meet these specific needs.

DEPARTMENT OF PHYSICAL EDUCATION

The structure of the course will be lectures, supported by laboratory and individual research activities.

1. Introduction to the Psychology of Motor Learning.
2. Study of selected theories of Motor Learning.
3. Kephart's approach to Perceptual Motor Learning.
4. The Purdue Perceptual Motor Survey.
5. Elementary Anatomy and Physiology.
6. Selected Training Programmes for Special Physical Education.
7. Child Study.
8. Methods in Teaching Special Physical Education.

ASSIGNMENTS

Two assignments—2,500 words.

ASSESSMENT

Progressive evaluation.

TEXTBOOKS

Fait, Hollis F.

Special Physical Education. Adapted, Corrective, Developmental. 2nd ed., Philadelphia, Saunders, 1966.

Harvat, Robert W.

Physical Education for Children with Perceptual Motor Learning Disabilities. Columbus, Ohio, Merrill, 1971.

Kephart, Newell C.

The Slow Learner in the Classroom. Columbus, Ohio, Merrill, 1971.

Oxendine, J. B.

Psychology of Motor Learning. New York, Appleton-Century-Crofts, 1968.

Rathbone, J. L.

Corrective Physical Education. 4th ed. Philadelphia, Saunders, 1949.

Roach, E. G. and

Kephart, N. C.

The Purdue. Perceptual Motor Survey. Columbus, Ohio, Merrill, 1968.

Haring, M. G. and

Schuffbusch, R. L.

Methods in Special Education. New York, McGraw-Hill, 1967.

Hallahan, D. P. and

Cruickshank, W. M.

Psycho-Educational Foundations of Learning Disabilities. Englewood Cliffs, N.J., Prentice-Hall, 1973.

REFERENCES

Chaney, C. M. and

Kephart, N. C.

Motor Aids to Perceptual Training.

Cratty, B. J.

Developmental Sequences of Perceptual Motor Tasks. Freeport, New York, Educational Activities, 1947.

PHYSICAL EDUCATION IIIA

Four hours per week

PART A—COMPARATIVE PHYSICAL EDUCATION

An introductory review of the political, socio-economic and cultural influences on the development of physical education throughout modern civilization. A cross-cultural study of the place of sport and physical activity in education and the extent of political, financial and cultural influences. Special emphasis is on the following countries or areas: Scandinavia, Russia, United Kingdom, Canada, United States of America, New Zealand, China and Asia.

ASSESSMENT

Two written papers, class tests and critiques will compose a progressive assessment grade for this course.

DEPARTMENT OF PHYSICAL EDUCATION

TEXTBOOKS

Van Dalen, D. B. and

Bennett, B. L.

Vaizey, J.

A World History of Physical Education. Englewood Cliffs, Prentice-Hall, 1971.

Education in the Modern World. London, Weidenfeld & Nicholson, 1967.

REFERENCES

Van Vliet, M.L. (ed.)

Physical Education in Canada. Ottawa, Prentice-Hall of Canada.

Zeigler, Earle F.

Problems in the History and Philosophy of Physical Education. New Jersey, Prentice-Hall, Stanford Uni., 1968.

Munrow, A. D.

Physical Education. A Discussion of Principles. London, Bell and Sons, 1972.

PART B—GRADUATION ESSAY

An individual study-in-depth of a topic selected by the student and completed under the guidance of a Faculty member. Students must submit the topic in writing for approval before the end of first term. The final submission will represent an individual research project of Newcastle College of Advanced Education to be preserved in Library holdings.

ASSESSMENT

Submission of completed Graduation Essay prior to last day of Lectures constitutes assessment requirements of this course. Two (2) typed quarto sized copies of the assignment are to be submitted.

TEXTBOOK

Kroll, Walter, P.

Perspectives in Physical Education. New York, Academic Press, 1971.

REFERENCES

Turabian, Kate L.

American Association for

Health, Physical Education and Recreation

A Manual for Writers. Chicago, University Press, 1971.

Research Methods in Health, Physical Education and Recreation. 3rd Rev. Ed. Washington, 1973.

PART C—RESEARCH METHODS IN HEALTH, PHYSICAL EDUCATION AND RECREATION

Measurement in physical education, health and recreation. Procedures of research endeavour, philosophically, historically, culturally and experimentally. Application of pure research endeavour to teaching of health education, physical education and sports recreation. Investigation of applied research; solution of issues confronting new teaching climates in N.S.W. secondary schools.

ASSESSMENT

Progressive, cumulative assessment technique will be employed in this class involving class quizzes, reports and assignment and final Semester examination.

TEXTBOOK

Clarke, D. H. and H. H.

Research Methods in Physical Education and Health. Englewood Cliffs, N.J., Prentice-Hall, 1972.

REFERENCES

A.A.H.P.E.R.

Research Methods in Health, Physical Education and Recreation. 3rd Rev. Ed. Washington, 1974.

Van Dalen, D. B.

Understanding Educational Research. Second Edition. San Francisco, McGraw-Hill Book Co., 1972.

PART D—HEALTH

The organization and administration of health in the school and community; first aid; mental health.

ASSESSMENT

Progressive, involving set assignments, laboratory exercises and term paper.

TEXTBOOK

To be advised.

REFERENCES

- Burt, J. J. and Miller, B. F. *Personal Health Behaviour in Today's Society*. Philadelphia, Saunders, 1972.
- Read, D. A. and Greene, W. H. *Health and Modern Man*. New York, Macmillan, 1973.
- Gardner, A. W. and Roylance, P. J. *New Essential First Aid*. London, Pan, 1972.
- Schiffers, J. J. *Healthier Living Highlights*. Sydney, Wiley, 1971.
- Dewdney, J. *Australian Health Services*. Sydney, Wiley, 1972.
- Houston, J. C. et al. *A Short Textbook of Medicine*. London, F.U.P., 1972.
- Gardner, A. W. and Roylance, P. J. *New Safety and First Aid*. London, Pan, 1970.
- Young, J. *The Drugtakers*. London, Paladin, 1971.
- Peterson, B. H. *Understanding Psychosexual Development*. Sydney, Family Life Movement, 1970.

PHYSICAL EDUCATION IIIB

Four hours per week

PART A—BIOMECHANICS

An analysis of human motion to discover the underlying principles of anatomical action, laws of mechanics and a determination of motor efficiency.

ASSESSMENT

Progressive assessment incorporating laboratory reports, class quizzes and a term paper.

TEXTBOOK

To be advised.

REFERENCES

- Broer, M. R. *An Introduction to Kinesiology*. Englewood Cliffs, N.J., Prentice-Hall, 1968.
- Rasch, P. J. *Kinesiology and Applied Anatomy*. Philadelphia, Lea and Febiger, 1971.
- Smith, Hope M. (ed.) *Introduction to Human Movement*. London, Addison-Wesley, 1968.

PART B—TESTS AND MEASUREMENTS

This segment will cover the application of test procedures and evaluation in physical education. Such elements as test validity, reliability, objectivity and the accurate definition of terms and criteria will be involved.

Those statistical procedures commenced in second year will be applied to various physiological tests.

ASSESSMENT

Progressive and cumulative; Laboratory book to be constructed, tests administered and data statistically treated.

TEXTBOOK

Mathews, D. K.

Measurement in Physical Education. Philadelphia, W. B. Saunders Co., 1973.

REFERENCES

A detailed listing will be issued in class.

PART C—SPECIAL PHYSICAL EDUCATION

Section (i) *Adapted Physical Education*

This course will involve a study of the problems and needs of physically handicapped children. Areas to be covered will include orthopaedic handicaps, visual and auditory handicaps and other organic conditions contributory to retardation in children. Methods and principles related to programme implementation will be studied.

ASSESSMENT

Progressive, includes class visitation reports, child study reports, research study project.

TEXTBOOK

To be announced.

REFERENCES

- Adams, R. C. *Games, Sports and Exercises for the Physically Handicapped*. Philadelphia, Lea and Febiger, 1972.
- Fait, H. F. *Special Physical Education Adapted, Corrective, Developmental*. Philadelphia, Saunders Co., 1971.

Section (ii) *Sports Medicine*

This course examines the means of reducing the incidence of injury at the school level and methods of treatment. The course will include injury prevention, treatment of injury and rehabilitation.

A full study will be made of programmes of exercise for the development of physical fitness, taking into consideration such components as muscular strength, muscular endurance, cardiovascular-respiratory endurance and flexibility.

ASSESSMENT

Progressive, includes programme construction, term paper and class assignments.

TEXTBOOK

To be announced.

REFERENCES

- Gardner, A. W. *Encyclopedia of Sport Sciences and Medicines under the Sponsorship of The American College of Sports Medicine*. New York, Macmillan, 1971.
- New Safety and First Aid*. London, Pan, 1970.
- St. John's Ambulance Association First Aid in Australia*. Melbourne, 1971.

PART D—MOTOR LEARNING

An introduction to theoretical issues that relate to practical problems involved in studying motor learning and skilled performance of sports tasks.

DEPARTMENT OF PHYSICAL EDUCATION

ASSESSMENT

Class quizzes, laboratory reports and term research paper combine to yield cumulative progressive assessment. Semester examinations may also be employed.

TEXTBOOKS

Cratty, Bryant J.

Teaching Motor Skills. Englewood Cliffs, N.J., Prentice-Hall Inc., 1973.
Motor Learning Handbook. Dubuque, Iowa, William C. Brown, 1972.

REFERENCES

Detailed listing available as required.

PHYSICAL EDUCATION IIIC

Four hours per week

PART A—GYMNASTICS

This course will cover the following aspects of gymnastics:

- (a) Competitive gymnastics
- (b) Teaching techniques
- (c) The School gymnastic programme
- (d) Displays and exhibitions
- (e) The school gymnastic club
- (f) Community gymnastic clubs
- (g) The purchase and maintenance of gymnastic equipment.

TEXTBOOK

To be advised.

REFERENCES

Kunzle, G. C. and
Thomas, B. W.
Munrow, A. D.

Prestidge, P. & J.

Stuart, N.

Olympic Gymnastics. London, James Barrie, 1956.

Pure and Applied Gymnastics. London, Edward Arnold, Ltd., 1963.

Your Book of Gymnastics. London, Faber and Faber, 1964.

Competitive Gymnastics. London, Stanley Paul, 1964.

PART B—DANCE

Dance in education as related to Display Work of attained skills of dance and the arts. Jazz, modern and creative work will be covered individually and in groups as well as routine work.

Practical participation in Dance Workshops, Drama and characterization will be required.

REFERENCES

Chenery, G. and
Strader, J.
Hayes, E. R.
Sacks, C.

Modern Dance. Boston, Allyn & Bacon, 1969.

Dance Composition and Production. N.Y., Barnes, 1955.
World History of the Dance. N.Y., Norton.

DEPARTMENT OF PHYSICAL EDUCATION

PART C—THEORY AND COACHING OF GAMES

An advanced level for specialist coaching—Analysis of sport skills, techniques, tactics teaching and coaching. Attainment of practical officiating credentials and actual teaching/coaching experience is highly desirable. Acceptance of any student at this level is left to the discretion of the Lecturer.

Selection may be made from the following:

Netball	Swimming
Softball	Football
Hockey	Cricket
Basketball	

Volleyball, tennis, squash and golf will also be offered during this year.

PHYSICAL EDUCATION IIIE

Three hours per week

Part 1

Modern trends in physical education are investigated and the position and status of Australian physical education within world perspectives are examined together with the special contributions of Australian physical educationists.

Part 2

This second strand pursues further the topic of leisure dealt with in second year. Projects of research comprise a large section of this part of the study. Tests and measurements and the statistical principles involved in the testing of secondary and tertiary students in particular are explained and practised. Examinations of strength, flexibility, cardiovascular-respiratory endurance and motor efficiency are given precedence here.

Part 3

The principles of first aid and the involvement of the individual in matters of safety and economy of motion and effort within private endeavour and industry are examined. The attempts by agencies other than the school to foster and enhance physical well-being are reviewed.

Part 4

The planning of satisfactory programmes in health and fitness are scheduled for primary and secondary school levels as well as for tertiary students and the adult sector.

DEPARTMENT OF PHYSICAL EDUCATION

Part 5

Critical evaluation of the contributions of physical education to the general educational development of the child. Associated activities such as National Fitness organization, camping, programme planning, individual recreational pursuits, Award Schemes, etc., are given attention.

Part 6

Sports Injuries: This area examines means of reducing the incidence of injuries in the school environment and the methods of their treatment.

ADDITIONAL REQUIREMENTS

One assignment of approximately 4,000 words, due mid-second term.

ASSESSMENT

All demonstrations, practical exercises and assignments are required elements of this subject. Three written examinations one at the end of each of the three terms must be attempted successfully.

REFERENCES

- Mathews, I. and Fox, E. *The Physiological Basis of Physical Education and Athletics*. Philadelphia, Saunders & Co., 1971.
- Farley, P. *A Teacher's Guide to Creative Dance*. Sydney, Reed Publications, 1969.
- Fait, H. F. *Special Physical Education*. Philadelphia, Saunders & Co., 1967.
- Vaughan, F. C. *Health and Safety for You*. New York, McGraw-Hill, 1967.
- Van Dalen, D. B. et al. *World History of Physical Education*. New York, Prentice-Hall, 1971.
- Ross, J. S. et al. *Foundations of Anatomy and Physiology*. 3rd Edition. London, Churchill Livingstone, 1972.
- Clarke, D. H. *Research Processes in Physical Education, Recreation and Health*. St. Louis, Mosby Pub. Co., 1970.
- Langley, L. I. *Dynamo Anatomy and Physiology*. Third Edition. New York, McGraw-Hill, 1969.
- Vander, A. J. *Human Physiology: The Mechanisms of Body Function*. New York, McGraw-Hill, 1970.
- Falls, H. B. et al. *Foundations of Conditioning*. New York, Academic Press, 1970.
- Williams, M. *Biomechanics of Human Motion*. Philadelphia, Saunders & Co., 1962.

PHYSICAL EDUCATION IIII

Three hours per week

Part A

1. Current trends in physical education in lower primary education.
2. Development of concepts of health and fitness through applied physiology, principles of exercise and fitness, body mechanics and movement fundamentals.
3. Environmental influences on the natural form of movement; their implications for the teaching of physical education.

DEPARTMENT OF PHYSICAL EDUCATION

4. Contribution of creative movement to modern programmes of education; its integration with poetry, music, art, natural science, etc.

Part B

1. Advanced study of the three lesson types as outlined by the physical education syllabus. Development of the problem solving approach to games, dance and gymnastics.
2. Programme planning; the improvization of equipment and facilities for the implementation of a balanced programme for Physical Education.
3. Physical education—for:
 - (a) the handicapped child.
 - (b) the migrant child with language difficulties.
 - (c) the disadvantaged child—enrichment programmes involving adventure playgrounds.
4. Safety education; the development of an awareness of the need for safety precautions in physical education activities and the development of responsible behaviour in relation to individual safety and that of others.

Part C

1. The organization of school displays, open days and clubs.
2. Practical teaching and the appreciation of demonstration lessons.

ADDITIONAL REQUIREMENTS

Two assignments each of 1,500 words due in May and October. These to be included in the final assessment.

ASSESSMENT

All demonstrations, practical exercises, assignments are required elements of this study and with a final written examination will be the bases of final assessment.

REFERENCES

- Bucher, C. A. and Reade, E. M. *Physical Education and Health in the Elementary School*. New York, Macmillan, 1964.
- Cust, J. *Creative Dance*. Sydney, Physical Education Publications, 1974.
- Department of Education *Games Book*, Sydney, N.S.W. Government Printer, 1969.
- Fait, H. B. *Special Physical Education*. London, Saunders & Co., 1967.
- Farley, P. *A Teacher's Guide to Creative Dance*. Wellington, A. H. and A. W. Reed, 1969.
- Kephart, N. C. *The Slow Learner in the Classroom*. Ohio, Charles E. Merrill Publishing Co., 1971.
- Laban, R. *Modern Educational Dance*. London, Macdonald and Evans, 1948.
- Lady Allen of Hurtwood *Planning for Play*. London, Thames and Hudson, 1968.
- Laing, M. *Physical Education in the Infant School*. Leeds, Arnold & Sons, 1959.
- London Education Authority *Movement Education for Infants*. London, London County Council, 1970.
- Russell, J. *Creative Dance in the Primary School*. London, Macdonald and Evans, 1965.

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL EDUCATION III P

Three hours per week

The games coaching lesson—an outline of the techniques involved with the teaching of skills associated with:

- (a) tennis
- (b) basketball
- (c) volleyball.

The organization of the sports afternoon involving:

- (a) intraschool sport
- (b) interschool sport.

An advanced study of both the gymnastic and the dance lessons.

The use of physical education equipment in the primary school, including the use of fixed equipment and associated safety precautions.

Programming—an advanced study, including:

- (a) methodology
- (b) evaluation.

Lifesaving—elementary/practical and theory.

The organization of school displays in physical education.

ASSESSMENT

All demonstrations, practical exercises and assignments are required elements of this course.

REFERENCES

- As for First and Second Year, General Primary plus.
- Fait, H. B. *Special Physical Education*. London, Saunders & Co., 1967.
- Kephart, N. G. *The Slow Learner in the Classroom*. Ohio, Charles E. Merrill Publishing Co., 1971.
- Lady Allen of Hurtwood *Planning for Play*. London, Thames and Hudson, 1968.

PHYSICAL EDUCATION III Y

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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.

DEPARTMENT OF SCIENCE

BIOLOGY I

Three hours per week for one year

The prerequisite for this subject is H.S.C. Science (level 2 or above).

Outline of the Subject

Unit 1. Biology in relation to the other sciences. The scope of biology. The biosphere. Characteristics of living organisms. The microscope.

Cell structure, organelles and their function, plant and animal tissues.

Unit 2. The angiosperm, general morphology, reproduction, seed and fruit structure, seed dispersal and germination.

Unit 3. The mammal, description, classification. Detailed study of the digestive and circulatory systems. Brief study of the skeletal, reproductive, respiratory, nervous and muscular systems.

Unit 4. Diversity of living organisms. Simple classification of selected plants from algae, fungi, bryophyta, ferns, gymnosperm; animals from coelenterata, platyhelminthes, annelida, mollusca, arthropoda.

Unit 5. Elementary ecology, basic principles, illustration from local ecological studies.

Laboratory work forms an essential part of this course.

TEXTBOOK

Keeton, W. T. *Biological Science*. New York, W. W. Norton, 1972.

ASSESSMENT

Based upon the following items:
Progressive evaluation;
Final examination.

BIOLOGY II

Four hours per week

The prerequisite for this subject is a satisfactory pass in Biology I or university Biology I for returned university students.

Students are advised that the main general textbook required for this year's work is:

Villee, C. A. and
Dethier, V. G.

Biological Principles and Processes. Philadelphia, W. B. Saunders, 1971.

DEPARTMENT OF SCIENCE

1. CELL PHYSIOLOGY

Four hours per week for one semester

Outline of Course

The cellular basis of life.

Variation in size and form of cells, the cell and its environment.

The structure of cells. Membrane systems; cell organelles. Organic molecules in cells.

Energy conversion processes in the cell.

Structure of the nucleus. Mitosis; meiosis. Cell reproduction.

Gamete formation. Fertilization.

Chemical organization of the nucleus.

The role of D.N.A.

Biosynthesis of proteins.

Extracellular substances.

Cell differentiation.

Ageing and death of cells.

Laboratory work of satisfactory standard is an essential part of the subject.

TEXTBOOK

Villee, C. A. and
Dethier, V. G.

Biological Principles and Processes. Philadelphia, W. B. Saunders, 1971.

REFERENCES

Geise, Arthur C.

All Physiology. Philadelphia, W. B. Saunders, 3rd edition, 1968.

Bennett, T. P. and

Frieden, E.

Dodge, John D.

Modern Topics in Biochemistry. London, Macmillan, 1966.

An Atlas of Biological Ultrastructure. London, Arnold, 1968.

Swanson

The Cell. New Jersey, Prentice-Hall, 3rd edition, 1969.

ASSESSMENT

Based on written examination and proficiency in laboratory exercises.

2. ECOLOGY AND FIELD STUDIES

Four hours per week for one semester

Topics of Study

Ecology and the nature of the ecosystems.

Biogeochemical cycles.

Ecology of populations.

Organization and dynamics of ecological communities.

Ecology and man.

DEPARTMENT OF SCIENCE

Field techniques and procedures.

Teaching ecology in the secondary school.

Conservation studies.

Supplementary topics.

Additional requirements are:

Attendance at field excursions.

Student ecology research project.

Completion of set exercises on units of study.

Maintenance of ecology and field studies reference book (due at end of semester).

Presentation of herbarium and dry-display of marine littoral organisms.

TEXTBOOKS

Kormondy, E. J.

Concepts of Ecology. New Jersey, Prentice-Hall Inc., 1969.

Sutton, D. B. and
Harmon, N. P.

Ecology: Selected Concepts. N.Y., Wiley, 1973.

REFERENCES

Odum, E. P.

Fundamentals of Ecology. Philadelphia, W. B. Saunders Co., 3rd ed., 1971.

Stephenson, W.

Living Place and Living Space. Sydney, Angus & Robertson, 1970.

Newcastle Flora and Fauna
Society

Hunter Natural History (Quarterly Journal).

ASSESSMENT

Based on an examination paper at the end of the semester and on a satisfactory standard of work in the requirements of the course.

BIOLOGY III

Four hours per week

The prerequisite for this subject is a satisfactory pass in Biology II.

1. MICROBIOLOGY

Four hours per week for one semester

Topics of Study

The microbial world: bacteria, viruses, fungi, algae, protozoa.

Micro-organisms in soil, water and air.

Techniques of microbiology — the microscope; staining, fixing; culture in sterile media; the use of Millipore (membrane filtration) apparatus.

The role of micro-organisms in natural ecosystems.

Microecology.

Micro-organisms and man; human disease; food (manufacture, spoilage); industrial processes; fundamental research in biology.

Additional requirements are:

- Regular laboratory work.
- Maintenance of record of practical work.
- Individual research topics.
- Attendance at visits to local microbiology laboratories.

TEXTBOOK

Pelczar, M. J. and
Reid, R. D.

Microbiology. N.Y., McGraw-Hill, 1972.

REFERENCES

Blake, C. D. (ed.)

Fundamentals of Modern Agriculture. Sydney, Sydney University Press, 1967.

Burges, A.
Sarles, et al.

Micro-organisms in the Soil. London, Hutchinson, 1958.
Microbiology, General and Applied. New York, 2nd ed., Harper Bros., 1956.

Simon, H. J.
Sistrom, W. R.

Microbes and Men. New York, McGraw-Hill, 1963.
Microbial Life. New York, Holt, Rinehart & Winston, 1966.

Stanier, R. Y., et al.

The Microbial World. New Jersey, Prentice-Hall.

ASSESSMENT

Based on an examination at the end of the semester and on a satisfactory standard of work in the requirements of the course.

CHEMISTRY I

Four hours per week

Course outline

1. Atomic structure.
2. Bonding and relation to physical properties.
3. Energy changes in chemical reactions.
4. Chemical equilibrium.
5. Electrochemistry.
6. The periodic table.
7. Organic chemistry.

ASSESSMENT

The course will be progressively assessed by means of assignments, periodic tests, practical work and final examination.

RECOMMENDED TEXT

Kneen, W. R., Rogers,
M. J. W. and
Simpson, P.

Chemistry; Facts, Patterns and Principles. London, Addison Wesley, 1972.

REFERENCES

Keenan, C. W. K. and
Wood, J. H.
Seager, S. L. and
Stoker, H. S.
Sienko, M. R. and
Plane, R. A.
Snyder, M. K.

General College Chemistry. N.Y., Harper and Row, 1971.
Chemistry, a Science for Today. Illinois, Scott, Foresman and Co., 1973.
Chemistry. N.Y., McGraw-Hill Book Co., 1971.
Chemistry, Structure and Reactions. N.Y., Holt, Rinehart & Winston, 1966.

CHEMISTRY II

Three hours per week

The prerequisite for this subject is a pass in Chemistry I or equivalent.

Outline of Subject

The general topics will include:

- A. Atomic Structure and Chemical Bonding:
 - (a) Concepts leading to wave mechanics, quantum mechanics, atomic orbitals, electron configuration.
 - (b) Covalent bonding (molecular orbitals, hybridization, bond polarity, molecular shapes).
 - (c) Ionic bonding, Born Haber cycle.
Crystal packing, character of ionic bonds.
 - (d) Bonds at a distance (Van der Waals forces, hydrogen bonds).
 - (e) Metallic bonding.
- B. Co-ordination chemistry; chelation, stereochemistry, theory of bonding.
- C. Energy and chemical change; probability and entropy, changes in energy, free energy.
- D. Chemistry of solutions; nature of solvents, dissolution reactions, equilibrium, precipitation.
- E. Periodic relationships; electronic structure, bonding, chemistry of oxides, chemistry of halides.
Elements of row 2 of the periodic table.
- F. Organic Chemistry.

A functional group approach is to be taken in a practical study of organic chemistry. (This is to supplement and extend principles considered in Chemistry I). Consideration will be made of aliphatic and aromatic compounds from transformation and identification aspects.

Laboratory work will be an integral part of the study and wherever possible relevant interdisciplinary and sociological aspects will be considered.

TEXTBOOK

Chiswell, B. and
James, D. W.

Fundamental Aspects of Inorganic Chemistry. Sydney, John Wiley & Sons Australasia Pty. Ltd., 1966.

REFERENCES

Allen, J. A.
Aylward, G. H., et al.
Bell, C. F. and Lott, K.

Energy Changes in Chemistry. Boston, Allyn & Bacon Inc., 1966.
Approach to Chemistry Series. The University of N.S.W., 1961-1966.
Modern Approach to Inorganic Chemistry. London, Butterworths, 1966.

ASSESSMENT

To be based upon the following items:

- Assignments.
- Assessment of practical work—based upon records and subjective assessment.
- Periodic tests.
- Final examination.

CHEMISTRY III

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Chemistry II or equivalent.

Outline of Subject

Unit 1

- (a) A study of organic chemistry involving the understanding and interpretation of organic reactions on the basis of general chemical principles previously studied. These principles will be extended to include chemical kinetics and reaction mechanics.
- (b) Natural products — fats and oils, proteins, carbohydrates.
- (c) Methods used in contemporary chemistry—e.g. spectroscopy, chromatography, etc., for the purpose of separation, structure elucidation and analysis.
- (d) Associated with this theory there will be practical work based upon modern methods of synthesis, separation and analysis.

Unit 2. Students will carry out literature research in depth on chemical topics of their own choice—after consultation with staff—and conduct associated experimental work on such topics.

Unit 3. Students will study—by seminar procedures—the relationship between chemistry and society, e.g.:

The relationship between chemistry and other areas of knowledge;

The relationship between chemistry and industry;

The relationship between chemistry and modern culture.

TEXTBOOK

Conrow, K. and
McDonald, R. N.

Deductive Organic Chemistry. A short course. Reading, Addison-Wesley, 1966.

REFERENCES

Aylward, G. A. and
Findlay, T. J. V.
Baldwin, James

S.I. Chemical Data Book. Sydney, Wiley, 1971.

Experimental Organic Chemistry. New York, 2nd edition, 1970.

The Development of Modern Chemistry. New York, Harper and Row, 1966.

Inde, A. J.

Kice, John L. and
Elliot, N. Marvel
Morrison, R. T. and
Boyd, R. N.

Modern Principles of Organic Chemistry, An Introduction. London, Collier-Macmillan, 1966.
Organic Chemistry. Boston, Allyn & Bacon Inc., 1960.

ASSESSMENT

To be based upon the following items:

- Practical work.
- Periodic tests.
- Assignments.
- Seminar contribution.
- Final examination.

GEOLOGY I

Three hours per week

Prerequisite—A pass in the H.S.C. Science at the 2S level is assumed.

Outline of the Subject

General introduction to the earth as a planetary body, earth cycles and geological principles.

Seismicity and earth structure.

Mineralogy and elements of crystallography.

Igneous activity.

Metamorphism.

Weathering and erosion.

The ocean basins.

Stratigraphy and earth history.

Structural geology.

Geological mapping.

General palaeontology.

Applied geology.

The place of geology in Science education.

TESTS AND EXAMINATIONS

Several tests on the course work and on the practical work are given throughout the year. In addition there will be a final examination on the entire year's work. The allocation of the total marks is approximately 40, 20 and 40.

TEXTBOOKS

Bickford, M. E. *et al.*
Clarke, Prider and
Teichert

Geology Today. Del Mar, California, CRM Books, 1973.
Elementary Practical Geology. 4 ed. Uni. of W.A. Press, 1968.

REFERENCES

American Geological
Institute
Eicher, D. L.
Harbaugh, J. W.

Dictionary of Geological Terms. Dolphin Books, 1962.

Holmes, A.
Hurlbut, C. S.

Geologic Time. Prentice-Hall, 1968.
Stratigraphy and Geologic Time. Dubuque, W. C. Brown, 1968.

Longwell, Flint and
Sanders.

Principles of Physical Geology. 2nd ed., Nelson, 1969.
Dana's Manual of Mineralogy. 18 ed. New York, Wiley, 1959.
Physical Geology. New York, Wiley, 1969.

Strahler, A. N. and A. H.
Twidale, C. R.

Environmental Geoscience. N.Y., Wiley International, 1973.
Geomorphology. Nelson, 1968.

JOURNALS

Scientific American and *New Scientist.*

GEOLOGY II

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Geology I or equivalent.

Outline of the Course

Petrology. A continuation of petrology introduced in Geology I in greater detail, with attention to the optical properties of minerals and micropetrology mainly of the igneous rocks.

Mapping. An extension of the work of mapping introduced in Geology I with emphasis on compilation of geological maps and more difficult examples of interpretation of geological maps.

Economic Geology. Properties of important economic minerals. The origin of economic deposits with emphasis on Australian examples.

Plate Tectonics. Historical development of the theories of continental drift and plate tectonics; modern evidence; the expanding earth theory.

Palaeontology. Detailed study of the structure and stratigraphic distribution of important phyla.

Geological History of Sydney Basin. Laboratory and field work form part of this unit. Field work will probably involve a five-day excursion during the May vacation.

TEXTBOOKS

Moorhouse, W. W.

The Study of Rocks in Thin Section. New York, Harper and Row, 1959.

Moore, Lalicker and Fischer

Invertebrate Fossils. New York, McGraw-Hill, 1952.

OR equivalent suitable text in palaeontology.

REFERENCES

Badgley, P. C.

Structural and Tectonic Principles. New York, Harper and Row, 1965.

Brouwer, A.

General Palaeontology. London, Oliver and Boyd, 1967.

Deer, Howie and Zussman

An Introduction to the Rock Forming Minerals. London, Longmans, 1967.

Holmes, A.

Principles of Physical Geology. 2nd ed., Nelson, 1969.

Park, C. and MacDiarmid, R.

Ore Deposits. San Francisco, Freeman, 1964.

ASSESSMENT

To be based on the following:

Assignments to be notified.

Progressive evaluation.

GEOLOGY III

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Geology II.

Petrology. An extension of previous work with emphasis on the petrology of sedimentary and metamorphic rocks and the processes of their formation. Practical work in micropetrology.

Geological Education. The place of geology in science education. The development of some curriculum materials. This section will be arranged in conjunction with school experiences as far as possible.

Geophysics. Seismic, magnetic and gravity investigations and their uses. Seismology; evidence for the structure of the earth.

Stratigraphy, with particular reference to New South Wales.

Laboratory and field work form part of this course.

Field work will probably involve a five-day excursion during the May vacation.

TEXTBOOKS

Moorhouse, W. W.

The Study of Rocks in Thin Section. New York, Harper and Row, 1959.

REFERENCES

Brown, Campbell, and Crook

Geological Evolution of Australia and New Zealand. Oxford, Pergamon, 1968.

Earth Science Curriculum Project

Investigating the Earth: Textbook and Teacher's Guide. Boston, Houghton Mifflin, 1968.

Griffiths and King

Applied Geophysics. Oxford, Pergamon Press, 1969.

Packham (ed.)

The Geology of N.S.W. Sydney, Geol. Soc. of Aust., 1969.

Romey

Inquiry Techniques for Teaching Science. Englewood Cliffs, New Jersey, Prentice-Hall, 1968.

Turner

Metamorphic Petrology. New York, McGraw-Hill, 1968.

Wahlstrom

Optical Crystallography. 4th ed., New York, John Wiley, 1969.

ASSESSMENT

Assessment will involve:

Assignments to be notified.

Progressive assessment.

Final examination.

NATURAL SCIENCE III

Three hours per week for one year

Course description

This course will consist of lectures, seminars, peer group teaching experiences, assignments, micro-teaching practice and visits to schools.

DEPARTMENT OF SCIENCE

The following areas of study will be dealt with:

1. Educational objectives and a study of the contributions of Bloom, Krathwohl, Romey and others.
2. An examination of the nature and processes of science and their application to the teaching of science in the infants and primary school. The concept of pre-science. Scientific attitude and methodology.
3. An in-depth study of a selected area of biological or physical phenomena. Approval for the topic of study will depend, in part, on its relevance to the teaching of science in the infants and/or primary school.
4. (a) Learning theories and the application of these theories to the learning of elementary science. The theories to be studied included those of Piaget, Bruner, Gagne, Ausubel and Skinner.
(b) Teaching theories and strategies. Models of teaching. Implications for the teaching of elementary science.
5. Experimental teaching experience in the form of micro-teaching and peer group teaching to relate the practical experience to the theories developed in part 4 above.
6. (a) Comparative curriculum studies and the study of curriculum development projects and methods for primary and infant schools.
(b) Teaching resources for elementary science: equipment, materials; museums, zoos, etc.
7. A study of innovations and innovative techniques in infants and primary schools with particular attention to the child's encounter with physical and biological phenomena.
8. Environment education. The natural environment and the impact of man. Parks, reserves, field study centres, etc. Conservation concepts and philosophies. Implications for educational programmes. Rationale and procedures for environment studies.

ASSESSMENT

Based on the following:

Written exercises and assignments.

Participation in group activities, excursions and field studies.

TEXTBOOK

Schmidt, V. E. and Rockcastle, V. N. *Teaching Science with Everyday Things*. New York, McGraw-Hill, Book Co., 1968.

REFERENCES

A detailed list will be supplied during the course. The list will include:
Victor, E. and Lerner, M. S. *Readings in Science Education for the Elementary School*. New York, Macmillan, 1967.
Esler, W. *Teaching Elementary Science*. Belmont, Calif., Wadsworth Publ. Co., 1973.
Joyce, B. and Weil, M. *Models of Teaching*. New Jersey, Prentice-Hall, 1972.
Schools Council (England) *Science 5/13* (A project sponsored by the Schools Council, the Nuffield Foundation and the Scottish Education Department and based at the University of Bristol). Macdonald Educational, 1972.

DEPARTMENT OF SCIENCE

PHYSICS I

Four hours per week

Prerequisite—H.S.C. Science (level two) and Mathematics (level two).

Outline of Subject

The following work will be undertaken during the year.

Mechanics

Kinematics.
Relativistic effects.
Statics and dynamics of a particle.
Statics of a rigid body.
Conservation of energy and momentum.
Rotational dynamics.
Rotational momentum and energy.
Oscillatory motion.

Thermodynamics

The ideal gas model.
Thermal properties of matter.
Laws of thermodynamics.

ASSESSMENT

Based on the following items:

Problems or other written work to be handed in from time to time.

Periodic tests (approximately five during year).

Final examination at conclusion of course.

Assessment of practical work during year.

TEXTBOOK

The content based on the text:

Bueche, F. *Principles of Physics*. 2nd ed. N.Y., McGraw-Hill, 1972.

REFERENCES

Bueche, F. *A Workbook in Physics for Science and Engineering Students*. New York, McGraw-Hill, 1969.
Bueche, F. *Physics for Scientists and Engineers*. New York, McGraw-Hill, 1969.
Ferece, M., Jr., Lemon, H. B. and Stephenson, R. J. *Analytical Experimental Physics*. University of Chicago, 1956.
Freir, G. D. *University Physics*. New York, Appleton-Century-Crofts, 1965.
Halliday D. and Resnick, R. *Physics*. Combined Edition. New York, Wiley, 1966.
Harris, N. C. *Experiments in Applied Physics*. New York, McGraw-Hill, 1963.
Lehrman, R. L. and Swartz, C. *Foundations of Physics*. New York, Holt, Rinehart & Winston, 1969.
McCormick, W. W. *Fundamentals of College Physics*. New York, Macmillan, 1965.
Reimann, A. L. *Physics*. New York, Barnes and Noble, 1971.
Richards, J. A., et al. *Modern University Physics*.
Syngé, J. L. and Griffiths, B. A. *Principles of Mechanics*. New York, McGraw-Hill, 1949.

PHYSICS II

Three hours per week

The prerequisite for this subject is a satisfactory pass in Physics I or equivalent.

Outline of Subject

Electricity

- Electrostatics.
- Electrodynamics.
- Electromagnetism.

Astronomy

- Observation and Solar system.
- Star types.
- Stellar evolution.

Wave Motion

- Properties of waves.
- Optical implications.
- Acoustic implications.

Modern Physics

- Waves and particles.
- Valves, semi-conductors and basic radio.

Practical Work

There will be an average of two periods per week spent on practical work related to the topics being studied at the time.

ASSESSMENT

To be based on the following items:

- An assignment (approximately 1,500 words) for beginning of third term.
- Periodic tests (approximately five during year).
- Final examination at conclusion of course.
- Assessment of practical work during year.

TEXTBOOK

Bueche, F. *Introduction to Physics for Scientists and Engineers.* New York, McGraw-Hill, 1969.

REFERENCES

- Abell, G. *Exploration of the Universe.* New York, Holt, Rinehart & Winston, 1964.
- Baker, R. H. *An Introduction to Astronomy.* New York, Van Nostrand, 1961.
- Electronics Australia
- Ebbinghausen, E. G. *Basic Radio Course.* Sydney, Sungravure Pty. Ltd., 1966.
- Ference, M., Jr., Lemon, H. B. and Stephenson, R. J. *Astronomy.* Columbus, Merrill Books, 1966.
- Analytical Experimental Physics.* Chicago, University of Chicago Press, 1956.

- Freier, G. D. *University Physics.* New York, Appleton-Century-Crofts, 1965.
- Halliday, D. and Resnick, R. *Physics.* New York (Combined Edition), John Wiley & Sons, 1966.
- Holton, G. and Brush, S. G. *Introduction to Concepts and Theories in Physical Science.* 2nd ed. Massachusetts, Addison-Wesley, 1973.
- Jeans, Sir J. *Science and Music.* Cambridge, Cambridge University Press, 1961.
- Jenkins, F. A. and White, M. E. *Fundamentals of Optics.*
- Page, T. and L. W. (eds.) *The Evolution of Stars.* New York, Macmillan, 1968.
- Reimann, A. L. *Physics.* New York, Barnes and Noble, 1971.
- Richards, J. A. et al. *Modern University Physics.* New York, Addison-Wesley, 1966.

PHYSICS III

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Physics II or equivalent.

Subject details

Unit I. A study of rotational dynamics, electromagnetic waves and particle physics.

Unit II. A unit entitled "Measurement in Physics". This to stress the experimental and quantitative aspects of Physics, including the study of various measuring instruments and to expand various topics covered in years I and II.

Unit III. A topic chosen by the student in consultation with staff. The topic must:

- (i) Be capable of treatment in depth;
- (ii) Have a practical aspect;
- (iii) Bear some relevance to the teaching situation.

Unit IV. A unit on some aspects of Modern Physics involving philosophy and social implications of Physics. This unit to be studied on a seminar basis.

TEXTBOOK

Bueche, F. *Introduction to Physics for Scientists and Engineers.* New York, McGraw-Hill, 1964.

A second text chosen for its relevance for individual topic being studied.

REFERENCES

- Beiser, A. *Concepts of Modern Physics.* 2nd ed. New York, McGraw-Hill, 1973.
- Freier, G. D. *University Physics.* New York, Appleton-Century-Crofts, 1965.
- Halliday, D. and Resnick, R. *Physics.* New York. Combined Edition. John Wiley and Sons, 1966.
- Langeleine, H., Friedrich, A. and Ulbright, H. *Experiments in Atomic Physics.* London, Murray, 1966.
- Lurch, E. N. *Fundamentals of Electronics.* 2nd ed. N.Y., Wiley, 1971.
- March, R. H. *Physics for Poets.* New York, McGraw-Hill, 1970.
- Reimann, A. L. *Physics.* New York, Barnes and Noble, 1971.
- Stehle, P. *Physics, the Behaviour of Particles.* New York, Harper and Row, 1971.
- Jenkins, F. A. and White, M. E. *Fundamentals of Optics.* London, McGraw-Hill, 1951.

DEPARTMENT OF SCIENCE

ASSESSMENT

To be based on the following items:

- Seminar work.
- Individual topic report.
- Periodic tests.
- Final examination.

SCIENCE IE

Man and His Environment

Three hours per week

The prerequisite for this subject is H.S.C. Science.

Outline of Subject

Basic concepts of population, community, ecosystem.
Physical factors of the environment and their effects on organisms.

Life support cycles.

Food webs and energy flow.

Adaptation.

Effects of change in environment on composition of communities.

Man's unique ability to modify his environment and hence the need for scientific literacy. Pollution, environment, degradation.

Local studies will be incorporated in this study.

Laboratory work and excursions form an important part of this subject.

TEXTBOOK

Wagner, Richard H. *Environment and Man*. 2nd ed. N.Y., Norton, 1974.

REFERENCES

Turk, Turk and Wittes. *Ecology, pollution, environment*. Philadelphia, Saunders, 1972.

Turk, et al. *Environmental Science*. Philadelphia, Saunders, 1974.

ASSESSMENT

Will be based on an examination and satisfactory completion of class exercises.

SCIENCE II

Science for the Primary School

Two hours per week

The purpose of this unit (consisting of lectures and practical work), is to enable students to gain an understanding of the role of Science in the primary school and to introduce the student to a variety of teaching procedures for use in schools.

DEPARTMENT OF SCIENCE

Outline

1. The aims of Science teaching in the primary school. Behavioural objectives in teaching.
2. The nature and processes of Science and their relation to teaching of Science.
3. Classroom techniques of teaching Science; models of teaching procedures. The use of teaching aids in the classroom.
4. Learning and teaching outside the classroom; projects, excursions; field work, specimen collections and natural phenomena.
5. Comparison of Australian primary Science syllabuses.

ASSESSMENT

Students will be advised in a circular issued in lectures.

TEXTBOOK

N.S.W. Dept. of Education *Curriculum for Primary Schools*. Natural Science, Health and Physical Education, 1965.

Esler, W. K. *Teaching Elementary Science*. Belmont, Calif., Wadsworth, 1973.

REFERENCES

Jacobson, W. J. *The New Elementary School Science*. N.Y., Van Nostrand Reinhold, 1970.

Schmidt, V. E. and Rockcastle, V. N. *Teaching Science with Everyday Things*. New York, McGraw-Hill, 1968.

Thier, H. D. *Teaching Elementary School Science*. New York, Van Nostrand Reinhold, 1970.

Piltz, A. and Sand, R. *Creative Teaching of Science in the Elementary School*. Boston, Allyn & Bacon, 1970.

Kibler, R. J., Barker, L. L. and Miles, D. T. *Behavioural Objectives and Instruction*. Boston, Allyn & Bacon, 1971.

Kuslan, L. I. and Stone, A. H. *Teaching Children Science—An Inquiry Approach*. 2nd ed. Belmont, Calif., Wadsworth Publishing, 1972.

JOURNALS

The Australian Grade Teacher.
Australian Journal of Education.

SCIENCE IIE

Man and His Environment

Three hours per week

The prerequisite for this subject is a satisfactory pass in Elective, Man and his Environment.

A course of lectures, practical exercises, reading and discussion on contemporary problems. The selection of particular problems will take into account the expressed interests of students entering the course. It is intended that three units will be selected for detailed treatment.

The units offered will include the following:

DEPARTMENT OF SCIENCE

Feeding the World's Population

Dietary needs, food sources, dietary habits, distribution problems, economic factors.

Water Pollution

Its causes and effects on the aquatic community. Significance to man. Possible cumulative and long-term effects.

The Future of our Barrier Reef

An unusual pest problem; the Crown-of-Thorns starfish on coral reefs. Natural history of the animal and the nature of the problem. Current ideas of causes and attempts at control.

Pests and Pesticides

Natural histories of important insect pests. Natural controls and population fluctuations. Chemical insecticides; effect on insects and on the environment. Biological control.

Radiation Hazards

Natural and man-made sources. Use of radioactive materials. Problems of radioactive wastes.

The Aesthetic Quality of Environment

Ecology of landscape. Conflicting needs for land use. Problems of maintaining parks, gardens and recreation areas. The roles of "natural areas" in planned development.

A reading list will be supplied for specific units selected.

GENERAL BACKGROUND READING

Wagner, Richard H. *Environment and Man*, New York, Norton, 1971.
Dansereau, Pierre (ed.) *Challenge for Survival*, New York, Columbia University Press, 1970.

ASSESSMENT

Will be based upon the following items:
Assignments (to be notified).
Progressive evaluation.

SCIENCE IIZ

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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.

DEPARTMENT OF SCIENCE

SCIENCE IIIIE

Man and His Environment

Three hours per week

The prerequisite for this subject is a satisfactory pass in Main Study II. Man and His Environment.

A course of lectures, practical exercises, reading and discussion on contemporary problems. The selection of particular problems will take into account the expressed interests of students entering the course. It is intended that certain units will be selected for detailed treatment.

The Agricultural Environment

The effect of man's food production on the biosphere.

Energy and Society

Sources of energy—now and future. Demand for energy v. pollution.

Human Population Explosion

Trends in populations according to standards of living. Zero population growth.

Genetics

Fundamental genetics.
Modern knowledge a cure for many evils.

Planning Man's Physical Needs

Urban planning.
Leisure planning.

A reading list will be supplied for specific units selected.

GENERAL BACKGROUND READING

Dansereau, Pierre (ed.) *Challenge for Survival*. New York, Columbia Press, 1970.
Hazen, William E. *Readings in Population and Community Ecology*. Philadelphia, W. B. Saunders, 1970.

ASSESSMENT

Will be based on class exercises and examination.

SCIENCE IIIY

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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.

DEPARTMENT OF SOCIAL SCIENCES

COMMERCE I

*Economics and Commercial Principles
and the Curriculum Process*

Four hours per week

PART A—ECONOMICS AND COMMERCIAL PRINCIPLES

Three hours per week

(a) *Economics*

Two hours per week

(i) Industrial Economics.

Structure, conduct, performance—profit concept, investment, pricing practices, barriers to entry, the multinational corporation, restrictive trade practices, growth, productivity and technological change.

(ii) Economic Theory and Consumer Behaviour.

Aspects of consumption economics, role of consumption in a market economy, marketing and behavioural science approaches to consumer behaviour, structure and change in consumer behaviour, procedures for obtaining and using survey data.

REQUIREMENTS

Two 3,000-word assignments—results included in final assessment.

EXAMINATION

One three-hour examination.

BASIC REFERENCE

Burk, M.

Consumption Economics—A Multi-disciplinary Approach. New York, John Wiley, 1968.

Industrial Economics. Sydney, Pelican, 1972.

Lamberton, D. M.

ADDITIONAL REFERENCES

Arndt, H. W.

Davidson, F. G.

A Small Rich Industrial Country. Cheshire, 1968.

The Industrialization of Australia. Melbourne University Press, 1969.

Lamberton, D. M.

Science, Technology and the Australian Economy. Tudor Press, 1970.

Nieuwenhuysen, J. P. (ed.)

Australian Institute of Political Science.

Australian Trade Practices: Readings. Cheshire, 1970.

Big Business in Australia. Proceedings of 36th Summer School, Angus & Robertson, 1971.

(b) *Commercial Principles*

One hour per week

Consumer education:

Consumer economic problems; insurance; mass media; income from investment; investment from labour; leisure and standard of living; trade unions.

DEPARTMENT OF SOCIAL SCIENCES

REQUIREMENTS

Two 2,500-word assignments.

TESTS AND EXAMINATIONS

End of semester examinations.

REFERENCES

Caplovitz, D.

The Poor Pay More: Consumer Practices of Low Income Families. N.Y. Free Press, 1967.

Harrington, M.

The Other America: Poverty in the U.S.A. N.Y., Macmillan, 1962.

Nicosia, F. M.

Consumer Research: Problems and Perspectives. Berkeley, University of California, 1969.

Packard, Vance

The Waste Makers; The Hidden Persuaders; The Status Seekers; The Pyramid Climbers. Melbourne, Penguin (latest edition).

Victorian Commercial Teachers' Association

Teaching Consumer Education, Methods and Topic Treatments; Commerce for Consumers—A Course in Consumer Education. 1967.

PART B—THE CURRICULUM PROCESS

One hour per week

This part is integral to the Social Sciences Curriculum Process, which includes method studies in Commerce, Geography and Social Science—a three-hour course.

Strand 1. Micro Teaching. Conducted in conjunction with the Education Department. (See Teaching Experience I.)

Strand 2. Social Sciences Curriculum. The aim of this Strand is to introduce prospective teachers of the Social Sciences to to some of the basic curriculum issues, curricula and basic procedures used in teaching the Social Sciences in the High School.

1. Curriculum Issues:

What should we teach about society? The Curriculum Process. The aims of teaching about society. The teaching of attitudes and values.

2. Curriculum Design:

Modern trends in curriculum design. Curriculum design in N.S.W. An introductory survey of Junior Secondary Social Sciences syllabuses.

3. Basic Teaching Procedures:

Narration, basic questioning, discussion, inquiry, reinforcement and variability through the use of basic educational technology.

ADDITIONAL REQUIREMENTS

ONE teaching resource unit.

ASSESSMENT

Progressive evaluation based on the resource unit and on annual examination.

DEPARTMENT OF SOCIAL SCIENCES

BASIC REFERENCE

Dufty, D. *Teaching about society.* Sydney, Rigby, 1970.

ADDITIONAL REFERENCES

- Biddle, D. *Readings in Geographical Education.* Vol. 1. Sydney, Whitcombe and Tombs, 1968.
Daughtrey, A. *Methods of Teaching Basic Business and Economics Education.* Ohio, South Western, 1965.
Gross, R. E. *Teaching the Social Studies: What, why and how.* Scranton, International Textbook Co., 1969.
Hooper, R. *The Curriculum.* London, Open University Press, 1972.

COMMERCE II

Economics and Commercial Principles and the Teaching of Commerce

Four hours per week

PART A—ECONOMICS AND COMMERCIAL PRINCIPLES

Three hours per week

(a) *Economics*

Two hours per week

(i) Macro Economics.

A semester unit involving studies in the following: measurement and determination of levels of income, employment and business activity; aggregate demand and consumption, investment and supply; forecasting; fluctuations and analysis of current policies.

(ii) Monetary Economics.

A semester unit involving studies in the following: The structure of modern monetary institutions and their operations; the theory and practice of banking in Australia; the monetary aspects of inflation; techniques of monetary control.

REQUIREMENTS

Two 3,000-word essays—results to be included in the final assessment.

ASSESSMENT

Based on above essays and on one 3-hour examination.

BASIC REFERENCES

- Dernburg, T. F. and McDougall, D. M. *Macro-Economics.* New York, McGraw-Hill, latest edition.
Mayer, L. *Elements of Monetary Policy.* N.Y., Random House, 1968.

ADDITIONAL REFERENCES

- Ackley, H. G. *Macro-Economic Theory.* N.Y., McGraw-Hill, 1966.
Commonwealth of Australia, Dept. of Labour and National Service *Labour Market Studies, No. 2: An Analysis of Full Employment in Australia.* Melbourne, 1970.

DEPARTMENT OF SOCIAL SCIENCES

Hagger, A. J.

Price Stability, Growth and Balance: Australia's Economic Objectives. Melbourne, Cheshire, 1968.

McFarlane, B.

Economic Policy in Australia—The Case for Reform. Melbourne, Cheshire, 1968.

Nevile, J. W.

Fiscal Policy in Australia: Theory and Practice. Melbourne, Cheshire, 1970.

Arndt, H. W. and Corden, W. M. (eds.)

The Australian Economy: A First Volume of Readings. Melbourne, Cheshire, 1972.

Harris, C. P.

The Economics of the Financial Sector. Melbourne, Cheshire, 1972.

Phillips, J. C.

Developments in Monetary Theory and Policy. R. C. Mills Memorial Lecture, 1971.

Reserve Bank of Australia

Annual Report; Occasional Papers; Reserve Bank of Australia: Functions and Operations; Statistical Bulletin.

Rose, P. J.

Australian Securities Markets. Melbourne, Cheshire, 1969.

Carson, D. (ed.)

Readings in Money and Finance. Sydney, Wiley, 1966.

Smith, K.

Elementary Money Theory. N.Y. Random House, 1969.

(b) *Commercial Principles*

One hour per week

(i) Modern business accounting methods.

(ii) Business Organization.

The structure of business enterprises, role of proprietorships, partnerships, companies, co-operatives; amalgamations.

ESSAYS

One 2,500-word essay for business organization.

ASSESSMENT

Based on above essay and on end of semester examinations.

PART B—THE TEACHING OF COMMERCE

One hour per week

The areas of study listed below are covered by lectures, seminars and workshops. Students are required to read widely and to develop resource units and teaching aids.

(1) *The Context*

(a) The Consumer Education Movement. A comparison of developments in N.S.W. with those in other states (Victoria and Tasmania) and other countries (U.S.A. and U.K.).

(b) Recent curriculum innovation in N.S.W. Shortcomings of the former syllabus. Origins, rationale and development of the present Commerce syllabus.

(2) *The Curriculum*

- (a) The aims and objectives of the N.S.W. Commerce syllabus.
- (b) Content selection and organization; rationale, development, programming.
- (c) Evaluation; formative and summative.

(3) *The Methodology*

- (a) Basic teaching methods: narrative, observation, questioning, study lessons.
- (b) Advanced teaching procedures: case studies, field studies, inquiry techniques, role-playing.

(4) *The Resources*

Films, slides, tape recordings, broadcasts, mass media, Commerce multi-media kits.

This programme will be supplemented by the demonstration of various methods of teaching in the schools.

ADDITIONAL REQUIREMENTS

1. One 2,000-word assignment on a selected curriculum issue.
2. One resource unit.
3. Students are required to participate in two teams, preparing and presenting materials in the seminars and workshops.

ASSESSMENT

1. Progressive evaluation based on essay, resource unit and seminar presentations.
2. One examination in curriculum and method study.

BASIC REFERENCE

Hunter Valley Commerce Teachers' Association *Compac I.*

ADDITIONAL REFERENCES

- N.S.W. Department of Education
Daughtrey, A. S. *Syllabus in Commerce. Advanced and Ordinary Levels. Forms II-IV, 1971.*
- Harley, B. *Methods of Teaching Basic Business and Economics Education.* Ohio, South Western, 1965.
- Musselmann, V. A. and Hanna, J. M. *A Synthesis of Teaching Methods.* New York, McGraw-Hill, 1967.
- Sandford, C. M. and Bradbury, M. S. *Teaching Bookkeeping and Accounting.* N.Y., McGraw-Hill, 1960.
- Tone, H. A. *Case Studies in Economics: Projects and Role-Playing in Teaching Economics.* N.Y., 1971.
- N.S.W. Department of Education
Hunter Valley Commerce Teachers' Association
Victorian Commercial Teachers' Association
Methods of Teaching Business Subjects. New York, Gregg, 1957.
- A Commercial Bulletin.*
- The Commerce Teacher.*
- General Journal and Narration.*

COMMERCE III

Economics and Commercial Principles and the Teaching of Economics

Four hours per week

PART A—ECONOMICS AND COMMERCIAL PRINCIPLES

(a) *Economics*

Two hours per week

(i) Public Finance.

Government budgeting; scope and limitations of government programmes; economic effects of taxation; inter-governmental fiscal relations; public debt and debt management; analysis of fiscal theory and policy.

(ii) Contemporary Economic Issues.

A semester of lectures and seminars with specialization in interest areas related to current issues. Areas may include the economics of pollution; inflation/stagflation; the role of non-banking financial institutions in the monetary sector; Federal-States financial relations; tariff policy.

REQUIREMENTS

Two major 3,000-word essays as well as a major seminar paper. Results to be included in final assessment.

ASSESSMENT

Based on above assignments and on one three-hour examination.

REFERENCES

- Eckstein, K. L. *Public Finance.* London, Prentice-Hall, 1968.
- Due, H. G. *Government Finance.* Sydney, Irwin, 1969.
- Matthews, J. G. *Public Investment in Australia.* Melbourne University Press, 1968.
- Prest, K. *Public Finance in Theory and Practice.* New York, Wiedenfield, 1969.
- Williams, R. *Public Finance and Budgetary Policy.* Sydney, Allen and Unwin, 1969.

(b) *Commercial Principles*

One hour per week

(i) Government and the Consumer.

Consumer and the law; consumer protection; law reform; pressure groups and public issues; Naderism; the consumer and economic growth; the role of the consumer in planning.

(ii) The Nature, Structure and Functions of Government in Australia.

Description and analysis of Federal, State and local spheres; State and semi-governmental public enterprises; financial relations between States and Common-

DEPARTMENT OF SOCIAL SCIENCES

wealth, spheres of taxation; fiscal functions and policies; financial problems; the structure and function of judiciary systems in Australia.

REQUIREMENTS

Two 2,000-word essays.

EXAMINATION

One three-hour examination.

REFERENCES

- Larcombe, F. A. *Development of Local Government in N.S.W.* Melbourne, Cheshire, 1961.
- Sawyer, G. *Australian Government Today.* Melbourne University Press, 1970.
- Sawyer, G. *The Australian and Law.* London, Penguin, 1968.

PART B—THE TEACHING OF ECONOMICS

One hour per week

The areas of study listed below are covered by lectures, seminars and workshops. Students are required to read widely and to develop resource units and teaching aids.

(1) *The Context*

- Modern trends in Economics Education. An examination of recent developments in economics education, particularly in the U.S.A. and U.K. (The Natural Task Force, DEEP, Econ 12 and the Manchester Project.)
- Recent developments in Economics Curriculum in N.S.W. A critical appraisal of the present and proposed Economics syllabuses.

(2) *The Curriculum*

- Aims and objectives. An examination of how the present and proposed syllabus aims compare with those of current economics educational thought.
- Context selection and organization; the present approach N.S.W. Some possible alternatives; spiral, structure, partial; case study and problems approaches.
- Programming in economics.
- Evaluation: formative and summative.

(3) *The Methodology*

- The Traditional Methods of Teaching Economics: Narration, study guides, assignments.
- Advanced Teaching Procedures: Case studies, simulation games; contract learning, programmed learning.

DEPARTMENT OF SOCIAL SCIENCES

(4) *The Resources*

Overhead projection, mass media, videotape recordings, economical multimedia kits. The programme.

ASSESSMENT

- Progressive evaluation based on essay, resource unit and seminar presentations.
- One 3-hour examination in curriculum and method study.

BASIC REFERENCE

Lee, N. *Teaching Economics.* Sutton, U.K. Economics Association of the U.K., 1967.

ADDITIONAL REFERENCES

- N.S.W. Department of Education
Edwards, G. *Syllabus in Economics.*
- Knopf, K. A. and Strauss, J. H. *The Teaching of Economics.* (Ecs. Assoc. of the U.K.)
The Teaching of Elementary Economics. New York, Holt, Rinehart & Winston, 1960.
- Lumsden, K. *New Developments in the Teaching of Economics.* Englewood-Cliffs, New Jersey, Prentice-Hall, 1967.
Recent Research in Economics Education. Englewood-Cliffs, New Jersey, Prentice-Hall, 1970.
- Maher, J. E. *What is Economics?* London, Wiley and Sons, 1969.
- Prehn, E. C. *Teaching High School Economics: The Analytical Approach.* New York, Pitman, 1968.
- Wamke, R. F. and Draayer, G. F. *Selected Readings in Economics Education.* Athens, Ohio University Press, 1969.
- Economics Association of the U.K. *Economics.*
- Economics Teachers' Association of N.S.W. *Econ-news.*
- Joint Council of Economics Education *Journal of Economics Education.*

GEOGRAPHY I

Australia in Transition and the Curriculum Process

Four hours per week

PART A—AUSTRALIA IN TRANSITION

Three hours per week

A study of Australia involving two themes:

1. *Growing Urban Complexity*

Australian population distribution in relation to physical features, historical factors, climate, soils, vegetation and mineral resources. Urban growth, structure and planning. The complex influence of urban man on natural systems.

2. *Resource Utilization and the Environment*

Impact of current resource utilization on existing settlement patterns, industrial integration, urban/rural population balance and transport systems.

In both parts of this course training will be given in appropriate geographic skills and methods of inquiry.

ASSESSMENT

Progressive evaluation and final examination.

REFERENCES

- Andrews, J. *Australia's Resources and their Utilization*. Sydney, Department of Adult Education, Uni. of Sydney, 1970.
- Coghill, I. *Australia's Mineral Wealth*. Melbourne, Sorrett, 1971.
- Davies, A. and Encel, S. *Australian Society*. Sydney, Cheshire, 1970.
- Drury, G. and Logan, M. *Studies in Australian Geography*. Melbourne, Heinemann, 1968.
- Gothman, J. and Harper, R. (eds.) *Metropolis on the Move*. New York, Wiley, 1967.
- Holmes, J. H. *Australia, New Zealand and the South West Pacific*. Melbourne, Nelson, 1969.
- Jones, F. L. *Dimensions of Urban Social Structure*. Canberra, A.N.U., 1969.
- Learmonth, N. and A. *Regional Landscapes of Australia: Form, Function and Change*. Sydney, A. & R., 1971.
- Leeper, G. (ed.) *The Australian Environment*. Melbourne, C.S.I.R.O. and Melbourne University Press, 1970.
- Martin, A. *Pollution and Conservation in Australia*. Melbourne, Lansdowne, 1971.
- Richardson, G. *The Australian Environment*. Sydney, McGraw-Hill, 1970.

PART B—THE CURRICULUM PROCESS

One hour per week

This part is integral to the Social Sciences Curriculum Process, which includes method studies in Commerce, Geography and Social Science—a three-hour course.

Strand 1. Micro Teaching. Conducted in conjunction with the Education Department. (See Teaching Experience I.)

Strand 2. Social Sciences Curriculum.

The aim of this Strand is to introduce prospective teachers of the Social Sciences to some of the basic curriculum issues, curricula and basic procedures used in teaching the Social Sciences in the High School.

1. Curriculum Issues:

What should we teach about society? The Curriculum Process. The aims of teaching about society. The teaching of attitudes and values.

2. Curriculum Design:

Modern trends in curriculum design. Curriculum design in N.S.W. An introductory survey of Junior Secondary Social Sciences syllabuses.

3. Basic Teaching Procedures:

Narration, basic questioning, discussion, inquiry, reinforcement and variability through the use of basic educational technology.

ADDITIONAL REQUIREMENTS

One teaching resource unit.

ASSESSMENT

Progressive evaluation based on the resource unit and on annual examination.

BASIC REFERENCE

Dufty, D. *Teaching about society*. Sydney, Rigby, 1970.

ADDITIONAL REFERENCES

- Biddle, D. *Readings in Geographical Education*. Vol. 1. Sydney, Whitcombe and Tombs, 1968.
- Daughtrey, A. *Methods of Teaching Basic Business and Economics Education*. Ohio, South Western, 1965.
- Gross, R. E. *Teaching the Social Studies: What, why and how*. Scranton, International Textbook Co., 1969.
- Hooper, R. *The Curriculum*. London, Open University Press, 1972.

GEOGRAPHY IE

Australia in Transition

Three hours per week

A study of changing Australia involving two themes:

- (1) *Growing Urban Complexity*. Australian population distribution in relation to physical features, historical factors, climate, soils, vegetation and mineral resources. Urban growth, structure and planning. The complex influence of urban man on natural systems.
- (2) *Resource Utilization and the Environment*. Impact of current resource utilization on existing settlement patterns, industrial integration, urban/rural population balance and transport systems.

In both parts of this subject attention will be given to appropriate geographic skills and methods of inquiry.

ASSESSMENT

Progressive evaluation and final examination.

REFERENCES

- Andrews, J. *Australia's Resources and their Utilization*. Sydney, Uni. of Sydney, 1970.
- Coghill, I. *Australia's Mineral Wealth*. Melbourne, Sorrett, 1971.
- Davies, A. and Encel, S. *Australian Society*. Sydney, Cheshire, 1970.
- Drury, G. and Logan, M. *Studies in Australian Geography*. Melbourne, Heinemann, 1968.
- Gothman, J. and Harper, R. (eds.) *Metropolis on the Move*. New York, Wiley, 1967.
- Holmes, J. H. *Australia, New Zealand and the South West Pacific*. Melbourne, Nelson, 1969.
- Jones, F. L. *Dimensions of Urban Social Structure*. Canberra, A.N.U., 1969.
- Learmonth, N. and A. *Regional Landscapes of Australia: Form, Function and Change*. Sydney, A. & R., 1971.
- Leeper, G. (ed.) *The Australian Environment*. Melbourne, C.S.I.R.O. and Melbourne University Press, 1970.
- Martin, A. *Pollution and Conservation in Australia*. Melbourne, Lansdowne, 1971.
- Robinson, K. W. *A regional geography of South-East Australia*. London, Longmans, 1972.

DEPARTMENT OF SOCIAL SCIENCES

GEOGRAPHY II

Australia and Asia and the Teaching of Geography

Four hours per week

PART A—AUSTRALIA AND ASIA

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 of resource development, cultural patterns, population pressures and relations that are typical in this area.

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

ASSESSMENT

Progressive evaluation and final examination.

REFERENCES

- Andrews, R. L. *Japan: A Social and Economic Geography*. Melbourne, Philip and O'Neil, 1971.
- Andrews, R. L. *A Geography of Indonesia, Malaysia and Singapore*. Melbourne, Philip and O'Neil, 1971.
- Breese, G. *Urbanization in Newly Developing Countries*. New Jersey, Prentice-Hall, 1966.
- Dempster, P. *Japan Advances*. London, Methuen, 1969.
- East, W. G., Spate, O. K. H. and Fischer, C. A. *The Changing Map of Asia*. 5th ed. London, Methuen, 1971.
- Fryer, D. W. *Emerging South-East Asia*. London, Philip, 1970.
- Kolb, A. *East Asia: China, Japan, Korea and Vietnam*. London, Methuen, 1971.
- McGee, T. *The South-East Asian City*. London, Bell, 1967.
- Tregear, T. R. *A Geography of China*. London, U.P., 1966.
- Missen, G. J. *Viewpoint on Indonesia*. Melbourne, Nelson, 1972.
- Wilson, D. *A Quarter of Mankind*. London, Penguin, 1968.

PART B—THE TEACHING OF GEOGRAPHY

One hour per week

(Details will be given at the commencement of the course.)

REFERENCES

- Ball, J. M. *The Social Sciences and Geographic Education*. N.Y., Wiley, 1971.
- Steinbrink, J. E. and Stoltman, J. P. *New Movements in the Study and Teaching of Geography*. Melbourne, Cheshire, 1972.
- Morris, J. W. *Methods of Geographic Instruction*. Toronto, Blaisdell, 1968.
- Wheeler, D. K. *Curriculum Process*. London, U.P., 1972.

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. There is no textbook for this course.

REFERENCES

- Andrews, R. L. *Japan: A Social and Economic Geography*. Melbourne, Philip and O'Neil, 1971.
- Andrews, R. L. *A Geography of Indonesia, Malaysia and Singapore*. Melbourne, Philip and O'Neil, 1971.
- Breese, G. *Urbanization in Newly Developing Countries*. New Jersey, Prentice-Hall, 1966.
- Dempster, P. *Japan Advances*. London, Methuen, 1969.
- East, W. G., Spate, O. K. H. and Fischer, C. A. *The Changing Map of Asia*. 5th ed. London, Methuen, 1971.
- Fryer, D. W. *Emerging South-East Asia*. London, Philip, 1970.
- Gorrie, A. M. *A Geography of Japan*. Melbourne, Nelson, 1969.
- Kolb, A. *East Asia: China, Japan, Korea and Vietnam*. London, Methuen, 1971.
- McGee, T. *The Southeast Asian City*. London, Bell, 1967.
- Missen, G. J. *Viewpoint on Indonesia*. Melbourne, Nelson, 1972.
- Tregear, T. R. *A Geography of China*. London, London U.P., 1966.
- Wilson, D. *A Quarter of Mankind*. London, Penguin, 1968.

GEOGRAPHY III

Australia and the World and the Teaching of Geography

Four hours per week

PART A—AUSTRALIA AND THE WORLD

Three hours per week

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.
- (2) Pluralism, nationalism and stability.
- (3) Underdevelopment.
- (4) Resource interdependence and economic alliance.
- (5) Independence, interdependence and changing political boundaries.

ASSESSMENT

Progressive evaluation and final examination.

READING LIST

Themes are selected during the academic year and specific reading lists prepared. The following are general reference books with which students undertaking this study should be familiar.

- | | |
|---|---|
| Brook, J. and Webb, J.
Detwyler, T. R. | A <i>Geography of Mankind</i> . New York, McGraw-Hill, 1968.
<i>Man's Impact on Environment</i> . New York, McGraw-Hill, 1971. |
| Fryer, D. W. | <i>World Economic Development</i> . New York, McGraw-Hill, 1965. |
| Thomas, R. | <i>Man's Role in Changing the Face of the Earth</i> . Chicago, Uni of Chicago Press, 1972. |

PART B—THE TEACHING OF GEOGRAPHY

One hour per week

(Details are provided at the commencement of the course.)

GEOGRAPHY III E

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.
- (2) Pluralism, nationalism and stability.
- (3) Underdevelopment.
- (4) Resource interdependence and economic alliance.
- (5) Independence, interdependence and changing political boundaries.

ASSESSMENT

Progressive evaluation and final examination.

READING LIST

Themes are selected during the academic year and specific reading lists prepared. The following are general reference books with which students undertaking this study should be familiar.

- | | |
|---|---|
| Broek, J. and Webb, J.
Detwyler, T. R. | A <i>Geography of Mankind</i> . New York, McGraw-Hill, 1968.
<i>Man's Impact on Environment</i> . New York, McGraw-Hill, 1971. |
| Fryer, D. W. | <i>World Economic Development</i> . New York, McGraw-Hill, 1965. |
| Thomas, R. | <i>Man's Role in Changing the Face of the Earth</i> . Chicago, Uni of Chicago Press, 1972. |

HISTORY I

Basic Themes in History

Four hours per week

This unit treats the following four important and continuing themes:

- (1) *Migration*. Reasons for migration, both inter- and intra-national. Cultural adaptation of people affected by migration. Studies from Ancient to Modern Times.
- (2) *Power*. Power seen as the exercise of authority in society. How power has shifted throughout History, e.g. Regal, Ecclesiastical, Bourgeois, Working Class. Feudal Monarchy yielding place to Constitutional Monarchy or Democratic Republic.
- (3) *Use of Physical Resources*. Emphasis on the development of technology and its impact on man in his environment (e.g., the wheel to machinery, sources of energy).
- (4) *Ideas*. Throughout History religious, philosophical, economic, political ideas have helped fashion human society. Course work will include the ideas of some significant thinkers (e.g., Machiavelli) and/or group ideas (Tominism).

Course work includes training in study of historical material and presentation of written material in acceptable academic forms.

ASSESSMENT

Progressive evaluation based on essays, class exercises and tests including an examination at the end of each semester.

BASIC BIBLIOGRAPHY

For a general one view
Fisher, H. A. L.

Wells, H. G.
Migration
Hiro, D.
Hitti, P. K.
Kennedy, J. F.
Moss, H. St. L. B.

A *History of Europe*. 2 Vols. London, Collins, Fontana, 1965.

A *Short History of the World*. London, Penguin, 1967.

Black British, White British. Great Britain, Pelican, 1973.
Islam and the West. Princeton, Anvil, 1962.

A *Nation of Immigrants*. London, Hamish Hamilton, 1964.
The Birth of the Middle Ages.

DEPARTMENT OF SOCIAL SCIENCES

- Strover, H. R. and Munro, D. C.
Yarwood, A. T. *The Middle Ages 395-1500.* N.Y., Appleton, 1942.
- Power and Authority*
Adcock, F. E. *Attitudes to Non-European Immigration.* Melbourne, Cassell, 1968.
- Ferguson, W. K.
Mackenzie, K.
Trevelyan, G. M.
Kranzberg, M. and Pursell, C. (eds.) *Roman Political Ideas and Practice.* Ann Arbor, Paperbacks, 1966.
- Chadwick, H.
Doyle, P.
Hibbert, C.
Machiavelli, N.
Pollard, S.
Tawney, R. H. *Europe in Transition.* N.Y., Holt, 1963.
The English Parliament. Great Britain, Pelican, 1968.
England under the Stuarts. London, Methuen, 1965.
- Use of Physical Resources*
Kranzberg, M. and Pursell, C. (eds.) *Technology in Western Civilization.* N.Y., O.U.P., 1967.
- Ideas*
Chadwick, H.
Doyle, P.
Hibbert, C.
Machiavelli, N.
Pollard, S.
Tawney, R. H. *The Early Church.* Great Britain, Pelican, 1973.
History of Political Thought. Lond., Jonathan Cape, 1955.
The Roots of Evil. Great Britain, Penguin, 1966.
The Prince, trans. by G. Bull. Great Britain, Penguin, 1971.
The Idea of Progress. Great Britain, Pelican, 1971.
Religion and the Rise of Capitalism. West Drayton, Penguin, 1962.
- More comprehensive reading lists of monographs and articles are supplied at the beginning of the year.

HISTORY IA

Ancient History and the Teaching of History

Four hours per week

Students electing to teach History are required to undertake a study in History Content and Method. A number of demonstrations is also offered.

(a) Content

Three hours per week

The subject is a general survey of the beginning of civilization and its institutions, with detailed study of selected areas.

A. Introduction

1. The problem of how man developed from the primitive to the civilized state—the “urban revolution”.
2. The development of two civilizations, Egypt and Mesopotamia. The effects of geography; social organization, trade and the invention of measurement.

B. Hebrews

1. A survey of the history of the Hebrews and their neighbours. The migration of Abraham; the settlement in Canaan; the growth of the law; kingship; political relations with Egypt and the Mesopotamian nations; the destruction of Israel and Judah; the Exile; the Return; the growth of the Wisdom literature.

DEPARTMENT OF SOCIAL SCIENCES

2. A special study of an aspect of the literature. Students will choose one from this list:

The prophets as political agitators.
The creative literature—the Wisdom books.
The historical books and their theme.
The law codes and their origin.

C. Greece

1. Minoan and Mycenaean civilization. Origins; social and political organization; destruction of Crete; the epics of Homer.
2. The rise of the polis; colonization and industrialization and their economic consequences; tyranny and the rise of democracy; parallels with modern problems.
3. Unity and disunity. The Persian and Peloponnesian Wars; the rise of Philip and Alexander.
4. Hellenization. Its immediate and long-term effects.
5. Greek literature and philosophy. Students will choose an aspect for detailed study.

D. Rome

1. The foundation and working of the Republic. Conquest and expansion; modern republicanism.
 2. The Empire and its deficiencies. The genius of Augustus; the Golden Age; later economic and social defects; the efforts of Diocletian and Constantine; the collapse of the Western Empire; the growth of Byzantinism.
 3. The place of Christianity in the State.
 4. Roman culture—literature, law, ideas.
- Students will choose an aspect for detailed study.

REQUIREMENTS

The submission of the results of the student's work in each of the special studies. This is in essay or other approved form.

ASSESSMENT

1. The special studies.
2. Term tests.

BASIC REFERENCE

Starr, C. G. *A History of the Ancient World.* London, O.U.P., 1965.

ADDITIONAL REFERENCES

- Boak, A. E. R. and Sinnegan, W. C.
Daniel-Rops, H.
Frankfort, H.
Stobart, J. C.
Wilson, J. A. *History of Rome to A.D. 565.* London, Macmillan, 1968.
Israel and the Ancient World. London, Eyre and Spottiswoode, 1960.
The Birth of Civilization in the Near East. London, Bann, 1968.
The Glory that was Greece. London, Sedgwick and Jackson, 1964.
The Culture of Ancient Egypt. Chicago, University of Chicago Press, 1956.

Further reading will be prescribed in lectures.

(b) *Method*

One hour per week

1. Concept formation in the teaching of history. Piaget's theories.
2. The basic lesson techniques.
3. Application of learning theory to History teaching.
4. Lesson planning. Lesson outline.
5. Unit planning. The study guide.
6. Lesson presentation. Application of basic lesson techniques.
7. The development of skills used in studying History.
8. Methods of recording and illustrating History.
9. Activity work.

REQUIREMENTS

Two practical exercises submitted as essays or in any other approved form. Other small exercises as set.

ASSESSMENT

Based on the above exercises.

BASIC REFERENCE

- Little, N. A. and Walshe, R. D. *Ways we teach History*. Sydney, History Teachers Association of N.S.W., 1971.
- Jurd, M. F. *Adolescent Thinking in History-type Material* (in Australian Journal of Education, Vol. 17, No. 1, 1973).

HISTORY IB

Basic Themes in History

Three hours per week

This unit treats the following four important and continuing themes:

- (1) *Migration*. Reasons for migration, both inter- and intra-national. Cultural adaptation of people affected by migration. Studies from Ancient to Modern Times.
- (2) *Power*. Power seen as the exercise of authority in society. How power has shifted throughout History, e.g. Regal, Ecclesiastical, Bourgeois, Working Class. Feudal Monarchy yielding place to Constitutional Monarchy or Democratic Republic.
- (3) *Use of Physical Resources*. Emphasis on the development of technology and its impact on man in his environment (e.g., the wheel to machinery, sources of energy).

- (4) *Ideas*. Throughout History religious, philosophical, economic, political ideas have helped fashion human society. Course work will include the ideas of some significant thinkers (e.g., Machiavelli) and/or group ideas (Tominism).

Course work includes training in study of historical material and presentation of written material in acceptable academic forms.

ASSESSMENT

Progressive evaluation based on essays, class exercises and tests including an examination at the end of each semester.

BASIC BIBLIOGRAPHY

For a general one view

Fisher, H. A. L.

A History of Europe. 2 Vols. London, Collins, Fontana, 1965.

A Short History of the World. London, Penguin, 1967.

Wells, H. G.

Migration

Hiro, D.

Hitti, P. K.

Kennedy, J. F.

Moss, H. St. L. B.

Strover, H. R. and

Munro, D. C.

Yarwood, A. T.

Black British, White British. Great Britain, Pelican, 1973.

Islam and the West. Princeton, Anvil, 1962.

A Nation of Immigrants. London, Hamish Hamilton, 1964.

The Birth of the Middle Ages.

The Middle Ages 395-1500. N.Y., Appleton, 1942.

Attitudes to Non-European Immigration. Melbourne, Cassell, 1968.

Power and Authority

Adcock, F. E.

Roman Political Ideas and Practice. Ann Arbor, Paperbacks, 1966.

Europe in Transition. N.Y., Holt, 1963.

The English Parliament. Great Britain, Pelican, 1968.

England under the Stuarts. London, Methuen, 1965.

Technology in Western Civilization. N.Y., O.U.P., 1967.

Use of Physical Resources

Kranzberg, M. and

Pursell, C. (eds.)

Ideas

Chadwick, H.

Doyle, P.

Hibbert, C.

Machiavelli, N.

The Early Church. Great Britain, Pelican, 1973.

History of Political Thought. Lond., Jonathan Cape, 1955.

The Roots of Evil. Great Britain, Penguin, 1966.

The Prince, trans. by G. Bull. Great Britain, Penguin, 1971.

The Idea of Progress. Great Britain, Pelican, 1971.

Religion and the Rise of Capitalism. West Drayton, Penguin, 1962.

More comprehensive reading lists of monographs and articles are supplied at the beginning of the year.

HISTORY IE

Basic Themes in History

Three hours per week

This unit treats the following four important and continuing themes:

- (1) *Migration*. Reasons for migration, both inter- and intra-national. Cultural adaptation of people affected by migration. Studies from Ancient to Modern Times.
- (2) *Power*. Power seen as the exercise of authority in society. How power has shifted throughout History, e.g., Regal,

Ecclesiastical, Bourgeois, Working Class. Feudal Monarchy yielding place to Constitutional Monarchy or Democratic Republic.

(3) *Use of Physical Resources.* Emphasis on the development of technology and its impact on man in his environment (e.g., the wheel to machinery, sources of energy).

(4) *Ideas.* Throughout History religious, philosophical, economic, political ideas have helped fashion human society. Course work will include the ideas of some significant thinkers (e.g. Machiavelli) and/or group ideas (Tominism).

Course work includes training in study of historical material and presentation of written material in acceptable academic forms.

ASSESSMENT

Progressive evaluation based on essays, class exercises and tests including an examination at the end of each semester.

BASIC BIBLIOGRAPHY

For a general one view

Fisher, H. A. L.

A History of Europe. 2 Vols. London, Collins, Fontana, 1965.

Wells, H. G.

Migration

Hiro, D.

Hitti, P. K.

Kennedy, J. F.

Moss, H. St. L. B.

Strover, H. R. and

Munro, D. C.

Yarwood, A. T.

A Short History of the World. London, Penguin, 1967.

Black British, White British. Great Britain, Pelican, 1973.

Islam and the West. Princeton, Anvil, 1962.

A Nation of Immigrants. London, Hamish Hamilton, 1964.

The Birth of the Middle Ages.

The Middle Ages 395-1500. N.Y., Appleton, 1942.

Attitudes to Non-European Immigration. Melbourne, Cassell, 1968.

Power and Authority

Adcock, F. E.

Roman Political Ideas and Practice. Ann Arbor, Paperbacks, 1966.

Europe in Transition. N.Y., Holt, 1963.

Ferguson, W. K.

Mackenzie, K.

Trevelyan, G. M.

Use of Physical Resources

Kranzberg, M. and

Pursell, C. (eds.)

Ideas

Chadwick, H.

Doyle, P.

Hibbert, C.

Machiavelli, N.

The Early Church. Great Britain, Pelican, 1973.

History of Political Thought. Lond., Jonathan Cape, 1955.

The Roots of Evil. Great Britain, Penguin, 1966.

The Prince, trans. by G. Bull. Great Britain, Penguin, 1971.

The Idea of Progress. Great Britain, Pelican, 1971.

Religion and the Rise of Capitalism. West Drayton, Penguin, 1962.

More comprehensive reading lists of monographs and articles are supplied at the beginning of the year.

HISTORY IIA

Medieval and Modern European History and the Teaching of History

Four hours per week

Students electing to teach History are required to undertake a unit of study on History Content and Method. A number of demonstrations will also be offered.

(a) Content

Three hours per week

A general survey of the history of Europe from the Fall of Rome to the eve of the French Revolution, with a detailed study of selected areas.

(1) Introduction—review of the Fall of the Western Roman Empire and the place of Christianity. Justinian.

(2) The "Dark Ages". The barbarian invasions.

(3) The Eastern Roman Empire. Byzantinism, Caesaro-papalism; the heresies and their relationship to the rise of Islam; Moslem religion and culture; brief survey to 1453.

(4) The revival of the West under Pippin and Charlemagne. Invasions by Moslems, Norsemen, Magyars; the Holy Roman Empire.

(5) A social solution—feudalism.

(6) The revival of Trade. The Middle Class; mercantilism; the new society; the revival of learning; the universities; the mendicant orders.

(7) The growth of Papal power. The investiture controversy; the Crusades.

(8) The growth of national states in England and France.

(9) The Renaissance, its ideas and culture.

(10) The Reformation in Germany, Switzerland and England. The counter-reformation; The baroque period.

(11) Constitutional government in England. Modern consequences.

(12) The scientific age. Intellectual climate; the expansion overseas; the teachings of the philosophers; the modern consequences.

(13) The American and French revolutions.

REQUIREMENTS

Students will choose three periods for detailed study including a study of some of the relevant documents. The result of the studies may be in essay or any other approved form.

ASSESSMENT

1. The special studies.

2. Term tests.

BASIC REFERENCES

Hayes, C. J. H. and

Baldwin, M. W.

Hayes, C. J. H. and

Cole, C. W.

History of Europe, vol. 1. New York, Macmillan, 1949.

History of Europe, vol. 2. New York, Macmillan, 1956.

ADDITIONAL REFERENCES

- Billington, R. A. *et al.* *The Making of American Democracy*. New York, Holt, Rinehart & Winston, 1960.
- Cheyney, E. P. *The Dawn of a New Era*. New York, Harper and Row, 1962.
- Elton, G. R. *England under the Tudors*. London, Methuen, 1965.
- Ganshof, F. I. *Feudalism*. London, Longmans, 1964.
- Goodwin, A. *The French Revolution*. London, Hutchinson, 1958.
- Green, V. G. G. *Renaissance and Reformation*. London, Arnold, 1956.
- Runciman, S. *Byzantine Civilisation*. London, Methuen, 1961.
- Runciman, S. *History of the Crusades*. London, C.U.P., 1951-4.
- Trevelyan, G. M. *England under the Stuarts*. London, Methuen, 1965.

Additional references will be supplied in lectures.

(b) *Method*

1. The nature of history and its relevance to history teaching.
2. The place of history in the secondary curriculum—the case for its inclusion; criticisms of its limitations and of its relevance. Survey of opinion in the U.S.A.; the rise and decline of social studies as a substitute. Contemporary appreciation of history as a discipline and social studies as an angle of vision.
3. Unit and lesson planning. Programming.
4. Advanced lesson preparation.
 - (a) Organization of lesson material.
 - (i) Motivatory devices to heighten relevance and communication;
 - (ii) Criteria to measure the breadth and depth of content for particular classes; to arrange data in meaningful sequence and to assess amount to be recorded and retained by pupils.
 - (iii) Use of literature—novel, poetry, drama; simulation games and role-playing.
5. Audio-visual and other aids. How to make aids, to operate electronic aids; advantages of overhead projectors to present focus questions, paradigms, maps, diagrams and overviews of units and topics; how to use aids for maximum educational returns.
6. The history room.
7. History for the gifted child—for the average—and for the slow learner. Involvement of pupils in depth studies by use of group activity. Teaching of graded and ungraded classes. Pupil use of libraries and resource centres.
8. Senior history. The use of documents.
9. Evaluation in history. Assessment procedures.
10. Local history. Organising excursions.
11. New directions in history and history teaching.

BASIC REFERENCE

- Walshe, R. D. and Little, N. A. *Ways we teach History*. Sydney, History Teachers Association of N.S.W., 1971.
- Other references are distributed as the need arises.

REQUIREMENTS

Two practical exercises, one of which is the making of a teaching aid. Other exercises as set.

ASSESSMENT

Exercises.

HISTORY IIB

Asia in the Modern World

Three hours per week

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 I 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.

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.

DEPARTMENT OF SOCIAL SCIENCES

BASIC REFERENCES

- Schurman, E. and Schell, O.
Storry, R.
- China Readings, I Imperial China, II Republican China, III Communist China.* Great Britain, Pelican, 1966.
A History of Modern Japan. Great Britain, Pelican, 1960.

ADDITIONAL REFERENCES

- Callis, H. G.
Kamm, J.
Kennedy, R.
Michael, F. H. and Taylor, G. E.
Segal, R.
Tan, T.
Ward, R. E.
- Confucian and Communist China.* New York, Henry Holt, 1959.
Malaya and Singapore. London, Longmans, 1963.
A History of Modern Japan. Bristol, Western Printing Services, 1963.
The Far East in the Modern World. London, Methuen, 1962.
The Crisis of India. Hammondsworth, Penguin, 1965.
Sukarno's Guided Indonesia. Brisbane, Jacaranda, 1967.
Political Development in Modern Japan. Princeton, Princeton U.P., 1968.

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

DEPARTMENT OF SOCIAL SCIENCES

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.
- China Readings, I Imperial China, II Republican China, III Communist China.* Great Britain, Pelican, 1966.
A History of Modern Japan. Great Britain, Pelican, 1960.

ADDITIONAL REFERENCES

- Callis, H. G.
Kamm, J.
Kennedy, R.
Michael, F. H. and Taylor, G. E.
Segal, R.
Tan, T.
Ward, R. E.
- Confucian and Communist China.* New York, Henry Holt, 1959.
Malaya and Singapore. London, Longmans, 1963.
A History of Modern Japan. Bristol, Western Printing Services, 1963.
The Far East in the Modern World. London, Methuen, 1962.
The Crisis of India. Hammondsworth, Penguin, 1965.
Sukarno's Guided Indonesia. Brisbane, Jacaranda, 1967.
Political Development in Modern Japan. Princeton, Princeton U.P., 1968.

HISTORY IIIA

The History of Australia and the Teaching of History

Four hours per week

PART A—THE HISTORY OF AUSTRALIA

Three hours per week

A study is made of Australia's background in order to give a deeper appreciation of her present society and position in the modern world.

Selected aspects of Australian history are examined in depth.

The range is indicated below.

- The Australian Aborigine.
- Problems of Early Australian Society.
- The Convict System and Free Immigration.
- Exploration and the Pastoral Age.
- Social, Economic and Political change.
- The Magic of Gold.
- Towards Nationhood.
- Australian Literature of the 19th Century.
- Local History.
- Forces at work in the twentieth century.
- World War II.
- Foreign policy, past and present.
- Problems in contemporary Australian Society.

DEPARTMENT OF SOCIAL SCIENCES

BIBLIOGRAPHY

A. General

- Clark, C. M. H. *Cambridge History of the British Empire*. Vol. VII, Pt. 1. Cambridge Uni. Press, 1963.
A Short History of Australia. New York, New American Library, 1963.
 Clark, C. M. H. *A History of Australia*, Vols. I and II. Melbourne Uni. Press, 1962-1968.
 Crawford, R. M. *Australia*. London, Hutchinson, 1952.
 Fitzpatrick, B. *The Australian People, 1788-1945*. Melbourne, Melbourne Uni. Press, 1951.
 Fitzpatrick, B. *Readings in Australian History*. (Two volumes). Melbourne, Cheshire, 1965.
 Grattan, H. *Australia*. Berkeley, Uni. of California Press, 1947.
 Greenwood, G. *Australia: A Social and Political History*. Sydney, Angus & Robertson, 1965.
 Hancock, W. K. *Australia*. Brisbane, Jacaranda, 1966.
 Palmer, H. *After the First Hundred Years*. Melbourne, Longmans, 1961.
 Shaw, A. G. L. *The Story of Australia*. London, Faber, 1962.
 Ward, R. *Australia*. New Jersey, Prentice-Hall, 1965.

B. Specific

- Bean, C. E. W. (ed.) *The Official History of Australia in the War of 1914-1918* (12 vols.). Sydney, Angus & Robertson, 1942.
 Clark, C. M. H. *Select Documents in Australian History*, Vol. I—1788-1850. Sydney, Angus & Robertson, 1955.
 Clark, C. M. H. *Select Documents in Australian History*, Vol. II—1851-1900. Sydney, Angus & Robertson, 1955.
 Clark, C. M. H. *Sources in Australian History*. London, O.U.P., 1965.
 Fitzpatrick, B. *British Imperialism and Australia 1788-1833*. Sydney Uni. Press, 1971.
 Fitzpatrick, B. *The British Empire in Australia 1834-1939*. Melb. Uni. Press, 1949.
 Fitzpatrick, B. *Pastoral Australia: Bowke to the Gold Rushes*. Melbourne, Cheshire, 1965.
 Greenwood, G. and Harper, N. D. (eds.) *Australia in World Affairs, 1950-55*. Melbourne, Cheshire, 1957.
 La Nauze, J. A. *Political Economy in Australia: Political Studies*. Melbourne, Melbourne Uni. Press, 1949.
 Long, G. *Australia in the War of 1939-1945*. Canberra, Australian War Memorial, 1952.
 Mackaness, G. *Fourteen Journeys Across the Blue Mountains*. Sydney, Horwitz-Grahame, 1965.
 McQueen, H. *A New Britannia*. Ringwood, Penguin, 1970.
 Madgwick, R. *Immigration into Eastern Australia 1788-1851*. Sydney Uni. Press, 1969.
 Mudie, J. *The Felony of New South Wales*. Melbourne, Lansdowne, 1964.
 Philipp, J. *A Great View of Things: Edward Gibbon Wakefield*. Melbourne, Nelson, 1971.
 Pike, D. *Paradise of Dissent*. Melbourne, Longmans, 1957.
 Roberts, S. H. *A History of Australian Land Settlement*. Melbourne, Macmillan, 1968.
 Roberts, S. H. *The Squatting Age in Australian History*. Melbourne Uni. Press, 1965.
 Robson, L. *The Convict Settlers of Australia*. Melbourne Uni. Press, 1965.
 Scott, E. *Australia during the War*. Sydney, Angus & Robertson, 1943.
 Shaw, A. G. L. *Convicts and the Colonies*. London, Faber, 1966.
 Sutcliffe, J. T. *History of Trade Unionism in Australia*. Melbourne, Macmillan, 1961.
 Ward, J. M. *Empire in the Antipodes: The British in Australia, 1840-1860*. London, Arnold, 1966.
 Ward, R. *The Australian Legend*. Melbourne, Cheshire, 1957.
 Willard, M. *History of the White Australia Policy to 1920*. London, Frank Cass, 1967.
 C. Journals, etc. *Royal Australian Historical Society Journals*.
Historical Records of Australia.
Historical Records of New South Wales.
Historical Studies of Australia and New Zealand.
Australian Journal of Politics and History.

DEPARTMENT OF SOCIAL SCIENCES

D. Reference Books

- Pike, D. *Australian Dictionary of Biography*. (Vols. I, II, III, IV). Melbourne Uni. Press, 1967.
 Serle, P. *A Dictionary of Australian Biography*. Sydney, Angus & Robertson, 1959.
 Grolier Society *The Australian Encyclopaedia*. Sydney, Angus & Robertson, 1925.

PART B—THE TEACHING OF HISTORY

One hour per week

- The Philosophy of History.
 The Methodology of Historians.
 Research Techniques. Problems of storage, location, retrieval, interpretation and presentation.
 The Structure and Content of the Secondary History Curricula.
 History Departments in the Schools.
 The History Teacher's role.
 The Use of Resources.
 Approaches to Teaching History.

Demonstration lessons and other school experiences are incorporated into the subject.

BIBLIOGRAPHY

- Barzun, J. and Graff, H. *The Modern Researcher*. N.Y., Harcourt, Brace & Co., 1966.
 La Nauze, J. *The Presentation of Historical Theses*. Melbourne, U.P., 1966.
 Walshe, R. D. and Little, N. A. *Ways we teach History*. Sydney, The History Teachers Association of New South Wales.
 N.S.W. Department of Education *Secondary History Syllabus*. Sydney, Government Printer, 1972.

ADDITIONAL REQUIREMENTS

Historical surveys, one resource unit and one major research task.

ASSESSMENT

Progressive evaluation, based on assignments, participation and examination.

HISTORY IIB

Power and Authority in the United States

Three hours per week

PART A

A chronological study of the bases of power and authority and the tensions among differing interests.

- (1) The varieties of power and authority in the colonies.
- (2) American independence from Britain.
- (3) Seeking a new basis—from the Articles of Confederation to the Constitution.

DEPARTMENT OF SOCIAL SCIENCES

- (4) Federalists and Jeffersonians.
- (5) Jacksonian democracy.
- (6) Northern and Southern sectionalism.
- (7) The Civil War.
- (8) The Reconstruction of the South.
- (9) The new power of large corporations.
- (10) The Populist and Progressive challenges to corporate power.
- (11) The New Deal.
- (12) McCarthyism.
- (13) The challenge of Black America.

PART B

Some important general themes in the American experience.
The roles of:

- (a) The Presidency.
- (b) The Legislature.
- (c) The Judiciary.
- (d) The Parties.
- (e) The Press.
- (f) The Lobbyists.

ASSESSMENT

On assignments, class work and examination.

BIBLIOGRAPHY

Nye, R. B. and Morpurgo, J. E. *A History of the United States*. 2 vols. Great Britain, Penguin, 1970.
This is useful as a general reference and also for the bibliographical essay. Several of the relevant listed titles are in the Library.
Fine, S. and Brown, G. S. *The American Past*. 2 vols. N.Y., Macmillan, 1970.
Hafstadter, R. *The American Political Tradition*. N.Y., Vintage, 1948.
The Series:
Problems in American Civilisation.
Problems in American History.
Berkeley Series in American History.
American Heritage.
American Historical Review.
Current History.
Journal of Southern History.

Other monographs and journal articles are indicated during the year.

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-

DEPARTMENT OF SOCIAL SCIENCES

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.

Part two allows for individual student choice into any aspect of Australian history and aims at the development of historical skills.

ADDITIONAL REQUIREMENTS

Tutorials, seminars, book reviews, research studies. Written assignments include a major research task.

ASSESSMENT

Progressive evaluation, including examination.

BASIC REFERENCES

Madgwick, R. *Immigration into Eastern Australia 1788-1851*. Sydney U.P., 1969.
Roe, M. *The Quest for Authority in Eastern Australia*. Melbourne, Melbourne U.P. in association with A.N.U., 1963.
Clark, C. M. H. *Select Documents in Australian History*. Sydney, Angus & Robertson, 1955.

ADDITIONAL REFERENCES

Bartlett, N. *The Gold Seekers*. London, Jarrolds, 1955.
Blainey, G. *The Tyranny of Distance*. Melbourne, Macmillan, 1968.
Davies, A. F. and Enchel, S. *Australian Society*. Melbourne, Cheshire, 1970.
Ellis, M. *John Macarthur*. Sydney, Angus & Robertson, 1955.
McQueen, H. *The New Britannia*. Ringwood, Penguin, 1970.
Ward, R. *The Australian Legend*. Melbourne, Cheshire, 1957.
Younger, R. *Australia and the Australians*. Adelaide, Rigby, 1970.
Additional sources are suggested throughout the year and include relevant articles and documentary material from the press and other media.

SOCIAL SCIENCE I

Understanding Society and the Curriculum Process

Four hours per week

PART A—UNDERSTANDING SOCIETY

This part adopts a comparative approach to the study of some significant institutions in society. Contemporary Western society and traditional Asian and African societies illustrate the differ-

DEPARTMENT OF SOCIAL SCIENCES

ences between societies and the factors underlying the development of institutions within these societies.

Three institutions are studied in this way—

- The family.
- Religion.
- Authority.

ADDITIONAL REQUIREMENTS

One 2,000-word essay and assignments associated with seminars.

ASSESSMENT

Based on assignments and a final examination.

REFERENCES

- | | |
|------------------------------------|---|
| Bell, N. W. and Vogel, E. | <i>The Family</i> . N.Y., Free Press, 1968. |
| Bendix, R. and Lipset, S. M. | <i>Class, Status and Power</i> . N.Y., Free Press, 1966. |
| Burling, R. | <i>Hill Farms and Padi Fields</i> . Englewood Cliffs, Prentice-Hall, 1965. |
| Cohen, R. and Middleton, J. | <i>Comparative Political Systems</i> , N.Y., Natural History Press, 1967. |
| Davies, A. F. and Encel, S. | <i>Australian Society</i> . Melbourne, Cheshire, 1970. 2nd ed. |
| Edgar, D. E. | <i>Social change in Australia</i> . Melbourne, Cheshire, 1974. |
| Encel, S. | <i>Equality and Authority</i> . Melbourne, Cheshire, 1970. |
| Epstein, A. L. | <i>Politics in an Urban African Community</i> . Manchester, U.P., 1968. |
| Fortes, M. and Evans-Pritchard, E. | <i>African Political Systems</i> . Oxford, U.P., 1970. |
| Harding, T. and Wallace, B. | <i>Cultures of the Pacific</i> . N.Y., Free Press, 1970. |
| Hogbin, I. | <i>Anthropology in Papua-New Guinea</i> . Melb., U.P., 1973. |
| Hogbin, I. | <i>Social Change</i> . Melb., U.P., 1970. |
| Krader, L. | <i>Formation of the State</i> . Englewood Cliffs, Prentice-Hall, 1968. |
| Lawrence, P. and Meggitt, M. | <i>Gods, Ghosts and Men in Melanesia</i> . Melb., U.P., 1972. |
| Maquet, J. J. | <i>The Promise of Inequality</i> . Oxford, U.P., 1970. |
| Stevens, F. S. | <i>Racism: The Australian Experience</i> . 3 vols. Sydney, A.N.Z. Book Co., 1970. |
| Wilson, D. A. | <i>Politics in Thailand</i> . N.Y., Cornell U.P., 1972. |
| Wilson, P. R. | <i>Australian Social Issues of the Seventies</i> . Sydney, Butterworths, 1972. |
| Woolmington, J. | <i>Aborigines in Colonial Society</i> . Melbourne, Cassell, 1973. |

PART B—THE SOCIAL SCIENCES CURRICULUM PROCESS

Strand 1. Micro Teaching. Conducted in conjunction with the Education Department. (See Teaching Experience I.)

Strand 2. Social Sciences Curriculum.

The aim of this Strand is to introduce prospective teachers of the Social Sciences to some of the basic curriculum issues, curricula and basic procedures used in teaching the Social Sciences in the High School.

1. Curriculum Issues.

What should we teach about society? The Curriculum Process. The aims of teaching about society. The teaching of attitudes and values.

2. Curriculum Design.

Modern trends in curriculum design. Curriculum design in

DEPARTMENT OF SOCIAL SCIENCES

N.S.W. An introductory survey of Junior Secondary Social Sciences syllabuses.

3. Basic Teaching Procedures.

Narration, basic questioning, discussion, inquiry, reinforcement and variability through the use of basic educational technology.

ADDITIONAL REQUIREMENTS

One teaching resource unit.

ASSESSMENT

Progressive evaluation based on the resource unit and on annual examination.

BASIC REFERENCE

Duffy, D. *Teaching about society*. Sydney, Rigby, 1970.

ADDITIONAL REFERENCES

- | | |
|---------------|---|
| Biddle, D. | <i>Readings in Geographical Education</i> . Vol. 1, Sydney, Whitcombe and Tombs, 1968. |
| Daughtrey, A. | <i>Methods of Teaching Basic Business and Economics Education</i> . Ohio, South Western, 1965. |
| Gross, R. E. | <i>Teaching the Social Studies: What, why and how</i> . Scranton, International Textbook Co., 1969. |
| Hooper, R. | <i>The Curriculum</i> . London, Open University Press, 1972. |

SOCIAL SCIENCE IA

The Social Science Curriculum Process

Three hours per week

PART A—AN ORIENTATION TO SOCIAL SCIENCE TEACHING IN THE PRIMARY SCHOOL

This study deals with the aims and content of the Social Science curriculum and basic lesson techniques and skills.

PART B—VARIETY IN LESSON PROCEDURE

This unit is designed to strike a balance in emphasis among the major purposes of Social Science.

- The Development of the Person.
- The Growth of Knowledge and Understanding.
- The Development of Attitudes.
- The Development of Skills.

Great stress is placed on the "Inquiry Approach" to Social Science teaching.

- (i) The case for the inquiry approach.
- (ii) The role of the teacher in the inquiry classroom.
- (iii) Individual skills and interest.
- (iv) Estvan's taxonomy of methods.
- (v) Jarolimek's Tri-University studies.

DEPARTMENT OF SOCIAL SCIENCES

(vi) Taba inductive techniques.

(vii) Joyce strategies.

This is also a practical unit and case studies are made both in theory and in the micro-practice situation.

PART C—EFFECTIVE PROGRAMMING

This part aims at ensuring a flexible approach to programming and an understanding of the individual initiative that lies with the teacher in his selection of material and in its presentation.

ADDITIONAL REQUIREMENTS

Two major assignments which may incorporate both planning and presentation of themes, units and individual lessons. There is also a series of short exercises spaced throughout the year.

Demonstration lessons and other school experiences constitute part of the subject.

ASSESSMENT

Progressive evaluation on assignments and class exercises together with a final examination for students who do not reach a sufficiently high standard in progressive evaluation.

BASIC REFERENCES

Department of Education
Pryde, N. D. *N.S.W. Curriculum Guidelines for Primary Social Studies. Inquiry Teaching in the Social Studies.* N.S.W., Belair Publications, 1973.

ADDITIONAL REFERENCES

Estvan, F. J. *Social Studies in a Changing World.* N.Y., Harcourt, Brace and World, 1968.
Jarolimek, J. *Social Studies in Elementary Education.* 3rd ed. N.Y., Macmillan and Co., 1967.
Joyce, B. R. *New Strategies for Social Education.* Chicago, Science Research Associates, 1972.
Taba, H. *Teachers Handbook for Elementary Social Studies.* Massachusetts, Addison-Wesley, 1969.

SOCIAL SCIENCE II

Forces at work in Society and the Teaching of Social Science and Asian Social Studies

Four hours per week

PART A—FORCES AT WORK IN SOCIETY

Three hours per week

An understanding of man in society requires an awareness of the forces at work within society. An in-depth examination is made of three aspects of society to reveal some of the forces at work.

- (1) Ethnic group relations—a study of the ideas of “Race” and an examination of contemporary race relations in several societies.
- (2) Social stratification—a study of the ideas of Karl Marx and Max Weber, particularly in relation to the concepts of “class”, “status” and “power” in modern society.

DEPARTMENT OF SOCIAL SCIENCES

- (3) Social change—a study of the problems involved in such change for the individual and the society at large. The study is of change as it is experienced in the modern society and that experienced by traditional societies under the impact of colonialism and modernization.

ADDITIONAL REQUIREMENTS

One major assignment, a 3,000-word essay due third term, and three minor assignments of approximately 500 words each, due at stated times during the year.

ASSESSMENT

Based on final examination and assignments.

RECOMMENDED READING

Appelbaum, R.
Avineri, S. *Theories of Social Change.** Chicago, Markham, 1970.
*The Social and Political Thought of Karl Marx.** Cambridge, C.U.P., 1968.
Baxter, P. and
Sansom, B. (eds.)
Bendix, R. and
Lipset, S. M. (eds.)
Berry, B. *Race and Social Difference.* Ringwood, Victoria, Penguin, 1972.
Class, Status and Power. London, Routledge and Kegan Paul, 1954.
Race and Ethnic Relations. New York, Houghton-Mifflin, 1958.
Beteille, A. (ed.)
Davies, A. F. and
Encel, S.
Ford, R. B. *Social Inequality.* Ringwood, Victoria, Penguin, 1969.
Australian Society. Melbourne, Cheshire, 1965.
Tradition and Change in Four Societies: An Inquiry Approach. N.Y., Holt, Rinehart and Winston, 1968.
The Next Australia. Sydney, Angus & Robertson, 1970.
Racism—the Australian Experience. Sydney, Australian and New Zealand Book Co., 1972. Vol. II, *Black Versus White.*
Welty, P. T. *The Asians: Their Heritage and Their Destiny.* N.Y., Lippincott, 1973.

*Paperbacks.

PART B—THE TEACHING OF SOCIAL SCIENCE AND ASIAN SOCIAL STUDIES

One hour per week

Social Science II method attempts to apply the general principles of curriculum study to particular N.S.W. syllabuses, viz. Social Science and Asian Social Studies. Through a series of lectures, seminars and actual school experiences the following aspects will be examined.

- (i) Specific aims of the syllabuses as they relate to general educational aims.
- (ii) Interpretation and programming of syllabuses and preparation of units of work.
- (iii) Resource development—scope, problems and application. Construction of the resource unit.
- (iv) Teaching strategies—range, application and evaluation.
- (v) Assessment—problems and inadequacies of traditional methods as they relate to skill oriented syllabuses. Appraisal of alternative procedures.

DEPARTMENT OF SOCIAL SCIENCES

ASSESSMENT

Progressive assessment including annual examination.

REFERENCES

- Asian Social Studies Curriculum, 1974
Brown, I. C.
- Dufty, D. G. (ed.) *The Syllabus Guidelines and the Resources Digest and evaluation documents.*
Understanding other Cultures. New Jersey, Prentice-Hall, 1963.
- Dufty, D. G. *Teaching about Society — Problems and Possibilities.* Sydney, Rigby, 1970.
- Hunt, F. J. (ed.) *Seeing it Their Way.*
Social Science and the School Curriculum. Sydney, Angus & Robertson, 1971.
- Truill, R. D. et al. *Teaching the Social Sciences: A Creative Direction.* Sydney, McGraw-Hill, 1972.
- Asia Teachers' Association *Publications: esp. Bulletins.*

SOCIAL SCIENCE IIZ

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching Two Year Conversion 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.

SOCIAL SCIENCE III

Contemporary Social Issues and the Teaching of Social Science

Four hours per week

PART A—CONTEMPORARY SOCIAL ISSUES

Three hours per week

Depth Studies are made of the themes listed below. The themes are examined within two broad areas of study.

1. Problems Facing Individuals in Society
 - (a) States of Consciousness.
 - (b) Interpersonal Relationships.
 - (c) Inequalities.
2. Problems Facing Modern Society
 - (a) Conflict.
 - (b) Environment.
 - (c) Social Change and Direction.

ADDITIONAL REQUIREMENTS

Major essays and seminar papers.

ASSESSMENT

Progressive evaluation.

DEPARTMENT OF SOCIAL SCIENCES

REFERENCES

- A.I.P.S.
Davies, A. F. and Encel, S.
Johnson, C.
Mayer, H.
- Meadows, D. H.
Packard, V.
Packard, V.
Toffler, A.
Wilson, P. R.
- Poverty in Australia.* Sydney, Angus & Robertson, 1969.
Australian Society. Melbourne, Cheshire, 1970.
- Eco-Crisis.* New York, Wiley, 1970.
Australian Politics, A Third Reader. Sydney, Angus & Robertson, 1973.
The Limits to Growth. London, Earth Island, 1972.
The Status Seekers. New York, David McKay, 1961.
The Sexual Wilderness. London, Pan, 1968.
Future Shock. London, Bodley Head, 1970.
Australian Social Issues in the 1970s. Sydney, Butterworths, 1972.

PART B—THE TEACHING OF SOCIAL SCIENCE

One hour per week

The following curriculum issues and teaching methodology are studied with particular reference to the Secondary Social Science syllabus.

1. Curriculum Issues.

What we should teach about society; what content should we teach—attitudes and values; The organization of content—inter-disciplinary approaches; The organization of teaching—deschooling and other radical approaches; Programming; Evaluation—formative and summative.

2. Advanced Teaching Methodology.

Role playing, simulation games, survey, contract learning, inquiry teaching, critical incidents in teaching, advanced audio-visual techniques, developing resource units.

ADDITIONAL REQUIREMENTS

One major resource unit.

ASSESSMENT

Progressive evaluation and a final examination.

BASIC REFERENCE

- Dufty, D. G. (ed.) *Teaching about Society.* Sydney, Rigby, 1970.

ADDITIONAL REFERENCES

- Gross, R. E. *Teaching the Social Studies: What, why and how.* Scranton, International Textbook Co., 1969.
- Hunt, F. J. *Social Science and the School Curriculum.* Sydney, Angus & Robertson, 1971.
- Lippitt, R. *The Teacher's Role in Social Science Investigation.* Chicago, S.R.A., 1971.
- Morrisett, I. *Social Science in the Schools.* New York, Holt, Rinehart & Winston, 1971.

SOCIAL SCIENCE IIIE

Aboriginal Studies

Three hours per week

Prerequisite—Final Year Students in Primary English/History and Social Sciences.

DEPARTMENT OF SOCIAL SCIENCES

A study presenting a survey of Aboriginal society, past and present, to give students an understanding of the Aboriginal people, a realization of their cultural heritage and an appreciation of the problems facing Aborigines in present-day Australian society. The emphasis is on the contemporary situation. Lecturers from the Departments of Art, Education, English, Home Science and Textiles, Languages, Music, Science and Social Sciences are involved in the presentation of the topic. Guest speakers are invited to lecture and to take part in discussions.

Subject Outline

Aborigines in Traditional Society

Prehistory of the Aborigines—a brief survey of the archeological evidence of the Aboriginal people in Australia.

Aboriginal Tribal Society—the study includes social, economic, political, religious and artistic aspects of traditional Aboriginal society.

Black-White Relations—a history of race relations in Australia, the United States of America and New Zealand.

Aborigines in Contemporary Australian Society

This area occupies the major part of the work involving an investigation of the problems confronting Aborigines in Australian society today. It deals with the placement of the Aboriginal in the Australian economy, nutritional needs, educational problems, and psychological position and the political environment.

ADDITIONAL REQUIREMENTS

One major assignment—a topic of special interest chosen by the student in consultation with the lecturer concerned.
Seminar participation.

ASSESSMENT

The major assignment, seminar participation and final examination are taken into account for the final assessment.

REFERENCES

- Beakley, J. W. *The Aborigines of Australia*. Brisbane, Jacaranda Press, 1961.
- Berndt, R. M. and C. H. *Aboriginal Man in Australia*. Sydney, Angus & Robertson, 1965.
- Dunn, S. S. and Tatz, C. M. (eds.) *Aborigines and Education*. Melbourne, Sun Books, 1969.
- Kearney, G. E., de Lacey, P. R. and Davidson, G. R. (eds.) *The Psychology of Aboriginal Australians*. Sydney, Wiley, 1973.
- Gale, F. *Urban Aborigines*. Canberra, A.N.U. Press, 1973.
- Lippmann, L. *Words or Blows*. Ringwood, Victoria, Penguin Books, 1973.
- Meggitt, M. J. *The Desert People*. Sydney, Angus & Robertson, 1962.
- Mulvaney, D. J. *The Pre-History of Australia*. London, Thames and Hudson, 1969.
- Mulvaney, D. J. and Golson, J. (eds.) *Aboriginal Man and Environment in Australia*. Canberra, A.N.U. Press, 1971.
- Rowley, C. D. *The Destruction of Aboriginal Society*. Ringwood, Victoria, Penguin, 1972.
- Rowley, C. D. *Outcasts in White Society*. Ringwood, Victoria, Penguin, 1972.

DEPARTMENT OF SOCIAL SCIENCES

Rowley, C. D.
Sharp, I. G. and Tatz, C. M. (eds.)
Stanner, W. E. H.

The Remote Aborigines. Ringwood, Victoria, Penguin, 1972.
Aborigines in the Economy. Brisbane, Jacaranda, 1966.

Stevens, F. S. (ed.)

After the Dreaming. Sydney, Australian Broadcasting Commission, 1969. (Boyer Lectures, 1968.)

Taft, R.

Racism—the Australian Experience. 3 vols. Sydney. Aust. and New Zealand Book Co., 1971-73.
Aborigines in Australian Society. Canberra, A.N.U. Press, 1970.

A further bibliography is supplied at the beginning of the course.

SOCIAL SCIENCE IIII

Planning and Presentation of Social Science in the Infant School

Three hours per week

PART A—THE INTEGRATION OF TRADITIONAL AND INQUIRY TECHNIQUES

This section of the work deals with the achievement of the Social Science objectives, knowledge and understanding, attitudes and skills, through theoretical planning and practical application of appropriate strategies in the classroom situation.

It aims to produce a varied approach to the teaching of Social Science by using both traditional and inquiry techniques and much stress will be placed on the development of the skills of Social Science in the Infant Schools.

The recognition and definition of problems.

The collection of relevant data.

The critical evaluation of social phenomena.

The testing of conclusions.

The presentation of findings.

The ability to work effectively with people.

Students receive practical experience in the structuring of learning situations in a range of lessons from simple inquiry based studies to complex units of work. Special emphasis is placed on:

(a) individual pupil research;

(b) the local community;

(c) current affairs;

(d) simulation games;

(e) role play.

PART B—PROGRAMMING THE SOCIAL STUDIES— THE CONSTRUCTION OF A TEACHING UNIT

A depth study of programming is undertaken and students plan integrated teaching units organized around a focus question related to the Social Science field.

- (a) areas of inquiry;
- (b) focus questions;
- (c) formulation of objectives;
- (d) teaching and learning strategies—lesson sequencing;
- (e) resources;
- (f) evaluation;
- (g) integration with other subjects.

PART C—FORCES AT WORK IN SOCIETY

The final section of the course aims to develop the students' own skill in reading and researching in Social Science. After a preparatory study of research techniques, students study the structure of Australian and world problems through individual research. These studies are directly applicable to the classroom programme.

PART D—TEACHING AND LEARNING RESOURCES

Students are involved in a study of resources and their uses. Opportunities are available for student use of resources in both the lecture room and the school classroom.

ASSIGNMENTS

Two major assignments which incorporate both planning and the presentation of themes, units and individual lessons. There is also a series of short exercises spaced throughout the year. These are both theoretical and practical and include classroom experiences.

ASSESSMENT

Progressive evaluation of assignments and class exercises and a final examination for students who do not reach a sufficiently high standard in progressive evaluation.

TEXTBOOKS

- | | |
|---|---|
| Brown, C. M. and
Adams, W. R.
Department of Education
Pryde, N. D. | <i>How to Read the Social Sciences.</i> Illinois, Scott, Foresman, 1970.
<i>N.S.W. Curriculum Guidelines for Primary Social Studies.</i>
<i>Inquiry Teaching in the Social Studies.</i> Adamstown Heights, N.S.W., Belair Publications, 1972. |
|---|---|

REFERENCES

- | | |
|--|--|
| Banks, J. A. and
Clegg, A. A. | <i>Teaching Strategies for the Social Studies.</i> Massachusetts, Addison-Wesley, 1973. |
| Bassett, G. W. (ed.)
Estvan, F. J. | <i>Teaching in the Primary School.</i> Sydney, Novak, 1967.
<i>Social Studies in a Changing World.</i> N.Y., Harcourt, Brace and World, 1968. |
| Herman, W. L. (ed.) | <i>Current research in Elementary School Social Studies.</i> N.Y., Macmillan, 1969. |
| Jarolimek, J. | <i>Social Studies in Elementary Education.</i> 3rd ed., N.Y. Macmillan, 1967. |
| Jarolimek, J. and
Walsh, H. M. | <i>Readings for Social Studies in Elementary Education.</i> N.Y., Macmillan, 1969. |
| Joyce, B. R. | <i>New Strategies for Social Education.</i> Chicago, Science Research Associates, 1972. |
| Taba, H. et al. | <i>A Teacher's Handbook for Elementary Social Studies: An Introductory Approach.</i> 2nd ed. Massachusetts, Addison-Wesley, 1971. |
| Trail, R. D.
Logan, L. M. and
Remington, G. I. | <i>Teaching the Social Sciences: A Creative Direction.</i> Sydney, McGraw-Hill, 1972. |
| Zahorik, J. A. and
Brubaker, D. L. | <i>Towards More Humanistic Instruction.</i> Dubuque, Iowa, W. C. Brown, 1972. |

- | | |
|---------------------------------------|--------------------------------------|
| Tasmanian Department
of Education | <i>Curriculum in Social Studies.</i> |
| Queensland Department
of Education | <i>Curriculum in Social Studies.</i> |

REFERENCE PERIODICALS
Social Education.

SOCIAL SCIENCE IIP

Planning and Presentation of Social Science in the Primary School

Three hours per week

PART A—THE INTEGRATION OF TRADITIONAL AND INQUIRY TECHNIQUES

This section of the study deals with the achievement of the Social Science objectives, knowledge and understanding, attitudes and skills, through both theoretical planning and practical application of appropriate strategies in the classroom situation. The unit aims to produce a varied approach to the teaching of Social Science by using both traditional and inquiry techniques and much stress is placed on the development of the skills of Social Science in the Primary School.

- The recognition and definition of problems.
- The collection of relevant data.
- The critical evaluation of social phenomena.
- The testing of conclusions.
- The presentation of findings.
- The ability to work effectively with people.

Students receive practical experience in the structuring of learning situations in a range of lessons from simple inquiry based studies to complex units of work. Special emphasis is placed on:

- (a) individual pupil research;
- (b) the local community;
- (c) current affairs;
- (d) simulation games;
- (e) role play.

PART B—PROGRAMMING THE SOCIAL STUDIES—
THE CONSTRUCTION OF A TEACHING UNIT

A depth study of programming is undertaken and students plan integrated teaching units organized around a focus question related to the Social Science field.

DEPARTMENT OF SOCIAL SCIENCES

- (a) areas of inquiry;
- (b) focus questions;
- (c) formulation of objectives;
- (d) teaching and learning strategies—lesson sequencing;
- (e) resources;
- (f) evaluation;
- (g) integration with other subjects.

PART C—FORCES AT WORK IN SOCIETY

The final section of the course aims to develop the students' own skill in reading and researching in Social Science. After a preparatory study of research techniques, students study the structure of Australian and world problems through individual research. These studies are directly applicable to the classroom programme.

PART D—TEACHING AND LEARNING RESOURCES

Students are involved in a study of resources and their uses. Opportunities are available for student use of resources in both the lecture room and the school classroom.

ASSIGNMENTS

Two major assignments which incorporate both planning and the presentation of themes, units and individual lessons. There is also a series of short exercises spaced throughout the year. These are both theoretical and practical and include classroom experiences.

ASSESSMENT

Progressive evaluation of assignments and class exercises and a final examination for students who do not reach a sufficiently high standard in progressive evaluation.

TEXTBOOKS

Brown, C. M. and
Adams, W. R.
Department of Education
Pryde, N. D.

How to Read the Social Sciences. Illinois, Scott, Foresman, 1970.
N.S.W. Curriculum Guidelines for Primary Social Studies. Inquiry Teaching in the Social Studies. Adamstown Heights, N.S.W., Belair Publications, 1972.

REFERENCES

Banks, J. A. and
Clegg, A. A.
Bassett, G. W. (ed.)
Estvan, F. J.

Teaching Strategies for the Social Studies. Massachusetts, Addison-Wesley, 1973.
Teaching in the Primary School. Sydney, Novak, 1967.
Social Studies in a Changing World. N.Y., Harcourt, Brace and World, 1968.
Current research in Elementary School Social Studies. N.Y., Macmillan, 1969.
Social Studies in Elementary Education. 3rd ed., N.Y. Macmillan, 1967.
Readings for Social Studies in Elementary Education. N.Y., Macmillan, 1969.

Herman, W. L. (ed.)

New Strategies for Social Education. Chicago, Science Research Associates, 1972.

Jarolimek, J.
Jarolimek, J. and
Walsh, H. M.
Joyce, B. R.

A Teacher's Handbook for Elementary Social Studies: An Introductory Approach. 2nd ed. Massachusetts, Addison-Wesley, 1971.
Teaching the Social Sciences: A Creative Direction. Sydney, McGraw-Hill, 1972.

Taba, H. et al.

Towards More Humanistic Instruction. Dubuque, Iowa, W. C. Brown, 1972.

Trail, R. D.
Logan, L. M. and
Remington, G. I.
Zahorik, J. A. and
Brubaker, D. L.

DEPARTMENT OF SOCIAL SCIENCES

Tasmanian Department of Education
Queensland Department of Education

Curriculum in Social Studies.
Curriculum in Social Studies.

REFERENCE PERIODICALS
Social Education.

SOCIAL SCIENCE IIIY

Three hours per week for one Semester

This is a specialized course provided for students enrolled in the Diploma in Teaching One Year Conversion 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.

RELIGION AND SOCIETY IE

Three hours per week

Historical, sociological and anthropological survey of the operation of religion in primitive and developing societies.

The effects of animism, polytheism, pantheism and monotheism on social structure.

Thought, practice and belief as elements in religion.

Ceremonial and ritual patterns contributing to the survival of the society in which they occur, especially those associated with birth, marriage and death.

Comparative study of one or more of world religions.

The historical incidence of concepts of creation and universal law, as the basis of modern scientific notions of causation.

Continuing concepts of Western European Society, drawn from Hebrew and Greco-Roman religion and philosophy, that produced the rigorous scholarship of the Renaissance.

Geographical distribution of religious ideas and their relation to the emergence of concepts of law, justice, social order, etc.

A list of recommended reading is supplied at beginning of the year.

ASSESSMENT

By evaluation of work completed and of contributions to seminar discussions.

FRENCH IE

French Language and Literature

Three hours per week

Prerequisite—Pass in H.S.C. or equivalent

SYLLABUS

Lectures and practical classes designed to provide a review of basic French grammar and to develop reading ability and oral and written expression. An introduction to masterpieces of French literature through readings and recordings.

ESSAYS AND ASSIGNMENTS

Regular language assignments are set throughout the year and two essays of approximately 800 words on literary topics.

ASSESSMENT

Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS

- Carlut, C. and Meiden, W. *French for Oral and Written Review*. New York, Holt, Rinehart & Winston, 1968.
 Lee, S. and Ricks, D. (eds.) *Penguin French Reader*. Harmondsworth, Penguin Books, 1969.
 Strauss, G. (ed.) *Notre Siècle*. Melbourne, Cheshire, 1968.
 Aymé, M. *Le Passe-Murillé*. Paris, Livre de Poche, 1969.

REFERENCES

- Dubois, M. M. *Larousse Modern French Dictionary*. London, Macmillan, 1965.
 Fraser, W. and Squair, J. *Heath New Practical French Grammar*. London, Harrap, 1968.
 Grévisse, M. *Le bon Usage*. Paris, Hachette, 1965.
 Grossvogel, D. *20th Century French Drama*. New York, Columbia University Press, 1965.
 Mansion, J. E. *Harrap Standard French Dictionary*. London, Harrap, 1960.
 Robinson, J. and Martin, A. *France Today*. Sydney, Ian Novak, 1968.

FRENCH IIE

French Language and Literature

Three hours per week

Prerequisite—Pass in French IE or equivalent

SYLLABUS

Strand A—Cultural Studies in Literature (two lectures weekly). Drama and poetry of the twentieth century are studied. Lectures deal with the historical and cultural background to literary

development of the century and with individual dramatists and poets through a study of excerpts from their works. In addition, two works of modern French dramatists are studied in their entirety.

Strand B—Language (one lecture weekly).

Expression drill, pronunciation, conversation practice, aural comprehension, grammar and retranslation are based on Units 19-26 of *Advanced Conversational French* and Units 9-17 of *French for Oral and Written Review*.

ESSAYS AND ASSIGNMENTS

Short language exercises are set weekly throughout the course. In addition, two major assignments are set on literary topics. Distinction students are required to do an additional assignment on supplementary reading.

ASSESSMENT

Each language unit is tested upon completion. A written and an oral examination are set at the end of the year. Final assessment is based on examination and progressive evaluation. Satisfactory achievement in both units of work and examination are necessary for a pass in the subject.

TEXTBOOKS

- Carlut, C. and Meiden, W. *French for Oral and Written Review*. New York, Holt, Rinehart & Winston, 1968.
 Ionesco, E. *Three Plays*. London, Heinemann, 1966.
 Lagardo, A. and Michard, L. *XXe siècle*. Paris, Bordas, 1969.
 Sartre, J. P. *Huis clos*. London, Methuen, 1964.
 Whitehouse, J. C. and Wetherill, F. *Advanced Conversational French*. Edinburgh, Oliver and Boyd, 1968.
 Anouilh, J. *La Valse des toréadors*. Paris, La Table Ronde, 1952.
 Sartre, J. P. *Les mains sales*. London, Methuen, 1963.

REFERENCE AND RECOMMENDED READING

- Ardagh, J. *The New France*. Harmondsworth, Penguin Books, 1970.
 Dubois, M. M. *Larousse Modern French Dictionary*. London, Macmillan, 1965.
 Fraser, W. and Squair, J. *New Practical French Grammar*. London, Harrap, 1968.
 Grévisse, M. *Le bon Usage*. Paris, Hachette, 1965.
 Grossvogel, D. *Twentieth Century French Drama*. New York, Columbia University Press, 1965.
 Robinson, J. and Martin, A. *France Today*. Sydney, Ian Novak, 1968.

FRENCH IIIE

French Language and Literature

Three hours per week

Prerequisite—Pass French IIE or equivalent

As for French IIE, with the addition of the following texts:

- Anouilh, J. *La Valse des toréadors*. Paris, La Table Ronde, 1952.
 Sartre, J. P. *Les mains sales*. London, Methuen, 1963.
 Anouilh, J. *Caligula*. Paris, Gallimard, 1968.
 Camus, A. *Le Malentendu*. Paris, Gallimard, 1958.
 Camus, A.

GERMAN IE

German Language and Literature

Three hours per week

Prerequisite—Pass in H.S.C. or equivalent

SYLLABUS

Lectures and practical classes designed to provide a review of basic German grammar and to develop reading ability and oral and written expression within a cultural framework.

ESSAYS AND ASSIGNMENTS

Regular language assignments are set throughout the year and two essays of approximately 800 words each on literary or cultural topics.

ASSESSMENT

Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS

Eisner, O. Z. and Cunliffe, W. G. *Advanced Conversational German*. Edinburgh, Oliver and Boyd, 1966.
 Lehmann, W. P., Rehder, H., Shaw, L. R. and Werbow, S. N. *Review and Progress in German*. New York, Holt, Rinehart & Winston, 1959.
 McGlashan, L. and Campbell, I. R. *Drei Hörspiele*. London, Harrap, 1966.
 Page, J. F. (ed.) *Penguin German Reader*. Harmondsworth, Penguin Books, 1970.

REFERENCES

Brockhaus, F. A. *Illustrated German-English, English-German Dictionary*. London, Pitman, 1968.
 Duden *Stilwörterbuch der deutschen Sprache*. Mannheim, Bibliographisches Institut, 1971.
 Farrell, R. B., Farrell, R. B., Tisch, J. H., St. Leon, R. P. and Stowell, J. D. *Dictionary of German Synonyms*. London, C.U.P., 1969.
 St. Leon, R. P. and Stowell, J. D. *German-Speaking Countries Today and Yesterday*. Sydney, Ian Novak, 1966.
 Garten, H. F. *Modern German Drama*. London, Methuen, 1964.

GERMAN IIE

German Language and Literature

Three hours per week

Prerequisite—Pass in German IE or equivalent

SYLLABUS

Lectures and practical classes designed to develop further self-expression in speech and writing. Cultural studies based on the survey text: *Im Wandel der Jahre*. Literary study of German radio plays.

ESSAYS AND ASSIGNMENTS

Regular language assignments are set throughout the year and two essays of approximately 1,000 words each on literary or cultural topics are required.

ASSESSMENT

Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS

Eisner, O. Z. and Cunliffe, W. G. *Advanced Conversational German*. Edinburgh, Oliver and Boyd, 1966.
 Hofe, H. von *Im Wandel der Jahre*. New York, Holt, Rinehart & Winston, 1969.
 Lehmann, W. P., Rehder, H., Shaw, L. R., Werbow, S. N. *Review and Progress in German*. New York, Holt, Rinehart & Winston, 1959.
 McGlashan, L. and Campbell, I. R. *Drei Hörspiele*. London, Harrap, 1966.
 Brecht, B. *Der Gute Mensch von Setzuan*. London, Methuen, 1960.
 Grass, G. *Die Blechtrommel*. Frankfurt am Main, Fischer Bucherei, 1964.

REFERENCE AND RECOMMENDED READING

Brockhaus, F. A. *Illustrated German-English, English-German Dictionary*. London, Pitman, 1968.
 Duden *Stilwörterbuch der deutschen Sprache*. Mannheim, Bibliographisches Institut, 1971.
 Farrell, R. B., Farrell, R. B., Tisch, J. H., St. Leon, R. P. and Stowell, J. D. *Dictionary of German Synonyms*. London, C.U.P., 1969.
 St. Leon, R. P. and Stowell, J. D. *German-Speaking Countries Today and Yesterday*. Sydney, Ian Novak, 1966.
 Garten, H. F. *Modern German Drama*. London, Methuen, 1964.
 Russon, L. J. *Complete German Course for First Examination*. London, Longmans, Green, 1971.

GERMAN IIIE

German Language and Literature

Three hours per week

Prerequisite—Pass in German IIE or equivalent

As for German IIE, with the addition of the study of the following texts:

Brecht, B. *Der Gute Mensch von Setzuan*. London, Methuen, 1960.
 Grass, G. *Die Blechtrommel*. Frankfurt am Main, Fischer Bucherei, 1964.
 Additional for Distinction
 Dürrenmatt, F. *Der Besuch der alten Dame*. London, Methuen, 1957.
 Frisch, M. *Andorra*. London, Methuen, 1961.

LATIN IE

Latin Language and Literature

Three hours per week

Prerequisite—Pass at H.S.C. or equivalent

TRANSLATION, COMPOSITION AND GRAMMAR—Students are advised to have the following:

- (a) Gildersleeve, B. L. *Latin Grammar*, ed. 3. London, Macmillan, 1960.
 OR
 (b) Kennedy's *Revised Latin Primer*, ed. Mountford. London, Longmans, 1963.
 AND
 (c) Bradley's Arnold *Latin Prose Composition*, ed. Mountford. London, Longmans, 1960.
 AND
 (d) C. T. Lewis *Latin Dictionary*.

DEPARTMENT OF LANGUAGES

PRESCRIBED TEXTS

Cicero

Pro Archia (Any edition).
De Imperio Cn. Pompeii (Any edition).
Aeneid I and II. ed. Sweet. Michigan, Ann Arbor, 1960.
Ciceronis Filius. London, Longmans, 1963.
Roman History and Latin Literature—Students are advised to consult:
A History of the Roman World 753-146 B.C. London, Methuen.
From the Gracchi to Nero. A History of Rome from 133 B.C. to A.D. 68. London, Methuen, 1964.

Additional for Distinction

Cicero

Virgil

In his letters. ed. R. Y. Tyrell. London, Macmillan.
Opera Omnia. ed. R. A. B. Mynors. London, O.C.T., 1969.

LATIN IIE

Latin Language and Literature

Three hours per week

Prerequisite—Pass in Latin IE or equivalent

TRANSLATION, COMPOSITION AND GRAMMAR—Students are advised to acquire a good grammar and dictionary: see under Latin IE.

PRESCRIBED TEXTS FOR DETAILED STUDY

Catullus

Carmina. ed. R. A. B. Mynors. London, O.U.P., 1958.

OR

C. J. Fordyce. London, O.U.P.
Orations against Catilina. ed. A. D. Wilkins. London, Macmillan, or any other complete edition.
Catilina. ed. A. M. Cook. London, Macmillan, 1886.

OR

ed. W. C. Summers, London, C.U.P., 1900.
Opera Omnia. ed. R. A. B. Mynors. London, O.U.P., 1969.

Roman History and Latin Literature

Cary, M.

A History of Rome down to the Reign of Constantine, ed. 2. London, Macmillan, 1954.

Duff, J. Whyte

A Literary History of Rome to the Golden Age. London, Benn, 1953.

Additional for Distinction

Tacitus

Martial

Cicero

Histories III. ed. Wellesley. Sydney, S.U. Press, 1969.
Opera Omnia. ed. 2. W. M. Lindsay, London, O.C.T.
Thirty-five Letters of Cicero. ed. D. Stockton. London, O.U.P., 1969.

LATIN IIIE

Latin Language and Literature

Three hours per week

Prerequisite—Pass in Latin IE or equivalent

As for Latin IIE Pass, with the following for detailed study:

Cicero

Thirty-five Letters of Cicero. ed. D. Stockton. London, O.U.P., 1969.

Additional for Distinction—as for Latin II Distinction.

Together with the following:

Juvenal

Terence

Satires XIV. ed. 2. J. D. Duff. London, Macmillan.
Andria. ed. 2. G. P. Shipp. New York, O.U.P., 1960.

THE DEPARTMENT OF EXTERNAL STUDIES

The College offers through the Department of External Studies courses leading to the conversion from two-year trained status to three-year trained status. The courses are basically the equivalent of the third-year course for the internal students, that is, students have to study Education III plus four other subjects over a minimum period of two years. Successful completion of the appropriate course will lead to the award of the College Diploma in Teaching, as in general, external students doing these courses are required to follow the same courses of study, satisfy the same course requirements and attempt examinations of the same standard as full-time internal students of the College. The courses are open to lower primary teachers, primary teachers and secondary teachers of English, History, Geography, Languages (both Modern and Classical), Industrial Arts, Mathematics, Home Science and Textiles and Science.

The subjects offered externally include:

Applied Home Science III

Applied Textiles III

Art III

Biology III

Education III

English III

• American Literature

• Literature

• Curriculum Studies for the Primary School

• Curriculum Studies for the Lower Primary School

Environmental Science III

Geography III

Geology III

History III

Home Science III

Industrial Arts

• Materials Science III

• Mechanics III

• Technology IIIA

• Technology IIIB

Mathematics III

Music III

THE DEPARTMENT OF EXTERNAL STUDIES

Modern Science Education III

Natural Science III

Physical Education III

Religion and Society III

Teacher Librarianship III

Textiles III

Social Science III

Languages III

- French
- German
- Latin

Classical Civilization III

The level of the subject will depend on whether the teacher is engaged in the lower primary, primary or secondary field. Furthermore, the full range of subjects will not be offered in any one year. This will depend on the demand for subjects as determined by the total enrolment in a particular year and the availability of staff.

Eligibility for Enrolments

In general, applicants have to satisfy the entrance requirements of the College as determined by the College Academic Board, although in the case of certain experienced teachers, special adult entrance may be granted.

Teachers Certificate Requirements

The College also offers through the Department of External Studies an opportunity for teachers who are conditionally certified as far as the N.S.W. Department of Education is concerned, to complete their certificate requirements. In most cases such teachers only have to study one or two subjects to fulfil requirements. The teachers should make enquiries as early as possible at the beginning of the year. Enrolments for teachers in this category close by the 15th March of the academic year. All enquiries regarding external courses should be addressed to:

The Director of External Studies,
Newcastle College of Advanced Education,
Box 84 P.O.,
WARATAH, N.S.W. 2298.